

PO251S

CRN 7259



Media and Foreign Policy

Communication is the lifeblood of democracy and, perhaps a more peaceful, cooperative world. Democratic theory holds that if information flows freely and any information, from anyone anywhere, can be judged on its merits in a "marketplace of ideas," then, sovereign publics, however diverse, can reason together about what they wish their governments to do or evaluate what they have done.

In this vision, public opinion is the prime mover of democracies. Impediments to the free flow of

information: censorship, murder of journalists, government regulation, or our own disinterest deprive us of the news we need to make sense of our globalized world.

The crucial – and often forgotten – prerequisite to the question "What should we do in the world?" is "What is happening in the world?" Opinion on foreign policy issues is necessarily triggered by news and views of global events that are mediated. Frontline journalism is vital. As the media evolve with changing societies and technology,

their political effects may change the equation. The reliability of our information about what is happening in the world is key to our reasoning. This course is about the interrelationship of media, power and knowledge in global politics. It aims to sharpen your skills to get the information you need to shape the world you want.

PROF. DONNA OGLESBY

DIPLOMAT IN RESIDENCE

Spring Semester

TTH 11:40 - 1:10



2015

PO 251S is designed to explore the field of political communications as applied to international relations and global affairs. We will navigate our way through the contradictions and possibilities inherent in new media technologies on public diplomacy and our own citizenship with respect to the world.

For IRGA students, this is a Group A "international relations and foreign policy" course. For students of political science, this is a Section A "American politics" course. The course also serves to meet the social science (S) distribution requirement.

Course Books

Michael Schudson, *Why Democracies Need An Unlovable Press*, Polity, 2008, ISBN: 9780745644530

Robert Entman, *Projections of Power*, University of Chicago Press, 2004, ISBN: 0226210723

W. Lance Bennett & David Paletz, *Taken By Storm*, University of Chicago Press, 1994, ISBN: 022604259

Ethan Zuckerman, *Digital Cosmopolitans*, W.W. Norton, 2013. ISBN 978-0-393-35032-6

Emily Parker, *Now I Know Who My Comrades Are*, 2014, ISBN-13: 978-0374535513

Joel Simon, *The New Censorship: Inside The Global Battle For Media Freedom*, Columbia Journalism Review, 2014, ISBN-13: 978-0231160643

Student Outcomes

Course Aims:

This course should give students a thorough understanding of the complex and dynamic relationship among global politics, public opinion and the media. It seeks to give students experience with the contending patterns of analysis employed within the political communications discipline to explain that dynamic and move them from being naive to sophisticated consumers of the news and more active political participants in society.



New Consumption Habits:

While taking this course you should get into the habit of monitoring at least one high quality news source such as The New York Times or The Economist. You are also expected to build your own personal foreign policy news feed from assorted reliable sources. Other resources might include Foreign Policy's Passport Blog and the Council on Foreign Relations Website. Visit the BBC, Al Jazeera English online, or The Times of India to sample foreign sourced English language news. Familiarize yourself with the Department of State's state.gov website. Make sure you read some sources whose politics you don't share. Russia's official RT service is a

good place to sample an alternate universe.

Specific Learning Goals:

By the end of this course, the successful student will:

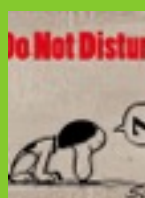
- Have considered how the free speech and press freedom so essential to a truly democratic society are complicated by the movement of people and information in our globalizing world.
- Have the skill: to identify the perspective and validity of media sources; to notice and assess the assumptions and implications of underlying reporting and commentary; and find alternative sources of information to round out the picture.

- Be able to explain how public attitudes form on foreign policy issues; and evaluate contentions that the information revolution may have provided the attentive public with the information, analytical skills and access necessary to become vital players in global affairs.

- Understand what assumptions the media (old and new) make about public attitudes; and measure the extent to which presentation of the news influences public opinions.

- Have built their own personal foreign policy news feed from assorted reliable sources and can brief on the events of the day.

Quick Connect:



Library:

All course books are on two hour library reserve

Moodle

This course makes active use of Moodle for hyperlinked articles, assignments, syllabus additions & changes. Subscribe to the feed and check in frequently.



COORDINATES:

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Unit 1: Focus on the changing global media ecology and debate about press freedom, free speech and democracy among neighbors and strangers.

How do we form opinions in a world where words and images are no longer contained by time, distance, and borders? Specific topics include: how the increased flow of people and information across national borders puts intellectual and moral positions at odds and complicates reporting on controversial issues; and, how new forms of censorship: – filtering, blocking, hacking, – shrink the global public square and intensify the global battle for media freedom.

Unit 2: Deep dive into the political communication process on foreign policy issues.

In this section we turn our attention to the interaction between the press, public and the political elite on foreign policy issues. Policy makers and advocates try to influence the way we think about foreign policy issues and which issues we think about. Political leaders, policy advocates, social

movements, and insurgents use symbols (words and images) to persuade us to see the world the way they do. They are managing information to achieve political objectives by framing issues in ways that appeal to our brains and their politics.

Unit 3: Liberation Technology? The Central Paradox.

Are the internet and information inherently liberating wherever in the world they are introduced? Does the internet connect us creating a global civil society? If not, how do we rewire ourselves, our politics and our “things” to truly connect as global citizens in democratic solidarity. We will explore in depth the cases of the internet underground in China, Russia and Cuba. We will look at the work of conscious digital cosmopolitans, “bridge figures” engaged in cultural translation, brokering connections and building understanding between people from different nations. When what we know is limited by whom we know, how do we really learn to pay attention to the rest of the world?

Digital Device Policy

Full class participation necessitates *paying attention*. “Multitasking” impedes learning and retention. It distracts you, disrupts the class, and I consider it disrespectful. Consequently, all personal electronic devices should be completely turned off and put away before class begins, and they should remain stowed until class is finished unless they are needed for specific class exercises. Buy a notebook and take notes by hand. You’ll learn more.

Any violation of the personal electronics policy will count as a class absence. If you have a legitimate need for an exception to this rule during a specific class, see me in advance to discuss the matter. Otherwise the policy will be consistently and rigorously enforced.

Late Assignment Policy

I expect all assignments to be submitted on time and in the manner stipulated. Late submissions will be docked one full grade for each day late. Missed concept checks, quizzes and application exercises can not be made up.

Course Assessment

25% Class Participation

Students are expected to attend all classes on time and to participate in informed class discussion. More than 2 class absences will negatively affect the course grade. Five absences of any kind will trigger an "F" in class participation.

Many class periods will begin with an "elevator brief" about current events. I will invite you to come stand with me and pretend we are riding an elevator together. In a maximum of two minutes (we work together in a tall building), you will brief me about news events that pertain to our class. I may also ask you to brief me on the readings for that day's class.

Concept checks, quizzes, "elevator briefings" and application exercises will test your readiness to participate in class discussions.

75 % Short Papers

3 short papers @ 25% each are due at the start of class on:

- Tuesday, March 3, 2015
- Tuesday, April 7, 2015
- Thursday, May 7, 2015

Short papers are essay length 5-7 pages and should address issues raised by the readings and lectures from the unit in a coherent way. Not research papers, the essays are an opportunity to demonstrate your mastery of the required readings in the syllabus.

Two weeks prior to the paper due date, you will be given a few topics to choose from. In response to the topic chosen, you should develop a coherent argument, support that argument with evidence from the readings and lectures, and refute potential counter-arguments that a skeptical reader might raise.

Academic Integrity

Eckerd College definitions of cheating and plagiarism apply to all work required in this course. Eckerd students are expected to know and honor these standards without exception. The following are guidelines for determining when to document sources in written material:

Facts: If you assert a fact, you should be able to document it with reliable sources.

Quotes: If you use text that someone else has written, put it in quotes and credit the original author.

Ideas: If you use ideas that reflect someone else's original insight, acknowledge their contribution (even if you don't use their exact words.)

On each paper please write out and sign "pledged." This will indicate to me that you know and adhere to the Eckerd honor code: On my honor, as an Eckerd College student, I pledge not to lie, cheat, or steal, nor to tolerate these behaviors in others. Violators of academic standards will be referred to the Academic Honors Council.

DSS Accommodation

Accommodations for students with disabilities: If you have a disability or believe that you qualify for accommodations under the Americans with Disabilities Act or other laws, please contact Disability Support Services at extension 8248 or via email at dss@eckerd.edu as soon as possible. Appropriate accommodations can only be arranged through that office, and may not be made retroactively.



Weekly Topic	Dates	Readings & Assignments
<p><i>Unit 1: Focus on the changing global media ecology and debate about press freedom, free speech and democracy among neighbors and strangers.</i></p> <p>Week #1 - Course Overview: Free speech in the age of offence.</p>	<p>January 27 & 29</p>	<p>Buy (\$3.95), read and prepare: "Caricatured: Le Monde and the Mohammed Cartoons," CSJ-11-0036.0</p>
<p>Week #2 - Alors! Charlie Hebdo: Redoing the case of free speech -v- blasphemy</p>	<p>February 3 & 5</p>	<p>Reminder: End of Add/Drop period: February 3, 2015</p> <p>Prepare: an epilogue to Le Monde and the Mohammed Cartoons by updating the case after Charlie Hebdo. What changed?</p> <p>Read: Don't just click – speak out for free speech</p> <p>Read: Walter Lippmann, Public Opinion, Chapter 1, "The World Outside and the Pictures in Our Head"</p>
<p>Week #3 - The role of the press in a free society and the new 21st century censorship.</p>	<p>February 10 & 12</p>	<p>Read: Schudson, Why Democracies Need An Unlovable Press, chapters 1 - 6</p> <p>Read: 21st Century Censorship by Philip Bennett and Moises Naim</p> <p>See: Rosewater with Gael Garcia Bernal, Jon Stewart, Director</p>
<p>Week #4 - The Global Battle for Media Freedom</p>	<p>February 17 & 19</p>	<p>Read: Simon: intro - chapter 4 (pages 1 - 92)</p>

Weekly Topic	Dates	Readings & Assignments
<p>Week #5: Cyberspace as a battle space: web wars, surveillance, murder</p>	<p>February 24 & 26</p>	<p>Read: Simon (pages 93 - 192)</p> <p>Explore: Netwars/out of CTRL</p> <p>Buy, read, prepare: "Covert Activity: the Washington Post, Edward Snowden and the National Security Agency," CSJ-14-0056.2</p> <p>Reminder: 1st paper due March 3</p>
<p><i>Unit 2: Deep dive into the political communication process on foreign policy issues.</i></p> <p>Week #6 - the news as political information, frames and index theory</p>	<p>March 3 & 5</p>	<p>Read: George Lakoff, "Simple Framing: An Introduction to Framing and Its Uses in Politics," Integral Options Café, February 14, 2006</p> <p>Read: Taken by Storm, Parts 1 & 2:</p> <p>Reminder: 1st paper rewrite due March 12</p>
<p>Week #7 - cascade theory, frames, schemas and cultural resonance</p>	<p>March 10 & 12</p>	<p>Read: Entman, Projections of Power:</p> <ul style="list-style-type: none"> • chapter 1 and the appendix • chapter 4 "Debating War Against Iraq" • Chapter 5 "Independent Framing and Growth of Media Power Since the Cold War" <p>Read: What Should This Fight Be Called? Metaphors of Counterterrorism and Their Implications</p> <p>Read more: The Wrong War: The Insistence on Applying Cold War Metaphors to Cybersecurity Is Misplaced and Counterproductive</p>
<p style="text-align: center;">Spring Break</p>		

Weekly Topic	Dates	Readings & Assignments
<p>Week #8 Media Effects of New Technology Networking, & Collaboration</p>	<p>March 24 & 26</p>	<p>Watch: Back to the Square</p> <p>Read: Blogs and Bullets II: New Media and Conflict after the Arab Spring</p> <p>Read: SYRIA'S SOCIALLY MEDIATED CIVIL WAR</p> <p>Explore: Watching Syria's War</p>
<p>Week #9:</p> <p>Bias in reporting depending on state regime type and bias in treatment of reporters based on gender</p>	<p>March 31 & April 2</p>	<p>Reminder: 2nd paper due on April 7</p> <p>Buy, Read and Prepare: "A Woman's Place? Photojournalist Lynsey Addario in Libya" CSJ-12-0043.0</p> <p>Read: FILTERING REVOLUTION: Reporting Bias in International Newspaper Coverage of the Libyan Civil War by Baum and Zukov</p>
<p><i>Unit 3: Liberation Technology? The Central Paradox.</i></p> <p>Week # 10 Deep Dive: China North Korea</p>	<p>April 7 & 9</p>	<p>Reminder: Withdraw with W grade: April 10, 2015</p> <p>Read: Parker, Part I, China (pages 1 - 118)</p> <p>#SonyHack</p>

Weekly Topic	Dates	Readings & Assignments
<p>Week # 11</p> <p>Deep Dive: Russia</p>	<p>April 14 & 16</p>	<p>Read: Parker, Part III: Russia (Apathy) (pages 185 - 274)</p> <p>Read: Inside Putin's Information War</p> <p>Read: Russian State Narrative in the Digital Age</p> <p>Read: Everyone Lies</p> <p>Read: The Menace of Unreality: How The Kremlin Weaponizes Information, Culture, Money</p>
<p>Week #12:</p> <p>Deep Dive: Cuba, Iran</p>	<p>April 21 & 23</p>	<p>Read: Parker, Part II Cuba (Fear) (pages 119 - 184) and the Afterward</p> <p>Read: Operation Cleaver</p>
<p>Week #13 - Digital Cosmopolitans: Really?</p>	<p>April 28 & 30</p>	<p>Read: Zuckerman, Part 1 Disconnect (pages 1 - 120)</p> <p>VIDEO: "Ethan Zuckerman- Cute Cats and the Arab Spring: When Social Media Meet Social Change"</p> <p>Reminder: 3rd paper due Thursday, May 7</p>
<p>Week #14 - Digital Cosmopolitans: Making it happen!</p> <p>Course Wrap!!!</p>	<p>May 5 & 7</p>	<p>Read: Zuckerman, Part 12 Rewire the Wider World (pages 121 - 272)</p> <p>VIDEO: "Filter Bubble, or How Personalization is Changing the Web" by Pariser and TED.</p>