GLBL 3301-02

**Late Night Roundup**

Spring 2020ILate 8 online

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| Instructor | Dr. Malliga Och | Office | North Gravely Hall 116 |
| Phone  Email | 208-282-3717  ochmall@isu.edu | Office Hours | T 12.30 – 3:30 pm (virtually via zoom)  M/W/R 2:00 – 4:00 pm (by appointment only) |

Today, a significant number of people learn about important political events not through hard news (traditional print and news media) but through soft news which is ‘sensational, more personality-centered, less time-bound, more practical, and more incident-based than other news’ (Patterson 2000, 4). This form of politainment and infotainment is most prominently exemplified by the Daily Show, Jon Oliver, and the former Stephen Colbert Report. More recently, late night shows such as Full Frontal, Late Night with Seth Meyers, or Jimmy Kimmel increasingly cover national and international news including global issues (climate change, global health etc.) of general importance and interest. This course will explore the phenomenon of politainment and ask whether Late Night Shows and Political Parody Shows increase the political knowledge and awareness of their audience as well as question the accuracy of politainment.

**Textbook:** all readings are available on Moodle and all videos are available on YouTube channel GLBL 3301 Late Night Roundup (link on Moodle)

**Your Road to Success**

Thank you for signing up for this class, I am truly excited to spend this Late 8 class with you. Below, I have outlined my Six Keys to Success. If you follow the steps below, you should have a successful semester and a great learning experience.

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| Readings | While this class focuses on watching late night show clips, make sure to read the assignment readings. Without reading them you cannot pass the News Analysis assignment. |
| Class Participation | Every week I will post a discussion prompt on the discussion board – your engagement with the discussion forum is how I will measure your participation. Please see below how discussion forum participation is applied to your grade. |
| Revise and Resubmit | Don’t forget to submit your assignments on time and utilize the revise and resubmit option to turn a fail into a pass. |
| Don’t trust Moodle! | I strongly encourage you to keep records of all your assignment. Moodle is known to break down. If you are unsure whether Moodle submitted your assignment, call the helpline 282-HELP. When in doubt, email me your assignment *before* it is due. |
| Be vigilant! | If you notice any errors in your grades quickly let me know so that we can reconcile it ASAP. Note that after May 8th when this class ends, the university expects every professor to submit all grades within 2-3 days. After grade submission, there is nothing I can do in terms of correcting errors unless it is solely my fault. |
| Stay in touch! | Get in touch with me if you need help with anything connected with the course materials. When in doubt, ask me. I am available in the office (Gravely Hall N116) and/or via email ([ochmall@isu.edu](mailto:ochmall@isu.edu)). If you cannot make it to office hours, I am happy to schedule a Zoom meeting. |

If you ever find yourself doing an activity in this class and you’re not sure what it is supposed to accomplish, don’t’ hesitate to let me know. I read each word of your work and appreciate a good effort and independent thinking. You can reach out to me (email, phone, in person) to make sure you understand what I’m asking for in each assignment. Asking for clarification or help is a good solid effort and documentation of your learning. Don’t be afraid to ask!

**How Do I Earn My Grade?**

Rather than a traditional course that grades each student on a scale from 0 to 100%, you will actively be involved in your learning. Instead of a midterm and a final, there will be a variety of assignments and each student can choose how much to do in order to get the grade she or he wishes. This will allow students to direct their learning in this course in the manner that best suits their learning objectives. Essentially, the grade you earn is completely up to you!

Below are the exact requirements you need to meet for each letter grade.

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|  | **Minimum Grade Requirements** | | | |
| **Assignments**  must be submitted on time | **D** | **C** | **B** | **A** |
| **News Analysis** | Pass 1 out of 5 | Pass 2 out of 5 | pass 3 out of 5 | Pass 4 out of 5 |
| **Media Artifact** | Pass 1 out of 5 | Pass 2 out of 5 | pass 3 out of 5 | Pass 4 out of 5 |

***Note****: You must fulfill the minimum requirements in each cell of a column in order to earn that final grade.* If you do not meet the minimum requirements for a D in this course, you will receive an F.

**How do I know how well I did on an assignment?**

For each assignment in this course, you will have explicit tasks related to that assignment. In order to receive credit for completing the assignment, you must satisfy all the tasks for that assignment. *Grades are awarded as pass or fail – there is no partial credit.*

News Analysis

This assignment is due on Sundays at 23:59 MST (see class schedule). To pass this assignment, you need to:

1. Answer questions 1-3 listed below
2. Each essay must be at least 200 words long
3. Each essay must be written in full sentences with proper grammar and spelling

After watching the assigned show segment for this week and reading the assigned news articles or policy reports, answer the following questions:

1. What are the key ideas of the show segment?
2. What details and/or storytelling devices does the host use to convey the setting, storyline, or broader themes of the show segment?
3. How comprehensive and accurate is the information portrayed in the video clip compared to the assigned readings? Consider the following questions:
   1. Did it exclude information? If so, which one? Will the exclusion impact the political knowledge or awareness of the audience in a negative way?
   2. Did it get information wrong? If so, which one? Will the wrong information impact the political knowledge or awareness of the audience in a negative way?

Media Artifact

This assignment is due on Sundays at 23:59 MST (see class schedule). To pass this assignment, you need to do the following:

1. Post a cartoon or meme that addresses the weekly topic
2. Introduce and summarize your media artifact
3. Discuss course concepts that relate to your media artifact
4. Explain how it expands or builds on the weekly course material

Participation (Discussion Forum)

Participation is voluntary. However, you can improve your grade significantly, if you participate every week. You will receive a bonus of a half letter grade on top of your final grade, if you fully participate for 3 weeks. If you participate for the full 5 weeks, you will receive a full letter grade as a bonus on top of your final grade.

Satisfactory participation is achieved if you do the following:

1. Watch the additional show segment posted in the discussion forum.
2. Give an example from the show segment that mainly serves entertainment purposes.
3. Give an example from the show segment that conveys important and relevant political information.
4. Engage with at least one post of a fellow student in a meaningful and respectful manner stating:
   1. Whether you agree or disagree with the categorization, and
   2. Give a reason for why you agree or disagree

I do not accept late submissions for the discussion forum.

**What if I my work did not meet the requirements for a pass?**

You can revise and resubmit a failed assignment by the following Sunday at 23:59 MST. Please note that revise and resubmits are NOT possible for late assignments.

**What if I do not submit my assignment on time?**

You have two options to make up a missed assignment:

1. Submit your assignment up to one week late from the original due date. **I only accept 2 late assignments over the course of the semester.** There is no revise and resubmit option for late assignments.
2. Utilize extra-credit opportunities – one extra-credit opportunity can make up for one missed assignment.

Life happens – if you know you won’t be able to make the deadline due to events that are outside of your control (you or a loved one are in an accident, death in the family, sudden and severe illness etc.) please contact me via email **BEFORE** the assignment is due to arrange for an alternative due date.

**What are the guidelines for this course?**

In order to make sure our course runs smoothly, we need to have some policies and ground rules in place for how we will interact with each other.

*How do I communicate with the instructor? How will he communicate with me?*

You can email me at any time (ochmall@isu.edu) or visit during my office hours. I am happy to help you with any of the assignments or just discuss your thoughts on class topics! If you cannot make it to office hours, please email me to set up an appointment. Email me a picture of a puppy or kitten for a fun surprise. If you cannot make it to campus, we can always schedule a zoom meeting. I will respond to any email inquiries within 24 hours during regular business hours. I do not answer emails over the weekend.

*What if Moodle is acting up?*

Moodle is of central importance in this class. It is on Moodle where you submit your assignments, where I post readings and where I announce important information. Please make sure to receive Moodle notifications for the course and check into Moodle at least twice a week.

If Moodle is acting up (and it sure will), please contact the IT help desk at 282-HELP. Make sure to always save a copy of your assignment in case Moodle ‘eats it’ – it has happened before. If this is the case, first call Moodle for troubleshooting. If they cannot fix the problem, please email me your assignment by the deadline. If you notice a problem after the deadline has passed, email me immediately to alert me to the problem. I strongly suggest taking a screenshot of Moodle when you submit your assignment to prove that you did submit it on time.

*What if I need an accommodation?*

All students with a disability and requiring special accommodations to participate in and to complete this course must contact the Disability Resource Center (Rendezvous Building) for verification of eligibility and for determination of specific accommodations. More information here: http://www2.isu.edu/disabilityservices/

*What if I need help with assignments and writing?*

If you would like assistance with your writing, from brainstorming to a second set of eyes to check spelling and grammar, please use the Writing Center. Trained writing consultants can help you with all stages of your writing process. More information can be found here: http://www2.isu.edu/success/writing/

*What are the expectations for academic integrity?*

For purposes of this course, plagiarism is understood to refer to:  A) Direct quotes without adequate source citation.  B) Paraphrase or précis without adequate source citation. All material: fact, theory, or hypothesis, derived from the works of others must be properly cited. Source citations must include author, title of the work being cited, pages being referred to, and date of publication. For journal articles, proper citation includes the above **plus**: journal title, volume number, and pages in the journal occupied by the article. Models for proper citation format may be found in: Turabian, Kate L., *A Manual for Writers of Term Papers, Theses and Dissertations*, University of Chicago Press, 1973.Plagiarism is considered a serious academic offense which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree.

**What’s the Class Schedule?**

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| Date | **Weekly Topic** | **Assignments** |
| Week 1 March 9 | **Introduction**   * **Read**: Brewer and Marquardt. 2007. “Mock News and Democracy: Analyzing the Daily Show” in *Atlantic Journal of Communication.* * **Read**: Baum. 2003. “Soft News and Political Knowledge: Evidence of Absence or Absence of Evidence?” in *Political Communication*   To pass the **reading response**, you must do the following:   1. Share a specific part of the weekly lesson that you thought was interesting 2. Provide an explanation why you found that part of the lesson particularly interesting 3. Answer is written in complete and full sentences 4. Answer is at least 200 words | Reading Response is due 3/15 @ 23:59 MST  **Reading Response** (no late submission accepted) – if you pass this assignment, you can make up for a future missed or late assignment. |
| Week 2  Mar 16 | No Class |  |
| Week 3 | **SPRING BREAK** | No assignments due |
| Week 4  Mar 30 | **Coronavirus**   * **Read**: Washington Post. [What you need to know about Coronavirus](https://www.washingtonpost.com/health/2020/02/28/what-you-need-know-about-coronavirus/?arc404=true). * **Read**: Washington Post. [How to prepare for coronavirus in the U.S.](https://www.washingtonpost.com/health/2020/02/26/how-to-prepare-for-coronavirus/?arc404=true) * **Read:** Washington Post. [Live Updates](https://www.washingtonpost.com/world/2020/03/01/coronavirus-live-updates/) * **Watch**: Last Week Tonight with John Oliver. [Coronavirus](https://www.youtube.com/watch?v=c09m5f7Gnic). | Assignments are due 4/05 @ 23:59 MST |
| Week 5  April 6 | **Hong Kong Protests**   * **Read:** The New York Times. [Six Months of Hong Kong](https://www.nytimes.com/interactive/2019/world/asia/hong-kong-protests-arc.html) * [Protests. How Did We Get Here?](https://www.nytimes.com/interactive/2019/world/asia/hong-kong-protests-arc.html) * **Read**: Amnesty International. [Patterns of repression: Timeline of the 2019 Hong Kong protests](https://www.amnesty.org/en/latest/news/2019/10/timeline-of-the-2019-hong-kong-protests/) * **Watch:** Full Frontal. [Why are People Protesting in Hong Kong? Part 1](https://youtu.be/1qKBQqXBONE) * **Watch:** Full Frontal. [Why are People Protesting in Hong Kong? Part 2](https://youtu.be/q5IEIY8GKv4) | Assignments are due 4/12 @ 23:59 MST |
| Week 6  April 13 | **Syria**   * **Read**: Foreign Affairs. The Coming ISIS Jailbreak (on Moodle) * **Read**: The Unintended Consequences of Trump’s   Decision to Withdraw from Syria (on Moodle)   * **Read**: USA Today. [What we know about Trump's withdrawal from northern Syria as critics argue it abandons Kurdish allies](https://www.usatoday.com/story/news/politics/2019/10/08/trump-syria-withdrawal-what-you-need-know-turkey-kurd-conflict/3908110002/) * **Watch**: The Late Show with Stephen Colbert: [President Trump, In His 'Great And Unmatched Wisdom,' Decides To Abandon Kurds](https://www.youtube.com/watch?v=F_KlNNuMVxo) (first 5 minutes) | Assignments are due 4/19 @ 23:59 MST |
| Week 7  April 20 | **Iran Crisis**   * **Read**: Al Jazeera. [US-Iran tensions: Timeline of events leading to Soleimani killing](https://www.aljazeera.com/news/2020/01/iran-tensions-timeline-events-leading-soleimani-killing-200103152234464.html) * **Read**: Foreign Affairs. Will Iran’s Response to the Soleimani Strike Lead to War? What Tehran Is Likely to Do Next (on Moodle) * **Read**: DW. [Qassem Soleimani: Timeline of events following Iranian general's assassination](https://www.dw.com/en/qassem-soleimani-timeline-of-events-following-iranian-generals-assassination/a-51910195) * **Watch**: Late Night with Seth Meyers. [Trump Threatens War Crimes Against Iran: A closer look](https://youtu.be/OEiwoY_6ll8). | Assignments are due 4/26 @ 23:59 MST |
| Week 8  Apr 27 | **Climate Change**   * **Read**: Council on Foreign Relations. [The Consequences of Leaving the Paris Agreement](https://www.cfr.org/backgrounder/consequences-leaving-paris-agreement?gclid=Cj0KCQiA1-3yBRCmARIsAN7B4H0h3jMHX_TxqfU-YjEFreg9xXM004i-aNvCeM965dFkcYbWhL_lGT8aAvv1EALw_wcB). * **Read**: Congressional Research Service. Potential Implications of U.S. Withdrawal from the Paris Agreement on Climate Change (on Moodle) * **Read**: UNFCCC. [What is the Paris Agreement?](https://unfccc.int/process-and-meetings/the-paris-agreement/what-is-the-paris-agreement) * **Watch**: Last Week Tonight with John Oliver. [Paris Agreement](https://youtu.be/5scez5dqtAc) | Assignments are due 5/3 @ 23:59 MST |
| May 5 | **FINAL WEEK – No Final** |  |

**Statement on Success**

Success in this course depends heavily on your personal health and wellbeing. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. I encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in this course. If you are experiencing stress in other areas of your campus life, I am happy to help you get in contact with other resources on campus that stand ready to assist you. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that are available.

Both part-time and full-time studentswho are enrolled in the current semester are eligible for free, confidential counseling services at the **ISU Counseling and Testing Services (CATS)**. You can find CATS in Graveley Hall, 3rd floor of the south side. To schedule an appointment, call 208-282-2130 or just stop by. Walk-ins are welcome Monday-Friday from 8am - 4pm.

**General Education Mission Statement and Competencies:**

**IS- 2202 meets Objective 9 (Cultural Diversity) requirements in both the GenEd and International Studies** programs. The course is structured so that whether you are an International Studies major or a student of international business, healthcare and pharmaceutical studies, political science, economics, sociology, and so on, you are provided a rich fair of knowledge and experience in a comparative international framework. The course deploys relevant interpretive issues and varieties of evidence for an understanding of cultural, scientific, institutional, and technological precedents that, along with geography, set the emergent global stage. Specific multidisciplinary themes along with consistent attention to global cultural differences and interconnectedness form the organizing framework. *By the end of the semester students should be able to*:

Idaho State University recognizes its role in preparing bachelor degree students to function as competent and skilled graduates to achieve any continuing academic goals and to live as life- long leaners and thinkers. Accordingly, general education at ISU is designed to help students in understanding the link between their coursework, social and vocational responsibilities, and rewards as citizens of a free nation. In order to support its GenEd mission, ISU has adopted the following competencies expected of all its bachelor degree graduates (see <http://www.isu.edu/gened/pdf/Undergraduate%20Gen%20Ed%20Requirements.pdf>):

1. Identify the defining characteristics of the culturally diverse communities in regional, national, or global contexts.
2. Describe the influence of cultural attributes such as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities.
3. Apply knowledge of diverse cultures to address contemporary or historical issues.

Instructors of IS 2202 use a variety of exercises and assignments—including weekly readings of relevant materials and discussions, research exercises, assignments, and other activities to help students achieve these course outcomes:

1. Course Outcomes: Upon completion of this course with a 70 percent or above, students will be able to:
2. Recognize and discuss elements of cultural diversity in local, regional, national and global contexts.
3. Demonstrate the ability to identify the common problems facing our global community, and
4. Apply knowledge of diversity in addressing contemporary socioeconomic, political, science and technological issues.
5. Objectives/Measures:
6. Recognize and discuss elements of cultural diversity in regional, national and global contests the students will:
   1. Complete reading assignments or reflection papers to identify, comprehend, criticize and possibly find applications for the ideas found in the writings of key theorists and writers.
   2. Complete weekly online assignments
7. Demonstrate the ability to identify the common problems facing our global community—the students will:
   1. Identify the most common informal fallacies; learning the distinction between biases, prejudices on the one hand and good arguments—i.e. those which have sound data and premises as well as a valid logical structure.
   2. Recognize the distinctions between normative vs. descriptive, deductive vs. inductive, analytical vs. prescriptive reasoning in global discourse. (Outcomes 2 and 3)
8. Apply knowledge of diversity in addressing contemporary socioeconomic, political, science and technological issue –the students will:
   1. Apply the principles of theories on cultural globalism in debates, group discussions, and short simulations that allow students to understand problems from a variety of cultural views.
   2. Adapt knowledge of these theories in addressing “concept questions” or “challenge questions” on exams. These questions do not generally have a "right" or "wrong" answer, rather the students are directed to apply concepts in order to justify their opinion.

All these mean that students who successfully complete the various assessment tests for class— namely, research papers, article review essays, film, timeline, short answer quizzes, and planned discussions, etc.—have undergone a process of developing Cultural Diversity skills which is one of the most critical needs of over emergent world.