New York University  
Department of Media, Culture, and Communication  
MCC-UE 1302 Global Television

Course Description  
This course introduces students to theories of global television studies, the reception of American media abroad, and several case studies of television from around the world. Students will learn about the challenges and rewards of studying global television, both of which revolve around how to study television programming and the television industry across cultures and across languages.

Learning Objectives  
Students completing this course will:
  • Understand and apply theories and concepts of global television studies
  • Analyze the international distribution and reception of American television
  • Examine several case studies in their local and global contexts, particularly regarding cultural and industrial differences
  • Complete an independent research project on global television

Required Texts  
  • A selection of other texts from journals and anthologies will be provided in the form of PDFs.

Assignments  

Weekly News Round-Up - Ongoing

Students work in pairs to collect current news items about global television and present them to the class. A good starting point is the blog New for TV Majors, which is updated daily with news and analyses related to television (the blog is maintained by Christine Becker, Associate Professor of Film, Television and Theater at Notre Dame). Students will also prepare discussion questions that relate their news items to the topics covered in class that week.

Global TV Programming - Midterm

For this assignment, students split into groups to create programming for the global TV market. Students can decide between creating their own TV program that would be distributed globally or adapting an international program or format for distribution on U.S. television. Students implement their new knowledge about global television in a creative way and learn to negotiate the tensions between different industrial and cultural expectations in the U.S. and abroad.
Research Project – Final

The goal of this project is to carry out an independent research project on global television. Students have the choice of working on the international distribution of American TV, on a local case study in a country of their choice, or on the adaptation or broadcasting of international programming in the United States. Students have the choice to finalize their research in the form of a traditional academic essay or in a more creative form, e.g. through a documentary or web-based archive.

Evaluation

Participation – 10%
Weekly News Round-Up – 20%
Global TV Programming Midterm – 30%
Research Project – 40%

Evaluation Rubric

A= Excellent
This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B= Good
This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C= Average
This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.

D= Unsatisfactory
This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F= Failed
This grade indicates a failure to participate and/or incomplete assignments

A  = 94-100
A- = 90-93
B+ = 87-89
B = 84-86
\[ B- = 80-83 \]
\[ C+ = 77-79 \]
\[ C = 74-76 \]
\[ C- = 70-73 \]
\[ D+ = 65-69 \]
\[ D = 60-64 \]
\[ F = 0-59 \]

Course Policies
Absences and Lateness
More than two unexcused absences will automatically result in a lower grade. Chronic lateness will also be reflected in your evaluation of participation. Regardless of the reason for your absence you will be responsible for any missed work. Travel arrangements do not constitute a valid excuse for rescheduling exams. There are no extra credit assignments for this class.

Format
Please type and double-space your written work. Typing improves the clarity and readability of your work and double-spacing allows room for me to comment. Please also number and staple multiple pages. You are free to use your preferred citation style. Please use it consistently throughout your writing. If sending a document electronically, please name the file in the following format Yourlastname Coursenumber Assignment1.doc

Grade Appeals
Please allow two days to pass before you submit a grade appeal. This gives you time to reflect on my assessment. If you still want to appeal your grade, please submit a short but considered paragraph detailing your concerns. Based on this paragraph I will review the question and either augment your grade or refine my explanation for the lost points.

General Decorum
Slipping in late or leaving early, sleeping, text messaging, surfing the Internet, doing homework in class, eating, etc. are distracting and disrespectful to all participants in the course.

Academic Dishonesty and Plagiarism
http://steinhardt.nyu.edu/policies/academic_integrity
The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work
that are yours.

You violate the principle of academic integrity when you
• cheat on an exam,
• submit the same work for two different courses without prior permission from your professors,
• receive help on a takehome examination that calls for independent work, or
• plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:
• copy verbatim from a book, an article, or other media;
• download documents from the Internet;
• purchase documents;
• report from other's oral work;
• paraphrase or restate someone else’s facts, analysis, and/or conclusions; or
• copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty

• Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
• Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
• Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
• Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
• Save your notes and drafts of your papers as evidence of your original work.

**Disciplinary Sanctions**
When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline. The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.

**Student Resources**
• Students with physical or learning disabilities are required to register with the [Moses Center for Students with Disabilities](http://www.mosescenter.nyu.edu), 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

• Writing Center: 411 Lafayette, 3rd Floor. Schedule an appointment online at [www.rich15.com/nyu/](http://www.rich15.com/nyu/) or just walk-in.

**Schedule of Classes, Readings and Assignments**

**Week 1: Introduction: Global Television Studies**


**Week 2: Foundations: U.S. vs. British Television**

Screening: *Doctor Who*


**Week 3: American Television Abroad I**

Screening: *The Amazing Race; House Hunters International*


Week 4: American Television Abroad II


Week 5: Global TV I: The Idol Franchise

Screening: NZ Idol


Week 6: Global TV II: Television in China


Week 7: Global TV III: Anime – Midterm Due

Screening: Select episodes of Serial Experiments: Lain


Week 8: Coming Full Circle: Screening & Adapting Global Media in the U.S I

Screening: The Killing (AMC, 2010; adaptation of the Danish series Forbrydelsen); Forbrydelsen (with English subtitles, as screened on BBC Four)

• Various articles that comment on the reception of The Killing and Forbrydelsen in the U.S. and the UK.

Week 9: Coming Full Circle: Screening & Adapting Global Media in the U.S II

Screening: German Soap Opera Clips; Ugly Betty

Week 10: Television in Transition: Moving Toward the Digital


Week 11: Underground TV Economies: Media Piracy


Week 12: Television on the Internet: The Future of Global TV?

• Readings and screening based on recent developments.

Week 13: What is Global Television, Revisited


Week 14: Student Presentations – Final Due