

Syllabus

Theories of Media Internationalization

Department of Media

International Relations

Meeting Minute # 1.0 Dated: August 2019

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Course Description

This course offers an international perspective to explore media policies, industries, monopolies and alternative cultural and informational flows in the global media environments. It consists of two major parts: (1) International Perspectives on Media Policies and (2) Non-Western Media on the Global Stage. The first part of the course investigates key theoretical approaches in understanding media within global contexts. It surveys global media theories, explores national media policy approaches and deconstructs complex relationships between media and various actors, including national and local governments, non-state actors, supranational entities and transnational corporations. This part equips students with analytical tools to approach various case studies and examples offered in the second part of the course. Specifically, in the second module students explore alternative and emerging media monopolies and flows rapidly spreading within their respected regions and across the globe. This part provides a global tour around key media industries that have successfully integrated into the international media markets to contest global media monopolies.

Learning Objectives

The course aims to introduce students to:

- foundational theories in media globalization and internationalization;
- key approaches to understand, explore and analyze media policies across local, national and regional contexts;
- main actors of global/international/transnational media regulations and governance;
- specific media practices that exist across international media markets.

Learning Outcomes

After completion of the course, students will:

- Gain new knowledge of fundamental concepts, models, and theories of media internationalization and globalization;
- Develop an understanding of the important role of different types of actors that regulate and control media flows on the international and regional levels;
- Develop analytical skills to critically discuss media industries, actors and flows as well as analyze their roles and place in the global media environment;
- Recognize the cultural and moral responsibility of global media production in relation to economic, political and cultural inequalities that exist across global audiences.

Course Plan & Reading List

Required textbooks:

- Iosifidis, Petros. 2011. *Global Media and Communication Policy*. Palgrave Macmillan Ltd.
- Thussu, Daya Kishan (Ed.). 2007. *Media on the Move: Global flow and contra-flow*. Routledge.

Key academic journals for additional readings and literature review:

- *Global Media and Communication*
- *International Journal of Communication*
- *Convergence*
- *The International Journal of Press/Politics*
- *International Communication Gazette*
- *International Journal on Media Management*
- *European Journal of Communication*
- *Policy & Internet (P&I)*

Module 1: International Perspectives on Media Policies

Week 1

Lecture: Course Overview

Objectives/Assignments/ Grading System/ Expectations & Communication

Seminar: Workshop “In the Field” Report

Objectives/Instructions/Marking/Examples/Best Practices

Week 2

Lecture: Media policies and regulations

Seminar: “In the Field” Report Presentations

Required readings: Iosifidis, P. 2011. Chapter 2: Media Regulations and the Public Interest. (pp. 45 - 75).

Suggested readings:

- Chakravartty, Paula and Katharine Sarikakis. *Media Policy and Globalization*. Edinburgh University Press.
- Schejter, Amit M, O'Sullivan and Noam Tirosh (Eds.) 2016. *Justice-Based Approach for New Media Policy: In the Paths of Righteousness*. Springer International Publishing.

Week 3

Lecture: Global communication theories

Seminar: In the Field” Report Presentations

Required Readings: Iosifidis, P. 2011. Chapter 4: Global Communication Paradigms (pp. 93-105)

Suggested readings:

- Thomas L. McPhail. 2014. *Global communication —theories, stakeholders, and trends*. Wiley-Blackwell.

Week 4

Lecture: Media globalization and nation states

Seminar: In the Field” Report Presentations

Required Readings: Iosifidis, P. 2011. Chapter 5: Globalization and the Nation-State (pp. 106-124)

Suggested readings:

- Flew, Terry, Steemers, Jeanette, Iosifidis and Petros O'Sullivan (Eds.) 2016. *Global Media and National Policies: The Return of the State*. Palgrave Macmillan Ltd.

Week 5

Lecture: Global media beyond nation states

Seminar: In the Field” Report Presentations

Required Readings: Iosifidis, P. 2011. Chapter 6: Supranational Bodies, Non-state Actors and Global Media Policy (pp. 125-142)

Suggested readings:

- Sarikakis, Katharine. 2007. *Media and Cultural Policy in the European Union*. Brill Academic Publishers.

Week 6

Lecture: Media convergencies

Seminar: Workshop Final Project and Proposal

Objectives/Instructions/Marking/Examples/Best Practices

Required Readings: Iosifidis, P. 2011. Chapter 8: The convergence phenomenon in media and communications (pp.169-185)

Suggested readings:

- Sparviero, Sergio, Balbi, Gabriele and Corinna Peil. 2017. *Media Convergence and Deconvergence*. Palgrave Macmillan Ltd.
- Dal Zotto, Cinzia, Lugmayr and Artur Fess. 2016. *Media Convergence Handbook*. Springer

Module 2: Non-Western Media on the Global Stage

Week 1

Lecture: Contextualizing alternative media

Seminar: In the Field” Report Presentations

Required Readings: Thussu, D. 2007. Chapter 1: Mapping global media flow and contra-flow (pp.10-29) and Chapter 3. Thinking through contra-flows (pp. 44-58)

Suggested readings:

- Thussu, Daya Kishan (Ed.). 2009. *Internationalizing Media Studies*. Routledge.

Week 2

Lecture: Media flows and monopolies in Asia

Seminar: In the Field” Report Presentations

Required Readings:

Thussu, D. 2007. Chapter 1: Japanese media in the global agora (pp. 61-75) and Chapter 8. The rising East Asian ‘Wave’: Korean media go global (pp. 121- 135)

Suggested readings:

- Lee, Hye-Kyung. 2018. *Asian Cultural Flows: Cultural Policies, Creative Industries, and Media Consumers*. Springer.
- Meng, Bingchun. 2018. *The Politics of Chinese Media: Consensus and Contestation*. Palgrave Macmillan Ltd.
- Johnson-Woods, Toni. 2010. *Manga: An Anthology of Global and Cultural Perspectives*. Continuum International Publishing Group Ltd.
- Kuwahara, Yasue (Ed). 2014. *The Korean Wave: Korean Popular Culture in Global Context*. Palgrave Macmillan Ltd.

Week 3

Lecture: Contesting Hollywood: Indian and Nigerian media giants

Seminar: In the Field” Report Presentations

Required Readings: Thussu, D. 2007. Chapter 5. Bollywood and the frictions of global mobility (pp. 76-88)

Suggested readings:

- Mehta, Rini Bhattacharya Pandharipande. 2010. *Bollywood and Globalization: Indian Popular Cinema, Nation, and Diaspora (Anthem South Asian Studies)*. Anthem Press India.

- Okome, Onookome and Matthias Krings. 2013. *Global Nollywood: The Transnational Dimensions of an African Video Film Industry (African Expressive Cultures)*. Indiana University Press.
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Week 4

Lecture: Latino culture through global media

Seminar: In the Field” Report Presentations

Required Readings: Thussu, D. 2007. Chapter 6. Brazil and the globalization of telenovelas (pp. 89-103)

Suggested readings:

- Aldama, Frederick Luis. 2013. *Latinos and Narrative Media: Participation and Portrayal*. Palgrave Macmillan Ltd.
 - Noriega, Chon A and Ana López. 1996. *Ethnic Eye: Latino Media Arts*. University of Minnesota Press.
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Week 5

Lecture: Arab media and the Al-Jazeera effect

Seminar: In the Field” Report Presentations

Required Readings: Thussu, D. 2007. Chapter 7: Challenger or lackey? The Politics of news on Al-Jazeera (pp. 104-120)

Suggested readings:

- Seib, Philip. 2012. *Al Jazeera English: Global News in a Changing World*. Palgrave Macmillan Ltd.
- Jayyusi, Lena, Roald, Anne and Sofie Yurova. 2016. *Media and Political Contestation in the Contemporary Arab World*. Palgrave Macmillan Ltd.

Week 6

Lecture: Russian media in the global arena: perceptions, challenges, new directions

Seminar: In the Field” Report Presentations

Required Readings:

- Grincheva, N. (2015) “BRICS Diplomacy within and beyond Russia: The Fifth BRICS Summit through the Screens of Three Russian Television Channels.” *The Hague Journal of Diplomacy*, 9 (3): pp. 1-32.
- Grincheva, N. and Lu, J. (2016) “BRICS Summit diplomacy: Constructing national identities through Russian and Chinese media coverage of the Fifth BRICS Summit in Durban, South Africa.” *Global Media and Communication Journal*, 12 (1): pp.1-23.

Suggested readings:

- White, Stephen. 2008. *Media, Culture and Society in Putin's Russia (Studies in central and eastern Europe)*. Palgrave Macmillan Ltd.

Week 7

Seminar 1&2: Final Project presentations

Grading System

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| Participation in class | 10% |
| “In the Field” Report Presentation (oral) | 25% |
| Project Proposal (written) | 25% |
| Examination: Final Project (oral & written) | 40% |

The final grade is rounded up by arithmetic rules.

Examination Type

Participation 10%

Class participation constitutes an important part of the grade. It includes proper attendance (checked and recorded for each class) and active participation in group exercises, discussions and online activities.

“In the Field” Report Presentation 25%

Due date: [Sign up here.](#)

NB: The oral presentation in class is an individual work or a group project, depending of the class size.

“In the Field” Report is a brief analysis of a national/transnational/global media/creative industry (a movie/music/game/design/publishing company). Examples may include (but not limited to) the dominant global players, such as Universal Studios, Disney, Google, Blizzard Entertainment, Facebook, or emerging global media alternatives, for example Cube Entertainment or Big Hit Entertainment – K-pop star companies. This report should provide a brief historical context and investigate the current state of the industry development. It should demonstrate the global reach and visibility of this industry by mapping its cultural markets, identifying and describing targeted and real audiences, as well as presenting and critically analyzing the most popular global products (at least one) with a strong international resonance and implications to local cultures. The report should serve as an empirical example of the theoretical issues, concepts, questions covered in the course materials of your selected topic.

“In the Field” Report should be presented orally in class during a weekly seminar of the corresponding class. The oral presentation (7-8 min max!) should be informative, illustrative, creative, provocative and leading to engaging debates with students. Each presentation will be followed by a short Q&A session to discuss relevant issues. You will need to prepare at least one question to students to facilitate a discussion of your example in relation to the class readings. You can choose a date for your “In the Field” Report presentation and sign in by following the [link](#).

Project Proposal (25%)

Due date: Module 2 /Week 1.

Project Proposal is an outline of your final research project, which should include an overview of your research topic, a brief discussion of relevant literature, both theoretical and empirical, a list of specific research questions, as well as an explanation of your methodological framework. The methodological framework refers to introduction of your specific case study, justification for selection of this case, and a preliminary outline of methods proposed for case examination.

Written work: Project Proposal should be submitted electronically on the due date (before the class) as a written work (1-2 pages max). It should be typed, double spaced, margin size 1 inch, font size 10-12, paginated, properly cited, error free, must indicate your name and contain a list of references. The paper should demonstrate a coherent and consistent citation in text.

Final Project (40%)

Final Project should examine a specific issue, case or concept within a broad field of media globalization and internationalization topics of the course. To this end, you will need to develop a conceptual framework for organizing, critically analyzing, comparing, or contrasting relevant theories discussed in class. This framework should be based on a clearly defined approach, supported by literature review and based on the course readings, as well as additional sources corresponding to your conceptual framework. The paper should critically explore a specific case or issue to advance and expand existing academic debates evolving around the role of national, regional and transnational media industries and flows in global informational environments. It must be an original work, based on at least 1-2 theoretical sources and 6-8 academic research works (articles/chapters/books) as a part of your lit review.

Oral work (5%) | Due date: Module 2 /Week 7.

Final Project should be presented orally in class during the final seminars of the course. The presentation should be in the [PechaKucha](#) format (20 images x 20 sec each). It should be informative, illustrative and creative to provide a brief overview of the key findings from the final research project. It should briefly outline the theoretical framework and illustrate it with a specific case or issue under investigation. These presentations aim to provide students with productive and provocative peer-review feedback to finalize and improve their final papers to be submitted in the following week.

Written work (35%) | Due date: Module 2 /Week 8.

Final Project should be submitted electronically as a written work of around 8-10 pages (excluding references) in the form of an academic research paper. It should be typed, double spaced, font size 10-12, paginated, properly cited, error free, must indicate your name and contain a list of references. The paper should demonstrate a coherent and consistent citation in text.

Methods of Instruction

Students with Disabilities

HSE is strongly committed to providing access and accommodation for all individuals with identified and duly assessed disabilities. Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. For more information, please, consult [Study Assistants for Students with Disabilities Guide](#).

Email policy

All e-mail communication sent from students to the instructor must originate from the student's University e-mail account. This policy protects confidentiality and confirms the identity of the student. I will respond to emails in a timely fashion (within 48-72 hours) during working hours through the work week (9am – 5pm, Monday to Saturday). Students should not expect emails to be answered on Sunday, holidays or after working hours.

Use of Screen-based technology

The use of computers/tablets/smartphones in the classroom is intended to facilitate learning in that particular lecture or seminar. At the discretion of the instructor, students using a computer or any other electronic device (smartphones, ipods, etc) for any other purpose may be required to turn the device off for the remainder of the lecture or seminar.

Absences

The only excused absences are medically related, for which you will need to provide required documentation from a doctor. Extracurricular activities will not constitute an excused absence. It is unlikely that the due dates for the course assignments will be changed or exceptions will be made in case you have a conflict between course requirements and extracurricular activities. It is a student's responsibility to discuss with me any schedule conflicts well in advance to find an appropriate solution.

Late Policy and Extensions

All assignment should be submitted electronically through the course web site per the assignment instructions. Emailed submissions will not be accepted. Late assignments will be assigned a penalty of 10% of the total mark available for that piece of work, for each day that an essay is submitted after the deadline.

Work submitted without an extension will not be accepted. Extensions (max of 10 working days/two-weeks) will be granted only in extenuating circumstances and with supporting documentation. Discuss any difficulties with me well in advance of the due date. Time management problems are not an acceptable reason for an extension.

Academic Integrity

Academic dishonesty (plagiarism, cheating on exams, and other types of misrepresentation by deception or by other fraudulent means) is considered to be a very serious offense, and has grave consequences, ranging from a grade of zero on an assignment, loss of credit, and/or suspension or

even expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty and to ensure you avoid committing any offenses by reading the [Student Integrity & Copyright Guide](#).

Special equipment and software support

A personal computer with the Office suite, a sound system and a monitor for demonstration purposes.