Globalization, Media and Social Change
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Course Description

The last thirty years have seen a fundamental transformation in society. Characterized as a transformation from industrial to informational, this new system is marked by the increased velocity and fluidity of capital, goods, people and ideas. Facilitated by new information and communication technologies (ICT), the increased flows of both objects and ideas have led to shifting notions of identity, nation, democracy and society among others.

In this class we seek to more fully understand the shifting nature of society today particularly as this new and complex world intersects with media and communication. We pay particular attention to considering the different causes for change in society, as well as the new complex human and at times computer mediated configurations. Finally, we focus on how these shifts are both impacted by and impact media and communications.

Course Requirements and Grading:

Workshop Participation (40%) This assessment includes both class participation as well as facilitation of class discussion.

- **Readings** – It is essential that seminar participants read all course materials thoroughly for each session. Grounding our critical exploration in the readings is vital to the analytical success of this course – both in online discussion and in written assignments.

- **Reading Responses** – (30%) All students will post written responses to the week’s readings by **Sunday evening at 9PM**. Students will then read one another’s posts and respond to two other posts by **Tuesday at 9PM**. These responses should be 300-500 words. Contributions should include reflections on the readings and questions for class discussion. Points of discussion include (but are not limited to) the following: What are the key arguments made by the author? What assumptions are made? What ideological positions are evident? What possible perspectives are left out? What did you react to most strongly in the readings and why? Are there any possible points of argument left out of the readings? What questions remain for you in reference to the reading, and how could your classmates help you explore these questions?
Facilitating Discussion – (10%) Each week, a student or group of students will be responsible for providing a short analytic overview of the reading. Of greatest importance, facilitators should raise several key questions about the philosophical and theoretical perspectives evident in the readings, as well as the implications of these in reference to critical media studies.

Assignments (60%)

- Module 1 Assignment—Small Change Paper (10%)
- Module 2 Assignment—What is Globalization Paper (10%)
- Module 3 Assignment—Final Paper Prospectus (5%) Students bring in 2-page prospectus describing topic, thesis and main academic sources for final paper
- Final Term Paper or Video and Final Power Point (35%) This 12-page thesis-based final paper forces students to make a theoretical argument about globalization and support that argument

Skills Gained

Topical Skills
By the end of the course students will be able to:
- Demonstrate an understanding of approaches to, and debates surrounding, globalization
- Demonstrate an understanding of the role of technology and media on contemporary society
- Apply these theories to everyday life, interrogating the real-life implications of globalization.

Intellectual Skills
By the end of the course students will be able to:
- Analyze and reason critically when discussing globalization and social change
- Analyze and critically evaluate different theories of globalization, demonstrating independent thought
- Analyze the complex interdependent relationship of media, technology and society

Practical and Transferable Skills
By the end of the course a successful learner will be able to:
- Evaluate complex ideas and develop a clear perspective
- Create a thesis statement and write a reasoned analytic paper

Academic Integrity

Plagiarism and cheating are, of course, forbidden, according to Rutgers University policy. Your are responsible for reviewing and obeying these policies. A lengthy statement of the policy is at http://teachx.rutgers.edu/integrity/policy.html.
On plagiarism, this statement (from history.rutgers.edu/undergrad/plagiarism.htm) appears in Rutgers University’s rules. Like all such rules, it applies to this class.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment...” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.

**Required Books**

Todd Wolfson: *Digital Rebellion: The Birth of the Cyber Left*

Thomas Friedman: *The Lexus and the Olive Tree*

**Course Schedule**

Each Module Begins on Wednesday and end the following Tuesday.

**Module I. Critical Concepts: Technology, Media and Social Change (4 Weeks)**

(Unit 1: Introductions: Technology and Social Change)

**January 21-27**

Readings:

- Clay Shirky: The Political Power of Social Media
- Evgeny Morozov: The Internet is the Tyrant’s Friend
  [http://www.newscientist.com/article/mg20928026.100](http://www.newscientist.com/article/mg20928026.100)
- Cory Doctorow: We need a serious critique of net activism

**Watch: Wael Ghonim: Inside the Egyptian Revolution:**
[http://www.ted.com/talks/wael_ghonim_inside_the_egyptian_revolution.html](http://www.ted.com/talks/wael_ghonim_inside_the_egyptian_revolution.html)
Unit 2: Faces of Technological Determinism

January 28-February 3

Readings:

• Raymond Williams—Excerpts from *Television Technology and Cultural Form*

• Leo Marx and Merritt Smith: *Does Technology Drive History?* Introduction and Chapter 5--Three Faces of Technological Determinism

• Daniel Chandler: “Technological or Media Determinism”

  Website: [http://www.aber.ac.uk/media/Documents/tecdet/](http://www.aber.ac.uk/media/Documents/tecdet/)

**Watch The Luddites (first 5-10 minutes):**
[http://www.youtube.com/watch?v=CZD662pveLM](http://www.youtube.com/watch?v=CZD662pveLM) AND

*Kia Sportage Factory* [http://www.youtube.com/watch?v=sjAZGUcjrP8](http://www.youtube.com/watch?v=sjAZGUcjrP8)

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Unit 3: Defining Social Movements

February 4-10

Readings:

• Marc Edelman: Changing Paradigms and Forms of Politics

• Francesca Poletta and James Jasper: Collective Identity and Social Movements

• Right to the City--Urban Revolution is Coming:


**Watch Media Mobilizing Project Montage 2011, 2012 & 2013**


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Unit 4: Social Movements, Media and Technology

February 11-17

Readings:

• Todd Wolfson: *Digital Rebellion*

**Watch: A Little Bit of Too Much Truth**

[http://www.youtube.com/watch?v=YA0Xk_2--f0](http://www.youtube.com/watch?v=YA0Xk_2--f0)

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Module I Assignment: Small Change-DUE FEBRUARY 24

In his article “Small Change: Why the Revolution Will Not Be Tweeted,” Malcolm Gladwell argues that because of new communication tools people are not able to make the types of social changes necessary to build a better world. He compares contemporary uses of Facebook to the lunch counter sit-ins of the Civil Rights Movement and argues three interrelated things:
1) People cannot build the type of social relationships necessary (strong ties) to build real change, and instead rely on the convenience of weak ties.

2) Consequently, people are not involved with “high risk” activism or structural change and instead engage in “low risk” or “no risk” activism.

3) The organizational structures enabled by the Internet, decentralized networks, cannot build the power or allow for the type of leadership necessary to make structural change.

In a 2-3 single-spaced paged essay, respond to Gladwell’s article. Consider the above and other central points he makes and analytically corroborate or refute his argument. Please find at least 2 academic sources from this class to bolster your argument as well as 1 academic source from outside this class. Some good places to start are the academic articles he cites in his essay from Granovetter to Shirky and McAdam. Finally regardless of your position, find at least one real world event to strengthen your case.

Module II: Theories of the Globalization: Information Society or Late Capitalism? (3 Weeks)

Unit 5: History- Informational Society
February 18-24
Readings:
• Manuel Castells: “An Introduction to the Information Age” The Media Studies Reader. 398-410
• Frank Webster: “The Information Society Revisited”

Watch: Googlezon-- http://www.youtube.com/watch?v=AT9ho2G0N_Y

Unit 6: Golden Arches?
February 25- March 3
Readings:
• Thomas Friedman: The Lexus and the Olive Tree

Watch: TBD

Unit 7: Globalization and its Discontents
March 4-10
Readings:
• Joseph Stiglitz: Excerpts from Globalization and its Discontents
• Mike Davis: Excerpts from Planet of Slums
• David Harvey: Excerpts from A Brief History of Neoliberalism
Watch: David Harvey-Globalization and the Return of the Species Being: http://www.youtube.com/watch?v=RU-BjlSAHvA

Module 2 Assignment: What is Globalization
Write a 2-3 page essay describing how you define the age of globalization. Use concepts and theories from four of the theorists from weeks 4-7 and also look for examples in the world to substantiate your idea. Due March 11

Module III. Media, Globalization and the Public Sphere (5 weeks)

Unit 8: Media, Democracy and the Public Sphere
March 11-24 (SPRING BREAK INCLUDED)
Readings:
  • Nancy Fraser- Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy. Social text
  • Robert McChesney-Excerpt from Rich Media Poor Democracy
  • Eric Kleinenberg-Excerpt from Fighting for Air
  • “Who Owns the Media? (Media Ownership Distribution Chart).” Freepress.net

Watch: Outfoxed- http://www.youtube.com/watch?v=lFDwdRXCg3I

Unit 9: Media, Space and Temporality in Global Age
March 25-March 31
Readings:
  • Arjun Appadurai-Excerpts from Modernity at Large
  • James Carey--"Space, Time and Communications" in Communication as Culture
  • Harold Innis—“The Problem of Space” in The Bias of Communication
  • Nick Couldry and Anna McCarthy—Orientations: Mapping Mediaspace” in Mediaspace: Place Scale and Culture in the Media Age

Watch: An Anthropological Introduction to Youtube

Unit 10: Glocalization
April 1-7
Readings:
  • Michael Kearney—The Local and the Global: The Anthropology of Globalization and Transnationalism

Watch: Zapatista Subcommandante Marcos- http://www.youtube.com/watch?v=Dg7L2O9cP8g
Unit 11: Social Media/Social Networks
April 8-14
Readings:

- danah boyd, "Identity Production in a Networked Culture: Why Youth Heart MySpace"

Watch: The Onion: Social Media
http://www.youtube.com/watch?v=CK62I-4cuSY

Unit 12: The Digital Divide
April 15-21
Readings:

- Dharma Dailey et al. Excerpts from Broadband Adoption in Low Income Communities http://webarchive.ssrc.org/pdfs/Broadband_Adoption_v1.1.pdf
- Virginia Eubanks, Excerpts from *Digital Dead End*

Watch: Virginia Eubanks: Deconstructing the Digital Divide:
http://www.youtube.com/watch?v=pJwZcUJQFkk

Assignment III: Students hand-in 1-page prospectus on final paper. **Due April 17**

Module IV. Media, Globalization and Social Change (2 Weeks)

Unit 13: Media and Social Change: A Historical Perspective
April 22-28
Readings:

- Frantz Fanon: “This is the Voice of Algeria” in *Studies of a Dying Colonialism*
- John Downing: Excerpt from *Radical Media*
- Dan Georgakas and Marvin Surkin: “Finally Got the News” in *Detroit I Do Mind Dying*

Watch: Finally Got the News: http://vimeo.com/46740150

Unit 14: The Contemporary Cycle of Struggle
April 29-May 4
Readings:

- Phillip Howard The Upheavals in Egypt and Tunisia: The Role of Digital Media.


**Watch: Al Jazeera Listening Post-Arab Revolutions and the Media:**

**Final Assignment:** 12-Page Final Thesis Paper. This 10-page thesis-based final paper asks students to make a theoretical argument about globalization and support that argument through secondary research. Students must cite at least six sources from in-class readings. Along with the final paper the students will develop a short power point presentation detailing the argument in their final paper, which they can share with other students in the class. **Due May 11**