

**Utah State University**  
**LANG 4330/CMST 4330 - Global Communication**  
**Spring 2014**

MWF 9:30-10:30 am at Old Main 201

Instructor: Dr. Rêgo

Office: 211 Old Main

Off. Hours: M and F 12:30pm-1:30pm and by appointment only

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**Course Description and Objectives:** Communication has dramatically changed in recent times due to advances in a number of different analog and digital technologies. The growth in telephony infrastructure around the world and the emergence and proliferation of the Internet has given modern societies access to incredibly useful and powerful communication tools that have altered the landscape of communication and international business. The overall goal of this course is to introduce students to the exciting field of International/Global Communication. As such, the course is an introduction to and survey of the broad area of international/global communication. Selected readings for this course will allow an examination of globally significant economic, cultural, political, social and legal issues related to communication within the realm of media technology. Within this context students are expected to develop an understanding of media flows (imports/exports), privatization and globalization within cultural and communication industries and the various models of national and global media systems; to evaluate the economic and social impacts of ICTs, the ever shifting relations between developed and (under)developing countries, and the cultural trends currently associated with media globalization; to become familiar with concepts such as globalization, glocalization, hybridity, nationalism, regionalism, cultural imperialism and cultural identity.

**Student Learning Outcomes:**

Upon completion of this course, students will

1. Gain a broader understanding of International/Global Communication Theories;
2. Gain a depth of understanding of Global Cultural Economy;
3. Develop skills in expressing oneself orally and in writing.

The class embraces multiple approaches to reach these goals, including group activities, discussions, individual research, and lectures.

**Requirements/Evaluation Criteria:** Regular and punctual attendance to lectures, participation in class discussion, satisfactory performance on presentations, quizzes, reflections, mid-term exam, and final paper. All assignments must be typed (double spaced).

**No Textbook: course materials/readings will be made available to students during**

semester; all readings will be in Canvas.

### **Important Guidelines, Policies and Reminders:**

1. Less than a C on any assignment requires immediate attention. The student must see the instructor to detect and clarify problem areas and discuss ways to improve your work/grade.
2. **Students with disability:** The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor.” All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, 797-2444 voice, 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. See: <http://www.usu.edu/policies/pdf/Accmdtns-for-Disabled.pdf>
3. **Sexual Harassment:** Sexual harassment is defined by the Affirmative Actio/Equal Employment Opportunity Commission as any “unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.” If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Edqual Opportunity Office, located in Old Main, Room 161, or call the office at 797-1266.
4. **Academic Integrity:** As per USU policy on Academic Integrity, “Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of al Utah State University student.” Students who violate university rules on academic integrity are subject to disciplinary penalties. Academic dishonesty/misconduct shall include, but not be limited to, disruption of classes, threatening the instructor or a fellow student in an academic setting, giving or receiving of unauthorized aid on examinations or in the preparation of reports, notebooks or other assignments, knowingly misrepresenting the source of any academic work and/or plagiarizing of another’s work, or otherwise acting dishonestly for the purpose of obtaining/changing grades.

## University Standard: Academic Integrity

Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

**The Honor Pledge**—To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.”

Violations of the Academic Integrity Standard (academic violations) include, but are not limited to:

1. **Cheating:** (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.
2. **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
3. **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Further details information on academic honesty policies and consequences for violations of University Standard can be found at <http://catalog.usu.edu/content.php?catoid=4&navoid=547>. See also: <http://www.usu.edu/policies/pdf/Acad-Integrity.pdf>

### Note on Plagiarism:

Plagiarism is a very serious matter and, in some forms, is a violation of the law. Students have been expelled from the university for engaging in acts of plagiarism. The policy in response to an initial act of plagiarism by a student is to give the

student an “F” grade for the plagiarized assignment and to insert a note in the student’s Departmental file indicating the nature of the plagiarism act. A second act of plagiarism in the same course will result in an automatic receipt of a grade of “F” for the course.

### **5. Attendance and Participation Policy:**

**Participation: *Effort and engagement in classroom activities is what counts towards a good participation grade.*** Students are expected to do the assigned readings before class in order to participate fully in class discussion. I expect students to be fully contributing members of the class by being prepared and actively participate in discussions. Students who regularly contribute to class discussion and keep up on reading assignments will receive a good participation score. Pop quizzes may be given at the beginning of any class period at the instructor’s discretion in order to ensure that students are keeping up on reading. Please speak with your instructor outside of class if you have any concern related to class performance or about ways to accomplish your goals in the course. As a courtesy to all, students shall not use the time in classroom to read outside materials nor use cellular phones, iPhones, iPods, personal computers and/or other devices. Phones should be “off” during class periods. If you have a situation requiring an adjustment to this policy, please discuss this with the instructor. Background noise(s) due to loud conversation(s) between and among students is not appreciated by the instructor (nor by other students) and may affect students’ participation grade.

### **6. Attendance:**

1. Only 2 un-excused absences are allowed during the semester, after which the student’s attendance grade will lower 1 point per absence. An exception to the attendance policy is students who travel with the university (i.e. athletes).

2. Tardiness is neither appreciated nor welcomed and will be treated as an absence unless satisfactory explanation is made at the end of the class period, not at a later date or not at all. Absences are excused for illness, requirement to work, for bereavement (death of an immediate family member, i.e., parent, spouse, child, grandparent). A physician’s excuse must be presented in the case of illness; an employer excuse must be presented for requirement to work; an obituary must be presented for bereavement. Students who travel for the university (i.e. athletes) need to present official university letter to be excused. If you must leave the classroom for any reason (bathroom, water), please do so in a suitable manner. There is no need to ask permission, but keep exits to a minimum. If the student plans to miss any class period s/he must contact the instructor beforehand, and must turn in any homework before the due date since after that no late work will be accepted.

3. Excused absences will not affect the attendance and participation grade. Should illness or emergency prevent attendance, please notify the instructor promptly by phone or e-mail. If the student must miss any class, it is his/her responsibility to collect handouts, assignment sheets, and other information made available during class time.

4. If the student must miss an exam for a valid reason (please note: a family vacation, a friend's wedding, his/her honeymoon, etc. are NOT valid reasons), the instructor may allow the student to take the exam early if there is advance notice. If you miss any exam without letting the instructor know in advance that you will miss an exam, you must notify the instructor as soon as possible. The instructor will ask you to prove your emergency. Failure to adhere to this policy will result in a zero for the missed exam.

Much of your learning will occur as a result of your attendance and participation. Class participation includes actively contributing to discussions (asking appropriate questions and sharing comments with the class), doing the assigned homework (reading the course material critically, doing some research in the library, etc), participating in activities, and attending the lectures regularly and on-time. I hold very high expectations for all students. Students are expected to look alert, take notes, and think about the ideas presented in class. Simply being in class is insufficient for learning, but being absent from class, either mentally or physically, will certainly prevent you from learning. In-class assignments will be part of the class format. Missed class activities and assignments may not be made up unless under unusual circumstances. It is the student's obligation to find out what missed if absent. Anyone missing the equivalent of three weeks or more of class will automatically fail the course.

#### **Class Participation: Frequency and Quality**

A= (20 points) Attends class regularly and always contributes to the discussion;

B= (15 points) Attends class regularly and sometimes contributes to the discussion;

C= (10 points) Attends class regularly but rarely contributes to the discussion;

D= (5 points) Attends class regularly but never contributes to the discussion;

F= (0 to 4 points) Does not attend class regularly and never participates in class discussion and/or Does not attend class regularly and rarely contributes to the discussion.

**Class conduct:** I will treat you with respect and I expect you to extend the same respect toward me and your classmates. ***Absolutely NO discriminatory remarks about or behavior directed toward a person's race, creed, religion, national origin, age, gender, sexual orientation or disability will be tolerated in the classroom.*** As indicated in the Student Code of Conduct "Faculty members of Utah State University have the responsibility and authority to determine, maintain, and enforce an atmosphere in their classrooms that is conducive to teaching and learning, in accordance with University policy and practice." See: <http://www.usu.edu/student-services/student-code/article5.cfm#secV3> Disciplinary action, including student removal from classroom, will be taken by instructor for disrespectful and/or disruptive classroom behavior by student(s).

**7. There will be no final examination(s).**

**8. Student preparation is an integral part of the success of class activities. Both announced and unannounced quizzes** may be given to reward students for their preparation. These quizzes will not be given on a make-up basis. For missed quizzes and assignments the instructor will record the student's grade as zero (0).

**9.** Throughout the semester, students will be given reading and/or writing assignments, as listed in the "Weekly Schedule," which must be completed prior to coming to class.

**NO LATE assignments will be accepted.** There will be no exceptions. See calendar for due dates.

**10. Short Research Paper.** There will one final paper for the course. Final paper should be 1500 words (5 pages), excluding notes and references. It must be typed, double-spaced with one inch margins, 12-point font, and consistently adhere to an accepted style such as APA (American Psychological Association), MLA, Harvard, and Chicago. Student is expected to provide sources in the endnotes and a bibliography. Contrary to a personal essay—in which the student presents his/her thoughts, feelings and opinions without referring to sources of information or ideas, the student need to go beyond personal knowledge and experience to write this final essay. According to the MLA Handbook for Writers of Research Papers, "No matter what your subject of study, learning to investigate, review, and productively use information, ideas, and opinions of other researchers will play a major role in your development as a student. The sorts of activities that constitute a research paper—identifying, locating, assessing, and assimilating others' research and then developing and expressing your own ideas clearly and persuasively—are at the center of the educational experience" (p. 3). If the student is not familiar with writing a research paper, please consult the MLA Handbook, the Chicago Handbook Style or any other writing style handbook in order to assure that the assignment is completed properly. The papers will be presented in class prior to the final session, and peer-reviewed in class towards the end of the semester.

**Students will be required to submit a proposal (with bibliography) of his/her final paper to the instructor for approval. Final papers will not be accepted/graded unless said proposal has been submitted by due date.** Essays should be original (student cannot submit the same work for credit in more than one class). Essays should have a clear thesis statement and students must use the mechanics of writing (language and style) clearly and effectively. A working outline is recommended. Although Internet search tools and sites can be used as resources, the student **MUST** avoid online

encyclopedias such as Wikipedia. Avoid relying solely on Internet sources for your final project. "Cut-and-paste" from the Internet or any source(s) is considered plagiarism, and student will be penalized for it. I'll check ALL reference sources.

***Handwritten and/or single-spaced assignments will NOT be accepted by the instructor. Please note that NO assignment will be accepted after the due date.***

Give yourself plenty of time to think through your choice of topic, consult materials and write your essay. If you encounter any problems do not hesitate to talk to your instructor, whether to clarify the assignment or to get help in choosing, developing or researching a topic or in preparing the essay. No matter what the emphasis of a particular assignment may be, the student should always be working to improve his/her writing and critical skills. While the instructor will be working with students to make their writing clear, concise and error free, there will be a peer review before the assignment is turned in to the instructor for grade. The student must hand in his/her assignment on time with two or three copies of a complete rough draft. No student will be allowed to make up a peer review, so please be on time and participate. Final drafts will be graded on the basis of organization, content, grammar, vocabulary and communication effectiveness.

**NOTE:** Students are encouraged to submit a paper proposal related to their coursework in the LPSC department for consideration for the **Annual LPSC Student Research Symposium**, which will take place in April 25, 2014. Students who submit papers to the symposium will receive extra credit for the coursework. Proposals should be 200 words or less in length, sent in WORD format to instructor by March 24<sup>th</sup>, and must include the name and complete contact information of the presenter (More on this later). The instructor will gladly provide extra help for students who wish to participate in the symposium.

- 11. Oral Presentation.** Students will have one oral presentation during the semester based on their research paper. More information on those will be provided by the instructor.
- 12. Quizzes:** There will be several short quizzes throughout the semester. Any missed quiz will be marked a zero for grade.
- 13.** Students may be asked to write reflection papers on the readings/videos assigned during the semester. All work should be typed (or computer printout) and stapled in the upper left hand corner (no plastic spines or covers). All assignments must include name of course and professor, name of assignment, your name, and title on the first page. All other pages must be numbered. Attention should be paid to both form (grammar, spelling, punctuation,

appearance) and content (clarity, organization, relevance). If possible, print all work in 12 point Times font.

**14. Grading scale:** Grades will be assigned according to the scale shown below. A (100-95%); A- (94.9-90%); B+ (89.9-86%); B (85.9-83%); B- (82.9-80%); C+ (79.9-76%); C (75.9-73%); C- (72.9-70%); D+ (69.9-66%); D (65.9-63%); D- (62.9-60%); F (59.9% or less).

Attendance	(0-10 points) 10%
Participation	(0-20 points) 20%
Research paper	
Preliminary bibliography	(0-5 points) 5%
Final paper proposal	(0-5 points) 5%
Complete rough draft	(0-5 points) 5%
Peer review	(0-5 points) 5%
Final draft	(0-10 points) 25%
Short quizzes	(0-5 points) 15%
Oral presentation	(0-10 points) 10%
Total	100%

***NOTE: Final grade will be based solely on the integer value in the scale as shown. The instructor cannot and will not “find” points for the student at the end of the semester simply because the student’s score is near the next grade level. Doing so it would be unfair and unethical to the other students in the class, many of whom will also be a point away from the next grade level. The instructor cannot and will not change a grade arbitrarily in order to meet a student’s graduation and/or scholarship requirements, since by doing so the instructor will be guilty of fraudulent reporting. The instructor will not round grades up or down at the end of the semester. No exceptions! Students must complete and hand in all assignments by due dates in order to guarantee a good grade and pass the course. No grade will be changed unless the instructor has made an error. As stated above, I do not curve nor I round up grades. Therefore, if you wish to improve your grade take advantage of the extra-credit opportunities during the semester. If you have a problem with your final grade you must follow official University procedure to contest a grade.***

**15. Student/Teacher Conferences:** Students are encouraged to meet one-on-one with the instructor throughout the semester to discuss questions, concerns, progress, etc. Please do not wait until the end of the semester to visit with the instructor; the sooner you meet with the instructor the better!

**By accepting this syllabus you have agreed to these guidelines and must adhere to them.**

**Weekly Activities:** Please note that this schedule is subject to change in order to best accommodate the needs of the class.

**Week One: Making Sense of Globalization**

- Jan 6 Introduction to the class and syllabus  
 Jan 8 Readings: “A Shrinking World” (Nigel Thrift); “Globalization” (J. Lull);  
 “What is Globalization?” (C. Baker)  
 Jan 10 Readings: “Globalization as Global Awareness” (J. Friedman); “Globalizing  
 the World” (A. Mohammadi)  
 All readings for Week One are from *Globalization: The Reader*, J. Beynon & D.  
 Dunkerley (eds).

**Week Two: Highlights of the current debate on defining globalization**

- Jan 13 Reading: Jan N. Pieterse, “Globalization: Consensus and Controversies”,  
*Globalization and Culture*, pp. 1-22.  
 Jan 15-17 “Outsourcing: White Collar Exodus” (video, dir. Kent Brainerd)

**Week Three: Language and Globalization: Why English?**

- Jan 20 MLK Day- no class meeting  
 Jan 22 Reading: David Crystal, “Why a global language?”, *English as a global  
 language*, pp. 1-22.  
 Jan 24 Reading: Wallraff, Barbara, “What Global Language?”, *The Atlantic  
 Online*, Nov. 2000,  
<http://www.theatlantic.com/past/docs/issues/2000/11/wallraff.htm>

**Week Four: Experiencing Globalization: The McDonaldisation of Society vs global  
 localization → Glocalization and cultural hybridization**

- Jan 27 Reading: George Ritzer, “An Introduction to McDonaldisation”, *The  
 McDonaldisation of Society*, pp. 1-23.  
 Jan 29 McDonaldisation vs Hybridization (short excerpt from Pieterse, pp. 51-57)  
 Jan 31 Reading: James L Watson, “McDonald’s in Hong Kong”, in *The  
 Globalization Reader*, pp. 126-134

**Week Five: Dependency and Cultural Imperialism Theories**

- Feb 3 Reading: Colin Sparks, “Cultural and Media Imperialism,” *Globalization,  
 Development and the Mass Media*, pp. 81-104  
 Feb 5 Reading: Colin Sparks, “The failure of the Imperialism Paradigm”, pp.  
 105-125  
 Feb 7 Quiz#1

**Week Six: Globalization and the media**

- Feb 10 Reading: David Demers, “The Global Villagers,” *Global Media: Menace  
 or Messiah?*, pp. 51-60  
 Feb 12 Reading: Paul Hopper, “Global Communication, Media and Technology”,  
*Understanding Cultural Globalization*, pp. 60-86

Feb 14 Reading: John Tomlison, excerpt from “Deterritorialization: The Cultural Condition of Globalization”, *Globalization and Culture*, pp.106-137

**Week Seven: Global Cultural Economy**

Feb 17 President’s Day – no class meeting

Feb 18 Reading: Terry Flew, excerpt from “Globalization and Global Media Corporations,” *Understanding Global Media*, pp. 66-74

Feb 19 Reading: Mark Crispin Miller, “What’s Wrong With This Picture?”

Feb 21 Reading: Robert W. McChesney, “Oligopoly: The Big Media Game Has Fewer and Fewer Players” and Terry Flew, excerpt “Understanding Global Media”, pp. 76-80

**Week Eight: Globalization and “American” Popular Culture**

Feb 24 Reading: Lane Crothers, excerpt “American Popular Culture and Globalization”, *Globalization & American Popular Culture*, pp. 11-27

Feb 26-28 Crothers, “American Popular Culture and the Future of Globalization,” pp. 137-158

**Week Nine: Flows and Contra-Flows: Hollywood hegemony**

Mar 3 Reading: Tyler Cowen, “Why Hollywood Rules the World, and Whether We Should Care,” in *The Globalization Reader*, pp. 335-340

Mar 5 Kai Hafez, Film and Programme Imports: Entertainment Culture as the Core of Media Globalization”, *The Myth of Media Globalization*, pp. 82-99

Mar 7 Quiz #2

**Week Ten:**

**Mar 11-15 Spring Break**

**Week Eleven: Assessing the role of television in global communication**

March 17 Reading: Paul Lee, “Television and Global Culture”, in *The New Communications Landscape: Demystifying Media Globalization*, pp. 188-198

Mar 19 Reading: Cacilda Rêgo and Antonio La Pastina, “Brazil and the Globalization of Telenovelas,” in *Media on the Move, Global Flow and Contra-Flow*, pp. 99-115

Mar 21 Reading: Terry Flew, “The Pie and the Crust: Globalization of TV Formats,” *Understanding Global Media*, pp. 115-117  
Preliminary bibliography and research paper proposal due

**Week Twelve: Global Communication based on a language difference to english**

Mar 24 Reading: Lyombe Eko, excerpts from “Africa: Life in the Margins of Globalization”, pp. 7-17

Mar 26 Reading: cont. pp. 21-29

Mar 28 Reading: Mercedes Medina, “Hispanic Media Globalization”, in *Communications, Media Globalization and Empire*, pp. 164-178

**Week Thirteen: Global Culture vs National Identity**

- Mar 31 Reading: Ronald Niezen, *a world beyond difference: cultural identity in the age of globalization*, "The Cultural Contradictions of Globalization," pp. 35-56
- Apr 2 Reading: Alison Beale, "Communication Policy, Media Industries, and Globalization, in *Global Culture*, pp. 78-88
- April 4 Quiz#3

**Week Fourteen: Global Media in the 21<sup>st</sup> Century--Conclusions**

- April 7 Reading: Hamid Mowlana, "Shapes of the Future: International Communication in the 21<sup>st</sup> Century," *Global Communication in Transition: The End of Diversity?*, pp. 193-213
- April 9-11 Reading: David Demers, "Global Media in the 21<sup>st</sup> Century," pp. 155-173

**Week Fifteen/Sixteen: Research Presentations**

- Apr 14 Complete rough draft of research paper due for peer review
- Apr 16 Peer reviewed drafts due
- Apr 18 Research Presentation
- Apr 21 Research Presentation
- Apr 23 Research Presentation
- Apr 25 Research Presentation/Last day of classes

The above schedule, policies and assignments in this course are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and the students.

**No final examination. Final research paper due April 29<sup>th</sup>.**

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After carefully reading this syllabus, please sign and return the bottom of page to your instructor

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I have read and understood the requirements and policies concerning LANG/CMST 4330 as stated in the syllabus.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Semester: Spring 2014