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| Spring Semester 2022 | Instructor: Nakho Kim |
| Class day/time: M 6:00PM - 9:00PM  Location: Olmsted Bldg W140 | nmk5360@psu.edu  Office: 1 717 948 4353 |
|  | Office hours: MW 4-5:30p, or by appointment  Office Location: Olmsted Bldg W005F |

**COMMS 560 Seminar in Global Culture and Communication**

**Course Description**

COMMS 560 explores the transnational and global characteristics of communication within a broad political, economic, technological and cultural context. Many of our assumptions about space, place, identity, social agency and participation will be re-examined. Students will study theories and practices of globalization and communication, to consider the challenges and opportunities that transnational flows of communication create for the formation of identities, the diverse levels of communities and our democratic roles.

How are media systems and content shaped by social systems of the countries and their cross-influences? How does communication affect the formation of social identities within and across national borders? What are the dominant trends in global media flows? How do transnational media flows affect social progress in societies in different contexts, both positively and negatively? How can we build a constructive balance between the global and the local by harnessing the power of communication? Above all, how can we address those questions through critical and systematic analyses, to open pathways for constructive ideas? Being a seminar course, we will explore these issues through extensive class discussions, based on which each student will build a final academic or creative product.

**Course Learning Outcomes**

By the end of this course, students will:

1. Have working knowledge of recent findings on transnational cultures and globalization enabled by global communication
2. Understand how global communication flows and local settings interact as complex contexts that form specific media systems and communication practices
3. Develop critical views and research skills for exploring patterns in global communication and to conduct relevant creative / academic projects with potentially social impact

**General Course Requirements**

*Class discussions*: Students should come to class prepared, having done the readings for the week and allowing us to engage and discuss their contents during class. Students should also be prepared to engage their classmates and the instructor with regard to the course material in a civil manner both in-class and online. Being a grad-level course, two things are of utmost importance: first, discussion sessions are formally led by the students, as part of their intellectual training. Second, students are highly encouraged to find their own topics of interest over the course and utilize the discussions to refine them. Note that class participation is a part of the grading scheme. Electronic reserve readings will be available online in CANVAS.

**Attendance**

Excused absences must be by PRIOR arrangement with the instructor, unless brought on by a genuine emergency - in which case you may be required to provide documentation or other acceptable proof of an emergency nature. Unexcused absences will count negatively toward the final grade, and will not be granted make-up opportunities.

Please keep careful track of assignment deadlines. Late assignments will be accepted only with a penalty, except in case of genuine emergency. When contacting the instructor via email, it is recommended to do it via CANVAS to ensure prompt retrieval.

**Assessment and Grading**

Course grades will be based on reaction papers, the final product and its oral presentation (proposed at mid-term and completed at final). Grades will be determined according to the following formula:

Reaction papers: (3 times \* 10 points each) total 30 points

Oral presentations: (mid-term 10 + final 10) total 20 points

Final product 40 points

Participation (attendance and discussion leadership) 10 points

**Total** raw score 100 points

The breakdown of grades will be as follows:

A = 93% and higher; A- = 90 - 92.99%; B+ = 87 - 89.99%; B= 83 - 86.99%; B- = 80 - 82.99%; C+ = 77 – 79.99%; c = 70 – 76.99%; D = 60 – 69.99%; F = 59.99% and below.

*Discussion leadership*: Preferably based on their topic of interest, students will be assigned to lead the discussion session of the week several times over the course. They will provide a brief summary of the arguments within the week’s reading material to the class and raise questions that will stimulate constructive debate and collaborative idea-building. The participation will be assessed not simply based on the frequency of talking, but on the relevance, collaborative manner and civility. Those who are uncomfortable speaking in class may submit written questions on the readings before they are to be discussed.

*Reaction papers*: Over the course, students will be required to submit three reaction papers that are critical reviews and further suggestions on the readings. Each academically formatted 1000-words long paper will consist of a summary part and a critical review part. The summary part will present the key arguments and logics of the reading material, while the review part will discuss their strengths and weaknesses to suggest ways for further exploration. This will serve as an exercise in writing literature reviews for your own academic research. Further details will be discussed in class.

*Oral presentations*: Each student will utilize the learnings of the course to devise one’s own creative / academic project, and give two oral presentations. During the mid-term, students will orally propose their project to the class and collect valuable feedback. On the final week of class, they will orally present the completed project.

*Final product*: The final product should aim to be a prototype of an academic research (journal article, thesis chapter or book chapter) or an officially presentable creative product. For the academic writing, proper logical structures and formal formatting is needed. For the creative piece, deep integration and clear presentation of intellectual ideas is required.

**Academic Integrity**

Academic dishonesty is not limited to simply cheating on an exam or assignment. The following is quoted directly from the "PSU Faculty Senate Policies for Students" regarding academic integrity and academic dishonesty: "Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students."

All University and Penn State Harrisburg policies regarding academic integrity/academic dishonesty apply to this course and the students enrolled in this course. Refer to the following URL for further details on the academic integrity policy of Penn State Harrisburg. Each student in this course is expected to work entirely on her/his own while taking any exam, to complete assignments on her/his own effort without the assistance of others unless directed otherwise by the instructor, and to abide by University and Penn State Harrisburg policies about academic integrity and academic dishonesty. Academic dishonesty can result in an assignment of "F" or "XF" as the final grade for the student.

**Class Etiquette and Accommodation**

Use of personal computing devices in the classroom is basically allowed, because we are not living in the Victorian Age. However, their use is limited to activities directly related to the class such as note taking, reference searching and in-class interactions (not permitted: checking out your social media timeline, leveling up your gaming stats, or other unique ways of distraction). Also, it should be noted that such forms of media use can be very distracting to other students. If distraction is severe, it will count as an offense and repeated offenses will affect your participation grades.

Food and drinks are officially prohibited in the classroom by university policy, but it does not mean you should stay hungry as long as your intake becomes a distraction.

**Weather Policy**

If we have bad weather, please listen to local radio and TV stations for announcements about Penn State Harrisburg or check the Penn State Harrisburg website, or simply your phone (please sign up for message alerts). Naturally, they will be faster than my announcement on CANVAS.

**Disability Access**

Penn State welcomes students with disabilities into the University’s educational programs. Penn State values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create environments that are usable, equitable, inclusive, and welcoming. Every Penn State campus has a Student Disability Resources office. Student Disability Resources at Penn State Harrisburg is located in the Student Enrichment Center Room 205. The Assistant Director Student Disability Resources, Alan Babcock, can be contacted via email at aub15@psu.edu or by phone at 717-948-6025.

To receive consideration for accommodations, please contact Student Disability Resources (SDR), participate in an intake interview, provide documentation of your disability, and complete an online Introductory Questionnaire. Please know that you are not required to already have documentation to begin the process with SDR, as SDR can assist with the process of requesting accommodations. Additional information is available on the Student Disability Services Resources website. If the documentation supports requests for reasonable accommodations, SDR will provide you with an accommodations letter, which you can then give to your professors. Please know that requests for accommodations and support must be initiated by the student and communication with professors regarding the approved accommodations must be initiated by the student. You will receive accommodations after you give your accommodations letter to your professors. It is recommended that you share your accommodations letters with your professors as early in the semester as possible. Professors do not provide accommodations retroactively.

**Counseling & Psychological Services**

Success in college depends heavily on your personal health and wellbeing. Please recognize that some stress and anxiety is a normal part of life and the college experience, and it can be compounded by unexpected setbacks or life changes outside the classroom. Penn State Harrisburg has a number of support options listed in this syllabus.

If you are experiencing issues that feel unmanageable, you reach the point that you have difficulty concentrating and/or feeling motivated, or have anxiety or feelings of depression that interfere with your ability to take care of yourself or your daily responsibilities, please consider talking with someone in CAPS (Counseling and Psychological Services). We have a range of services to help you navigate issues that are impacting your ability to be healthy, well, and productive at college.

You can learn more about the confidential mental health services available on campus by visiting the Counseling and Psychological Services website or by calling (717) 948-6025 Monday through Friday 8am to 5pm. CAPS is located on the 2nd floor of the Student Enrichment Center, Suite 205.

You can access a crisis counselor 24/7/365 any time by calling 1-877-229-6400 or by texting “LIONS” to 741741.

Find us on Instagram @pshbg\_caps\_sdr or on Facebook @psuhbgcounselinganddisabilityservices.

(Yes, I know it’s an unyieldingly long handle)

**Educational Equity**

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site: https://equity.psu.edu/reportbias. Penn State’s Code of Conduct can be found at the following link: https://studentaffairs.psu.edu/support-safety-conduct/student-conduct/code-conduct.

Direct all inquiries regarding the nondiscrimination policy to The Office of Diversity, Equity, and Inclusion at Penn State Harrisburg at 717-948-6016, and to Equity & Compliance at 717-948-4381 or in person in Olmsted E125.

**Mandated Reporting**

Penn State is committed to equal access to programs, facilities, admission, and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, or physical or mental disability, gender, perceived gender, gender identity, gender expression, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University’s educational mission, and will not be tolerated. Gender-based and sexual harassment, including sexual violence, are forms of gender discrimination in that they deny or limit an individual's ability to participate in or benefit from University programs or activities. For reporting resources, and support, please visit Penn State's Title IX website.

Penn State strongly encourages all members of the campus community to take appropriate action by providing support and encouraging those impacted by such incidents to submit a report to the Title IX Coordinator. You may also submit a report online by using the Incident Report Form found here: Office of Sexual Misconduct Prevention & Response Incident Report Form. If the University Title IX staff receives information about an incident, they will reach out to offer information about resources, rights, and procedural options available to you.

At Penn State Harrisburg, your point of contact is:   
Nicholas Paesano – Equity & Compliance Specialist/Sexual Misconduct Resource Person   
Penn State Harrisburg   
E125 Olmsted Building   
717-948-4381   
nbp5382@psu.edu

Penn State’s Interim Title IX Coordinator is:   
Suzanne Adair, Interim Title IX Coordinator   
222 Boucke Building   
University Park, PA 16802   
814-867-0099   
titleix@psu.edu

Other resources that are available include:

Penn State Harrisburg Counseling and Psychological Services   
SEC 205 - 717-948-6025

Department of Safety & Police   
Campus Police – 717-979-7976

Emergency – 911

UPMC Harrisburg   
111 South Front Street – 717-782-3131

Penn State Harrisburg Student Health Services   
220 Capital Union Building – 717-948-6015

Penn State Hotline 800-560-1637 (Anonymous reporting)

**Writing Support: Learning Center Writing Support Information**

The Russell E. Horn Sr. Learning Center may have a tutor who can assist you with this course. An appointment is recommended. Tutoring sessions are available in-person or on Zoom, depending on your preference.

Visit: Student Enrichment Center Room 201   
Or go to: starfish.psu.edu and click on “My Success Network”   
Or call: 717-948-6475   
Or email: PSHLearningCtr@psu.edu

The Learning Center can help you in a variety of ways: Academic Success Coaches, Subject Area Tutoring and Writing.

**Other Support**

The Lambert Undergraduate Advising Center can assist you with exploring majors and minors, understanding academic policies, and planning courses for future semesters. You can see your assigned advisor in the "My Advisors" box in LionPATH. Drop-in Quick Question Advising is available during the semester both in-person and online (no appointment necessary). See dates, times, and locations at: bit.ly/whatsnexthbg

The Madlyn L. Hanes Library has Library Guides ready. Access curated resources such as databases, books, and journals relevant to your course and areas of study. Browse by topic (subject guides) or by campus and course number (course guides): Penn State Library Guides.

**Changes to Syllabus**

To reflect current events and developments, the syllabus is subject to change at the instructor’s discretion. Additional reading material may be announced by prior week.

**Schedule**

**\* Required:** Thussu, Daya Kishan, (2018). *International communication: Continuity and Change*. Bloomsbury. (IC) 3rd Ed. (available on Amazon, half-price as an eTextbook)

\* The readings collected in this volume provide the backbone of the seminar, but other readings on more specific topics and concurrent approaches are essential. The additional readings on the list will be available on online library resources; if not, we will share it on CANVAS.

**Week1 (Aug 22)**

Introduction to the Course: Key concepts and questions, structure of the course, and texts. Assignment of discussion leaders for each week.

**Week2 (Aug 29)**

Historical Context of International Communication

- IC Ch 1

- Flew et al, (2016). Global Media and National Policies: The Return of the State. Global Media and National Policies, In *Global Media and National Policies*

**Week3 (Sep 5) : Labor Day, no meeting.**

**Week4 (Jan 12)**

Approaches to Theorizing International Communication

- IC Ch 2

- Kumar, S., & Parameswaran, R. (2018). Charting an Itinerary for Postcolonial Communication and Media Studies. Journal of Communication, 68(2)

- Castells, M. (2008). The new public sphere: Global civil society, communication networks, and global governance. The Annals of the American Academy of Political and Social Science, 616(1)

**Week5 (Sep 19)**

Infrastructure

- IC Ch 3

- Tim Berners-Lee (2014), 40 maps that explain the internet. *Vox.com*

- Kim, Y. Y. (2005). Inquiry in intercultural and development communication. Journal of Communication, 55(3), 554-577.

**Week6 (Sep 26)**

Global Media Market

- IC Ch 4

- Schiller, D. (2001). World communications in today's age of capital. Emergences: Journal for the Study of Media & Composite Cultures, 11(1), 51-68.

- George Ritzer & Nathan Jurgenson (2010). Production, Consumption and Prosumption. Journal of Consumer Culture, 10(1).

\*\* Response paper #1 Due (readings of Wk#2 - #5)

**Week7 (Oct 3)**

The Global and the Local in Media Cultures

- IC Ch 5

- Koichi Iwabuchi (2001). Uses of Japanese Popular Culture: Trans/nationalism and Postcolonial Desire for 'Asia'. Emergences, 11(2).

- Kraidy, M. M. (2002). Hybridity in cultural globalization. Communication theory, 12(3), 316-339.

- John Tomlinson (2012). Cultural Globalization. The Wiley-Blackwell Encyclopedia of Globalization.

**Week8 (Oct 10)**

Contraflows

- IC Ch 6

- Boyd-Barrett, O. (2006). Cyberspace, globalization and empire. Global Media and Communication, 2(1), 21-41.

- Hallin, D. C., & Mancini, P. (2012). Comparing media systems: A response to critics. Handbook of comparative communication research, 207-220.

- Curran & Couldry (2003). Global journalism: a case study of the internet. In: James Curran and Nick Couldry, eds. Contesting Media Power: Alternative Media in a Networked World.

**Week9 (Oct 17)**

Changes in the Digital Age

- IC Ch 7

- Ayanso, Cho & Lertwachara (2013). Information and Communications Technology Development and the Digital Divide: A Global and Regional Assessment. *Information Technology for Development.* 20(1).

- Albrecht Hofheinz (2011). The Arab Spring | Nextopia? Beyond Revolution 2.0. International Journal of Communication. 5

- danah boyd & Kate Crawford (2012). Critical Questions for Big Data. *Informacios Tarsadalom* 15(2)

**Week10 (Oct 24)**

**Aberrations**

- Khatib, L. (2003). Communicating Islamic fundamentalism as global citizenship. Journal of Communication Inquiry, 27(4).

- Yar (2008). The Rhetoric and Myths of Anti-piracy Campaigns. New Media & Society, 10(4).

- Yar (2005). The Global ‘Epidemic’ of Movie ‘Piracy’: Crime wave or Social Construction? Media, Culture & Society, 27.

\*\* Response paper #2 Due (readings of Wk#6 - 9)

**Week11 (Oct 31)**

Power Relations

- Constantinou, C. M. (2008). Communications/excommunications: an interview with Armand Mattelart. Review of International Studies, 34(S1), 21-42.

- Lasswell, H. D. (1927). The theory of political propaganda. American Political Science Review, 21(3), 627-631.

- Nye Jr, J. S. (2008). Public diplomacy and soft power. The annals of the American academy of political and social science, 616(1), 94-109.

**Week12 (Nov 7)**

(Re)tribalization

- Hardy, A., Bennett, A., & Robards, B. (2018). Introducing Contemporary Neo-Tribes. In Neo-Tribes (pp. 1-14). Palgrave Macmillan, Cham.

- Ger, G. (2017). Consumption in the web of local and global relations of dominance and belonging. In Routledge Handbook on Consumption (pp. 121-134). Taylor and Francis.

**-** Rocha, A. (2017). Understanding the 2016 US Election: Evidence from European Populism. Chicago Policy Review (Online).

**Week13 (Nov 14)**

Collaboration and collages

- Jenkins, Henry (2006). Quentin Tarantino’s Star Wars? Grassroots Creativity Meets the Media Industry. Convergence Culture: Where Old and New Media Collide. New York University Press

- Joshua Green & Jean Burgess (2009). YouTube: Online Video and Co-created Value. Paper presented at Convergence Culture Consortium.

- Benkler, Y., & Nissenbaum, H. (2006). Commons‐based peer production and virtue. Journal of political philosophy, 14(4), 394-419.

**== Thaksgiving Break ==**

**Week14 (Nov 28)**

Diaspora and mediated identities

- Justin Reedy (2015). Paths to the Practices of Citizenship: Political Discussion and Socialization among Mexican-heritage Immigrants in the US. Journal of Intercultural Communication Research, 44(3)

- Erika Polson (2011). Belonging to the Network Society: Social Media and New Global Middle Class. *Communication, Culture and Critique* 4(2).

- Daniele Conversi (2012). Irresponsible Radicalisation: Diasporas, Globalisation and Long-Distance Nationalism in the Digital Age. Journal of Ethnic and Migration Studies, 38(9).

- Chen et al. (2012). Building a new media platform for local storytelling and civic engagement in ethnically diverse neighborhoods. New Media & Society, 14(6).

\*\* Response paper #3 Due (readings of Wk#10 - #13)

**Week15 (Dec 5)**

Final presentation. Each student will do a 20-minute presentation and Q&A session of the final product.

**Week16 (Finals):** Final essay due.