

Course Moodle Site: <http://moodle.wolfware.ncsu.edu/course/view.php?id=29869>

Blackboard Collaborate: https://collaborate.wolfware.ncsu.edu/join_meeting.html?meetingId=1336761059096

Online office hours: Fridays 12:00-1:00 and by appointment in Blackboard Collaborate

Course Description and Purpose

We are living in an era of unprecedented economic, political, military, technological, and cultural interconnection. It is an era of accelerated international migration, global media, global marketing, and global audiences, planet-enveloping telecommunication networks, transnational virtual communities and social movements, worldwide 24-hour financial flows, and multinational networked organizations. The development of electronic communication technologies, beginning in the mid-19th century and accelerating in the late 20th and early 21st centuries, has led to new levels of interaction and interdependency of human groups and processes across the boundaries that historically separated them—geography, national identity, state borders, and local community. In such a context, we must re-examine many of our assumptions about space, place, identity, and belonging, and about human social organization and human agency—the potential to purposefully transform our surroundings and ourselves. Globalization calls into question our assumptions about politics, economics, culture, and communication, and it forces us to rethink the theories and visual metaphors we have used to study these areas in the past.

In the realm of politics and policy, is the nation-state still the primary locus of political power and policymaking? Is “the public” a *national* public, and to what extent do national publics have any influence on policy and government decision-making? Or is there a new kind of *empire* guiding political and economic rulemaking at a global level, and a new global civil society attempting to influence that process through transnational networking and strategy? Alternatively, is the world being divided into regions—forms of society that are larger than nations but not global in scope? What role do communication and information technologies, networks, institutions, and practices play in the reorganization of nation-based, or denationalized, politics?

In the economic realm, are transnational corporations (TNCs) and financial markets part of a new global economy beyond the control of any national or local government, making national policy and local priorities irrelevant or simply reactive? And are such corporations still the primary agents of economic action—can they still be understood as “organizations” in the classical sense—when they themselves are enmeshed in vast and complex networks of ownership, management, finance, and communication? How are information and communication technologies and networks reshaping organizations such as corporations, state bureaucracies, and NGOs and how, in turn, is communication being reshaped by the power of global financial and corporate networks?

In the cultural realm, how has globalization transformed our sense of who we are and where we belong? As migration alters the demographic, linguistic, racial, and cultural landscape, and new media and communication spaces coincide less and less with official national territories, how is the “we” redefined, and what principles should guide our shaping of the new “we” that emerges from these changes? How are media, information technologies, and communication networks of various scopes and scales involved in these processes of cultural change? Do transnational connections link “local” places more closely to one another than to nearby regions or metropolitan centers? Do such networks open up new possibilities for “translocal” culture and belonging?

Globalization also creates important challenges in the realm of thought—theory, methods, research, and knowledge production. In what ways do globalization, mobility, and networked

communication in general call into question theory and methods grounded in the taken-for-granted social forms of modernity—the autonomous individual, the stable family, the coherent organization, and the cohesive nation-state? As individuals, communities, state apparatuses, corporations, and other forms of human organization become increasingly enmeshed in global and regional networks of technology, goods, money, people, symbols, and power relations, what new theoretical frameworks and methodological techniques can make sense of the changes they undergo? What new conceptual frameworks and analytical strategies can help policymakers, organizers, and ordinary people face the challenges and take advantage of the opportunities that globalization creates?

Communication and Globalization examines globalization in its economic, political, cultural, and theoretical dimensions, paying special attention to the role of information and communication technologies, communication networks, and cultural practices. We will consider the challenges and opportunities that globalization creates for human organizations, communities, and agency—that is, for the multiple ways in which human activity becomes socially organized and purposeful. We will critically examine some of the dominant theories of globalization and explore some innovative new approaches to thinking about, visualizing, and analyzing global and transnational processes. We will focus on the challenges to past forms of identity and community, the transformation of traditional understandings of space and place, and the opportunities for new forms of identity, community, and action. And finally, we will focus specifically on how the networks of global information, mobility, social relations, and communication can be mapped and visualized.

Objectives

After completing this course, students will be able to:

1. Explain and evaluate a range of theoretical perspectives from which contemporary arguments are being made about globalization.
2. Describe the characteristics of globalization and the role of communication in distinct historical moments.
3. Analyze present-day processes of globalization of communication policies, infrastructures, and ownership.
4. Analyze present-day processes of globalization of media programming, information, social networking, and culture.
5. Apply theories of globalization and appropriate methods of analysis to a specific context (territory, place, organization, or network), evaluating and/or developing maps and or visualizations of the networks that compose that context.
6. Use scholarly databases, articles, books, and other information sources effectively and appropriately to produce a research paper or visualization project suitable for presentation at an academic conference or other professional meeting.

Course Materials

All required readings for this course are available online via the NCSU Library's Electronic Reserves or web links in the course Moodle site.

Readings and Assignments

This course will rely heavily on online discussion of common readings a Moodle forum. Most of your grade (other than the research project) depends upon your ability to summarize and reflect upon readings in weekly assignments and online interactions. Your ability to do that depends, in turn, on your careful reading and rereading, notetaking on readings, and review of notes prior to discussions. There is no textbook for this course. Instead, we will be reading scholarly articles and books, so readings will be quite challenging. If you are not accustomed to reading theory and research from primary sources, you will need to leave extra time to look up words in the dictionary and even reread entire articles for better comprehension. If you are not able or willing to do this, please do not take this course.

You will be asked to post a weekly Reading Response Essay (RRE) to an online discussion forum and then respond to others' essays by posting two weekly Essay Responses (ER). You will also be asked to participate actively, constructively, and in an informed manner in weekly synchronous lecture/discussion sessions. The major course assignment in this course is a research paper or visualization project (with an accompanying brief paper) on a topic of your choice that is related to communication and globalization.

1. Weekly Reading Response Essays (5 points each)

Purpose: To demonstrate reading comprehension and connect readings to your own work. Each week on Monday, you will post a "Reading Response Essay" (RRE) to the Moodle forum. This is a five-to-seven-paragraph essay (750-1,000 words) in which you are asked to demonstrate your comprehension of the main points of each reading assigned for that week and to *link the reading to your own research*.

There are 5 opportunities to post RREs, but you only need to post 4 times. This means you may choose any one week to skip the RRE. Note that skipping the RRE does not exempt you from posting ERs (responses to others' essays) for that week.

Note that you are not asked to include your opinion, evaluation, or critique of the reading or the author in this essay. Rather, you should first give an overview of the issues addressed by the week's readings as a whole, pointing out possible common points or contradictions (first paragraph). Then, you should provide succinct summaries of the key points of each reading (middle paragraphs). Finally, you should conclude by linking the readings to your own research, pointing out key findings, concepts, or gaps to be filled and the ways your own research might utilize those concepts or address those gaps (final paragraph).

Your essay should include at least two quotes (with citations) from each of the readings assigned for that week; use these quotes to identify what you believe to be the author's main point or most important claim, or to explain a key concept that you are connecting to your own research. By writing these weekly essays in a careful and thorough manner, you will be making progress simultaneously on your research project, because at the end of the course, you will be able to draw on the essays as you write the literature review for your paper. RREs must be posted to the Moodle forum by noon each Monday. One point will be deducted for every four hours an essay is late.

2. Weekly Essay Responses (1 point each)

Purpose: To demonstrate comprehension of others' essays and to contribute to their conceptualization of their research projects.

Each week on Tuesday, you will login to the Moodle forum and read the RREs of others. You will then post responses to at least two of your classmates' essays. ERs should be one paragraph long (150-250 words) and should demonstrate your understanding of the points made in another student's essay. You should select one or two points they have made and extend those points by connecting them to other readings, discussing additional connections to the same reading, or offering suggestions to your classmate about ways to design and carry out his or her research. Note that the purpose of the ER is *not* simply to tell your classmate "good job" and say what you liked about their essay. Your aim is to provide useful, substantive feedback.

3. Weekly Discussion Participation (4 points per week)

Purpose: To improve understanding of key concepts in lectures and readings through discussion.

This course relies upon discussion as a learning strategy, so your active, constructive, and informed participation in weekly forums, activities, and lecture/discussions is critical. Active participation means contributing several times to discussion each time one is held.

Constructive participation means that your comments and questions are respectful and helpful, adding ideas and information to the discussion in ways that further everybody's learning. Informed participation means that your contributions help you and others to better understand the concepts, arguments, and information being discussed. This means you must *prepare for discussion* by completing readings on time, taking reading notes, and making note of questions or observations about the readings that you can bring into discussion. I will review Moodle and Blackboard Collaborate each week to monitor participation and will post a weekly participation grade each week.

4. Team Project*

Purpose: To apply synthesized understanding and analytical ability to a specific context.

The major assignment in this course is team project in which you will apply theories and concepts of globalization to a specific context. This project may take a traditional format, as a literature review, a research project proposal, a traditional research paper, or a research-based action plan. Or it may take an alternative form, such as a map or visualization, a website, a game, a wikipedia entry, a video, a policy proposal, etc. All projects, whether traditional or alternative, must be grounded in research that is documented by the team. For example, if you create a website, the material on the website must have references to theoretical sources, research findings, etc.

Research projects and papers will be evaluated based on the relevance of the research topic to the course content, the thoroughness of the research informing the project, the clarity and significance of the problems or questions addressed, the organization and quality of the writing, and the proper use and citation of sources. *Any projects or papers that plagiarize other sources (use material without acknowledgement and proper documentation, including the use of images, audio, and text) will receive a failing grade and may be reported to the Office of Student Conduct (see Course Policies, below).*

Team projects will be due in stages and further instructions will be provided at the appropriate times. Teams may have up to four members. Teams are responsible for equitable division of roles, sharing of labor, and resolution of all disputes and problems. All team members will receive the same grade on the project regardless of the proportion of work allegedly contributed by each member.

* While this assignment is intended as a team project, individuals who feel strongly about working alone may request permission to do so.

<i>Summary of Assignments and Points</i>		
<i>Assignment</i>	<i>Points per assignment</i>	<i>Total points</i>
4 Weekly Reading Response Essays (1 per week; 1 week off)	5	20
10 Weekly Essay Responses (2 per week)	1	10
Weekly participation (5 weeks)	4	20
Research project	50	50
Total		100

<i>General Plan of Weekly Activities</i> (Some weeks deviate slightly from this schedule)	
<i>Monday</i>	Post Reading Response Essay to Moodle site by 12:00 noon
<i>Tuesday</i>	<ol style="list-style-type: none"> 1. Read RREs of other course members 2. Post two Essay Responses on Moodle site by 12:00 noon
<i>Wednesday</i>	Review RREs, ERs, and notes. Prepare discussion questions for class. Attend video lecture in Elluminate and participate in synchronous chat: 12:00-1:30: COM 447* 7:00-8:30: COM 521*
<i>Thursday</i>	Online Activity: See instructions for each week's activity
<i>Friday</i>	Work on research project Wiley available for group or individual meetings online (Fridays 12:00 a.m.-1:00 p.m. and by appointment)

*You may choose to attend either session, but the 12:00 session will be targeted primarily at COM 447 students while the 7:00 session will be targeted primarily at COM 521 students.

Students who cannot attend the synchronous video lecture/discussions at the times indicated may request permission from the instructor to complete an alternative assignment. The alternative assignment will be to view the recorded lecture/discussion and post a response essay to Moodle (750-1,000 words) in which you summarize the key points presented and add your own points on the topics discussed. Permission to choose this option must be requested from the instructor via email *before the session has started*.

Course Calendar

<i>Date</i>	<i>Topic</i>	<i>Readings & Assignments</i>
Part 1	<i>Theorizing Globalization</i>	
Th 6/28	Course purpose, requirements, procedures, and technical matters Introductions in Moodle forum	Read Wiley's introduction letter + syllabus Login to Blackboard Collaborate to test Login to Moodle; introduce yourself in the Moodle forum, and describe a research question or project idea
F 6/29 6:30-8:00 p.m.	Lecture/discussion 1: <i>Special event: Online forum with students from Chile (Login to Blackboard Collaborate by 6:15 for 6:30 start)</i>	447 + 521, read before session: Robinson (2007)
M 7/2	Post first essay to Moodle forum by noon <i>Note: for this week only, essays will be accepted until noon on Thursday, July 5.</i> The first essay is shorter than normal. Requirements: 3-5 paragraphs (500-750 words); one cited quotation per assigned article	447 + 521: Robinson (2007) <i>521 only: Wiley (2004), Wiley, Sutko, and Moreno (2010)</i> Due in Moodle at noon: RRE #1
T 7/3	Read essay of other students; post two responses <i>Note: for this week only, essay responses will be accepted until midnight on Thursday, July 5.</i>	Due in Moodle at noon: ER#1, ER#2
W 7/4	NO CLASS: JULY 4 th HOLIDAY	
Th 7/5	Lecture/discussion 2: <i>Theorizing globalization: An overview</i>	Login to Blackboard Collaborate 12:00-1:30 p.m. or 7:00-8:30 p.m.
F 7/6	Online Activity #1: Other perspectives on globalization	Due in Moodle at noon: Online Activity #1 Wiley available (by appointment) for consultation via Skype or Moodle chat
Part 2	<i>Histories of globalization</i>	
M 7/9	Post second essay to Moodle forum by noon	447 + 521: Stearns (2009) [eBook]; Wells (2003) [video] <i>521 only: Jennings (2010), Chs. 1, 2, 3 [eBook]</i> Due in Moodle at noon: RRE #2
T 7/10	Read essays of other students; post two responses	Due in Moodle at noon: ER#3, ER#4
W 7/11	Lecture/discussion 3: <i>One globalization or many?</i>	Login to Blackboard Collaborate 12:00-1:30 p.m. or 7:00-8:30 p.m.
Th 7/12	Online Activity #2: Where are you from?	Due in Moodle at noon: Online Activity #2 447 + 521: Read in conjunction with Online activity #2: National Geographic (2011a, 2011b) [website]
F 7/13	Team research project meetings	Wiley available for consultation via Skype or Moodle chat

Course Calendar, continued

Course Calendar, continued		
Part 3	<i>Global Communication Infrastructure and Policy</i>	
M 7/16	Post third essay to Moodle forum	447 + 521: Mansell-Raboy (2011); Tumber and Webster (2007); ITU (2011) 521 only: Braman (2011); Archibugi-Filippetti (2010); Latham-Sassen (2005) Due in Moodle at noon: RRE #3
T 7/17	Read essays of other students; post two responses	Due in Moodle at noon: ER#5, ER#6
W 7/18	Online activity 3: Policy problem analysis	Due in Moodle at noon: Online Activity #3 (Wiley traveling)
Th 7/19	Team research project meetings	(Wiley traveling)
F 7/20	Lecture/discussion 4: Globalization of Infrastructure and Ownership	Login to Blackboard Collaborate 12:00-1:30 p.m. or 7:00-8:30 p.m. Wiley available for consultation following lecture
Part 4	<i>Global Media, Global Culture?</i>	
M 7/23	Post fourth essay to Moodle forum by noon	447 + 521: Tomlinson (2007); Kellner and Pierce (2007); Glyn and Cupples (2011) 521 only: Held (2010); Clifford (1992) Hardt and Negri (2000) Due in Moodle at noon: RRE #4
T 7/24	Read essay of other students; post two responses	Due in Moodle at noon: ER#7, ER#8
W 7/25	Lecture/discussion 5: Globalization, Westernization, and Empire	Login to Blackboard Collaborate 12:00-1:30 p.m. or 7:00-8:30 p.m.
H 7/26	Online activity 4: Cultural map of a specific context	
F 7/27	Team research project meetings	Wiley available for consultation
Part 5	<i>Mapping Global Communication</i>	
M 7/30	Post fourth essay to Moodle forum by noon Post two responses by midnight	447 + 521: Massey (1993); Appadurai (1990); Lima (2012); additional readings TBD Due in Moodle at noon: RRE #5 Due in Moodle at midnight: ER#9, ERA#10
T 7/31	Lecture/discussion 6: Mapping Global Communication	Login to Blackboard Collaborate 12:00-1:30 p.m. or 7:00-8:30 p.m.
W 8/1	Online activity 5: Online Gallery of Team Projects	Due in Moodle at noon: Team Project

Course Readings

Part 1: Theorizing Globalization

COM 447 and 521 read:

Robinson, William I. 2007. Theories of globalization. Ch. 6 in George Ritzer (Ed.), *The Blackwell Companion to Globalization*. Oxford, UK: Blackwell.

COM 521 also read:

Wiley, S. B. C. (2004). Rethinking nationality in the context of globalization. *Communication Theory*, 14, 78-96.

Wiley, S. B. C., Moreno, T. & Sutko, D. (2011). Assemblages, networks, subjects: A Materialist approach to the production of social space. In J. Packer and S. B. C. Wiley (Eds.), *Communication matters: Materialist approaches to media, mobility, and networks*. London: Routledge.

Recommended

Boli, John, and Velina Petrova. 2007. Globalization today. Ch. 5 in George Ritzer (Ed.), *The Blackwell Companion to Globalization*. Oxford, UK: Blackwell.

Held, David, and McGrew, Anthony G. (2007). *Globalization/anti-globalization: beyond the great divide* Polity Press.

Held, David, McGrew, Anthony, Goldblatt, David, and Perraton, Jonathan (1999a). "The Territorial State and Global Politics." Ch. 1 in Held, McGrew, Goldblatt, and Perraton, *Global Transformations: Politics, Economics, and Culture*, pp. 32-86. Stanford, CA: Stanford University Press.

Pieterse, Jan Nederveen (2009). *Globalization and culture: Global mélange*, 2nd Edition. Rowman & Littlefield.

Part 2: Histories of globalization

COM 447 and 521 read/view:

Stearns, Peter N. (2009). *Globalization in World History*. Routledge. (161 pages)

[eBook: <http://www2.lib.ncsu.edu/catalog/record/NCSU2455610>]

Use the link for the Ebooks version, not the ebrary version

Wells, Spencer (2003). *The Journey of Man: A Genetic Odyssey*. Available in 13 segments of about 10 minutes each. Segment 1: <http://youtu.be/OV6A8oGtPc4>.

Read for Online Activity #2

National Geographic. 2011a. *Atlas of the Human Journey – The Genographic Project*. Available: <https://genographic.nationalgeographic.com/genographic/lan/en/atlas.html>.

National Geographic. 2011b. *Globe of Human History – The Genographic Project*. Available: <https://genographic.nationalgeographic.com/genographic/lan/en/globe.html>.

COM 521 also read:

Jennings, Justin. 2010. *Globalizations and the Ancient World*. Cambridge University Press.

eBook: <http://www2.lib.ncsu.edu/catalog/record/NCSU2348095>. Chapters 1, 2, 3.

***Login to the eBook and print these chapters ahead of time, since use of the online version of the book is limited to one person at a time.** To print the chapters, first click on the link provided here, then from the Library online record click on “View resource online.” At this point, you may need to login using your Unity ID. After the eBook appears, click on the chapter title in the navigation window to select a chapter. Then click on “InfoTools” and “Print.” Select the “Current chapter” option, then click “Print.” In the Print dialog box, you may want to choose the “Save as PDF” option to save the chapter to your hard drive before printing.

Recommended:

Jennings, Justin. 2010. *Globalizations and the Ancient World*. Cambridge University Press.

eBook: <http://www2.lib.ncsu.edu/catalog/record/NCSU2348095>. Chapters 4, 5, 6, 7, and 8.

Sassen, Saskia (2006). *Territory, authority, rights: From medieval to global assemblages*. Princeton University Press.

Brook, T. (2008) *Vermeer’s Hat: The Seventeenth Century and the Dawn of the Global World* (New York: Bloomsbury).

Fischer, Steven Roger (2004). *A history of language*. Globalities Series. Reaktion Books. ISBN 186189080X.

Zielinski, Siegfried (2006). *Deep time of the media: Toward an archaeology of hearing and seeing by technical means*. Translated by Gloria Custance. Cambridge, Mass.: MIT Press.

Part 3: Global Communication Infrastructure and Policy

COM 447 and 521 read:

Mansell, Robin, and Raboy, Marc (2011). Introduction: Foundations of the Theory and Practice of Global Media and Communication Policy. In Mansell, Robin, and Raboy, Marc (Eds.), *The Handbook of Global Media and Communication Policy*, pp. 1-20. Blackwell Publishers. [Electronic reserve]

ITU (2010). *World Telecommunication/ICT Development Report 2011. Monitoring the WSIS Targets: A mid-term review*. Online:
<http://www.itu.int/ITU-D/ict/facts/2011/material/ICTFactsFigures2011.pdf>.

Tumber, Howard, and Frank Webster. 2007. Globalization and information and communications technologies: The Case of War. Ch. 20 in George Ritzer (Ed.), *The Blackwell Companion to Globalization*. Oxford, UK: Blackwell. [Electronic reserve]

COM 521 also read:

Braman, Sandra (2011). Anti-terrorism and the Harmonization of Media and Communication Policy. In Mansell, Robin, and Raboy, Marc (Eds.), *The Handbook of Global Media and Communication Policy*, pp. 486-504. Blackwell Publishers. [Electronic reserve]

Archibugi, Daniele, and Filippetti, Andrea. (2010). The Globalisation of Intellectual Property Rights: Four Learned Lessons and Four Theses. *Global Policy* 1(2). May. [Electronic reserve]

Recommended:

Robert Latham and Saskia Sassen, Editors. *Digital formations: IT and new architectures in the global realm*. Princeton University Press, 2005. Selections. [Book on NCSU Libraries reserve]

Boateng, Boatema (2011). Whose democracy? Rights-based discourse and global intellectual property rights activism. In Mansell, Robin, and Raboy, Marc (Eds.), *The Handbook of Global Media and Communication Policy*, pp. 261-275. Blackwell Publishers. [To be placed on electronic reserve]

International Telecommunication Union. "ICT Free Statistics Homepage." Online:
<http://www.itu.int/ITU-D/ict/statistics/>.

McChesney, Robert W. and Foster, John Bellamy (2011). The Internet's unholy marriage to capitalism. *The Monthly Review* 62(10) (March). Online:
<http://monthlyreview.org/2011/03/01/the-internets-unholy-marriage-to-capitalism#fn22>.

Olson, Steve (2011). Global technology: changes and implications : Summary of a forum prepared by for the National Academy of Engineering. Washington, D.C. : National Academies Press. [NCSU Libraries electronic resource]

Parks, Lisa (2005). *Cultures in orbit: Satellites and the televisual*. Durham, NC: Duke Univ. Press.

Kumar, Shanti, and Parks, Lisa (Eds.) (2003). *Planet TV: a global television reader*. NYU Press.

Moran, Albert (2009). *New flows in global TV*. Intellect Books.

- Hall, Gary (2008). *Digitize this book! The politics of new media, or why we need open access now*. U. Minnesota Press.
- Waisbord, Silvio, and Morris, Nancy (2001). Introduction: Rethinking media globalization and state power. In Silvio Waisbord and Nancy Morris (editors), *Media and Globalization: Why the State Matters*. Lanham, MD; Boulder, CO; New York, NY; and Oxford, UK: Rowman and Littlefield. Pp. vii-xvi.
- Hudson, H. (2006a). Digital divides: Gaps in connectivity. Chapter 5 in H. Hudson, *From rural village to global village: Telecommunications for development in the information age*, pp. 62-82. Electronic reserve: <http://www.lib.ncsu.edu/eresdocs/files2/b7028.pdf>.
- Hudson, H. (2006b). Toward universal access: Strategies for bridging digital divides. Chapter 6 in H. Hudson, *From rural village to global village: Telecommunications for development in the information age*, pp. 83-99. Electronic reserve: <http://www.lib.ncsu.edu/eresdocs/files2/b7029.pdf>.
- Wresch, William (1996) *Disconnected: Haves and Have-Nots in the Information Age*. New Brunswick, N.J.: Rutgers University Press. Electronic book (Requires NCSU login): <http://www.lib.ncsu.edu/cgi-bin/proxy.pl?server=www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=1848>.
- Castells, Manuel (1996a). "The Space of Flows." Chapter 6 (pp. 376-428) in Castells, Manuel, *The Information Age: Economy, Society and Culture. Volume I: Rise of the Network Society*. Malden, MA, and Oxford, UK: Blackwell Publishers. [To be placed on electronic reserve]

Part 4: Global Media, Global Culture?

COM 447 and 521 read:

- Tomlinson, J. (2007). Cultural globalization. Ch. 17 in George Ritzer (Ed.), *The Blackwell Companion to Globalization*. Oxford, UK: Blackwell. [Electronic reserve]
- Kellner, Douglas, and Pierce, Clayton (2007). Media and globalization. Ch. 19 in George Ritzer (Ed.), *The Blackwell Companion to Globalization*. Oxford, UK: Blackwell. [Electronic reserve]
- Glynn, Kevin and Cupples, Julie (2011). Indigenous MediaSpace and the Production of (Trans)locality on Nicaragua's Mosquito Coast *Television New Media* 12. [Electronic reserve]

COM 521 also read:

- Held, David (2010). Cosmopolitanism after 9/11. *International politics* 47: pp. 52-61. [Electronic reserve]
- Clifford, James (1992). "Traveling Cultures." In *Cultural Studies*, edited by L. Grossberg, C. Nelson and P. Treichler. New York and London: Routledge. Pp. 96-112. Electronic reserve: <http://www.lib.ncsu.edu/eresdocs/files2/h6048.pdf>.
- Hardt, Michael, and Negri, Antonio (2000). "Preface" (pp.xi-xvii), *Empire*. Cambridge, MA, and London, England: Harvard University Press. [Electronic reserve]

Recommended:

- Wise, J. Macgregor. 2008 *Cultural globalization: A User's guide*. Malden, Mass.: Blackwell. Selections. [Selections to be placed on electronic reserve]
- Amin, Samir (1989). "The Construction of Eurocentric Culture" (pp. 89-117). Chapter in *Eurocentrism*, trans. Russell Moore. New York: Monthly Review Press. [To be placed on electronic reserve]
- Appadurai, Arjun. (1990). Disjuncture and Difference in the Global Cultural Economy. *Public Culture* 2 (2):1-24. Electronic reserve: <http://www.lib.ncsu.edu/eresdocs/files/b3753.pdf>.
- Hardt, Michael, and Negri, Antonio (2000). "Preface" (pp.xi-xvii) and Part I (pp. 1-66), *Empire*. Cambridge, MA, and London, England: Harvard University Press. [To be placed on electronic reserve]
- Morley, D., and Robins, K. (1995). Under Western eyes: Media, empire, and otherness. In D. Morley and K. Robbins, *Spaces of identity: Global media, electronic landscapes, and cultural boundaries*. London: Routledge. Electronic reserve: Part 1: <http://www.lib.ncsu.edu/eresdocs/files2/h5974.pdf>. Part 2: <http://www.lib.ncsu.edu/eresdocs/files2/h5975.pdf>.
- Tomlinson, J. (2003). Media imperialism. In L. Parks and S. Kumar (Eds.), *Planet TV: A global television reader*. Pp. 113-134. New York and London: New York University Press. Electronic reserve: <http://www.lib.ncsu.edu/eresdocs/files2/b7030.pdf>.

Part 5: Mapping Global Communication

COM 447 and 521 read:

Massey, Doreen (1993). "Power-geometry and a Progressive Sense of Place." Ch. 4. in Bird, John, et al. (editors), *Mapping the Futures: Local Cultures, Global Change*. London: Routledge. Pp.59-69. Electronic reserve: <http://www.lib.ncsu.edu/eresdocs/files/h5217.pdf>.

Appadurai, Arjun. (1990). Disjuncture and Difference in the Global Cultural Economy. *Public Culture* 2 (2):1-24. Electronic reserve: <http://www.lib.ncsu.edu/eresdocs/files/b3753.pdf>.

Lima, Manuel (2012). Visual Complexity. Web site: <http://www.visualcomplexity.com/>. Browse the site and read about visualizations of communication and information networks such as: Facebook: <http://www.visualcomplexity.com/vc/project.cfm?id=749> , <http://www.visualcomplexity.com/vc/project.cfm?id=639> , <http://www.visualcomplexity.com/vc/project.cfm?id=762> , img.ly: <http://www.visualcomplexity.com/vc/project.cfm?id=762> Scientific collaborations: <http://bit.ly/e9ekP2> Try using the Search tool and filtering by date.

Additional readings TBD

COM 521 also read:

Additional readings TBD

Recommended:

Freeman, Richard B. (2010). Globalization of scientific and engineering talent: international mobility of students, workers, and ideas and the world economy. *Economics of Innovation & New Technology* 19 (5), pp. 393-406.

Hess, David J. (2007). Introduction. *Alternative Pathways in Science and Industry: Activism, Innovation, and the Environment in an Era of Globalization*. Cambridge, Mass.: MIT Press. Selections.

Clegg, Stewart, and Carter, Chris (2007). The Sociology of global organizations Ch. 13 in George Ritzer (Ed.), *The Blackwell Companion to Globalization*. Oxford, UK: Blackwell. [Electronic reserve]

Dicken, Peter (2007). Economic Globalization: Corporations Ch. 14 in George Ritzer (Ed.), *The Blackwell Companion to Globalization*. Oxford, UK: Blackwell. [Electronic reserve]

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Course Policies

IMPORTANT NOTE:

Students who plagiarize in any assignment will be reported to the Office of Student Conduct and will receive a zero for the assignment, which will most likely result in a failing grade for the course. See additional information on academic integrity below.

Absence Policy

No unexcused absences are permitted in this course, and failure to document an absence as excused will result in a failing grade. Per University regulations, excused absences must fall into one of two categories: sanctioned anticipated situations and documented emergency situations. Anticipated situations (e.g., participation in official University functions, court attendance, religious observances, or military duty) *must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence*. Emergency absences (e.g., student illness, injury or death of immediate family member, *must be documented by the Student Organization Resource Center 515-3323*) within one week following the emergency. Make-up work will be allowed only in situations where absences were excused. Please consult the following website for further information on University attendance regulations:

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

Academic Integrity

Strict standards of academic honesty will be enforced according to the University policy on academic integrity found in the code of student conduct. NC State Students are bound to an honor code, which states: "I have neither given nor received unauthorized aid on this test or assignment." It is my understanding and expectation that a student's signature on any test or assignment means that you have neither given nor received unauthorized aid.

We will pay special attention to the principles of academic integrity and the specific guidelines for proper use of source material in this course. My goal is not only to prevent plagiarism and cheating, but to present academic integrity to you as a positive set of values and as an integral aspect of your emerging professional identity as a media researcher.

I reserve the right to check your assignments for plagiarism by using such Internet tools as Google (www.google.com) and Turnitin.com (www.turnitin.com/). By enrolling in this course, you grant me permission to upload your paper or portions of it to such web sites for evaluation if I deem it necessary.

Students who plagiarize in final papers will be reported to the Office of Student Conduct and will receive a zero for the assignment, which will also result in a failing grade for the course.

Please carefully read the pertinent segments of the NCSU Code of Student Conduct online: http://www.ncsu.edu/policies/sudent_services/student_discipline/POL11.35.1.php. If you have questions about proper use of sources and other issues of academic integrity, consult the website of the Office of Student Conduct: http://www.ncsu.edu/student_conduct/. Or call its Director, Mr. Paul Cousins: (919) 515-2963.

Americans With Disabilities Act (ADA)

Please contact me outside of class to inform me if you have any special needs that may affect your access to the classroom, course materials, or discussions, or your ability to complete readings and other assignments. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the following web pages:

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.28.php

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

Incomplete and Late Assignments

Missed assignments and presentations cannot be made up except in documented cases of serious illness, family crisis, or participation in an official University event, as defined by NCSU regulations. I understand that you may have job conflicts, family demands, pre-scheduled medical appointments, car problems, misunderstandings about the course requirements or schedule, etc. Although these may be good reasons for missing an assignment due date, they will not result in your being able to make up the missed points, except as stated below.

Incomplete Grade Policy

Students will not be given a temporary grade of IN (incomplete) unless they have attended classes regularly for most of the semester, have completed at least 60% of required work, have missed required work as a result of factors beyond their control, and have submitted satisfactory documentary evidence. An IN grade not removed by the end of the next semester in which the student is enrolled or by the end of twelve months, whichever is earlier, will automatically become an F (unless the student can present a compelling, well-documented case for the extension). For the NC State policy on grading and IN grades, see http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php.

Departmental Equity Statement

All persons, regardless of age, race, religion, gender, physical disability, or sexual orientation shall have equal opportunity without harassment in Department of Communication courses and programs. Any harassment should be reported immediately to either the classroom instructor or the department head.

Student Resources

NCSU Library Course Reserves: <http://reserves.lib.ncsu.edu/>

NCSU Institutional Review Board: <http://www.ncsu.edu/sparcs/IRB/>

Writing and Speaking Tutorial Services: www.ncsu.edu/tutorial_center/writespeak/index.htm

Academic Policies: www.ncsu.edu/policies/sitemap.php#acad-pols_regs

Office of Student Conduct: http://www.ncsu.edu/student_conduct/

Additional information on academic integrity:

http://www.ncsu.edu/stud_affairs/osc/academic_integrity/academic_resources.php