

# **COM 371.001—INTERNATIONAL POLITICAL COMMUNICATION**

MW 4-5:15, Spring 2024, Fell Hall 148

Professor: Dr. Joseph Zompetti

Office Hours: Mon & Tues, 2-3 pm

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## **COURSE DESCRIPTION:**

This course will provide students with opportunities involving knowledge, skills and attitudes for the purpose of realizing the potential for a more active citizenry in the global community. This course examines basic theory and research relating to global political communication, with special attention paid to the persuasive process of political communication relating to the media, political decision-making, current events, construction of political messages, and the critique of such messages. Through this process, we will be guided by an understanding of how political communication relates to citizen advocacy and activism in an international context. You should also know that this course is unique – it is one of the very few courses offered in the world that deals specifically with global political communication. As such, you will be a part of an exciting journey into an extremely relevant area of study!

This course will prepare you to understand the global aspects of communication in politics, also known as international/global political communication. In line with the overall program objectives, at the end of this course you will know the basic concepts, theories and methods in international relations as they relate to political communication; determine how global political communication relates to your area of study and/or your everyday lives; and demonstrate research, analytical, and presentation/communication skills.

## **EXPECTED LEARNING OUTCOMES:**

At the end of the course, students should be able to:

1. recognize and describe the key components of political communication in a global context, citizenship and democracy,
2. in oral and written capacities, express critical arguments about global political communication,
3. learn how to be advocates,
4. have a familiarity and critical understanding of key, common theories involving global political communication, including understanding the relevancy of political communication in their individual lives.

More specifically, we will focus on becoming more globally aware citizens. This means that globally aware citizens should consider themselves **global** citizens. As such, they should:

- Be aware of how communication links nations and individuals in the global community.
- Understand the interconnectedness of the global community.
- Be aware of how the global community impacts political decision-making, including the formal and informal agreements that nations enter.
- Understand how cultural differences (e.g., beliefs, traditions, religions) impact personal and national participation at the global level.
- Understand the impact of ideology and culture on national decisions concerning global communication.

## **REQUIRED BOOKS**

**\*\*URGENT – IMPORTANT:** You need to acquire these books for class. If you are one of the students who thinks they can “get by” without purchasing a textbook, you need to rethink your position. First, our class is discussion-based, meaning that if you don’t do the readings, it will be painfully obvious. Second, if you cannot participate in a class discussion because you did not read the requisite material from one of the books you are supposed to obtain, then you will lose very important participation points. Finally, I know that book prices can be outrageous, but the books I choose to use in my classes are not overly expensive. You should seriously consider the purchasing/renting of textbooks as part your overall investment in your education.

1. Davis, Aeron (2019). *Political Communication: A New Introduction for Crisis Times*. Cambridge, UK: Polity. ISBN: 9-781509-529001.

2. Martin, James (2015). *Politics & Rhetoric: A Critical Introduction*. London: Routledge. ISBN: 978-0-415-70671-1.

## **COURSE EXPECTATIONS**

### **ATTENDANCE:**

Every class period is critical if you are to obtain the most of your education. Furthermore, issues that we discuss in class (which will frequently stray from the texts) will be necessary for your on-going assignments. Your participation grade also will undoubtedly be reflected by your attendance. However, there is no attendance policy, *per se*. If you miss a class, you will miss part of the participation points (explained below), but you will not be penalized separately for an attendance grade. If you notify me ahead of time (at least 12 hours), I will be much more likely to work with you regarding any missed participation points. When attending class, please **BE ON TIME**. Like attendance, if you are frequently late to class or have other punctuality issues, then they may impact your overall semester course grade. If possible, please use the restroom before or after class to avoid distracting our conversations during class time.

If you miss class due to COVID-related illness, please note the University policy on absences:  
<https://policy.illinoisstate.edu/students/2-1-30.shtml>

### **LATE WORK:**

Assignments not turned in on-time will be penalized **one full-letter grade for each day they are late**. Accepting any late work is strictly at the instructor’s discretion. If you are experiencing difficulties or have unforeseen circumstances emerge, send me an email out of courtesy, and it is possible we can strike an agreement or compromise about your late work. Like the discussion above regarding attendance, you should notify me at least 12 hours ahead of a deadline so that we can discuss \*possible\* remedies. Given our current situation with COVID, I will be quite flexible with your work, but \*only\* provided you discuss it with me ahead of time.

### **SPECIAL NEEDS/CONCERNS/ACCOMMODATIONS:**

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at [StudentAccess.IllinoisState.edu](http://StudentAccess.IllinoisState.edu).

**ELECTRONIC DEVICES & DISTRACTIONS:**

Out of courtesy for all participating in the learning experience, all cell phones, laptops, and other electronic devices should be silenced and put away. These devices should never be visible *or heard*. Electronic devices are distracting to you and your peers (see: Beland & Murphy, 2016; McSpadden, 2015; Sana et al., 2013). I also view this as a “respect” issue – since I have asked politely that these devices should be turned off or silenced; if they are not and go off during class, I will view that as a disrespectful act. Your participation points will suffer, even if you have participated meaningfully. You should bring a notebook and pen to class (instead of a laptop or tablet), and you should take notes of the online readings for our class discussions.

**CLASS DISCUSSIONS:**

This course is designed to improve your ability to communicate and interact with different concepts. Given the inherent communicative nature of symbols and rhetorical forces and their influence on our lives, your participation in class discussions is critical in practicing, developing, and understanding communication messages. Additionally, we all learn more if everyone contributes. Procedural questions about what is expected of you in the class should be saved for office hours if they are not answered after a re-reading of the syllabus or can be asked via email.

Each reading day involves class discussion. Your participation will be based on the following rubric – a total of 10 possible points per class. This rubric will also be used for your overall course participation grade (in conjunction with your total points earned).

10	8	6	3	1
Full participation as a leader in class, providing well-developed responses, questions, comments, and sharing knowledge with others. Demonstrates “big picture thinking” tying course concepts to class, experiences, & discussion.	Above average participation as mostly a listener with some involvement in class discussions. Some questions and responses provided. Not always able to describe how concepts tie together in terms of the “big picture.”	Does what is expected: comes to class and completes reading assignments. Normally a listener in class discussion. Often does not ask or answer questions. Sometimes is distracted and not motivated to see the “big picture.”	Does not demonstrate a time commitment to the course (is tardy, misses some class, comes to class unprepared). Often does not participate. Not interested in how course concepts relate to the “big picture.”	Acts in a manner that disrupts the learning of self and others. Creates an uncomfortable environment for others (i.e., disrespect, incivility, comments unrelated to the readings, etc.). Often is tardy and/or misses class.

### **ACADEMIC MISCONDUCT:**

Cheating and plagiarism will not be tolerated. This includes cutting and pasting from the Internet (even if such cutting/pasting have a reference), and generally any material that is not your own unless broken off with quotation marks and cited to the proper author. You **MUST** cite material **EACH** time it is used – **NOT** just at the end of a paragraph. Specifically for this class, intentional borrowing material from others without proper citation or falsification/fabrication of supporting material, will automatically result in a **ZERO** for that assignment and may result in additional action taken by the appropriate university officials. You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. While students might use generative AI tools to support independent study practices (e.g., creation of extra practice problems, brainstorming of ideas), content created in whole or in part by AI may not be incorporated into any assigned coursework.

In this course, the use of generative AI tools (such as ChatGPT or Adobe Firefly) is not permitted during the completion of any assigned work. Use of a generative AI tool to complete assigned work in whole or in part may be referred under the Code of Student Conduct academic dishonesty provisions for further action by the Dean of Students Office. Students may use generative AI tools to support their independent study of course topics (i.e., for “help” understanding something), but should do so with the understanding that generative AI tools may not be trustworthy and should ***not*** be used for the actual production of any written work authored by the student. In certain circumstances, I may be required to refer violations to the Office of Student Conduct and Conflict Resolution.

### **PERMISSION REQUIRED TO RECORD:**

Students must obtain written permission from the instructor if they wish to record lectures or discussions. This restriction includes visual materials that accompany the lecture/discussion, such as lecture slides, whiteboard notes, etc. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class. Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services to register, request and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's Code of Student Conduct.

### **COMMUNICATION:**

We can communicate in a couple of different ways. First, you can always email me. You should email me directly at [zompetti@ilstu.edu](mailto:zompetti@ilstu.edu) (email me directly from your email account; do **NOT** email me through the Canvas function). You should **always** use your ISU email address (@ilstu.edu) when emailing me. Do not use a personal email address. If you do, I will assume it is spam and delete it. Avoid that problem by emailing me from your ISU email address. Second, we can chat before and after class, provided that we adhere to social distancing. Finally, we can meet face-to-face on campus. My office (414 Fell Hall) is available for office hours.

### **RIGOR AND ACADEMIC EXPECTATIONS:**

Since this is a 300-level, upper class course, I expect that the quality of your work should reflect this level of education. Your definition of “300-level quality” may be different from mine. I have high standards and do not apologize for them. I want you to be as prepared as you can be for life after college, and challenging you to do your best is the core, primary responsibility of any teacher. By this point in your academic careers, your writing should be formal and relatively free from grammatical and mechanical problems. If you are still struggling with your writing, you **MUST** receive help. I will help you the best I can, but you may find you need additional support by way of tutors, mentors, the Visor Center, peers, etc. Seriously – all of you will be entering into careers that will demand quality writing skills, and now is probably the last opportunity you will have to polish and fine-tune such skills. You should avail yourselves of my office hours to review your work, help you with your writing, and to simply chat about course concepts.

While I will try to be understanding and flexible on a case-by-case basis (which means you need to communicate with me ahead of time if you’re experiencing difficulties), I will also expect all of you to perform your best in our class. This includes the way you engage in class discussions, the way you critically read the material, and the way you write your papers. Additionally, on our class Canvas site, click the link “Files” on the left sidebar, you will then see many links and folders, but one of the links will say “syllabus agreement.” All of you will need to fill this out, but if you complete it (then email it directly to me as an attachment to [zompetti@ilstu.edu](mailto:zompetti@ilstu.edu)) by the end of the second week of class, I will give you 25 extra points.

### **TRIGGER WARNINGS:**

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials might be considered offensive, troubling, or difficult to review in terms of language or graphics. I will *\*not\** provide trigger warnings for particular readings or material – you should consider this general warning applicable to everything in the course, **AND** you should be able to handle or cope with sensitive material by yourselves. You are in college and are close to entering the workforce on your own. This means, of course, that you need to develop skills now in terms of handling sensitive material on your own. If you need assistance, or if you find some material particularly objectionable, please come see me in private so we can discuss the material and possible ways of dealing with it.

### **CLASSROOM BEHAVIOR:**

We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude our peers. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. If you continue to engage in objectionable behavior after it is brought to your attention, your overall participation grade may suffer as well as a variety of other possibilities.

### **IN-CLASS LANGUAGE:**

If I accidentally use an incorrect gender pronoun when addressing you or if I accidentally say something objectionable or offensive, please feel free to let me know. Please do not hesitate to discuss (in a respectful and polite way) these sorts of issues with me so that I can make every effort to adjust. I consider myself a “work-in-progress” – I am not perfect and can make mistakes. But, I sincerely am working to improve – and I want to improve – but I may not realize if I say something inadvertently. While I cannot speak for everyone else, I would like everyone to initially give others the “benefit of the doubt” and some grace by treating them as works-in-progress as well. If, however, offensive language or behavior persists, we will need to explore other options.

**FINAL NOTE:**

ISU (and so do I) remains committed to creating and maintaining a working, learning and living environment that is welcoming, respectful, inclusive, diverse and free from discrimination and harassment. This course requires reading and examining controversial issues. By their nature, controversial issues foster disagreement. Our efforts in this course are to analyze these issues and criticize the strengths and weaknesses of the rhetorical messages and strategies employed in in political rhetoric. As such, respect and tolerance for the interrogation of other people's views in this course is imperative. At the same time, we should also be mindful of the sensitivities of others. If someone – including me – uses language that you find offensive or inappropriate, please kindly let them and/or the class know so that we can learn from each other and improve our climate of civility. Engaging in civil discourse is both a privilege and a responsibility of living in a democratic society. This class will provide both anticipated and unexpected opportunities to engage in this kind of conversation. Thus, we will work to agree on a set of guidelines that ensures that our civil discourse remains civil.

**ASSIGNMENTS**

All work should be presented to me as a hard copy (not email) with the following important considerations:

- All work should be written in Microsoft Word – you have free access to all basic Microsoft products by navigating to this page and using your ULID:  
<https://sso.illinoisstate.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s2>
- All work should be in 12-point Times New Roman font

Make sure you proofread all of your work and that they are emailed to yourself or saved in the cloud or on OneDrive. If you forget to proofread or if you misplace your work do not expect me to be sympathetic. Any late work will be automatically reduced one-letter grade for every class period that it is late (see above regarding my policy on late work). If you foresee problems, make sure you discuss them with me BEFORE the assignment is due. The assignments for this class are as follows (more detailed descriptions will come later):

**1. Discussion:** As I mention above, you need to attend each class prepared, which means you should read the material for that day prior to class. You can see how I assess participation above. For this course, we will examine a specific country or specific region of the world each week (on average). I will provide an overview, and we will have a discussion, on the first day of the week. The second day of the week, each student will present at least two articles they locate online about the subject material for that week. We will go around the room, and each student will describe their article, its strengths/weaknesses, its relevance to our week's material, and discuss the credibility of the source. Each student needs to bring their articles as hard copies so they can present them to me at the end of that particular class. Participation points will begin to be allocated on **Wednesday, January 31.**

**2. Foundation Essay:** For this paper (due Monday, January 29), you need to write approximately 5 pages (quality is more important than quantity) defining, describing and detailing what “political communication” means to you, with an emphasis on a global perspective. You also need to address why you think global awareness is important and/or relevant to you (if not, why not)? Finally, you should describe what advocacy and citizenship mean to you, and how those concepts relate to political communication. You may consult researched sources for this, but you must avoid dictionaries and websites such as Wikipedia. I want you to engage in self-reflection and dive into your perspectives about politics and international issues. This paper should be about YOUR definition and conception of political communication; I don’t want you to explore what other people say, although you may cite others to SUPPORT YOUR position. Obviously, if you do use other people’s ideas or work – whether you directly quote them or not – you MUST properly cite the sources. As such, you may use the first person “I” in your paper (but NEVER use the second person “you”), and your writing should follow a formal, academic style as outlined in “Dr. Z’s Writing Tips” (which you can find under “Files” on the class Canvas site). The paper should be double-spaced and should reflect what is under “written assignments” (and my writing tips) in this syllabus.

**3. Political Communication Paper:** For this paper, you need to write a 10+ page paper (quality is more important than quantity) that explores in detail the relationship between global political communication and a specific country or region of the world (the country must be different than the country report due at the end of the semester – see below). After choosing your country/region, you must extensively discuss one of the following regarding your country/region: the use of social media in political campaigns/elections, the role of individual advocacy in political issues, the use of specific communication strategies for economic development, communication strategies related to diplomacy, or how political communication is used during conflict or war. Another requirement is that you MUST use some of the theoretical material that we discuss at the beginning of the semester (i.e., rhetorical strategies, framing, etc.) when analyzing your topic and connecting it to the “communication” part of “global political communication.” This means, of course, that you MUST use and properly cite some of the theoretical readings from the class. Finally, the area you choose to discuss regarding your country/region must also entail some sort of argument by you. In other words, you must choose a thesis statement that provides an overarching framework for your paper that makes an argument – does social media make things better or worse during campaigns, individuals should do more or less or something different when advocating, communication for economic development makes things worse or can be improved, etc.? Those are just sample arguments you might use – you can make any argument you like, so long as you take a position on something controversial.

In essence, you can pretty much write about anything so long as A) you make an argument/take a position on an issue of controversy, and B) it relates to global political communication. The topic area for this paper is purposefully broad in scope, if not somewhat vague, because it is intended to provide you an opportunity to showcase your thoughts and feelings about global political communication concerning an area that interests you. The nature of this assignment also will require you to conduct **extensive external research** to support your position. I expect nothing less than at least 10 scholarly (i.e., peer-reviewed) journal articles cited in your paper. You may use additional references as well. Appropriate references are required. The paper should be double-spaced and should reflect what is under “written assignments” (and my writing tips) in this syllabus. The paper is due Monday, May 8, in my office from 2-5 pm.

**4. Country Media Review:** Below is a list of countries. Students will choose a country (a country that the students have not visited and know virtually nothing about; both students must agree & fit this criteria) and will be expected to be the “media experts” about that country (I may randomly pair you up with another student for these, but it will depend on how many students are enrolled in the course toward the end of the semester; we will explore that later in the semester. You will present an overview about the culture, politics, economy, key foreign relations, and society of their country, and then focus on the role of the media in their country. They should also focus on the connections between the media and the political structure and issues in the country. You will present your findings to the class, using PowerPoint or any other method they choose, but the presentation should include a map of the country, pictures of cities, the people, cultural items, etc., and the presentation may include a very brief video or some other example of their media. The presentation should be approximately 10-12 minutes (this may need to be shortened depending on how many students drop the course; I will determine after the mid-term period). The instructor will evaluate the oral presentation based on the criteria and expectations listed here (and will be posted on Canvas under “Files”). If you are paired with another student, the presentations will be graded as a group, although the instructor reserves the right to grade individual students accordingly. When presenting to the class, do NOT just read to us from your PPT slides, and do not face the screen – you should face the class/audience. Obviously, then, you should practice and rehearse your presentation, especially to manage your time. The list of countries from which to choose: Argentina, Iran, Uruguay, Zimbabwe, Estonia, Thailand, Czech Republic, Venezuela, Bulgaria, Jordan, Singapore, UAE, PNG, Sri Lanka, Suriname, Togo, Kazakhstan, Brunei, Tanzania, Oman, Slovakia, The Gambia, Malaysia, Armenia. These will begin on **Monday, April 22**.

**FOR GRADUATE STUDENTS:**

Your final political communication paper should be more extensive and include more analysis than the standard, undergraduate assignment. This means that if the standard paper is roughly 10 pages, a graduate-level paper should be around 15. The length can be longer by widening the scope of the project, analyzing more areas pertaining to your topic, etc. Additionally, the standard assignment requires 10 scholarly sources, but the graduate version should have at least 15.



### **WRITTEN ASSIGNMENTS (general info):**

All papers and written assignments must be typed, double-spaced, in paragraph form, and in 12-point Times New Roman font. The quality of your written work (grammar, punctuation, format, spelling, etc.) will be included in grading evaluations (**I generally deduct roughly one point for every grammatical/mechanical issue**). The content of your work is necessarily implicated and impacted by the mechanics of the paper. Make sure you proofread all of your work and that it is saved to the Cloud or on a jumpdrive. If you forget to proofread or if you misplace your work, do not expect me to be sympathetic. I reserve the right to choose whether or not to accept any late work. Any accepted late work will be automatically reduced one-letter grade for every class period that it is late. If you foresee problems, make sure you discuss them with me BEFORE the assignment is due. Accepting any late work is strictly at the instructor's discretion. In addition, make an argument!!!! Don't simply provide opinion. Support your reasons with sufficient evidence (including quotes, references, examples, etc.) that demonstrate, justify or prove your over-arching argument. All the written work asks you to analyze the rhetorical implications of something. The paper should also demonstrate your working vocabulary of the ideas expressed in the literature indicative of rhetoric and social movements or activist campaigns. **You should research your area thoroughly**. ANY AND ALL ARGUMENTS, IDEAS, WORDS, CONCEPTS, MATERIAL THAT IS NOT YOUR OWN MUST BE APPROPRIATELY FOOTNOTED AND CITED IN A BIBLIOGRAPHY PAGE. *Your research should avoid being conducted from the Internet, unless in special circumstances, where you need to obtain instructor approval.* **Citations:** Any and all work or ideas taken from another person or entity must be appropriately cited. This means that **material MUST be cited EACH time it is used** in your written work (not a simple reference at the end of a paragraph or end of your paper), AND it must have an appropriate full reference in a footnote or works cited page. You should also avoid doing whatever is minimally necessary to meet the assignment. If you set your sights that low, the best you will receive will be a C for your work; after all, a C is average and reflects minimal work. To receive a high B or an A, you should go well beyond what is expected of you – surprise and impress me.

### **GRADING**

Note: Failure to turn in any of the course requirements may result in failure of the overall course. I grade your work based on the final product, not your effort. The Grading Scale is an A (4) = 90-100, B (3) = 80-89, C (2) = 70-79, D (1) = 60-69, F (0) = 0-59. Here are the grading criteria I will use to holistically evaluate the quality of everyone's papers:

- *Superior (A)* — Focused, well-written, thoughtful and well-organized argument in response to the assignment. The writer demonstrates the highest degree of intellectual engagement by competently using concepts, terms, and examples; plus the writer may address related issues of interest or further investigation to the assignment. The paper adheres to the expectations for the assignment, and the writer demonstrated maturity (i.e., style and tone) consistent with the expectations for college courses. The paper demonstrates competence in language use and manuscript preparation, and it is free or nearly free of grammatical, spelling, formatting and other errors. Research from external sources goes well beyond the minimum necessary for the assignment.
- *Very Good (B)* — Discussion of concepts and terms related to the assignment is okay but needs more application through explanations, examples, or other devices to demonstrate understanding. Intellectual engagement with the assignment's topic is sufficient and may include additional points of interest related to the course's content. The writing suffers from some problems in grammar, spelling, mechanics, organization, etc., and the style or tone of the writing is ineffective in places.
- *Adequate (C)* — Discussion reflects primarily on one's self, answering only the "what" part of the assignment and not the "why." Analysis is only at a surface level with limited, direct application of the course's concepts. The writing suffers from frequent problems in basic matters of grammar,

spelling, mechanics, organization, etc. , and the style and tone of the writing is ineffective and/or inappropriate in many places in the text.

- *Poor (D)* — Discussion of concepts lacks depth, having no or nearly no application of the course’s content for the assignment. Analysis presents little or no thoughtful reflection. Ideas are oversimplified and limited. The writing suffers from significant, numerous problems in multiple areas, including style and tone.

- *Failure (F)* — The writer’s work does not fulfill the assignment on any of the grounds for other letter grades, or the writer did not turn in the assignment. A “failed” paper also is replete with mistakes that violate the “grammar tips” at the end of this syllabus. An “F” paper is not college-level writing.

**Also Note the following regarding my grading of grammar and mechanics:** I will deduct one point for each grammatical/mechanical mistake for your papers. If there is a recurring grammar or mechanical error (e.g., frequent run-on sentences), I will stop deducting points after three errors – in other words, if you commit 16 run-on sentences, I will only deduct points for the first three. One final important note is that even if the content/substance of your paper is done well, the grammar and mechanical mistakes can result in few, even zero, points for the assignment. Since the grammar and mechanical issues are based on points deducted, the overall paper grade can mathematically reflect little value placed on the content if the mechanics outweigh or overwhelm the substantive portion of the paper. In other words, you can feasibly receive (for example) a 10 or a 5 or a zero on a paper due to poor writing even if the rest of the assignment is satisfied.

### **GRADE ALLOCATION**

Participation	200 pts. (includes 20 discussion days x 10 pts each at 200 pts)
Foundation essay	100 pts.
Country Report	200 pts.
<u>Political Communication paper</u>	<u>200 pts.</u>
Total	700 pts

## TENTATIVE SCHEDULE

### WEEK ONE:

M, 1/15 MLK day  
W, 1/17 The syllabus and other introductory issues [read Chen & Ha, 2023]

### WEEK TWO:

M, 1/22 Introduction to political concepts [read Bello, 2023]  
W, 1/24 Intro to politics and rhetoric [read Martin, chapters 1, 2, 3, & 4; optional Bardhan, 2017]

### WEEK THREE:

M, 1/29 Intro to politics and rhetoric [read Martin, chapters 5, 6, 7 & 8]; **Foundation paper due**  
W, 1/31 Basics of political comm [read Davis, chapters 1, 2, 3 & 6]; **participation points begin**

### WEEK FOUR:

M, 2/5 Political comm and framing [read Davis, chapters 7, 10; read Guo et al. (2012) & Samaras (2002)]  
W, 2/7 Political comm: Theoretical & paradigmatic approaches [read Madikiza & Bornman, 2007; and Plasser & Plasser, 2007]

### WEEK FIVE:

M, 2/12 Citizenship & Activism – lecture/discussion about Burma [read Brooten (2016); Zompetti (2019)]  
W, 2/14 Citizenship & Activism – lecture/discussion about Kyrgyzstan [read BBC (2020); Guardian (2020), includes video; Murtazashvili & Wood (2020); RFE (2020)]

### WEEK SIX:

M, 2/19 Russia  
W, 2/21 Student article discussion – first day for everyone to bring at least 2 articles to class

### WEEK SEVEN:

M, 2/26 Europe  
W, 2/28 Student article discussion

### WEEK EIGHT:

M, 3/4 Africa [read: Tharoor, 2023; optional: Olukotun & Omotoso, 2017]  
W, 3/6 Student article discussion

### WEEK NINE:

M, 3/11 – 3/15 Spring break

### WEEK TEN:

M, 3/18 China (including Taiwan & Hong Kong) [read Phillips, 2017]  
W, 3/20 Student article discussion

WEEK ELEVEN:

M, 3/25 Korea, Japan, and Philippines  
W, 3/27 Student article discussion

WEEK TWELVE:

M, 4/1 Latin America  
W, 4/3 Student article discussion

WEEK THIRTEEN:

M, 4/8 Middle East  
W, 4/10 Student article discussion

WEEK FOURTEEN:

M, 4/15 Formal writing discussion and review  
W, 4/17 Buffer Day

WEEK FIFTEEN:

M, 4/22 Country Reports  
W, 4/24 Country Reports

WEEK SIXTEEN:

M, 4/29 Country Reports  
W, 5/1 Country Reports

F, 5/3 Last day of classes; Country Reports

M, 5/8 **Final papers due** – submit personally to Dr. Zompetti in his office (Fell 414) between 2-5 pm

# The True Size of Africa

A small contribution in the fight against rampant *Immappancy*, by Kai Krause

Graphic layout for visualization only ( some countries are cut and rotated )

But the conclusions are very accurate: refer to table below for exact data

COUNTRY	AREA x 1000 km <sup>2</sup>
China	9.597
USA	9.829
India	3.287
Mexico	1.964
Peru	1.285
France	633
Spain	506
Papua New Guinea	462
Sweden	441
Japan	378
Germany	357
Norway	324
Italy	301
New Zealand	270
United Kingdom	243
Nepal	147
Bangladesh	144
Greece	132
<b>TOTAL</b>	<b>30.102</b>
<b>AFRICA</b>	<b>30.221</b>



## Top 100 Countries

Area in square kilometers, Percentage of World Total  
Sources: Britannica, Wikipedia, Almanac 2010

	AREA km <sup>2</sup>	%	
1	Russia	17.098.342	11,58
2	Canada	9.984.670	6,70
3	China	9.596.961	6,40
4	United States	9.529.991	6,40
5	Brazil	8.514.877	5,70
6	Australia	7.692.304	5,20
7	India	3.287.263	2,30
8	Argentina	2.780.400	2,00
9	Kazakhstan	2.224.800	1,60
10	Sudan	2.505.813	1,70
11	Algeria	2.381.141	1,60
12	Congo	2.344.858	1,60
13	Greenland	2.166.086	1,50
14	South Africa	2.149.850	1,40
15	Mexico	1.964.375	1,30
16	Indonesia	1.902.360	1,20
17	Libya	1.759.540	1,20
18	Iran	1.628.750	1,10
19	Mongolia	1.564.500	1,10
20	Peru	1.285.216	0,86
21	Chad	1.284.000	0,86
22	Niger	1.267.000	0,85
23	Angola	1.246.700	0,85
24	Mal	1.240.192	0,83
25	South Africa	1.221.637	0,82
26	Colombia	1.141.748	0,76
27	Ethiopia	1.104.300	0,74
28	Bolivia	1.098.581	0,74
29	Mauritania	1.025.000	0,69
30	Egypt	1.002.000	0,67
31	Tanzania	945.067	0,63
32	Nigeria	923.768	0,62
33	Venezuela	912.600	0,61
34	Namibia	824.116	0,54
35	Mozambique	801.590	0,54
36	Pakistan	796.095	0,53
37	Turkey	783.562	0,53
38	Chile	756.102	0,51
39	Zambia	752.812	0,51
40	Myanmar	676.578	0,45
41	Alghemistan	652.000	0,44
42	Somalia	637.667	0,43
43	France	633.834	0,43
44	C. African Rep	622.864	0,42
45	Ukraine	603.500	0,41
46	Madagascar	597.641	0,39
47	Bolivia	582.000	0,39
48	Kenya	580.367	0,39
49	Yemen	527.967	0,35
50	Thailand	513.120	0,34
51	Spain	505.992	0,34
52	Turkmenistan	486.100	0,33
53	Cameroun	475.442	0,32
54	Papua New Guinea	462.840	0,31
55	Uzbekistan	447.400	0,30
56	Morocco	446.500	0,30
57	Sweden	441.270	0,30
58	Iraq	438.317	0,29
59	Paraguay	406.752	0,27
60	Zimbabwe	390.757	0,26
61	Japan	377.930	0,25
62	Germany	357.114	0,24
63	Rep. s. Congo	342.000	0,23
64	Finland	338.419	0,23
65	Vietnam	331.212	0,22
66	Malaysia	330.803	0,22
67	Norway	323.852	0,22
68	Côte d'Ivoire	322.463	0,22
69	Poland	312.685	0,21
70	Oman	309.500	0,21
71	Italy	301.336	0,20
72	Philippines	300.000	0,20
73	Burkina Faso	274.222	0,18
74	New Zealand	270.467	0,18
75	Gabon	267.668	0,18
76	Western Sahara	266.000	0,18
77	Ecuador	256.389	0,20
78	Guinea	245.857	0,17
79	United Kingdom	242.900	0,16
80	Uganda	241.008	0,16
81	Ghana	238.539	0,16
82	Romania	238.391	0,16
83	Laos	236.800	0,16
84	Guyana	214.969	0,14
85	Belarus	207.600	0,14
86	Kyrgyzstan	199.851	0,13
87	Senegal	196.722	0,13
88	Syria	185.180	0,12
89	Cambodia	181.035	0,12
90	Uruguay	176.215	0,12
91	Suriname	163.820	0,11
92	Tunisia	163.810	0,11
93	Nepal	147.181	0,10
94	Bangladesh	143.998	0,10
95	Tajikistan	143.100	0,10
96	Greece	131.857	0,09
97	Nicaragua	130.373	0,09
98	North Korea	120.528	0,08
99	Malawi	118.484	0,08
100	Eritrea	117.600	0,08
<b>TOP 100 TOTAL</b>	<b>132.632.524</b>	<b>89,34</b>	



In addition to the well known social issues of *illiteracy* and *innumeracy*, there also should be such a concept as "*immappancy*", meaning *insufficient geographical knowledge*.

A survey with random American schoolkids let them guess the population and land area of their country. Not entirely unexpected, but still rather unsettling, the majority chose "*1-2 billion*" and "*largest in the world*", respectively.

Even with Asian and European college students, geographical estimates were often off by factors of 2-3. This is partly due to the highly distorted nature of the predominantly used mapping projections (such as *Mercator*).

A particularly extreme example is the worldwide misjudgement of the true size of *Africa*. This single image tries to embody the massive scale, which is larger than the *USA*, *China*, *India*, *Japan* and *all of Europe*.....combined!

**Additional Readings**  
**separate from required books (listed under “Files” in Canvas):**

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