GLOBAL MEDIA AND COMMUNICATION

Instructor: Philip N. Howard
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Term: Winter
Time: Mondays, 5:20 pm – 7:00 pm, January 13 - March 31
Credits / Type: 2 / Elective
Office Hours: Wednesdays, 10:00 am – 12:00 pm, and by appointment

Course Description and Aims

Public policy shapes the innovation of new media technologies, the organization of cultural production, and the diffusion of global media. At the same time, public policy makers themselves need communication strategies, because global media can make or break new regulatory ideas and can be a source of feedback on existing public policy. New communication technologies such as blogs, online communities, and social media have an impact on public opinion and traditional print and broadcast media have a changing role in political discourse. Today, digital media has a key role in shaping our economic, political and cultural lives.

The range of phenomena studied across the social and policy sciences is impressive: the global information economy, the organizational behavior of firms, and the dot-com boom; the structure of the world system, the bureaucratic efficiency of states, the international politics of technical standards; cultural production and consumption, intercultural communication, and ownership diversity of digital media systems. The use of new ICTs, such as mobile phones and the internet, is also being studied in different contexts, from small and local organizational field sites such as work places, households, and schools, to large institutions such as states, firms, social movements and justice systems. In addition, there are new social forms of organization in cyberspace, forms of organization that help define and indeed constitute information societies.

We will critically explore the concepts often used in discussions of contemporary international political economy, including "network society", "digital divide," and "information society". We will also review the theories of modernization, dependency, and underdevelopment that have been used to understand the problems and prospects of development. Case studies from around the world will be used wherever possible. Students will have significant freedom to develop their own research interests through a paper on a topic of their own choosing. Through diverse readings, students will also learn about the various methodologies for understanding global media and communication.

What is an information society? How do well do these theories—proposed to help explain transitions from agrarian to industrial society and the evolution of late industrial capitalism—help explain the network society, open society or information society? Is e-government a straightforward means of building state capacity and further rationalizing public bureaucracies, or are there signs of a deeper transformation in the institution of the state? What is the role of blogs, wikis and other digital media systems in the culture and news diets of people living in authoritarian regimes? While the role of mobile phones and the internet in democratic movements has been feted from Iqaluit to Indonesia, no political revolution has occurred because

of the internet. But today, are democratic transitions possible without it? How has the international high tech sector been structured to limit the types of technology production and consumption in different countries? If there are persistent international institutions for extracting natural resource wealth from poor countries, do these institutions have a similar role in extracting information, innovation, or ingenuity from poor countries?

Learning Goals and Outcomes

This class has several specific learning goals:

- to help students understand the role of global media and communication processes in public policy development and political life;
- to understand the theoretical perspectives on how new information technologies are developed and diffused globally;
- to understand the role of new media communication tools in local, national, and regional development;
- to understand core development theories of modernization, dependency and underdevelopment;
- To critically assess these theories, applying them in a personal research project or case study of interest to the student.
- To apply the comparative method, critical theories of development, and team learning skills through group projects.

By the end of the class, students will be able to

- design a small research project;
- conduct advanced research with sophisticated search skills;
- collect data, assess its quality, and manage it using a spreadsheet program;
- Manage real working relationships under tight deadlines.

Teaching Method

At times the class will be run like a workshop; at times the class will be run like a newsroom. Students are encouraged to share their critical insights on global media and communication so as to help all of us understand specific theoretical questions about the relationship between culture, media, and public policy. Although this course has no formal prerequisites, students with life experience overseas, or coursework in communication, international studies, or political science will be best prepared for the pace and expectations of this course.

We will often talk about current events in class, so you should start listening for news items related to the topic of ICT and development. Each class will probably start off with people sharing relevant clippings or news stories read (New York Times, Wall Street Journal and Economist Magazine recommended) or heard (NPR or BBC recommended) during the week. During some classes, we will spend time collectively searching for data to help us answer our research questions.

The preparation for each week will require that you read a set of scholarly and policy articles and review a set of digital artifacts, which range from video lectures and online datasets to interactive

policy tools and other media assets. There will be several structured debates in class, where readings are selected because of contrasting perspectives and teams are instructed to argue the merits of each perspective.

Evaluation

Students will be evaluated through participation in class discussions (20%), a book review suitable for submission to an academic or policy journal (20%), and the submission of a manuscript, the content of which can be negotiated at the beginning of the course (60%). Each student will be expected to present their work to the rest of the group in second half of quarter, and the final manuscript will be due on March 31. Students are encouraged to draft or redraft a conference paper, dissertation chapter, passion project proposal or other manuscript as appropriate for whatever stage of their career they are in. Case studies of particular countries or particular ICTs are welcome. In important ways, the freedom to develop a manuscript over our course is *more* challenging than writing a class-specific paper, response papers or literature reviews, so students should come to the first meeting with a sense of what they want to draft or redraft.

Course Outline
Session 1, January 13, Introduction

Session 2, January 20, Media and Collective Action
This session will be about collective action theory and the contemporary processes by which the public mobilizes for political and policy change (Bennett and Segerberg, 2013). Digital artifacts: Gezi Park Documentary.

Session 3, January 27, Technology and Open Societies
This session will be about the open society metaphor and the role of digital media in contemporary political discourse (Fung et al., 2013; Haas, 1992).

Session 4, February 3, Network Societies and Political Discourse
This class will introduce the theory of the network society and one of the classic debates about the impact of communication on public life (Calhoun, 1998; Howard, 2011).

Session 5, February 10, Social Media and Political Change
Understanding contemporary communication patterns means understanding the strength of weak ties. In this class we will discuss the original idea, and then evaluate that original idea in a contemporary context (Gladwell, 2010; Granovetter, 1973; Shirky, 2011).

Session 6, February 17, Social Media and Your Social Networks
What are the ways in which the theories about social networks and how the operate can be made relevant for the modern policy professional (Friar and Eddleston, 2007; Gerard, 2012; Sacks and Graves, 2012)? Digital Artifacts: Play with Bill Tracking, They Rule Corporate Elites Database, Map Your Facebook Networks.

Session 7, February 24, Digital Diplomacy
Diplomacy and the practice of intergovernmental relations has been significantly impacted by digital media. But is the impact always positive? Are there traditional protocols of global diplomacy that are worth protecting (Wichowski, 2013a, 2013b)? Digital Artifacts: Watch latest interesting selections from Focus on Washington.

Session 8, March 3, Global Cyber Security
This session will be about the challenges and prospects for regulating the internet. There are clear economic, political and cultural benefits to being able to access global information networks, but there are also security risks (Deibert and Rohozinski, 2010; Glanz and Markoff, 2010). Digital Artifacts: Watch We Are Legion (Note there are a variety of free ways to watch this, but also an option that costs $4.99) OR Snow don And the Future.

Session 9, March 10, Comparative Media Systems
This session will involving discussing the evolving media environments in several key countries. Adjustments may be made depending on the rise of new issues in international relations during the class (King et al., 2013; Nisbet et al., 2012).

Session 10, March 17, Media and Global Policy Diffusion
This session will be dedicated to a discussion of what we can learn about comparing media systems, how media systems vary around the world, and what impact these varying institutional arrangements have on the ability of political and civic leaders to advance public policy conversations (Hallin, 2013; Hardy, 2013; Henisz et al., 2005).

Session 11, March 24, E-Governance, Corruption, and Transparency
Digital media is having a significant impact on the policy making process, even though many state organizations and political elites are reluctant to adapt (Dunleavy et al., 2006; Pearce and Kendzior, 2012).

Session 12, March 31, Public Policy and Opinion Polling
The contemporary policy making process is often shaped by public opinion, news media, and the ability of policy makers to sell their ideas. How this process of framing and selling public policy does options work? Does contemporary political communication complicate or simply the process of getting things done (Bennett and Iyengar, 2008; Nik Gowing, 2009)?

Readings
Bennett, W.L., Iyengar, S., 2008. A New Era of Minimal Effects? The Changing Foundations of
        Political Communication. Journal of Communication 58, 707–731.
Bennett, W.L., Segerberg, A., 2013. The logic of connective action: digital media and the
        personalization of contentious politics.
Calhoun, C., 1998. Community without Propinquity Revisited: Communications Technology and
        the Transformation of the Urban Public Sphere. Sociological Inquiry 68, 373–397.
Deibert, R., Rohozinski, R., 2010. Liberation vs. Control: The Future of Cyberspace. Journal of
        Democracy 21, 43–57.

Dunleavy, P., Margetts, H., Bastow, S., Tinkler, J., 2006. New Public Management Is Dead—
        Long Live Digital-Era Governance. J Public Adm Res Theory 16, 467–494.
Friar, J.H., Eddleston, K.A., 2007. Making Connections for Success: A Networking Exercise.
        Journal of Management Education 31, 104–127.
Fung, A., Russon Gilman, H., Shkabatur, J., 2013. Six Models for the Internet + Politics.
        International Studies Review 15, 30–47.
Gerard, J.G., 2012. Linking in With LinkedIn® Three Exercises That Enhance Professional
        Social Networking and Career Building. Journal of Management Education 36, 866–897.
Gladwell, M., 2010. Small Change. The New Yorker.
Glanz, J., Markoff, J., 2010. WikiLeaks Archive - China's Battle With Google. The New York
        Times.
Granovetter, M., 1973. The Strength of Weak Ties. American Journal of Sociology 78, 1360–
        1380.
Haas, P.M., 1992. Introduction: Epistemic Communities and International Policy Coordination.
        International Organization 46, 147–286.
Hallin, D., 2013. Comparing Media Systems: A Response to Critics, in: Esser, F. (Ed.),
        Handbook of Comparative Communication Research. Routledge.
Hardy, J., 2013. Comparing Media Systems, in: Esser, F. (Ed.), Handbook of Comparative
        Communication Research. Routledge.
Henisz, W., Zelner, B., Guillen, M., 2005. The Worldwide Diffusion of Market-Oriented
        Infrastructure Reform, 1977-1999. American Sociological Review 70, 871–97.
Howard, P.N., 2011. Castells and the Media: Theory and Media. Polity, Cambridge, UK.
King, G., Pan, J., Roberts, M.E., 2013. How Censorship in China Allows Government Criticism
        but Silences Collective Expression. American Political Science Review 107, 326–343.
Nik Gowing, 2009. The Sky Full of Lies and Black Swans: The New Tyrany of Shifting
        Information Power In Crises. Reuters Institute for the Study of Journalism, Oxford.
Nisbet, E.C., Stoycheff, E., Pearce, K.E., 2012. Internet Use and Democratic Demands: A
        Multinational, Multilevel Model of Internet Use and Citizen Attitudes About Democracy.
        Journal of Communication 62, 249–265.
Pearce, K.E., Kendzior, S., 2012. Networked Authoritarianism and Social Media in Azerbaijan.
        Journal of Communication 62, 283–298.
Sacks, M.A., Graves, N., 2012. How Many "Friends" Do You Need? Teaching Students How to
        Network Using Social Media. Business Communication Quarterly 75, 80–88.
Shirky, C., 2011. The Political Power of Social Media. Foreign Affairs 90, 28–41.
Wichowski, A., 2013a. Social Diplomacy: Or How Diplomats Learned To Stop Worrying and
        Love the Tweet. Foreign Affairs.
Wichowski, A., 2013b. What Government Can and Should Learn From Hacker Culture [WWW
        Document]. The Atlantic. URL
        http://www.theatlantic.com/politics/archive/2013/10/what-government-can-and-should-
        learn-from-hacker-culture/280675/ (accessed 11.18.13).