



Media & Democracy in the Digital Age

SECTION I: Course Overview

UNH Course Code: COM385CDG

Subject Area: Communication Studies

Prerequisites: Introductory courses in Communication or Media Studies and Political Science are advised.

Language of Instruction: English

Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course examines the relationship between the media and democracy with a particular emphasis on the new media technologies and their profound impact on the current political processes worldwide.

The course will first provide an overview of the traditional theories of the media's role in democracy and then will go on to investigate the effects of the new communication technologies on the public sphere, media systems, democratic governance, and individual expression. Throughout the course, we will study the French media system in depth, but we will also use various other worldwide empirical cases to understand how the media—and the new media technologies in particular—can enhance or undermine democratic processes.

The course aims to familiarize students with different media systems and provide a thorough understanding of the media's role in democracy and its current challenges. Students will engage in applied learning by becoming citizen journalists themselves by researching and interacting with local players in Paris first-hand.

LEARNING OBJECTIVES

- Explain the role that media plays in democratic processes
- Understand the impact of the new media technologies on democratic governance and social movements
- Critically evaluate different media systems
- Use both local and international scholarship to inform your knowledge on media and democracy
- Refine skills in interviewing and reporting

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	Semester

INSTRUCTIONAL FORMAT

The course will meet for 3 hours once a week for a total of 14 class sessions. Course work is comprised of in-class lectures and discussions, group exercises, student *exposés*, documentary films, extensive outside readings, independent group and individual onsite study, a research project, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city. Some onsite study will be integrated into class-time while others will be assigned as out-of-class independent learning.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. However, you must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Class Participation 1 & 2	10%
Presentation: International News	15%
Leading Class Discussion	15%
4 Written Assignments	20%
Group Project: Citizen Journalism	20%
Final Examination	20%

ASSESSMENT OVERVIEW

Class Participation (10%): When determining your class participation grade, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect on your grade. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ (9.70–10.00)
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A (9.00–9.69)

You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B/B+ (8.40–8.99)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- (7.70–8.39)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C-/C (7.00–7.69)
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D (6.00–6.99)
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F (0–5.99)

Presentation: International News (15%): For this class, you are expected to actively follow and be up-to-date with major international news—preferably not limiting yourself to the US media channels. Every week we will start the class with a 15-to-20-minute student presentation on a particular country’s news. Working individually or in pairs, you will select a country (other than the US), research its media system, and review its current news headlines. The presentation should be structured as follows:

- Brief overview of the country’s media system and its peculiarities. Pay particular attention to the media’s relationship with the country’s political system and its political players.
- Review of its main current news topics (3-5). Present the selected topics and discuss their importance within national and international contexts.
- Conclusion: make comparative insights to the other countries that you are familiar with or learned about from the presentations of your colleagues.

The objective of this assignment is to significantly broaden your knowledge of various countries’ media systems, expose you to the selectivity and biases of news, and encourage you to critically evaluate the information provided by the media by situating it in a comparative context.

Leading Class Discussion (15%): As a discussion leader, your responsibility will be to facilitate the discussion on the mandatory readings and to ensure that all class members participate to the greatest extent possible. Depending on the amount of the readings assigned on a particular date, there may be one or several discussion leaders. If there are several discussion leaders, you may choose to divide the work as you wish.

To lead the discussion effectively, you should come up with questions designed to test that the class understands the main arguments and is able to critically evaluate them by considering their relationship to democratic practices. You should also prepare a list of key terms to distribute to everybody in class at the beginning of the discussion. You will be allocated 30-to-40-minutes for the discussion.

Given the theoretical nature of a number of the required readings for this course, the discussion leader will also find and briefly present a press article/ news report/blog post/video etc. that relates to that week’s theme. You should be able to clearly explain how the article relates to the week’s theme. This additional document should aid our understanding of the ideas raised in the academic articles by rendering them more concrete and accessible.

You can also prepare additional visual props or handouts that you think may facilitate the discussion by making the ideas discussed more easily comprehensible, accessible, and interesting. If there are several discussion leaders on any given date, each of them is required to select and present their own document (in this case,

please consult each other to avoid any overlaps). These additional documents should be emailed to the instructor before class.

4 Written Assignments (20%): Four written assignments will test your knowledge and understanding of the mandatory class content but will also encourage you to practice your creative thinking skills. Each of these assignments is worth 5% of the final grade. These written assignments may be completed in-class or at home; the assignments may also be completed individually or in groups.

Group Project: Citizen Journalism (20%): New media technologies-enabled citizen journalism and civic activism in general has profoundly transformed the information landscape. Anybody can now become the creator of news and curator of information flows, which is in turn greatly impacting the democratic processes. For this group project, you will try your hand at becoming citizen reporters. In groups of 2 to 4 students, you will select a topic of your choice, produce a news report and submit it to the mainstream media outlet of your choice, such as, e.g. the CNN's iReport. You will use the mobile technology that you own to produce this report.

You can choose any topic related to society, economy, or politics of interest, but you should abstain from purely entertainment-oriented content production. Furthermore, your topic should relate to Paris specifically or France in more general and ultimately aim at strengthening the democratic processes and ideals such as tolerance, open-mindedness, social justice, etc. You should research your topic using local resources such as local media, on-site observation, archival research in Parisian libraries, etc. The instructor will work with each group to identify the best resources and avenues to gather them for your project. In addition, you will have to interview at least three relevant people for your project.

The final versions of the project must be submitted to the chosen media outlet by **April 25 the latest**. At the end of the semester, each group will present their final project to the class in a 20-minute presentation where they will critically evaluate the end result, the challenges encountered, and the lessons learned.

Final Exam (20%): Short answer and essay questions will test your mastery of all the course materials including required readings, class discussions, site visits, etc. In addition to demonstrating the basic understanding of theories and ideas learned in class, you will be required to utilize your critical thinking skills and apply learned concepts and ideas to examining empirical situations.

WORKLOAD EXPECTATIONS

In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

CEA GRADING SCALE

Your grades will be calculated according to CEA's standard grading listed below:

CEA Grading Scale				
Letter Grade	Numerical Grade Low Range	Numerical Grade High Range	Percentage Range	Quality Points
A+	9.70	10.00	97.0 - 100%	4.00
A	9.40	9.69	94.0 - 96.9%	4.00
A-	9.00	9.39	90.0 - 93.9%	3.70
B+	8.70	8.99	87.0 - 89.9%	3.30
B	8.40	8.69	84.0 - 86.9%	3.00

B-	8.00	8.39	80.0 – 83.9%	2.70
C+	7.70	7.99	77.0 – 79.9%	2.30
C	7.40	7.69	74.0 – 76.9%	2.00
C-	7.00	7.39	70.0- 73.9%	1.70
D	6.00	6.99	60.0 – 69.9%	1.00
F	0.00	5.99	0 - 59.9%	0.00
W	Withdrawal			0.00
INC	Incomplete			0.00

CEA ATTENDANCE POLICY

Every student is expected to attend all scheduled class sessions (including field studies), arriving on time, and thoroughly prepared for the day’s class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and overall course performance. In this course, students are allowed to have the following number of absences due to sickness, personal emergency, inevitable transport delay, and other related impediments:

Courses that meet X days per week	Allowed absences	Automatic failing grade at X th absence
SEMESTER		
Courses that meet 1 day(s) per week	1	4 th absence

No documentation is required for such absences, as CEA does not distinguish between excused or unexcused absences. For every additional absence beyond the allowed number, the final course grade will drop down to the subsequent letter grade (e.g., A+ to A). The following table below outlines how your absence(s) will impact your overall grade:

Absence	1	2	3	4
Penalty	No Penalty	1/2 letter grade	1 full letter grade	Automatic Failure
Grade	A+	A	A-	F

REQUIRED READINGS

Listed below are the required course textbooks and additional readings. Whether you buy your books from our locally affiliated merchants or whether you acquire these before arrival, you must have constant access to these resources for reading, highlighting and marginal note-taking. It is required that you have unrestricted access to each. Additional copies will be placed on reserve in the Academic Affairs office for short-term loans. Access to additional sources required for certain class sessions will be provided in paper or electronic format consistent with applicable copyright legislation. In addition, the Academic Affairs Office compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located in the host city and accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of

the University of New Haven. Please find the required reading(s) and/or text(s) for this course below:

- Baumgartner, J. C., & Morris, J. S. (2010). MyFaceTube politics: Social networking, web sites, and political engagement of young adults. *Social Science Computer Review*, 28, 24-44.
- Bennett, W.L. & Lawrence, R. (2007). *When the Press Fails: Political Power and the News Media from Iraq to Katrina*, University of Chicago Press.
- Bennett, W. L., & Segerberg, A. (2012): The logic of connective action: Digital media and the personalization of contentious politics. *Information, Communication, & Society*, 15, 739-768.
- Carpenter, S. (2010). A study of content diversity in online citizen journalism and online newspaper articles. *New Media & Society*, 12, 1064-1084.
- Chadwick, A. (2011). The political information cycle in a hybrid news system: The British Prime Minister and the “Bullygate” affair. *The International Journal of Press/Politics*, 16, 3-29.
- Earl, J. & Kimport, K. (2013). *Digitally Enabled Social Change: Activism in the Internet Age*, MIT Press.
- Graber, D. (2005). *Media Powers in Politics*, CQ Press.
- Hallin, D. & Mancini, P. (2004). *Comparing Media Systems: Beyond the Western World*, Cambridge University Press.
- Hindman, M. (2008). *The Myth of Digital Democracy*, Princeton University Press.
- Hoffman, D. (2014). *Citizens Rising: Independent Journalism and the Spread of Democracy*, CUNY Journalism Press.
- Hoffman, L. H., Jones, P. E., & Young, D. G. (2013). Does my comment count? Perceptions of political participation in an online environment. *Computers in Human Behavior*, 29, 2248-2256.
- Lotan, G., Graeff, E., Ananny, M., Gaffney, D., Pearce, I., & boyd, D. (2011). The revolutions were tweeted: Information flows during the 2011 Tunisian and Egyptian revolutions. *International Journal of Communication*, 5, 1375-1405.
- Lutz, B. & Toit, P. (2016). *Defining Democracy in the Digital Age*, Palgrave Pilot.
- McChesney R. W. (2015). *Rich Media, Poor Democracy*, The New Press.
- McChesney R. W. & Foster, J. B. (2011). The Internet’s Unholy Marriage to Capitalism, *Monthly Review*, Vol. 62, Issue 10 (online).
- Meyers, C. (2010). *Journalism Ethics: A Philosophical Approach*, Oxford University Press.
- Morozov, E. (2011). *The Net Delusion : The Dark Side of Internet Freedom*, Public Affairs.
- Ostman, J. (2012). Information, expression, participation: How involvement in user-generated content relates to democratic engagement among young people. *New Media and Society*, 14, 1004-1021.
- Scheer, R. (2016). *They Know Everything About You: How Data-Collecting Corporations and Snooping Government Agencies Are Destroying Democracy*, Nation Books

RECOMMENDED READINGS

Please find the recommended reading(s) and/or text(s) for this course below:

- Bode, L. (2012). Facebooking it to the polls: A study in online social networking and political behavior. *Journal of Information Technology & Politics*, 9, 352-369.
- Brabham, D. C. (2008). Crowdsourcing as a model for problem solving: An introduction and cases. *Convergence: The International Journal of Research into New Media Technologies*, 14, 75-90.
- Earl, J., Kimport, K., Prieto, G., Rush, C., & Reynoso, K. (2010). Changing the world one webpage at a time: Conceptualizing and explaining Internet activism. *Mobilization: An International Journal*, 15, 425-446.
- Gerbaudo, P. (2012). *Tweets and Streets: Social Media and Contemporary Activism*, Pluto Press.
- Harlow, S., & Harp, D. (2012). Collective action on the web: A cross-cultural study of social networking sites and online and offline activism in the United States and Latin America. *Information, Communication, and Society*, 15, 196-216.
- Kaplan, A. M. & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53, 59-68.
- Kaufhold, K., Valenzuela, S., & Gil de Zuniga, H. (2010). Citizen journalism and democracy: How user-generated news use relates to political knowledge and participation. *Journalism & Mass Communication Quarterly*, 87, 515-529.
- Keane, J. (2013). *Democracy and Media Decadence*. Cambridge University Press.
- McChesney R. W. (2014). *Digital Disconnect: How Capitalism is Turning Internet against Democracy*, The New Press.
- Newman, N., Dutton, W. H., & Blank, G. (2012). Social media in the changing ecology of news: The fourth and fifth estates in Britain. *International Journal of Internet Science*, 7, 6-22.
- Obar, J. A., Zube, P., & Lampe, C. (2012). Advocacy 2.0: An analysis of how advocacy groups in the United States perceive and use social media as tools for facilitating civic engagement and collective action. *Journal of Information Policy*, 2, 1-25.
- Ostman, J. (2012). Information, expression, participation: How involvement in user-generated content relates to democratic engagement among young people. *New Media and Society*, 14, 1004-1021.
- Russell, A. (2016). *Journalism as Activism: Recording Media Power*, Wiley-Blackwell.
- Tufekci, Z., & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. *Journal of Communication*, 62, 363-379.
- Ullah, H. (2016). *Digital Rebels: Islamists, Social Media and the New Democracy*. Yale University Press.
- Westlund, O. (2013). Mobile news: A review and model of journalism in an age of mobile media. *Digital Journalism*, 1, 6-26.

ADDITIONAL RESOURCES

UNH Online Library: As part of this program, you are provided with direct access to additional resources and databases available through the online library of the University of New Haven. To access the online UNH library, go to <http://www.newhaven.edu/library/Services/CEA/> .

Students at CEA Study Abroad Centers have access to the several online research databases through the University of New Haven Library for the purposes of research. Access to these online databases is granted only during the time of enrollment, requires the use of a UNH ID number, which is issued individually to all Study Abroad Center students at the start of the semester. Access to the UNH Library is available through the *MyCEA Account*. You must comply with UNH policies with regard to library usage. Policies can be found at: <http://www.newhaven.edu/library/general/Policies/>

CEAClassroom – CEA's Moodle CMS: CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives. The ceaClassroom website is located here: <https://www.ceaClassroom.com/>

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

Course Calendar
Media & Democracy in the Digital Age

Session	Topic	Activity	Student Assignments
1	<p style="text-align: center;">Course Introduction Historical Perspectives on Media and Democracy Case study of the American Presidential Election: Trump vs. the Media</p>	<p style="text-align: center;">Lecture & Discussion Signing up for presentations and group project</p>	<p>Preparation before class Read 2 press articles among these:</p> <ul style="list-style-type: none"> • Sullivan, M. <i>The media didn't want to believe Trump could win. So they looked the other way.</i> The Washington Post • Ingram, M. <i>Here's Why the Media Failed to Predict a Donald Trump Victory.</i> Fortune • Edkins, B. <i>In The Wake Of Trump's Win, Here Are 5 Ways The Media Can Regain Credibility.</i> Forbes • Bulgutch, M. <i>What role did media play in Trump victory?</i> The Toronto Star • Vance, R. <i>Trump and Brexit show why the media should stop their overreliance on polls.</i> The Guardian • <i>Trump v the media: did his tactics mortally wound the fourth estate?</i> The Guardian • Delcambre, A. <i>L'heure de l'introspection pour des médias américains sonnés par la victoire de Donald Trump.</i> Le Monde
2	<p style="text-align: center;">The Role of Media in a Democracy</p>	<p style="text-align: center;">Lecture & Discussion Student presentation</p>	<p>Required Readings</p> <ul style="list-style-type: none"> • W. L. Bennett and W. Serrin, "The watchdog role of the press," in Graber, D., <i>Media Powers in Politics</i>, 6th ed., 2011, p. 395-405. • Schudson, M. "Why democracies need an unlovable press," in Graber, D., <i>Media Powers in Politics</i>, 5th ed., 2011, p.33-44. • Hoffman, D. (2014). "Independent Media and the Rise of Democracy," in <i>Citizens Rising</i>, p. 21-73. <p>Recommended Readings</p> <ul style="list-style-type: none"> • Sudaram, A. (2014). <i>The Media's Retreat from Foreign Reporting</i>, The New York Times.
3	<p style="text-align: center;">The Power of Media</p>	<p style="text-align: center;">Lecture & Discussion Student presentation</p>	<p>Required Readings</p> <ul style="list-style-type: none"> • Bimber, B. (2011). How Information Shapes Political Institutions, in Graber, D., <i>Media Powers in Politics</i>, 6th ed., p. 7-17. • Page, I.B. et all. (2011). What Moves Public Opinion, in Graber, D., <i>Media Powers in Politics</i>, 6th ed., p. 85-100.

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Session	Topic	Activity	Student Assignments
			<ul style="list-style-type: none"> Street, J. (2011). <i>Mass Media, Politics and Democracy</i>, 2nd ed., p. 145-162 & 231-249.
4	The Freedom of Media, Journalistic Ethics and Political Bias	Lecture & Discussion Student presentation	<p>Required Readings</p> <ul style="list-style-type: none"> Craft S. "Press Freedom and Responsibility," in C. Meyers, <i>Journalism Ethics</i>, 2010, p. 39-52. Ward, S. "Inventing Objectivity," in C. Meyers, <i>Journalism Ethics</i>, 2010, p. 137-152. Graber, D. (2011). Terrorism, Censorship, and the First Amendment, in Graber, D., <i>Media Powers in Politics</i>, 6th ed., p. 407-419. Street, J. (2011). Political Bias, in <i>Mass Media, Politics and Democracy</i>, 2nd ed., p. 15-35. <p>Recommended Readings</p> <ul style="list-style-type: none"> Freedom of the Press Freedom House Report.
5	Rich Media, Poor Democracy	Lecture & Discussion Student presentation Viewing: <i>Outfoxed</i> , 2004	<p>Required Readings</p> <ul style="list-style-type: none"> McChesney R. W. & Foster, J. B. (2011). The Internet's Unholy Marriage to Capitalism, <i>Monthly Review</i>, Vol. 62, Issue 10. Richards, I. "Journalism's Tangled Web: Business, Ethics, and Professional Practice," in C. Meyers, <i>Journalism Ethics</i>, 2010, p. 171-183. Street, J. (2011). Conglomerate Control: Media Moguls and Media Power, in <i>Mass Media, Politics and Democracy</i>, p. 124-144. <p>Recommended Readings</p> <ul style="list-style-type: none"> Hallin, D. & Mancini, P. (2004). <i>Comparing Media Systems</i>, p. 198-250.
6	The Case Study of Hybrid Media Systems Visit of a French Media Outlet	Lecture & Discussion Student presentation Study Visit Assignment	<p>Required Readings</p> <ul style="list-style-type: none"> Hallin, D. & Mancini, P. (2004). <i>Comparing Media Systems</i>, p. 89-197. <p>Recommended Readings</p> <ul style="list-style-type: none"> Chadwick, A. (2011). The political information cycle in a hybrid news system: The British Prime Minister and the "Bullyinggate" affair. <i>The International Journal of Press/Politics</i>, 16, 3-29.

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Session	Topic	Activity	Student Assignments
7	Reporting Politics: Entertainment, Political Marketing and the Rise of Celebrity Politician	Lecture & Discussion Student Presentation	Required Readings <ul style="list-style-type: none"> • Street, J. (2001). <i>Mass Media, Politics and Democracy</i>, p. 36-79 & 235-260
8	Social Media and Digital Democracy	Lecture & Discussion Student Presentation	Required Readings <ul style="list-style-type: none"> • Lutz, B. & Toit, P. (2016). <i>Defining Democracy in the Digital Age</i>, ch. 1, p. 1-11 & 37-62. • Singer, J. “Norms and the Network: Journalistic Ethics in a Shared Media Space,” in C. Meyers, <i>Journalism Ethics</i>, 2010, p. 117-129. • Baumgartner, J. C., & Morris, J. S. (2010). MyFaceTube politics: Social networking, web sites, and political engagement of young adults. <i>Social Science Computer Review</i>, 28, 24-44.
9	Redefining Journalism: Citizen Journalism and Content Creation	Lecture & Discussion Student Presentation Viewing, <i>Citizenfour</i> , 2014	Required Readings <ul style="list-style-type: none"> • Thorsen, E. & Stuart, A. (2014). <i>Introduction</i>, in Thorsen, E. & Stuart, A., eds., 2nd volume. <i>Citizen Journalism : Global Perspectives</i>, p. 1-14. • Carpenter, S. (2010). A study of content diversity in online citizen journalism and online newspaper articles. <i>New Media & Society</i>, 12, 1064-1084. • Ostman, J. (2012). Information, expression, participation: How involvement in user-generated content relates to democratic engagement among young people. <i>New Media and Society</i>, 14, 1004-1021.
10	Digital Activism and Political Organizing	Lecture & Discussion Student Presentation	Required Readings <ul style="list-style-type: none"> • Earl, J. & Kimport, K. (2013). “Where Have We Been and Where are We Headed?” in <i>Digitally Enabled Social Change: Activism in the Internet Age</i>, p. 21-42. • Bennett, W. L., & Segerberg, A. (2012): The logic of connective action: Digital media and the personalization of contentious politics. <i>Information, Communication, & Society</i>, 15, 739-768. • Lotan, G., Graeff, E., Ananny, M., Gaffney, D., Pearce, I., & boyd, D. (2011). The revolutions were tweeted: Information flows during the 2011 Tunisian and Egyptian revolutions. <i>International</i>

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Session	Topic	Activity	Student Assignments
11	Privacy and Self-Censorship	Lecture & Discussion Student Presentation	Required Readings <ul style="list-style-type: none"> • Simanowski, R. (2016). <i>Data Love: The Seduction and Betrayal of Digital Technologies</i>, p. 3-34. • Scheer, R. (2016). <i>They Know Everything About You: How Data-Collecting Corporations and Snooping Government Agencies Are Destroying Democracy</i>, p. 177-194.
12	Questioning Digital Democracy	Lecture & Discussion Student Presentation	Required Readings <ul style="list-style-type: none"> • Hindman, M. (2008). <i>The Myth of Digital Democracy</i>, p. 129-142. Recommended Readings <ul style="list-style-type: none"> • Morozov, E. (2011). <i>The Net Delusion</i>, p. 1-32 & 205-244. <i>Journal of Communication</i>, 5, 1375-1405. • Wei, L., & Hindman, D. B. (2011). Does the digital divide matter more? Comparing the effects of new media and old media use on the education based knowledge gap. <i>Mass Communication & Society</i>, 14, 216-235. • Hoffman, L. H., Jones, P. E., & Young, D. G. (2013). Does my comment count? Perceptions of political participation in an online environment. <i>Computers in Human Behavior</i>, 29, 2248-2256.
13	Course Conclusion	Group Project Presentations	None
Student Conference Mandatory Presence			
14	FINAL EXAM		

SECTION III: CEA Academic Policies

CEA is committed to providing excellent educational opportunities to all students. The policies outlined in this section outline general expectations for CEA students. Please carefully review the course policies outlined below to ensure your success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all [CEA Student Policies](#), including the academic policies outlined below. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time.

A. CLASS/INSTRUCTOR POLICIES

PROFESSIONALISM & COMMUNICATION: As a student, you are expected to maintain a professional, respectful, and conscientious manner in the classroom with your instructors and fellow peers as well as in CEA Moodle classrooms. You are expected to take your academic work seriously and engage actively in your classes while abroad. Advance class preparation, completing your assignments on time, and showing a focused and respectful attitude are expected of all CEA students. Additionally, it is critical to your success abroad that you express effective interpersonal and cross-cultural communication. Demonstrating your effort to do the best work possible will be recognized whereas unconstructive comments, failure to make adequate academic progress, and lack of compliance with CEA Policies will not be tolerated.

ARRIVING LATE / DEPARTING EARLY FROM CLASS: Late arrivals or early departures from class may result in being marked absent and are ultimately determined by your course instructor. Students must comply with in-country immigration regulations and CEA internal policies by maintaining full-time student status while abroad. Full-time student status for semester programs constitutes enrolling and regularly attending at least 12 US credit hours per week. Full-time student status for summer programs constitutes enrolling and regularly attending at least 3 US credit hours per week per summer term. Consequently, CEA will dismiss from all CEA courses, programs, activities, and housing any student who fails to maintain satisfactory academic progress or full-time student status.

SUBMITTING WORK: All formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in the format your instructor requests. Your instructor may require you to hand your assignments in electronically and/or in a hard-copy format during class time. You should keep copies of your work until your academic records have been recorded at your home institution, which may take 3 – 12 months after the completion of your program. As a student, you are responsible for providing copies of your work in the event of grade appeals, credit transfer requirements, faculty requests, etc.

LATE HOMEWORK: Homework is due at the specified date and time stated by your instructor. Late homework may not be accepted and/or points may be deducted as a result as to be determined by your instructor. Typically, homework submitted several days after the deadline, with no previous discuss with your instructor will not be accepted. It is up to your instructor's discretion to determine penalties for homework submitted after the deadline.

EXTRA CREDIT: Individual student requests for extra credit are not permitted. Extra credit for students' who miss classes, quizzes, exams is not available in any circumstance. Typically, extra credit will not be awarded, however, in the special event your instructor determines extra credit is available for the class, it is up to his/her discretion on how and when to award opportunities for credit. Under no circumstance will extra credit exceed more than 5% of your overall course assessment.

SECTIONS: Students must attend the class section they are enrolled in and may not switch sections after the add/drop period unless special permission is granted by the instructor and the onsite Academic Director. Students who attend a section of a class they are not enrolled in will not be able to stay for the lesson and will not be considered present unless they attend their assigned section that week.

MAKE-UP CLASSES: CEA reserves the right to schedule make-up classes in the event of an unforeseen or unavoidable schedule change. All students are expected to attend any make-up classes and the standard attendance policy will apply. Make-up classes may be scheduled outside of typical class hours as necessary.

MISSING EXAMINATIONS: Examinations will not be rescheduled. Pre-arranged travel or anticipated absence does not constitute an emergency and requests for missing or rescheduling exams will not be granted.

ELECTRONIC DEVICES: Always check with your instructor about acceptable usage of electronic devices in class. Students who create a disturbance or fail to pay attention in class due to electronic devices will receive a warning and must immediately put the device(s) away unless otherwise instructed by the instructor. Inappropriate usage of electronic devices or repeat warnings may lead to a deduction in participation grades and/or class dismissal. Any students asked to leave class will be counted absent for the day.

Cell Phones: Use of a cell phones during class is impolite, inappropriate and prohibited. Students are asked to show common courtesy to others in order to create a positive learning environment and eliminate distractions for everyone. Cell phones, tablets, watches, and other electronic devices are to be turned off or silenced (do not set to vibrate) and placed in your purse, backpack, briefcase, etc. during class. The same policy applies for any parts of the course that may take place outside of the classroom, including guest lectures, academic excursions, site visits, AICAP activities, and so forth.

Laptops: Your instructor will determine whether laptops will be allowed in class. The use of a laptop may be limited to specific purposes including note taking as allowed by special needs/academic accommodations, and/or at the discretion of the instructor. The use of a laptop is prohibited during all tests and quizzes unless otherwise specified by your instructor. If you have any questions, regarding the use of laptops or cell phones, please inquire with your instructor onsite.

ACTIVE LEARNING, ACADEMIC EXCURSIONS, FIELD TRIPS, AICAP ACTIVITIES, & GUEST LECTURES: Students will have the opportunity to participate in a variety of experiential learning activities throughout the course. These activities may take place during regular class hours or they may occasionally be scheduled outside of class hours. Students should arrive well-prepared and on time for these activities. Moreover, students are expected to be engaged and respectful as it is a privilege to be invited to these visits and meet with local experts. Disrespectful behavior will result in a warning and/or dismissal from the activity and may result in a grade deduction or absence for the class period.

B. CEA GENERAL ACADEMIC POLICIES

COURSE ENROLLMENT: It is your responsibility as a student to ensure that your course enrollment records are accurate for all enrolled courses throughout the semester. At the beginning of the semester and at the end of course enrollment, check your *MyCEA Account* to ensure you are properly enrolled in all of your desired courses. If a course is missing or an additional course is present, you must resolve the issue with CEA onsite academic staff immediately.

ADD/DROP POLICIES: Students may make changes to course enrollments during the designated Add/Drop period. Add/Drop periods will be opened according to the scheduling of the CEA Study Center you are attending. All Add/Drop periods will close at the end of the first week of classes during a semester program or on the second day of classes during summer programs. Some limitations may apply to the add/drop period—including but not limited to—the inability to change sections of foreign language courses. You are responsible for notifying your home institution of any schedule changes made during the add/drop period and ensuring that your home institution will accept credit for all adjusted courses.

COURSE WITHDRAWAL: Students wishing to withdraw from a course may do so until the Course Withdrawal Deadline, which is the end of the ninth week of classes for semester programs or at the end of the first week

of classes for summer programs. Course withdrawal requests approved during this timeframe will appear as a “W” on your academic transcript. To request a course withdrawal, you must complete the *Change of Course Petition Form* and submit it to your onsite academic staff. You must also notify your instructor in writing of your intent to withdraw from the course. It is critical that you remain academically eligible as a full-time student while abroad, thus course withdrawals will be denied if you are unable to remain enrolled as a full-time student. Full-time student status for semester programs is defined as enrolling in 12 US credits. Full-time student status for summer programs is defined as enrolling in 3 US credits per summer term. No tuition or course fees refunds will be granted for approved course withdrawals.

MONITORING GRADES & ATTENDANCE: You are responsible for monitoring your grades and attendance records throughout the course. Any questions or concerns should be discussed immediately with your instructor and/or onsite academic staff. Your grades and attendance records can be accessed via your *MyCEA Account* online at any time throughout the semester. You are responsible for adhering the attendance policy as outlined earlier in this syllabus.

ACADEMIC INTEGRITY: CEA is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core value which ensures respect for the academic reputation of CEA, its students, faculty, and staff. CEA expects that you will learn in an environment where you work independently in the pursuit of knowledge, conduct yourself in an honest and ethical manner and respect the intellectual work of your peers and faculty. Students, faculty and staff have a responsibility to be familiar with the definitions contained in, and adhere to, the CEA Academic Integrity Policy. For the complete policies, please see the [CEA Academic Integrity Policy](#) in its entirety. Violations of CEA’s Academic Integrity Policy may result in serious consequences, including program dismissal. CEA also reserves the right to share information of such violations with your home institution.

ACADEMIC & SPECIAL NEEDS ACCOMMODATIONS: CEA is supportive of students with academic and/or special needs accommodation(s) on its study abroad programs. In order to accommodate such requests, students must notify CEA in advance and provide documentation no later than one month prior to the start of classes. Students requesting academic and/or special needs accommodation(s) must submit CEA’s Academic & Special Needs Accommodation(s) Form. CEA will review requests to determine what accommodation(s) can be granted. The extent to which accommodations can be provided depends on the nature of the accommodation needed, the availability of accommodations at the host country, and the costs of available services. Late requests for accommodations will be review, but CEA may not be able to provide accommodations without sufficient notice. Retroactive requests for accommodations will not be considered. Finally, please note that due cultural norms and/or the availability of resources onsite, select academic and/or special needs accommodations may not be available in all cases.

RELIGIOUS HOLIDAYS: CEA is sensitive to and supportive of the fact that faculty, staff and students constitute a rich mixture of religious and ethnic groups. CEA recognizes that many religious holidays merit or require absence from class. To strike a reasonable balance between accommodating religious observance and meeting academic needs and standards, CEA instructors will make reasonable accommodations when a student must miss a class, exam, or other academic exercise because of a required religious observance. In order to be considered for religious accommodations, you must inform your instructor and CEA academic onsite staff of the religious conflict within the first two weeks of classes for semester programs or by the end of the second class meeting for summer programs. Students must submit any missed work in advance of the holiday and will be required to make up missed class time through alternate assignments to receive full credit for time out of class. Students must submit a written request for religious accommodations using *CEA’s Religious Observance Request Form* in the timeline stated above for full consideration.

ACADEMIC ELIGIBILITY: You must remain academically eligible to participate in CEA classes. Factors determining eligibility are outlined in [CEA Student Policies](#), including: full-time status, satisfactory academic progress and complying with academic and attendance policies. Whether you plan to transfer course grades

back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. Failure to complete course requirements will result in grade penalties, and may lead to academic probation and/or program dismissal if you are unable to maintain satisfactory academic progress or full-time student status in your program.

EARLY PROGRAM DEPARTURE: CEA understands that occasionally unforeseen circumstances warrant a temporary leave of absence of a program withdrawal from your study abroad program. CEA is committed to working with students to ensure each case is carefully evaluated and all academic options within reason are considered. All students requesting a temporary leave of absence (not to exceed 2 weeks in a semester program, some exceptions apply), or those wishing to withdraw from their academic program for medical or other reasons, must complete the Leave of Absence and Withdrawal Form at the time of the request. Academic credit may/may not be available, depending upon the request. All requests are subject to review by CEA Academic Staff.

COURSE & INSTRUCTOR EVALUATIONS: Students will have the opportunity to evaluate both the class and the instructor at the conclusion of the course. Your constructive participation in the evaluation process is important and appreciated.

TRANSCRIPTS: Academic transcripts for this course will be available approximately 90 days following your program's end date. Transcripts for all CEA Study Center courses will be provided by CEA's School or Record, the University of New Haven (UNH) of West Haven, Connecticut. For any questions regarding your academic transcripts, please contact: Transcripts@ceaStudyAbroad.com

GRADE APPEALS: Students who decide to appeal a course grade must do so within the **60-day period** following the end of your academic program (or, for academic year students, the end of the semester in which the course was taken). Upon receiving course grades through the *MyCEA Account*, you may initiate the appeal process by filling out and submitting the CEA Grade Appeal Application form to Academics@ceastudyabroad.com and your onsite academic staff.

The grade appeal must concern an end-of-semester form of assessment calculated after your program's end date. It is your responsibility to address all interim grading issues directly with your instructor(s) while onsite. The appeal procedure and the grade re-evaluation it requires do not guarantee a change in grade and could result in an increase, no change, or decrease in the final grade. Any change is subject to a ruling by the course instructor in consultation with the onsite Academic Director and must be based on the academic evidence provided by you. Please note that you may need to submit copies of your work and/or emails conversations with your instructor if you are disputing a grade. CEA recommends keeping records of your academic work and communication with instructors until your academic records have been recorded at your home institution which may take 3 – 12 months after program completion.

Upon receiving the results of the review and the decision of the instructor, CEA staff will inform you of the outcome of the appeal. Students who decide to submit a secondary appeal must submit a *Grade Appeal Review Petition* to the Department of Academic Affairs at academics@ceaStudyAbroad.com within 15 days of being informed of the initial appeal decision. Secondary appeals will be reviewed by CEA's Academic Review Board. All decisions from the Academic Review Board are final.

A FULL LIST OF CEA POLICIES IS AVAILABLE ONLINE:

<http://www.ceastudyabroad.com/student-policy/cea-policies>