Course title: Media Impact in Central Europe: Past and Present
Course code: CEAS 3004 PRAG / COMM 3001 PRAG
Programs offering course: Central European Studies, Communication, New Media, and Journalism, Global Architecture and Design
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Fall 2020

Course Description

The course examines the role and impact of international and domestic media on political developments in Europe, exploring the perceptual particularities of various Central European audiences, the role of historic circumstances, and media’s tradition in shaping it. Incorporating site visits and guest speakers from local media, the course offers a first hand experience of journalist methods employed by different Prague-based media companies, including the U.S.-funded Radio Free Europe/Radio Liberty. The course further covers the relations of the media with power structures, the two-way impact between the media and society and the role of dominant theories in shaping public attitudes, focusing on the coverage of religious, ethnic, and other emotionally sensitive issues and on the dynamics of social tensions in Europe, while also exploring the extent to which the media contribute to shaping the history of countries.

Learning Objectives

By completing this course, students will:

- Critically discuss the impact of media on world events and the history of particular countries, and identify the dangers and responsibilities involved;
- Describe and examine the perceptual differences between various audiences, assessing the importance of awareness of ethnic and religious sensitivities in the European context;
- Demonstrate increased awareness of the importance of the free flow of information as a safeguard of democracy, providing past and present examples of media impact on political and social developments in Central-Europe and identifying current challenges to the freedom of expression;
- Compare, analyze, and discuss the coverage of significant world events by media in the past and now and make conclusions about the effect of their coverage on public attitudes
- Develop relevant skills to to analyze journalistic standards and conduct a background research of media organizations.
- Increase their presentation and discussion skills and defend their scientifically informed opinion.

Course Prerequisites

Understanding of the basic concepts of western journalism is helpful, but not a requirement.

Methods of Instruction

Lectures, home assignments with follow-up discussions, reaction papers, and excursions/visits to media companies. PowerPoint presentations from lectures will be available on CIEE Prague Center website. They are designed to serve as visual reminders of the main concepts of the course and as a short textbook for this course. Students may be invited to visit some of the broadcast services of RFE/RL or other media organizations and to participate in seminars or discussion groups sponsored by the radios and other organizations. The course also will include demonstration of video materials. After watching them the students will be asked to answer quizzes and/or write short reaction papers. Volunteering for individual research assignments and short reports/reaction papers is encouraged and will earn extra credit points for the final grade. This may take the form of a travel report on a topic previously agreed with the instructor. All mandatory reaction papers may increase or decrease (in case of late submission or non-submission) credit points, whilst optional reaction papers will only increase the score. Regular on-line discussions will be an integral part of the learning process.
General Course Requirements

The course will finish with a written exam. It will consist of four situational questions requiring short essay-style answers. To provide students with the opportunity to monitor their progress during the course and to familiarize with the format of the Final exam, a Midterm exam will take place on the 6th week, based on classes from weeks 1-5. The midterm exam is an important milestone as it will test the ability of the students to apply their theoretical knowledge to praxis. The answers in both exams will have to be submitted electronically on Canvas site within the time limits set for the exams. Students also will be required to write a research paper and several short reaction papers. Students will be expected to base their written work on the course material and on home reading, as directed by the instructor. In addition to the above, short quizzes will take place during the entire course. Students will present the topic of their research paper in class, explaining their choice of topic, progress of their research and important findings.

To be graded, all written assignments and presentations have to be submitted electronically on Canvas. E-mail submissions are not accepted for grading. All communication should be conducted through Canvas site. Students are required to regularly check the course Announcements and Discussions forums. All files submitted on Canvas should have the name of the author and the title of the topic in the file name.

Assessment and Final Grade

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework / Reaction-research papers</td>
<td>30%</td>
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<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Midterm Exam</td>
<td>10%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Participation / Discussion</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Course Requirements

Homework / Reaction-research papers / Quizzes

Homework refers to short written notes in preparation for the class discussions and home reading assignments.

Reaction-research papers refer one research paper and three reaction papers (approx. 600 words each) to the videos that will be shown in class, and to the substance of the content of on-line discussion contributions (comments).

Quizzes refer to in-class quizzes. They will have two formats: electronic and hard copy. The electronic quizzes will be announced by instructor in advance to allow students to bring their laptops. The questions will be displayed on the projection screen for limited time each, and the students will write their answers in either a document (and upload it on Canvas) or fill out/mark rubrics on Canvas template for this specific quiz. They will be graded on a basis of percentage of correct answers. The hard copy paper quizzes will not be announced in advance and will have to be filled out by hand within a specific time limit for the whole quiz. They may or may not be graded. This type of quizzes is designed to help students assess their learning progress. Students will be involved in assessing and discussing each other's results.

Presentation

Individual presentation will be a PPT presentation (up to 3 min.) Along with the presentation the students will have to provide instructor with approx. one page-long list of talking points (printed version before the presentation and file uploaded on Canvas after the presentation). PPT presentation file has to be uploaded on Canvas on the day of presentation the latest. Both presentation and talking points files have to have the name of the author and title of the topic in the file name. Presentation will be graded by five criteria: 1. Logic and organization of the content, 2. oral presentation/clarity, 3. Visuals, 4. Research, 5. Q/A (answering questions requires more background research than presented in the slides).

Midterm Exam

Midterm exam will be done electronically on student laptops and uploaded to the proper rubric on Canvas. Situational questions will be displayed for a limited time each on the projection screen; students will create a document (with their last name and 'Midterm' in the file name) and write their answers in a short essay format. They will upload the completed document in the proper rubric on Canvas. Each answer will be graded on 100 percentage point scale and the total will be the median of all answers. Midterm exam will be based on the course material of the first 5 weeks. The first two questions will be about detection of balance in a news report and ethics. Prompting topics for other questions will be published on Canvas in a timely manner before the exam.
Final Exam

Final exam will be done electronically on student laptops and uploaded to the proper rubric on Canvas. Situational questions will be displayed for a limited time each on the projection screen; students will create a document (with their last name and 'Final' in the file name) and write their answers in a short essay format. They will upload the completed document in the proper rubric on Canvas. Each answer will be graded on 100 percentage point scale and the total will be the median of all answers. Final exam will be based on the whole course material. The first two questions will be about detection of balance in a news report and ethics. Prompting topics for other questions will be published on Canvas in a timely manner before the exam.

Participation / Discussion

Participation grade will consist of two components. Class participation will be graded on the basis of frequency and substance (note: the quality of the content will also contribute to the Homework grade) of individual student contributions to class discussion and other activities (volunteering for leading roles in group work). This can contribute up to 50% to the total of grade in this category. Participation (timeliness and frequency of posts) in on-line discussion forum may constitute up to 50%. Participation in on-line discussions allows students to apply their theoretical knowledge and analytical skills to current social and political events. Therefore it is an important factor in grading the overall activity (note: the quality of the content will also contribute to the Homework grade). Without on-line contributions, even the most active class participation alone will not bring the total score in this category above 85 percentage points.

CIEE Prague Class Participation Policy

Assessment of students’ participation in class is an inherent component of the course grade. Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Students are required to actively, meaningfully and thoughtfully contribute to class discussions and all types of in-class activities throughout the duration of the class. Meaningful contribution requires students to be prepared, as directed, in advance of each class session. This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students are responsible for following the course content and are expected to ask clarification questions if they cannot follow the instructor's or other students’ line of thought or argumentation.

The use of electronic devices is only allowed for computer-based in-class tests, assignments and other tasks specifically assigned by the course instructor. Students are expected to take notes by hand unless the student is entitled to the use of computer due to his/her academic accommodations. In such cases the student is required to submit an official letter issued by his/her home institution specifying the extent of academic accommodations.

Class participation also includes students’ active participation in Canvas discussions and other additional tasks related to the course content as specified by the instructor.

Students will receive a partial participation grade every three weeks.

Attendance

Regular class attendance is required throughout the program.

If you will miss a class for any reason, notify the Program Coordinator and your instructor beforehand via Canvas. You are responsible for any materials covered in class during your absence, and except in the specific cases listed below, credit will not be granted for missed assessments.

Excessive absences will result in a notification letter, and finally a warning letter, sent to you and your home school, based on the following:
The notification letters are intended to ensure that you are well advised in advance of any potential for failure or dismissal, so that you can take steps to avoid this.

As the table shows, **missing more than 20% of any class (e.g., due to undocumented illness, travel delays, flight cancellations, over-sleeping, etc.) results in automatic failure of the course.**

If you miss an assessment in class due to an absence, you will be able to make it up in the following instances:

- You provide a relevant doctor’s note from a local medical professional to your Program Coordinator within 24 hours of your absence (a scan or photograph sent via e-mail are acceptable)
- A CIEE staff member verifies that you were too ill to attend class.
- You provide evidence of a family emergency to your Program Coordinator.
- You have an approved absence related to the observance of a religious holiday from the Academic Director based on a request submitted before you arrived onsite.

Please note: Absences incurred due to documented illness, documented family emergency or the observance of a religious holiday approved before arrival onsite do not count towards the total of absences. Students may self-certify one absence due to illness without providing a doctor’s note as long as they notify the Program Coordinator within 24 hours of their absence by e-mail or a text message.

**Other attendance-related policies**

If you transfer from one CIEE class to another during the Add/Drop period, you will not be considered absent from the first session(s) of the new class provided you were marked present for the first session(s) of the original class.

If you are over 15 minutes late for a class, the instructor is required to mark you absent.

In case of class conflicts (irregularities in the class schedule, including field trips and make-up classes), always contact the Academic Department to decide the appropriate course of action.

Please remember to track your attendance on the Canvas Course Sites and report any errors in the record to the Academic Department within one week of the discrepancy date, as later claims may not be considered.

These attendance rules also apply to any required co-curricular excursion, activity, or event, and to for-credit internships.

CIEE staff does not manage absences at partner institutions providing direct enrollment classes (FAMU, ECES and FSV), but they have similar attendance policies and attendance is monitored there. Grade penalties may result from excessive absences.

**N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.**

**Weekly Schedule**

**Week 1**

**Class: 1.1 INTRODUCTION: THE DEVELOPING MEDIA WORLD**

- Course introduction: explanation of the course policies and content.
- The World of the Medias: Overview of how media has developed and how it works; how it shapes attitudes toward social and natural environment. Differences between US and European (especially French) media; commercial, public, and state-run media. The ongoing debate between the two media philosophies: the impact of developing media technology versus the function of the content of message. How the journalists think.

**Readings:** PPT Intro: Media World; Files from the electronic Canvas reader (McLuhan 1, McLuhan
THE CHALLENGE OF TECHNOLOGICAL INNOVATION TO JOURNALISM ETHICS

Professional Standards and Codes of Conduct;
- character of media professionals;
- Discussion of concepts of objectivity, balance, fairness.
- Propaganda and fabrication.

Readings: PPT Ethics; Files from the electronic Canvas reader (Practical Guide to Journalists Pdf p.15, Ellul: Propaganda; Cunningham: propaganda); handouts and/or on-line discussion topics.

Week 2
Class: 2.1 RFE/RL TODAY: PRAGUE-BASED INTERNATIONAL MEDIA

- (Tour of RFE/RL if available. Visit to RFE/RL may be arranged at other convenient time. The exact day and time of the visit will be announced by instructor in class and in the Canvas Announcements).
- Background on the organizational structure of RFE/RL: work of the services; field bureaus; editorial policies; Structure of US international broadcasting.; use of technology. Goals and specific mission of each of the services. Mission and philosophy of RFE/RL. Strategic priorities; role of audience research in setting priorities. Editorial autonomy of services and cross-service coordination. Challenges posed by “fake news,” troll factories, state and corporate actors attempting to influence public attitudes through social media. Video presentation. Review of the top news of the week (or a particular day) by RFE/RL as compared to BBC, France 24, CNN. Group exercise/discussion: several students will be asked to lead the discussion between the four competing groups- compare their choice to the selection of news run by RFE/RL (the exercise may be done during this class or class 2).

Readings: PPT RFE & Cold War (part 1); Files from the electronic Canvas reader (Hoover, Monroe; Mad Men, pdf); handouts and/or on-line discussion topics; RFE/RL website www.rferl.org

Class: 2.2 RFE/RL AND THE COLD WAR; ANALYSIS OF THE COLD WAR BROADCASTING

- Short overview of RFE/RL history from Munich to Prague.
- Listening session: Sample of historical broadcasts from RFE/RL, BBC.
- Discussion on how RFE/RL and other international broadcasters worked during the Cold War; how their missions and methods were similar and distinctive. What attitudes toward social and natural environment promoted Western and Communist media? Listening to short segments of RFE/RL and/or BBC retrospective broadcasts.

Readings: PPT RFE & Cold War (part 2); Files from the electronic Canvas reader (Gorman Cold War & Com; Markov new scan; and/or other files as directed by instructor); handouts and/or on-line discussion topics.

Quiz 1

Week 3
Class: 3.1 COVERING SENSITIVE ISSUES; PERSPECTIVE AND BIAS

Dealing with ethnic, religious and emotional sensitivities: understanding different perceptual angles; facing disinformation, propaganda, and hate speech. Introduction to the past case studies.

- Do differences in perspective contribute to biased coverage? Applied professional standards. Listening to short segments of video and audio files. Looking at the current production of various media. Introducing further case studies. Review of the week's news stories: are there any continuing developments, emerging case studies? Which stories call for further background research? (this may be an extension of on-line discussions and or additional analytical on-line discussion of the past posts).
- The structure of media standards analysis.

Readings: PPT Sensitive, Perspective & Religion (part 1); Files from the electronic Canvas reader (Gorman: Media War+ New Media; Fascism: Madeleine Albright, pdf); handouts and/or on-line discussion topics.
Class: 3.2 COVERING RELIGION

Religion as a worldview and interpretational methodology. Internalized cultural and spiritual sensitivities. Core beliefs of the great religious traditions. Difference between orthodoxy and orthopraxis and variations of interpretation of the concept of religion in different traditions. Individualistic vs. communal attitudes; religion as private sphere and as a way of life of community. Outsider’s and insider’s perspectives and the importance of respectful attitude to core beliefs. Examples of fair vs. misleading media coverage of religious traditions and religion-related issues (potential for biased and/or stereotyped/ill-informed vision of religious traditions).

Readings: PPT Sensitive, Perspective & Religion (part 2); Files from the electronic Canvas reader (Smith: Christianity, Judaism, Islam; Hick Religious Pluralism); handouts and/or on-line discussion topics.

Reaction Paper 1 due

Week 4

Class: 4.1 FACING THE PLURALITY OF BELIEFS

- The many new faces of global media. Facing new multi-media and competition challenges. How the technology and competition affect broadcasting strategies international broadcasters?
- Covering the world and EU politics. How do the media deal with globalization, multiculturalism, spread of xenophobic attitudes, and legitimate critique of shortcomings in the state bureaucracy? Challenges for information gathering: what is available? How to discern legitimate and illegitimate motivation behind media messages? The problem of cultural territoriality vs. borderless global media communication.

Readings: PPT Plurality; Files from the electronic Canvas reader (Cunningham: Propaganda; Ellul 1; Ellul 2), handouts and/or on-line discussion topics.

Class: 4.2 NEWS vs. PROPAGANDA

The various forms and goals of propaganda: sociological, political, direct, indirect, integrative, subversive, agitation, long-term and total propaganda, hate propaganda. The organizing principles and mechanics of propaganda. Rhetorical techniques and their effects on the public. The use of scientific logic in interpretation of large scale social and media processes. Strategies of countering xenophobic rhetoric and hate propaganda in the public discourse.

Readings: PPT News vs Propaganda; Files from the electronic Canvas reader (Oxford Handbook of Propaganda Studies, Chapter 18; Ellul 2); handouts and/or on-line discussion topics.

Quiz 2

Week 5

Class: 5.1 COVERING CE, EU AND GLOBAL EVENTS

How is CE/EE covered now as compared to the Cold War period? How different are the issues? How independent is the media in CE/EE? How to deal with the phenomenon of rising populism in Europe and in other countries? What are the current technology, production, delivery, audience research priorities? What are the challenges to accuracy, fairness and timeliness for the news media today? Are media ownership and affiliations influencing media content? Student contributions to discussion.

Readings: PPT CE/EE, EU, Global; Files from the electronic Canvas reader (Ellul 1; Ellul 2); handouts and/or on-line discussion topics.

Class: 5.2 DOMINANT POLITICAL THEORIES, GOVERNMENT POLICIES

Freedom of speech vs. social responsibility (Orwell vs. John Stuart Mill). Political communication and potential for manipulation of public emotions: theories and historical examples. The world through the lens of communication: the opportunities for research, policy planning, advocacy and changes in communal behavior. Community versus a multitude of isolated individuals. Information versus
manipulative ideology. Communication and the democratic assumption. The potential and the challenges of social media. Are the social media giants an unelected new political estate? Is the current form of democracy compatible with the exponential development of communication technology?

Readings: PPT Dominant Theories & Group ID; Files from the electronic Canvas reader (Zvagulis, 2016; Fukuyama: End of History, Huntington, Kissinger, as directed by instructor ); handouts and/or on-line discussion topics.

Reaction Paper 2 due

Week 6
Class: 6.1 SOCIAL MEDIA GIANTS AND DEMOCRACY

Communication and the democratic assumption. The potential and the challenges of social media. Are the social media giants an unelected new political estate? Is the current form of democracy compatible with the exponential development of communication technology?

Readings: PPT Social Media Giants; Files from the electronic Canvas reader (Popper: Open Society; Fromm: translated quotes from Vom Haben zum Sein ); handouts and/or on-line discussion topics.

Class: 6.2 MIDTERM EXAM

Written in-class exam.

Week 7
Class: 7.1 COVERING RUSSIA THEN AND TODAY

- Review of the Midterm results.
- How did the international media cover Russia during the Cold War? What were the issues? What were the technological and broadcasting strategies? What was the Russia-West relationship and Western media coverage immediately after the Cold War? What were the political milestones in Russian history affecting the media freedom? What changed in the Russia-West relations in early 2014? What are the current media approaches? How independent is the media in Russia? Challenge to the West by Russian “troll factories,” bots and allegedly government-coordinated hacking activities.

Readings: PPT New Russia; Files from the electronic Canvas reader (Zvagulis, 2016; and other recent files/links as directed by instructor; Schlyakhov, exe); handouts and/or on-line discussion topics.

Class: 7.2 RUSSIA-UKRAINE CONFLICT AND CONTROVERSIES SURROUNDING IT

Historical timeline of the conflict. Western reaction to annexation of Crimea and warfare in Eastern Ukraine. Historical background of the region and history of the Crimean peninsula. Major incidents and controversies. Russian & Ukrainian Orthodox Church Schism. Russian and Western media coverage of the conflict and controversies.

Readings: PPT Russia-Ukraine (background and opinions); Files from the electronic Canvas reader (selected background and current development links as directed by instructor); handouts and/or on-line discussion topics.

Week 8
Class: 8.1 RESEARCHING THE MEDIA

- Setting the goals of your group research project;
- Group exercise: Discuss the questionnaire: divide the roles (choose or distribute the questions among the members of the Research Team); agree on the ground rules.

Readings: PPT Media Personalities; Files from the electronic Canvas reader (as directed by instructor); handouts and/or on-line discussion topics.

Reaction Paper 3 due
Class: 8.2 RESEARCHING THE MEDIA PERSONALITIES

- Student presentations

Readings: as directed by instructor.

Week 9
Class: 9.1 COVERING THE WORLD at the CZECH PUBLIC TV and CZECH PUBLIC RADIO

(Visit to Czech TV or Radio, if available: optional)

Case study Czech TV 2001.

What are the issues of neutrality, competition, social media challenges? What is the editorial philosophy? The process of gathering news for TV.

What are the priorities for public radio today? What is the new editorial philosophy? Reaching out to various segments of the public. Ethics of public broadcaster.

Readings: PPT CzTV, Cz Radio; Files from the electronic Canvas reader (CzTV promo video); handouts and/or on-line discussion topics.

Class: 9.2 COVERING HOSTILE ENVIRONMENT

- Understanding the coverage limitations imposed by hostile environment.
- Czech and international journalists on assignments abroad: Afghanistan, Iraq or other experiences (debate on working with the military).
- Understanding the limitations of coverage imposed by political regimes.
- Defeating information blocking. Harassment of journalists. Real-life stories. (video-optional)

Readings: PPT Hostile environment; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

Quiz 3

Week 10
Class: 10.1 MEDIA AND THE FUTURE

- Introduction to the developing vision of international media: the internet, multi-media, expanding ways of live coverage, social media.
- Potential for manipulation of public opinion and known current tendencies of manipulation by states, corporate entities and extremist

Readings: PPT Future; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

Class: 10.2 CLASSIC JOURNALISTIC STANDARDS IN THE NEW MEDIA ENVIRONMENT

Practical analysis of news media products.

Group exercises. Individual contributions.

Readings: PPT Journalism and the New Media; Review of the corresponding material from previous classes; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

Week 11
Class: 11.1 Rhetorical Strategies [...]
strategies; latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

Research Paper due

Class: 11.2 DIVERSITY vs. UNIFORMITY AND THE ROLE OF GLOBAL MEDIA

Diversity of secular and religious worldviews, media, politics and violence. Process of cultural hybridization and various reactions to it. Breaking the vicious cycle.

Readings: PPT Diversity vs. Uniformity; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

Week 12
Class: 12.1 CULTURE, NATIONALISM, PATRIOTISM AND THE MEDIA

- Are all nationalisms the same?
- Polarization and media.
- Weaponization of cultural concepts, Militant Nationalism.
- Rise of far-right and the media coverage.
- Anti-xenophobic forces in Europe (and the US).
- Generational gap of group identities: European vs. nationalistic identity.
- Is the media taking sides in the group identity debate? Should it?

Readings: PPT Nationalism & Media; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); handouts and/or on-line discussion topics.

Class: 12.2 REVISION OF THE COURSE

Revision of the course.

Readings: PPT Revision; Files from the electronic Canvas reader (latest issues [links] as directed by instructor); Review of all essential course readings as directed by instructor.

Week 13
Class: 13.1 Final Exam Week

SHORT REVIEW OF THE MAIN CONCEPTS OF THE COURSE; GROUP EXERCISES AND/OR PRESENTATIONS

Course review. Student presentations. Tutoring.

Readings: PPT Concepts Review; Review of all essential course readings as directed by instructor.

Class: 13.2 FINAL EXAM

Written in class test

Readings: As directed by instructor.

Course Materials

Readings

- Thompson, Mark. Forging War: The Media in Serbia, Croatia and Bosnia-Hercegovina. UK: Article 19th,
Online Resources

Links for discussion updates: current topics several times a week. Links with prompting questions will be provided by instructor as they appear in the media or as relevant to the class topics. Generic links will be in the appropriate section of Modules on Canvas.

Media Resources

Films

Excerpt from Nazi propaganda film “The Triumph of the Will” by Leni Riefenstahl.