

J346G (07980)/J395 (08150)
Domestic Issues & Global Perspectives
Fall 2015
School of Journalism
The University of Texas at Austin

Lectures:	TTH 3:30 - 5 p.m., CMA 6.174
Instructor:	Hsiang Iris Chyi, Ph.D.
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Office hours:	T 5 - 6 p.m., TH 2 - 3 and 5 - 6 p.m., or by appointment

Course Description

This course will examine domestic social issues from global and intercultural perspectives. Traditional journalism on domestic problems tends to focus on domestic viewpoints and discussion about the origin of and solutions for such problems is of limited scope as social and cultural norms are often taken for granted. When it comes to issues such as economic recession, education, energy consumption, food and health, and climate change, the U.S. is often an outlier on a global scale, and placing such issues in the global/intercultural context would help journalists/readers think outside the box.

Course Objectives

Students are expected to focus on a number of social issues, identify alternative perspectives or reference systems, conduct comparative/intercultural research, and incorporate such research into class discussion and projects.

Required Readings

Readings from different sources will be made available on the course's Canvas site at <http://canvas.utexas.edu/>.

Recommended Text

Mahbubani, K. *Can Asians Think?* 4th edition. (Marshall Cavendish, 2009).

Osnos, E. *Age of Ambition: Chasing Fortune, Truth, and Faith in the New China*. (Farrar, Straus and Giroux, 2014).

Laird, G. *The Price of a Bargain: The Quest for Cheap and the Death of Globalization*. (Palgrave MacMillan, 2009).

Friedman, T. L. *The World Is Flat: A Brief History of the Twenty-First Century*. (Farrar, Straus and Giroux, 2007).

Schlosser, E. *Fast Food Nation: The Dark Side of the All-American Meal*. (Houghton Mifflin, 2002).

Course Requirements

* Response to readings (30%): You are expected to read and respond to course readings in a timely manner by posting your views on the course blog, the URL of which is _____ .blogspot.com

* Assignments & presentations (30%): There will be a series of exercises and assignments for you to better understand the issues to be examined in this class. You are expected to identify relevant online and offline information sources, conduct personal interviews, synthesize what you find to develop your own view, and present your findings and lead discussions in class.

* Final project (30%): An in-depth story or a research paper on a contemporary issue involving multiple non-U.S. views or data sources.

* Attendance (10%): You are expected to actively participate in class activities and discussions. In class, the instructor will monitor attendance or give in-class exercises from time to time. No make-ups for such exercises will be granted. There is no need to justify your absence, but more than 3 absences will result in an F (60/100) for participation, and more than 6 absences will result in a zero for participation.

Grading Scheme

A = 94 or above
A- = 91-93
A-/ B+ = 90
B+ = 87-89
B = 84-86
B- = 81-83
B-/C+ = 80
C+ = 77-79
C = 74-76
C- = 71-73
D+ = 67-69
D = 64-66
D- = 61-63
F = 60 or below

Disruptive Behavior

Mutual respect is essential in this class. Therefore, please do not use your laptop computer, tablets, and smartphones in class, unless the instructor has requested that you do so. In accordance with university policy, disruptive behavior will be documented and may lead to sanctions. Examples of disruptive behaviors in the classroom include arriving late to class, chatting, etc.

Academic Integrity

Be academically honest in every aspect of class work. All students are subject to the student code of conduct, including the University Code of Academic Integrity. For this course, *academic dishonesty* includes (but is not limited to) the following: fabrication (i.e., making up data, sources or information), plagiarism (using someone else's work in your work without giving proper credit), duplication (doing an assignment for this course and for any other course in this or any prior

semester without the express consent of the instructor), and cheating (exchanging information with another individual during an exam). Violations of the academic integrity code will result in penalties in this course and all violations will be reported to the University. It is your responsibility to be aware of the rules of academic dishonesty -- ignorance is not a defense. When in doubt, consult the instructor before doing anything about which you are uncertain.

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

University Electronic Mail Notification Policy

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this class, e-mail will be used as a means of communication with students. You are responsible for checking your e-mail regularly for class work and announcements. We will use your e-mail address available on Blackboard.

Use of Canvas

This course uses Canvas, a Web-based course management system in which a password-protected site is created for each course. You will be responsible for checking Canvas regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Scheduled downtimes are not an excuse for late work.

Student Feedback

Come see me during office hours if you have any questions/suggestions.

Documented Disability Statement

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work

assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Q Drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: "Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

Missed Classes/Deadlines and Late Assignments

Please form a study group of three and write down the contact information of two members here:

- 1.
- 2.

If an emergency prevents a student from taking a scheduled exam or meeting the deadline of a presentation, the student must notify the instructor prior to the exam or presentation. Otherwise, the student will not be eligible for a make-up. Make-up exams/presentations will be granted only for a limited time and only for valid, documented reasons, such as serious illness, family emergency, jury duty or military reserve obligation. Absence excuses are subject to verification. Presenting a false excuse will be considered a violation of the academic integrity rules.

If the deadline of an assignment is missed, all late work must be turned in within one week after it is due and will be downgraded for one letter grade whether it is 1 or 7 days late. No late work beyond the one-week period will be accepted. Missed assignments will receive a zero.

Course Calendar & Readings 1.0 (Subject to change)

You are expected to complete the assigned readings **before** class.

1. Week of Aug. 27: Overview of the course; class survey
2. Week of Sept. 1: Rethink the world, the U.S., and us
Read:
"Can't place that smell? You must be American: How culture shapes our senses," *New York Times* (2014):
http://www.nytimes.com/2014/09/07/opinion/sunday/how-culture-shapes-our-senses.html?_r=2
"The West and the Rest," (1992), in *Can Asians Think?*

Image of the U.S. worldwide
Read: U.S. global image and anti-Americanism
<http://www.pewglobal.org/topics/u-s-global-image-and-anti-americanism/>
3. Week of Sept. 8: Modern shifts of international geopolitical power
Read:
"The Rest of the West," (2000), in *Can Asians Think?*
"Smart Power, Chinese Style," (2008), in *Can Asians Think?*

The rise of China
Read:
"The Quiet Crisis," in *The World is Flat*. (2007).
"How to Save the U.S.-China Relationship," By Evan Osnos. *The New Yorker*. (2015). <http://www.newyorker.com/news/daily-comment/can-the-u-s-and-china-avoid-the-enemy-trap>
4. Week of Sept. 15: Global news exchange; media coverage as "pictures in our head"
Read:
The world is not enough: An analysis of Us/Them dichotomies in the International Herald Tribune /International New York Times, *Journalism Studies* (2015).
How Western media would cover Baltimore if it happened elsewhere, in *Washington Post* (2015).
<http://www.washingtonpost.com/blogs/post-partisan/wp/2015/04/30/how-western-media-would-cover-baltimore-if-it-happened-elsewhere/>
5. Week of Sept. 22: 9/11 and "the war on terror"
Documentary: *Buying the War* (2007)
Read:

Imperial delusions: Ignoring the lessons of 9/11 by Jensen (2011):
<http://www.commondreams.org/views/2011/09/09/imperial-delusions-ignoring-lessons-911>
6. Week of Sept. 29: Documentary: *Fahrenheit 9/11* by Michael Moore (2004)
Read:
Framing the war on terror, by Reese & Lewis in *Journalism* (2009).
Everyone's Trying Really Hard Not to Call the Germanwings Co-Pilot a Terrorist (2015):
<http://mic.com/articles/113896/everyone-s-trying-really-hard-not->

[to-call-the-germanwings-co-pilot-a-terrorist](#)

7. Week of Oct. 6: Presentations and guest speaker
8. Week of Oct. 13: Consumerism and “Made in China”
Documentary: Consumerism and the Limits to Imagination (2014) / Mardi Gras: Made in China (2008)
Read:
"Flattener #7: Supply-Chaining" in *The World is Flat* by Thomas Friedman
Introduction and p. 82-112 of “China Crisis: The End of Cheap Labor” in *The Price of a Bargain* by Gordon Laird
9. Week of Oct. 20: Presentations and guest speaker

Read:
Ch1 “Marvelous, Misunderstood, Malignant” in *Conscious Capitalism* by John Mackey & Raj Sisodia (2013).
10. Week of Oct. 27: Food and health
Documentary: Feeding Frenzy (2013) / Food, Inc. (2009)
Read:
Introduction and Ch2 (p.42-57 on marketing to children) of *Fast Food Nation*
U.S. Health in International Perspective: Shorter Lives, Poorer Health (2013):
http://iom.nationalacademies.org/~media/Files/Report%20Files/2013/US-Health-International-Perspective/USHealth_Intl_PerspectiveRB.pdf
11. Week of Nov. 3: Read: Ch 5 (Why the Fries Taste Good), Ch 6 (p.139-144 on chicken nuggets and beef), and Afterwords: The meaning of mad cow, in *Fast Food Nation*

Presentations and guest speaker
12. Week of Nov. 10: Sustainability and waste
Documentary: Ghana: Digital Dumping Ground (2009) / Tapped (2009)
Read:
Wasted: How America Is Losing Up to 40 Percent of its Food from Farm to Fork to Landfill:
<http://www.nrdc.org/food/wasted-food.asp>
Americans Waste \$130 Billion a Year on Energy:
<http://www.greenbiz.com/blog/2009/07/29/americans-waste-130-billion-year-energy>
Energy Waste Rebounds: Top 10 Energy Pigs in the Plug:
<http://www.forbes.com/sites/williampentland/2012/12/07/energy-waste-rebounds-top-10-energy-pigs-in-the-plug/>
13. Week of Nov. 17: Rethink journalism and society in the global context; challenges and opportunities
Read:
p. 108-119 of “Part IV. Strength: The Crucible of Truth,” (2009), in *All My Bones Shake*.

14. Week of Nov. 24: Development and consultation of final project
Thanksgiving
15. Week of Dec. 1: **Presentations of Final Projects**
Final Project due (Dec. 3)