"After three thousand years of explosion, by means of fragmentary and mechanical technologies, the Western world is imploding. Today, after more than a century of electric technology, we have extended our central nervous system itself in a global embrace, abolishing both space and time as far as our planet is concerned.

We have become irrevocably involved with, and responsible for, each other.”
(Marshall McLuhan, The Medium is the Message, 1967)

Course Description and Overview
This course explores the phenomenon of global communication, specifically the wide range of activities associated with the dense intercontinental networks of mediated interpersonal communication and public media (such as news, entertainment, propaganda, and publicity), as well as the technical infrastructures that make it possible and commonplace to distribute messages across vast distances with little or no delay.

Our perspective is both historical and comparative. It begins in the 19th century with such objects as the universal postal union, the telegraph, and international news agencies, and tracks developments in global media and communication -- short-wave radio, international trade in film and television, global advertising, satellite transmission -- up to the present. In each case, our analysis will focus on particular local or regional instances of global trends, comparing specific practices and experiences across geographic and social settings.

Our inquiries are set within the scholarly debates over the nature and consequences of globalization. What political and economic forces propel and shape the phenomenon of globalization? How can we identify and analyze its social and cultural consequences? What norms or values might be appropriate in assessing the various instances of global media and global communication?

Core Themes and Topics of Course
1. Theories of Globalization and Models of International Communication
2. Theories of Social and Cultural Formation and Media Effects
3. International News and Information Networks
4. Hollywood and the Global Film Market
5. Radio Broadcasting and National Media Systems
6. International Regulation of Media Infrastructures: post, telegraph, and spectrum
7. International Trade in Television Programs and Local Viewing Patterns
8. Propaganda & Public Diplomacy
9. Religion & Tele-Evangelism
10. Global Advertising: Agencies and Campaigns
11. Labour: the Workplaces of Global Media and Communication
12. Satellites and International Development
13. Regional Media Centers Beyond North America and Europe
SAMPLE SYLLABUS – *This syllabus is provided as a sample. Some course content may vary.*

**Required Texts and Core Readings**


**Academic Journals with Primary Focus on Media and Globalization**

*Gazette – International Communication*

*International Journal of Cultural Studies*

*Global Media and Communication*

*International Journal of Communication*

**Assignments as Percentage of Final Grade: (Details to follow)**

General Class Participation
  Attendance & contributions to in-class discussions 10%

On-Line Journal
  Regular postings of summaries, analysis and commentary on assigned readings and other material 10%

Region / Country Analysis
  Detailed annotated file on selected themes for a given region / country – details to follow 25%

Collaborative Research Project
  One team-based project incorporating field research, data analysis, and presentation -- details to follow 15%

Review Essay
  1,500 word essay reviewing selected scholarly debate on media & globalization 15%

Mid-Term Quiz
  Multiple-choice, Short essays 10%

Final In-Class Synthesis
  Take-Home Questions, In-Class Essay 15%
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Schedule of Classes

Introduction: Course Logistics

Tues Sept 7 (Thurs Sept 9 no class)

Establishing the Terrain: Globalization

Tuesday Sept 14

Whole Class Read: Lecture 1 and 5
Last Name A-J : Lecture 2  Last Name K – N: Lecture 3  Last Name: O – Z: Lecture 4

*On-Line Journal Topic: Giddens on Globalization (due Mon Sept 13, 6:00 pm)
500 words or less: Summarize the main argument in Lecture 1 and the lecture 2 thru 4 you’ve been assigned. Please separate lecture discussions with appropriate headers.

Media and Globalization

Thurs Sept 16 & Tues Sept 21
Thussu. International Communication: Continuity and Change, Intro and Chapter 1
Tunstall. The Media Were American Intro, Chapters 1, 4, 5, 6 & 16

*On-Line Research Assignment: Step 1  (due Mon Sept 15)

Theories, Models, & Analytic Tools

Thurs Sept. 23 & Tues Sept 28
Thussu. “‘Approaches to Theorizing International Communication,” International Communication: Continuity and Change, Chapter 2
Tunstall, The Media Were American. Chapters 2 & 3

*On-Line Research Assignment: Step 2  (due Wed Sept 29)

Media Flows & Global Culture

Thurs Sept 30 and Tues Oct 5
Tunstall. The Media Were American. Chapter 7, 8, 9, 10, 13

Research Project: Regional Analysis & Collaborative Work

Thurs Oct 7

No readings – bring Tunstall to class
The Media Imperialism Debate
Tues Oct 12
Thussu, D. International Communication, chapter 6

*Short Essay Assignment: due Oct 12

Global Governance and Media
Thurs Oct 14 & Tues Oct 19
Thussu. International Communication. Chap 3 & 7

*On-Line Research Assignment: Step 3 (due Wed Oct 20)

Closer Inspection: Culture & Everyday Life
Thurs Oct 21 & Tues Oct 26
Tunstall. The Media Were American. Chap 15

Global Formats: Testing Models
Thur Oct 28 & Tues Nov 2
Tunstall, J. The Media Were American. Chapters 17, 18

Mid-Term Quiz
Thurs Nov 4

*On-Line Research Assignment: Step 4 (due Mon Nov 8)

Propaganda & Cultural Diplomacy
Tues Nov 9 & Thurs Nov 11

*On-Line Research Assignment: Step 5 (due Mon Nov 15)
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India: Case Study
Tunstall, J. *The Media Were American*, chapter 11

China: Case Study
Tunstall, J. *The Media Were American*, chapter 12

Student Case Studies (TBD)  
Tues Nov 23 and Tues Nov 30

Final Thoughts
Thurs Dec 2 and Tues Dec 7

In-Class (Take-Home) Test
Tues Dec 14

**Grading Standards**
(Plus and minus grades indicate the standing within the above grades)

A = Excellent (numerical equivalent: 90 – 100%)
Outstanding work in all respects: comprehensive understanding, thoughtful and creative interpretations, well-focused and original insights, well-reasoned commentary and analysis. Writing is clear, analytical, and organized. Arguments offer specific examples and concisely evaluate evidence. Class participation is consistent, insightful, and respectful of others.

B = Good (numerical equivalent: 80 – 89%)
Work demonstrates complete and accurate understanding of course materials, presenting a reasonable degree of insight and a competent level of analysis with proper evidence. Writing is easy to follow and well-structured. Class participation is consistent and respectful of others.

C = Adequate (numerical equivalent: 70 – 79 %)
Work demonstrates adequate understanding but may be incomplete, vague or contains some important errors or weaknesses. Work may lack concrete, specific examples and illustration. Writing may be awkward or hard to follow. Arguments are unorganized, without specific examples or analysis. Class participation is unreliable, off-topic, and/or disrespectful of others.

D = Unsatisfactory . (numerical equivalent: 60 – 69 %)
Work demonstrates a lack of understanding and fails to express basic aspects of the course. 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. Class participation is spotty, superficial, and/or disrespectful of others

F = Failed. Work was not submitted or completed according to assigned parameters or completely failed to express the most basic and elementary aspects of the course.

**General Course Policies**

**Late Assignments**
Late assignments will be graded down by 1% for every day late (24 hours from 11:59 pm GMT on the day the assignment is due). No paper will be accepted more than 6 days late, unless special arrangements have been made with the instructor in advance of the original due date.

**Format & Style for Written Work**
Written work should be double-spaced and formatted for A4 or 8.5” x 11” paper. Above all, written work should make consistent use of an accepted standard for citations and references (MLA, APA, Chicago, etc).

Students are strongly encouraged to use at least one style manual to improve the organization and composition of their written work and to ensure proper citation of sources. I recommend:


You may also find some valuable links at Online Writing Resources: [http://www.internet-resources.com/writers/wrlinks-wordstuff.htm](http://www.internet-resources.com/writers/wrlinks-wordstuff.htm)

**Students with Special Needs**
Students with special needs, such as physical and/or learning disabilities, should inform the course instructors at the beginning of the semester. The instructors will work with the student to arrange reasonable accommodations, including extra time for tests and other assignments or special access to material, in accordance NYU’s general guidelines.

Students must also be registered with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street (see [www.nyu.edu/csd](http://www.nyu.edu/csd), for more information).

**Religious Observance**
Students who observe religious holidays that may interfere with the class schedule should inform the course instructors well in advance of anticipated absences to ensure that appropriate arrangements are made for the completion of course work. See NYU’s Policy on Religious Holidays at [www.nyu.edu/student.affairs/students_guide/policies.html](http://www.nyu.edu/student.affairs/students_guide/policies.html), for more information.

**Academic Honesty**
The relationship between students and faculty is the keystone of the educational experience. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are 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, 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 take-home examination that calls for independent work;
- 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.
SAMPLE SYLLABUS – This syllabus is provided as a sample. Some course content may vary.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials which 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;
- Copy directly from a classmate or allow a classmate to copy from you.

For a full statement of the Academic Integrity Policy governing this course see: http://steinhardt.nyu.edu/mcc/undergraduate/academic-integrity

Grade Appeals

Contact the course director with a short note explaining your concerns about the grade in question, making specific reference to the grading rubric outlined in this syllabus. The instructor will respond in writing or set up a meeting to discuss your concerns.