

# Global Media Seminar: Britain & Europe

## MCC-UE 9400 L01 Autumn 2020

NYU London: Fall 2021

### Instruction Mode: In-person

If you are enrolled in this course 100% remotely and are not a Study Away student at NYU London, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact [nyul.academics@nyu.edu](mailto:nyul.academics@nyu.edu) if you have trouble accessing the Brightspace site.

### Instructor Information

- Instructor office hours & location: office hours will be held on Zoom and times will be confirmed in class. Please book in advance via the tutorial hours document on Brightspace and alert me via email at least a few hours before if you need to cancel.

### Course Details

- Tuesdays, 6pm – 8.45pm, 6 Bedford Sq
- All times are Greenwich Mean Time (Daylight Saving Time ends 31 October).
- Location: Classrooms are provided in Albert
- Remote Participants: Zoom links are provided in Brightspace.
- Seat Assignments: If you are attending in person, you will be assigned a seat on the

first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

## Course Description

This course will explore, through a series of formal lectures, seminar presentations and discussions, how the process of globalization is transforming media, with a particular

emphasis on British/European journalism and news media. It will consider the impact of new technologies, such as the Internet, and diasporic and transnational communities, as well as the role of international institutions, such as NGOs, on global communications. Part of our task is to ask how these networks and organisations are challenging, re-imagining, and re-shaping social, cultural, and geographic boundaries via mediated discourse. Emphasizing the transnational context of British/European media and culture, the course will take an interdisciplinary approach to global media and cultural production from a wide range of theoretical frameworks relevant to the contemporary condition - from political economy and cultural analysis to theories of representation, identity, journalism, cultural production, critical race and postcolonial studies.

## Course Objectives

**Upon Completion of this Course, students will be able to:**

- Understand key concepts/theories taught and apply them to analyse examples of news media and wider journalistic practice.
- Explore the complex nature of the globalization process, and consider the role of British/European media and communications within it.
- Discuss the changing nature of global communications and the critical role played by

international organisations, such as NGOs.

- Engage in critical analysis of theoretical debates surrounding globalization, journalism and about national, diasporic, and transnational identities and their expression via mediated discourse.

## Assessment Components

If you are an NYU London study-away student, you are expected to attend in person. If you are accessing the class remotely, you must attend synchronously.

Activities / Assignments / Description of Assignment	Activities / Assignments / Description of Assignment	Assignment / % of Final	Grade Due
Class attendance,	participation, and weekly Active participation is the 30% Throughout the		
media blog cornerstone of this course. Students are required to come prepared to class, having read <b>at least one of the required readings</b> and be ready to discuss them. Students must	complete any tasks listed on the seminar topic sheet on Brightspace, and may use the questions beneath each topic	2	semester/ weekly
<b>Assignments / Activities / Description of Assignment</b>	<i>in Global News Media'</i> ) where students	from the	engage with examples of news media and other journalism. Weekly
to aid their reading.	Participation will also be	required readings in each	blog entries should be no more than a few hundred words
assessed via a <b>weekly blog</b>	will utilise theoretical	tools/concepts drawn session to critically	(500 max) and must include

thoughts on how the week's required readings help students think about a specific example(s) of news media/journalism that engaged students

from readings before applying some or all of them to consider news media content you've engaged with, or you may want to do a summary of the reading before applying it, or select a quote from the reading that resonates with you and discuss this.

**IMPORTANT:** Where you see a **\*Task for all\*** on the seminar topics list, please find (students must include a link to examples in their blog entries). There is no fixed **format**, this is your space to reflect so you may want to bullet point key take-away points

**Grade Due**

**IMPORTANT:** Where you see

a **\*Task for all\*** on the

seminar topics list, please

respond to this task in your

blog entry.

**Entries** must be submitted no

later than **1pm BST every**

**Monday** before class

and can

**% of Final**

<b>Activities Description of Assignment</b>	thoughtful piece of writing	writing which may pose	private class WordPress site
	which reflects on learning from	questions about theory using	to post their blog entries so
be in the form of <b>responses</b> to	the reading and uses a media	practical examples, or vice	posts will be visible to
key theory using a media	example to illustrate		everyone in the class, but not
example that students feel	understanding of the reading;		elsewhere and must remain private.
supports or disproves the			
theory; <b>reflections</b> – a more			

**% of Final  
Grade  
Due**

versa.

**reactions** – a gut-led  
piece of

Students will use a

10-minute individual Giving a presentation on a 20% All  
presentations chosen theme/issue relevant  
to the course. The

presentation should distil one

of the week's required  
readings, articulate clear

topic/theory and offer  
applicable examples by

applying the theory to  
illuminate journalistic/media  
practice.

understanding of the

approach for the final paper.  
semester

Mid-term assignment This assignment is related to the final paper. Students are required to submit a synopsis (one A4 page max.) that outlines their ideas and

20% Mid-term paper due October 19<sup>th</sup>

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**Assignments / Activities**  
**Description of Assignment**

sources, should the which should offer a summary of the source and a reflection on its usefulness to their research for the final paper. At least two sources they are relevant to

be from the supplied reading list. Students can include additional sources that aren't on the reading list, as long as they are relevant to

course. Please also see the additional reading list on Brightspace.

**% of Final Grade Due**

Final paper Students may select an essay question from the list

supplied, or formulate their

own in consultation with their

lecturer, to show a focused

and well-researched piece of

work which demonstrates a

good understanding of the

course and relevant theory

studied. The essay should demonstrate sophisticated

analysis, an argument

supported by evidence, and

not simply unsubstantiated

opinion or description of

theory. Detailed research is



expected. Students may draw

on examples used in the

class blog should they wish,

but should not plagiarize

other students work.

30%

(3000

words,

including any

footnotes Excludes bibliography)

Final

paper

due on

Dec 14<sup>th</sup> 5

## Assessment Expectations

Letter Grade	Grade Percentage	Description
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A-range A = 93-100%

A- = 90-92%

discussing and

evaluating reading from a range of sources,  
and in

relating it to the assessment topic. There is  
an

**B-range** B+ = 87-89%

B = 84-86%

B- = 80-83%

advanced or very sophisticated level of  
understanding,

with very few or no inaccuracies. There is  
good

evidence of independent reasoning and  
thought, and

**C-range** C+ = 77-79%

C = 74-76%

C- = 70-73%

To gain an A-range grade, your work will  
demonstrate

the overall achievement of the appropriate  
learning

outcomes to an excellent level. Candidates  
show

the application of theoretical/methodological  
ideas in

consistency and fluency in critically

original and independent ways. Referencing  
is of a

consistently high standard. The written  
submission is

ambitious research, and excellent application  
of

extremely clearly structured and carefully  
argued, and

appropriate theory to illuminate examples of  
news

is likely to draw on a range of evidence.

Intellectual coherence, originality of  
argument,

media/journalistic practice will be appraised.

A B-range grade represents the achievement of the learning outcomes to a very good level. Candidates

understood, assimilated, and responded to the relevant literature and concepts, and there will be very

show some confidence in using and evaluating appropriate reading from a range of sources. They will demonstrate an ability to relate reading to the assessment topic, and to structure their written assignment appropriately. They will clearly have

few inaccuracies or areas of confusion. The written submission will demonstrate the effective application of appropriate knowledge, understanding and skills specified in the learning outcomes. At this level, there

will be some critical commentary and evaluation, arguments are well supported by evidence, and there will be some originality and independence of thought.

A C-range grade represents the achievement of the learning outcomes to a good level.

Candidates show

evidence of knowledge and understanding of key themes and ideas, but there may be some areas of

misunderstanding, and limited development of ideas or critical comment. Work will demonstrate an overall satisfactory application of knowledge, understanding

There 6

and skills specified in the learning outcomes.

**Letter Grade**  
**Grade**

## Percentage

organization in written assignments, although introductions and conclusions may be somewhat basic. There will be reference to relevant reading, and evidence of having understood it, though not necessarily critical commentary or

be relatively narrow. Within these limitations there will be some indication that the candidate has grasped fundamental concepts in the field and the point of the question and/or task.

## Description

evaluation. The range of sources drawn upon may still

will be a solid level of internal

**D-range** D+ = 67-69%

D = 65-66%

A D-range grade represents the achievement of the relevant learning outcomes to a threshold or fair level.

Candidates show some evidence of having grasped

key ideas and or appropriate/recommended texts, but

understanding is limited or contradictory, or they may

rely mainly on lecture notes. The organisation of the

achieved to a satisfactory level, but the point of the question or task is not fully understood, or knowledge for responding to it is lacking. The submission is mostly descriptive and

written submission is likely to be weak, and introductions and conclusions may be inadequate. The appropriate learning outcomes may be

there is no critical evaluation of reading, or evidence of originality and independence of thought. Referencing is likely to be weak and inconsistent.

**F** F = below 65% F indicates failure. You will be given this grade if you

fail to achieve the majority of the appropriate learning

outcomes. There may be some recognition of the

question/task at hand, or unfocused comment on the

topic or literature, but the work lacks clarity, is



incomplete, or lacks evidence of sufficient knowledge  
or understanding to respond to the task.

## Course Materials

### Required Text(s) & Materials

There is no set text for this course. However, you may find the following books helpful for handling some of the key themes and issues we will discuss:

- Allan, S. (1999) *News Culture*, Buckingham: Open University Press.
- Fenton, N. (ed.) (2010) *New Media, Old News: Journalism and Democracy in the digital age*. London: Sage.
- Hall, S. et al (eds.) (2013) *Representation: Second Edition*. Los Angeles: Milton Keynes, UK: Sage; The Open University.
- Lechner, F. and Boli, J. (Eds.) (2014) *The Globalization Reader*, fifth edition, Wiley Blackwell. (The Introduction and the section on Globalization and Media).
- Phillips, A. (2015) *Journalism in Context: Practice and Theory for the Digital Age*. London; New York: Routledge.
- Rusbridger, A. (2018) *Breaking News: The Remaking of Journalism and Why it Matters Now*. Canongate

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### Optional Text(s) & Materials

- Please see class page on Brightspace

### Resources

- Access your course materials: [Brightspace](#)

- **NYU London and Living in London Info:** [LDN](#)
- **Databases, journal articles, and more:** [Bobst Library](#)
- **Assistance with strengthening your writing:** [NYU Writing Center](#)  
(nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](#)

## Course Schedule

### Topics & Assignments

Week/Date	Topic	Reading Assignment	Due
	Course overview and		N/A Mid-term paper due October 19 <sup>th</sup>
Session 1 [Sept 7th]	<b>introductions</b>	Debate: An Introduction to the	
Session 2 [Sept 14th]	<b>Introduction to key theories in globalization.</b> What is new about globalization? History & definitions.	Transformations Reader - An	Mid-term paper due October 19 <sup>th</sup>
	<b>Required reading:</b> Held, D. and McGrew, A. (eds.) (2003) 'The Great Globalization	presentations	8
		*Weekly blog responding/reflecting/re	

### Week/Date Topic Reading Assignment Due

Globalization Debate, Polity, second edition acting to news

**Additional reading:** media/journalism using

Scholte, J. A. 'What is this week's required

'Global' about reading and the Globalization' in  
Held, additional reading

D. and McGrew, A. should you wish.

(eds.) (2003) Global Please check the

Transformations seminar topics list and  
Reader - An respond to the task for

Introduction to the all on your blog if

Globalization Debate, required.

Polity, second edition.

Session 3 **What is news? Required reading:** Mid-term paper due

[Sept 21st] News is the foundation Phillips, A. (2014) October 19<sup>th</sup>

to journalism, and thus  
much global media.

But what constitutes  
news? We will look at  
sociological

approaches to news  
production to develop  
our understanding of  
how events become  
news (news values),  
and how those events  
are presented (framing  
theory) to influence  
understanding.

News Defined,  
Journalism in Context,  
Routledge.

Entman, R. Framing:  
towards clarification of  
a fractured  
paradigm. (1993)

Journal of  
Communication.

**Additional  
reading:**

McCombs, M. E., and  
D. L. Shaw. (1972).  
The agenda-setting  
function of mass

\*10-minute individual  
presentations

\*Weekly blog  
responding/reflecting/re  
acting to news  
media/journalism using  
this week's required  
reading and the  
additional reading  
should you wish.

Please check the seminar topics list and respond to the task for media. *Public opinion* all on your blog if *quarterly*, 36: 176-187. required.

Harcup, T. and O'Neill,  
 D. (2017) 'What is  
 News?: News values  
 revisited (again)',  
*Journalism Studies*,  
 18(12), pp. 1470–1488.  
 doi:  
 10.1080/1461670X.201  
 6.1150193.

## Week/Date Topic Reading Assignment Due

Session 4 **Interesting to the Required reading:** Mid-term paper due

[Sept 28th] <b>public or in the</b>	Lunt, P. & Livingstone, October 19 <sup>th</sup>	
	things they think we should know), and	emerging debates', in
<b>interests of the</b>	also a means by which we find out about	Media, Culture and Society, 35 (1). pp.
<b>public, what is</b>	things that amuse,	8796. Sage.
<b>journalism for?</b>	interest, scare or amaze us. Journalism also enables citizens	
		Habermas, J. (1989)
Journalism has a dual role: it's a means by which people and institutions can tell us the things they want us to know (or the		The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society. Cambridge, Mass: MIT Press.
	S. (2013) 'Media studies' fascination with the concept of the public sphere: critical reflections and	

\*10-minute individual presentations

\*Weekly blog

responding/reflecting/ reacting to news media/journalism using this week's required reading and the additional reading

should you wish. Please check the seminar topics list and respond to the task for all on your blog if required.

to participate in **Additional reading:**  
democracy and hold

power to account. But Fraser, N. (1990)

and Worst Policy

who has mass media access and who gets heard?

'Rethinking the Public

Sphere: A Contribution

to the Critique of Actually Existing Democracy'. Social

Text, No. 25/26, pp.56-80. Duke University Press.

Benson, R., Powers,

Practices in 12 Leading Democracies',

M. and Neff, T. (2017)

'Public Media  
Autonomy and

## Week/Date Topic Reading Assignment Due

*Communication*, 11(0),

p. 22.

### Session 5 A global public Required reading: Mid-term paper due

[Oct 5th] **sphere? Who gets heard?**

Last week we

discussed the public

sphere, today we will

think about how  
broadening access

works in practice via

the work of our **guest speaker**, Daniel

Trilling.

Einashe, I & Rouche, T

(2019). *Lost in Media: Migrant*

*Perspectives*

and the Public Sphere. Valiz,

Amsterdam. (p.9

– 28)

#### **Additional reading:**

Sparks, C. 'Is there a global public sphere?'

(1998) in Thussu, D. ed.,

*Electronic Empires*. London:

October 19<sup>th</sup>

\*Weekly blog

responding/reflecting/re

acting to the below: **\*\*In**

**advance of today's session,**

everyone

must read *Einashe, I &*

*Rouche, T (2019). Lost*

*in Media: Migrant*

*Perspectives and the*

*Public Sphere*. Valiz,

Arnold. *Amsterdam*. (p.9 – 28)

and write a diary style  
blog entry reflecting on  
the following quote from  
the book: ***'The  
migrants journey is a  
physical and legal  
quest, but it is also a  
journey into another  
culture where the idea  
of 'them' meets the  
idea of 'us'***". How does  
this quote speak to your  
journey to Britain, or  
elsewhere? How do  
you position yourself  
within the public  
sphere, and how do  
you see yourself/those  
from your  
country/community  
reflected in global news  
media? **Be ready to  
discuss your blog**

**entry in class.**

You may want to build on this exercise for your final paper, particularly if you select a question related to identity, representation, public sphere theory or othering.

Session 6 **Global media and the Required reading:** Mid-term paper due

[Oct 12th] **politics of** Hall, S. 'The work of October 19<sup>th</sup>

**representation.** What theoretical tools can we use to analyse how people and places are represented and why representation matters?

representation' in Hall, S. et al (eds.) (2013) Representation:

Second Edition. Los Angeles: Milton Keynes, UK: Sage; The Open University. The whole chapter is worth reading, but

\*10-minute individual presentations

\*Weekly blog responding/reflecting/acting to news media/journalism using

particularly focus on this week's required

the section titled: reading and the

*'Discourse, Power and*

*the Subject'*. additional reading

should you wish.

Please check the

**Additional reading:** seminar topics list and respond to the task for



Phillips, A. (2008) Who all on your blog if

Spoke and Who Was required.

Heard in the

Muhammed Cartoons  
Debate?

Brookes, H.J. (1995.)

'Suit, Tie and a Touch

of Jujū - The  
Ideological

Construction of Africa:

A Critical Discourse

Analysis of News on

Africa in the British

Press.' Discourse and

12

## **Week/Date Topic Reading Assignment Due**

Society 6 (4) pp. 461-  
494.

Hall, S. (1997) 'The

Spectacle of the

'Other', in  
*Representations*, Open  
University Press.

Stoler, A. (2002).

*'Racial Histories and*

*their Regimes of Truth*,  
 in Goldberg, D. &  
 Essed, P (eds.) *Race  
 Critical Theories*.  
 Malden, Mass.:  
 Blackwell Publishing.

Session 7 **Britain/Europe Required reading: Mid-term paper due today**

[Oct 19th] <b>covering the world.</b>	International news, news, Sambrook, R. (2010) 'Are Foreign Correspondents	Fenton, N. (ed.), <i>New Media, Old News: Journalism and Democracy in the digital age</i> . London: Sage.	this week's required reading and the additional reading should you wish. Please check the seminar topics list and respond to the task for all on your blog if required.
media-NGO relations, journalist-source relations, and who sets the global news agenda.	Redundant? The Changing Face of International News', RISJ Challenges, Oxford.	<b>Additional reading:</b> Thurman, N. & Hensmann, T. (2020) *10-minute individual presentations	
	Fenton, N. (2010) 'NGOs, New Media and the Mainstream News: News from Everywhere', in	*Weekly blog responding/reflecting/acting to news media/journalism using	

**Week/Date Topic Reading Assignment Due**

Large, loyal, lingering?  
 An analysis of online overseas audiences for UK news brands. Sage

Session 8 **The organisational Required reading: Final paper due**  
[Oct 26th] **and production**  
**contexts of**  
**producing news.** The

political-economic  
context of global

communication within  
Britain/Europe. Do  
market rationalities  
take precedence over  
ethical rationalities in  
media spaces?

Fenton, N. and  
Freedman, D. (2017). 'Fake  
Democracy, Bad  
News', in Panitch, L.  
and Albo, G. (eds.) *Socialist  
Register*  
2018. 54 London:  
Merlin, pp. 130-149

**Additional reading:**  
Khiabany, G. &  
Williamson, M. (2015)  
'Free speech and the  
market state: Race,  
media and democracy  
in new liberal times', in  
*European Journal of  
Communication*. Vol.  
30(5) 571-586. Sage.

**December 14<sup>th</sup>**

\*10-minute individual  
presentations

\*Weekly blog  
responding/reflecting/re  
acting to news  
media/journalism using  
this week's required  
reading and the additional  
reading  
should you wish.  
Please check the  
seminar topics list and  
respond to the task for  
all on your blog if required.

Douglas, O. (2021)  
'The media diversity  
and inclusion paradox:  
Experiences of black  
and brown journalists  
in mainstream British news  
institutions',  
*Journalism*, p.  
14648849211001778. doi:  
10.1177/14648849211  
001778.

Session 9 **Contra-flow in global** Required reading: **Final paper due**

[Nov 2] **media** South-North  
media flows. Does the

Thussu, D.K. *“Mapping  
global media flow and  
contra-flow”*, in Thussu,

\*10-minute individual 14

growth of southern

**December 14<sup>th</sup>**

**Week/Date Topic Reading Assignment Due**

media systems D.K. (Ed.) (2007) presentations

challenge European Media on the Move.

media market logic? Routledge \*Weekly blog

**Additional reading:**

Sreberny, A. ‘The

Global and the local in

mass communication’,

in Curran and

Gurevitch, *Mass Media*

3<sup>rd</sup> and *Society* ,

edition, Arnold, 2000

responding/reflecting/re

acting to news media/journalism

using

this week’s required

reading and the additional

reading

should you wish.

Please check the

seminar topics list and

respond to the task for

all on your blog if required.

Session 10 **Field theory and Required reading: Final paper due**  
Benson, R. & Neveu, E. **December 14<sup>th</sup>**  
[Nov 9th] **journalism studies.**

**Mapping connections between cultural and economic capital** E. 'Introduction: Field theory as a work in progress', in Benson, R & Neveu, E (eds.) \*10-minute individual presentations

(2005) Bourdieu and

**and agency in British** the Journalistic Field. \*Weekly blog

**media spaces.** How Cambridge; Malden, responding/reflecting/re

does power work in MA: Polity Press. acting to news

global newsrooms? media/journalism using  
How does Bourdieu, P. 'The political field, the social this week's required  
race/ethnicity, sex/gender, science field, and the reading and the  
journalistic field', in additional reading

class/status impact on Benson, R & Neveu, E should you wish.

agency and (eds.) (2005) Bourdieu Please check the

storytelling in these and the Journalistic seminar topics list and

embodied worlds? Field. Cambridge; respond to the task for  
Malden, MA: Polity all on your blog if required.  
Press.

Session 11 **Global communities Required reading: Final paper due**  
**and the Internet. December 14<sup>th</sup>**  
[Nov 16th]

How is the internet Tufekci, Z. (2017)

used as a tool by Twitter and Tear Gas: \*10-minute individual  
social movements and The Power and presentations  
global networks? What Fragility of Networked  
does social media Protest (Introduction &

actually deliver, and A Protester's Tools). \*Weekly blog

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**Week/Date Topic Reading Assignment Due** for whom? Yale University

Press

Phillips, A. and  
Elvestad, E. (2018)  
'Introduction', in  
Phillips, A. and  
Elvestad, E.  
(2018) Misunderstanding  
News Audiences:  
Seven Myths of the  
Social Media Era.  
Routledge.  
Phillips, A. 'Seven  
myths of the social  
media age' in The  
Conversation. March 9,  
2018  
(<https://theconversation.com/seven-myths-of-the-social-media-age-92871>)  
**Additional reading:**  
Leonard, D.J. (2015)  
*'Remixing the Burden:  
Kony 2012 and the  
Wages of Whiteness',*  
Critical Race and  
Whiteness Studies,  
Special Issue: The  
White Man's Burden  
'After Race'. Vol. 11,  
Number 1.  
Fenton, N. (2016) Left  
out? Digital media,  
radical politics and  
social change,  
Information,  
Communication &  
Society, 19:3, 346-361  
Richardson, A. (2020)

Bearing Witness Whilst

Black: African  
Americas,  
Smartphones, and the

New Protest  
responding/reflecting/re acting to  
news

media/journalism using  
this week's required  
reading and the additional reading

should you wish.  
Please check the  
seminar topics list and  
respond to the task for  
all on your blog if required.

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## **Week/Date Topic Reading Assignment Due**

#Journalism. Oxford  
University Press.

Shaw, M. Western

wars and peace



activism: social  
movements in global

mass-mediated  
politics', in de Jong, W.

Stammers, N and

Shaw, M. Global

Activism, Global  
Media, Pluto Press,

2004

Noam, E. "*Overcoming  
the three digital*

*divides*" in Thussu,

D.K. (Ed.) (2010)

International

Communication – A  
Reader. Routledge

Sreberny, A. , Feminist  
Internationalism:

Imagining and building

Global Civil Society', in

Thussu, D. op.cit, 1998

Session 12 **Harnessing online Required reading: Final paper due**

[Nov 23rd] **tools to affect**

**change: guest  
lecture.**

Following last week's

class where we

discussed what social

media/online activism  
actually delivers and

for whom, this week

we will hear from

Oxford City Cabinet

Member, journalist  
and social justice

[https://  
www.theguardian.com/  
world/2021/jul/16/  
theres-no-excuse  
shaista-aziz-on-her  
drive-to-rid-english](https://www.theguardian.com/world/2021/jul/16/theres-no-excuse-shaista-aziz-on-her-drive-to-rid-english)

[football-of-racism](#)

to news

[https://  
www.theguardian.com/  
world/2021/jul/14/  
social-networks-anti  
racism-policies-belied](https://www.theguardian.com/world/2021/jul/14/social-networks-anti-racism-policies-belied)

\*10-minute individual  
presentations

media/journalism using this  
week's required

\*2 questions each for Shaista

December 14<sup>th</sup>

\*Weekly blog 17  
responding/reflecting/re acting

## Week/Date Topic Reading Assignment Due

Aziz, on her campaign [by-users-experience](#) reading and the campaigner,

Shaista

additional reading

to drive racism out of <https://> should you wish.

football following the [www.theguardian.com/](http://www.theguardian.com/politics/2021/jul/14/) Please check the Euro 2020  
final. Her [politics/2021/jul/14/](http://www.theguardian.com/politics/2021/jul/14/) seminar topics list and

work offers a powerful [keir-starmer-accuses-](#) respond to the task for  
harnessed to affect

example of how digital [boris-johnson-of-trying  
to-stoke-culture-war  
over-taking-a-knee](#) all on your blog if  
media can be required.

change. Her <https://>  
campaigning also [www.theguardian.com/  
world/2021/jul/13/tech](http://www.theguardian.com/world/2021/jul/13/tech)  
speaks to public

sphere theory and [chiefs-called-in-to-no  
10-over-racist-posts-to  
black-england-players](#)  
using media as a  
space where citizens

views may be heard <https://>

and acted upon by [www.bbc.co.uk/news/  
explainers-53098516](http://www.bbc.co.uk/news/explainers-53098516)  
those in positions of

power, the British PM

in this case.

Session 13 **Identity and self in Required reading: Final paper due**

[Nov 30th] <b>the globalized media environment.</b> What does it mean to inhabit multiple identities? Who do we connect with, why and how do we see ourselves reflected, or try and reflect ourselves, in global media?	Difference. London: Lawrence and Wishart, pp.222-37.  Foucault, M. 'The Subject and Power' in Wallis, B. and Tucker, M. (eds.) Art after Modernism: Rethinking Representation. New Museum of Contemporary art , 1984.  <b>Additional reading:</b> Yue, M-B, 'On not looking German: Ethnicity, Diaspora and the Politics of Vision', European Journal of	*10-minute individual presentations  *Weekly blog responding/reflecting/re-acting to news media/journalism using this week's required reading and the additional reading should you wish. Please check the seminar topics list and respond to the task for all on your blog if required.
Hall, S. (1990) 'Cultural Identity and Diaspora', in J. Rutherford (ed.), Identity: Community, Culture,	<b>December 14<sup>th</sup></b>	18

**Week/Date Topic Reading Assignment Due**

Cultural Studies, 2000,

3,2, 173-194

Hall, S. 'Who needs

'identity"', in Hall, S. &

du Gay, P. (Eds.)

Questions of cultural

identity, Sage 1996

Karim, H. (2018)

'Migration, diaspora

and communication', in  
Karim, H. & Al-Rawi, A.

(Eds.) Diaspora and

Media in Europe:

Migration, Identity and

Integration. Palgrave  
Macmillan.

Taylor, C. (1994) The

Politics of Recognition,

in Gutmann A (ed.)

Multiculturalism:  
Examining the politics

of recognition.

Princeton, NJ.

Princeton University  
Press, 25-73.

Session 14 Revision of topics & **Final paper due**

[Dec 7th] reflections on blogs **December 14<sup>th</sup>**

\*10-minute individual

presentations

\*Weekly blog  
responding/reflecting/re  
acting to news

media/journalism using  
this week's required

reading and the

additional reading  
should you wish.

## **Week/Date Topic Reading Assignment Due Classroom Etiquette**

Final  
Assessment

Final paper due

**December 14<sup>th</sup>**

at 6pm BST.

## **Course Policies**

- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- Make sure to let your classmates finish speaking before you do.
- Students should be respectful and courteous at all times to all participants in class.
- Please arrive on time so as not to disturb your classmates and miss any teaching.
- Please observe NYUL Covid-19 rules regarding mask wearing

## **Final exams**

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the London Academics team (nyul.academics@nyu.edu). Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

## **Academic Honesty, Plagiarism and Late Work**

Students at Global Academic Centers must follow the [University and school](#)

[policies](#). You can find details on these topics and more on this section of our NYUL

website (<https://www.nyu.edu/london/academics/academic-policies.html>) and on the Policies and Procedures section of the NYU website for students studying away at global sites (<https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html>).

## Attendance

Key information on NYU London's absence policy, how to report absences, and what kinds of absences can be excused can be found on our [website](#) (<http://www.nyu.edu/london/academics/attendance-policy.html>)

**To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins.** These rules apply to class excursions and activities as well.

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London's 20

absence reporting procedure. Please note that an absence is only excused for the holiday

but not for any days of travel that may come before and/or after the holiday. See also

[University Calendar Policy on Religious Holidays](#)

## Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

## Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of

pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

## **Pronouns and Name Pronunciation (Albert and Zoom)**

You can edit your pronoun and name pronunciation information on your Albert account, making it visible for faculty and staff. Information on how to do this can be found on the [Pronouns and Name Pronunciation web page](#), and for more information on how to make these changes in Zoom, please see the [Personalizing Zoom Display Names website](#).

## **Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community. For more information, including how to report an incident, visit the [Bias Response Line website](#).

## **Your Lecturer**

Dr Omega Douglas has practiced as a journalist and editor for national British magazines and newspapers, as well as digital and broadcast media, for two decades. Organisations worked for include Conde Nast, The Guardian, IPC Media, Hearst, The Voice, and the BBC. She has also worked as a media consultant for various organisations, including the UN, and as a journalism educator at the University for the Creative Arts.

Dr Douglas is a lecturer in the Media, Communications and Cultural Studies Department at Goldsmiths College, University of London, where she also completed an ESRC funded PhD. Her research addresses the racialisation of news reporting on sub-Saharan Africa, the role of journalists of colour and INGOs in this process and the agenda produced. Through in-depth interviews with journalists of colour and INGO press officers who work for some of Britain's largest news and aid organisations, the innovative concept of postcolonial journalistic field theory is developed. This interdisciplinary framework importantly adds to theories of 21

representation, black (British) identity, journalism, race and cultural production studies, by

showing how methods and critiques that are part of critical race and postcolonial theories enable theoretically grounded accounts of how and why mediated racial discourses occur. Dr

Douglas is currently co-authoring a book, *Journalism, Culture, Society*, for Routledge, and recently completed work on a transnational research project for UNESCO, which addresses the online safety of women journalists.



