



# ICOM817

## Transnational Communication

S1 Day 2014

*Dept of Media, Music & Cultural Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

4

Prerequisites

Admission to MIntComm or MIntRel or MIntCommMIntRel or MBiotech or MIntBusMIntComm or MA in Media Law and Culture

Corequisites

Co-badged status

Unit description

This unit examines the structures and activities of global media and audiovisual industries including television, film, recorded music, advertising and new media. The role of technology, integration of markets as well movements of people and rise of ideology are discussed within the framework of globalisation and transnationalism. Students will examine global news production and distribution through content analysis of online news services, and undertake case study of a transnational entity, sector or national market relevant to their interests.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- Apply globalisation and transnational theories within an international communication framework.
- Analyse and evaluate transnational communication issues in the broader context of socio-cultural, economic, political and technological development.
- Interpret data on transnational activities in order to gain advanced research skills.
- Collaborate and interact with peers in a cross-cultural environment.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Seminar and synoptic paper</u></a>	20%	Wks 4-10
<a href="#"><u>Comparative content analysis</u></a>	40%	Week 7 Tuesday
<a href="#"><u>TNC Case Study</u></a>	40%	Weeks 12 and 13

### Seminar and synoptic paper

Due: **Wks 4-10**

Weighting: **20%**

Students will team up in groups of three and select a week to lead seminar-style discussions around the weekly readings and any other texts relevant to the discussion. Each team is required to distribute to the class a 1000 word synopsis summarising central points in the readings, a list of keywords and questions, and an explanation of how your presentation highlights issues raised in the readings including references. Each group will be responsible for approximately 50 minutes of tutorial time. You are expected to think of creative ways of involving all students and find ways to draw out their views about the readings. Each student must demonstrate his or her contribution. The grade will reflect individual input and performance.

Marking rubrics are available on iLearn. This assessment will be marked using the following marking criteria:

1. Readings: Demonstrated understanding of key ideas from the readings identifying the main concepts.
2. Own Research: Expands issues using specific examples.
3. Participative and creative aspects: ideas, insight, originality in developing questions or activities which encourage class participation.
4. Delivery: creative delivery; clear verbal expression; good teamwork
5. Written Summary: uses the required structure including referencing.

On successful completion you will be able to:

- Apply globalisation and transnational theories within an international communication framework.
- Collaborate and interact with peers in a cross-cultural environment.

### Comparative content analysis

Due: **Week 7 Tuesday**

Weighting: **40%**

This assignment assesses your ability to critique two culturally divergent global news services within a transnational communication framework. Identify two reputable **international** news organizations, one western and one non-western, Carry out a content analysis focusing on an issue, conflict or country. Your discussion should be supported by course readings and other literature. Identify a theoretical framework such as political economy of media within which you will carry out your analysis. From the data gathered write a comparative analysis of news coverage of each. You may use tables and charts to demonstrate your findings. Word count: 2500 words (not including tables, charts and references)

Do the following:

1. Develop a research question e.g. what are the dominant news frames and news values used by the Al Jazeera and BBC in the coverage of Pakistan or China etc.
2. Over a three-week period gather relevant news stories from the two websites.
3. Analysis can focus on the way each news outlet reports news stories by looking at the following:
  - a. Network Philosophy – what is the network philosophy of each and how does the news agenda align with the news organisation’s philosophy, ownership structure and target audience.
  - b. News agenda/news values – What is the placement of the story e.g. is it in the top five stories listed? What are the dominant news values?
  - c. News elements – headlines, photos, leads, words and phrasing.
  - d. Sources - who are the experts quoted (i.e. their cultural, political or social orientation)? Are they from an elite or non-elite country or group?
  - e. What are the prevalent cultural/political/national perspectives in the stories being reported.

Choose from the following or another news outlet of your choice:

BBC <http://www.bbc.com/news/>

Al Jazeera <http://english.aljazeera.net/>

CNN <http://edition.cnn.com/WORLD/>

Ria Novosti <http://en.rian.ru>

ITAR-TASS <http://www.itar-tass.com/en/>

CNA <http://www.channelnewsasia.com/>

Xinhua News Agency <http://news.xinhuanet.com/english/>

Reuters <http://www.reuters.com/news/world>

ABC News World <http://www.abc.net.au/news/video/?play=news>

TimesNow.tv <http://www.timesnow.tv/>

Marking rubrics are available on iLearn. The following marking criteria will be used:

1. Ability to conduct research with clearly stated aim and relevant data collection.
2. Demonstrates clarity in developing arguments and uses clear logical structure in essay format.
3. Integration of cited material with proper referencing.
4. Written communication including good grammar and spelling.

On successful completion you will be able to:

- Apply globalisation and transnational theories within an international communication framework.
- Analyse and evaluate transnational communication issues in the broader context of socio-cultural, economic, political and technological development.
- Interpret data on transnational activities in order to gain advanced research skills.

## TNC Case Study

Due: **Weeks 12 and 13**

Weighting: **40%**

**Mark is split as follows: 20% Group Presentation and 20% Individual written submission focusing on a section of the report as per below (1,000 word per person)**

You are working as a team of international consultants who have been hired to evaluate the transnational communication strategy of a transnational corporation/organisation. As a team you are expected to research the chosen transnational entity and **evaluate** the following:

1. Its impact in a particular sector/market/region
2. Its approach to using resources e.g. human, cultural, financial (tangible and intangible resources)
3. Strategies it employs to market its image or product
4. How successfully it maximises its influence and profits in society
5. Incorporate relevant theories - globalisation/localisation/regionalisation and hybridity etc.

Your case study should take a critical approach. Do not just describe what the company does. Present an argument about the way it conducts its business, how is it good or bad, what are the competitors, critics, scholars saying about it. Identify some key concepts from the unit and use these as a framework for your discussion.

Presentations will be scheduled in **Weeks 12 and 13**. It should take 20 minutes followed by Q&A. Students should utilise theories and literature discussed in this unit to support their own arguments; however, they are also strongly encouraged to demonstrate their own creativity, knowledge and ability. The report should identify the writers of different sections and include the

following:

1. Cover Page
2. Abstract
3. Introduction
4. Chapters or defined sections
5. Conclusion
6. References

Marking rubrics are available on iLearn. The following marking criteria will be used for this assessment:

1. Use of appropriate framework in the identification and analysis of the transnational entity.
2. Discussion of key concepts and readings in relation to the case study.
3. Use of comprehensive and accurate content.
3. Use of appropriate structure in the development of report.
4. Awareness of grammar and academic conventions.
5. Presentation skills including use of resources and graphics.

On successful completion you will be able to:

- Apply globalisation and transnational theories within an international communication framework.
- Analyse and evaluate transnational communication issues in the broader context of socio-cultural, economic, political and technological development.
- Interpret data on transnational activities in order to gain advanced research skills.
- Collaborate and interact with peers in a cross-cultural environment.

## **Delivery and Resources**

### **Hard Copy Submissions**

Written work is submitted to Arts Student Centre (via the appropriate assignment box) on Level 1, W6A. Internal students must print and attach a completed coversheet to all submitted work.

### **Return of marked work**

During semester, marked work will be returned to students via tutorials, seminars or lectures.

### **Electronic Submissions**

All written work must be submitted to Turnitin. Information about how to submit work online can be accessed through the iLearn unit.

### **Examination**

There are no examinations in this unit.

You are expected to present yourself for all group assessments at the time and place designated. The only exception to not participating at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available under the Extension and Special Consideration section of this Unit Guide.

### **Extensions**

Extension is given to all or to none. In case of illness and misadventure students must apply for special consideration. They must attach official documentation when submitting their work if extension is granted.

### **What has changed**

Some readings have been updated.

### **REQUIRED READING**

ICOM817 Unit readings are available at the co-op bookshop or on e- reserve.

### **RECOMMENDED READING**

Chakravartty, Paula and Zhao, Yuezhi , 2008. Global communications : toward a transcultural political economy, Lanham : Rowman & Littlefield Publishers, Inc.

Chalaby, Jean K. 2009. Transnational television in Europe : reconfiguring global communications networks, London ; New York : I.B. Tauris.

Bromley, M. and Clarke, J. (eds.) 2011. International news in the digital age : East-West perceptions of a new world order, New York : Routledge, 2012.

Crack, Angela M. 2008. Global communication and transnational public spheres, New York : Palgrave Macmillan.

Gershon, Richard A., 1997. The transnational media corporation : global messages and free market competition, Mahwah, N.J. : Erlbaum.

Kamalipour, Yahya R., 2007. Global communication, Belmont, CA ; Australia : Thomson/Wadsworth

Lull, James. 2007. Culture-on-demand : communication in a crisis world, Malden, MA : Blackwell Pub.

McPhail, Thomas L. 2006. *Global communication : theories, stakeholders, and trends*, Malden, MA : Blackwell Pub.

## Unit Schedule

<b>Week 1</b>	<b><u>Introduction</u></b>  Overview of the unit content and introduction to the field of transnational communication. Assignment of groups and nomination of presentation weeks.  <b>Reading</b>  Palmer, A. (2007). 'Following the Historical Paths of Global Communication', in Y. R. Kamalipour (eds.), <i>Global Communication</i> (2nd Ed.), Belmont: Thomson, pp. 1-21.
<b>Week 2</b>	<b><u>Transnational Media and Globalization</u></b>  Globalisation is considered as one of the driving forces behind the rise of transnational media. A distinctive characteristic of transnational corporations is that strategic decision making and the allocation of resources is based on economic goals with little regard to national boundaries.  <b>Readings</b>  McChesney, Robert (2010). 'The Media System Goes Global.' in Thussu, D.K. (ed.) <i>International Communication A Reader</i> , London and New York: Routledge Taylor and Francis Group, pp. 13- 35.  Pelton, Joseph (2010). 'Satellites as World Wide Change Agents' in Thussu, D.K. (ed.) <i>International Communication A Reader</i> , London and New York: Routledge Taylor and Francis Group, pp. 13- 35.



<b>Week 3</b>	<p><b><u>Transboundary flows – Policy implications</u></b></p> <p>The rapid growth of satellite communications has led to an interconnected world and resulted in unchecked media flows across borders. This has created tensions for the preservation of national and individual identities. Factors such as policy planning and role of the state also need to be considered.</p> <p><b>Readings</b></p> <p>Crack, A.M. (2008), <i>Global Communication and Public Spheres</i>, New York: Palgrave MacMillan, pp. 67-103.</p> <p>Gershon, R. A. (2007). 'The Transnational Media Corporation and the Economics of Global Competition', in Y. R. Kamalipour (eds.), <i>Global Communication</i> (2nd Ed.), Belmont: Thomson, pp. 55-77.</p>
<b>Week 4</b>	<p><b><u>Global News Reporting</u></b></p> <p>Beyond direct experience, international news plays an important role in shaping the viewers' knowledge about places, people and events around the world. However, the view of the world through television news is distorted and disorientating. This can cause dire political, cultural and social misunderstanding.</p> <p><b>Readings</b></p> <p>Hatchen, W. &amp; Scotton, J. (2007). <i>The World News Prism: Global Information in a Satellite Age</i>, Malden: Blackwell Publishing pp. 35-63</p> <p>Clausen, Lisbeth, (2003). <i>Global News Production</i>, Copenhagen: Copenhagen Business School Press, PP. 39-58</p>

<p><b>Week 5</b></p>	<p><b><u>Reporting International Conflict</u></b></p> <p>Reportage of conflict by news media can never be truly objective. Scholars have turned to the theory of news framing to understand how media reporting of an issue impacts on the understanding of that issue by audiences. Another emerging concept is peace journalism which encourages a more constructive reporting of conflicts.</p> <p><b>Readings</b></p> <p>Scheufele, D.A. and Tewksbury, D. (2007). 'Framing, Agenda Setting, and priming: The Evolution of Three Media Effects Models' <i>Journal of Communication</i> 57 pp 9-20</p> <p>Aguiar, L (2009). Framing a Global Crises: An Analaysis of the coverage of the latest Israeli-Palestinian Conflict by Al Jazeera and CNN</p> <p>Lynch, J (2006). 'What's so great about Peace Journalism', <i>Global Media Journal:Mediterranean Edition</i>1 (1) Spring. PDF from transnational.org.</p> <p>(Also see recommended readings)</p>
<p><b>Week 6</b></p>	<p><b><u>Communicating needs: Media and the Third sector</u></b></p> <p>International agencies such as the United Nations and non government organisations work with citizens across the world to highlight a range of social, political and environmental concerns. Communication plays a key role in this battle.</p> <p><b>Readings</b></p> <p>Couldry, Nick &amp; Curran, James (Eds.) (2003) <i>Contesting Meda Power: Alternative Media in a Networked World</i>, Lanham, Rowman and Littlefield.pp. 39-54</p> <p>Castells, Manuel (1997) <i>The Power of Identity</i>, Oxford: Blackwell Publishers pp. 110-131.</p>

<p><b>Week 7</b></p>	<p><b><u>Entertainment Television</u></b></p> <p>International television has assisted in the circulation of a wide variety of entertainment media including serials, reality TV and music videos. Concepts such as local, glocal and hybrid cultural identities inform audience choice as well as influence producers of media.</p> <p><b>Readings</b></p> <p>Chalaby, J. K. (2005), 'Towards an Understanding of Media Transnationalism', in J. K. Chalaby (ed.), <i>Transnational Television Worldwide: Towards A New Media Order</i>, London: I. B. Tauris, pp. 1-13.</p> <p>Straubhaar, J. (2007) <i>World Television: From Global to Local</i>, Thousand Oaks: Sage, pp. 79-110 &amp; 221-256</p>
<p><b>Week 8</b></p> <p><b>Guest Lecturer</b></p>	<p><b><u>Multinational advertising and Public Relations</u></b></p> <p>Advertising has become an essential vehicle for the expansion of markets for global corporations such as McDonald's, Disney and Proctor and Gamble. Issues of standardization or localization remain one of the key concerns in multinational advertising.</p> <p><b>Readings</b></p> <p>McPhail, T. L. (2006) <i>Global Communication: Theories, Stakeholders, and Trends 2nd Edition</i>, Malden MA: Blackwell Publishing, pp. 226-237.</p> <p>Curtin, P. and Gaither, T.K. (2007) <i>International Public Relations</i>, Thousand Oaks, London, New Delhi: Sage, pp.17-33.</p>
<p><b>Week 9</b></p>	<p><b><u>Transnational Cinema</u></b></p> <p>Discussion of Transnational cinema is situated in two areas. One looks at the globalization of production and distribution of films such as Hollywood blockbusters, and the other refers to 'Third Cinema' with its representations of diaspora identities.</p> <p><b>Readings</b></p> <p>Ezra, E. and Rowden, T. (2006), <i>Transnational Cinema: The Film Reader</i>, London: Routledge, pp. 1-12.</p> <p>Jin, D. Y. (2011) A critical analysis of US cultural policy in the global film market: Nation-states and FTAs, <i>The international communication gazette</i>, Vol. 73, Issue. 8, p. 651.</p>

<p><b>Week 10</b></p>	<p><b><u>Mobility and the new media</u></b></p> <p>New communication technologies have allowed diaspora communities to strengthen their networks of influence. Mobile phones and Internet has also become a symbol of self-assertion for migrant workers around the world.</p> <p><b>Readings</b></p> <p>Watson, A. (2011). 'Early Experience of Mobile telephony: A comparison of two villages in Papua New Guinea', <i>Media Asia</i>, Vol 38 No 3, pp.170-180</p> <p>Uy-Tioco, Cecelia, (2008) 'Overseas Filipino Workers and Text Messaging: Reinventing Transnational Mothering' in Goggin, G. (Ed.) <i>Mobile Phone Cultures</i>, London and New York: Routledge. pp. 111-123.</p>
<p><b>Week 11</b></p>	<p><b>Transnational Music and Culture</b></p> <p>Chen, B. (2012) 'The Expression of Chineseness and Americanness in Chinese Popular Music: A comparison of ABC Pop Stars Wang Leehom and Vanness Wu' in <i>Asian Music</i>, Vol. 43, no. 2, pp.71-87.</p>
<p><b>Week 12</b></p>	<p><b>Case Study Presentations</b></p>
<p><b>Week 13</b></p>	<p><b>Case Study Presentations</b></p>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### Learning outcomes

- Apply globalisation and transnational theories within an international communication

framework.

- Analyse and evaluate transnational communication issues in the broader context of socio-cultural, economic, political and technological development.
- Interpret data on transnational activities in order to gain advanced research skills.

### **Assessment tasks**

- Seminar and synoptic paper
- Comparative content analysis
- TNC Case Study

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### **Learning outcomes**

- Analyse and evaluate transnational communication issues in the broader context of socio-cultural, economic, political and technological development.
- Interpret data on transnational activities in order to gain advanced research skills.

### **Assessment tasks**

- Comparative content analysis
- TNC Case Study

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcome**

- Interpret data on transnational activities in order to gain advanced research skills.

### **Assessment tasks**

- Comparative content analysis
- TNC Case Study

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Interpret data on transnational activities in order to gain advanced research skills.
- Collaborate and interact with peers in a cross-cultural environment.

### Assessment tasks

- Seminar and synoptic paper
- TNC Case Study

## PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### Learning outcome

- Analyse and evaluate transnational communication issues in the broader context of socio-cultural, economic, political and technological development.

### Assessment tasks

- Comparative content analysis
- TNC Case Study

## Extensions and Late Penalty

### Extensions

In case of illness and misadventure students must apply for special consideration and receive approval for late submission. They must attach official documentation when submitting their work if extension is granted.

### Late Penalty

Late penalty will be applied at the rate of 2% per mark per day if assignments are submitted late without approval.