

COMM 6363 Media, Globalization & Social Change

Dr. Dani Madrid-Morales

dmmorales2@uh.edu

Thursday, 5:30-8:30pm | Microsoft Teams

Office Hours: Thursday, 4:30pm-8:30pm

Course Overview

Globalization is one of those words that can mean very different things to different people. To some, it describes multiple ongoing processes that have led to a shortening of time and space. To others, it is simply the cause of many of today's societal ills. For years, mass communication scholars have been trying to make sense of these multiple competing discourses. They have also explored the role of the media in bringing about some of the political, economic, and social transformations that are often associated with the processes of globalization. The disruptive force of globalization processes has led to multiple waves of social and political resistance, from the anti-globalization movement in the 1990s to the rise of 'nativist populism' in the 2010s. As different as these forms of resistance are from each other, one thing that binds them together is the significant role of the media in their formation, popularization and, in some case, demise.

Course Objectives

1. To engage critically with mainstream and alternative scholarship on the relationship between globalization, the media and social change.
2. To feel comfortable discussing theoretical contributions in the study of global communication, particularly those stemming from the Global South.
3. To become aware of existing imbalances in the study of global communication, and to take an active role in engaging with scholarship that is diverse.
4. To develop an interest in global communication phenomena, and to draw connections between the global, the national, the local, and the hyperlocal.

Course Materials

There is no required textbook for this course. All the weekly readings are available to students on Blackboard and/or Teams. In addition to the readings provided by the instructor, students will be asked to read, in full, the following book:

- Thussu, D. K., & Nordenstreng, K. (Eds.). (2020). *BRICS media: Reshaping the global communication order?* Routledge.

Each student will write a book review, and will come to class on Week 11 ready to discuss the contents of the book with the class. One or more of the authors will be invited to join the discussion, and students will be expected to actively engage in a conversation with the author(s).

At the time of writing, Routledge is offering a 20% discount for all their books. If this discount is not available when you buy the book, you can use the discount code FLR40 for a 20% discount.

Evaluation

This is a graduate seminar. Do not expect to sit back and “enjoy” me lecturing. You will be asked to take a very active role in class. That is, you will need to engage with the readings, come to class with an opinion on every single one of the readings and issues raised, and be open to intellectually challenging discussions. The study of global communication is full of competing theories and points of view (yes, you can say that it is sometimes contradictory, and oftentimes messy). You will soon realize that there are no questions that have very clear answers (Is globalization a good thing? Does the media promote social change? Does cultural imperialism exist today?). A lot will depend on the geographical and historical context, and therefore I will ask each of you to become an “expert” on a certain region of the world. This will help us have a richer and more diverse discussion.

In more practical terms, you will be evaluated through a combination of 5 types of assignments (all deadlines are available on Blackboard):

Discussion leader (15% of your final grade)

One student will be designated discussion leader for each week starting from week 3. Assignments of discussion leaders will be completed on week 1. Discussion leaders will need to (1) prepare and deliver a 20-minute presentation that critically engages with the topic and the readings for the week; (2) put together a discussion guide; (3) take a leading role in moderating and advancing discussion in class.

The in-class presentation, for which the use of slides is optional, should begin by situating the topic for the week within the wider discipline of global communication. This should be followed by a summary of each of the papers assigned. In some instances, it might be useful to briefly introduce the authors and their work, as well as the historical context in which they wrote. This should be followed by a succinct discussion on how the different readings relate to each other. During the final part of the presentation, you can choose to draw connections between the readings and current events; or you can refer to your own experience with the topic for the week; or you can offer a personal assessment of your engagement with the readings. This should serve as a starting point for the discussion.

Discussion leaders are expected to submit a discussion guide on Teams by 10am, the **day before our class meets**. The discussion guide will include: (1) a summary/outline of the main ideas of each article; (2) between 2 and 3 discussion questions for each article; (3) a summary/outline of how the articles are connected to each other. Additionally, you may, if you want to, bring other materials (videos, articles, objects) that could enrich the group discussion.

Attendance and participation (15%)

Attendance is required. I will take note of absences. The discussions on Teams **will NOT be recorded**. Multiple absences during the semester will negatively impact your grade. Before coming to class every week, you are expected to complete **all readings** in the syllabus. Not doing so will make it difficult for you to take part in class discussion and, as a consequence, will negatively affect your grade. All students should take part in discussions. The success of this seminar rests entirely on your active participation. Leave shyness at the door and think of the

classroom as a safe environment for you to ask as many questions as needed and to express your opinion freely. The more you engage with the content of the readings in class, the easier it will be for you to draw connections between them in the final exam.

By 5pm on Wednesdays, I expect you to contribute your thoughts on the readings. These contributions will be made on Teams. I will open a thread on Teams every week, and you can respond to it with your own comments. When writing your comments click on the first icon (an A with a pen), so that you can compose your response. These contributions (200 to 300 words) should not be a mere summary of the readings. You can choose to focus on a single aspect and provide your personal view on the topic; you can provide a link to a non-academic source and tell us how it relates to the content of one or more readings; you can discuss the contradictions between two competing perspectives reflected in the readings... There are countless options. In all cases, your contribution should be well-written, articulated and properly formatted. From time to time, I will bring some of these contributions to class and ask you to elaborate on them more extensively.

All your weekly contributions to the readings will have to focus on one region of the world. We will assign these regions from the list available below. All assignments will be done on Week 1. The person assigned to the “Arab-speaking world” will be expected to focus ALL their coursework on that region. Your weekly contributions will connect the readings to phenomena happening in that region. Your reaction papers (see below) will be focused on your assigned region. And, most important, you will be expected to bring ideas, examples, and cases from your region to the discussions in class. I don’t expect you to become an “expert”, but I want you to try to.

In determining your grade for attendance and participation, I will consider how often you come to class, how regularly you contribute to discussions in class and how much work you put into the online discussion.

Reaction papers (15%)

To get you in the habit of writing regularly, you will be required to submit three reaction papers during the semester. While you are encouraged to incorporate additional academic literature, each reaction paper will only need to address the readings from one single week. For the first reaction paper, you can choose the readings from weeks 3 to 5; for the second reaction paper, weeks 6 to 8; and, for the third reaction paper, weeks 11 to 13. None of your reaction papers can address the same readings as your discussion guide. In other words, if you guided discussion on week 4, your first reaction paper must deal with either week 3 or week 5.

Your reaction paper should be geographically focused on the region of the world you have been assigned to.

A reaction paper is not a summary, but a critical reading of the ideas discussed in one or more academic papers. Start by clearly stating the argument you would like to make, then develop the logic to support your argument (if necessary, provide evidence), and finish with a short conclusion. Referencing additional academic sources is highly recommended. Each reaction

paper will be two pages long (single space), excluding references. Your papers must meet all the standards of an academic paper and conform to APA style.

There are sample reaction papers on Teams.

Book review (15%)

To expose you to different types of academic writing, in this course you will also be asked to write a review of the book *BRICS media: reshaping the global communication order?*. Your book review will be between 1,300 and 1,500 words and should be formatted according to the APA style.

The opening paragraph of an academic book review situates the work and/or author within the discipline, it highlights why it is relevant, and very briefly summarizes its main proposition or claim. The next few paragraphs synthesize and critique the contents of the book. Some book reviews offer chapter by chapter commentaries, while others group chapters that share some common characteristic. The final paragraph should address the main strengths and weaknesses of the book, as well as the reviewer's overall assessment of the book. While not required, some book reviews include references to other academic sources.

The best way to learn how to write a good book review is by reading other book reviews. For inspiration, you can check the reviews published in *Journal of Communication*, *Global Media and Communication*, and *International Journal of Communication*. I have uploaded some sample books reviews to Teams for your reference.

On week 10, as you can see in the schedule below, we will discuss the contents of the book in class. You will also have the opportunity to talk the author(s). Come to class with questions. Don't be afraid to challenge the contents of the book. And, most importantly, try to draw connections between the ideas and phenomena described in the book, and the topics discussed in class in previous weeks.

Final exam (40%)

You will write your final exam at home. On week 15 (the last week of classes), I will post exam questions on Blackboard and you will have one week to submit your responses. Late submissions will not be graded. Exam questions will assess your ability to draw connections between the assigned readings, relevant academic literature, and the geographic region you have been assigned to. Expect 3 to 5 essay questions, each to be answered in two pages of single-spaced typed text, excluding references. In formatting your document, please adhere to the APA style.

Diversity in Research

The study of global communication has been, for decades, the domain of white men in academic institutions in North America. One of the most widely used textbooks in the discipline includes works by two dozen scholars, of those only 3 are women. In this course, I've made a conscious effort to diversify the voices you will be exposed to. While not perfectly balanced, the reading list has a 1.6:1 gender ratio; 30% of readings are by scholars of color, and 60% of authors are (were) based outside the United States.

When writing your own academic work, I'd like you to be mindful of these systemic imbalances in knowledge production. It won't always be easy but do try to incorporate diverse voices. Sometimes it might not be possible but do keep in mind that many of these issues we will be discussing in class are about countries in the Global South. There are many of scholars from this part of the world that have written on the topics we will be studying. Try to find them, engage with their work, and you will be rewarded with new perspectives, that will broaden your understanding of the media.

Regional Expertise

In the spirit of making this course not just an intellectual journey, but also one that takes you to different parts of the globe, you will be assigned to one region of the world at the beginning of the semester. Your goal for the semester will be to become as familiar as you can with the media in this region, and to understand how globalization and social change take shape there. The regions you will be able to choose from are:

Eastern Europe, Russia, Central America & Caribbean, Spanish-Speaking Latin America, Brazil and Portuguese Speaking World, East Africa, West Africa, Southern Africa, North Africa, Arab-Speaking countries, West Africa, Central Asia, Indian Sub-Continent, North-East Asia, South-East Asia, China, and the Pacific Islands.

In assigning regions, you will be asked to select a region that you are not familiar with. In other words, if you were born in Poland, for instance, you won't be allowed to select Eastern Europe.

Attendance and Lateness

I expect you to come to class every week and to arrive on time. Attendance and participation are substantial components of your grade, so being absent frequently will have a negative effect on your performance. You should treat coming to class like a job. The same "rules" for attendance that would apply to your job apply to graduate school.

During the Spring'21 term, this course will be taught synchronously online. You will be expected to attend lessons on Microsoft Teams. Lessons will not be video recorded. You are expected to keep your video camera on during online classes, except for times when privacy issues make this impossible. Please let me instructor know in advance if you won't be able to keep your camera on during class.

Microsoft Teams is available for free to all UH students. You will need your Cougarnet ID to access this course's space on Teams. Communication regarding this class will be done via Teams, so make sure you check your messages regularly and, if possible, turn on notifications via email or on your mobile device for this class.

Academic Misconduct

The penalty for misconduct is a grade of "F" on the assignment or for the course, depending on the severity of the infraction. **If you have an issue with a grade, please submit your concerns in writing via e-mail so your instructor can make sure to follow-up on your inquiry.** Please keep copies of all your graded assignments for future discussions.

- You are expected to work **independently** on all assignments unless they are classified as a “group assignment.” To do otherwise is cheating and will be considered academic misconduct.
- A student seen copying answers from another individual on class assignments (which are not group work) will meet the criteria for academic misconduct.
- If you have questions regarding what comprises academic misconduct or plagiarism, please contact your instructor in advance. **Ignorance of the definition of plagiarism or academic misconduct is not a valid excuse and will not keep a student from being charged.**
- All students are subject to UH’s Academic Honesty Policy and to all other university-wide policies and procedures as set forth in the UH University Catalog and Student Handbook. To review the catalog, visit <http://www.uh.edu/provost/policies/honesty/> and click on *Academic Honesty Policy*.
- If you plan on using a research proposal developed for another class as the starting point of your term project, let your instructor know at the very beginning of the semester.

CLASS students are expected to abide by the University of Houston’s Code of Student Conduct: <http://www.uh.edu/dos/behavior-conduct/student-code-of-conduct/>.

Writing Policy

All written assignments are to be **typed, double-spaced, 12-point Times New Roman font, in black ink**. Additionally, assignments should be spell-checked and free of grammar errors. All papers must be saved as a PDF. Please follow academic standards when constructing your assignment (this includes, but is not limited to, using introductions, transitions, conclusions, and citing references properly).

In this course we will be following the APA Style, 7th edition. Refer to the excellent citation guide available to student at the UH Library (<https://guides.lib.uh.edu/citationstyles>).

For additional assistance with writing assignments, please consider making an appointment for a writing consultation with **UH’s Writing and Reading Center**. The center offers students one-on-one help at any stage of the writing process. UHWC also offers online assistance and computer-based lessons. See their Web page <http://writingcenter.uh.edu/> for details and hours of operation. **You are strongly recommended to submit your papers to the writing center. They will help review your work via email and will help your performance in the course dramatically.**

COVID-19 and Grad School

The University of Houston has made special arrangements to assist students under stress because of the impact that COVID-19 might have (is having) on their studies and personal life. You can find information at <https://uh.edu/covid-19/information-for/students/>. Special services provided by UH during these difficult times include ways to access educational technology, free COVID-19 testing, and counseling services. Additional information about support you might get from the university (food access, housing, counseling, health, academic support) is available on the CoogsCARE website: <https://uh.edu/dsaes/coogscare/>.

Disability Service

The University of Houston complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, UH strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

If you believe that you have a documented disability requiring academic adjustments/auxiliary aids, please contact:

Center for Students with Disabilities
4369 Cougar Village Dr., Room 100
Office Phone: 713-743-5400
Website: <http://www.uh.edu/csd/>
Email: uhcsd@central.uh.edu

Counseling Service

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. No appointment is necessary for the “Let's Talk” program, a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html

Sexual Misconduct Policy

In accordance with the University of Houston System Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office.

Please know there are places on campus where you can make a report in confidence. More information can be found on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

Week 1 | January 21 | Discourses of Globalization

Required

- Steger, M. B. (2020). *Globalization: A very short introduction* (pp. 1-37). Oxford University Press.
- Eschle, C. (2004). Feminist Studies of Globalisation: Beyond Gender, Beyond Economism? *Global Society*, 18(2), 97–125, doi. 10.1080/1360082042000207465
- Sparks, C. (2007). Globalization and the Media. In C. Sparks, *Development, Globalization and the Mass Media* (pp. 126-148). SAGE.

Optional

- Mattelart, T. (2009). Globalization theories and media internationalization: a critical appraisal. In D. K. Thussu (Ed.), *Internationalizing media studies* (pp. 48–60). London: Routledge.
- Scholte, J. A. (2005). *Globalization: A critical introduction* (2nd ed). Palgrave Macmillan (pp. 13-84).

Week 2 | January 28 | Theorizing Global Media and Communication

Required

- Lee, C.-C. (Ed.). (2015). International Communication Research: Critical Reflections and a New Point of Departure. In *Internationalizing “International Communication”* (pp. 1–28). University of Michigan Press.
- Flew, T. (2007). Theories of Global Media. In *Understanding global media* (pp. 30–65). Palgrave Macmillan.
- Shome, R., & Hegde, R. (2002). Culture, communication, and the challenge of globalization. *Critical Studies in Media Communication*, 19(2), 172–189. doi: 10.1080/07393180216560.

Optional

- Thussu, D. K. (2000). Approaches to theorizing international communication. In *International communication: Continuity and change* (pp. 53–82). Arnold.

Week 3 | February 4 | Media, Modernity, Modernization

Required

- Shah, H. (2011). Introduction: The Rise of Modernization Theory. In *The production of modernization: Daniel Lerner, mass media, and The passing of traditional society*. Temple University Press.
- Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. University of Minnesota Press.
- Morley, D. (2007). Marvels and wonders: Modernity, tradition and technology. In *Media, modernity and technology: The geography of the new* (pp. 313–331). Routledge.

Optional

- Lerner, D. (2010). Toward a Communication Theory of Modernization. In D. K. Thussu (Ed.), *International Communication: A Reader* (pp. 73–88). Routledge.

Week 4 | February 11 | Dependency & Imperialism

Required

- Boyd-Barrett, O. (2015). Redefining the Field & Classic Approaches to Media Imperialism: Three Models. In *Media imperialism* (pp. 1–14 & 34–51). SAGE Publications.
- Grosfoguel, R. (2000). Developmentalism, Modernity, and Dependency Theory in Latin America. *Nepantla: Views from South*, 1(2), 347–374.
- Sparks, C. (2012). Media and cultural imperialism reconsidered. *Chinese Journal of Communication*, 5(3), 281–299. doi: 10.1080/17544750.2012.701417

Optional

- Nordenstreng, K. (2011). Free Flow Doctrine in Global Media Policy. In R. Mansell & M. Raboy (Eds.), *The handbook of global media and communication policy* (pp. 80–94). Wiley-Blackwell.
- Rodríguez, C., & Iliadis, A. (2019) The MacBride Report legacy and media democracy today. *Media Development* 3, 17–24.

Week 5 | February 18 | Political Economy of Global Media

Required

- Wasko, J. (2012). Studying the political economy of media and information. *Comunicação e Sociedade*, w5_7, 25–48. doi: 10.17231/comsoc.7(2005).1208
- Artz, L. (2015). *Global entertainment media: A critical introduction*. John Wiley & Sons Inc (pp. 71–141).
- Dragomir, M. (2019). Media Capture: Media Ownership Oligarchs, and the Challenge of Developing Independent Media. In N. Benequista, S. Abbott, P. Rothman, & W. Mano (Eds.), *International Media Development* (pp. 93–103). Peter Lang US.

Optional

- Arsenault, A. H., & Castells, M. (2008). The Structure and Dynamics of Global Multi-Media Business Networks. *International Journal of Communication*, 2, 707–748.

Week 6 | February 25 | Media Flows and Contra-flows

Required

- Thussu, D. K. (2007). Mapping global media flow and contra-flow. In D. K. Thussu (Ed.), *Media on the move: Global flow and contra-flow* (pp. 11–32). Routledge.
- Georgiou, M., & Silverstone, R. (2007). Diasporas and contra-flows beyond nation-centrism. In D. K. Thussu (Ed.), *Media on the move: Global flow and contra-flow* (pp. 30–43). Routledge.
- Figenschou, T. U. (2013). *Al Jazeera and the global media landscape: The south is talking back*. Routledge.

Optional

- Iwabuchi, K. (2002). Trans/nationalism: Discourses on Japan in the global cultural flow In *Recentering Globalization: Popular Culture and Japanese Transnationalism* (pp. 51–84). Duke University Press.

- Seib, P. M. (2005). Hegemonic No More: Western Media, the Rise of Al-Jazeera, and the Influence of Diverse Voices. *International Studies Review*, 7(4), 601–615. doi: 10.1111/j.1468-2486.2005.00535.x

Week 7 | March 4 | Global Media and Hybridity

Required

- Pieterse, J. N. (2013). Globalization as Hybridization. In *Sociology of Globalization: Cultures, Economies, and Politics* (pp. 45–68). Routledge.
- Kraidy, M. M. (2005). Cultural Hybridity and International Communication In *Hybridity, or the cultural logic of globalization* (pp. 1–14). Temple University Press.
- Valdivia, A. N. (2011). The Gendered Face of Latinidad: Global Circulation of Hybridity. In R. S. Hegde (Ed.), *Circuits of visibility: Gender and transnational media cultures* (pp. 53–67). New York University Press.

Optional

- Shim, D. (2006). Hybridity and the rise of Korean popular culture in Asia. *Media, Culture & Society*, 28(1), 25–44. doi: 10.1177/0163443706059278

Week 8 | March 11 | Media Globalization in the Digital Age

Required

- Hamelink, C. J. (2015). Global Communication Online & Futures of Global Communication In *Global Communication* (pp. 211–259). Sage.
- Padovani, C., & Pavan, E. (2011). Actors and Interactions in Global Communication Governance: The Heuristic Potential of a Network Approach. In R. Mansell & M. Raboy (Eds.), *The handbook of global media and communication policy* (pp. 543–563). Wiley-Blackwell.
- Lobato, R. (2018). Rethinking International TV Flows Research in the Age of Netflix. *Television & New Media*, 19(3), 241–256.

Optional

- Carr, M. (2015). Power Plays in Global Internet Governance. *Millennium*, 43(2), 640–659. doi: 10.1177/0305829814562655
- Thussu, D. K. (2006). International communication in the Internet Age. In *International communication: Continuity and change* (pp. 207–249). Arnold.

Week 9 | March 18 [SPRING BREAK]

Week 10 | March 25 | Book Review & Conversation with the Author(s)

We will spend most time this week discussing the contents of the book you need to review (*BRICS media: Reshaping the global communication order?*), and how the book’s contents relate to what you have learnt so far. If possible, we will set up a conversation with the author(s).

Week 11 | April 1 | Communication for Development & Social Change

Required

- Scott, M. (2014). *Media and development* (pp. 1–46). Zed Books.
- Servaes, J., & Malikhao, P. (2008). Development Communication Approaches in an International Perspective. In J. Servaes, *Communication for Development and Social Change* (pp. 158–179). SAGE.
- Thomas, P. N. (2020). The Imperialism of Categories: Concepts and Contexts in Communication for Social Change. *Communication Theory*, 30(4), 388–406. doi: 10.1093/ct/qtz026

Optional

- Palmer, J. R. (1971). Theories of Social Change and the Mass Media. *Journal of Aesthetic Education*, 5(4), 127–149. doi: 10.2307/3331625
- Wilkins, K. G. (2014). Emerging Issues in Communicating Development and Social Change. In K. G. Wilkins, T. Tufte, & R. Obregon (Eds.), *The Handbook of Development Communication and Social Change* (pp. 138–144). John Wiley & Sons.

Week 12 | April 8 | ICTs & Political Change

Required

- Voltmer, K., & Sorensen, L. (2019). Media, Power, Citizenship: The Mediatization of Democratic Change. In K. Voltmer, C. Christensen, I. Neverla, N. Stremlau, B. Thomass, N. Vladislavljević, & H. Wasserman (Eds.), *Media, Communication and the Struggle for Democratic Change: Case Studies on Contested Transitions* (pp. 35–58). Springer.
- Wilkins, K. G., & Chae, Y.-G. (2007). Questioning Development Industry Attention to Communication Technologies and Democracy. *International Journal of Communication*, 1, 342-359.
- Tufekci, Z. (2017). *Twitter and tear gas: The power and fragility of networked protest* (pp. ix–xxxi). Yale University Press.

Optional

- Vokes, R. (2018). Structural-adjustment and media globalization & ICT4D in new media worlds. In *Media and development* (pp. 157–232). Routledge.
- Rao, M. (2005). The information society: Visions and realities in developing countries. In O. Hemer & T. Tufte (Eds.), *Media and Glocal Change: Rethinking Communication for Development* (pp. 271–284). CLASCO.

Week 13 | April 15 | Social Media & Global Activism

Required

- Kavada, A. (2014). Transnational Civil Society and Social Movements. In K. G. Wilkins, T. Tufte, & R. Obregon (Eds.), *The Handbook of Development Communication and Social Change* (pp. 351–369). John Wiley & Sons.
- Bennett, W. L. (2003). New Media Power: The Internet and Global Activism. In N. Couldry & J. Curran (Eds.), *Contesting media power: Alternative media in a networked world* (pp. 17–18). Rowman & Littlefield.
- Chatterje-Doody, P. N., & Crilley, R. (2019). Populism and Contemporary Global Media: Populist Communication Logics and the Co-construction of Transnational Identities. In F.

A. Stengel, D. B. MacDonald, & D. Nabers (Eds.), *Populism and World Politics* (pp. 73–99). Springer.

Optional

- Della Porta, D., Andretta, M., Mosca, L., & Reiter, H. (2006). *Globalization from below: Transnational activists and protest networks* (pp. 1–26). University of Minnesota Press.

Week 14 | April 22 | Media & Social Progress

Required

- Couldry, N., Rodriguez, C., Bolin, G., Cohen, J., Volkmer, I., Goggin, G., Kraidy, M., Iwabuchi, K., Qiu, J. L., Wasserman, H., Zhao, Y., Rincón, O., Magallanes-Blanco, C., Thomas, P. N., Koltsova, O., Rakhmani, I., & Lee, K.-S. (2018). Media, communication and the struggle for social progress. *Global Media and Communication*, 14(2), 173–191. doi: 10.1177/1742766518776679
- Kwami, J. D., Wolf-Monteiro, B., & Steeves, H. L. (2011). Toward a ‘macro-micro’ analysis of gender, power and ICTs: A response to Micky Lee’s feminist political economic critique of the human development approach to new ICTs. *International Communication Gazette*, 73(6), 539–549. doi: 10.1177/1748048511412290
- Cadiz, M. C. H. (2005). Communication for empowerment: The practice of participatory communication in development. In O. Hemer & T. Tufte (Eds.), *Media and Glocal Change: Rethinking Communication for Development* (pp. 145–158). CLASCO.

Optional

- Lee, M. (2011). A feminist political economic critique of the human development approach to new information and communication technologies. *International Communication Gazette*, 73(6), 524–538. doi: 10.1177/1748048511412289

Week 15 | April 29 | Final Exam

The questions for your take home final exam will be posted on BlackBoard at 530pm. You will have one week to complete the exam. Unless there are unexpected changes to the schedule, there is no need for you to come to class this week. Focus on preparing for your exam.