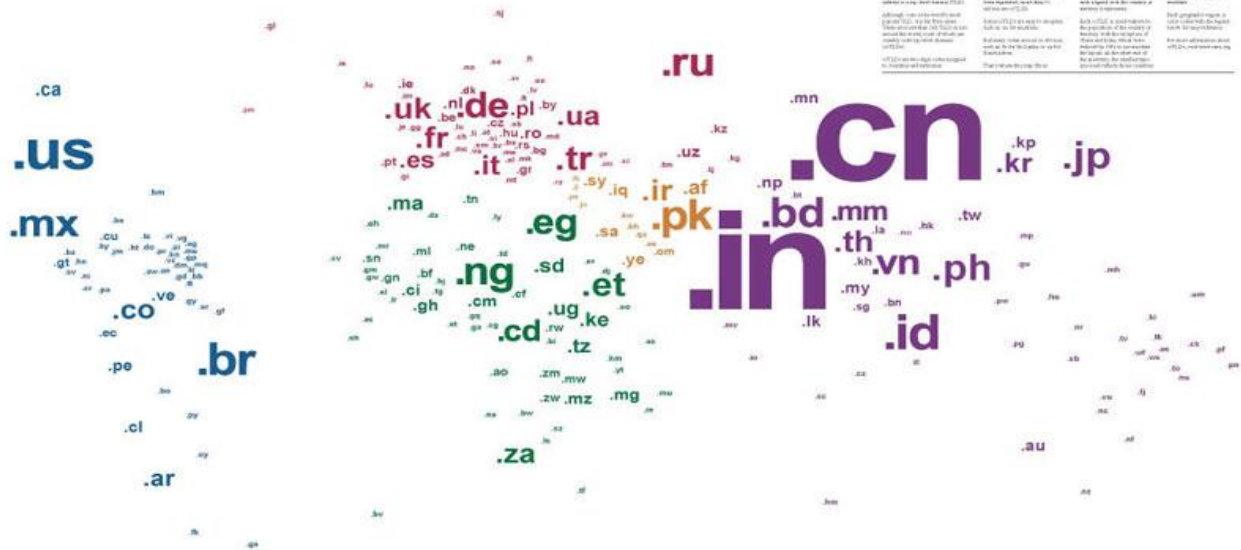


## Country Codes of the World



## Media & Communication Studies 334 /// Spring 2017 Media, Communication, and Globalization

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### Course Description

Most of us take for granted the idea that we live in a ‘global village,’ created and governed by mass media; the goal of this course is to get out and explore the neighborhood by analyzing the relationships between mass media and globalization. Together, we will consider the ways that these expanding networks for the exchange of images, ideas, and commodities affect the media practices of people outside the U.S. and also the—sometimes unexpected—ways that those actors reshape these networks in turn. Our approach to these issues will be comparative, with a focus on interconnectivity, as we seek out similarities, differences, and connections amongst media institutions, texts, and audiences worldwide.

After a theoretical introduction to globalization in general, we will look at the material effects of globalized mass media. How do global commodity chains affect such intimate matters as food, clothing, and the body? How do phenomena like offshoring and outsourcing, which are often enabled and accelerated by advances in information technology, change the experience of work? Where do we call ‘home’ in an era characterized by migration, deterritorialization, and displacement? In what ways does the globalization of mass media impact how people feel about their families, friends, and partners? How does the consumption of globalized commodities shape our identities? What does it mean to keep or share secrets in a world where so much is linked and visible? What are the politics of travel, tourism, and

the representation of other bodies, places, and cultures? How can we understand the role of media in violence on a global scale? To what extent do these technologies enable resistance against repressive governments and institutions? What new forms of community and citizenship—on the local, national, and global scale—emerge through the use of these technologies?

Class meetings will emphasize critical reflection and the sharing of perspectives. The work that we do will build upon the intellectual foundations of MCS 101, 222, and 333, while preparing students for the process of conceptualizing and executing original research in MCS 499. More broadly, this course will reveal the myriad ways that the globalization of mass media enmeshes all of us in vast networks, while also considering the uneven worldwide allocation of costs and benefits within them. Because the U.S. is not a self-contained or bounded entity that is somehow above or beyond globalization, we will continually attend to our own locations and functions in the social, cultural, political, and economic circuits comprising globalization, while also exploring how others have navigated the landscapes that they create.

### Course Objectives

Upon successful completion of this course, students will be:

- Critically aware of the relationships between global mass media and transnational cultural, political, and economic institutions
- Able to assess the often ambivalent roles and functions of mass media globally, as it accentuates or ameliorates the power differentials that characterize globalization
- Fluent in the terms, concepts, ideas, and debates that shape scholarly conversation about global media
- Comfortable analyzing media practices comparatively
- Self-reflexively attentive to their own positions as producers and consumers of media in a global context

### Required Texts

The textbook required for purchase in this course is:

Steger, Manfred B. *Globalization: A Very Short Introduction*. 3<sup>rd</sup> ed. Oxford: Oxford University Press, 2013. (ISBN: 9780199662661)

The remainder of the readings assigned for this class will be available online, whether as open-access journal articles, through Blackboard, or via the UMBC Library's collection of electronic journals. All readings are required unless otherwise noted.

### On Registration and Eligibility

The required prerequisite for MCS 334 is an earned grade of C or higher in MCS 101 or MCS 222.

### Course Policies, Guidelines, and Expectations

This course is designed to be a collaborative learning experience, and the following guidelines and policies are meant to help facilitate that.

- *All assignments are due in class and in accordance with my instructions.* Generally, I do not accept papers submitted via e-mail or left in my mailbox. If you are unable to complete or deliver an assignment because of an emergency, contact me as soon as possible to make arrangements for submitting your work.
- *Late work may not be accepted; if accepted, it will be penalized.* Some assignments cannot be submitted late, and accordingly will not be accepted after the deadline. Before choosing to miss a deadline, contact me to determine whether you will be able to receive partial credit for late work. Every day that the first eligible assignment is late will result in a deduction of 10 percent of the total points possible. In other words, a 100-point paper turned in one day late that would otherwise have earned a 93 will receive an 83. Although work submitted late will be graded, this grade may not be accompanied by written comments or suggestions. If a family or medical emergency arises and you make arrangements with me ahead of time, I may agree to accept a late assignment without penalty. Additionally, if you need to adjust a deadline because of a religious observance, please speak with me well in advance so that we can make a plan.
- *Please bring all assigned readings to class and be prepared to discuss them.* This is especially crucial because course meetings will emphasize active engagement with the texts. This is an upper-level course, and the readings are often lengthy or challenging (or both!) – PLAN AHEAD.
- *Use mature judgment when deciding whether or not an illness should prevent you from attending class.* Put simply: if you are sick, stay home. Then, contact a classmate as soon as possible for notes and updates.
- *'Emergency' means emergency.* If you need a deadline extension because of an emergency situation, remember that emergencies are illnesses (of you or a family member, including partners or children) or other unpredictable events of that magnitude. The category of “emergency” does not include vacations; commitments for other courses, extracurricular activities, or sports; social engagements; or voluntary shifts at work.
- *This course uses Blackboard.* Be sure that you have access to this tool, and that you are familiar with how to use it. Some of your readings and course materials will be available through Blackboard, and I will also use this forum to post important announcements outside of class. If class is cancelled, I will post updates and/or assignments on our Blackboard site.
- *Make an effort to meet with or contact me outside of class.* Try to anticipate problems before they arise and approach them proactively. But also remember that meetings are not just for catastrophes! Contact me any time to let me know how you are doing with the readings, to discuss ideas and paper topics, or to give feedback on the course. Outside of in-person meetings, e-mail is the best way to reach me.
- *Please turn off cell phones at the beginning of class* unless you are a parent, caretaker, or possessed of another legitimate need to be accessible. If there is a situation that requires you to have your phone on during class, please let me know. Otherwise, ‘off’ means totally off.
- *Use available media wisely and respectfully.* Unless an in-class assignment requires its use, you are strongly encouraged to ignore your laptops (and tablets, and smart phones) during our meetings. Even if you use your laptop primarily to take notes, you’ll retain more information if

you write by hand. And productive dialogue in the classroom simply cannot occur when students are attending to things like their social media profiles, chats, and texts.

Wondering why I think this is a good idea? This article offers a professor's perspective and links to lots of research: <http://www.nytimes.com/2017/01/02/opinion/leave-your-laptops-at-the-door-to-my-classroom.html>.

If you decide to use your laptop in class, do so wisely. If laptop use becomes disruptive, I have the option to prohibit it altogether.

In short: class meetings are an opportunity for you to have the increasingly rare experience of undivided attention. Take advantage of it.

- *The course will include in-class engagement with specific, relevant cultural artifacts.* In the event that these contain sensitive material, we will make every effort as a group to address it carefully and thoughtfully. However, you are welcome to excuse yourself if you think you might find such content disturbing.
- *MCS 334 is a collaborative learning experience.* This goal can only be realized with your participation. Please treat your classmates respectfully at all times. All students are encouraged to carefully disagree with and challenge one another, and everyone is responsible for conducting herself or himself professionally.

### Email Policy

Professional communication requires skill, even in the humble medium of email. Exchanges with your professors are great opportunities to refine your talents, so that you might put them to impressive use in your post-undergraduate careers.

Many questions can be answered by consulting the course syllabus or assignment sheets; checking these places first will lead you to the desired information faster than e-mailing your professors.

Before you send an email, use the following checklist to be sure it is both complete and professional:

- Meaningful subject line [not just “Question” or “Help!”]
- Appropriate salutation like ‘Dear Prof. \_\_\_\_\_’ or ‘Dear Dr. \_\_\_\_\_’ [not “Hey!”]
- Clear description of your reason for writing
- Complete, grammatically correct sentences
- If applicable: an explanation of what you have already done to resolve the problem
- An expression of thanks
- A signature that includes your full name and other information about you as appropriate.

Plan to wait at least 24 working hours for a response, and more at busy times of the semester or for complicated questions.

### Evaluation

The grading scale for this course is as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D

59% and under = F

NOTE: Students earn grades based on the quality of their work during the semester; post-semester requests for grade changes will be refused.

### Academic Integrity

Integrity is the foundation of any scholarly community. By enrolling in this course, each student assumes the responsibilities of an active participant in our collaborative learning experience. This means that everyone's academic work and behavior will be held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty.

Verifiable instances of academic misconduct in MCS 334 will be penalized accordingly. The *minimum* penalties for violations of academic integrity in this course are as follows:

The *first offense* will result in a '0' on the assignment and a deduction of 10% from the student's overall grade for the course. The offense will also be recorded in UMBC's Academic Misconduct Database.

The *second offense* will result in failure of the course, and will be recorded in the Academic Misconduct Database.

If the nature of the infraction warrants it, I reserve the right to impose a stronger penalty. Upon review, UMBC's Academic Conduct Committee may also recommend additional disciplinary action, including notation on the student's transcript, suspension, or expulsion.

Academic misconduct is a choice, and therefore it is preventable. Remember:

- ALWAYS cite your sources (I can help with this)
- ALWAYS ask questions if you are unsure of what constitutes academic dishonesty
- ALWAYS see me if you are having difficulty with an assignment

UMBC's Statement of Values on the issue of student academic integrity can be found at <http://www.umbc.edu/saf/policies/StudentAcademicIntegrityValues.htm>. A detailed discussion of the policies and procedures that UMBC employs to put these values into practice is available at [http://www.umbc.edu/provost/integrity/ACC\\_final.pdf](http://www.umbc.edu/provost/integrity/ACC_final.pdf).

### Accommodations for Students with Disabilities

Students with disabilities are welcome in this class! If you need to have an accommodation made for a disability, please let me know *as soon as possible* so that we can work together to meet your needs. For more information on your rights as a student with a disability and the resources available to you, contact Student Support Services at (410)455-2459.

### Writing Resources

The written work you submit for this course should be of the quality that professors rightfully expect from undergraduates in an upper-level course, and thus should be precise, logical, well-organized, mechanically

sound, and appropriate in topic and tone. There are a number of writing resources available to you as a UMBC student. Some of them include:

**ME:** I will provide detailed instructions for all assignments, and work to ensure that all students have the skills necessary to complete them successfully. I also encourage you to utilize my office hours if you have questions related to specific aspects of the writing process.

**THE WRITING CENTER:** All writers can benefit from conversations with skilled readers, and students are encouraged to utilize UMBC's Writing Center. The Writing Center is located on the Lower Level of the Library, and sees clients on a walk-in basis. For more information, call 5-3126 or visit [http://www.umbc.edu/lrc/writing\\_center.htm](http://www.umbc.edu/lrc/writing_center.htm).

**THE INTERNET:** Believe it or not! For loads of general information about writing research papers, try Purdue University's Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/658/01/>.

The OWL also offers style guides for the major citation formats: <https://owl.english.purdue.edu/owl/section/2/>.

And if you are unsure about the difference between primary and secondary sources, this site can help: <http://libguides.wells.edu/content.php?pid=533656&sid=4848405>. It also includes links to large collections of primary sources online.

### Sexual Assault Resources and Reporting

Any student who has experienced sexual harassment or assault, relationship violence, and/or stalking is encouraged to seek support and resources. Faculty and staff at UMBC are responsible employees, meaning that while we are here to listen and support you, we are also obligated to report any disclosures to the University. However, these three places on campus can guarantee your confidentiality: The Counseling Center (410-455-2472), practitioners in University Health Services (410-455-2542), any licensed campus clergy and medical staff. The Women's Center (410-455-2714) also serves as a quasi-confidential resource for the campus community. For more information or to report an incident you can speak with the Title IX Coordinator (410-455-1606) or UMBC Police. You may also contact the Baltimore County Sexual Assault/Domestic Violence hotline at 410-828-6390.

### Mental Health Resources

Diminished mental health can interfere with academic performance. The source of symptoms might be related to your course work; if so, please speak with me. However, problems with other parts of your life can also contribute to decreased academic performance. UMBC provides cost-free and confidential mental health services through the Counseling Center to help you manage personal challenges that threaten your personal or academic well-being.

Remember, getting help is a smart and courageous thing to do—for yourself and for those who care about you. For more resources get the Just in Case mental health resources Mobile and Web App. This app can be accessed by clicking: <http://counseling.umbc.edu/justincase>.

The UMBC Counseling Center is in the Student Development & Success Center (between Chesapeake and Susquehanna Halls). Phone: 410-455-2472. Hours: Monday-Friday 8:30am-5:00pm.

## Assignments

### **Participation (20%)**

The success of the course depends directly on each student's contributions. I expect all students to come to every class prepared, having read all assigned texts and ready to engage substantively and productively in our work together, including large- and small-group discussions (facilitated by the professor or other students); screenings; and other activities and assignments.

I neither expect nor require that you will have mastered the readings before speaking in class about them. A thoughtful question can contribute just as much to discussion as a definitive comment does. If you are uncomfortable speaking in class, please let me know. The participation requirement is not meant to intimidate you; rather, it helps ensure that all students have maximum opportunity to explore ideas fundamental to the course.

Regular attendance (including timely arrival and attending the full class session) is essential to your success in this course! If you miss class, you are responsible for obtaining notes and updates from a classmate; the first course meeting will include an e-mail exchange to help with this. If there is an emergency that will keep you from attending class, please notify me as soon as possible. All students are permitted three unexcused absences during the semester; additional absences will negatively impact this component of your grade.

Remember that simply being present is not enough to earn full credit for participation. Even if I do not directly acknowledge behaviors like arriving late, leaving early, sleeping, playing on your phone, or doing work for other courses, be aware that I will note them. The mental absences that occur when students are disengaged or distracted compromise our shared intellectual project as much or more than physical absences, and will be reflected accordingly in your participation grade.

### **Reading Quizzes (10 @ 4% each = 40%)**

Thirteen times over the course of the semester, class will begin with a short (15-20 minutes) reading quiz. The format and content of the quizzes will vary, but they may include questions that ask you summarize the reading; interpret a passage from the reading; consider the significance of the reading; make connections between multiple readings assigned for a particular day; explain key concepts from the reading; or use the reading to analyze a primary source. You will not be allowed to use any texts or notes to complete these assignments, so be sure you come to class well-prepared.

Each student will complete only 10 of the 13 responses; be strategic in choosing when to turn in a quiz. One goal of this course component is to help you develop the meta-cognitive skills necessary to assess your own understanding of others' ideas. Except in cases of documented emergency, missed quizzes cannot be made up or submitted late. You are responsible for keeping track of how many of these you have completed (you can track your progress on Blackboard); any quizzes completed beyond the required 10 will not be graded.

### **Cultural Analysis (20%)**

Once during the semester, you will submit a paper (**4-5 pages**) in which you locate and analyze a cultural artifact that resonates with at least two course readings from a particular theme. Successful papers will put forth an original, thesis-driven analysis of the selected artifact. The process of identifying and studiously considering a relevant cultural production will be an experiment in creatively applying challenging course materials to the 'real world' and placing primary and secondary sources into critical dialogue. Papers will be due at the end of the themed unit you select (due dates are listed on the syllabus). More details about this assignment are forthcoming, and all students will sign up for their submission dates early in the semester.

## **Reflective Writing (20%)**

The final assignment for the semester will be to respond to a series of open-ended essay questions about the relationships between mass media and globalization. This is a take-home exam, and you will be able to consult any course notes, materials, and readings that you have available (while still completing the assignment individually). The Reflective Writing will be distributed electronically at 1:00 p.m. on Tuesday, May 16, and will be due on paper by 1:00 p.m. on Friday, May 19. We will discuss this component of the course in much more detail later on, but because it will draw on the entirety of the course, you are essentially preparing for it all semester long.

## **Course Schedule**

NOTE: All readings are due on the date for which they are assigned. This schedule is subject to change at my discretion

### **1: Foundations**

(Tu) January 31, 2017 – Introduction(s)

(Th) February 2 – Locating the Global

- Steger, Manfred B. *Globalization: A Very Short Introduction*. 3<sup>rd</sup> ed. Oxford: Oxford University Press, 2013.

(Tu) February 7 – Encountering Globalization

- Appadurai, Arjun. “Disjuncture and Difference in the Global Cultural Economy.” In *The Globalization Reader*, edited by Frank J. Lechner and John Boli, 95-104. 3<sup>rd</sup> ed. Malden, MA: Wiley-Blackwell, 2007.
- Castells, Manuel. “Networks” and “Communication in the Global Age.” In *Communication Power*, 19-24 and 24-38. New York: Oxford University Press, 2009.

### **2: Cultural Imperialism?**

(Th) February 9 – Reconsidering Cultural Imperialism

- Morris, Nancy. “The Myth of Unadulterated Culture Meets the Threat of Imported Media.” *Media, Culture & Society* 24 (2002): 278-289.
- Chang, Jeff. “It’s a Hip-Hop World.” *Foreign Policy*, October 12, 2009.

(Tu) February 14 – Alternative(?) Media

- Tyrrell, Heather. “Bollywood versus Hollywood: Battle of the Dream Factories.” In *The Globalization Reader*, edited by Frank J. Lechner and John Boli, 327-334. 3<sup>rd</sup> ed. Malden, MA: Wiley-Blackwell, 2007.
- Miller, Jade. “Global Nollywood: The Nigerian Movie Industry and Alternative Global Networks in Production and Distribution,” *Global Media and Communication* 8:2 (2012), 117–133.

(Th) February 16 – Remaking the News

- Seib, Philip, “Transforming the Middle East.” In *The Al Jazeera Effect: How New Global Media are Reshaping World Politics*, 141-174. Dulles, VA: Potomac Books, 2008.



(Tu) February 21 – Customization

- El Baltaji, Dana. “I Want My MTV.” *Arab Media and Society* 5 (Spring 2008)  
<http://www.arabmediasociety.com/?article=682>.
- Martinez, Ibsen. “Romancing the Globe.” *Foreign Policy* 151 (November 1, 2005).  
<http://yaleglobal.yale.edu/content/romancing-globe>.

(Th) February 23 – Miss Recognition

- Hoad, Neville. “World Piece: What the Miss World Pageant Can Teach About Globalization.” *Cultural Critique* 58 (Autumn 2004): 56-81.

(Tu) February 28 – Bindis, Belly Dancing, and Desirable Brownness

- Bald, Vivek. “American Orientalism.” *Dissent* 62, no. 2 (Spring 2015): 23-34.
- **Cultural Analyses for “Cultural Imperialism?” due at the beginning of class!**

### 3: Commodities

(Th) March 2 – The Politics of Cleanliness

- McClintock, Anne. “Soft-Soaping Empire: Commodity Racism and Imperial Advertising.” In *The Visual Culture Reader*, edited by Nicholas Mirzoeff, 506-518. 2<sup>nd</sup> ed. New York: Routledge, 2002.

(Tu) March 7 – The World on a Plate

- Bestor, Theodore C. “How Sushi Went Global.” *Foreign Policy* 121 (Nov./Dec. 2000): 54-63. /// Available through UMBC Library website.
- Enloe, Cynthia. “Carmen Miranda on My Mind: International Politics of the Banana.” In *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*, 124-150. Berkeley: University of California Press, 2001

(Th) March 9 – Re-appropriation

- Askegaard, Søren and Giana M. Eckhardt, “Glocal Yoga: Re-Appropriation in the Global Consumptionscape.” *Marketing Theory* 12, no. 1 (2012): 45-60.

(Tu) March 14 – Traveling Intimacies

- Katsulis, Yasmina. ““Living Like A King’: Conspicuous Consumption, Virtual Communities, and the Social Construction of Paid Sexual Encounters by U.S. Sex Tourists.” *Men & Masculinities* 13, no. 2 (2010): 210-230.

(Th) March 16 – Desire and Disposability

- Parks, Lisa. “Falling Apart: Electronic Salvaging and the Global Media Economy.” In *Residual Media*, edited by Charles R. Acland, 32-47. Minneapolis: University of Minnesota Press, 2006.
- Explore <http://interactive.aljazeera.com/aje/2015/ewaste/index.html>
- **Cultural Analyses for “Commodities” are due at the beginning of class!**

(Tu) March 21 and (Th) March 23 – No class meeting ... enjoy your spring break!

#### 4: Travel and Mobility

(Tu) March 28 – *The World on a Screen*

- Parks, Lisa. “Our World, Satellite Televisuality, and the Fantasy of Global Presence.” In *Planet TV: A Global Television Reader*, edited by Lisa Parks and Shanti Kumar, 74-93. New York: NYU Press, 2003.

(Th) March 30 – *Visualizing Mobility*

- Cho, Lily. “Passports.” In *The Routledge Handbook of Mobilities*, edited by Peter Adey et al., 335-344. New York: Routledge, 2013.
- Govil, Nitin. “Something Spatial in the Air: In-Flight Entertainment and the Topographies of Modern Travel.” In *Media / Space: Place, Scale and Culture in a Media Age*, edited by Nick Couldry and Anna McCarthy, 233-252. London: Routledge, 2004.

(Tu) April 4 – *Exporting Health*

- Wilson, Ara. “Foreign Bodies and National Scales: Medical Tourism in Thailand.” Proofs of article that appeared in *Body and Society* 2011: n.p.

(Th) April 6 – *Weary Travelers*

- Sharma, Sarah “Jet-Lag Luxury: The Architecture of Time Maintenance,” in *In the Meantime: Temporality and Cultural Politics*, 27-54. Durham: Duke University Press, 2014.
- **Cultural Analyses for “Travel and Mobility” are due at the beginning of class!**

#### 5: Family and Relationships

(Tu) April 11 – *(Dis)locating Motherhood*

- Uy-Tioco, Cecilia. “Overseas Filipino Workers and Text Messaging: Reinventing Transnational Mothering.” *Continuum: Journal of Media & Cultural Studies* 21:2 (2007): 253-265. /// Available through UMBC Library website

(Th) April 13 – *Commodifying Childhood*

- Havens, Timothy. “Universal Childhood: The Global Trade in Children’s Television and Changing Ideals of Childhood.” *Global Media Journal* 6:10 (Spring 2007): <http://lass.purduecal.edu/cca/gmj/sp07/gmj-sp07-havens.htm>.

(Tu) April 18 – *Private Publics*

- Weyman, George. “Speaking the Unspeakable: Personal Blogs in Egypt.” *Arab Media and Society* 3 (Fall 2007). <http://www.arabmediasociety.com/?article=42>
- Nguyen, Huong. “Globalization, Consumerism, and the Emergence of Teens in Contemporary Vietnam.” *Journal of Social History* 49, no. 1 (Fall 2015): 4-19. /// Available through UMBC Library website

(Th) April 20 – *Fashioning Femininities*

- McWilliams, Sally E. “‘People Don’t Attack You if You Dress Fancy’: Consuming Femininity in Contemporary China.” *WSQ: Women’s Studies Quarterly* 41, no. 1-2 (Spring/Summer 2013): 162-181. /// Available through UMBC Library website
- **Cultural Analyses for “Family and Relationships” are due at the beginning of class!**

## 6: Violence and Visibility

(Tu) April 25 – (Un)Coverings

- Sreberny, Annabelle. “Unsuitable Coverage: The Media, the Veil, and Regimes of Representation.” In *Global Currents: Media and Technology Now*, edited by Tasha B. Oren and Patrice Petro, 171-185. New Brunswick, NJ: Rutgers University Press, 2004.

(Th) April 27 – Freedom of Information?

- Morozov, Evgeny. “Introduction” and “The Google Doctrine.” In *The Net Delusion: The Dark Side of Internet Freedom* (Public Affairs: 2012), ix-xvii and 1-31.

(Tu) May 2 – The Militarization of Sight

- Kaplan, Caren. “Sensing Distance: The Time and Space of Contemporary War.” Post on *Social Text* Periscope Blog, June 17, 2013. [http://socialtextjournal.org/periscope\\_article/sensing-distance-the-time-and-space-of-contemporary-war/](http://socialtextjournal.org/periscope_article/sensing-distance-the-time-and-space-of-contemporary-war/)

(Th) May 4 – Imagining Refugees

- Naimou, Angela. “Afterimages of Endless War.” *College Literature* 43, no. 1 (Winter 2016): 226-233. /// Available through the UMBC Library website.
- **Cultural Analyses for “Violence and Visibility” are due at the beginning of class!**

## 7: Creativity and Community

(Tu) May 9 – Home Teams

- Vincent, John and Edward M. Kian, “Sport, New Media, and National Identity.” In *The Routledge Handbook of Sport and New Media*, edited by Andrew C. Billings, Marie Hardin, and Natalie A. Brown, 299-310. New York: Routledge, 2014.

(Th) May 11 – Digital Natives?

- Ginsburg, Faye. “Rethinking the Digital Age.” In *Global Indigenous Media: Cultures, Poetics, and Politics*, edited by Pamela Wilson and Michelle Stewart, 287-306. Durham, NC: Duke University Press, 2008.
- Steyerl, Hito. “The Spam of the Earth: Withdrawal from Representation.” *e-flux* 32 (February 2012): <http://www.e-flux.com/journal/the-spam-of-the-earth/>.

(Tu) May 16 – Finding a Voice in the Global Village

- Ferrari, Chiara. “Dubbing *The Simpsons*: Or How Groundskeeper Willie Lost His Kilt in Sardinia.” *Journal of Film and Video* 61, no. 2 (Summer 2009): 19-37. /// Available online through UMBC library website
- Zayyan, Heba and Cynthia Carter. “Human Rights and Wrongs: Blogging News of Everyday Life in Palestine.” In *Citizen Journalism: Global Perspectives*, edited by Stuart Allen and Einar Thorsen, 85-94. Berlin: Peter Lang Publishing, 2009.
- **Cultural Analyses for “Creativity and Community” are due at the beginning of class!**

(Tu) May 16 @ 1:00 p.m. – Reflective Writing Distributed Electronically ...

(F) May 19 @ 1:00 p.m. – Reflective Writing Due (on paper) ... **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**