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<https://courses.comm.psu.edu/comm419uganda/> World Media Systems COMM 419 Syllabus, Fall 2015

## COMM 419 Syllabus, Fall 2015

- [Skip Down to Course Schedule \(#course-schedule\)](#)

# COMM 419: World Media Systems

Fall 2015

College of Communications

The Pennsylvania State University

Course will be conducted online via the COMM 419 website, ANGEL & Yammer

Prerequisites: COMM 410

This course is a comparative study of modern media systems of mass communications with focus on two or more foreign countries. Students will gain an understanding of the theories and practices of media systems – as espoused in such normative expositions as the four theories of the press and contemporary iterations – and a better appreciation of the media system in the United States vis-à-vis greater awareness of media in other political cultures.

Students will be exposed to the ways in which media systems have developed, are shaped and continually shaped by factors that include history, politics, legal regimes, regulations, finances, media economics, technologies, institutional arrangements, culture, citizens' access, or lack thereof, etc. Another goal of this course is to equip students with a toolbox and framework with which they can replicate comparative media systems analyses in other countries and regions of interest.

As the PSU course schedule indicates, COMM 419 is designed to be a complement to COMM 410, International Communications. These courses are not designed to cover the same material. While 410 introduces the relationship between media and international relations as well as issues of globalization, 419 focuses on comparing media systems across national borders. In other words, exploring how the U.S. media system compares to other political/social/cultural systems around the world.

We will specifically focus on the media systems of the United States and Uganda. Historical events in each of these two countries will be evaluated with a view to underscoring:

- Key concepts that further our understanding of the role of media systems in the 21st century
- How media systems function in similar and dissimilar ways across developed and developing country contexts, including impacts on socioeconomic development
- The relationships between media systems and political, economic, and socio-cultural factors.

To provide the background useful for evaluating both media systems, students will be (re)introduced to pertinent press theories and led to uncover, understand and assess relevant historical events that have shaped media functions in the respective countries.

Each student will explore and assess a third media system anywhere in the world. This exploration will enable students to better understand the core concepts, theories and cases through application of these concepts in their own country-level analysis. Students will choose the country they wish to analyze and this engagement will be the focus of the final segment of the course.

Note: You may encounter ideas and thoughts you may not agree with, but understand that this is one of the central purposes of this course. Sometimes, we need to step outside of our comfort zone to better understand others' viewpoints. We seek to be challenged!

One of my goals is for you to enjoy the course and its topics. To this end, I plan to make our online experience as meaningful as possible, with a blend of text-based material, multimedia, interactive (via Google Hangout) and text-based discussions. Each component of each week's lesson will highlight core concepts that are important for you to know. It is important that you participate in and complete each component fully in order to maximize your learning (e.g., read the assigned articles, complete thoughtful discussion posts, listen to/watch any multimedia included, etc.).

I expect you to be vibrant, participating, asking questions, generating meaningful dialogue, and interacting with me and each other in order to make the most out of this learning experience. You can expect me to be reading your discussion posts, answering your questions in a timely manner, being "present" in our class, and providing general guidance to the course as the semester progresses. I'm really excited to teach this class, and I hope you're excited to take it!

While online courses offer a sense of independence – allowing you to complete coursework in a way that is flexible with your unique schedule – they also afford a sense of community, and it is my goal to foster a sense of community within our class, particularly through the ongoing Yammer conversations. I think it is important to strike a balance between independent learning and an online class community so that each of you feel the freedom to work at your own pace but do not feel lost in cyberspace.

This syllabus contains the scheduling information you will need to successfully navigate this course. If you have any questions regarding the class schedule, please check the syllabus first.

If any changes are made to the schedule, I will announce them via email.

## **What you will be able to do after completing this course:**

Through the readings and online discussions, you should develop the tools to become more sophisticated critical thinkers of comparative media studies. You should learn to critically evaluate global issues and the policies that are suggested as solutions. Throughout the course, you will be challenged to question how your views of the world have been constructed through media and how these views may be shaped differently for people around the world.

I believe studying world media systems can be an eye-opening and rewarding experience. Some of the ongoing rewards you will receive after completing COMM 419 include:

- Gaining an understanding of theories and practices of media systems
- Gaining a better appreciation of the structure and location of the media system in the United States vis-a-vis greater awareness of media systems in other political contexts where media cultures may vary and converge with the U.S. matrix (in this case, you will be learning about Uganda)
- To be exposed to the ways in which each country's media have developed, are shaped and are continuously

- shaped by factors such as history, political systems, media regulations, finances, and media economics
- To equip you with a toolbox and framework with which you can replicate comparative media systems analyses in countries and regions of interest as you contemplate near-term academic (e.g., study abroad) and/or long-term career (e.g., employment, graduate studies) engagements
- Writing in an interesting, organized, concise, clear, and grammatically correct manner

## Flexible ≠ Easy

A common misconception about online courses is to mistake flexibility for ease. In other words, online courses are easier or less time-consuming than face-to-face classes. On the contrary, online courses require self discipline, self direction, motivation, and tenacity. This course includes an amount of work comparable to the face-to-face versions of this course. If you chose to take the online version of this course in order to take an “easier” version of COMM 419, then you may need to reconsider this choice. This course will require work, but it will be worth it.

## Required Readings and Films:

There is no required textbook for this course. All required readings will be available on ANGEL and the course website.

For some weeks, you will have films that you will need to watch and incorporate into your discussion posts. These films are indicated in the Course Schedule and will be available online or the library at Penn State.

## Current Events and News:

There are very often relevant current events and issues in the news during the course that tie in with core concepts that we are discussing week to week. I encourage you to infuse your discussions with these current news events throughout the semester. Some helpful, accessible sources include:

- Traditional Newspapers: The New York Times and USA Today (available to PSU students in free hard copies on all campuses and in digital edition via The Newspaper Readership program)
- News Magazines/Online Sources: The Atlantic, (<http://www.theatlantic.com>) The Economist (<http://www.economist.com>), Foreign Policy (<http://foreignpolicy.com>), Politico (<http://www.politico.com>), Project Syndicate (<http://www.project-syndicate.org>)
- Major TV and Radio news (Al Jazeera ([http://america.aljazeera.com/?utm\\_source=aje&utm\\_medium=redirect](http://america.aljazeera.com/?utm_source=aje&utm_medium=redirect)), BBC (<http://www.bbc.com>), CNN (<http://www.cnn.com>), FOX (<http://www.foxnews.com>), MSNBC (<http://www.msnbc.com>), NPR (<http://www.npr.org>))

When choosing your news source, feel free to vary your choices. Do you usually have one go-to news source? Read/view another to get a different perspective. Read the same story in a variety of sources and note the differences in coverage.

Do programs like The Daily Show trivialize important political and economic issues or do they make them more accessible? Consider this in light of relevant topics addressed on such programs.

## Library & Research Assistance

There are a number of library resources available for online students and that apply to this course specifically.

There are assignments that will require you to go outside of the proscribed readings and find your own sources. To do this, take advantage of what the library has to offer:

- [Ask a librarian contact information \(http://www.libraries.psu.edu/psul/ask.html\)](http://www.libraries.psu.edu/psul/ask.html). (I especially love the chat feature.)
- [Library resources for online students \(http://www.libraries.psu.edu/psul/wc.html\)](http://www.libraries.psu.edu/psul/wc.html).
- [Newspapers available for free through the library \(http://www.libraries.psu.edu/psul/researchguides/nml/newspapers.html#direct-links-to-specific-newspaper-titles\)](http://www.libraries.psu.edu/psul/researchguides/nml/newspapers.html#direct-links-to-specific-newspaper-titles).
- [Mass Communications-related research guides \(http://www.libraries.psu.edu/psul/researchguides/communications.html\)](http://www.libraries.psu.edu/psul/researchguides/communications.html)

## Weekly Lesson Format

Though each week's theme and course materials/readings will be unique, starting Week 2, we will begin to create a weekly rhythm to the lessons in order to help you to stay current with the course material and also schedule your activities and work related to this class.

It is very important to the learning process that we navigate the course together – particularly in the Yammer discussions for each week, where we will grapple with the core concepts and respond to each other's ideas and insights – so it is important to keep up the pace, and it is important not to work too far ahead.

Each week you will have three things to do:

1. Read the assigned readings/watch the assigned videos
2. Read the Weekly Lesson
3. Complete the graded activities

## Strategies for Success

I want you to succeed in this course, and I want you to enjoy it. To this end, here are some tips and strategies for learning the material in a way that may alleviate stress and lead to long-term learning:

- Read the assigned readings prior to the week we will be discussing them; take notes.
- Ask questions early and often.
- Contribute to the discussion boards.
- Be patient with the online process. Learning the concepts and getting acclimated to the online environment may be stretching at times. Don't give up, and seek help if you feel overwhelmed. I'm always available via email and would be happy to hold a Google Hangout or Skype.

## Graded Assignments

Yammer Discussions	10 pts each	120 pts total
Midterm Exam	100 pts	100 pts
Final Project posts in Yammer	10 pts each	40 pts
Final Project uploaded to Angel	60 pts	60 pts
Total		320 pts

\* Participation for this course will primarily focus on your involvement in the weekly discussions in our class Yammer group called Fall 2015 Comm 419 Nonnecke.

## Yammer Discussions (100 pts)

Throughout the semester beginning with the first week, we will have class discussions in our Yammer course group where we will be able to discuss the week's concepts and current news/events/topics that relate to the week's discussion.

I will post some questions regarding the readings and other lesson materials, and will ask you to incorporate a current news event that relates to the topic/discussion prompt into your initial post. You can use any form of media (news article, blog, film, television series, documentary, song, etc.), but you must add a link or citation information in your post (so we know where you obtained your example).

In summary, you will need to post the following:

1. An initial post between 300 and 500 words where you respond to the questions posed by your instructor and provide a link to a current news event or topic that relates to the week's theme. In your post, you must also explain how your example (news article, blog, film, television series, documentary, song, etc.) relates to the week's topic.
2. Post at least one response between 100 and 200 words to another classmate's post, including a reflection on the relevance of that classmate's current news/event/topic example.

While you are required to post twice, please feel free to post more than that! Thoughtful conversations between students could positively enhance this portion of your grade and will definitely enhance the overall quality of the dialogue in our Yammer discussion.

I will participate occasionally in the discussions with you, but mostly in the form of brief comments and further questions to individual comments (within threaded discussions) or to the class as a whole. Please feel free to reply to my comments as well as to other classmates' comments. It is not my goal to usurp or monopolize the dialogue occurring on the discussions, so I do not plan to direct these conversations; my goal is for you as a class to lead in discussing the topics.

Your posts are required by Monday at 7 a.m. EST. Feel free to post earlier and more than twice!

No late posts to the Yammer discussion forums will be accepted. These activities are designed to foster an online discussion among the class, so making submissions after the fact defeats the whole purpose of the assignment! Once the forum closes, students who have yet to make a post will receive a grade of zero for that assignment.

For Yammer, you have to:

1. first join the "[COMM 419 network](https://www.yammer.com/comm419worldmediasystems/#/threads/company?type=general)" (<https://www.yammer.com/comm419worldmediasystems/#/threads/company?type=general>)
2. then you need to join the "Fall 2015 Comm 419 Nonnecke" group

## Midterm Exam (100 pts)

There will be one essay exam during the semester. This essay will require you to synthesize several weeks of course concepts/topics. A week before the scheduled essay exam, you will receive a list of four to five questions (where you can choose two questions) as well as a rubric.

The essay will help evaluate how well you grasp the important arguments and concepts regarding international communications. In addition, I will be able to assess how well you have analyzed different arguments/ideas.

You will receive a rubric that will explain my expectations. All questions have to be answered in essay format, which includes the following:

- Introduction with thesis statement
- Body
- Conclusion

Your midterm essay will be due on the scheduled date (see course schedule), exactly a week after I send you the essay questions.

## Final Project (100 pts)

Your final project for this course will consist of two parts:

1. Weekly posts to Yammer with drafts of each of the four sections (500-600 words, worth up to 40 points) (See Step 2 below)
2. Final project submitted in the form of a paper uploaded to Angel (10-12 pages, worth up to 60 points)

### Step 1

During the first few weeks of the semester you will be asked to choose a country. During the last four weeks of the semester you will be asked to start researching the media system of that particular country.

### Step 2

During each of the last four weeks of classes, I will ask you to upload a section of your paper to Yammer. The discussions for these weeks will ask you to post your own content (500-600 words) and read and respond to at least one of your classmates' posts.

- Week 13 - History of the country and philosophical foundations for the media system (modeled after content & readings in weeks 2, 3, 4, and 9)
- Week 14 - Thanksgiving Break!
- Week 15 - Media regulation and finance (private/public, capitalist, economic priorities/goals, etc.) (modeled after content & readings in weeks 5 and 10)
- Week 16 - A choice between (a) Media and Politics Elements or (b) Foreign Policy and Media in relation

to your country (modeled after content & readings in weeks 6, 7, 11 and 12)

- Week 17 - A comparison between media systems in your country of choice, the U.S., and Uganda

### Step 3

You will then compile the sections of your project into a paper (10-12 pages, double-spaced, 12-pt font, standard 1" margins) and upload it into Angel during finals week (Yay!). You will need to add an introduction and a conclusion and make sure everything flows nicely from section to section. Don't forget to use citations (whatever format you are most familiar with) and of course add a list of references at the end.

You can be creative with your project by adding other elements to it in addition to the aspects mentioned above. For instance, you may want to add video clips, news articles, draft your own blog posts, etc. You definitely want to add pictures to help illustrate concepts and to visually show aspects of your country's media system.

In addition, you will have to cite your sources, so do not forget! You may use any citation style that you are comfortable with, just as long as you use it correctly! Failure to cite materials you reference is considered plagiarism. Please reach out to me if you have any questions or concerns about plagiarism.

**Your essays should be proofread and coherent. Feel free to reach out to your classmates to proofread each other's work. Teamwork is AWESOME, right?!**

### Grades

Grade	Percentage min for this grade	Percentage max for this grade	Total points in the course	min points for this grade	max points for this grade
A	93.00%	100.00%	320.00	298	320
A-	90.00%	92.90%	320.00	288	297
B+	87.00%	89.90%	320.00	278	288
B	83.00%	86.90%	320.00	266	278
B-	80.00%	82.90%	320.00	256	265
C+	77.00%	79.90%	320.00	246	256
C	70.00%	76.90%	320.00	224	246
D	60.00%	69.90%	320.00	192	224
F	0.00%	60.00%	320.00	0	192

I do not curve grades. I do, however, make every effort to be fair in grading, and I expect you to put forth your best effort for each assessment, assignment, class day, and project.

If your grade is not as high as you would like it to be, remedy that early in the semester when something can be done, and not at the end when it is potentially too late. Contact me if you have questions regarding your grade, and I will be glad to talk with you.

Do not contact me about grade concerns during finals week. You have the entire semester to talk to me about any concerns you may have.

## Policies

These policies are important to me and to the smooth flow of the course. Please read these carefully and do your best to adhere to them.

### Netiquette

Please be respectful when commenting on your classmates' posts. The Yammer discussion board should definitely be a place of debate and even dissent, but your arguments should always be constructive, based on course information and other relevant data, and never, ever include personal attacks. We're a friendly, helpful bunch, right?

Please use proper salutations and grammar when emailing me or your classmates.

**Academic integrity** — scholarship free of fraud and deception — is an important educational objective of Penn State. Academic dishonesty can lead to a failing grade or referral to the Office of Student Conduct.

Academic dishonesty includes, but is not limited to:

- Cheating
- Plagiarism
- Fabrication of information or citations
- Facilitating acts of academic dishonesty by others
- Unauthorized prior possession of examinations
- Submitting the work of another person or work previously used without informing the instructor and securing written approval
- Tampering with the academic work of other students

### How Academic Integrity Violations Are Handled

In cases where academic integrity is questioned, procedure requires an instructor to notify a student of suspected dishonesty before filing a charge and recommended sanction with the college. Procedures allow a student to accept or contest a charge. If a student chooses to contest a charge, the case will then be managed by the respective college or campus Academic Integrity Committee. If a disciplinary sanction also is recommended, the case will be referred to the Office of Student Conduct.

All Penn State colleges abide by this Penn State policy, but review procedures may vary by college when academic dishonesty is suspected. Information about Penn State's academic integrity policy and college review procedures is included in the information that students receive upon enrolling in a course. To obtain that information in advance of enrolling in a course, please contact us.

The College of Communications policy and the AI form:

#### COMM AI Policy

([https://courses.comm.psu.edu/assets/uploads/College\\_of\\_Communications\\_Academic\\_Integrity\\_Policy.pdf](https://courses.comm.psu.edu/assets/uploads/College_of_Communications_Academic_Integrity_Policy.pdf))

#### Consequences of Cheating

([https://courses.comm.psu.edu/assets/uploads/College\\_of\\_Communications\\_Consequences\\_of\\_Cheating.pdf](https://courses.comm.psu.edu/assets/uploads/College_of_Communications_Consequences_of_Cheating.pdf))

AI Form ([https://courses.comm.psu.edu/assets/uploads/Penn\\_State\\_Academic\\_Integrity\\_Form.pdf](https://courses.comm.psu.edu/assets/uploads/Penn_State_Academic_Integrity_Form.pdf))

Additionally, all students are expected to act with civility and personal integrity, respect other students' dignity,



rights, and property, and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for oneself and others, and a civil community.

For More Information on Academic Integrity at Penn State

[Penn State Senate survey on Academic Integrity](https://courses.comm.psu.edu/assets/uploads/Penn_State_survey_numbers_on_academic_in.pdf)

[\(https://courses.comm.psu.edu/assets/uploads/Penn\\_State\\_survey\\_numbers\\_on\\_academic\\_in.pdf\)](https://courses.comm.psu.edu/assets/uploads/Penn_State_survey_numbers_on_academic_in.pdf)

[iStudy for Success! \(http://tutorials.istudy.psu.edu/academicintegrity/\)](http://tutorials.istudy.psu.edu/academicintegrity/) — learn about plagiarism, copyright, and academic integrity through an educational module

[Turnitin \(http://turnitin.psu.edu/\)](http://turnitin.psu.edu/) a web-based plagiarism detection and prevention system (Yes, I do use this to check your work, and I use it often).

## **Note to Students with Disabilities**

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact the Office for Disability Services (ODS) at 814-863-1807 (V/TTY). For further information regarding ODS, please visit the Office for Disability Services Web site.

In order to receive consideration for course accommodations, you must contact ODS and provide documentation (see the documentation guidelines). If the documentation supports the need for academic adjustments, ODS will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact ODS and request academic adjustment letters at the beginning of each semester.

All students in "Registration Not Complete" status must resolve issues on or before the 10th day after classes begin. Students who do not complete registration by paying tuition and fees by this deadline will not be able to remain in courses. Click here for information on University policy on completing registration.

For procedures pertaining to a range of concerns and disagreements involving graduate students and other members of the University community (e.g., faculty, staff, or undergraduate students), please see the Procedures for Resolution of Problems (Appendix II) website.

## **Course Schedule**

### **Week One (Aug. 24-30)**

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#### **Reading**

- Syllabus
- Weekly Lesson

#### **Video**

- [The News about the News \(http://www.ted.com/talks/alisa\\_miller\\_shares\\_the\\_news\\_about\\_the\\_news?language=en\)](http://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news?language=en).

## Assignments

- [Join the 419 Yammer group \(https://www.yammer.com/comm419worldmediasystems/#/threads/inGroup?type=in\\_group&feedId=6080200\)](https://www.yammer.com/comm419worldmediasystems/#/threads/inGroup?type=in_group&feedId=6080200)
- [Yammer introduction discussion board \(https://www.yammer.com/comm419worldmediasystems/notes/2330100\)](https://www.yammer.com/comm419worldmediasystems/notes/2330100)
- Syllabus & Orientation quiz in Angel

## Week Two (Aug. 31-Sept. 6)

### Reading

- Livingston, “On the challenges of cross-national comparative media research”
- Hallin, Introduction to “Comparing Media Systems”
- Weekly Lesson

### Video

- [The Newsroom "America is not the greatest country in the world" \(https://www.youtube.com/watch?v=q49NOyJ8fNA\)](https://www.youtube.com/watch?v=q49NOyJ8fNA)

### Assignments

- [Yammer discussion \(https://www.yammer.com/comm419worldmediasystems/notes/2330099\)](https://www.yammer.com/comm419worldmediasystems/notes/2330099)

## Week Three (Sept. 7-13)

### Reading

- Hallin, “The Political Context of Media Systems”
- Downing, “Drawing a Bead on Global Communication Theories”
- Weekly Lesson

### Video

- [The First 9/11 \(10 min\) \(http://www.youtube.com/watch?v=d4JeR-V-i5g\)](http://www.youtube.com/watch?v=d4JeR-V-i5g)

## Assignments

- [Yammer Discussion \(https://www.yammer.com/comm419worldmediasystems/notes/2330085\)](https://www.yammer.com/comm419worldmediasystems/notes/2330085)
- Post the country you want to focus your final project on in Yammer

## Week Four (Sept. 14-20)

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### Reading

- Hallin, "The North Atlantic or Liberal Model"
- Weekly Lesson

### Video

- [On the Media/Coverage on Syria \(http://www.onthedia.org/story/316772-satirists-and-syria/\)](http://www.onthedia.org/story/316772-satirists-and-syria/)

## Assignments

- [Yammer discussion \(https://www.yammer.com/comm419worldmediasystems/notes/2330082\)](https://www.yammer.com/comm419worldmediasystems/notes/2330082)

## Week Five (Sept. 21-27)

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### Reading

- Avery, "The Public Broadcasting Act of 1967: Looking Ahead to Look Back"
- McChesney, "The Problem of the media" Chapter 1
- Wyatt, "Verizon-F.C.C. Court Fight" ([http://www.nytimes.com/2013/09/09/business/verizon-and-fcc-net-neutrality-battle-set-in-district-court.html?nl=todaysheadlines&emc=edit\\_th\\_20130909&r=0](http://www.nytimes.com/2013/09/09/business/verizon-and-fcc-net-neutrality-battle-set-in-district-court.html?nl=todaysheadlines&emc=edit_th_20130909&r=0))
- Weekly lesson
- [Democracy Now U.S. Media Consolidation \(choose 2 to read/watch from this page\) \(http://www.democracynow.org/topics/media\\_consolidation\)](http://www.democracynow.org/topics/media_consolidation)

## Assignments

- [Yammer discussion \(https://www.yammer.com/comm419worldmediasystems/notes/2330081\)](https://www.yammer.com/comm419worldmediasystems/notes/2330081)

## Week Six (Sept. 28-Oct. 4)

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## Reading

- Bennett, "Toward a Theory of Press-State Relations in the United States"
- Kellner, "Media Propaganda and Spectacle in the War on Iraq: a Critique of U.S. Broadcasting Networks"
- Rieff, "Why Nobody Cares About the Surveillance State"  
([http://www.foreignpolicy.com/articles/2013/08/22/why\\_nobody\\_cares\\_about\\_the\\_surveillance\\_state\\_nsa?page=0,1](http://www.foreignpolicy.com/articles/2013/08/22/why_nobody_cares_about_the_surveillance_state_nsa?page=0,1))
- Weekly Lesson

## Video

- Chomsky, "Propaganda Terms in the Media" (9:42 min) (<https://www.youtube.com/watch?v=vmoXze-Higc>)

## Assignments

- Yammer discussion (<https://www.yammer.com/comm419worldmediasystems/notes/2330080>)

## Week Seven (Oct. 5-11)

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## Reading

- Parenti, "America's Debt to Journalist Gary Webb" (<http://www.consortiumnews.com/2004/121304.html>)
- Terror v. Surveillance? Keeping Americans safe in two simple steps  
(<http://www.occupy.com/article/terror-vs-surveillance-keeping-americans-safe-two-simple-steps>)
- Weekly Lesson

## Video

- NPR Podcast: "Social Media: 'Essential Tool' in U.S. Foreign Policy"  
(<http://www.npr.org/2011/03/08/134354310/Social-Media-Essential-Tool-In-U-S-Foreign-Policy>)
- Case Review: NSA and Edward Snowden (<http://www.theguardian.com/world/video/2013/jul/08/edward-snowden-video-interview>)

## Assignments

- Yammer Discussion (<https://www.yammer.com/comm419worldmediasystems/notes/2330079>)

## Week Nine (Oct. 19-25)

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## Reading

- Commonwealth. (2014). A Brief History of Uganda. (<http://thecommonwealth.org/our-member-countries/uganda/history>).
- BBC. (August 2012). Country case study: Uganda. Support to media where freedoms and rights are constrained (<http://downloads.bbc.co.uk/mediaaction/pdf/uganda.pdf>).
- Weekly Lesson

## Assignments

- Yammer Discussion (<https://www.yammer.com/comm419worldmediasystems/notes/2330078>).

## Week Ten (Oct. 26- Nov. 1)

### Reading

- 1. Heeks, R. (2009). The ICT4D 2.0 Manifesto: Where next for ICTs and international development? Development Informatics Working Paper. (<http://www.oecd.org/ict/4d/43602651.pdf>).
- 2. Bissyande, T., Ahmat, D., Ouoba, J., Van Stam, G., Klein, J., & Traon, Y. (2013). Sustainable ICT4D in Africa: Where do we go from here? Paper presented at the Fifth International IEEE EAI Conference on e-infrastructure and e-Services for Developing Countries (AFRICOMM 2013), Nov. 2013, Blantyre, Malawi. (<https://hal.archives-ouvertes.fr/hal-00994230/document>).
- Weekly Lesson
- 3. Maree, J., Piontak, R., Omwansa, T., Shinyekwa, I., & Njenga, K. (2013). Developmental uses of mobile phones in Kenya and Uganda. Capturing the Gains: Economic and social upgrading in global production networks. (<http://www.capturingthegains.org/pdf/ctg-wp-2013-35.pdf>).

### Assignments

- Yammer Discussion (<https://www.yammer.com/comm419worldmediasystems/notes/2330077>).

## Week Eleven (Nov. 2-8)

### Reading

- Freedom House. (2014). Uganda. ([https://freedomhouse.org/report/freedom-press/2014/uganda#.VNW\\_EMaHDFg](https://freedomhouse.org/report/freedom-press/2014/uganda#.VNW_EMaHDFg)).
- Nogara, M. (2009). Role of media in curbing corruption: the case of Uganda under President Yoweri K. Museveni during the “no-party” system (DESA Working Paper No. 72) New York, NY: United Nations, Department of Economic and Social Affairs. ([http://www.un.org/esa/desa/papers/2009/wp72\\_2009.pdf](http://www.un.org/esa/desa/papers/2009/wp72_2009.pdf)).
- Harris, D. (2013). Death by injustice: Uganda’s anti-homosexuality laws, Christian fundamentalism, and

the politics of global power. The Catalyst, 3(1). (<http://aquila.usm.edu/cgi/viewcontent.cgi?article=1009&context=southernmisscatalyst>)

- Weekly Lesson

## Optional Reading

- BBC. (August 2012). Country case study: Uganda. Support to media where freedoms and rights are constrained. (<http://downloads.bbc.co.uk/mediaaction/pdf/uganda.pdf>)
- Plaut, M. (2014, February). Uganda donors cut aid after president passes anti-gay law. The Guardian. (<http://bit.ly/1FXs501>)

## Assignments

- Yammer Discussion (<https://www.yammer.com/comm419worldmediasystems/notes/2330075>)

## Week Twelve (Nov. 9-15)

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## Reading

- Uganda Ministry of Foreign Affairs [UMFA]. (2015). Uganda's foreign policy, regional and international missions. (<http://www.mofa.go.ug/data/smenu/70/Uganda%27s-Foreign-Policy,-Regional-and-International-Missions.html>)
- How clumsy foreign advocates unwittingly helped Uganda's anti-gay bill become law. Foreign Policy. (<http://foreignpolicy.com/2014/02/26/unintended-consequences/>)
- Policing social media in Uganda. Foreign Policy. (<http://foreignpolicy.com/2012/10/18/policing-social-media-in-uganda/>)

## Optional Reading

- U.S. foreign policy and Ugandan domestic politics collide. The Washington Post. (<http://wpo.st/dSEA0>)

## Assignments

- Yammer Discussion (<https://www.yammer.com/comm419worldmediasystems/notes/2330074>)

## Week Thirteen (Nov. 16-22)

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## Assignments

- Upload comparison between U.S., Uganda and your country

<https://www.yammer.com/comm419worldmediasystems/notes/2330073>

## Week Fifteen (Nov 30-Dec. 6)

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### Assignments

- [Upload of section on Media Regulation and Finance](https://www.yammer.com/comm419worldmediasystems/notes/2330072)  
(<https://www.yammer.com/comm419worldmediasystems/notes/2330072>)

## Week Sixteen (Dec. 7-13)

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### Assignments

- [Upload your section on Foreign Policy and Media](https://www.yammer.com/comm419worldmediasystems/notes/2330071)  
(<https://www.yammer.com/comm419worldmediasystems/notes/2330071>)



## Brandie Martin-Nonnecke

Instructor

[Bio \(/instructors/profile/Brandie-Martin-Nonnecke\)](/instructors/profile/Brandie-Martin-Nonnecke)