

Course Form for PKU Summer School International 2019

Course Title	China and Media Matters 中国与媒体事务
Teacher	Jaime A. FlorCruz
First day of classes	July 15, 2019
Last day of classes	July 26, 2019
Course Credit	3 credits
Course Description	
Objective:	
<p>This course offers an overview of journalism and communications to be presented by a veteran China watcher and foreign correspondent who will share first-hand experiences and unique perspectives.</p> <p><i>Learning Goals</i> - this course aims to help students:</p> <ul style="list-style-type: none"> • Understand the basic tenets and practice of journalism and communication • Familiarize with the media landscape in and outside China • Make comparative media studies between China, the U.S. and other countries • Develop the ability to distinguish between news, propaganda, publicity, advertising, entertainment and raw information • Explore the promise and perils of New Media • Gain understanding of China and its relations with other countries through the prism of media reporting <p>Probe the prospects and problems of how China communicates with the outside world</p>	
Pre-requisites /Target audience	
<p>Fluent use of English language Open to undergraduate and graduate students</p>	
Proceeding of the Course	
<p>The class will analyze distinctive features and impact of various media: print, TV, radio, online media, social media, blogs, and podcasting. It will look into the role of the media and the impact of technological innovation in the way news is presented and consumed, while seeking to find out how all these are different or similar in China compared to other countries. The class will also look at how China is projecting its image overseas and how it is perceived in and outside China through the prism of the media.</p> <p>Students will listen to presentations by the professor, guest speakers and peers. The start of class time is typically devoted to sharing of current events and brief</p>	

discussions on how world events are covered by Chinese and overseas media. Students will use personal mobile devices to gather audiovisual elements to complete homework assignments. The class will use group Wechat as the main platform for circulating reading and writing assignments and for sharing information and opinion.

Assignments (essay or other forms)

Daily reading of news is required. Students will be expected to participate in discussions and work in teams, take occasional quizzes, submit reflective reports or thoughtful essays on assigned readings or video. Presentations may also involve photos, videos or other audiovisual media. A total of nine (9) writing assignments will be required throughout the course. As final project, students will be required to put together a short multimedia project to be presented to the class in the last session.

Evaluation Details

Attendance and Class Participation - 25%
In-Class Writing, Homework and Quizzes – 25 %
Final Project – 50 %

Text Books and Reading Materials

Hand-outs, online media links; access to CCTV, BBC, CNN, Xinhua, China Daily, AP, Reuters, Financial Times, Bloomberg, Wall Street Journal and New York Times, or other available news sources is recommended.

Academic Integrity (If necessary)

Cheating is strictly forbidden.

CLASS SCHEDULE

(Subject to adjustment)

Session 1: Introduction

Overview. Getting to know the professor, the course and expectations. After the professor gives a self-introduction, students will then introduce each other to the class through interviews. Professor will share practical experiences and insights as a media practitioner in China; how and why he chose to become a reporter, the rewards and frustrations of covering China, and the highlights of his 30-year career. Students will get tips on the art of interviewing and will practice interviewing skills and oral presentation.

Short video: Jia Jiangke – “In Our Time” Part 2 – a renowned filmmaker’s introduction

【Questions】

Impromptu oral presentations by students
In-Class Short Writing Assignment #1: “The News You Use” (100 words)

【Readings, Websites or Video Clips】

1. Weinstein, Michael “Short and Sweet: Storytelling in 300 Words by Brady Dennis,” *Poynter*, April 14, 2006. [3 pages]
2. Baker, Eric. “How to be a Better Writer: 6 Tips From Harvard’s Steven Pinker” *Time.com* November 14, 2014. [6 pages]
3. Belmaker, Genevieve “5 ways journalists can use smartphones for reporting” *Poynter*, January 18, 2013. [3 pages]

【Assignments for this session (if any)】

Assignment #2: prepared short oral presentation due next meeting

Session 2: Eye on China

A look at how China has changed, and has not changed, over the past four decades, through the professor’s personal experiences and insights. What was China like under the rule of Chairman Mao? What were the highlights and consequences of the Cultural Revolution? What was Deng Xiaoping’s vision of “reform and opening up” and how did it change China? What has Deng’s reform achieved and what have been its unintended consequences? What was the media landscape like, then and now? How has the foreign media covered the China story and how does it compare with the Chinese media coverage?

1. Short presentations by students
2. Videos by FT Chinese:
 - “Days in Beida”
 - “China May Wish to Slow Down”
3. PowerPoint by Jaime FlorCruz “Eye on China Through the Decades”

【Questions】

In-Class Short Writing Assignment #3: “China’s Defining Images” (100 words)

【Readings, Websites or Video Clips】

1. Chang, Tsan-Kuo. “China From Here and There.” *Media Studies Journal*, Winter

<p>1999 (photo-copied handout) [8 pages]</p> <ol style="list-style-type: none">2. FlorCruz, Jaime. "Chinese Media in Flux." <i>Media Studies Journal</i>, Winter 1999 (photo-copied handout) [5 pages]3. MacKinnon, Stephen. "The 'Romantic' Generation." <i>Media Studies Journal</i>, Winter 1999 (photo-copied handout) [8 pages]4. Mann, James. "Framing China." <i>Media Studies Journal</i>, Winter 1999 (photo-copied handout) [6 pages]
<p>Session 3: The Discriminating News Consumer</p>
<p>Explore the differences between news, propaganda, publicity, advertising, entertainment and raw information. What role does state-run media play in communication? What levers are available to governments to affect news coverage? How have the Chinese media evolved in the past years? What role do they play in the rapidly changing society? Class discussions on these issues will focus on understanding all points of view.</p> <p>Presentations</p> <ol style="list-style-type: none">1. Video by FT Chinese: "Media as Watchdog"2. PowerPoint by Jaime FlorCruz: "The Discriminating News Consumer"
<p>【Readings, Websites or Video Clips】</p> <ol style="list-style-type: none">1. Deggans, Eric C. "What is Your Media Pyramid?" <i>Poynter</i>, January 19, 2006 [5 pages]2. Gandour, Ricardo. "Study: Decline of traditional media feeds polarization" <i>Columbia Journalism Review</i>, September 19, 2016 [5 pages]3. Mitchell, Amy. "Key findings on the traits and habits of the modern news consumer" Pew Research Center, July 7, 2016 [4 pages]
<p>【Assignments for this session (if any)】</p> <p>Short Writing Assignment #4: on recent lifting of "net neutrality" in the U.S. and its implications in the news industry. (100 words)</p>
<p>Session 4: Profit motive versus balanced coverage</p>
<p>Does it matter who owns media outlets? How do commercial concerns shape or not shape story selection and presentation? The class will look into how fragmentation and consolidation in the media industry play out in and outside China? With the acquisition of media outlets by corporate giants like Amazon and Alibaba, is bigger better? Do such takeovers lead to "conflict of interest"? Should there be a "wall" between the "church" (editorial side) and "state" (business side)? How do news organizations decide the most important and interesting stories of the day? When do raw information become viral and news? We will examine the dilemma of</p>

choosing between interesting and important stories and what factors drive the decisions. How does press coverage shape public opinion and how does public opinion shape press coverage?

【Questions】

In-Class Short Writing Assignment #5 on a balanced media diet (100 words)

【Readings, Websites or Video Clips】

1. Hachten, William A. *The Troubles of Journalism – A Critical Look at What’s Right and Wrong With the Press*. Chapter 5: “Bigger, Fewer and More Like-Minded” [15 pages]
2. Stelter, Brian. “AT&T CEO pledges journalistic independence for CNN” *CNNMoney*, October 23, 2016. [3 pages]

Session 5: Internet and Social Media

What opportunities and challenges do the Internet and social media bring to journalists and news consumers? The course will look into how technological advances affect both coverage and relations between the press and the government, and between the press and their business owners. How is mobile technology changing the way news is delivered and consumed?

【Questions】

In-Class Short Writing Assignment #6 on the business and practices of social media (100 words)

【Readings, Websites or Video Clips】

1. Li, Xiguang. “Internet's Impact on China's Press” Professor/Director, Center for International Communications Studies, Tsinghua University, China (Keynote speech at Asia-Pacific Journalists Meeting, 2001). [6 pages]
2. Reuters report - “China threatens tough punishment for online rumor spreading” *Reuters*, September 9, 2013 [2 pages]

Xinhua report - “China's microblogs enhance public's supervision of gov't” *Xinhua*, August 14, 2011. [3 pages]

Session 6: Week 6: The Power of Images

What makes TV news different from print and other media? Explore the special impact of visual journalism: Photo journalism, TV and the web. What challenges do new media pose for consumers of news? Can the print media survive? Is a picture really worth a thousand words? Can an iconic, single-frame image tell the whole story?

3. PowerPoint by Jaime FlorCruz: “The Power of Images”

4. Video by COOPH “The Power of a Photograph” - iconic photographs and famous moments throughout history that captured raw human emotions and stunned the world.
5. Resource Speakers TBD

【Readings, Websites or Video Clips】

1. CBS Report - “Facebook reverses its ban on iconic Vietnam War photo” *CBS News/Associated Press*, September 9, 2016. [3 pages]
2. Creelman, James. “Battle Impressions” *Media Studies Journal*, Summer 2001 (photo-copied handout) [1 page]
3. Ingram, Mathew. “Facebook Says It Still Isn't a Media Company Despite Deciding What's Newsworthy” *Fortune*, October 21, 2016. [4 pages]
4. Knight, Gary. “Up Close and Deadly” *Media Studies Journal*, Summer 2001 (photo-copied handout) [4 pages]

【Assignments for this session (if any)】

This is the week for crafting a project plan for a presentation at the end of the course. Students will select the medium to use in presenting a perspective of the major topics covered in the course: discriminating consumer, prospects and perils of New Media, profit vs. balanced reporting, power of images, China’s goal to project its “soft power,” or other topic approved by the professor.

Session 7: Objective Reporting

Reporting vs. Advocacy; Patriotism, personal sympathies and egotism vs. professionalism. Is there such a thing as “objective reporting?” Can a reporter be objective and fair while at the same time also an advocate? How can the media play its role as “watchdog” and “whistle-blower”? How is that similar or different in China?

【Readings, Websites or Video Clips】

1. Gjelten, Tom. “Finding the Right ‘Moral Attitude’” *Media Studies Journal*, Summer 2001 (photo-copied handout) [5 pages]
2. Moeller, Susan. “Compassion Fatigue.” *Media Studies Journal*, Summer 2001 (photo-copied handout) [5 pages]
3. Overholser, Geneva. “The Journalist and the Whistle-Blower” *The New York Times*, February 6, 2004 [3 pages]
4. Simons, Lewis M. “A celebrated foreign correspondent built his life work on detachment.” *Columbia Journalism Review*, October 26, 2016 [14 pages]

【Assignments for this session (if any)】

Writing Assignment #7 is a reaction piece on issues covered by our guest speakers (400 words) - due next meeting

Session 8: China Context

The class will look at how China is projecting its image--and how it is perceived--overseas. What roles do the Chinese and foreign media play in the shaping of China's image overseas? How is China using the media and public diplomacy to project its "soft power"? What hurdles stand in the way of reaching China's goal?

Presentation

PowerPoint by Jaime FlorCruz on projecting China's image overseas by building up government funded media groups like *CCTV*, *China Daily* and *Xinhua*

【Questions】

In-Class Short Writing Assignment #8 on stereotypes about China (100 words)

【Readings, Websites or Video Clips】

1. Beech, Hannah. "Alien Nation" *Time*, June 11, 2012. [1 page]
2. FlorCruz, Jaime. "China Works Hard to Project Soft Power" *CNN.com*, March 30, 2012. [2 pages]
3. Jacobs, Andrew. "Pursuing Soft Power, China Puts Stamp on Africa's News" *The New York Times*, August 16, 2012. [6 pages]
4. Nye, Joseph S. Jr. "Power Shifts" *Time*, May 9, 2011. [1 page]
5. Wen, Philip. "China's Propaganda Arms Push Soft Power in Australian Media Deals" *Sydney Morning Herald*, May 31, 2016. [3 pages]
6. Zakaria, Fareed. "How to be a Real Superpower" *Time*, November 28, 2011. [1 page]

Session 9: Field Trip or In-Class Resource Speaker

The group will visit a news media operation in Beijing and hold discussions with media practitioners there. Alternatively, the class will invite a media expert as a guest lecturer.

【Assignments for this session (if any)】

Writing Assignment #9 is a reaction piece on the field trip host's insights on operations in China (400 words) – due next meeting

Session 10: Project research week

Students work in teams to prepare final presentation on their chosen topic. The final project should:

- Tell a story with a clear beginning and end
- Communicate a distinct message or theme
- Use images
- Use sound (raw sound, background music, narration, etc.)
- Run for three to six minutes
- Accompanied by a written script and a summary on why the team chose the topic and a brief background on the process of producing this project (400 words).
- Submitted in a format that can be played in class and archived by the professor for review
- Serve as a synthesis of what students learned from the course

Session 11: Final Project Presentation

Project presentations, peer discussions and evaluation. Course wrap-up.
