



## **CIEE Prague, Czech Republic**

<b>Course Name:</b>	Media Impact in Central Europe: Past and Present
<b>Course Number:</b>	COMM 3001 PRAG / CEAS 3004 PRAG
<b>Programs offering course:</b>	CES, CNMJ, GAD
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### **Course Description**

The course will examine the role and impact of international and domestic media on political developments in Europe. It will explore the perceptual particularities of various Central European audiences, the role of historic circumstances, and media's tradition in shaping it. Comparison with the U.S. perspective will be made when relevant. We will also discuss how the media can shape attitudes toward the social and natural environment. The course will examine the way of doing journalism at Prague-based, U.S.-funded Radio Free Europe/Radio Liberty as well as other media companies. The course will explore the current niches of major Prague-based media organizations and the relations of media with power structures. Journalists from RFE/RL and other media will be guest teachers. Students will be able to get a close-up view of the people at RFE/RL and other media companies. The course will explore the two-way impact between media and society and the role of dominant theories in shaping public attitudes. A key aspect of the course will focus on the coverage of religious, ethnic, and other emotionally sensitive issues. Students will gain special insights into coverage of current events by leading Prague-based media companies. They will learn about the dynamics of social tensions in Europe and how the media is contributing to shaping the history of countries.

### **Learning Objectives**

By the end of this course, students will be able to:

- Describe and analyze the workings of RFE/RL – a legendary international news organization: its mission, history, and its challenges in the modern world as compared to the approaches of Czech and other European media.
- Describe and analyze the impact of the media on world events and the history of particular countries; identify the dangers and responsibilities involved.
- Identify and describe the perceptual differences of various audiences; describe the importance, in European context, of being aware of ethnic and religious sensitivities.
- Demonstrate that they have increased their awareness of the importance of free flow of information as a safeguard of democracy; provide past and present examples of media



impact on political and social developments in Central-Europe; identify current challenges to the freedom of expression.

- Compare, analyze, and discuss how significant world events were covered by media in the past and now: how the coverage has shaped public attitude.
- Demonstrate that they have increased their ability to use relevant skills required for analysis of journalistic standards and background research of media organizations.
- Demonstrate an increased ability of debating.
- Demonstrate an increased ability of presenting and orally defending their scientifically informed opinion.

### **Course Prerequisites**

Understanding of the basic concepts of western journalism is helpful, however not obligatory. Otherwise - N/A.

### **Methods of Instruction**

Lectures, home assignments with follow-up discussions, reaction papers, and excursions/visits to media companies. PowerPoint presentations from lectures will be available on CIEE Prague Center website. They are designed to serve as visual reminders of the main concepts of the course and as a short textbook for this course. Students may be invited to visit some of the broadcast services of RFE/RL or other media organizations and to participate in seminars or discussion groups sponsored by the radios and other organizations. The course also will include demonstration of video materials. After watching them the students will be asked to answer quizzes and/or write short reaction papers. Volunteering for individual research assignments and short reports/reaction papers is encouraged and will earn extra credit points for the final grade. This may take the form of a travel report on a topic previously agreed with the instructor. All mandatory reaction papers may increase or decrease (in case of late submission or non-submission) credit points, whilst optional reaction papers will only increase the score. Regular on-line discussions will be an integral part of the learning process.

### **Assessment and Final Grade**

1. Homework/Reaction-research papers/ Quizzes 30%
2. Participation/Discussion 20%
3. Presentation 10%
4. Midterm exam 10%
5. Final exam 30%

### **Course Requirements**

#### **General**



The course will finish with a written exam. It will consist of four situational questions requiring short essay-style answers. To provide students with the opportunity to monitor their progress during the course and to familiarize with the format of the Final exam, a Midterm exam will take place on the 6th week, based on classes from weeks 1-5. The midterm exam is an important milestone as it will test the ability of the students to apply their theoretical knowledge to praxis. The answers in both exams will have to be submitted electronically on Canvas site within the time limits set for the exams. Students also will be required to write a research paper and several short reaction papers. Students will be expected to base their written work on the course material and on home reading, as directed by the instructor. In addition to the above, short quizzes will take place during the entire course. Students will present the topic of their research paper in class, explaining their choice of topic, progress of their research and important findings.

To be graded, all written assignments and presentations have to be submitted electronically on Canvas. E-mail submissions are not accepted for grading. All communication should be conducted through Canvas site. Students are required to regularly check the course Announcements and Discussions forums. All files submitted on Canvas should have the name of the author and the title of the topic in the file name.

## **1. Participation/Discussion**

Participation grade will consist of two components. Class participation will be graded on the basis of frequency and substance (note: the quality of the content will also contribute to the Homework grade) of individual student contributions to class discussion and other activities (volunteering for leading roles in group work). This can contribute up to 50% to the total of grade in this category. Participation (timeliness and frequency of posts) in on-line discussion forum may constitute up to 50%. Participation in on-line discussions allows students to apply their theoretical knowledge and analytical skills to current social and political events. Therefore it is an important factor in grading the overall activity (note: the quality of the content will also contribute to the Homework grade). Without on-line contributions, even the most active class participation alone will not bring the total score in this category above 85 percentage points.

## **2. Homework/Reaction-research papers/Quizzes**

Homework refers to short written notes in preparation for the class discussions and home reading assignments.

Reaction-research papers refer one research paper and three reaction papers (approx. 600 words each) to the videos that will be shown in class, and to the substance of the content of on-line discussion contributions (comments).

Quizzes refer to in-class quizzes. They will have two formats: electronic and hard copy. The electronic quizzes will be announced by instructor in advance to allow students to bring their laptops. The questions will be displayed on the projection screen for limited time each, and the students will write their answers in either a document (and upload it on Canvas) or fill out/mark



rubrics on Canvas template for this specific quiz. They will be graded on a basis of percentage of correct answers. The hard copy paper quizzes will not be announced in advance and will have to be filled out by hand within a specific time limit for the whole quiz. They may or may not be graded. This type of quizzes is designed to help students assess their learning progress. Students will be involved in assessing and discussing each other's results.

### **3. Presentation**

Individual presentation will be a PPT presentation (up to 3 min.) Along with the presentation the students will have to provide instructor with approx. one page-long list of talking points (printed version before the presentation and file uploaded on Canvas after the presentation). PPT presentation file has to be uploaded on Canvas on the day of presentation the latest. Both presentation and talking points files have to have the name of the author and title of the topic in the file name. Presentation will be graded by five criteria: 1. Logic and organization of the content, 2. oral presentation/clarity, 3. Visuals, 4. Research, 5. Q/A (answering questions requires more background research than presented in the slides).

### **4. Midterm exam**

Midterm exam will be done electronically on student laptops and uploaded to the proper rubric on Canvas. Situational questions will be displayed for a limited time each on the projection screen; students will create a document (with their last name and 'Midterm' in the file name) and write their answers in a short essay format. They will upload the completed document in the proper rubric on Canvas. Each answer will be graded on 100 percentage point scale and the total will be the median of all answers. Midterm exam will be based on the course material of the first 5 weeks. The first two questions will be about detection of balance in a news report and ethics. Prompting topics for other questions will be published on Canvas in a timely manner before the exam.

### **5. Final exam**

Final exam will be done electronically on student laptops and uploaded to the proper rubric on Canvas. Situational questions will be displayed for a limited time each on the projection screen; students will create a document (with their last name and 'Final' in the file name) and write their answers in a short essay format. They will upload the completed document in the proper rubric on Canvas. Each answer will be graded on 100 percentage point scale and the total will be the median of all answers. Final exam will be based on the whole course material. The first two questions will be about detection of balance in a news report and ethics. Prompting topics for other questions will be published on Canvas in a timely manner before the exam.

### **CIEE Prague Class Participation Policy**

Assessment of students' participation in class is an inherent component of the course grade. Participation is valued as **meaningful contribution in the digital and tangible classroom**, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types



of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students' line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students' active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.

### **CIEE Prague Attendance Policy**

Regular class attendance is required throughout the program, and **all absences are treated equally regardless of reason** for any affected CIEE course. Attendance policies also apply to any required co-curricular class excursions or events, as well as Internship.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

**Missing classes** will lead to the following penalties:

#### ***90-minute semester classes:***

<i>Number of 90-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one to two</b> 90-minute classes	up to 10%	no penalty
<b>three</b> 90-minute classes	10.1–15%	reduction of the final grade by 3%
<b>four</b> 90-minute classes	15.1–17%	reduction of the final grade by 5%; <b>written warning</b>



<b>five</b> 90-minute classes	17.1–20%	reduction of the final grade by 7%; <b>written warning</b>
<b>six and more</b> 90-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

**180-minute semester classes:**

<i>Number of 180-minute classes</i>	<i>Equivalent percentage of the total course hours missed</i>	<i>Minimum penalty</i>
<b>one</b> 180-minute class	up to 10%	no penalty
<b>two</b> 180-minute classes	10.1–20%	reduction of the final grade by 5%; <b>written warning</b>
<b>three and more</b> 180-minute classes	more than 20%	automatic <b>course failure</b> and possible expulsion

Persistent absenteeism (students approaching 20% of the total course hours missed, or violating the attendance policy in more than one class) will result in a written warning, a notification to the student’s home school, and possibly a dismissal from the program.

**Missing more than 20% of the total class hours** will lead to a **course failure**, and **potential program dismissal**. This is a CIEE rule that applies to all CIEE courses and is in line with the Participant Contract that each CIEE student signs before arriving on-site.

**Late arrival to class** will be considered a partial (up to 15 minutes late) or full (15 or more minutes late) absence. **Three partial absences due to late arrivals will be regarded as one full class absence.**

**Students must notify their professor and Program Coordinators (PC) beforehand if they are going to miss class for any reason** and are responsible for any material covered in class in their absence.

If missing a class during which a test, exam, the student’s presentation or other graded class assignments are administered, **make-up assignment will only be allowed in approved circumstances**, such as serious medical issues. In this case, the student must submit a local doctor’s note within 24 hours of his/her absence to the PC, who will decide whether the student qualifies for a make-up assignment. Doctor’s notes may be submitted via e-mail or phone (a scan or a photograph are acceptable), however **the student must ensure that the note is delivered to the PC.**

Should a truly **extraordinary situation** arise, the student must contact the PC immediately concerning permission for a make-up assignment. Make-up assignments are not granted automatically! The PC decides the course of action for all absence cases that are not



straightforward. **Always contact the PC with any inquiry about potential absence(s) and the nature thereof.**

**Personal travel (including flight delays and cancelled flights), handling passport and other document replacements, interviews, volunteering and other similar situations are not considered justifiable reasons for missing class or getting permission for make-up assignments.**

**For class conflicts** (irregularities in the class schedule, including field trips, make-up classes and other instances), **always contact the Academic Assistant** to decide the appropriate course of action.

Course attendance is recorded on individual Canvas Course Sites. **Students are responsible for checking their attendance regularly to ensure the correctness of the records.** In case of discrepancies, students are required to contact the Academic Assistant **within one week of the discrepancy date** to have it corrected. Later claims **will not** be considered.

CIEE staff does not directly manage absences at FAMU and ECES, but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

### **CIEE Academic Honesty Policy**

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will preside. Three important principles are considered when defining and demanding academic honesty. These are related to the fundamental tenet that one should not present the work of another person as one's own.

**The first principle** is that final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

**The second principle** applies specifically to course work: the same written paper may not be submitted in two classes. Nor may a paper for which you have already received credit at your home institution be submitted to satisfy a paper requirement while studying overseas.

**The third principle** is that any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information



told to you by another person. The general rule is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it.

The penalty ranges from an F grade on the assignment, failure in the course to dismissal from the program. The Academic Director is consulted and involved in decision making in every case of a possible violation of academic honesty.

## **Weekly Schedule**

### **Week 1**

#### **Class 1**

##### **INTRODUCTION: THE DEVELOPING MEDIA WORLD**

- Course introduction: explanation of the course policies and content.
- The World of the Medias: Overview of how media has developed and how it works; how it shapes attitudes toward social and natural environment. Differences between US and European (especially French) media; commercial, public, and state-run media.

The ongoing debate between the two media philosophies: the impact of developing media technology versus the function of the content of message. How the journalists think.

**Readings:** PPT Intro: Media World; Files from the electronic Canvas reader (McLuhan 1, McLuhan 2; Williams: 2 files; Altschull 1, Altschull\_17-23\_26-29.pdf; 4-5 (4-7 articles) files on French Privacy Law: all readings as directed by instructor); handouts and/or on-line discussion topics.

#### **Class 2**

##### **THE CHALLENGE OF TECHNOLOGICAL INNOVATION TO JOURNALISM ETHICS**

Professional Standards and Codes of Conduct;

- character of media professionals;
- Discussion of concepts of objectivity, balance, fairness.
- Propaganda and fabrication.

**Readings:** PPT Ethics; Files from the electronic Canvas reader (Practical Guide to Journalists Pdf p.15, Ellul: Propaganda; Cunningham: propaganda); handouts and/or on-line discussion topics.

### **Week 2**

#### **Class 1**

##### **RFE/RL TODAY: PRAGUE-BASED INTERNATIONAL MEDIA**

- (Tour of RFE/RL if available. Visit to RFE/RL may be arranged at other convenient time. The exact day and time of the visit will be announced



by instructor in class and in the Canvas Announcements).

- Background on the organizational structure of RFE/RL: work of the services; field bureaus; editorial policies; Structure of US international broadcasting.; use of technology. Goals and specific mission of each of the services. Mission and philosophy of RFE/RL. Strategic priorities; role of audience research in setting priorities. Editorial autonomy of services and cross-service coordination. Challenges posed by “fake news,” troll factories, state and corporate actors attempting to influence public attitudes through social media. Video presentation. Review of the top news of the week (or a particular day) by RFE/RL as compared to BBC, France 24, CNN. Group exercise/discussion: several students will be asked to lead the discussion between the four competing groups- compare their choice to the selection of news run by RFE/RL (the exercise may be done during this class or class 2).

**Readings:** PPT RFE & Cold War (part 1); Files from the electronic Canvas reader (Hoover, Monroe; Mad Men, pdf); handouts and/or on-line discussion topics; RFE/RL website [www.rferl.org](http://www.rferl.org)

### **Class 2**

#### **RFE/RL AND THE COLD WAR; ANALYSIS OF THE COLD WAR BROADCASTING**

- Short overview of RFE/RL history from Munich to Prague.
- Listening session: Sample of historical broadcasts from RFE/RL, BBC.
- Discussion on how RFE/RL and other international broadcasters worked during the Cold War; how their missions and methods were similar and distinctive. What attitudes toward social and natural environment promoted Western and Communist media? Listening to short segments of RFE/RL and/or BBC retrospective broadcasts.

**Readings:** PPT RFE & Cold War (part 2); Files from the electronic Canvas reader (Gorman Cold War & Com; Markov new scan; and/or other files as directed by instructor); handouts and/or on-line discussion topics.

### **Week 3**

#### **Class 1**

##### **COVERING SENSITIVE ISSUES; PERSPECTIVE AND BIAS**

Dealing with ethnic, religious and emotional sensitivities: understanding different perceptual angles; facing disinformation, propaganda, and hate speech. Introduction to the past case studies.

- Do differences in perspective contribute to biased coverage?

Applied professional standards. Listening to short segments of video and audio files. Looking at the current production of various media.

Introducing further case studies. Review of the week's news stories: are there any continuing developments, emerging case studies? Which stories call for further background research? (this may be an extension of on-line discussions and or additional analytical on-line discussion of the past posts).

- The structure of media standards analysis.

**Readings:** PPT Sensitive, Perspective & Religion (part 1); Files from the electronic Canvas reader (Gorman: Media War+ New Media; Fascism: Madeleine Albright, pdf); handouts and/or on-line discussion topics.

### **Class 2**

#### **COVERING RELIGION**

Religion as a worldview and interpretational methodology. Internalized cultural and spiritual sensitivities. Core beliefs of the great religious traditions. Difference between orthodoxy and orthopraxis and variations of interpretation of the concept of religion in different traditions. Individualistic vs. communal attitudes; religion as private sphere and as a way of life of community. Outsider's and insider's perspectives and the importance of respectful attitude to core beliefs. Examples of fair vs. misleading media coverage of religious traditions and religion-related issues (potential for biased and/or stereotyped/ill-informed vision of religious traditions).

**Readings:** PPT Sensitive, Perspective & Religion (part 2); Files from the electronic Canvas reader (Smith: Christianity, Judaism, Islam; Hick Religious Pluralism); handouts and/or on-line discussion topics.

## **Week 4**

### **Class 1**

#### **FACING THE PLURALITY OF BELIEFS**

The many new faces of global media. • Facing new multi-media and competition challenges. How the technology and competition affect broadcasting strategies international broadcasters? • Covering the world and EU politics. How do the media deal with globalization, multi-culturalism, spread of xenophobic attitudes, and legitimate critique of shortcomings in the state bureaucracy? Challenges for information gathering: what is available? How to discern legitimate and illegitimate motivation behind media messages? The problem of cultural territoriality vs. borderless global media communication.

**Readings:** PPT Plurality; Files from the electronic Canvas reader (Cunningham: Propaganda; Ellul 1; Ellul 2), handouts and/or on-line discussion topics.

### **Class 2**

### **NEWS vs. PROPAGANDA**

The various forms and goals of propaganda: sociological, political, direct, indirect, integrative, subversive, agitation, long-term and total propaganda, hate propaganda. The organizing principles and mechanics of propaganda. Rhetorical techniques and their effects on the public. The use of scientific logic in interpretation of large scale social and media processes. Strategies of countering xenophobic rhetoric and hate propaganda in the public discourse.

**Readings:** PPT News vs Propaganda; Files from the electronic Canvas reader (Oxford Handbook of Propaganda Studies, Chapter 18; Ellul 2); handouts and/or on-line discussion topics.

## **Week 5**

### **Class 1**

#### **COVERING CE, EU AND GLOBAL EVENTS**

How is CE/EE covered now as compared to the Cold War period? How different are the issues? How independent is the media in CE/EE? How to deal with the phenomenon of rising populism in Europe and in other countries? What are the current technology, production, delivery, audience research priorities? What are the challenges to accuracy, fairness and timeliness for the news media today? Are media ownership and affiliations influencing media content? Student contributions to discussion.

**Readings:** PPT CE/EE, EU, Global; Files from the electronic Canvas reader (Ellul 1; Ellul 2); handouts and/or on-line discussion topics.

### **Class 2**

#### **DOMINANT POLITICAL THEORIES, GOVERNMENT POLICIES AND THEIR INFLUENCE ON THE MEDIA AND GROUP IDENTITY**

Freedom of speech vs. social responsibility (Orwell vs. John Stuart Mill). Political communication and potential for manipulation of public emotions: theories and historical examples. The world through the lens of communication: the opportunities for research, policy planning, advocacy and changes in communal behavior. Community versus a multitude of isolated individuals. Information versus manipulative ideology. Communication and the democratic assumption. The potential and the challenges of social media. Are the social media giants an unelected new political estate? Is the current form of democracy compatible with the exponential development of communication technology?

**Readings:** PPT Dominant Theories & Group ID; Files from the electronic Canvas reader (Zvagulis, 2016; Fukuyama: End of History,



Huntington, Kissinger, as directed by instructor ); handouts and/or on-line discussion topics.

**Week 6**  
**Midterm Exam**  
**Period**

**Class 1**  
**SOCIAL MEDIA GIANTS AND DEMOCRACY**

Communication and the democratic assumption. The potential and the challenges of social media. Are the social media giants an unelected new political estate? Is the current form of democracy compatible with the exponential development of communication technology?

**Readings:** PPT Social Media Giants; Files from the electronic Canvas reader (Popper: Open Society; Fromm: translated quotes from *Vom Haben zum Sein* ); handouts and/or on-line discussion topics.

**Class 2**  
**MIDTERM EXAM**

Written in-class exam.

**Week 7**  
**Midterm Exam**  
**Period**

**Class 1**  
**COVERING RUSSIA THEN AND TODAY**

- Review of the Midterm results.
- How did the international media cover Russia during the Cold War? What were the issues? What were the technological and broadcasting strategies? What was the Russia-West relationship and Western media coverage immediately after the Cold War? What were the political milestones in Russian history affecting the media freedom? What changed in the Russia-West relations in early 2014? What are the current media approaches? How independent is the media in Russia? Challenge to the West by Russian “troll factories,” bots and allegedly government-coordinated hacking activities.

**Readings:** PPT New Russia; Files from the electronic Canvas reader (Zvagulis, 2016; and other recent files/links as directed by instructor; Schlyakhov, exe); handouts and/or on-line discussion topics.

**Class 2**  
**RUSSIA-UKRAINE CONFLICT AND CONTROVERSIES SURROUNDING IT**

Historical timeline of the conflict. Western reaction to annexation of Crimea and warfare in Eastern Ukraine. Historical background of the region and history of the Crimean peninsula. Major incidents and controversies. Russian & Ukrainian Orthodox Church Schism. Russian and Western media coverage of the conflict and controversies.



**Readings:** PPT Russia-Ukraine (background and opinions); Files from the electronic Canvas reader (selected background and current development links as directed by instructor); handouts and/or on-line discussion topics.

## **Week 8**

### **Class 1**

#### **RESEARCHING THE MEDIA**

- Setting the goals of your group research project;
- Group exercise: Discuss the questionnaire: divide the roles (choose or distribute the questions among the members of the Research Team); agree on the ground rules.

**Readings:** PPT Media Personalities; Files from the electronic Canvas reader (as directed by instructor); handouts and/or on-line discussion topics.

### **Class 2**

#### **RESEARCHING THE MEDIA PERSONALITIES**

- Student presentations

**Readings:** as directed by instructor.

## **Week 9**

### **Class 1**

#### **COVERING THE WORLD at the CZECH PUBLIC TV and CZECH PUBLIC RADIO**

(Visit to Czech TV or Radio, if available: optional)

Case study Czech TV 2001.

What are the issues of neutrality, competition, social media challenges? What is the editorial philosophy? The process of gathering news for TV.

What are the priorities for public radio today? What is the new editorial philosophy? Reaching out to various segments of the public. Ethics of public broadcaster.

**Readings:** PPT CzTV, Cz Radio; Files from the electronic Canvas reader (CzTV promo video); handouts and/or on-line discussion topics.

### **Class 2**

#### **COVERING HOSTILE ENVIRONMENT**

- Understanding the coverage limitations imposed by hostile environment.
- Czech and international journalists on assignments abroad: Afghanistan, Iraq or other experiences (debate on working with the military).
- Understanding the limitations of coverage



imposed by political regimes. • Defeating information blocking. Harassment of journalists. Real-life stories. (video-optional)  
**Readings:** PPT Hostile environment; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

## Week 10

### Class 1

#### **MEDIA AND THE FUTURE**

- Introduction to the developing vision of international media: the internet, multi-media, expanding ways of live coverage, social media.
- Potential for manipulation of public opinion and known current tendencies of manipulation by states, corporate entities and extremist

**Readings:** PPT Future; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

### Class 2

#### **CLASSIC JOURNALISTIC STANDARDS IN THE NEW MEDIA**

**ENVIRONMENT (for Section 3 this topic will be partially covered on April 16<sup>th</sup> and partially on April 23<sup>rd</sup>)**

Practical analysis of news media products.

Group exercises. Individual contributions.

**Readings:** PPT Journalism and the New Media; Review of the corresponding material from previous classes; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

## Week 11

### Class 1

**RHETORICAL STRATEGIES FOR COUNTERING XENOPHOBIA AND HATE PROPAGANDA IN PUBLIC DISCOURSE. (for Sections 1 and 2 this topic will be covered partially on April 17<sup>th</sup> and partially on April 24<sup>th</sup>)**

Presenting your findings and conclusions. Defending your opinion in a peer discussion.

**Readings:** PPT Rhetorical strategies; Files from the electronic Canvas reader (Schopenhauer, 38 strategies; latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

### Class 2

**DIVERSITY vs. UNIFORMITY AND THE ROLE OF GLOBAL MEDIA**



Diversity of secular and religious worldviews, media, politics and violence. Process of cultural hybridization and various reactions to it. Breaking the vicious cycle.

**Readings:** PPT Diversity vs. Uniformity; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

## **Week 12**

### **Class 1**

#### **CULTURE, NATIONALISM, PATRIOTISM AND THE MEDIA**

- Are all nationalisms the same?
- Polarization and media.
- Weaponization of cultural concepts, Militant Nationalism.
- Rise of far-right and the media coverage.
- Anti-xenophobic forces in Europe (and the US).
- Generational gap of group identities: European vs. nationalistic identity.
- Is the media taking sides in the group identity debate? Should it?

**Readings:** PPT Nationalism & Media; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

### **Class 2**

#### **REVISION OF THE COURSE**

Revision of the course.

**Readings:** PPT Revision; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); Review of all essential course readings as directed by instructor.

## **Week 13**

### ***Final Exam Week***

### **Class 1**

#### **SHORT REVIEW OF THE MAIN CONCEPTS OF THE COURSE; GROUP EXERCISES AND/OR PRESENTATIONS**

Course review. Student presentations. Tutoring.

**Readings:** PPT Concepts Review; Review of all essential course readings as directed by instructor.

### **Class 2**

#### **FINAL EXAM**

**Written in class test**

**Readings:** As directed by instructor.



## **Course Materials**

### ***Readings***

- Cold War Broadcasting Impact: Impact on the Soviet Union and Eastern Europe. A Collection of Studies and Documents. Ross Johnson and Eugene Parta editors. Budapest – New York: Central European University Press, 2010.
- Goodwin, Stephen R. Fractured Lands, Healing Nations. Frankfurt am Main: Peter Lang Publishing, 2006.
- Huntington, Samuel P. The Clash of Civilizations and the Remaking of World Order. London: Simon&Shuster, 1996.
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### ***Films***

Excerpt from Nazi propaganda film "The Triumph of the Will" by Leni Riefenstahl.

### ***Online Resources***



Links for discussion updates: current topics several times a week. Links with prompting questions will be provided by instructor as they appear in the media or as relevant to the class topics. Generic links will be in the appropriate section of Modules on Canvas.