Power struggles have always been decided by the battle over people’s minds; this is to say, by the management of processes of information and communication that shape the human mind.

Manuel Castells 2010:xxxii, The Power of Identity

ABOUT THE COURSE

Since the advent of the print press media, the ability to disseminate words and imagery has aided in forging mass social movements, new political alignments and even nation-states. As political scientists, we take special notice of how the media shapes political landscapes. Sometimes referred to as the “Fourth Estate,” the media is a powerful political force to be reckoned with as not only having an impact on politics, but as constitutive of the political. This course introduces various conceptual tools that will enable students to interpret and critique the political aspects of the media, and how media shape our communities. Central questions include: What role does the media play in forging nations and social movements? How are identities formed through media? How are technologies and New Media transforming knowledge – and by extension, how are they transforming us? And finally, what constitutes the “media” in an era when anyone with a phone camera can engage in acts of journalism themselves? By the conclusion of this course, you will be able to offer robust political critiques of the media, you will become familiar with the main theories that dominate media studies, and you will write a research paper that analyzes the relationship between the media and the nation.

We take advantage of various media in order to enhance our learning over the course of the semester. Tools such as our class website, www.341politicsofmedia.com, You Tube, and other online media will be used throughout to enhance media literacy, and to gain broader proficiency in online learning. You are expected to read a vide variety of news sources and gain a critical eye for how to interpret the news. Through writing reaction papers, you will apply the themes and methods we learn in our readings towards an analysis of a "current event." Your final paper in this course will be an opportunity to explore in-depth an issue regarding media and politics. By the end of this course, you should be conversant about the main theories steering media studies today, as well as be capable of producing your own critical political analysis of the media.
STUDENT LEARNING OUTCOMES

✔️ Through careful surveying of media environments and the analysis of various media theories, you will gain critical reading and writing skills that are used to enhance media literacy.

✔️ By studying the most relevant concepts in the field of Media Studies and Political Science and applying them, you will develop a critical eye for the news media.

✔️ Developing familiarity with the new media environment, including social media, blogs and the Internet.

✔️ Communicate effectively in public forums - students will learn to express themselves clearly, and prepare themselves as communicators through practice in the virtual classroom and through course work.

✔️ Become critical of power - students will be expected to learn to identify the workings of power in various forms, including power in language, in institutions, and in daily life. The ability to analyze power effectively, to ask critical questions about authority and legitimacy, are central to a robust understanding of politics.

<table>
<thead>
<tr>
<th>Structure of the Course</th>
<th>Points</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Participation: Blog Comments and Reading Discussion, Activities</td>
<td>20 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Reaction Posts</td>
<td>(10 pts x 4) 40 pts</td>
<td>40%</td>
</tr>
<tr>
<td>Paper Proposal</td>
<td>10 pts</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>30 pts</td>
<td>30%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>100 pts</td>
<td>100%</td>
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</tbody>
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At the end of the semester, your grade will be assigned according to the following scale: A+ (98-100), A (97-93), A- (90- 92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), and F (below 59).
REQUIRED COURSE MATERIAL

Anderson, B. *Imagined Communities*
Castells, M., *The Power of Identity*
McLuhan, M., *The Medium is the Message*
McLuhan and Fiore. *The Medium is the Massage: An Inventory of Effects*

All readings found on Laulima: https://laulima.hawaii.edu/portal.

ASSIGNMENTS AND GRADING

1. Weekly Participation: Blog Comments and Reading Discussion
A significant part of your work in this course will be based on class activities and your responses to “Reaction Posts” on our website. To receive participation points, you must comment on a reaction post at least once per week. Your responses should consist of a minimum of 250-300 words that reflect your engagement with the course material, answering questions brought up in the reaction post and your own analysis. The comments are due every **Friday at 12pm (HST).** In the event that we do not have a scheduled Reaction Post, you can provide commentary to my “Lecture Post” on the website for that particular week. There will also be some activities, such as the “autoethnography” assignment, as well as mini-quizzes on my lecture that counts towards your participation. To do well in the class, you will need to find a rhythm during the week of 1. Reading/watching my lecture (Mon), 2. Reading your assignments (Mon-Wed), 3. Reading your classmate’s reaction posts (Wed-Fri) and, 4. Commenting on your classmate’s reaction post (Wed-Fri).

2. Reaction Posts
You will sign up to write **FOUR** Reaction Posts during the course of the semester. Sign up using this [Google doc form](https://docs.google.com/spreadsheets/d/1D297wp5Eqa3zVsLA_cbywd2u6RpiX7S6SWerY8nF0HQ/edit?usp=sharing)
This entails selecting a reading or a film from our schedule and posting your reaction to it the week that reading is due. This must be posted at **12pm on Wednesdays (HST).** I will send each of you an invitation to become an “author” on our blog, www.341politicsofmedia.com, and you will post your Reaction Post here. You may only sign up to write one reaction post to a film.

**Reaction Post guidelines:**
1. Make a brief title to your post
2. Answer the following questions:
   a. What are the main points/arguments of the reading/film? (one paragraph)
   b. How can this reading/film help us gain a better understanding of media and politics?
   c. Do you agree or disagree with the arguments presented? Why?
d. What associations did this reading/film give you? (Here you may wish to supply a link to a news story, You Tube video, or provide a brief story about how this reading/film made you think differently).
e. Finally, ask a question or two that you wish the class to answer in the comment section.
3. Your post must be between 500-1000 words, 12 pt Times New Roman font. Make specific references to details in the readings and films by citing relevant quotes and stories.
4. You will be evaluated on your ability to critically analyze, rather than summarize your findings. Your reaction post should be thought provoking and feel free to get creative with how you present your ideas (videos and visuals welcome!). Proofread your reaction post before uploading it.

3. Final Paper – Media and the Nation
Your final project will consist of a focused 6 to 8-page research paper that looks at the relationship between media and the nation. In your paper, you will answer the following broad question: How do media shape, transform or subvert the nation? In order to answer this question, you will need to:
1. Identify a country, group, identity or movement that you are interested in investigating;
2. Secondly you will analyze how the media (newspapers, TV news or social media) affects these.
You are free to choose a topic that interests you. I recommend choosing something you already have a passion for or something you don’t know much about but would like to investigate further.

Examples of topics that look at the interaction between media and the nation:
1. How Kanaka Maoli (Native Hawaiian) media have shape the Hawaiian cultural renaissance and their aspirations for sovereignty.
2. An analysis of how U.S. Presidential debates use patriotic language and symbolism to win votes and viewers.
3. An exploration of how Okinawan youths are using social media in order to critique U.S. military occupation.

Your final paper should be approximately 6-8 pages in length, double-spaced, 12-point Times New Roman font and include a bibliography (with four citations from class texts and four citations from other academic texts). Please read and edit you work properly before handing it in. It is a good idea to find someone to help you edit your paper (the UH writing center has great resources). Use the Chicago Manual of Style when structuring your paper and citing your references: http://www.chicagomanualofstyle.org/tools_citationguide.html

4. Final Paper Proposal
During week 5, and after having consulted with me via email or by phone/Skype regarding your topic, you will submit a proposal of your final paper. This will serve as the outline and first rough draft of your paper. Much of your final grade will be based upon how you incorporate my feedback on your proposal into your final paper.
Elements of the proposal:
1) A tentative title
2) A brief summary of your paper (150-200 words), which also contains your thesis statement.
3) An expanded outline: introduction, and four to five sub-sections of your paper. Briefly explain what you will be writing about in each section.
4) A tentative conclusion
5) A bibliography with a minimum of eight entries. Four of the entries must be texts we use in this class, and the remaining four must be academic, peer-reviewed texts that are related to your project. You can also include, beyond the eight entries, texts from archival, news or other sources (but not Wikipedia). Your paper should follow the Chicago Manual of Style: http://www.chicagomanualofstyle.org/tools_citationguide.html

Evaluation: You will be graded on your ability to critically analyze rather than summarize your findings. You will need to schedule a minimum of one Skype appointment with me in order to discuss your final paper (failure to do so may affect your grade). You should have a main argument (your thesis statement) and support your main argument with course materials and academic sources. You will also be evaluated on your ability to absorb and incorporate my feedback into your final paper.

COURSE SCHEDULE

Section I – MEDIA, MEDIUM AND TECHNOLOGY

Week 1 Messages
2/1-2/5
McLuhan, M., *The Medium is the Message* (Pp. 7-32) in *Understanding Media*
Watch: “Marshall McLuhan Full lecture: The medium is the message – 1977” (Part 1)
https://www.youtube.com/watch?v=ImaH51F4HBw
Class Activity: Autoethnography

Week 2 Messages
2/8-2/12
McLuhan and Fiore. *The Medium is the Massage: An Inventory of Effects*
Mullen. *Coming to Terms with the Future He Foresaw: Marshall McLuhan’s ‘Understanding Media.’*

Week 3 Technological Determinism
2/15-2/19 (2/15 – President’s Day)
Williams. R., *The Technology and the Society* in *The New Media Reader*

Week 4 Race, Technology and the Panopticon
2/22-2/26
Read:
Fiske J., *Videotech* (Laulima)
Foucault, M., *The Panopticon*
Watch: the “Rodney King Incident” video, You Tube:
http://www.youtube.com/watch?v=4OauOPTwbqk
Stuart Hall, "Representation and the Media," You Tube:
http://www.youtube.com/watch?v=6sbYyw1mPdQ&list=PL33E370F138F566FE

Section III – PUBLICS, IDENTITY AND PRINT-NATIONALISM

Week 5 Identity
2/29-3/4
Gupta, A., “Blurred Boundaries: The discourses of corruption, the culture of politics, and the imagined state.”
Paper Proposal Due Friday at 4pm on Laulima

Week 6 Print and the Nation
3/7-3/11
Anderson, B. Imagined Communities (selections)

Week 7 Publics and Counterpublics
3/14-3/18
Read: Warner, M. Publics and Counterpublics
Ferguson, K. Anarchist Counterpublics

3/21-3/25 (Spring Recess)

Week 8 Construction of the ‘Other’
3/28-4/1
Excerpts from Edward Sa’id's Orientalism
Watch: "Reel Bad Arabs" (You Tube: http://www.youtube.com/watch?v=lugFgJn9krl
and “Edward Said On Orientalism,” (You Tube: http://www.youtube.com/watch?v=fVC8EYd_Z_g)

Week 9 Indigenous Media and the Digital Divide
4/4-4/8
Silva, N., Aloha Betrayed: Native Hawaiian Resistance to American Colonialism
Ginsburg, F. “Rethinking the Digital Age”

Section IV – THE POLITICAL ECONOMY OF THE MEDIA

Week 10 The Corporatization of Media
4/11-4/15
Herman, E. and N. Chomsky, Manufacturing Consent: The Political Economy of the Mass Media. Introduction and Ch 1 The Propaganda Model
Watch: The Corporation (Vimeo)
Supplemental (optional) videos:
"Manufacturing Consent" (You Tube: http://www.youtube.com/watch?v=dzufDdQ6uKg)
and “The Political Economy of the Mass Media” (You Tube: http://www.youtube.com/watch?v=f6JqFtDwxI)

Section IV – NEW MEDIA

Week 11 New Mediascapes: Death and Democracy
4/18-4/22
Manovich, L., “What is New Media?”
O'Gorman, M., “What is Necromedia?”
Fuchs, C. “Twitter and Democracy: A New Public Sphere?”

Section V – THE EVENT

Week 12 Media and Political Movements: The Arab Uprising
4/25-4/29
Read: Slavoj, Z. “Event: a philosophical journey through a concept”
Watch: “The Square” (Netflix)

Week 13 Media and Political Movements: Burma and The Saffron Revolution
5/2-5/6
Brooten, L., “Media as our Mirror: Indigenous Media of Burma (Myanmar).”
Sebro, T., “Digital Counterpublics in the Burmese Diaspora.”
Watch: “Burma VJ”

Week 14 FINALS WEEK
5/9-5/13 (Exam Week)
Final Papers Due Thursday 5/14 at 4pm uploaded to Laulima

Suggested Further Readings


GENERAL POLICIES AND ADVICE

*If you have concerns about your performance in the course, please email me as soon as possible. We have a lot to cover and it may be easy to fall behind. Taking 1-2 days “off” may severely affect your grade.

*Late work will not be accepted. It is to your advantage to stay on top of your assignments. Given the short amount of time we have to cover such a large amount of material, if you fall behind it will be extremely difficult for you to catch up. If you miss an exam or a due date because of illness or an emergency, you must have a note from your doctor for me to accept late work.

*A problem with your computer or with the internet is not a valid excuse for turning in late assignments. If you are having problems with your computer please plan ahead.

*You must be self-motivated to do well in this class. This course requires about 9-10 hours of study/class time per week. You will need to schedule time to complete the readings and assignments as indicated in the syllabus.

*Students are advised that academic dishonesty (cheating and plagiarism) are prohibited by UHM’s "The Student Conduct Code" - if you are having problems with the class, please come and discuss them with me. Plagiarism or cheating will likely lead to you failing the course, or other academic sanctions.

*If you have a hidden or visible disability, which may require class or testing accommodations, please talk to me as soon as possible or let me know via email. If you are a student with a documented disability and have not voluntarily disclosed the nature of your disability and the support you need, you are invited to contact the The KOKUA program on campus (956-7511), which coordinates reasonable accommodations for students with documented disabilities.

*I uphold the University of Hawaii’s nondiscrimination policy in my classes. UHM does not tolerate discrimination in employment, educational programs, and activities on the basis of race, national origin, ancestry, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, political affiliation, arrest and court record, or associational preference.
In addition, my classroom, office, and by extension Laulima courses, are UH-designated Safe Zones. The Safe Zone program is committed to creating and maintaining a positive social and academic environment for gay, lesbian, bisexual and trans gendered students. Again, any discriminatory acts or language (on Chat, Messages or Forums) on the basis of sexual orientation will not be tolerated.

**Final Note**

Your learning is my principal concern, so I may modify the schedule or syllabus if it will facilitate your learning. For example, we may discover that we want to spend more time on certain topics and less on others. I’ll consider changing the schedule if such changes would benefit most students’ learning in this course.