

MIT 3936F

International Media and Social Change

Fall 2018
Thursday, 2:30-5:30pm
HSB-11

Instructor: Tiara Sukhan
tsukhan@uwo.ca

Office Hours: Thursdays 9:30am-12:30pm in FNB 4118 or by appointment

Course Description

As media transcend traditional political and geographic barriers, they present new opportunities for expression, knowledge, identity formation, collaboration, and mobilization. But international media can also be tools of subjugation, cultural erosion, fragmentation, and manipulation. In this course we will examine the nature of these developments and their social significance, using case studies from Canada, China, Cuba, Egypt, Israel, the Middle East, New Zealand, Palestine, Rwanda, South Africa, Sudan, Syria, Tunisia, Uganda and the United States.

Course Objectives

Through lectures, discussions, readings and assignments, this course will:

1. Use a variety of theoretical frameworks and practical examples to understand how media affects social change.
2. Critically examine media practitioners and activists' mobilization of international media including print newspapers, radio, television, film, novels, blogs and twitter.
3. Contextualize international media within various cultural, political, economic and historical contexts.
4. Develop a greater knowledge of and familiarity with international social movements.

Requisites

It is your responsibility to ensure that you have the appropriate requisites for this course or to obtain special permission from your Dean to enrol in it. If you fail to do so, you will be removed from the course and your fees will not be adjusted accordingly.

Materials

There is no textbook required for this course. All readings will be made available on Owl, under 'Resources'. There will be two films required for viewing at home – one is accessible via the UWO library and the other will be made available via my Google drive

General Policies

- ❖ **Late Assignments** – Deadlines have been set in order to facilitate the grading and returning of assignments in a timely manner, with space in between for feedback to be incorporated. Extensions may be granted on a case by case basis, but I reserve the right to apply a penalty of **3% per day late** to assignments which are submitted after deadlines, if consideration has not been sought and given in advance. In these cases, assignments received after a class in which they are due will immediately be considered late.
- ❖ **Communication** – When you have questions about the course, I strongly encourage you to first seek out the answers to your queries in this syllabus. It is full of important information and I have found that a substantial proportion of student email requests can generally be addressed

by directing them back to this document. If you find yourself unavoidably absent from class, it is your job to discover what you have missed, by referring to the syllabus schedule for assigned readings, and/or seeking out a classmate who may be willing to share their notes. If you find that I am the only one who can adequately address your queries, then please come and speak with me during my **office hours** (see the top of page one for time and location), as we can have a more productive and illuminating discussion in person.

- ❖ **Email Policy** – Please ensure that your emails contain our course number in the subject line, and that your purpose in emailing me is clear. I will respond to emails within 24 hours between Monday morning and Friday afternoon. I will generally not reply to emails that I receive on Friday evening, or on the weekend, until Monday morning. I am not able to respond to substantive queries about assignments in the 24-hour period before they are due.
- ❖ **Attendance** – There is no grade assigned for attending classes, but attendance will be noted and taken into consideration when evaluating participation. Much of the learning in this class happens when we actively engage with the course materials and one another.
- ❖ **Technology in the Classroom** – There has been a great deal of debate in the last few years about the value of using your laptop in the university classroom; research shows that **students may get better grades when they don't use them, particularly if they take notes by hand instead** (see links below). I encourage you to experiment with note-taking by hand, as I believe it will help you to slow down and process information as you are hearing it, thus better understanding what is worth recording for future reference. It will also spare you the tempting distractions that email, social media and the internet in general are for all of us. Self-regulation can be difficult, but it's important, and it will help us get the most out of our time together. 😊 Laptops and tablets are permitted in class, but I will ask that these devices please remain closed/off during in-class screenings.

<http://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom/>

<http://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?smid=fb-share&r=0>

Required Course Work and Evaluation

1. **Reading responses: (30% - 2x 15%)** ongoing from week 2 to week 11
2. **Group-led topic engagement (10%)** ongoing from week 2
3. **Essay outline with annotated bibliography: (20%)** Due November 1st
4. **Small group essay workshop and peer review: (5%)** In class –
5. **Term paper: (30%)** Due December 6th
6. **Participation: (5%)** Self-assessed and due December 6th

1. Students must submit **two reading responses** (750 words each) on the course readings. Please submit your response to Owl, under 'Assignments' by **7pm the day (Wednesday) before class**. I am asking you to submit before class, so that you are able to draw on your response when participating in class discussion, having had some time to think through your ideas. Your response should not be a summary. You will be critically analyzing and evaluating the readings you choose. You may not write about more than 2 readings at a time.

You may choose any of the assigned readings from Weeks 2-11 to respond to, with the following provision: your first response must draw on reading(s) assigned for weeks 2-6 and the other must focus on a selection from weeks 7-11. Online readings which may appear on Owl but are NOT listed in the schedule below are generally UNSUITABLE for this assignment – check with me first if you wish to write about them.

2. **Group-led topic engagement:** students will form groups of 5 people, and each group will be granted 30 minutes of lecture-time on a given week. Your job during this time is to engage the class in the week’s topic. This is NOT a presentation – you are aiming to have your peers actively involved, not passively listening to you talk. Be brave, think creatively – I’m excited to see what you come up with. You may sign up for a week of your choice, with the exception of Weeks 1, 7, and 13.

3. **Essay outline:** For the final essay, you will choose an international media text (i.e. newspaper story, blog, documentary film, etc.) and critically analyze it using a **suitable theoretical framework (different frameworks will be introduced in class in most lectures, but you may also draw on relevant theory you encounter outside of this course), any relevant course readings, and at least three outside sources.** Your outline (**2-3 pages**) must identify the text you will be analyzing and the questions you will be addressing. It should also provide a provisional thesis statement and an annotated bibliography of no more than 6 sources you are considering (including course readings). Each bibliography entry should include a properly formatted citation – the source should be summarised and a brief explanation of how you are planning to use it should be provided.

4-5. Your **final essay** (2,500 – 3,000 words) will expand on the ideas developed in your outline and should demonstrate thoughtful consideration of feedback received from me. There will be some time provided in class, after you have completed your outline, to **workshop your ideas in small groups.** Students will offer both oral and written feedback to one another (rubric will be provided). Written feedback you receive from peers must be submitted along with your final essay and will also be taken into consideration when I evaluate it, as will the feedback you submit to others.

5. Students are expected to attend class each week, keep up with weekly readings, and to speak in class regularly. These requirements constitute your **Participation Grade (5%).** This grade will be partially assessed by you. Write a 500-word reflection on the course as a whole and your participation in it. Assign yourself a grade out of 10. Hand in this discussion and your self-assigned grade on the final day of class. There will be weekly short quizzes which test your knowledge of assigned readings. These will be assessed on a pass/fail basis, and will be considered as part of your demonstrated engagement with course materials when I evaluate your participation. **These will always take place at the start of class and cannot be made up if you arrive late.**

Land Acknowledgement

Western University is situated on the traditional territories of the Anishinaabeg, Haudenosaunee, Lunaapeewak and Attawandaron peoples who have longstanding relationships to the land and region of southwestern Ontario and the City of London. The local First Nation communities of this area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In the region, there are eleven First Nation communities and a growing Indigenous urban population. Western values the significant historical and contemporary contributions of local and regional First Nations and all of the Original peoples of Turtle Island (North America).

Lecture Schedule

Week/Date	Topic	Readings/Assignments
1 Sept.6	Introductions	· Sue Jansen, <i>Media and Social Justice</i> , “Introduction”
2 Sept.13	Indigenous Rights in Canada	· Stuart Hall, “Gramsci’s Relevance” · Anderson and Robertson, “Letters from the Edges” · Hayden King, “#IdleNoMore’s Transformative Potential”

3 Sept.20	Tiananmen Square and Human Rights in China	<ul style="list-style-type: none"> · Hariman and Lucaites, "Liberal representation and global order" · Craig Calhoun, "Television and the Public Sphere"
4 Sept.27	Genocide in Africa: Rwanda and Darfur	<p>WATCH on your own: <i>The Last Survivor</i> https://uwo.kanopystreaming.com/video/last-survivor</p> <ul style="list-style-type: none"> · Alison Des Forges, "Call to Genocide" · Linda Melvern, "Missing the Story" · Amanda Grzyb, "Media Coverage, Activism and Creating Public Will for Intervention"
5 Oct.4	Latin American Socialism: Castro's Cuba	<p>Recommended: <i>The Cuba Libre Story on Netflix</i></p> <ul style="list-style-type: none"> · Lennart & Targ, "Framing the Enemy" · Wyle & Glidden, "Cuban Spring Fallacy" <p>RECOMMENDED: Wright & Wylie, "Our Place in the Sun"</p>
READING WEEK: NO CLASS		
6 Oct.18	The Middle East and the Arab Spring	<p>*Last week to turn in READING RESPONSE #1</p> <ul style="list-style-type: none"> · Edward Said, <i>Orientalism</i>, "Introduction" · Suzi Mirgani, <i>Bullets and Bulletins</i>, "The State of Arab Media" · El-Nawawy and Khamis, "Political Activism 2.0" · Matar, "Contextualising Media and Uprisings"
7 Oct.25	Occupy Wall Street	<p>Guest lecturer: Victoria O'Meara</p> <ul style="list-style-type: none"> · Manuel Castells, <i>Networks of Outrage and Hope</i>, "Occupy Wall Street" · Gerbaudo, "Chapter 4", <i>Tweets and the Streets</i> · Gladwell, "Small Change: Why the revolution will not be tweeted" · Hardt & Negri, "Take Up the Baton"
8 Nov.1	Trudeau & Trump: The Power of Populism and Celebrity	<p>*ESSAY OUTLINE due</p> <p>WATCH on your own: <i>God Save Justin Trudeau</i></p> <ul style="list-style-type: none"> · Bell, "Canadian Political Celebrity: From Trudeau to Trudeau" · Espejo, "Populism and the People" · Manza and Crowley, "Working Class Hero? Interrogating the Social Bases of the Rise of Donald Trump" · Rodrick, "Justin Trudeau: The North Star" <p>RECOMMENDED: Pierson, "American hybrid: Donald Trump and the strange merger of populism and plutocracy"</p>
9 Nov.8	KONY 2012: Resisting the Lord's Army in Uganda	<p>WATCH in class: KONY 2012 video https://www.youtube.com/watch?v=Y4MnpzG5Sqc</p> <ul style="list-style-type: none"> · Jayson Harsin, "WTF was Kony 2012?" · Lars Waldorf, "White Noise" · Francis Akena, "Poornography and Western Hegemony"
10 Nov.15	The NZ Springbok Tour: Apartheid in South Africa	<ul style="list-style-type: none"> · Maclean, "Anti-apartheid boycotts" · Booth, "Hitting Apartheid for Six? The Politics of the South African Sports Boycott" · Nixon, "Apartheid on the run: the South African sports boycott"
11 Nov.22	Israel, Palestine & the Struggle	<p>*PEER REVIEW exercise in class</p> <p>*Last week to turn in READING RESPONSE #2</p> <ul style="list-style-type: none"> · Gil Hochberg, <i>Visual Occupations</i> "Introduction"

	for Peace in the Middle East	<ul style="list-style-type: none"> · Yi & Phillips, "The BDS campaign against Israel" · Elmer, "Interview with Uri Davis" · Yiftachel, "Neither Two States Nor One" · Zreik, "Palestine, apartheid, and the rights discourse"
12 Nov.29	Syrian Refugees: Unpacking the Rhetoric of Threat vs. Opportunity	<p>WATCH in class: <i>The White Helmets on Netflix</i></p> <ul style="list-style-type: none"> · Blumenthal, "How the White Helmets Became International Heroes While Pushing U.S. Military Intervention and Regime Change in Syria" + Ellis, "Inside the conspiracy theory that turned Syria's first responders into terrorists" https://www.wired.com/2017/04/white-helmets-conspiracy-theory/ · Kerwin, "Treating Syrian Refugees as a National Security Threat: Do the Means Fit the End?" http://cmsny.org/publications/kerwin-syrians-national-security/ · Munif, "Syria and the Left"
13 Dec.6	Small discuss and share groups: Topics TBA Conclusions	*PARTICIPATION GRADE/RATIONALE & FINAL ESSAY due

NOTES FROM THE FIMS DEAN'S OFFICE

Fall 2018

Rights and Responsibilities

The conditions governing a student's ability to pursue their undergraduate education at Western are ratified by Senate and can be found on the Academic Policies section of the University Secretariat:

http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software Turnitin under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

Accommodation Policies

Students with disabilities work with Services for Students with Disabilities (SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

Medical Consideration Students seeking academic consideration on medical grounds for any missed tests, exams, participation components and/or assignments worth **10% or more of their final grade** must apply to the Academic Counselling

office of their home Faculty and provide documentation in the form of a [Student Medical Certificate](#). It will be the Dean's Office that will determine if consideration is warranted.

For work worth **less than 10% of the final grade**, the instructor will consider requests for academic consideration on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may decide to require documentation be submitted to the appropriate Academic Counselling office.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation must be submitted to the Academic Counselling office of a student's home Faculty.**

For Western University policy on consideration for medical illness, see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Compassionate Accommodation

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor. If you have been involved in a severe accident, fire or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request. Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation. Students seeking additional bereavement leave should contact their Academic Counsellors with valid documentation.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Academic Calendar](#).

FIMS Undergraduate Grading Policy

The MIT, MPI and MTP programs now have the following class average policy:

- Normally, first year courses required for entry into an MIT or MPI module (MIT 1020E and MIT 1025F/G) are expected to have a course average between 68-72%.
- Normally, second year required courses (MIT 2000, 2100, 2200, 2500) are expected to have a course average between 70 and 75%.
- Normally, third year required courses (MIT 3000, 3100) are expected to have a course average between 72 and 77%.

Elective courses and 4th year seminars have no recommended course averages.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western for a complete list of options about how to obtain help.

<http://www.uwo.ca/uwocom/mentalhealth/>

SUPPORT SERVICES – LINKS

Office of the Registrar:

www.registrar.uwo.ca

Student Development Centre:

www.sdc.uwo.ca

Psychological Services:

www.sdc.uwo.ca/psych

Services for Students with Disabilities:

www.sdc.uwo.ca/ssd

Accessibility Information:

www.accessibility.uwo.ca/

Writing Support Centre:

www.sdc.uwo.ca/writing

Learning Skills Services:

www.sdc.uwo.ca/learning

Indigenous Services:

<http://indigenous.uwo.ca/>

International and Exchange Student Centre: www.sdc.uwo.ca/int

Career Centre at Western:

www.success.uwo.ca/careers/

Appendix A: Suggested Grade Ranges in MIT, MPI and MTP

Guidelines to the MIT Grade Range

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

Appendix B: Guidelines of Academic Appeals for FIMS Students

Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

Stages in the Appeals Process:

The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor. For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee. Appeals of final grades must be **within the time frame indicated in the Undergraduate Calendar.** It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

If the Committee decides that the grounds for appeal have been met, the following steps will be taken:

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**

The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean Undergraduate.

The Associate Dean Undergraduate will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final.

Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.