



- **In-Class Activity:** How do you think the addition of Spotify and Apple Music in the Nigerian music market will help leapfrog music distribution in that country to the stage of legal and authorized downloads?

#### Comm 100, Section 001 (Rodino Colicino)

- **Reading:** On news media's treatment of Martin Luther King: Curtis Bunn, "The forgotten story of how the news media criticized Martin Luther King for opposing Vietnam: Martin Luther King Jr.'s Speech on the Vietnam War is a Dynamic One You Probably Never Heard" <http://atlantablackstar.com/2015/01/19/martin-luther-king-jr-s-speech-vietnam-war-dynamic-one-probably-never-heard/>
- **Reading:** Media & Culture, "Media Economics and the Global Marketplace."

#### Comm 100, Section 002 (Wei)

- **Learning Objective:** Demonstrate an awareness of the media as social, political and cultural forces
- **In-Class Activity:** What do you think of the portability of the messages carried by movies across boundaries and cultures?
- **In-Class Activity:** How do you think the addition of Spotify and Apple Music in the Nigerian music market will help leapfrog music distribution in that country to the stage of legal and authorized downloads?

#### Comm 110, Section 001 (Galindo-Ramirez)

- **Reading:** BBC News, Al Jazeera
- **Reading:** Yes, America Should Be the World's Policeman
- **Reading:** The US Must Not Be the World's Policeman

#### Comm 170, Section 001 (Poorman)

- **In-Class Activity:** in lecture on trends in the sports industry, did a statistical analysis and history of how sports power brokers and media coverage have shifted to include a more global and diverse awareness and growth.

#### Comm 180, Section 001 (Jackson)

- **Learning Objective:** Appreciation for the role of telecommunications in globalization and its impact on peoples and cultures around the world
- **In-Class Activity:** International telecommunications issues

#### Comm 190, Section 001 (Gambino)

- **Course Description:** Students will learn about industry structures, basic economics, business models, work flow, types of enterprises, job descriptions and opportunities, and explore legal and social implications. The course examines both domestic and global markets, and provides students with a factually and theoretically informed appreciation of these industries.
- **In-Class Activity:** Workflow, types of employment, jobs, employment resources, international growth and economic outlook

### Comm 205, Section 002 (Dumas)

- **Course Description:** Women, Minorities and Media explores the relationship between the media and society through critical analysis of media scholarship, content and practice. Media educates people about human identity, diversity and contributes to our social reality. Students research literature on human diversity issues in media representation. Students explore economic, political and social implications of media practice. Course content is designed to help build deeper understanding of gender, race, ethnicity, ability, sexual orientation and class diversity in media. Students build media literacy within the pluralistic democratic US society in the context of our diverse global society. Communication theory helps explain how media representations impact human construction of meaning in social relationships. Readings, digital media, discussion forums and written assignments focus on student learning about media practice, content production, media representation and analysis and about audience effects of media, that help shape our diverse society.
- **Reading:** Kellner, D. (2003) Cultural Studies, Multiculturalism, and Media Culture. Universal Declaration of Human Rights (1948) United Nations Agreement
- **Film Screening:** No Logo: Brands, Globalization, and Resistance :50 (2003)
- **Film Screening:** Edward Said: On “Orientalism” Dir. Sut Jhally :40 (1996)
- **Film Screening:** The Slanted Screen: Asian Men in Film and Television :61 (2006)
- **In-Class Activity:** Global Media/ Local Reality- Social Media- What are Citizenship, Democracy, Media Literacy and Creative Agency in our Global Information Society?

### Comm 260, Section 008 (Dawson)

- **Reading:** The Guardian, Al Jazeera English

### Comm 260, Section 010 (Snyder)

- **In-Class Activity:** The topic of building a wall was a huge one leading up to the election. Here’s the perspective focusing on one kid and his family. Like previous example it’s a mix of enterprise (the news here is the debate of building a border wall) and the profile because it paints a picture of this high schooler and how he crosses the border every morning to get to school.
- **Reading:** Before the wall: Life among the U.S.-Mexico border:  
<https://www.nytimes.com/interactive/2017/02/08/world/americas/before-the-wall-life-along-the-us-mexico-border.html>
- **In-Class Activity:** Discussion about Hurricane Irma and Maria impact and what the coverage has been like coming out of Puerto Rico in the months that followed, among other places. How did this coverage compare to what was happening in Florida and Texas with Hurricane Harvey? Was there a difference in coverage?

### Comm 260, Sections 001-014

- **Learning Objective:** Demonstrate an understanding of cultural diversity in a global society in relationship to journalism

#### Comm 261, Section 001 (Frank)

- **Reading:** John Hersey's "Hiroshima" which debunked wartime propaganda that would have Americans believe that the Japanese did not value human life
- **Reading:** Explorations of poverty, racism, classism, imperialism, homophobia and xenophobia are the backbone of the anthology "The Art of Fact," which we read throughout the semester.
- **In-Class Activity:** Much of the class discussion was aimed at getting the students to see common denominators among people who are superficially unlike themselves, to develop a deeper understanding of First World countries' historical role in Third World problems and to see the ways in which privilege can insulate them from some of the world's harsher realities.

#### Comm 271, Section 001 (Chandler)

- **Assignment:** World in Conversation
- **In-Class Activity:** Radio and podcasting in Africa: Teaching assistant Pechulano Ngwe Ali will share an international point of view

#### Comm 304, Section 001 (Schmierbach)

- **Reading:** International and cultural comparisons -- readings that in some way demonstrate the application of media theories to non-Western regions, such as China, the Middle East, or Africa. For example, in the most recent semester, readings included data from multiple nations in Europe, as well as Japan, China, Singapore, Chile and Ghana.

#### Comm 337W, Section 001 (Gabrosek)

- **Learning Objective:** demonstrate an understanding of the diversity of groups in a global society in relation to non-fiction media production

#### Comm 338, Section 002 (Shea)

- **Course Goal:** demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of communications in a global society

#### Comm 360, Sections 001-005

- **Learning Objective:** demonstrate an understanding of the diversity of groups in a global society in relationship to communications
- **Assignment:** on localizing an international story and seeking out members of ethnic/demographic groups that are routinely underrepresented in the media
- **In-Class Activity:** Discussion of on-line reporter blogs as a means of producing stories that supplement the broadcast and provide depth of research on a country or ethnic group in a broadcast story

#### Comm 372, Section 001 (Zimmerman)

- **Course Goal:** Demonstrate an understanding of the diversity of groups in a global society in relationship to communications

- **Assignment:** In-class exercise presented students with real complaints/comments left on big brands' social media accounts and were asked their strategy for rectifying. The cases included some comments critical of brands' actions related to racial and cultural issues.
- **Assignment:** Students lectured on the importance of those managing social media to not be tone-deaf or out-of-touch to better understand what is and isn't appropriate for posting. This includes awareness of stereotypes, double-meanings, slang, pop culture, etc.

#### Comm 373, Section 001 (Manuel)

- **Course Goal:** There is an increase in sensitivity to risk among corporate executives who face increasingly skeptical internal and external publics as well as a growing complexity of operations across both geographical and cultural boundaries. Regulatory changes both domestic and foreign have forced companies to be more transparent in their day-to-day operations making it more difficult for public relations practitioners to release information.

#### Comm 400, Section 001 (Yorks)

- **Course Goal:** For our class, we will include a diverse selection of people & stories anywhere the story takes us.
- **Course Goal:** Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.

#### Comm 401, Section 001 (Risley)

- **In-Class Activity:** Reporting Wars, Depression, Civil Rights

#### Comm 403H, Section 001 (Frieden)

- **Reading:** Mark Zuckerberg, Building Global Community, Facebook post (Feb. 16, 2017)

#### Comm 405, Section 001 (Rodino-Colocino)

- **Film Screening:** Beyond Vietnam: A Time To Break Silence:  
<http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>
- **In-Class Activity:** Based on what you know so far about political economy of communication, what can understanding the political economy of communication tell us about how Dr. King and his "Beyond Vietnam" speech were treated by media and the president? What questions might you ask, using a perspective informed by the political economy of communication?
- **Course Description:** COMM 405 promises to teach you a lot about how media, power, and the economy interconnect. Together, we will explore ways to develop "media literacy" to understand how the media works, how media shapes our culture, is culture, and reflects and contributes to cultural, historical, and political-economic developments.
- **Reading:** Curtis Bunn, "The forgotten story of how the news media criticized Martin Luther King for opposing Vietnam: Martin Luther King Jr.'s Speech on the Vietnam War is a Dynamic One You Probably Never Heard"

<http://atlantablackstar.com/2015/01/19/martin-luther-king-jr-s-speech-vietnam-war-dynamic-one-probably-never-heard/>

#### Comm 409, Section 001 (Eshleman)

- **Course Goal:** Gain an understanding of the relationship between journalism ethics and the need for diversity in an increasingly global society
- **In-Class Activity:** how race and religion tend to be covered, video contains a segment on how Muslims have been covered after 9/11 — viewed at times as terrorists.
- **In-Class Activity:** Diversity, multiculturalism

#### Comm 409, Section 001WC (Kennan)

- **Course Goal:** Gain an understanding of the relationship between journalism ethics and the need for diversity in an increasingly global society
- **Reading:** Diversity in the Newsroom Isn't Just a Numbers Game: It's About Changing the Culture
- **Reading:** NYT: "My Life as an Undocumented Immigrant"
- **Reading:** ABC News: "Journalist Jose Antonio Vargas Comes Out as Illegal Immigrant to Fight for DREAM Act"
- **Reading:** NPR: "Why Jose Antonio Vargas Should Leave the U.S."
- **In-Class Activity:** comparisons of US journalism to other countries throughout the course
- **In-Class Activity:** examples of how US journalism affects other countries
- **In-Class Activity:** diversity in an increasingly global society

#### Comm 409, Section 003 (Sanchez)

- **Course Goal:** Gain an understanding of the relationship between journalism ethics and the need for diversity in an increasingly global society
- **Film Screening:** The Holocaust was a Hoax
- **In-Class Activity:** Discussion of Diversity and Multicultural policies in the media. How do you report hate in America? What should be reported? Examples of reporting diversity/ethnic issues in the media. Case Study. "Ethnostress" Kiri Davis. The Klan on Hate Street

#### Comm 409, Section 004 (Zhong)

- **Learning Objective:** Gain an understanding of the relationship between journalism ethics and the need for diversity in an increasingly global society.
- **Reading:** Thinking along the cultural line: An Inquiry of Ethical Decision-Making among U.S. and Chinese Journalism Students
- **In-Class Activity:** Cultural Impact on EDM
- **In-Class Activity:** Comparisons of US journalism to other countries throughout the course

- **In-Class Activity:** Examples of the differences in practicing journalism between U.S. and Chinese journalists and journalism majors in terms of news decision-making, perception to plagiarism, and cultural differences
- **Reading:** Lewis, N. P., Zhong, B., Yang, F., & Zhou, Y. (2017). How U.S. and Chinese journalists think about plagiarism. *Asian Journal of Communication*, 1-18. doi:10.1080/01292986.2017.1416644
- **Reading:** Zhong, B., & Newhagen, J. E. (2009). How journalists think while they write: A transcultural model of news decision making. *Journal of Communication*, 59(3), 587-608. doi:10.1111/j.1460-2466.2009.01439.x
- **Reading:** Zhong, B., Sun, T., & Zhou, Y. (2011). To name or not to name: A cross-cultural comparison of on-air attribution in U.S. and Chinese TV news. *Asian Journal of Communication*, 21(2), 202-216. doi:10.1080/01292986.2010.524233

#### Comm 410, Section 001 (Galarza)

- **Course Description:** Students will learn about mass communications, media systems, new media and the ways in which they interconnect with globalization. Here, you will contextualize mass media across national contexts paying attention to the ways in which mass media shapes or is shaped by social, political, religious and economic factors. You will learn how to do critical comparative analysis of the mass media across nations and from these analyses make projections about how the media have and will influence key events intra-nationally and internationally.
- **Course Goal:** They will learn key concepts in international communications in order to engage with these texts
- **Course Goal:** At the end of the class, you should be able to engage in contemporary debates on media systems, international communications and globalization.
- **Course Goal:** Professionally, the class presents you with knowledge on international communication systems to facilitate their future work as international journalists, film critics, media producers among others.
- **Assignment:** In consultation with me, you will work on a final research project in the form of a research paper, a literature review, media production on a specific international issue etc. This project will make use of your analytical and critical reflective skills developed over the course of the semester. This assignment will be done individually.
- **Reading:** Stevenson, R. L. (1992). Defining international communication as a field. *Journalism & Mass Communication Quarterly*, 69 (3), 543-553. doi:10.1177/107769909206900302
- **Reading:** Kraidy, M. M. (2010). Hybridity in Cultural Globalization. In Thussu, D. K. (Ed.), *International Communication: A Reader* (434-451). New York, NY: Routledge
- **Reading:** Karim, K. H. (2010). Reviewing the 'National' in 'International Communication': Through the Lens of Diaspora. In Thussu, D. K. (Ed.), *International Communication: A Reader* (393-409). New York, NY: Routledge.

- **Reading:** Louhiala-Salminen, L. & Kankaanranta, A. (2012). Language as an issue in international internal communication: English or local language? If English, what English? *Public Relations Review*, 38 , 262–269.
- **Reading:** Linguistic Imperialism in Section VI: Language, Power, and Inequality from *Concise Encyclopedia of Sociolinguistics*
- **Reading:** Frederick, J. (2017) “In Mexico, Armed Men Force Thousands Of People Out Of Chiapas” National Public Radio.
- **Reading:** Schiller, D. (1975). *World Communications in Today’s Age of Capital*. In Thussu, D. K. (Ed.), *International Communication: A Reader* (122-136). New York, NY: Routledge.
- **In-Class Activity:** Bring 2 examples of news stories from a country of your choosing that address issues related to race and gender. Be prepared to discuss and apply concepts from class to your examples.

#### Comm 410, Section 002 (Min)

- **Course Description:** Focusing on the study of international mass media and the way they operate culturally and internationally, this course will help you better understand the interaction between mass communication and economic, political, cultural, and other societal forces in the international as well as domestic scope.
- **Course Goal:** a critical evaluation of your knowledge and values influenced by the international communication structure
- **Reading:** Thussu, D. K. (2006). *International communication: Continuity and change*. 2nd Edition. London: Arnold.
- **In-Class Activity:** An international and global approach to mass media communication
- **In-Class Activity:** The rise of global media, Globalization and culture
- **In-Class Activity:** Propaganda, public diplomacy, and soft power in international communication
- **Reading:** Hargittai (2003)/ Thussu (2000, *The Global digital divide*: pp.247-259)
- **In-Class Activity:** Information inequality and global digital divide
- **In-Class Activity:** Globalization, localization, and glocalization
- **In-Class Activity:** Social media, international communication, and social change
- **In-Class Activity:** Reflecting on global citizenships

#### Comm 410, Section 003 (Mohammed)

- **Course Description:** In this class, students will learn about mass communications, media systems, new media and the ways in which they interconnect with globalization. Here, students will contextualize mass media across national contexts paying attention to the ways in which mass media shapes or is shaped by social, political, religious and economic factors. They will learn how to do critical comparative analysis of the mass media across nations and from these analyses make projections about how the media have and will influence key events intra-nationally and internationally.



- **Course Goal:** At the end of the class, students should be able to engage in contemporary debates on media systems, international communications and globalization.
- **Course Goal:** Professionally, the class presents students with knowledge on international communication systems to facilitate their future work as international journalists, film critics, media producers among others.
- **Assignment:**
- **In-Class Activity:** Hybrid Identities and Afropolitanism (Taiye Selasi)
- **Reading:** Thussu, D. K. (2010), International Communication: A Reader. New York, NY: Routledge.
- **Reading:** Transnationalism <http://globalsocialtheory.org/concepts/transnationalism/>
- **Film Screening:** Sarafina (Darrell Roodt:1992) <https://www.youtube.com/watch?v=N2SBHhr3coE>
- **Reading:** Settler Colonialism <http://globalsocialtheory.org/concepts/settler-colonialism/>
- **Reading:** Orientalism <http://globalsocialtheory.org/concepts/orientalism/>
- **Reading:** Tahmahkera, D. (2014). Tribal Television: Viewing Native People in Sitcoms. Chapel Hill, NC: The University of North Carolina Press.
- **Reading:** Hasty, J. (2005). The Press and Political Culture in Ghana. Bloomington, IN: Indiana University Press.
- **Reading:** Civil Society <http://globalsocialtheory.org/concepts/civil-society/>
- **Reading:** Sparks, C. (2008). Media systems in transition: Poland, Russia, China. Chinese Journal of Communication, 1(1), 7-24.
- **Reading:** Zayani, M. (2013). Al Jazeera's Palestine Papers: Middle East media politics in the post-WikiLeaks era. Media, War & Conflict, 6(1) 21–35.
- **In-Class Activity:** Digital Culture and Political Participation in Puerto Rico
- **Reading:** Kitzberger, Philip (2012), The Media Politics of Latin America's Leftist Governments, Journal of Politics in Latin America, 4(3), 123-139.
- **Reading:** Diaspora <http://globalsocialtheory.org/topics/diaspora/>
- **Reading:** Why are white people expats when the rest of us are immigrants? [https://www.theguardian.com/global-development-professionals-network/2015/mar/13/white-people-expats-immigrants-migration?CMP=share\\_btn\\_fb](https://www.theguardian.com/global-development-professionals-network/2015/mar/13/white-people-expats-immigrants-migration?CMP=share_btn_fb)
- **Reading:** Neoliberalism <http://globalsocialtheory.org/topics/neoliberalism/>
- **In-Class Activity:** Bring to class, 2 examples of issues relating to communication, hegemony and power. Think about how to apply course readings to past and current events.
- **Reading:** Wojcieszak, M. E. (2007). AlJazeera: A Challenge to Traditional Framing Research. The International Communication Gazette, 69(2), 115-128.
- **Film Screening:** Chimamanda Ngozi Adichie, The Danger of a Single Story <https://www.youtube.com/watch?v=D9Ihs241zeg>
- **In-Class Activity:** Bring to class, 2 examples of media that subvert dominant discourses.
- **Reading:** Border Thinking <http://globalsocialtheory.org/concepts/border-thinking/>

- **Reading:** Block, E. (2013). A Culturalist Approach to the Concept of the Mediatization of Politics: The Age of “Media Hegemony.” *Communication Theory*, 23, 259-278.
- **Film Screening:** Propagandic Discourses and Francophone Africa
- **Reading:** Mukhongo, L. (2015). Friends or foes? A critique of the development of the media and the evolving relationship between press and politics in Kenya. *Critical Arts*, 29(1), 59-76.
- **Reading:** Sanctioned Ignorance <http://globalsocialtheory.org/concepts/sanctioned-ignorance/>
- **Film Screening:** The End of Poverty (Diaz: 2008): <https://www.youtube.com/watch?v=pktOXJr1vOQ>
- **Reading:** Indigenisation <http://globalsocialtheory.org/concepts/indigenisation/>
- **Reading:** Guenther, J. (2015). Gender and Globalization: Power Relations at India’s Margins. *Journal of Developing Societies*, 31(1), 28-42.
- **Reading:** Caste, Class and Race <http://globalsocialtheory.org/concepts/caste-class-and-race/>
- **Reading:** Plaza, D. & Below, A. (2014). Social Media as a Tool for Transnational Caregiving within the Caribbean Diaspora. *Social and Economic Studies*, 63(1), 25-56.
- **Reading:** Sun, C., Liberman, R., Butler, A., Lee, S. Y., & Webb, R. (2015). Shifting Receptions: Asian American Stereotypes and the Exploration of Comprehensive Media Literacy. *The Communication Review*, 18, 294–314.
- **Reading:** Intersectionality <http://globalsocialtheory.org/concepts/intersectionality/>
- **Reading:** Meyer, B. (2004). ‘Praise the Lord....!’ Popular Cinema and Pentecostalite Style in Ghana's New Public Sphere. *American Ethnologist*, 31(1), 92-110

#### Comm 413W, Section 001 (Dumas)

- **Reading:** Khamis, S. and Mahmoud, A. El-B. A. H. (2013) Facebooking the Egyptian Elections: Framing the 2012 presidential race. *Journal of Arab and Muslim Media Research* 6(2,3) 133-155.
- **Reading:** United Nations General Assembly Resolution 70/1 Adopted September 25, 2015 Transforming our world: the 2030 Agenda for Sustainable Development
- **Reading:** Universal Declaration of Human Rights (1948) United Nations
- **Reading:** Barber, Benjamin R. (1995) Securing Democracy in the World of McWorld 268-292. In *Jihad vs. McWorld: How Globalism and Tribalism Are Reshaping the World*.

#### Comm 419, Section 001 (Liqui)

- **Course Description:** This course is designed to provide students with the critical thinking skills and analytical tools to compare and assess media systems in different countries. This semester the class will focus on the media systems of China, Russia and UK and compare them to each other, as well as to US media system. The framework used in this course will be an immersive, interdisciplinary analysis that intermixes media studies, history, politics, anthropology, cinema, and sociology.

- **Learning Objective:** Have a great appreciation of how the media works in different countries.
- **Learning Objective:** Have the opportunity to explore another media system in the world.
- **Learning Objective:** The multifaceted exploration of media culture will build greater appreciation of your everyday world in the U.S. as well as similarities and differences between the U.S. and other geopolitically important and culturally dynamic countries in Asia and Europe.
- **Reading:** BBC: <http://www.bbc.com/news>
- **Reading:** RT: <https://www.rt.com/>
- **Reading:** Xinhua: <http://www.news.cn/english/>
- **Reading:** Aljazeera: <http://www.aljazeera.com/>
- **Reading:** McKenzie, R. (2006). Comparing media from around the world. Pearson College Division.
- **Reading:** Shambaugh, D. (2007). China's propaganda system: Institutions, processes and efficacy. *The China Journal*, (57), 25-58.
- **Reading:** Pan, Z. (2000). Spatial configuration in institutional change: A case of China's journalism reforms. *Journalism*, 1(3), 253-281.
- **Reading:** Chinese propaganda battles pop culture for young hearts, minds. <https://www.voanews.com/a/china-propaganda-pop-culture/4081048.html>
- **Reading:** Gao, G. (2017). Why is China so...uncool?
- **Reading:** Balla, S. J. (2017). Is Consultation the “New Normal?”: Online Policymaking and Governance Reform in China. *Journal of Chinese Political Science*, 1-18
- **Reading:** Luqiu, L. R. (2017). The elephant in the room: media ownership and political participation in Hong Kong. *Chinese Journal of Communication*, 1-17
- **Reading:** Becker, J. (2004). Lessons from Russia: A neo-authoritarian media system. *European Journal of Communication*, 19(2), 139-163
- **Reading:** Paul, C. & Matthews: The Russian “Firehose of Falsehood” Propaganda Model. Why it Might Work and Options to Counter it.
- **Reading:** Deuze, M. (2002). National news cultures: A comparison of Dutch, German, British, Australian, and US journalists. *Journalism & Mass Communication Quarterly*, 79(1), 134-149.
- **Reading:** Benyumov, K. (2017). How Russia’s independent media was dismantled piece by piece. <https://www.theguardian.com/world/2016/may/25/how-russia-independent-media-was-dismantled-piece-by-piece>
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#### Comm 419, Section 002 (Fattal)

- **Course Description:** This course is designed to provide students with the critical thinking skills and analytical tools to compare and assess media systems in different countries. This semester the class will focus on the media systems of the United States, Cuba, and Colombia. At the end of the course, students should have a greater appreciation of how the media works in the United States and be able to dissect and

understand the media systems of other countries and regions where they may travel and/or conduct research. The framework used in this course will be an immersive, interdisciplinary analysis that intermixes media studies, history, politics, anthropology, cinema, and sociology. Students, through their final papers, will have the opportunity to explore another media system in the world. This multifaceted exploration of media cultures will build greater appreciation of your everyday world in the U.S. as well as similarities and differences between the U.S. and two geopolitically important and culturally dynamic countries in Latin American.

- **Reading:** William Mazzarella, Beautiful Balloon: The Digital Divide and the Charisma of New Media in India
- **In-Class Activity:** Cuban Mass Media: Organization, Control, and Functions
- **Film Screening:**
- **Reading:** Colombia Reports: <https://colombiareports.com/>
- **Reading:** Granma (in English): <http://www.granma.cu/idiomas/ingles/>
- **Assignment:** In groups of three, select a non-Western country {any country except: the U.S., Canada, Australia or countries in Europe (exceptions can be made for Eastern European countries bordering Russia)} and present on the aspect of their media system being discussed in class that week.
- **Assignment:** There will be three reading responses over the course of the term, one for each module: 1, Theory and U.S. Media; 2, Colombian Media; 3, Cuban Media.
- **Assignment:** Final papers will be a comparative analysis of the media systems of two countries, either Colombia or Cuba, and one other country of your choosing (not the United States).
- **Reading:** Robert McKenzie, Comparing Media Systems from Around the World, Chapter 3, p. 32-38
- **Reading:** Robert W. McChesney, Global Media, Neoliberalism, & Imperialism, p. 1-19.
- **Reading:** F.S. Siebert, “Four Theories of the Press: The Authoritarian, Libertarian, Social Responsibility, and Soviet Communist Concepts of What the Press Should Be and Do.” p. 1-7.
- **Reading:** John Nichols, Cuban Mass Media: Organization, Control, and Functions, Introduction
- **In-Class Activity:** Revolutionary returns in Cuban history
- **Film Screening:** Estela Bravo, Fidel Castro: The Untold Story
- **Film Screening:** Sara Gomez, De Cierta Manera / One Way or Another
- **Reading:** Ruby Rich, “One Way or Another: Sara Gomez and the Cuban Experience (1978).”
- **Reading:** Hector Amaya, Screening Cuba: Film Criticism as Political Performance During the Cold War, p. 144–157.
- **Film Screening:** Santiago Alvarez, Now
- **Reading:** Michael Casey, Che’s Afterlife: The Legacy of an Image, p. 23-50.

- **Reading:** Frank Safford and Marco Palacios, Colombia: Fragmented Land, Divided Society, Chapter 1, p. 1–17.
- **Reading:** “The Media in Colombia,” In The Handbook of Spanish Language Media, p. 63-76
- **Film Screening:** Bruno Federico and Claudia Gordillo, Apuntando al Corazón/Aiming at the Heart
- **In-Class Activity:** War photojournalism in Colombia
- **In-Class Activity:** Skype with Ojo Rojo, collective of war photographers in Colombia
- **Reading:** Juana Suarez, Critical Essays on Colombian Cinema and Culture: Cinembargo Colombia
- **Film Screening:** Margarita Martinez and Scott Dalton, La Sierra
- **Reading:** Clemencia Rodríguez, Citizen’s Media Against Armed Conflict: Disrupting Violence in Colombia, “Drugs, Violence, and the Media of the People in the Colombian Amazon,” Chapter 1

#### Comm 419, Section 002 (Mohammed)

- **Course Description:** This course is a comparative study of modern mass media systems that requires critical thinking and analytical skills which will be developed during the course. The course will focus on media systems in the United States, Cuba and Ghana paying attention to how the media have evolved and are structured by the political, economic, social, and cultural environments within these contexts. Students will be equipped with knowledge on theories, practices and the history of media in these countries. At the end of the course, students would have gained a better appreciation of the structure and systems of media in the U.S. and should engage with other media systems with ease. This course should help prepare you for professional work in media systems outside the U.S. In this course, students will be exposed to readings in theories of media systems and to academic articles using comparative methodologies to examine structural evolution of media in tandem with countries transformations over time.
- **Learning Objective:** This course will equip students with a toolbox and framework with which they can replicate comparative media systems analyses in other countries and regions of interest as they contemplate study abroad and/or long-term career (employment, graduate studies) engagements.
- **In-Class Activity:** Discussion on Media & Global Public Sphere: US, Cuba and Ghana.
- **Reading:** Franco, O. A. (2016). The politics of market discipline in Latin America. globalization and democracy. Apuntes, 43(79), 188-193.
- **Assignment:** Students will work in groups to select an aspect of a country’s media and present their findings to the class. Identify what the country’s media system shares in common with the U.S. media system and how it is different from the U.S. media system. Select a country in the Global South (countries not in North America, Europe or Australia). Form groups of 5-6 members, no more; no less.
- **Reading:** Ghana Broadcasting Corporation: <http://www.gbcghana.com>
- **Reading:** Joy News: <https://www.myjoyonline.com>

- **Reading:** Citi News: <http://citifmonline.com>
- **Reading:** Granma (in English): <http://en.granma.cu/>
- **Film Screening:** Cuba-The Next Revolution
- **Film Screening:** Chimamanda Ngozi Adichie, The Danger of a Single Story <https://www.youtube.com/watch?v=D9Ihs241zeg>
- **Reading:** Repo, J., & Yrjölä, R. (2011). The gender politics of celebrity humanitarianism in Africa. *International Feminist Journal of Politics*, 13(1), 44-62. doi:10.1080/14616742.2011.534661
- **Reading:** Asante, C. E. (1996). *The press in Ghana: Problems and prospects*. Lanham, MD: University Press of America.
- **Reading:** A guide on how not to act like a ‘white savior’ while volunteering in Africa <https://qz.com/1150047/voluntourism-a-guide-on-how-not-to-act-like-a-white-savior-while-volunteering-in-africa/>
- **Reading:** Duong, P. (2013). Bloggers unplugged: Amateur citizens, cultural discourse, and public sphere in Cuba. *Journal of Latin American Cultural Studies*, 22(4), 375-397.
- **Film Screening:** This is Cuba's Netflix, Hulu, and Spotify – all without the internet <https://www.youtube.com/watch?v=fTTno8D-b2E>
- **Reading:** Jacobs, S. (2007). Big brother, Africa is watching. *Media, Culture & Society*, 29(6), 851-868. doi:10.1177/0163443707081691
- **Reading:** Grzegorzcyk, M. (2009). On Cuba. globalization and sedentary subjectivity. *Revista Canadiense De Estudios Hispánicos*, 33(2), 405-422.
- **Reading:** Chrisman, R. (2013). The role of mass media in U.S. imperialism. *The Black Scholar*, 43(3), 56-60. doi:10.5816/blackscholar.43.3.0056
- **Reading:** Spicer Nichols, J. (1982). Cuban mass media: Organization, control and functions. *Journalism Monographs*, 78
- **Reading:** Town, S. (2017). Cuba dances: Popular dance, documentary film and the construction of the revolutionary state. *Studies in Spanish & Latin American Cinemas*, 14(2), 171-191. doi:10.1386/slac.14.2.171\_1
- **Film Screening:** Cuban Dance - Conga, Mozambique, Pilon, Palo - Havana, Cuba [https://www.youtube.com/watch?v=k8\\_k7wIH9YY](https://www.youtube.com/watch?v=k8_k7wIH9YY)
- **Film Screening:** Sur Caribe - Añaranza por la conga <https://www.youtube.com/watch?v=XC6Vjr0i9sw>
- **Film Screening:** Cuba For Sale - People & Power <https://www.youtube.com/watch?v=99w08FiKJXE>
- **Reading:** Hasty, J. (2005). *The Press and Political Culture in Ghana*. Bloomington, IN: Indiana University Press.
- **Reading:** Aveh, A. (2014). The 'nigerianization' of Ghanaian eyes. *Journal of African Cinemas* 6, 109.
- **In-Class Activity:** Film, TV, Music, Print, Social Media, Advertising, Public Relations etc.

- **Reading:** Cabezas, A. L. (2006). The eroticization of labor in Cuba's all-inclusive resorts: Performing race, class and gender in the new tourist economy. *Social Identities*, 12(5), 507-521. doi:10.1080/13504630600920092
- **Reading:** Calling out Ethnic Bigotry in the Ghanaian Public Sphere <http://savannahlifestyle.org/2017/10/19/calling-out-ethnic-bigotry-in-the-ghanaian-public-sphere/>
- **Reading:** Umaru Sanda, Fulani Herdsmen, And the Curse of Ethnic Bigotry <http://savannahlifestyle.org/2017/11/07/umaru-sanda-fulani-herdsmen-and-the-curse-of-ethnic-bigotry>

#### Comm 419H, Section 001 (Olorunnisola)

- **Study Abroad Activity:** The tour, which will include day-trips to sites in Johannesburg, Pretoria and Soweto, is designed to give students first-hand exposure to South Africa - a country in which the mass media were actors in the apartheid political system and in the 20+ years post-transition transformation of the society. While in South Africa, students will co-investigate the role of the mass media in the country's post-apartheid transformation, meet and receive presentations by persons affiliated with academic institutions, governmental and non-governmental organizations, and media houses – all involved in/engaged with ongoing transformation of South African media/society. Specific study sites may include but are not limited to: U.S. Embassy in South Africa; the United Nations (South Africa Office); South African Broadcasting Corporation (SABC); the Mail & Guardian, the Sowetan and Beeld newspapers; Radio Pretoria; Jozi FM; and the University of the Witwatersrand. Students' engagement will involve oral and ongoing written contributions to collective understanding about the South African mediascape, the society in their view and direct engagement in service learning.
- **In-Class Activity:** Introduction to media in South Africa / nature of the apartheid press
- **Reading:** W.A. Hachten & C.A. Giffard: vii-xvi; 3-20.
- **Reading:** Selected chapters in Les Switzer and Mohammed Adhikari (2000), *South African Resistance Press: Alternative Voices in the last Generation under Apartheid*
- **Film Screening:** South Africa: <http://www.youtube.com/watch?v=jwTP-pmOzBU>
- **In-Class Activity:** Students in the course were exposed to a minimum of 6 cases per module that assist me to bring the concepts / theories to life. The cases were to expose students to a diversity of media and society developments in the following countries: a. China; b. Singapore; c. France; d. Germany; e. Brazil; f. Nigeria; g. South Africa; and h. the U.S.
- **Assignment:** Students were led to engage in Case Writing; not just so as to summarize the write-up but they were encouraged to strive toward unpacking what may be a synthesis of concepts, theories, and experiences in these philosophically-varied locations. Especially, I encouraged students to read for those occurrences that defy geographical boundaries and / or conceptual / theoretical labels. For example, is there control in all media systems in spite of such labels as authoritarian, communist and libertarians? Does

media freedom translate into the absence of systemic or legal controls? Or better, is freedom absolute?

- **In-Class Activity:** Week-long direct / personal exposure of students to the Country and media developments in South Africa. We accomplished this via visits to / with professionals in specific media AND educational, governmental, intergovernmental and non-governmental organizations that work in tandem with media. Please see the study tour itinerary and images of students' engagement at the following website developed for the purpose: <http://sites.psu.edu/2017studytoursouthafrica/>
- **Assignment:** BLOGS written by each student participant to capture respective pre-departure impressions about this unfamiliar country; their experiences while there - specific to organizations that bear relevance to their interests and; post-departure reflections. Please find students blogs of 3 types per person at the following location: <http://sites.psu.edu/2017studytoursouthafrica/blog/>

#### Comm 426, Section 001 (Connolly Ahern)

- **Course Description:** COMM 426 will provide students with a framework for applying their existing public relations and advertising tools in the global arena. Working internationally and/or interculturally challenges the advertising, public relations or marketing executive to think outside his or her own “cultural box.” Some of the challenges include finding research about consumers, competitors and the marketplace outside of North America and Western Europe, understanding local cultures and customs, understanding the importance of ethnicity, and building an integrated core of professional communicators that work with a common purpose, even if they come from different backgrounds – or are on different continents.
- **Reading:** Rapaille, C. (2007). *The culture code: An ingenious way to understand why people around the world live and buy as they do.* New York: Crown Business.
- **Study Abroad Experience:** COMM 426 students will have the opportunity to travel to Costa Rica to experience gain a thorough understanding of the way culture is related to strategic communications business practices. Students will travel abroad during Spring Break with faculty to Costa Rica. The trip will consist of trips to advertising, public relations, media organizations and NGOs in Costa Rica.
- **Assignment:** Project 1 will focus on the historical, political, economic and social background of Costa Rica.
- **In-Class Activity:** Talk to communications professionals about what it’s like to do business in Costa Rica. Explore the relationship between the communications industries and culture in a developing nation.
- **Assignment:** Using your knowledge of the country, students’ final project will be a social media campaign for a Costa Rican NGO that wants visibility in the US.
- **In-Class Activity:** The International Communications Environment
- **In-Class Activity:** The International Marketing Mix
- **In-Class Activity:** Culture and Strategic Communication



- **In-Class Activity:** Working Globally: Coordination and Control, Creative, Social Media, Research, Ethics
- **In-Class Activity:** Metaphors in International Communication

#### Comm 452, Section 001 (Dumas)

- **Course Description:** COMM 452.1 is a course, where African narrative films are screened, analyzed and discussed. Films are explored as creative cultural expressions that raise issues of social, political and economic development, international relations, cultural effects, historical imperatives and present-day challenges. African societies are examined through cultural representations in film from Egypt, Nigeria, Senegal, Mali, Mozambique, Togo, Namibia, Tunisia and South Africa. Guest lecturers may join us during the course to discuss relevant issues in African development and contextualize the film material with stories of people and culture.
- **Course Goal:** The course objective is to build critical thinking and film media analysis skills and use to achieve a deeper understanding of historical, political, economic and cultural influences that shape film media creation within the many African countries and cultures. Lectures and selected readings explore the challenges and achievements of African film and its dynamic role in society and culture in Africa. Students critically analyze film representations and examine questions raised in film. Issues explored in class and on CANVAS discussion forums examine social realities of gender, race, ethnicity, class and political power relationships and conditions.
- **Film Screening:** White Wedding, (2009) Jann Turner 2009 Stepping Stones Pictures
- **Film Screening:** Material (2011) Craig Freimond
- **Film Screening:** Long Walk To Freedom (2013)
- **Film Screening:** Trevor Noah: Crazy Normal (2011)
- **Film Screening:** My Hunters Heart (2011) Craig & Damon Foster
- **Film Screening:** Yeelen- (1987) Souleymane Cisse.(1987)
- **In-Class Activity:** Africa: humanity birthplace, 2nd largest continent, 54 nations, History, Art, Cultures, Struggle for Human & Political rights
- **Reading:** Cham, Mbye (1996) Introduction, and Hondo Med, (1996) What is Cinema for Us? In Ed. Imruh Bakari & Mbye Cham African Experiences of Cinema. British Film Institute.
- **Reading:** Youssef Chahine biography
- **Film Screening:** The Other (2004)
- **Reading:** Diawara (1996) Popular Culture and Oral Tradition in African Film- In Ed. Bakari , I. & Cham, M Eds. African Experiences of Cinema. British Film Institute
- **Film Screening:** Life On Earth/La Vie Sur La Terre (2000) Sissako, Abderrahmane
- **Film Screening:** Timbuktu (2013)
- **Reading:** Pfaff, Françoise (2004) Focus on African films (Introduction)
- **Reading:** Ayari, Farida (1996) Images of Women,
- **Reading:** Sheila Petty (1996) Black African Feminist Filmmaking? In Ed. Imruh Bakari & Mbye Cham African Experiences of Cinema. British Film Institute.

- **Film Screening:** Faat Kine- Ousmane Sembene (2001) Senegal
- **Film Screening:** Moolaade- Ousemane Sembene (2004) Senegal/Burkina Faso
- **Film Screening:** This Is Nollywood - Robert Caputo, Franco Sacchi (2007)
- **Reading:** Booming Videoeconomy: the Case of Nigeria / Balogun, Françoise
- **Reading:** Nollywood: Uchenna (2000) The influence of the Nigerian Movie Industry on African Culture
- **Reading:** Ebewo (2000) The Emerging Film Video Industry in Nigeria: Challenges and Prospects
- **Reading:** Obaiya (2010) Nollywood on the Internet: A preliminary analysis of an online Nigerian video-film audience. JAMS 2(3)
- **Film Screening:** Half Of A Yellow Sun (2016 )
- **Film Screening:** Baba Zak – Ladi Ladibo (1998) 2001 FESPACO finalist
- **Film Screening:** Amandla: A Revolution In Four Part Harmony- Lee Hirsch (2003)
- **Film Screening:** Skin (2008) Anthony Fabian :107
- **Reading:** Cancel, R. Come Back South Africa: Cinematic Representations of Apartheid
- **Film Screening:** Forgiveness (2004) Ian Gabriel
- **Reading:** Tomaselli, K. et al (2007) Orality in African Cinema: Reasoning, Representation and Sign Wars: Theories of Cinema and Social Struggle In Encountering Modernity: Twentieth Century South African Cinemas. Pretoria, RSA, UNISA Press.
- **Film Screening:** Tsotsi (2006) Gavin Hood, Athol Fugard story
- **Reading:** Anthony A. Olorunnisola, Keyan G. Tomaselli (2011) Political Economy, Representation, and Transformation in South Africa.pp 1-12) Political Economy of Media Transformation in South Africa and the Next Frontier, 261-284.Hampton Press.

#### Comm 443, Section 001 (Shea)

- **Course Goal:** demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of communications in a global society

#### Comm 466, Section 001 (Mannion)

- **Learning Objective:** Develop an appreciation for the diversity of peoples and cultures, and the impact of mass communications in a global society

#### Comm 476, Section 001 (Affleck)

- **Assignment:** This independent study was for three students who worked on completion of the Curley Center's sports documentary, "Quiet Sundays: American Football Fans in Britain." The film itself featured four protagonists: a white English couple, a white Scotsman, a white fan from the Netherlands, and a Londoner of Indian descent.
- **In-Class Activity:** We spent a class on the globalization of sports -- realities and opportunities stemming from the worldwide enjoyment of events such as the Olympics and World Cup, and the increasing popularity of basketball and esports.
- **Assignment:** Students were required to attend the Penn State Student Business Conference, a daylong event where the keynote speaker was Kim Pegula, a Korean-

American who is the co-owner of the Buffalo Bills. The program featured a diverse group of speakers in age, gender and race, and a panel specifically on women breaking into sports. <https://news.psu.edu/story/507501/2018/02/27/academics/kim-pegula-keynote-inaugural-penn-state-sports-business-conference>

#### Comm 480, Section 001 (Kraycik)

- **Study Abroad Experience:** Centre County Report in Israel - reporting on multi-cultural issues. Each year some of our COMM 480 student journalists travel to another country with the International Reporting Class (COMM 402) and report on issues involving culture, diversity, politics and more. They return with individual stories and they produce a TV special that reports in-depth on these issues. Here is an example of their special from Spring 2018: the Centre County Report in Israel. <http://commmedia.psu.edu/special-coverage/story/israel/centre-county-report-in-israel>
- **Assignment:** 2020 Census Controversy - reporting on how the upcoming census could hurt immigrants and others if a US citizenship question is added: <http://commmedia.psu.edu/centre-county-report/story/2020-census-will-adding-a-citizenship-question-matter>

#### Comm 481, Section 001 (Chandler)

- **Assignment:** Interview a Penn State student of a different race or nationality than you are. Have that person describe their experiences at University Park and show an example of how that person's experience is different than yours. Make a picture of yourself and the subject together and create a 30-second audio highlight from your conversation. Write a headline and text story. (Think Humans of New York, with audio). I would like to publish the best packages on CommMedia as a group story. Individual audio story length: 30 seconds

#### Comm 486, Section 001 (Parsons)

- **Assignment:** Final Project Topics will include: content control in entertainment and advertising, including issues involving race, gender and age; freedom of expression; privacy; intellectual property; international and cross-cultural issues; truth and anonymity; system access and power; questions of civic engagement; image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
- **Assignment:** Charlie Hebdo: Review material on the Paris shootings. As part of news coverage of the shootings, would you run the cartoons? Address the issues in the above general case instructions.

#### Comm 487, Section 001 and 002 (Doris)

- **Assignment:** In Comm 487, we use an article and a case study to show global impacts within the telecom industry that are a result of a lack of awareness of diversity and inclusion. The article used is about the Mo Ibrahim and how he build and operated a mobile telephone company in Africa. The lack of knowledge about the African market and its potential created the opportunity, but Mo had take on the challenge of building

and operating a wireless company while simultaneously raising funds because of the perception of doing business in Africa.

- **Assignment:** The case study a Taste of Lime, is set in Jamaica in the liberalization of the country's telecom market and has a number of elements - cultural diversity, expatriate cultural insensitivity, homophobia, lack of employee engagement - that allow me to demonstrate how these conscious and unconscious biases can create operational environments that have a negative impact on business performance.

#### Comm 489W, Section 001 (Frieden)

- **Reading:** International Telecommunications Union and Cisco, Harnessing the Internet of Things for Global Development (n.d.);

#### Comm 489W, Sections 002 and 003 (Warshel)

- **Reading:** Warshel, Y. (2012). It's all about Tom and Jerry, Amr Khaled and Iqra, Not Hamas's Mickey Mouse: Palestinian children's cultural practices around the television-set. Middle East Journal of Culture and Communication, 5 (2) 211-245.

#### Comm 497, Section 003 (Hoag and Chandler)

- **Course Description:** Welcome to Entrepreneurial Journalism! Technological innovation, changing user habits, market disruptions and globalization are creating threats to established news organizations but great opportunity for the news entrepreneur and freelancer!

#### Comm 497, Section 002 (Cramer)

- **Reading:** Nordicom, "The European Union Recommendation on the Protection of Minors and Human Dignity in Audiovisual and Information Services" – <http://tinyurl.com/COMM489q1007>
- **Reading:** R. Salutin [Canada], "Bring on the Cancon: A Review of Cultural Policy is Long Overdue" – <http://tinyurl.com/COMM489p1007>
- **Reading:** InternationalRelations.org, "Pros and Cons of Globalization" – <http://tinyurl.com/COMM489m0831>

#### Comm 498, Section 001 (Affleck)

- **In-Class Activity:** We spent a class on the globalization of sports -- realities and opportunities stemming from the worldwide enjoyment of events such as the Olympics and World Cup, and the increasing popularity of basketball and esports.
- **Reading:** Globalization of sports and new sports. Your next job could be in another country.

#### Comm 498, Section 003 (McGill)

- **In-Class Activity:** Students learn how to use Census data to quantify immigrant populations in their hometowns, examining overall prevalence and national origin.

### Comm 501, Section 001 (McAllister)

- **Reading:** Sreberny, The global and the local in international communications, pp. 524-538.
- **Reading:** Warshel, Y. (2012). It's all about Tom and Jerry, Amr Kaled and Iqra, Not Hamas's Mickey Mouse: Palestinian Children's Cultural Practices around the television set. *Middle East Journal of Culture & Communication*, 5, 211-245.
- **Reading:** Fattal, A. (2014). Hostile remixes on YouTube: A new constraint on pro-FARC counterpublics. *American Ethnologist*, 41 (2), 320-335.
- **Reading:** Shome, R. (2016). When postcolonial studies meets media studies. *Critical Studies in Media Communication*, 33(3), 245-263.

### Comm 501, Section 001 (Parsons)

- **Reading:** Sonia Livingstone. "On the Challenges of Cross-National Comparative Media Research." *European Journal of Communication* 18:4(2003):477-5

### Comm 597, Section 002 (Myrick)

- **Reading:** Somera, L. P., Lee, H.-R., Badowski, G., & Cassel, K. (2016). Health information seeking, source trust, and culture: A comparative analysis of health information trends and needs between Guam and the United States. *Journal of Health Communication*, 21(4), 469-478.

### Comm 597, Section 002 (Frieden)

- **Reading:** International Telecommunications Union and Cisco, Harnessing the Internet of Things for Global Development (n.d.); available at: <https://www.itu.int/en/action/broadband/Documents/Harnessing-IoT-Global-Development.pdf>
- **Reading:** Jamie Carter, The orbital internet: Could fleets of CubeSats bring global web access? (Jan. 16, 2016); available at: <http://www.techradar.com/news/internet/the-orbital-internet-could-fleets-of-cubesats-bring-global-web-access--1313209>
- **Reading:** European Commission, Digital Single Market, Digital Economy & Society, Internet of Things web site; available at: <https://ec.europa.eu/digital-single-market/en/internet-things>

## By Activity Type

### Readings

1. #BlackLivesMatter: The Birth of a New Civil Rights Movement
2. Kellner, D. (2003) *Cultural Studies, Multiculturalism, and Media Culture*. Universal Declaration of Human Rights (1948) United Nations Agreement
3. Saleem, M., Yang, G.S. & Ramasubramanian, S. (2016) Reliance on Direct and Mediated Contact and Public Policies Supporting Outgroup Harm. *Journal of Communication* 66, 604–624. International Communication Association. Wiley-Blackwell. ISSN 0021-9916

4. Clark, Cedric C. (1969) Television and Social Controls: Some Observations on the Portrayals of Ethnic Minorities- Television Quarterly 8(2) 18-22.
5. Wesley Lowery's "They Can't Kill Us All," which chronicles the birth of the Black Lives Matter movement in response to a series of police shootings of unarmed black children and adults.
6. <https://www.npr.org/sections/codeswitch/2017/05/01/492982066/the-modern-newsroom-is-stuck-behind-the-gender-and-color-line>
7. Abolitionist Press, Reporting Civil War
8. Curtis Bunn, "The forgotten story of how the news media criticized Martin Luther King for opposing Vietnam: Martin Luther King Jr.'s Speech on the Vietnam War is a Dynamic One You Probably Never Heard"  
<http://atlantablackstar.com/2015/01/19/martin-luther-king-jr-s-speech-vietnam-war-dynamic-one-probably-never-heard/>
9. When Computers Were Human: The Black Women Behind NASA's Success:
10. <https://www.newscientist.com/article/2118526-when-computers-were-human-the-black-women-behind-nasas-success/>
11. True Story of Hidden Figures:  
<http://www.popularmechanics.com/space/rockets/a24429/hidden-figures-real-story-nasa-women-computers/>
12. "Journalists Value Precise Language, Except When It Comes to Describing 'minorities'" (<http://www.poynter.org/2011/journalists-value-precise-language-except-when-it-comes-to-describing-minorities/142934/>), posted to Poynter on Aug. 17, 2011 by Mallory Jean Tenor
13. "How Black Reporters Report On Black Death", (<http://www.npr.org/sections/codeswitch/2015/08/20/432590298/how-black-reporters-report-on-black-death>) NPR Code Switch, August 20, 2015
14. Diversity in the Newsroom Isn't Just a Numbers Game: It's About Changing the Culture (<http://mediashift.org/2015/08/diversity-in-the-newsroom-isnt-just-a-numbers-game-its-about-changing-the-culture/>), by Josh Sterns, MediaShift, August 2015
15. Jose Antonio Vargas's New York Times essay and related interviews with ABC News and NPR's Fresh Air:
16. NYT: "My Life as an Undocumented Immigrant" (<http://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html>)
17. ABC News: "Journalist Jose Antonio Vargas Comes Out as Illegal Immigrant to Fight for DREAM Act" (<http://abcnews.go.com/Politics/immigration-journalist-jose-antonio-vargas-fights-dream-act/story?id=13899697#.T9JsQIK0KSo>)
18. NPR: "Why Jose Antonio Vargas Should Leave the U.S." (<http://www.npr.org/2011/07/07/137653256/why-jose-antonio-vargas-should-leave-the-u-s>)
19. <https://www.cnn.com/2017/11/14/africa/libya-migrant-auctions/index.html>
20. Caste, Class and Race
21. Hooks, b. (1992). Black Looks: Race and Representation.

22. Tahmahkera, D. (2014). *Tribal Television: Viewing Native People in Sitcoms*. Chapel Hill, NC: The University of North Carolina Press.
23. Ash and Schmierbach (2013) The Effects of Gain and Loss Frames on Perceptions of Racial Inequality *Howard Journal of Communication*, 24.
24. Ruby Rich, "One Way or Another: Sara Gomez and the Cuban Experience (1978).
25. Hector Amaya, *Screening Cuba: Film Criticism as Political Performance During the Cold War*, p. 144–157.
26. Cabezas, A. L. (2006). The eroticization of labor in Cuba's all-inclusive resorts: Performing race, class and gender in the new tourist economy. *Social Identities*, 12(5), 507-521. doi:10.1080/13504630600920092
27. W.A. Hachten & C.A. Giffard: vii-xvi; 3-20.
28. Selected chapters in Les Switzer and Mohammed Adhikari (2000), *South African Resistance Press: Alternative Voices in the last Generation under Apartheid*
29. Cancel, R. *Come Back South Africa: Cinematic Representations of Apartheid*
30. Lovelace, V., Scheiner, S., Dollberg, S., Segui, I., & Black, T. (1994). Making a neighborhood the Sesame Street way. Developing a methodology to evaluate children's understanding of race. *Journal of Educational Television*, 20, 69-77.
31. Molina-Guzmán, I. (2016). #OscarsSoWhite: How Stuart Hall explains why nothing changes in Hollywood and everything is changing. *Critical Studies in Media Communication*, 33(5), 438-454.
32. MCSK: hooks, *Eating the other: Desire and resistance*, pp. 308-317.
33. Jordan, M. F. (2004). Recorded jazz and La Voix Nègre: The sound of race in the age of mechanical reproduction. *Nottingham French Studies*, 43(1), 89-99. MCSK: Mulvey, *Visual pleasure and narrative cinema*, pp. 267-274.
34. Risley." *The Confederate Press Association: Cooperative News Reporting of the War," Civil War History* 47: 3 (2001): 222-238.
35. Lukwago, S. N., Kreuter, M. W., Holt, C. L., Steger-May, K., Bucholtz, D. C., & Skinner, C. S. (2003). Sociocultural correlates of breast cancer knowledge and screening in urban African American women. *American Journal of Public Health*, 93(8), 1271-1274.
36. International Telecommunications Union and Cisco, *Harnessing the Internet of Things for Global Development* (n.d.); available at: <https://www.itu.int/en/action/broadband/Documents/Harnessing-IoT-Global-Development.pdf>
37. Reading: Jamie Carter, *The orbital internet: Could fleets of CubeSats bring global web access?* (Jan. 16, 2016); available at: <http://www.techradar.com/news/internet/the-orbital-internet-could-fleets-of-cubesats-bring-global-web-access--1313209>
38. Reading: European Commission, *Digital Single Market, Digital Economy & Society*, Internet of Things web site; available at: <https://ec.europa.eu/digital-single-market/en/internet-things>

## In-Class Activities

1. Students partnered up and reviewed the list of submitted questions. Each group addressed the questions they chose. Discussion centered around race and race relations at Penn State.
2. We have discussed and proceeded to write man-on-the-street assignments about race issues involving Colin Kaepernick
3. Explorations of poverty, racism, classism, imperialism, homophobia and xenophobia are the backbone of the anthology “The Art of Fact,” which we read throughout the semester. Much of the class discussion was aimed at getting the students to see common denominators among people who are superficially unlike themselves, to develop a deeper understanding of First World countries’ historical role in Third World problems and to see the ways in which privilege can insulate them from some of the world’s harsher realities.
4. Not surprisingly this is not a major component of methods, but material covered includes the effective measurement of individual differences, including age, race and gender identity, as well as theory building and analysis that accounts for such differences. In addition, examples of data-driven journalism in recent semesters included coverage of racial inequality in wealth and income, gender inequality in higher education, and educational differences in political participation and survey response.
5. Film plot concerns racial stereotypes and the inability to confront overt acts of harassment. Discussion also centers on the expectation of plot arc and misdirection by the storyteller.
6. Point-of-View. This concerns character perspective in narrative. Screen clips from “Beauty and the Beast,” which references Andre Bresson’s 1983 film “L’Argent,” which deals with themes of blackmail and the corruption of money; “Lost,” which deals with religious issues and filicide, directed by Mario Van Peebles; and “Shawshank Redemption,” which emphasizes friendship between a white and black character during the 1940s-1960s.
7. Regular classroom discussions of current issues and how to cover them such as the #MeToo Movement, Black Lives Matter, and NFL players kneeling for the National Anthem
8. Based on what you know so far about political economy of communication, what can understanding the political economy of communication tell us about how Dr. King and his “Beyond Vietnam” speech were treated by media and the president? What questions might you ask, using a perspective informed by the political economy of communication?
9. In two separate lectures, I discuss diversity in the workplace. Particularly, I cite statistics from the American Society of News Editors (ASNE) that show the nationwide percentages of minorities and women working in newsrooms. I also note the percentage of minorities and women enrolled as Journalism majors in our College, thanks to the handiwork of Katie Kennedy in retrieving those numbers.
10. I show a video interview with a California editor who discusses the correlation between the racial makeup of his newsroom and the racial makeup of experts/sources quoted in



- the newspaper's stories. The result, as I recall, is that the numbers are the same — if 90 percent of the paper's reporters are white, 90 percent of the sources quoted are also white.
11. I show a video about studies that show how race and religion tend to be covered. For example, the video points out that people of color are more often depicted as criminals and drug users in the media while white people are depicted as victims.
  12. I show and discuss a Chicago Tribune crime story that highlights the “fairness” of crime-victims coverage. In the example a 12-paragraph story about four overnight, unrelated murders in Chicago, nine paragraphs were devoted to the one white victim while three paragraphs summed up the circumstances of the three black victims' murders.
  13. Also on the issue of race, I show and discuss a story that I wrote for The Philadelphia Inquirer about my coverage of a KKK rally. Specifically, I discuss the quotes from KKK members, and racist language — why I used some offensive language but not others. We talk at length about the use of racial slurs. We discuss the use of using photos of the KKK, whether it is providing readers with essential information or merely glorifying the KKK.
  14. Diversity in the journalism workplace, institutional racism, awareness of how the language used could be offensive, in-groups, out-groups - how reporters covering stories most relevant to an aspect of their identity affects the reporters and the stories
  15. Stereotypes and Hate- the ethical dilemmas at the intersection of news media and race. Covering Race and Sex in the News Media.
  16. Discussion of Diversity and Multicultural policies in the media. How do you report hate in America? What should be reported? Examples of reporting diversity/ethnic issues in the media.
  17. Reporting Anti-social behavior when it involves Race. Anti-Social Behavior vs Freedom of Speech. Discussion on when to cover both in news media. The Alt Right, Summer of Hate, Charlottesville, Domestic Terrorism. The professional issues surrounding reporting hate in the United States.
  18. Lecture on why race and diversity matter in news reporting, examples drawn from news reports in the two areas
  19. Hybrid Identities and Afropolitanism (Taiye Selasi)
  20. Race, Class & Gender in Cuba
  21. The tour, which will include day-trips to sites in Johannesburg, Pretoria and Soweto, is designed to give students first-hand exposure to South Africa - a country in which the mass media were actors in the apartheid political system and in the 20+ years post-transition transformation of the society. While in South Africa, students will co-investigate the role of the mass media in the country's post-apartheid transformation, meet and receive presentations by persons affiliated with academic institutions, governmental and non-governmental organizations, and media houses – all involved in/engaged with ongoing transformation of South African media/society. Specific study sites may include but are not limited to: U.S. Embassy in South Africa; the United Nations (South Africa Office); South African Broadcasting Corporation (SABC); the Mail & Guardian, the Sowetan and Beeld newspapers; Radio Pretoria; Jozi FM; and the University of the Witwatersrand. Students' engagement will involve oral and ongoing

written contributions to collective understanding about the South African mediascape, the society in their view and direct engagement in service learning.

22. Introduction to media in South Africa / nature of the apartheid press
23. Backlash for Lowe's as ads pulled from Muslim Show
24. In the course of teaching about beat reporting, we discussed that the races and age of professional and major college athletes, and the age / race of owners / administrators, and the race/age of the class as young journalists, could well be very different. In some cases, I have accented this with an exercise from *Covering the Business of Sports*, in which we compare the highest paid athletes with the most influential people in sports business. Both groups are also entirely male, but one is majority people of color, one is white; one is young and the other is older, etc.
25. In the second week of the course, we discussed how to interview a newsmaker in an interview setting. A key example was James Franklin's first news conference as head football coach at Penn State, and we watched the news conference in class. I said, "We'll stop the video as soon as we see something interesting." Then I ran the video for one second and stopped the tape, asking "What do you see?" Franklin, who is African-American, is flanked by the athletic director and university president, both white men at the time. This then triggered a conversation about the fact that, although Franklin is Penn State's first black head football coach, no one at the news conference (white reporters, almost entirely) asked about this milestone in the history of one of America's great collegiate football programs.
26. Editorial meetings: encouraging students to seek out interview subjects and news topics on diversity and the wide-ranging issues that can include, As part of that process, students are taught and reminded to include various perspectives, people, races, religions, ages, etc.
27. News reviews: As part of our weekly review of our own stories and newscasts, we provide feedback on student stories and whether those stories included relevant diversity and inclusion (did the students talk with the right people? Did they include diverse ideas and perspectives?). I also show them current examples of "hot topics" in the media that relate to these issues and topics-- for example, reporters and anchors who are making news for the wrong reasons because they sparked a controversy over race, etc. on TV, as well as positive examples of stories, anchors and reporters who did good work in these areas.
28. The sports industry is in a period of intense change, partly because of technology and partly because of cultural issues. In this part of the course, we began by discussing the varied backgrounds of the key players in sports business, by examining lists of the highest-paid athletes and the most influential people in sports. Both groups are also entirely male, but one (the athletes) is majority people of color, one is white; one is young and the other is older. We then moved on to discussing specific stories, and why / why not they got voluminous coverage in mainstream media, and the nature of the coverage. Specifically, we discussed the protests at NFL games by African-American quarterback Colin Kaepernick, and the relative lack of coverage of the Larry Nassar case (in which a Michigan State / USA Gymnastics doctor sexually abused scores of female athletes). We

also talked about Jackie Robinson breaking the race barrier in Major League Baseball and the financial reasons this occurred.

29. Social changes. #metoo, race relations. Case study: Jackie Robinson. What makes sports act in a socially conscious way? #whogetspaid
30. Devote some time to the work of Phillip Meyer in covering the Detroit riots of 1967. Countering some of the prevailing (and largely racist) theories behind the spasm of violence and unrest, The Detroit Free Press conducted a statistical survey of the city's black residents and found conclusions contrary to the conventional wisdom.
31. Lesson 4 and one of the midterm assignments addresses the logical fallacies folks fall into when encountering raw numbers, versus normalized rates. In one of the midterm assignments, students use a dataset on killings by law enforcement officers to compare victims of different races. The students are generally surprised to see that most victims of police shootings are white. However, they're shown that when the data is normalized — i.e., adjusted to account for overall population — black people are more likely to be killed by law enforcement officers than white people.
32. Reporting Wars, Depression, Civil Rights
33. How race and religion tend to be covered, video contains a segment on how Muslims have been covered after 9/11 — viewed at times as terrorists.
34. Diversity, multiculturalism issues in journalism
35. Comparisons of US journalism to other countries throughout the course
36. Examples of how US journalism affects other countries
37. Diversity in an increasingly global society
38. Discussion of Diversity and Multicultural policies in the media. How do you report hate in America? What should be reported? Examples of reporting diversity/ethnic issues in the media. Case Study. “Ethnostress” Kiri Davis. The Klan on Hate Street
39. In-class exercise presented students with real complaints/comments left on big brands’ social media accounts and were asked their strategy for rectifying. The cases included some comments critical of brands’ actions related to racial and cultural issues.
40. Students lectured on the importance of those managing social media to not be tone-deaf or out-of-touch to better understand what is and isn’t appropriate for posting. This includes awareness of stereotypes, double-meanings, slang, pop culture, etc.
41. We spent a class on the globalization of sports -- realities and opportunities stemming from the worldwide enjoyment of events such as the Olympics and World Cup, and the increasing popularity of basketball and esports.

## Assignments

1. Students attended MLK events on campus and came up with two discussion questions
2. We have covered speech by Kendra Hatcher King and Etan Thomas. King, vice president of Sapient RazorFish, discussed racism topics within her marketing profession. The primary topic from Thomas, a former NBA player, was social injustice and facing uncomfortable situations.

3. Each student in this class was assigned a beat. Among the beats covered: the university's LGBT, international and minority communities. Readings in "Pulitzer's Gold" exposed students to investigative reporting in the areas of Civil Rights and women's rights.
4. World in Conversation
5. Students are able to choose their own topics for research projects and data analysis, and many of them choose topics that would be relevant. Some recent examples include: The effects of spokesperson or reporter race or gender in reactions to media content (news and advertising) and Public attitudes toward immigration and religious minorities
6. To understand how guiding documents can influence a social media strategy, students were asked to review Penn State's Brand Book (<https://brand.psu.edu/>) and use it to plan social media content for the university as part of an assignment. The Brand Book includes brand pillars related to diversity and inclusion.
7. Students' final project, the Digital Enterprise Project, included the strategy and execution of social media accounts that included a clothing line to "empower people of color on campus," a wellness-focused blog and accounts related to the international student experience.
8. Blog on diversity: This I believe
9. Case Study: Muslims in America
10. You will work in groups to identify a group (based on nation, gender, race, ethnicity etc.) to examine Western media reports across the board on the group or country. Your group will present critiques on Western media reportage on a specific issue about the group and develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how they would want to be represented as part of the group.
11. Alternative Media Representation - Students will work in groups to identify a group (based on nation, gender, race, ethnicity etc.). You will examine Western media reports across the board on the group or country. Present critiques on Western media reportage on a specific issue about the group and develop a news story, blog post, video response etc. to counter the stereotypical representation of the group. Here, you will represent the group as if you were a member of the group by advocating how you would want to be represented as part of the group.
12. Lou Moore is an African-American sports historian from Grand Valley State, whom I invited to campus to discuss black athlete activism and the interplay between sports and politics. The news release for the event is here: <https://news.psu.edu/story/501471/2018/01/18/athletics/african-american-history-sports-expert-set-conversation-series> Students were assigned to attend his lecture.
13. Tommie Smith Visit - reporting on racial issues. This story is about one of the 1968 black Olympians who made headlines by raising their fists in protest. One of the athletes, Tommie Smith, visited Penn State during the Spring semester and our reporter covered the story. <http://commmedia.psu.edu/centre-county-report/story/tommie-smith-at-penn-state>
14. Coaching the Community - reporting on race and socio-economic related issues. This story is about an African-American coach at Penn State who grew up in an economically-

challenged part of Philadelphia and how he gives back to his hometown community. <http://commmedia.psu.edu/centre-county-report/story/coaching-the-community>

15. Interview a Penn State student of a different race or nationality than you are. Have that person describe their experiences at University Park and show an example of how that person's experience is different than yours. Make a picture of yourself and the subject together and create a 30-second audio highlight from your conversation. Write a headline and text story. (Think Humans of New York, with audio). I would like to publish the best packages on CommMedia as a group story. Individual audio story length: 30 seconds
16. In the second part of the semester, students will investigate and discuss case studies involving various ethical dilemmas in professional practice across all segments of the relevant industries including, broadcasting, cable, telephony and the Internet. Special attention will be given to contemporary problems in areas such as social networking and Internet search company practices. Topics will include: content control in entertainment and advertising, including issues involving race, gender and age; freedom of expression; privacy; intellectual property; international and cross-cultural issues; truth and anonymity; system access and power; questions of civic engagement; image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
17. The case study a Taste of Lime, is set in Jamaica in the liberalization of the country's telecom market and has a number of elements - cultural diversity, expatriate cultural insensitivity, homophobia, lack of employee engagement - that allow me to demonstrate how these conscious and unconscious biases can create operational environments that have a negative impact on business performance.
18. Students were required to attend the Penn State Student Business Conference, a daylong event where the keynote speaker was Kim Pegula, a Korean-American who is the co-owner of the Buffalo Bills. The program featured a diverse group of speakers in age, gender and race, and a panel specifically on women breaking into sports. <https://news.psu.edu/story/507501/2018/02/27/academics/kim-pegula-keynote-inaugural-penn-state-sports-business-conference>
19. Trigger Warning: This assignment contains harsh language and vile expression. If this assignment presents too much of an emotional burden on you, please notify me and I will offer you an alternative assignment. Twitter permanently suspended the account of conservative Breitbart editor and provocateur Milo Yiannopoulos for vicious abuse directed at actor Leslie Jones, one of the four stars of the Ghostbusters remake movie featuring a female cast.
20. This independent study was for three students who worked on completion of the Curley Center's sports documentary, "Quiet Sundays: American Football Fans in Britain." The film itself featured four protagonists: a white English couple, a white Scotsman, a white fan from the Netherlands, and a Londoner of Indian descent.

## Guest Lectures

1. My students in SP18 also heard from a speaker who dealt with race issues: Mark Russell, first-ever African American editor of the Memphis Commercial Appeal

## Film Screenings

1. Unchained Memories: Readings from the Slave Narratives :75 (2002) HBO on YouTube
2. "Dark Rider." <https://www.youtube.com/watch?v=XFOXcv1k9OM>
3. Hidden Figures
4. Video: "CBS 48 Hours: Hate Street"
5. Race in Newsroom and About Race: The Audience Perception
6. Sara Gomez, De Cierta Manera / One Way or Another
7. South Africa: <http://www.youtube.com/watch?v=jwTP-pmOzBU>
8. Amandla: A Revolution In Four Part Harmony- Lee Hirsch (2003) South Africa/USA Artisan Home Entertainment
9. Skin, (2008) Anthony Fabian
10. White Wedding, (2009) Jann Turner 2009 Stepping Stones Pictures
11. Material (2011) Craig Freimond
12. Long Walk To Freedom (2013)
13. Trevor Noah: Crazy Normal (2011)
14. My Hunters Heart (2011) Craig & Damon Foster
15. Beyond Vietnam: A Time To Break Silence:  
<http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>
16. The Holocaust was a Hoax

## Course Goals, Descriptions, Learning Objectives

1. Women, Minorities and Media explores the relationship between the media and society through critical analysis of media scholarship, content and practice. Media educates people about human identity, diversity and contributes to our social reality. Students research literature on human diversity issues in media representation. Students explore economic, political and social implications of media practice. Course content is designed to help build deeper understanding of gender, race, ethnicity, ability, sexual orientation and class diversity in media. Students build media literacy within the pluralistic democratic US society in the context of our diverse global society. Communication theory helps explain how media representations impact human construction of meaning in social relationships. Readings, digital media, discussion forums and written assignments focus on student learning about media practice, content production, media representation and analysis and about audience effects of media, that help shape our diverse society.
2. Ideas about gender, race, ethnicity, conditions of ability, sexual orientation and class are shaped in part by media, so understanding media requires historical, political, economic and cultural context.

3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to narrative film and communications
4. For our class, we will include a diverse selection of people & stories anywhere the story takes us.
5. Actively seek out subjects from different genders, ethnicities, races, socio-economic and academic backgrounds. This broadens your story approach and widens the audience appeal.
6. The course objective is to build critical thinking and film media analysis skills and use to achieve a deeper understanding of historical, political, economic and cultural influences that shape film media creation within the many African countries and cultures. Lectures and selected readings explore the challenges and achievements of African film and its dynamic role in society and culture in Africa. Students critically analyze film representations and examine questions raised in film. Issues explored in class and on CANVAS discussion forums examine social realities of gender, race, ethnicity, class and political power relationships and conditions.
7. Diversity is a broad term that can mean many things to many people. Here are some guidelines: For our class, we will include a diverse selection of people and stories. Our goal is to go beyond the physical boundaries of Penn State. Assignments should not be shot entirely on campus unless approved by the instructor, Executive Producer or Producer. Actively seek out subjects from different ethnicities, races, socio-economic and academic backgrounds.
8. We work hard to ensure our own newscasts are diverse and inclusive. The anchor teams switch every 3 weeks, giving us an opportunity to give more student journalists a chance to anchor. As part of that process, I look for opportunities to include minorities and women in those rotations so our shows are reflective of a diverse group of races, genders and ethnicities.
9. Obtain knowledge about specific problem areas and issues in industry practice, including content control in entertainment and advertising, sensitivity to issues involving race, gender and age; privacy, intellectual property; international and cross-cultural issues; truth and anonymity, image ethics in a digital age; and broader philosophical questions about the inherent social nature of telecommunications technology.
10. Be aware of the impact of talent development, globalization, diversity of people, culture, ethnicity, gender, race and sexual orientation on enterprises
11. COMM 405 promises to teach you a lot about how media, power, and the economy interconnect. Together, we will explore ways to develop “media literacy” to understand how the media works, how media shapes our culture, is culture, and reflects and contributes to cultural, historical, and political-economic developments.