

**Global Media Literacy:  
Media, Migration, and Global Uncertainty**  
Study Abroad Summer Course, Salzburg, Austria

**Class:** Com s325, #72491

**Official Course Schedule Dates:** July 16 to August 17, 2018

**Actual dates of Salzburg Academy:** July 15 to August 4, 2018

→ **Important Note!**: Some short readings and pre-academy assignments will be sent and a pre-academy deadline provided (sometime in June). Watch for emails from Salzburg and I'll post a copy on Canvas site when ready.

**Instructor:** Prof. Stephen D. Reese, School of Journalism

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**Reese faculty site:** <http://journalism.utexas.edu/faculty/stephen-reese>

**Salzburg Academy** [Facebook page:](#)

**Salzburg Global Seminar details:**

<https://www.salzburgglobal.org/calendar/2010-2019/2018/sac-12.html>

**Course overview:**

Global Media Literacy is a faculty-led study-abroad course offered through the University of Texas, in coordination with the Salzburg Global Seminar (an international center based in Austria that seeks to challenge current and future leaders to solve issues of global concern). As one of its programs the seminar convenes the *Salzburg Academy for Media and Global Change* for some 80 students and a dozen faculty in partnership with UT-Austin, along with several other universities in the U.S., Europe, Africa, Asia, and Latin America. See websites above for details about the program context for the course, and sample of previous weekly schedules of lectures, group-work, and other activities.

Each year a special theme is established as a vehicle for addressing the course goals. This year the emphasis will be on the timely issue of **Re-Imagining Journalism-News and Storytelling in an Age of Distrust** and will be explained further through readings and resources provided separately.

Students will explore how digital media technologies are shaping civic engagement, activism, and innovation in a global media age. Students will work in a truly dynamic global cohort, of fellow university students from 15 partner institutions, to build digital stories, business plans, and content that helps provide innovative insights into the role of media, technology, and activism in changing societies across borders, across cultures, and across divides. Specifically, the course will examine how distinctive global media shape views of politics, culture and society within nations, across regions and internationally. The course will help students develop an informed and critical understanding of how media shape and influence society and communication in the global public sphere. The course will develop a critical

understanding of ideas around participatory technologies, collaborative media, social networks, mobile platforms and digital culture.

**Course Flag Note:**

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

**COURSE GOALS:**

- Students will learn how global media shape identities, stereotypes, and cross-cultural relationships
- Students will understand the digital media models that promoted communication and information flow across borders
- Students will learn to critically interpret powerful texts and images in the global public sphere
- Students will understand how collaborative technologies can give voice to marginalized communities
- Students will learn to engage in collaborative analysis of media messages and their influence on global audiences
- Students will gain the ability to build and develop innovative business plans for entrepreneurship in digital culture
- Students will learn hands-on digital storytelling skills
- Students will learn to work in international groups, alongside fellow students from all around the world.
- Students will become media literate—more active in their consumption, production, campaign, and community identities in local, national, and global communities.

**OUTCOMES**

The outcome of the course will be a student-created, open-sourced multimedia educational framework for global media literacy. The students will work in cross-national groups to create case studies, multimedia stories and media literacy action plans that will take into account national and regional media business models as well as national and regional media values and standards.

There has been little work as yet in the field of *global* media literacy, and no group working in this field has had the advantages that the Summer Academy will have: a global faculty and a global student body. The intent of this course is to identify new entryways to global media literacy. Based on the student group projects, various curricular approaches to teaching global media literacy are explored. For the last ten years, the content created in Salzburg has been taken back by participating faculties to

their home institutions where the course and its parts are integrated, and the lessons from those national experiments can be brought back to the Academy for revision and expansion. To date, universities in over 100 countries have downloaded the Academy content.

### **Required readings and assignments:**

This is a somewhat unusual course structure, in that the instructor is participating with a group of other faculty in developing course readings and assignments. We have met throughout the first half of this year to prepare, and the instructions coming from the director of the Academy are to be treated as approved by and coming from your UT-Austin instructor. If you have any questions, of course, please let me know. The other instructors and I will be conferring throughout the Academy and I'll be available as needed to consult with the "Longhorn delegation," even if you are assigned to a group other than my own specific one (Indeed, splitting you up is considered a pedagogical strategy to ensure you can take best advantage of our globally diverse group of participants).

Pre-academy readings and assignments will be sent to you electronically, with clearly labeled instructions. Please read and follow the instructions carefully. These are relatively straightforward and easily carried out in the time allotted, but are designed to help prepare you and lay the groundwork for a successful Academy.

**Pay close attention to the instructions and deadlines, as your performance will be based on your timely participation.**

### **A note about UT-Austin's official summer calendar and the Academy:**

Please note that the first official class day for second-term summer courses is July 16<sup>th</sup>, but because of coordination issues with the larger program, we are asking for some work to be carried out before classes officially begin. Between these deadlines and your arrival in Salzburg, however, there will be no additional work required of you (other than your own self-directed readings). The assignments are intended to get you thinking about the issue with the context of media literacy. The goal is to have you consider these issues at both the global and local level.

The personal reflections and information you provide will be helpful in personalizing the academy participants, with each other and with the faculty. Don't be daunted by what is expected ahead of time. It can be easily carried out with a little thought and creativity.

**Readings and assignments will be presented during the Academy once you've arrived in Salzburg and will be fully explained at that time. Bring your laptop!**

Should you wish to read even more broadly, here are some examples of readings (not required) suggested in previous years for your information (these will give you

a sense of the types of questions writers have been raising on these topics). The instructor's own writing in this area is available on his faculty website (above).

Berglez, P. (2013). *Global journalism: Theory and practice*. New York: Peter Lang.

Mihailidis, P., ed. (2012). *News literacy: Global perspectives for the newsroom and the classroom*. New York: Peter Lang.

Zuckerman, E. (2014). *Rewire: Digital cosmopolitans in the age of connections*. New York: W.W. Norton.

*Infotopia: How Many Minds produce Knowledge* by Cass R. Sunstein, Oxford University Press, 2006

*The Wealth of Networks: How Social Production Transforms Markets & Freedom* by Yochai Benkler, Yale University Press, 2006

*Global Journalism: Topical Issues and Media Systems, Fourth Edition*, by Arnold S. de Beer and John C. Merrill, Allyn & Bacon Publishers, 2003.

*Convergence Culture: Where Old and New Media Collide* by Henry Jenkins, NYU Press, 2006

*The World News Prism: Global Information in a Satellite Age* by William A. Hachten and James F. Scotten, Blackwell, 2007. (Also available at [www.books.google.com](http://www.books.google.com) search title).

*Media Literacy: Keys to Interpreting Media Messages, 3/e.* by Art Silverblatt, Praeger, 2007

*Convergence Culture: Where Old and New Media Collide* by Henry Jenkins, NYU Press, 2006

*True Enough: Learning to Live in a Post-Fact Society* by Farhad Manjoo, Wiley, 2008

*Mediated: How the Media Shapes Your World and the Way You Live in It* by Thomas de Zengotita, Bloomsbury, 2005

*New Media and the Managed Citizen* by Philip N. Howard, Cambridge University Press, 2008

*The Net Delusion: The Dark Side of Internet Freedom* by Evgeny Morozov, PublicAffairs, 2011

*Alone Together: Why We Expect More from Technology and Less from Each Other* by Shelly Turkle, Basic, 2010

*The Wisdom of Crowds* by James Surowiecki, Anchor Books, 2005

Global media literacy-related resources: <http://www.aocmedialiteracy.org/>

### **Electronic Course Support:**

I will communicate with you via email, so make sure the university has your preferred address in your profile. I will post limited information on Canvas, but most of the material will be conveyed via other platforms. Stay tuned for further instructions.

### **COURSE REQUIREMENTS & GRADING:**

#### **Pre-Academy Reading and Responses: 20% OF GRADE**

Carry out the work as assigned.

**Global Media Literacy Readings and Academy work – 60% OF GRADE**

Students will read and participate as directed during the Academy with activities directed toward group work and developing case-study related projects. You will be graded on the quality of your work, collaborative effort, timely attendance, and participation.

**Final paper: 20% OF GRADE**

All UT-Austin students will write a 5-page (double-spaced, not counting references) final paper, bringing together what you've learned from the Academy. The topic and focus will be discussed with the instructor and approved by him before you leave Salzburg. (You may of course begin your work before leaving, and I hope you will, but the final version is due after you return to Austin.) You will incorporate three sections, in roughly equal lengths: information from your case study and/or group work, your analysis of the global media literacy issues involved (making references to at least 10 written resources from class readings or your own), and your own self-reflection on what you have learned from the Academy and how.

Again, much of this will be inclusive of your previous academy work, but it is helpful for me to see it all incorporated into one document that is yours alone.

**\*\*Final paper due August 11<sup>th</sup>, PDF document by email attachment to the instructor.**

**Course schedule**

General dates are provide on the Academy website and email communications, but the actual 2018 daily schedule will be provided to you shortly before you arrive (but for an example of previous formats you may consult the website above). Because speakers and other opportunities may require some flexibility, the schedule is subject to change, although this will be kept to a minimum.

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**\*\*Safety:** Your safety is our prime concern, and UT-Austin has taken major steps to ensure that all students studying abroad are properly supervised and their risk minimized. Keep in mind that although Austria is a very civilized and comfortable location, you are in a foreign country! Behave with proper respect for others and other participants, and avoid unnecessary risky behavior. You are covered by International SOS insurance, so keep those emergency numbers handy (001 215 942 8478), and also my own cell number which I will provide. The program leaders will also be able to reach me, and you will be given their numbers. Be sure to provide them to your significant others back home. Let me know as soon as possible

if there is any problem while you are abroad. We want this to be a memorable (but safe) experience for all.

**University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Students with disabilities:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

**Religious Holy Days:** By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

**Emergency Evacuation Policy:** Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

**Behavior Concerns Advice Line:** BCAL: 232-5050

**Resources for Learning & Life at UT Austin:** The University of Texas has numerous resources for students to provide assistance and support for your learning. You are particularly encouraged to use the Learning Skills Center on campus for help on writing assignments. Also, the PCL reference librarians can assist you with online news retrieval and other information finding tasks.

The UT Learning Center: <http://www.utexas.edu/student/utlc/>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Oral presentation:

<http://www.utexas.edu/ugs/sig/propose/requirements/communication>

Writing:

<http://www.utexas.edu/ugs/sig/faculty/writing>

<http://www46.homepage.villanova.edu/john.immerwahr/UTAustin.htm>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Career Exploration Center: <http://www.utexas.edu/student/careercenter/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Safety issues: <http://www.utexas.edu/safety/terms/>

**Special note on plagiarism:**

The student Senate has asked that all syllabi emphasize the importance of academic integrity. In a writing course, a key threat to this integrity is plagiarism. As freshmen you're just starting your college career, having digested countless amount of media mashups, borrowings, photoshoppings, and YouTube memes. Be reminded that use of material not your own without proper attribution is plagiarism. Here is a library module with more information:

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>