

Course Code & Name	JSC 312 Media and Society
Section, Class Time, & Location	Section 12, MW: 10:30am – 11:45am, Nicol 514 (Journalism Lab)
Instructor	Dr. Gretchen King Email: gretchen.king@lau.edu.lb Web page: www.gretchenk.net Office: Nicol 219D (just inside CommArts office) Office Hours: MTW Noon-2pm
Credits Hours	3
Semester	Spring 2020

Course Description

This course studies forms of mass media communications as constructed products of cultural, political, and economic processes and discourses. The approach is interdisciplinary, drawing on a variety of theories and methods of media studies and analysis such as semiotics, linguistics, philosophy, political economy, sociology, and cultural studies.

Prerequisite ENG 102

This course is a designated writing-intensive course for the Communication Arts Department. Students are required to submit each of three critical essays--first to the writing center, and then rewrite and resubmit to the instructor to receive ample feedback on writing. The goal of this method is to improve your academic writing.

Course Learning Outcomes

At the completion of this course, students will:

- Be able to identify basic terms, concepts, and theoretical approaches used by media studies scholars;
- Demonstrate the ability to think critically about the media and their larger cultural, political, and economic contexts;
- Be able to compare various theoretical approaches used in media studies/analyses;
- Demonstrate aptitude in writing when communicating their acquired knowledge of the media studies field and their ability to analyze a variety of media texts;
- Create critical digital media using inexpensive and accessible digital tools and software, including basic photo, audio, and video media.

Teaching/Learning Methods

- *Active learning methods/applied methods:* Students will use digital skills in expressing critical thinking and as tools for digital activism;
- *Critical inquiry methods:* Students will conduct critical analysis of various media texts and multimedia works using various media studies theories and approaches;
- *Research methods:* Students will engage in informal research and analysis;
- *Experiential methods:* The instructional method and teaching philosophy for this course is lecture-discussion-creation. Students are encouraged to ask questions, add to/lead the discussion, and will collaborate together as a key component of learning;
- *Writing methods:* This course is a designated writing-intensive course for all BA programs in the Communication Arts Department. Students will apply APA guidelines in all writing assignments and improve the quality of their writing during the course;
- *Activist knowledge:* This course will draw on activist knowledge through the assigned materials and by inviting local media activists to lead sessions and facilitate learning.

Course Materials/Technologies

- *Blackboard*: There are no required textbooks for this course. Blackboard is the proprietary course management software system supported by LAU. In this course, Blackboard will be used primarily as an information repository and clearinghouse for course reading materials, assignment, and grades management by the professor. However, other uses of Blackboard may be announced during the semester. For this reason, each student is required to check Blackboard regularly for new materials, announcements, updates and other important information. Students are responsible for reporting any problems accessing materials or submitting assignments on Blackboard, before the deadline, otherwise your grade will be affected.
- *Digital Storage*: Please bring your own USB key, preferably 8GB or larger;
- *Headphones*: Please bring your own headset to class (over-the-ear headphones are best, or ear buds, must be a 1/8-inch jack). Make sure it works with the classroom computers;
- *Smartphones*: Some assignments may require a smartphone.

Assignments

- *Presentation (10%)*: Students will present and lead a class discussion for 15mins. Students have the option to work in teams of two people or present solo;
- *Blog Posts (10%)*: Before or during class students will post a written response (250 words max) to discussion questions with APA citations for the assigned readings. As an alternative to written responses, a V-log or Video log (2 minutes maximum) in response to the discussion questions may also be submitted, but the blog post must also include APA citations. Blog posts may be shared during class discussion and will be graded complete/incomplete with no late submissions allowed;
- *In-Class Exercises (15%)*: These exercises are graded complete/incomplete and must be completed during class time; no make-ups or late submissions will be allowed;
- *Digital Skills (25%)*: These assignments allow students to engage with course learning through digital productions. Digital skills are a core learning outcome for this course;
- *Critical Papers (30%)*: Each paper will be submitted in two parts. Students will submit a draft (CPa) to take to the Writing Center and then revise the draft based on guidance from the Writing Center to submit a final version (CPb). Working with the Writing Center for each paper is required and worth 5% of the total grade for each CP. Book your appointment early with the Writing Center or you will lose points if you do not book an appointment.

Extra Credit (5%)

There will be one opportunity to complete an assignment for extra credit. It will be based on an assignment related to an activity undertaken outside the university. Details will be provided as the semester progresses.

Course Grading Distribution

Participation and Punctuality*	10
Presentation	10
Blog Posts	10
In-Class Exercises 1-8	15
DS1-DS3: Digital Skills Assignments 1-3	25
CP1-CP3: Critical Papers 1-3	30
Maximum Possible Points	100

*See Course Policies below.

Weekly Schedule/Themes

The content and/or evaluation scheme in this course is subject to change. In such a case, every effort will be made to obtain a consensus agreement with the class.

Week	Content
1	<p>Introduction to Course – January 20</p> <p>Reading [to be completed before class]</p> <ul style="list-style-type: none"> • Read syllabus • Review weekly schedule and assignment deadlines <p>In-Class Exercise 1: “WordPress” [to be completed in class]</p> <ul style="list-style-type: none"> • See Blackboard Week 1. • Set up your free WordPress blog. • Before end of class, submit your homepage URL (https://XXXX.wordpress.com) to by email: gretchen.king@lau.edu.lb <hr/> <p>Media Literacy Approaches to Media and Society – January 22</p> <p>Readings</p> <ul style="list-style-type: none"> • Hoehsman, M., and Poyntz, S.R. (2012) What is Media Literacy? In <i>Media literacies: a critical introduction</i> (pp. 1-16). UK. Wiley-Blackwell Publishing Ltd. https://www.wiley.com/en-lb/Media+Literacies:+A+Critical+Introduction-p-9781405186117 • Melki, J. (2017). Guest editorial: Towards a media literacy of the oppressed. <i>Media Education Research Journal</i>, 8(1), 5-14. http://merj.info/wp-content/uploads/2018/02/MERJ_8.1_Editorial.pdf <p>Assignment Due</p> <ul style="list-style-type: none"> • BLOG POST #1 (due before class on Wednesday): Based on your reading of Hoehsman, Poyntz, and Melki, write and post your own definition of media literacy to your WordPress blog. <p>Resources</p> <ul style="list-style-type: none"> • National Association of Media Literacy Education (2017): Media Literacy Defined https://name.net/publications/media-literacy-definitions/ • What is Web 2.0: http://oreilly.com/web2/archive/what-is-web-20.html • Beautiful Trouble (n.d.). Theory: The Pedagogy of the Oppressed (Blog). Retrieved from: https://beautifultrouble.org/theory/pedagogy-of-the-oppressed/
2	<p>Manufacturing the News – January 27</p> <p>Readings</p> <ul style="list-style-type: none"> • Herman, E. S., & Chomsky, N. (1988). A Propaganda Model [read excerpts]. Excerpted from <i>Manufacturing consent: The political economy of the mass media</i> (1st ed.). New York, N.Y: Pantheon Books. Retrieved from: https://chomsky.info/consent01/ • Greenwald, G. (2012). "Officials Say" Journalism. <i>Salon.com</i>. Retrieved from: https://www.salon.com/2012/06/17/officials_say_journalism/ <p>Assignment Due</p> <ul style="list-style-type: none"> • BLOG POST #2 (due before class on Monday): According to Herman and Chomsky (1998), media operate through five filters: profit/ownership, advertising, establishment, flak and

	<p>the common enemy. Based on your reading of Herman and Chomsky, write your own definition for <u>each</u> of the five filters.</p> <p>Resources</p> <ul style="list-style-type: none"> • Pirak, P. (2017). The consent factory: the mass media machine (Noam Chomsky). <i>Al-Jazeera English</i> (Media theorized series). Retrieved from: https://www.youtube.com/watch?v=34LGPIXvU5M • Beautiful Trouble (n.d.). Theory: The Propaganda Model (Blog). Retrieved from: https://beautifultrouble.org/theory/the-propaganda-model/ <p>News Coverage of the Arab Region – January 29</p> <p>Readings</p> <ul style="list-style-type: none"> • Moeller, S. (1999). Four Habits of International News Reporting (<i>read pages 1-6 only</i>): In <i>Compassion fatigue</i>. London: Routledge. https://frameworksinstitute.org/assets/files/PDF_GII/four_habits_of_news_reporting.pdf • Battah, H. (2009): In the U.S., Gaza is a Different War. <i>Al-Jazeera</i>. Retrieved from: https://www.aljazeera.com/focus/war_on_gaza/2009/01/20091585448204690.html <p>Assignment Due</p> <ul style="list-style-type: none"> • BLOG POST #3 (<i>due before class on Wednesday</i>) <p>Resource</p> <ul style="list-style-type: none"> • 416Labs (2018, December 19). “50 Years of Occupation” [a study analyzing 100,000 news headlines published by US press]. Retrieved from: http://416labs.com/blog/2018/12/19/50-years-of-occupation
3	<p>Detecting News Bias – February 3</p> <p>Reading</p> <ul style="list-style-type: none"> • Johnson, M. (2016). How to detect news bias [student handout]. Media Smarts. Retrieved from: http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Bias_News_Sources.pdf <p>In-Class Exercise 2: “Detecting Bias in the News”</p> <ul style="list-style-type: none"> • See Blackboard Week 3 folder. • Before the end of class, post your completed worksheet and screenshots to your WordPress blog. <p>The Power of Images – February 5</p> <p>Readings</p> <ul style="list-style-type: none"> • Share, J. (n.d.). The Camera Always Lies: Breaking the Myth of Journalistic Objectivity. Retrieved from: https://www.medialit.org/reading-room/camera-always-lies • Kandutsch, C. (2015). A Yarmouk Photograph. In <i>CTheory</i>. Retrieved from: http://ctheory.net/ctheory_wp/a-yarmouk-photograph/ <p>Assignment Due</p> <ul style="list-style-type: none"> • BLOG POST #4 (<i>due before class on Wednesday</i>) <p>In-Class Exercise 3: “Understanding the Way Images Create Social Meaning”</p> <ul style="list-style-type: none"> • See Blackboard Week 3 folder. • Before the end of class, post the image you edited to your WordPress blog.

	<p>Resources</p> <ul style="list-style-type: none"> • DeVoss, D.N., and Platt, J. (2011). Image Manipulation and Ethics in a Digital–Visual World. <i>Computers and Composition</i>, Online Special Issue: Ethics in a Digital Age. Retrieved from: http://cconlinejournal.org/ethics_special_issue/DEVOSS_PLATT/ • Picture Justice equips participants with the skills to address social injustices in their own communities through a combination of photography, storytelling, and human rights education. See: https://www.proofmsj.com/picture-justice/ • Rendall, B. (2017). London - photographed by the young and homeless. <i>The Guardian</i>. Retrieved from: https://www.theguardian.com/inequality/gallery/2017/may/08/london-photographed-by-young-and-homeless-accumulate-made-by-us • Stieven-Taylor, A. (2018, December 21). How do you turn a viewer’s empathy into action? <i>Witness</i>. Retrieved from: https://witness.worldpressphoto.org/how-do-you-turn-a-viewers-empathy-into-action-11f32e81466f • What is the difference between descriptive, analytical, persuasive and critical writing? From University of Sydney Learning Centre: http://sydney.edu.au/stuserv/learning_centre/help/analysing/an_distinguishTypes • From Purdue OWL: APA Style and Formatting Guide: https://owl.english.purdue.edu/owl/resource/560/01/ • Book an appointment online or email the LAU Writing Center at writing.center@lau.edu.lb. Website: http://sas.lau.edu.lb/english/facilities/writing-center.php
4	<p>HOLIDAY – February 10 [NO CLASS]</p> <hr/> <p>Constructing Race through Media and Technology – February 12</p> <p>Readings</p> <ul style="list-style-type: none"> • Hall, S. (1990). The Whites of Their Eyes: racist ideologies and the media. In Alvarado, M., and Thompson, J., (eds) <i>The Media Reader</i> (pp. 89-93). Retrieved from: http://www.appstate.edu/~hallcl/READING%20ASSIGNMENTS/3534%20wk8-stuarthall.PDF • Shaheen, J. G. (2003). Reel Bad Arabs: How Hollywood Vilifies a People. <i>The ANNALS of the American Academy of Political and Social Science</i>, 588(1), 171–193. Retrieved from: https://doi.org/10.1177/0002716203588001011 <p>Assignment Due</p> <ul style="list-style-type: none"> • <i>BLOG POST #5 (due before class on Wednesday)</i> <p>Student Presentations</p> <ul style="list-style-type: none"> • Noble, S. (2018). Google Has a Striking History of Bias Against Black Girls. <i>TIME</i>. Retrieved from: http://time.com/5209144/google-search-engine-algorithm-bias-racism/ • Roth, L. (2009). Looking at Shirley, the Ultimate Norm: Colour Balance, Image Technologies, and Cognitive Equity. <i>Canadian Journal of Communication</i>, 34(1). Retrieved from: https://doi.org/10.22230/cjc.2009v34n1a2196 <p>Resources</p> <ul style="list-style-type: none"> • Al Jazeera English (2017). Race, gender, glass: the politics of News (Stuart Hall). <i>Al-Jazeera English</i> (Media theorized series). Retrieved from: https://www.youtube.com/watch?v=FWP_N_FoW-l • Al Jazeera English (2017). Framed: The Politics of Stereotypes in News (Edward Said). <i>Al-Jazeera English</i> (Media theorized series). Retrieved from: https://www.youtube.com/watch?v=qqbyp3EbqMg

	<ul style="list-style-type: none"> • Dyer, R. (2005). The Matter of Whiteness. In Rothenberg (ed) <i>White Privilege: Essential Readings at the Other Side of Racism</i> (pp. 9-14). Retrieved from: www.faculty.umb.edu/heike.schotten/readings/Dyer,%20Whiteness.pdf • Fresh Booza Productions (2014). Planet Of The Arabs [film]: https://vimeo.com/100777821 • Ahmed, R. (2016, September 15). Typecast as a terrorist. <i>The Guardian</i>. Retrieved from: https://www.theguardian.com/world/2016/sep/15/riz-ahmed-typecast-as-a-terrorist • Walsh, D. (2019, August 19). Blackface, Staple of Arab Comedy, Faces Surge of Criticism. <i>New York Times</i>. Retrieved from: https://www.nytimes.com/2019/08/18/world/middleeast/blackface-arab-tv-racist.html • Color Film Was Designed to Take Pictures of White People, Not People of Color: The Unfortunate History of Racial Bias in Photography (1940-1990): http://www.openculture.com/2018/07/color-film-was-designed-to-take-pictures-of-white-people-not-people-of-color.html
	<p>Draft Critical Paper 1 Due</p> <ul style="list-style-type: none"> • CP1a: Due Sunday (February 16) at 11pm
5	<p>Disability and the Politics of Participation – February 17</p> <p>Readings</p> <ul style="list-style-type: none"> • Ginsburg, F. (2016). Crippling the Infrastructure: Disability, Media and "The New Normal." <i>Working Papers in Anthropology</i> 2(3). Leuven: KU Leuven. Retrieved from: https://soc.kuleuven.be/immrc/files/wpa-2016-2-1-faye-ginsburg.pdf • Barnes, C. (1992). Disabling Imagery and the Media. The British Council of Organisations of Disabled People. Retrieved from: http://www.media-diversity.org/en/index.php?option=com_content&view=article&id=601 <p>Assignment Due</p> <ul style="list-style-type: none"> • <i>BLOG POST #6 (due before class on Monday)</i> <p>Student Presentations</p> <ul style="list-style-type: none"> • Ellcessor, E. (2016). Introduction. In <i>Restricted Access Media Disability and the Politics of Participation</i> (p. 1-27). NYU Press Scholarship. Retrieved from: https://s3.amazonaws.com/supadu-imgix/ingram-nyu/pdfs/introduction/9781479853434_intro.pdf • Roth Edney, D. (2004). Mass Media and Mental Illness. Canadian Mental Health Association. Retrieved from: https://ontario.cmha.ca/wp-content/files/2012/07/mass_media.pdf <p>Resources</p> <ul style="list-style-type: none"> • From Media Smarts - Persons with Disabilities: http://mediasmarts.ca/digital-media-literacy/media-issues/diversity-media/persons-disabilities • The Electronic Intifada (21 August 2019). Video: Dabke on wheelchairs in Gaza. Retrieved from: https://electronicintifada.net/content/video-dabke-wheelchairs-gaza/28041 • Ratcliff, C. (2 May 2018). How to design websites for blind and partially sighted people. Retrieved from: https://www.userzoom.com/blog/how-to-design-websites-for-blind-and-partially-sighted-people/ • National Center on Disability and Journalism (2018). Disability Language Style Guide. Retrieved from: https://ncdj.org/style-guide/
	<p>Patriarchy and Gender in Media – February 19</p> <p>Readings</p>

	<ul style="list-style-type: none"> • Women Media and Development - TAM (2017). Media Monitoring of Palestinian women's image and representation in news related to peace and security. Bethlehem, West Bank – Palestine. Retrieved from: http://cdn.agilitycms.com/who-makes-the-news/Reports/Palestinian%20women%20in%20peace%20news.pdf • Zaatari, Z. (2015). Desirable Masculinity/Femininity and Nostalgia of the "Anti-Modern": Bab el-Hara Television Series as a Site of Production. <i>Sexuality & Culture</i> 19: 16–36. Retrieved from: https://link.springer.com/article/10.1007%2Fs12119-014-9242-5 <p>Assignment Due</p> <ul style="list-style-type: none"> • BLOG POST #7 (due <u>before class</u> on Wednesday) <p>Student Presentations</p> <ul style="list-style-type: none"> • Jolly, J. (7 June 2017). Journalists Challenge Syrian Media to Improve Gender Coverage in War. In <i>News Deeply</i>. Retrieved from: https://www.newsdeeply.com/syria/community/2017/06/07/journalists-challenge-syrian-media-to-improve-gender-coverage-in-war-2 and Syrian Female Journalists Network (n.d.). Code of Conduct to Improve the Image of Women in Media. Retrieved from: http://media.sfjn.org/en/code-of-conduct/ • Media Education Foundation (2010). <i>Killing us Softly: Advertising's Image of Women</i>. Documentary with Jean Kilbourne (45 mins). Retrieved from: https://vimeo.com/260271990 <p>Resources</p> <ul style="list-style-type: none"> • Hassan, N. (2014). Violence as Romantic in Lebanese Music Videos - The other face of patriarchal violence." Prepared for MDLab. Retrieved from: https://www.youtube.com/watch?v=QB-IH_YY1wU • Fe- Male (2014, December 13). Image Upon Request [documentary]. Retrieved from: https://www.youtube.com/watch?v=4AQvxhOPDu8&feature=youtu.be • Amin, B. (2019, March 19). How Arab Women Are Using Slam Poetry to Fight Racism and Patriarchy. Retrieved from: https://scenearabia.com/Culture/spoken-word-poetry-samira-saleh-mona-moon-arab-female-slam-poets-diaspora <p>Final Critical Paper 1 Due</p> <ul style="list-style-type: none"> • CP1b: Due Sunday (February 23) at 11pm
6	<p>Discourses on Sexuality – February 24</p> <p>Reading</p> <ul style="list-style-type: none"> • Mandour, S. (2013). Potential Change in Media Discourse on Sexuality in Lebanon: "Cinema Plaza" and Beyond [Reuters Institute Fellow's Paper]. Retrieved from: https://reutersinstitute.politics.ox.ac.uk/our-research/potential-change-media-discourse-sexuality-lebanon-cinema-plaza-and-beyond <p>Assignment Due</p> <ul style="list-style-type: none"> • BLOG POST #8 (due <u>before class</u> on Monday) <p>Student Presentations</p> <ul style="list-style-type: none"> • Schulman, S. (2011) A documentary guide to 'Brand Israel' and the art of pinkwashing. <i>Mondoweiss</i>. Retrieved from: https://mondoweiss.net/2011/11/a-documentary-guide-to-brand-israel-and-the-art-of-pinkwashing/ • Jahshan, E. (15 Dec 2017). A look back at 10 years of My.Kali - the Arab world's only LGBT magazine. <i>SBS</i>. Retrieved from: https://www.sbs.com.au/topics/sexuality/agenda/article/2017/12/15/look-back-10-years-mykali-arab-worlds-only-lgbt-magazine

	<p>Resources</p> <ul style="list-style-type: none"> • HELEM (2017). Trans Awareness Week Video. Retrieved from: https://www.youtube.com/watch?v=Grn86Xo2gOY • HELEM (2017). IDAHOT 2017. Retrieved from: https://www.youtube.com/watch?v=7bPKrXCk4AY • My Kali Magazine: https://www.mykalimag.com/en/home-page/
	<p>Capitalism and the Political Economy of Media – February 24</p> <p>Readings</p> <ul style="list-style-type: none"> • Fuchs, C. (2016). Introduction, read pp. 1-5 only. In <i>Reading Marx In The Information Age: A Media and Communication Studies Perspective on Capital Volume 1</i>. New York: Routledge. Retrieved from: http://fuchs.uti.at/wp-content/uploads/introduction.pdf • Berger, Arthur Asa (2019). <i>Media analysis techniques</i> (read excerpts from Chapter 2 “Marxist Analysis”). Newbury Park: Sage Publications. Retrieved from: https://us.sagepub.com/sites/default/files/upm-binaries/88706_Chapter_2_Marxist_Analysis.pdf • Artz, L. (2008). Media Relations and Media Product: Audience Commodity (read excerpts). <i>Democratic Communiqué</i>, 22(1): 60–74. Retrieved from: http://journals.fcla.edu/demcom/article/view/76591 <p>Assignment Due</p> <ul style="list-style-type: none"> • <i>BLOG POST #9 (due before class on Wednesday)</i> <p>Student Presentations</p> <ul style="list-style-type: none"> • Selden, M., Ngai, P., and Chan, J. (2013). The politics of global production: Apple, Foxconn and China's new working class. <i>The Asia-Pacific Journal</i>, 11(32:2). Retrieved from: https://apjif.org/2013/11/32/Mark-Selden/3981/article.html • Wasko, J. and Erickson, M. (2009). The political economy of YouTube. In P. Snickars and P. Vonderau (Eds.), <i>The YouTube Reader</i>. Stockholm: National Library of Sweden. Retrieved from: https://maryerickson.files.wordpress.com/2009/10/portland-mary-erickson-writing-sample-youtube.pdf <p>Resources</p> <ul style="list-style-type: none"> • Achbar, M. (2003). IBM and the Holocaust. Excerpt from <i>The Corporation - the Pathological pursuit of Profit</i>. Retrieved from: https://www.youtube.com/watch?v=eajsDM7yZtw • University of Leicester School of Business (2017, February 17). 'Platform Capitalism' – Dr. Nick Srnicek, University of London. Retrieved from: https://www.youtube.com/watch?v=BMoKAN1grgQ • Anderson, J. (2018, April 10). Who Will Take on the 21st Century Tech and Media Monopolies? <i>FAIR</i>. Retrieved from: https://fair.org/home/who-will-take-on-the-21st-century-tech-and-media-monopolies/ • Beautiful Trouble (n.d.). Theory: The Commons, Capitalism, & Cultural Hegemony (Blog). Retrieved from: <ul style="list-style-type: none"> ○ https://beautifultrouble.org/theory/the-commons/ ○ https://beautifultrouble.org/theory/capitalism/ ○ https://beautifultrouble.org/theory/cultural-hegemony/

	<p>Digital Skills 1 Due</p> <ul style="list-style-type: none"> • DS1 - Understanding the Way Images Create Social Meaning: Due Sunday (March 1) at 11pm
7	<p>The Political Economy of Media in the Arab Region & Military-Industrial-Media-Entertainment Complex – March 2</p> <p>Readings</p> <ul style="list-style-type: none"> • Khiabany, G. (2016). The Middle East. In: B. Birkinbine; G. Rodrigi and J. Wasko (eds.) <i>Global Media Giants</i>. New York: Routledge. Retrieved from: http://research.gold.ac.uk/18559/1/The%20Middle%20East.pdf • Andersen, R., and Mirrlees, T. (2014). Introduction: Media, Technology, and the Culture of Militarism: Watching, Playing and Resisting the War Society. <i>Democratic Communiqué</i>, 26(2): 1-21. Retrieved from: http://journals.fcla.edu/demcom/article/view/83940/80844 <p>Assignment Due</p> <ul style="list-style-type: none"> • BLOG POST #10 (due before class on Monday) <p>Student Presentations</p> <ul style="list-style-type: none"> • Pick a profile from the following book: Della Ratta, D., Sakr, N., and Skovgaard-Petersen, J. (2015). <i>Arab media moguls</i>. London: I.B. Tauris. <ul style="list-style-type: none"> ○ Antoine Choueiri: 'President' of Arab Advertising ○ Pierre Daher: Sheikh, Baron and Mogul of LBC ○ The Hariris, Father and Son: The Making and Unmaking of Moguldom? ○ Saleh Kamel: Investing in Islam ○ Walid al-Ibrahim: Modernising Mogul of MBC ○ Alwaleed bin Talal: Media Moguls and Media Capital ○ Tarek Ben Ammar: The Networked Entrepreneur ○ Naguib Sawiris: Global Capitalist, Egyptian Media Investor • Mirrlees, T. (2014). Medal of Honor: Operation Anaconda: Playing the War in Afghanistan. <i>Democratic Communiqué</i>, 26(2), 84-106. Retrieved from http://journals.fcla.edu/demcom/article/view/83935 • Kumar, D., and Kundnani, A. (2014). Imagining National Security: The CIA, Hollywood, and the War on Terror. <i>Democratic Communiqué</i>, 26(2): 72-83. Retrieved from: http://journals.fcla.edu/demcom/article/view/83968/80894 <p>Resource</p> <ul style="list-style-type: none"> • Reporters without Borders (2018). Media Ownership Monitor Lebanon (Report). Retrieved from: http://lebanon.mom-rsf.org/en/ • Molla, R. and Kafka, P. (2018). Here's who owns everything in Big Media today. Recode. Retrieved from: https://www.recode.net/2018/1/23/16905844/media-landscape-verizon-amazon-comcast-disney-fox-relationships-chart • Majzoub, M. (2015) Fallen Television. Tele Liban. Retrieved from: https://www.youtube.com/watch?v=l2ZHGeCLLqA&t=1681s • Media Education Foundation (2007). Militainment Inc: The Militarization of Pop Culture Documentary [film]. Retrieved from: https://www.youtube.com/watch?v=1pZIO70vcaQ <p>Surveillance Sublime – March 4</p> <p>Readings</p> <ul style="list-style-type: none"> • Ball, K., and Snider, L. (2013). The surveillance-industrial complex: towards a political economy of surveillance? (excerpt, read p. 1-5 only, until “the volume” heading). In K. Ball and L. Snider (eds.), <i>The Surveillance-Industrial Complex: A political economy of surveillance</i>. Retrieved from: https://www.book2look.com/embed/9781136206979

	<ul style="list-style-type: none"> Hache, A., and Jansen, F. (2018, July 9). Privacy, Surveillance and Data Tracking: Why Does it Matter for Human Rights Defenders? In <i>Free media: issues, challenges and proposals</i> (online publication). Retrieved from: https://www.ritimo.org/Privacy-Surveillance-and-Data-Tracking-Why-Does-it-Matter-for-Human-Rights <p>Assignment Due</p> <ul style="list-style-type: none"> BLOG POST #11 (due before class on Wednesday) <p>Student Presentations</p> <ul style="list-style-type: none"> Tawil-Souri, H. (2017). Surveillance Sublime. <i>Jerusalem Quarterly</i> 68. Retrieved from: http://www.palestine-studies.org/sites/default/files/jq-articles/Pages%20from%20JQ%2068%20-%20Helga%20Tawil-Souri.pdf Najem, M. (2016). Mapping the Landscape of Digital Surveillance in Lebanon. Social Media Exchange Association (Beirut, Lebanon). Retrieved from: https://www.smex.org/wp-content/uploads/2016/12/SMEX-Landscape-Mapping-of-Digital-Surveillance-in-Lebanon.pdf Barnett, K. (5 August 2019). Are Israel's spies stealing your data? The Electronic Intifada. Retrieved from: https://electronicintifada.net/content/are-israels-spies-stealing-your-data/28051 <p>Resources</p> <ul style="list-style-type: none"> Holloway, D. (2019, June 24). What is surveillance capitalism and how does it shape our economy? <i>The Conversation</i>. Retrieved from: http://theconversation.com/explainer-what-is-surveillance-capitalism-and-how-does-it-shape-our-economy-119158 SMEX (2018) #Lebanon #ExpressionIsNotACrime. Retrieved from: https://www.youtube.com/watch?v=Cyz-FpBE6PI How to Find Your Location History on iPhone: https://www.howtogeek.com/437871/how-to-find-your-location-history-on-iphone-or-ipad/
8	<p>Social Media Facts, Myths, and Threats – March 9</p> <p>Readings</p> <ul style="list-style-type: none"> Vaidhyathan, S. (2018, August 18). Antisocial Media How Facebook Disconnects Us and Undermines Democracy. <i>Indian Cultural Forum</i>. Retrieved from: http://indianculturalforum.in/2018/08/18/anti-social-media-how-facebook-disconnects-us-and-undermines-democracy/ Odeh, S. (November 2018). A violent network: Gender-based violence against Palestinian women in virtual space. 7amleh – The Arab Center for the Development of Social Media and the Kvinna till Kvinna Foundation. Retrieved from: https://www.apc.org/en/pubs/violent-network-gender-based-violence-against-palestinian-women-virtual-space <p>Assignment Due</p> <ul style="list-style-type: none"> BLOG POST #12 (due before class on Monday) <p>Student Presentations</p> <ul style="list-style-type: none"> Lim, M. (2012). Clicks, Cabs, and Coffee Houses: Social Media and Oppositional Movements in Egypt, 2004–2011 [read excerpts]. <i>Journal of Communication</i>, 62: 231-248. Retrieved from: https://onlinelibrary.wiley.com/doi/full/10.1111/j.1460-2466.2012.01628.x Associated Press (2014, April 3). US secretly created 'Cuban Twitter' to stir unrest and undermine government. <i>The Guardian</i>. Retrieved from:

	<p> https://www.theguardian.com/world/2014/apr/03/us-cuban-twitter-zunzuneo-stir-unrest </p> <ul style="list-style-type: none"> • Panda Security (2018, June 12). How Much Does Social Media Know About You. Retrieved from: https://www.pandasecurity.com/mediacenter/social-media/how-much-does-social-media-know-about-you/ <p>Resources</p> <ul style="list-style-type: none"> • Stroma (2015). Carmen. [Music video + commentary on social media.] Retrieved from: https://www.youtube.com/watch?v=UKftOH54iNU • Internet Live Stats: https://www.internetlivestats.com/ • NBC News (2018, March 27). There Is No Way To Fix Facebook. So How Do We Protect Ourselves From It? Retrieved from: https://www.youtube.com/watch?v=yIbTGT-U1aQ • O'Sullivan, D., and Moshtaghian, A., (2019, January 10). Instagram says it's removing posts supporting Soleimani to comply with US sanctions. <i>CNN Business</i>. Retrieved from: https://edition.cnn.com/2020/01/10/tech/instagram-iran-soleimani-posts/index.html
	<p>Sound and the Sonic – March 11</p> <p>BRING HEADPHONES & SMARTPHONE/AUDIO RECORDER TO CLASS</p> <p>Reading</p> <ul style="list-style-type: none"> • Murray Schafer, R. (1992). Introduction. In <i>A Sound Education: 100 Exercises in Listening and Sound-making</i> (p. 7-12). Indiana River (Ontario, Canada): Arcana Editions. Retrieved from: https://monoskop.org/images/7/7b/Schafer_R_Murray_A_Sound_Education_100_Exercises_in_Listening_and_Soundmaking.pdf <p>Student Presentation</p> <ul style="list-style-type: none"> • Goodman, S. (2010). <i>Sonic Warfare: Sound, Affect, and the Ecology of Fear</i> (read pp. xii-xx and pp. 5-13). Cambridge: MIT Press. Retrieved from: http://mindcontrol-research.net/wp-content/uploads/2016/12/3_goodmann-steve-sonic-warfare.pdf <p>In-Class Exercise 4: “Listening Exercises and Recording”</p> <ul style="list-style-type: none"> • See Blackboard Week 8 folder. • You will need headphones and a smartphone or portable audio recorder to complete this exercise. <p>Resources</p> <ul style="list-style-type: none"> • Porcello, S. (2006, October 13). The Shouting Mountain [podcast]. CKUT - Rabble. Retrieved from: http://rabble.ca/podcasts/shows/rabledocs/shouting-mountain • Checkpoint 303 (Palestine/Tunisia/France) is an avant-garde activist sonic project that creates experimental electronic music that aims at raising international awareness about the ongoing injustice and suffering of the civilian populations throughout the Middle East and the Arab world. Listen: https://soundcloud.com/checkpoint303 • Boiler Room (2018, November 13). Palestine Underground: Hip Hop, Trap and Techno Documentary. Retrieved from: https://www.youtube.com/watch?v=M-R8S7QwO1g • American Muslims for Palestine (n.d.). “What is Apartheid?” and “Racial Discrimination and Apartheid in the Israeli-Palestinian Context.” <ul style="list-style-type: none"> ○ https://www.ampalestine.org/palestine-101/key-topics/apartheid/what-apartheid ○ https://www.ampalestine.org/palestine-101/key-topics/apartheid/apartheid-g-a-al-haq
	<p>Draft Critical Paper 2 Due</p>

	<ul style="list-style-type: none"> CP2a: Due Sunday (March 15) at 11pm
9	<p>Audio Editing & Podcasting: A New Aural Culture? – March 16</p> <p>BRING HEADPHONES & USB KEY TO CLASS</p> <p>Reading</p> <ul style="list-style-type: none"> Llinares, D., Fox, N., and Berry, R. (2018). Introduction: Podcasting and Podcasts—Parameters of a New Aural Culture [read excerpts]. In Llinares, D., Fox, N., & Berry, R., (eds). (2018). <i>Podcasting: New aural cultures and digital media</i>. Cham: Springer International Publishing. <p>In-Class Exercise 5: “Introduction to Audacity”</p> <ul style="list-style-type: none"> See Blackboard Week 9 folder. <p>Resources</p> <ul style="list-style-type: none"> McLeish, R. (2007). Vox pop. In <i>Radio production</i> (5th ed., pp. 102-108). Oxford: Focal Press. [available on Blackboard] Review podcasts from Sowt.com: http://sowt.com/English Byers, R. (Jan 31, 2017). Ear Training Guide for Audio Producers. Retrieved from: https://training.npr.org/audio/the-ear-training-guide-for-audio-producers/ Rue, J. (2014). Tutorial: Audacity. Retrieved from: https://multimedia.journalism.berkeley.edu/tutorials/audacity/ Mitchell, J. (Nov 11, 2015). Using Music: Jonathan Mitchell. From Transom: A Showcase and Workshop for New Public Radio. Retrieved from: https://transom.org/2014/using-music-jonathan-mitchell/ M4a to mp3 or wav convertor: https://online-audio-converter.com/ <hr/> <p>Free Radio – March 18</p> <p>BRING HEADPHONES & USB KEY TO CLASS</p> <p>Readings</p> <ul style="list-style-type: none"> Fanon, F. (1994). This is the Voice of Algeria (read excerpts). In: Fanon, F. (ed.), <i>A Dying Colonialism</i>, trans. H. Chevalier. New York: Grove Press. Retrieved from: http://www.campusincamps.ps/wp-content/uploads/2015/10/fanon-this-is-the-voice-of-algeria.pdf Dunifer, S. (2010). Latitudes of Rebellion: Free Radio in an International Context (read excerpts). In Langlois, A., Sakolsky, R., and van der Zon, M. (Eds.) <i>Islands of Resistance: Pirate Radio in Canada</i>. Vancouver: News Star Books. Retrieved from: http://www.newstarbooks.com/pdfs/books/9781554200504-Resistance-web.pdf <p>Assignment Due</p> <ul style="list-style-type: none"> BLOG POST #13 (due before class on Wednesday) <p>Student Presentation</p> <ul style="list-style-type: none"> Freidberg, J. (2008). <i>Un Poquito de Tanta Verdad</i> (A Little Bit of So Much Truth). Corrugated Films. Retrieved from: https://vimeo.com/ondemand/unpoquitodetantaverdad <p>In-Class Exercise 6: “Introduction to Podcasting”</p> <ul style="list-style-type: none"> See Blackboard Week 9 folder. <p>Resources</p>

	<ul style="list-style-type: none"> Abu-Jamal, M. (2013). Media matters: Radio in prisons. Mumia Abu-Jamal's Radio Essays. [Podcast Audio]. Retrieved from http://mumiapodcast.libsyn.com/media-matters SoundCloud (n.d.). Podcasting (tutorial). Retrieved from: https://creators.soundcloud.com/guide Lindsey, U. (25 Sep 2018). Arabic Podcasts Find a Growing Audience. <i>Al-Fanar Media</i>. Retrieved from: https://www.al-fanarmedia.org/2018/09/arabic-podcasts-find-a-growing-audience/
	<p>Final Critical Paper 2 Due</p> <ul style="list-style-type: none"> CP2b: Due Sunday (March 22) at 11pm
10	<p>Alternative and Independent Journalism – March 23</p> <p>Reading</p> <ul style="list-style-type: none"> Forde, S. (2011). Chapter 1: Understanding alternative and ‘independent’ journalism [read excerpts]. In <i>Challenging the News: The Journalism of Alternative and Community Media</i>. New York: Palgrave Macmillan. Retrieved from: https://www.macmillanihe.com/resources/sample-chapters/9780230243569_sample.pdf <p>Assignment Due</p> <ul style="list-style-type: none"> BLOG POST #14 (due before class on Monday) <p>Student Presentations</p> <ul style="list-style-type: none"> Pintak, L. (2007). “Huge need for independent media” in Middle East: AmmanNet founder Daoud Kuttab. <i>Arab Media & Society</i>, (1). Retrieved from: http://www.arabmediasociety.com/?article=41 Indymedia Montreal 2016 Convergence Working Group (2018, July 9). The Need for an Independent International Media Network. In <i>Free media: issues, challenges and proposals</i> (online publication). Retrieved from: https://www.ritimo.org/The-Need-for-an-Independent-International-Media-Network <p>Resources</p> <ul style="list-style-type: none"> <i>Beirut Today</i> is an independent online newspaper shedding light on the various social, economic, and political aspects across Beirut and beyond: http://beirut-today.com/ International Middle East Media Centre or IMEMC is a media center developed in collaboration between Palestinian and International journalists to provide independent media coverage of Israel-Palestine: http://imemc.org <i>Nawaat</i> is an award-winning citizen media website, based in Tunisia, specialized in news focusing on democracy, transparency, accountability, justice, civil liberties & rights: http://nawaat.org/portail/en/
	<p>HOLIDAY – March 25 [NO CLASS]</p>
11	<p>Festival NEXT – March 30 to April 1</p> <p>No Readings</p> <ul style="list-style-type: none"> Classes will be held within Festival NEXT – details coming soon.
	<p>Digital Skills 2 Due (Solo or Group Project)</p> <ul style="list-style-type: none"> DS2 (Podcast) - The Sound of Apartheid: Due Sunday (April 5) at 11pm
12	<p>Cinematic Gaze as Social Activism – April 6</p> <p>Reading</p>

	<ul style="list-style-type: none"> Ristovska, S. (2016). Strategic witnessing in an age of video activism. <i>Media, Culture & Society</i>, 38(7): 1034–1047. Retrieved from: https://doi.org/10.1177/0163443716635866 <p>Assignment Due</p> <ul style="list-style-type: none"> <i>BLOG POST #15 (due before class on Monday)</i> <p>Student Presentation</p> <ul style="list-style-type: none"> El Hamamsy, W. (2012). Shooting Under Fire: Filmmaking and the Aesthetics of Resistance. <i>Wasafiri</i>, 27(4): 45-49. Retrieved from: https://doi.org/10.1080/02690055.2012.714129 <p>Resources</p> <ul style="list-style-type: none"> Cohen , D. (2018, May 13). Killing Gaza (documentary). Retrieved from: https://vimeo.com/ondemand/killinggaza Gregory, S., Caldwell, G., Avni, R. and Harding, T. (2005). <i>Video for Change: A Guide for Advocacy and Activism</i>. Witness. London: Pluto Press. Retrieved from: https://www.mediareform.org.uk/wp-content/uploads/2015/11/Video_for_Change-A_Guide_for_Advocacy_and_Activism.pdf Video for Change (2019). Impact Toolkit. Retrieved from: https://toolkit.video4change.org/
	<p>Video Editing Basics – April 8</p> <p>BRING HEADPHONES & USB KEY TO CLASS</p> <p>In-Class Exercise 7: “Adobe Premier”</p> <ul style="list-style-type: none"> See Blackboard Week 12 folder. <p>Resources</p> <ul style="list-style-type: none"> Adobe-Made Tutorials: https://helpx.adobe.com/premiere-pro/tutorials.html UC Berkley's Premiere Pro Written Tutorial: https://multimedia.journalism.berkeley.edu/tutorials/premiere-pro-cs6/
13	<p>HOLIDAY – April 13 [NO CLASS]</p> <p>Video Editing Advanced – April 15</p> <p>BRING HEADPHONES & USB KEY TO CLASS</p> <p>In-Class Exercise 8: “YouTube”</p> <ul style="list-style-type: none"> See Blackboard Week 13 folder. <p>Resource</p> <ul style="list-style-type: none"> How to upload videos on YouTube: https://support.google.com/youtube/answer/57407 <p>Extra Credit Assignment Due</p> <ul style="list-style-type: none"> See instructions: Due Sunday (April 19) at 11pm
14	<p>HOLIDAY – April 20 [NO CLASS]</p> <p>Cyber War and Resistance – April 22</p> <p>Readings</p> <ul style="list-style-type: none"> Padgett, R. (2017, February 25). Radical Legacy of the Zapatista's Media Strategy. <i>Intifada!</i> Retrieved from: http://www.svllywood.com/intifadaessays/radicalmedia

	<ul style="list-style-type: none"> Tawil-Souri, H., and Aouragh, M. (2014). Intifada 3.0? Cyber colonialism and Palestinian resistance. <i>The Arab Studies Journal</i>, 22(1): 102-133 (read excerpts pp. 102-106, 119-126 of PDF). Retrieved from: http://www.arabstudiesjournal.org/store/p390/Intifada_3.0%3F_Cyber_Colonialism_and_Palestinian_Resistance.html <p>Assignment Due</p> <ul style="list-style-type: none"> <i>BLOG POST #16 (due before class on Wednesday)</i> <p>Student Presentations</p> <ul style="list-style-type: none"> Alsaafin, L. (2018, April 4). Digital occupation: What's behind Israel's social media in Arabic. <i>Aljazeera English</i>. Retrieved from: https://www.aljazeera.com/news/2018/04/digital-occupation-israel-social-media-arabic-180403121518782.html Khalek, R. (2016, June 3). Copy BDS tactics, pro-Israel activists told at UN conference. <i>Electronic Intifada</i>. Retrieved from: https://electronicintifada.net/blogs/rania-khalek/copy-bds-tactics-pro-israel-activists-told-un-conference Nashif, N. & Fatafta, M. (2017, October 4). The Israeli algorithm criminalizing Palestinians for online dissent. <i>Open Democracy</i>. Retrieved from: https://www.opendemocracy.net/en/north-africa-west-asia/israeli-algorithm-criminalizing-palestinians-for-o/ <p>Resources</p> <ul style="list-style-type: none"> Beautiful Trouble (n.d.). Theory: Floating Signifier & Society of the Spectacle (Blog). Retrieved from: <ul style="list-style-type: none"> https://beautifultrouble.org/theory/floating-signifier/ https://beautifultrouble.org/theory/society-of-the-spectacle/ Yaghi, A.A. (25 July 2019). Palestinian youth fight back on social media. <i>The Electronic Intifada</i>. Retrieved from: https://electronicintifada.net/content/palestinian-youth-fight-back-social-media/27866
	<p>Draft Critical Paper 3 Due</p> <ul style="list-style-type: none"> CP3a: Due Sunday (April 26) at 11pm
15	<p>Media, Children and Young People – April 27</p> <p>Reading</p> <ul style="list-style-type: none"> Khalil, J.F. (2017). Lebanon’s waste crisis: An exercise of participation rights. <i>New Media & Society</i>, 19(5): 701–712. https://doi.org/10.1177/1461444816686321 <p>Assignment Due</p> <ul style="list-style-type: none"> <i>BLOG POST #17 (due before class on Monday)</i> <p>Student Presentations</p> <ul style="list-style-type: none"> Media Smarts (nd). Media and Girls. Retrieved from: http://mediasmarts.ca/gender-representation/women-and-girls/media-and-girls Livingstone, S. (2014) Children's digital rights: a priority. <i>Intermedia</i>, 42 (4/5): 20-24. Retrieved from: http://eprints.lse.ac.uk/60727/ <p>Resources</p> <ul style="list-style-type: none"> Khalil, J.F. (2013). Youth-generated media: A brief introduction. Retrieved from: http://ontheground.qatar.northwestern.edu/uncategorized/chapter-4-youth-generated-media-a-brief-introduction/

	<ul style="list-style-type: none"> • Bruce-Lockhart, A. (2018). 5 surprising ways digital technology is changing childhood. <i>Commonwealth Magazine</i>. Retrieved from: https://english.cw.com.tw/article/article.action?id=2036 • Ghamrawi, N. , Ghamrawi, N. and Shal, T. (2016) Teachers’ Perception of Cyberbullying in Lebanese Public School. <i>Open Journal of Leadership</i>, 5: 95-109. Retrieved from: https://file.scirp.org/pdf/OJL_2016121415373192.pdf <p>Communication Technology and the Environment – April 29</p> <p>Reading</p> <ul style="list-style-type: none"> • Maxwell, R., and Miller, T. (2011). The Environment and Global Media and Communication Policy [read excerpts]. In R. Mansell & M. Raboy (Eds.), <i>The Handbook of Global Media and Communication Policy</i> (1 edition, pp. 467–485). Malden, MA: Wiley-Blackwell. Retrieved from: https://tobymiller.org/images/techenviro/EnvironmentGlobalMedia.pdf <p>Assignment Due</p> <ul style="list-style-type: none"> • BLOG POST #18 (due before class on Wednesday) <p>Student Presentations</p> <ul style="list-style-type: none"> • McGrath, J. (2018, September 9). Companies want to sell you conflict-free phones, but certification isn’t foolproof. <i>Digital Trends</i>. Retrieved from: https://www.digitaltrends.com/cool-tech/conflict-minerals-responsible-mining/ • Greenpeace International (2010). Make IT Green: Cloud computing and its contribution to climate change (online publication). Retrieved from: https://www.greenpeace.org/international/publication/7099/make-it-green-cloud-computing-and-its-contribution-to-climate-change/ • Salamand, B., and Varin, V. (2018, July 9). The role of alternative media for climate justice. In <i>Free media: issues, challenges and proposals</i> (online publication). Retrieved from: https://www.ritimo.org/The-role-of-alternative-media-for-climate-justice <p>Resource</p> <ul style="list-style-type: none"> • Environmental Justice Atlas (n.d.). Lebanon (see campaign case studies and media tactics): https://ejatlas.org/country/lebanon
	<p>Final Critical Paper 3 Due</p> <ul style="list-style-type: none"> • CP3b: Due Sunday (May 3) at 11pm
16	<p>Ending Fake News + Media and Society: Review & Reflection – May 4</p> <p>Readings</p> <ul style="list-style-type: none"> • European Association for Viewers Interests. (2017). Beyond fake news: Ten types of misleading information. https://eavi.eu/beyond-fake-news-10-types-misleading-info <p>Assignment Due</p> <ul style="list-style-type: none"> • BLOG POST #19 (due in class on Monday) <p>Resources</p> <ul style="list-style-type: none"> • Kumanyika, C. (2018). Pour en finir avec les fausses nouvelles. Retrieved from: https://www.youtube.com/watch?v=t10ErBfwG14&feature=youtu.be • UNESCO (2018). Journalism, 'Fake News' & Disinformation. Retrieved from: http://unesdoc.unesco.org/images/0026/002655/265552e.pdf

	<ul style="list-style-type: none"> • Chappelle, A. (2018, June 4). Twitter bots, fake news and propaganda in the Qatar crisis. <i>Al-Jazeera</i>. Retrieved from: https://www.aljazeera.com/news/2018/06/twitter-bots-fake-news-propaganda-qatar-crisis-180604134035342.html • Media Smarts (2018). Authentication 101 – tip sheet. Retrieved from: http://mediasmarts.ca/teacher-resources/authentication-101-%E2%80%93-tip-sheet • Snopes, fact-checking the internet since 1994: https://www.snopes.com
	<p>Digital Skills 3 Due (Solo or Group Project)</p> <ul style="list-style-type: none"> • DS3 (Video) – Flipping the Narrative: Due Sunday (May 5) at 11pm

COURSE POLICIES

Participation and Punctuality

Punctuality in attendance, submitting assignments and appearing at appointments on time is absolutely mandatory. Attendance will be taken during every lesson. Please plan to come to class and to appointments 10-15 minutes before the scheduled time. **You will lose marks for participation by:**

- Missing classes
- Not coming to class and appointments on time
- Not taking part in discussion
- Not handing in assignments on time
- Not attentively listening to the instructor and classmates
- Looking at or using your mobile phone in class during lectures, discussion and exercises
- Using computers in the lab without permission
- Leaving class early without permission
- Disrupting the class in anyway (e.g. talking about issues not related to the class, working on assignments for other subjects, etc.)
- Please remember that reading the assigned texts every week will improve your ability to take part in class, and your overall mark. Reading is mandatory in this course.

Plagiarism: When in doubt, cite it out!

There will be zero tolerance for plagiarism of any kind. You may fail the course or be dismissed from the program entirely if you are caught. Ignorance is not an acceptable excuse. Plagiarism covers all class assignments and tests, including multimedia material and is not limited to text. Everything should be cited appropriately. For further information and assistance in determining when and how to properly cite your sources, please refer to the following resources:

- Definitions of plagiarism: http://turnitin.com/research_site/e_home.html
- University's Student Code of Conduct: <http://catalog.lau.edu.lb/2014-2015/graduate/academic-rules-procedures.php>

It is your responsibility to become familiar with the university's ethics policy, to know what is and is not a code violation, and to abide by the university's code of conduct. Violation of any policy will result on disciplinary action, including expulsion.

Sharing Assignments

Any sharing of assignments from previous or current semesters, using any previously completed work, or sharing of previously used test questions or video or audio material will be considered cheating. Both the person who shared his or her work and the person who used the previously completed work will be pursued with ethics charges. Sharing here refers to both written and multi-media material. Purchasing assignments is a special kind of violation that will be met with extra scrutiny and disciplinary action.

Course Readings

It is **IMPERATIVE** that you read ALL assigned readings. We will cover various topics and skills in a limited time period. It is not possible to cover every detail during lectures and discussions. In addition, learning the skills and ideas covered in this class will be frustrating if you don't familiarize yourself with them conceptually. You are expected to have a basic understanding of the material to be able to engage in discussions. The "Participation" portion of your grade will be negatively affected, otherwise.

Tips for Success

- Read all assigned readings;
- Do not miss classes;
- Submit assignments early;
- Participate, take notes and listen attentively in class;
- Talk to your instructor if you feel like you are not understanding, or behind in work.

LAU POLICIES AND REGULATIONS

Student Code of Conduct - Academic Violations

The following table defines the sanction(s) associated with each violation. In some cases, and when the violation is too general, a range of sanctions is set for the pertinent committee to choose from depending on the specifics of each case. As for the second offense, the set sanctions apply regardless whether the violation has taken place in the same course or a different one, within the same semester or not.

Code #	Violation	1st Offense	2nd Offense
Cheating			
2.2.1	Using material or equipment (including mobile phones, electronic tablets, i-pads, calculators, and other devices) that is not authorized by the instructor in an examination, project, or graded assignment	zero on the deliverable with a warning	F on the course with a warning
2.2.2	Cheating, copying, collaborating with or aiding another Student in a manner not permitted by the instructor on an examination, project, or other graded assignment	zero on the deliverable with a warning	suspension
2.2.3	Distributing or aiding in the distribution of previous exams without authorization of the instructor	double warning – suspension	suspension – expulsion
2.2.4	Stealing, reproducing, or circulating an examination or other graded assignment before it has been administered	suspension	expulsion
2.2.5	Impersonating another Student or allowing another Student to impersonate one's self during an examination, presentation, or other graded assignment	suspension for both	expulsion
2.2.6	Impersonating an assistant, staff member, or faculty member for the purpose of (a) proctoring examinations without authorization or permission or (b) obtaining confidential information regarding coursework or examinations	suspension – expulsion	expulsion
2.2.7	Receiving, purchasing or selling a project, paper, or any academic document and presenting it as work other than that of the author	suspension – expulsion	expulsion
2.2.8	Submitting identical papers or coursework for credit in more than one class without the permission of the instructor	zero on the deliverable with a warning	F on the course with a warning

Plagiarism and Copyright Violations			
2.2.9	Failing to attribute language or ideas to their original source by not crediting the original author with an appropriate acknowledgement or citation	zero on the deliverable with a warning	F on the course with a warning
2.2.10	Using photocopied or electronic copies of textbooks, compact disks, films, music, online course materials, and other content beyond the fair use policy within University Premises	warning	double warning
2.2.11	Using copyrighted materials, including in written research reports and papers, without obtaining required permission, if any, from the rights holder	warning	double warning
Unauthorized Sale, Distribution, or Use of Course Materials			
2.2.12	Recording any lecture or presentation for personal use or public distribution without the prior consent of the course instructor. This applies to the unauthorized use of any medium including but not limited to mobile phones, electronic tablets, i-pads recorders, films, and other devices	warning	double warning
2.2.13	Selling academic materials by any Student, club, or group. This includes but is not limited to lectures, course recordings, class notes, and previous exams	warning	double warning

Special Needs and Disabilities

If you are a student with a documented disability or special need, who requires accommodations, please bring to me the official paperwork as early as possible, and I will be glad to accommodate.

University Attendance Policy

1. Students are expected to attend all classes.
2. For valid reasons, supported by a note from a doctor or counselor, students may miss classes for a maximum equivalent to 2 regular weeks.
3. When exceeding the maximum number of absences, it is the instructor's prerogative to ask the concerned student to stop attending and drop the course. In this case, it is the student's responsibility to drop the course, otherwise a grade of "F" or "NP" will be given.
4. In exceptional justified cases (long illness, etc...), where absences exceed the maximum, the student has to petition to the department Chair to be allowed to stay in the course.
5. Students are held responsible for all the material presented in the classroom, even during their absence.

Withdrawal Policy

WI = Early Withdrawal; WP = Withdrawal/Pass; WF = Withdrawal/Fail

1. A student who withdraws after the Drop/Add period and by the end of the 5th week of classes (10th day of classes for Summer Modules) will obtain a "WI" on that particular course. The student may process such request directly through the Registrar's Office.
2. A student who withdraws from a course between the 6th week and the end of the 10th week of classes (18th day of classes for Summer Modules) will receive either a "WP" or a "WF". "WP" or "WF" will be determined by the instructor based on the achieved academic performance in that course till the time of withdrawal.
3. The "WI" and the "WP" will not count as a Repeat; whereas the "WF" will count as a Repeat. (Note that LAU policy allows students to repeat a course up to two times only).
4. "WI", "WP" and "WF" will not count towards the GPA calculation.

5. **Deadline for the “WP” and “WF” withdrawal from courses:** check university calendar (It is the student’s responsibility to drop the course)

Format and Guidelines for Papers and Assignment

All research papers should follow APA style and format, be typed, double-spaced, spell-checked, proofread, have one-inch margins, and use 12-point Times News Roman font. See Purdue OWL’s APA Style and Formatting Guide: <https://owl.english.purdue.edu/owl/resource/560/01/>. Spelling, punctuation, syntax and grammar are essential components of writing. If it is clear that you did not take the time to revise and edit your paper, you will lose major points, in accordance with the grading rubric.

Policy on Late Work

Work is due on the assigned date and time in the weekly schedule. Students will lose marks for handing in late work and their "Participation" grade will be affected. AFTER ONE WEEK, UNSUBMITTED ASSIGNMENTS WILL RECEIVE A ZERO. If there are extenuating circumstances, contact your instructor well before the due date. In all cases you are responsible for getting your work in on time. Technical problems always occur. So, don't wait till the last minute to submit.

Incomplete Coursework

The course grade “I” (Incomplete) will only be given under extenuating circumstances such as a major illness, death in the family or other unexpected emergencies. The student has to petition to the department Chair to receive an incomplete grade. Any incomplete work must be made up by a date planned with the instructor, but no later than the eighth week of the following semester (fall or spring). Otherwise, the grade of I is changed to an F (or an NP). It is the responsibility of the student to contact the instructor to make the arrangements for the completion of the incomplete work. In no case may incomplete work be made up after a lapse of one year from the end of the semester or module in which the grade of I was received.

Policy on Mobile Phones

Mobile phones should be turned off during class. You will lose "Participation" points if your cell phone or any other digital device is used without permission, including if a cell phone rings in class.

Course Online Evaluation

Completion of the online course evaluations is important for feedback and improvement. In order to improve the effectiveness of the educational process, all students are expected to submit their course evaluations by the last day of classes. Students who fail to complete the evaluation of all registered courses by the set deadline:

1. *will not be able to access their course grades from Banner or Portal until two weeks after the end of the final exams period; and*
2. *will not be able to request transcripts.*

Online evaluations are anonymous, and faculty and administrators never receive any information about who submitted the evaluation. Faculty do not receive the results of the evaluations until after the semester is over (several weeks after the grades are posted).

University Grading Scheme

90 and up: A	83 to 86: B +	73 to 76: C +	63 to 66: D +
87 to 89: A-	80 to 82: B	70 to 72: C	60 to 62: D
	77 to 79: B -	67 to 69: C -	Below 60: F