

# **Department of Media, Culture, and CommunicationMCC-UE 1200 012 Inquiry Seminar: GMSP Capstone**

## **Instructor and Course Information**

* Prof. Lisa Gitelman
* T 9:30-10:45 am synchronous, plus weekly asynchronous activities
* Office hours available telephonically by appointment; email answered promptly during business hours EST lg91@nyu.edu , and if you’re in NYC, I’m happy to arrange a socially distanced meet up if you want, otherwise let’s phone or zoom.

## **Course Description**

## This section of MCC’s inquiry seminar is designed specifically for seniors in the Global Media Scholars Program. It is intended as a culminating capstone course that integrates and extends previous work on media systems undertaken in Paris or Prague and Buenos Aires or Shanghai.

## Update: It’s a pandemic. If you've been watching the news you may have already guessed that our free trip to NYU Sydney is not going to be possible because of the novel corona virus. No one can be as disappointed as I am. That said, we still have the semester to look forward to, and this capstone seminar is designed to help you to make the most of your special status as MCC's Global Media Scholars. Rather than focusing on Australian media (because, why?) we will be thinking concertedly about media study abroad, about experiencing global cities and reading global media systems, as well as ethnographic methods and other forms of traveling to learn and learning to travel. In general we will try to meet synchronously for up to 75 minutes each week to discuss readings in common and to plan further collaborative activities—social annotation and a class blog, e.g.— that you can pursue asynchronously, both individually and in small groups. You will also each be asked to write one short critical essay during the semester and to develop a final project that creatively reflects your engagement with material from the course in connection with your experiences as an MCC Global Media Scholar.

 The function of the university is not simply to teach bread-winning . . . to be a center of polite society; it is to be the organ of that fine adjustment between real life and the growing knowledge of life . . . which forms the secret of civilization.
 ---WEB Du Bois

## **Learning** **Outcomes**

* Deepen your knowledge of global media systems as an object of study, building on what you have learned as an MCC major with unique experience studying abroad.
* Develop a more critical, self-conscious understanding of the epistemic, economic, and cultural dynamics inherent to study abroad itself as well as other forms of travel and tourism.
* Understand the specific challenges presented by comparative, multi-sited analyses of media, culture, and communication.
* Demonstrate this knowledge by writing critically about your global media systems in a way that builds specifically on your own training and interest in media studies.

**Readings/Texts**For the second week of class please purchase or otherwise access Alice Kaplan’s *Dreaming In French* (2012). This is the only ebook/book you will be asked to purchase. Other readings will be linked through the syllabus or, in a pinch, posted under the “Resources” tab and linked within NY Classes. Be sure you are logged in to the NYU Libraries (not just NYU Home) to use these links. Please report any difficulties, and I will try to troubleshoot. Plan ahead.

## **Graded Assignments and Other Activities**

Critical essay, approx.. 1000-1200 words due via email to Gitelman@nyu.edu anytime on Sunday, October 4th (you will receive comments and a letter grade). Write an essay in which you give your own definition of what a media system is. Do *not* search Google or consult Wikipedia. I’d like you to draw on your own previous experiences as an MCC major and/or Global Media Scholar to come up with an original idea of what we mean—or what we should mean—when we refer to a media system, as in a phrase like “the Czech media system” or “the Argentine media system.” (You will have 2 other essay prompts to pick from if this one doesn’t grab your interest; see below. I will post a grading rubric and the 3 prompts on NYU Classes under the Assignments tab.)

Social annotation using hypothes.is. Hypothes.is is a Chrome browser plug-in that allows multiple users to annotate the same document. We will use this to tackle a few of the semester’s more difficult readings, as a way to begin puzzling them out together asynchronously before we meet as a group. More on this soon. (ungraded, considered as part of engagement)

Blog posts and comments. The class will have [its own private blog](https://wp.nyu.edu/steinhardtschoolofcultureeducationandhumandevelopment-gmsp_capstone/). Posting to the blog and commenting on each other’s posts will be our primary mode of asynchronous collaborative learning. Your purpose should be to reflect on *and extend* the synchronous discussions we have, adding to our collective knowledge base. Be curious. I will offer a weekly prompt or suggestions. Aim for at least twelve weekly posts during the semester, and don’t be shy with comments and questions. (You pick which two weeks to skip.) The blog is also a place to collect ideas, links, and images relevant to the seminar that might be resources for a final project. (blog posts graded satisfactory/unsatisfactory)

|  |  |  |
| --- | --- | --- |
| satisfactory | Pointed, responds to the prompt in some way, and is relevant to the week’s work; shows you to be curious and receptive to ideas from readings and/or discussion; generative of further discussion  | Fine work! 12 satisfactory posts are worth 30% of your final grade. I expect this to be the default grade and will alert you if you are at risk of falling short. |
| unsatisfactory | Too general, vague, abbreviated, or off topic; perfunctory; or in some way disrespectful of others | Try again. 12 satisfactory posts are worth 30% of your final grade |

Peer crit. exercise. You’ll each be working on your own project at the end of the semester, and we will have some synchronous discussion reserved for peer feedback on works-in-progress. This will be graded satisfactory/unsatisfactory based upon your participation. If someone has to miss the discussion, we can schedule a make-up time so everyone is included.

Final project. The pandemic is robbing us of “real world” experience (like travel!), so you will be asked to create a final project in the real, analog world. Using materials close at hand, create a zine, chapbook, or graphic novel that explores a specific topic related to material in this course. I’d like to discuss and approve topics. One key requirement is that the form your project takes—its materials and design—should contribute to the point(s) you aim to make or the ideas you explore. We’ll discuss this assignment at greater length and negotiate how and when you will turn it in at the end of term. (you will receive comments and a letter grade)

|  |  |
| --- | --- |
| A to A- | We’ll develop a grading rubric together for final projects |
| B+ to B |
| B- to C+> |

**EVALUATION**

* Engagement (timely preparation and participatory effort, social annotation, listening to others and asking good questions, collaborative ethos)……...………………………………………………………..…..10%
* Short critical essay…………………………………..…………….…..15%
* Weekly Blog Posts (at least 12) and regular comments……………………………….……………….………...……30%
* Peer crit. exercise ……………...………………………………………10%
* Final Project…………………………………….……………………....35%

A = Excellent. This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B = Good. This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C = Average. This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis.

Classroom participation is inarticulate.

D = Unsatisfactory. This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F = Failed. This grade indicates a failure to participate and/or incomplete assignments.

A = 94-100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D+ = 65-69

D = 60-64

F = 0-59

## **Course Policies**

### **Absences &c.**

It’s a pandemic. You may experience difficulties, and although I hope you don’t, I want to be as lenient as possible about attendance and instead look for your overall engagement with the course, with the understanding that engagement may take different forms at different times. I will *not* be surveilling your use of NYU Classes via its build-in spyware, but I *will* be looking for your contributions (including questions) across multiple platforms and modalities. Please expect to have at least two one-on-one consultations with me during the semester. An inquiry seminar should be a learning community, and I’d like us all to keep in touch, support each other as the term progresses.

All that being said, *synchronous* meetings will be crucial, and you should try to attend every one you can of the 14 we have. Don’t worry, if you miss more than one of our scheduled synchronous sessions, I will reach out to you to schedule a make-up discussion (one-on-one or small-group, as needed) on that week’s material. Be prepared. Because we are in so many different time zones, the synchronous sessions will regrettably be more difficult for some of you than for others. That’s why we’ll limit them to no more than 75 minutes/week and we’ll take breaks, shift gears. *Asynchronous* activities are meant to complement and augment synchronous discussions in robust ways, and we can make adjustments as needed as the semester progresses. It’s a pandemic. Everything is subject to change. Let’s figure this out together.

**Email, NYU Classes, Zoom, WordPress, Hypothes.is**Email is the best way to reach me, and you should feel free. If I have announcements, you will hear from me via email using NYU Classes, and Classes will be our portal to Zoom. We can use the Chat feature in Zoom, but we’ll also share a Google Doc. I expect you all have experience with this already, but please let me know if difficulties arise. Keeping your video on whenever you can is an important signal of engagement; try to be part of the conversation. This syllabus is our master document and portal to many readings, but I will also be building out weekly units in NYU Classes as the semester progresses to offer some more guidance/structure/support for asynchronous activities in particular. That’s were I’ll post blog prompts, and suggestions of what to look for in the readings. The course blog is pretty rudimentary; it uses WordPress, and hopefully will be simple enough to navigate and edit. Hypothes.is will require some getting used to as well, but it seems simple enough. We’ll use it several times and then reassess. Questions? Ask questions!

### **Academic Dishonesty and Plagiarism**

<http://steinhardt.nyu.edu/policies/academic_integrity>

The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you cheat on an exam, submit the same work for two different courses without prior permission from your professors, receive help on a take-home examination that calls for independent work, or plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following: copy verbatim from a book, an article, or other media; download documents from the Internet; purchase documents; report from other’s oral work; paraphrase or restate someone else’s facts, analysis, and/or conclusions; or copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

### **Avoiding Academic Dishonesty**

* Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
* Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
* Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
* Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
* Save your notes and drafts of your papers as evidence of your original work.

### **Disciplinary Sanctions**

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.

## **Student Resources**

* **Accommodations for Students with Disabilities**

Students requesting reasonable accommodations due to a disability are encouraged to register with the Moses Center for students with Disabilities. You can begin the registration process by completing [Moses Center Online Intake](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html%22%20%5Ct%20%22_blank). Once completed, a Disability Specialist will be in contact with you. Students requiring services are strongly encouraged to register prior to the upcoming semester or as early as possible during the semester to ensure timely implementation of approved accommodations.

* **NYU resources like the Writing Center, the Wellness Center, the Wasserman Center, and NYU Libraries** are all working hard to support student success remotely. Please don’t be shy about asking for help in these quarters or elsewhere at NYU. Asking for help if you need it is probably the most important skill you can develop during a global pandemic. **Your trusty MCC advisor** is also just a quick email away at comm.advisors@nyu.edu, and **Steinhardt itself** has developed a robust menu of supports related to Covid and to remote learning. Like me, you’re probably sick of all of the well meaning emails.

## **Schedule of Classes, Readings, Activities, and Assignments**

(*Subject to change; any major changes will be announced via NYU Classes*)

Week 1
September 8 Introductions, Organization
Synchronous meeting 9:30 AM EST: We’ll get ourselves sorted, and we’ll discuss this brief post by Will Straw, [“Why the pleasure and meaning of mingling in bars can’t be matched by a table for 2.”](https://theconversation.com/why-the-pleasure-and-meaning-of-mingling-in-bars-cant-be-matched-by-a-table-for-2-140155) The Conversation, June 11, 2020
On your own: introductory “Hello World” blog post; please remember to buy the Kaplan book a.s.a.p.

Week 2
September 15 *Celebrity* Study Abroad
Synchronous meeting 9:30 AM EST: Discussion of Alice Kaplan, *Dreaming in French*. Please read at least the Introduction, Chapters 1 and 5, and the Conclusion.
On your own: continue blog; also install hypothes.is, and annotate the Manning reading for next week. There are hypothes.is tutorials readily available [online](http://www.youtube.com/watch?v=0UeW_UodW3M), and I will share a guideline for social annotation.

Week 3
September 22 Celebrity Study Abroad (concl.) plus Thinking Food and Drink
Synchronous meeting 9:30 AM EST: Discussion of Paul Manning’s [The Semiotics of Drink and Drinking](https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/reader.action?docID=1602355&ppg=1) (Please read at least pp. 1-10, 18-32) and Alice Water’s short chapter, “*C’est si bon!”* from her memoir, *Coming to My Senses: The Making of a Counterculture Cook* (posted in NYU Classes).
On your own: the blog (TBA) Please watch the weekly tab/area in NYU Classes.

Week 4
September 29 Maps and Mapping
Synchronous meeting 9:30 AM EST: Discussion of these short readings about maps.
Mike Foster, “[The Lost Art of Critical Map Reading](http://www.graphicarto.com/the-lost-art-of-critical-map-reading/),” Graphicarto (February 27, 2014).
Andrew Wiseman, “[When Maps Lie](http://www.citylab.com/design/2015/06/when-maps-lie/396761/),” The Atlantic CityLab (June 24, 2015).
Laura Kurgan and Bill Rankin, “[Seeing Cities](https://www.guernicamag.com/interviews/seeing-cities/)” Guernica (December 15, 2015)
Shannon Mattern, “[Maps as Media](http://www.wordsinspace.net/wordpress/2015/09/18/gaps-in-the-map-why-were-mapping-everything-and-why-not-everything-can-or-should-be-mapped/),” Words In Space (September 15, 2015)
On your own: find a map you can critique. Add a brief critique to the blog. Here’s a [sample](https://learn.canvas.net/courses/464/pages/unit-4-dot-6-map-critique) critique from another class, and one from Daniel Immerwahr’s (fantastic) book [How to Hide an Empire](https://www.amazon.com/dp/0374172145/ref%3Dcm_sw_em_r_mt_dp_xLclFbAJ9X88T) (Immerwahr’s “Introduction: Looking Beyond the Logo Map,” pp. 3-19, is available via Amazon’s Look Inside the Book feature, and a PDF copy is also posted in NYU Classes)

Sunday, October 4th: Short critical essay due via email. Use the media-systems prompt given above on the syllabus, OR, perfect/extend your semiotic analysis of foodstuffs, OR, perfect/extend your critique of a specific map. (See NYU Classes under Assignments for detailed prompts and grading rubric.) Remember, a good critical essay makes an argument based upon evidence, the examples you select and analyze.

Week 5
October 6 Maps and Mapping (concl), and Imagined Worlds/Non-places
Synchronous meeting 9:30 AM EST: Discussion of Ricardo Padron’s “Mapping Imaginary Worlds” (posted in NYU Classes), and John Urry’s chapter [“The Super-Rich and Offshore Worlds.](https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/reader.action?docID=1356298&ppg=239)”
On your own: the blog (TBA)

Week 6
October 13 Tourism
Synchronous meeting 9:30 AM EST: Discussion of the introduction to this edited collection [Moral Encounters in Tourism](https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/reader.action?docID=4512265&ppg=1). After you read the introduction, please pick one additional chapter to report on informally to the class (a few bullet points, a minute or two, the main idea).
On your own: we’ll meet and/or correspond one-on-one about your critical essays, which I will grade with an eye toward the ideas you develop and the ways that you develop them.
On your own: also, the blog (TBA)

Week 7
October 20 Tourism (concl)
Synchronous meeting 9:30 AM EST: Discussion of the introduction to John Urry’s [*The Tourist Gaze*](https://bobcat.library.nyu.edu/permalink/f/ci13eu/nyu_aleph002066023) (you’ll be able to check this out electronically for one hour via HathiTrust) and Marita Sturken, “Pilgrimages, Reenactments, and Souvenirs: Modes of Memory Tourism” (posted in NYU Classes)
On your own: the blog (TBA) Also, we’ll use hypothes.is again to annotate Danilyn Rutherford’s chapter in preparation for next week.

Week 8
October 27 Ethnography
Synchronous meeting 9:30 AM EST: Discussion of Michael Bloor and Fiona Wood, “Ethnography,” in *[Keywords in Qualitative Methods: A Vocabulary of Research Concepts](https://cstn.files.wordpress.com/2009/10/keywords-in-qualitative-methods.pdf%22%20%5Ct%20%22_blank)* (Sage, 2006): 69-75, and Danilyn Rutherford’s “Kinky Empiricism” chapter in [Writing Culture and the Life of Anthropology](https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=1985017). And we’ll do some brainstorming about final projects.
On your own: the blog (TBA); hypothes.is Braj Kachru’s *Alchemy of English* for next week

Sunday, November 1st USA goes on Daylight Savings Time so the time difference between US and China increases by 1 hour.

Week 9
November 3 Translation, (Un)translatability
Synchronous meeting 9:30 AM EST/DST: Discussion of Braj Kachru’s *Alchemy of English: The Spread, Functions and Models of Non-Native Englishes*, pp. 1-15 (posted in NYU Classes) and this excerpt from [Jhumpa Lahari’s In Other Words](http://www.sangatreview.org/blog/2016/05/23/book-excerpt-words-jhumpa-lahiri/) (also posted in NYU Classes) On your own: the blog (TBA)

Week 10
November 10 Circulations, global flows
Synchronous meeting 9:30 AM EST/DST: Discussion of Will Straw’s “[Circulation](https://willstraw.files.wordpress.com/2019/09/straw-circulation-2017c26-straw.pdf).”  We won’t discuss it unless you want to, but some familiarity with Arjun Appadurai’s [*Modernity at large*](https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/reader.action?docID=310379&ppg=4) will be helpful this week; see especially pp. 1-19, 27-37.
On your own: the blog (TBA)

Week 11
November 17 Foreign news, immigration news
Synchronous meeting 9:30 AM EST/DST: Discussion of [NPR Fank Langflitt’s free taxi service in Shanghai](https://www.npr.org/2019/09/03/733404699/opinion-the-challenges-of-being-a-foreign-reporter-in-china) (2019) and Yasmeen Serhan’s [“The Absurd New Reality of Reporting from the U.](https://www.theatlantic.com/international/archive/2020/06/journalists-united-states-press-freedom/613120/)S.” (2020), plus pp. 1-14 of Rodney Benson’s [Shaping Immigration News](https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/reader.action?docID=3004809&ppg=1) (2014).
On your own: the blog (TBA)

Week 12
November 24 Thanksgiving week (US)
One-on-one meetings instead of class (TBA)
On your own: use this week to dig into your final projects, catch up with an additional blog post.

Week 13
December 1 What’s ahead for study abroad?
Synchronous meeting 9:30 AM EST/DST: peer crit. discussions (TBA), also Discussion of Robin Shields, [“Globalization and International Student Mobility: A Network Analysis](http://proxy.library.nyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=91509541&site=ehost-live) (2103) and Achille Mbembe, “[Decolonizing the University](https://journals-sagepub-com.proxy.library.nyu.edu/doi/pdf/10.1177/1474022215618513)” (2016) *Arts and Humanities in Higher Ed*.
(We won’t discuss this 42-page World Bank paper by Chellaraj Gnanaraj, [“The Economics of International Student and Scholar Mobility: Directions for Research”](https://bobcat.library.nyu.edu/permalink/f/ci13eu/nyu_aleph007433970) because it is so long and, well, dry, but it gives an interesting snapshot immediately pre-Covid in 2019.)
On your own: the blog

Week 14
December 8
Synchronous meeting 9:30 AM EST: Conclusion, remaining peer crit. discussions (TBA)
On your own: finish the blog (TBA)

Week 15: final projects due (TBA)