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Media & Politics in Western Europe: Spain

UNH Course Code: MED350

Subject Area(s): Media Studies, Communication, Political Science, Journalism, Social Science, and History

Level: 300

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Credits: 3

Description:

The aim of this course is to analyse the role of the mass media within Western European political structures and to focus on Spain as a case study of a Mediterranean media model. The Spanish case will be placed in a wider European context and will be played off the media-politics matrix in the United States. This analysis will be carried out from a political, sociological and historical perspective in order to draw a complete picture of today's complex reality.

The course will take a look at the media-politics divide in France, Germany, Italy, the UK and Spain through in-depth studies of the major players across Europe to see if any specifically European traits regarding the relationship between the media and politics can be identified.

In order to reach these goals, an in-depth analysis of the contemporary political situation of these countries is a necessary prerequisite. In order to make it more approachable for non-European students, the course will address issues such as the meaning of the term "Western Europe" and the main differences between European political terminology and US terminology (key terms such as "liberalism" "socialism", "left", "right" etc). Questions to be raised include: what makes Europe work and how does Spain fit into the European political framework? or How do Europeans project themselves through their national presses?

The Spanish case will be examined in greater detail and a hands-on approach to press, radio and TV will be adopted, including on-site lectures in press headquarters, radio stations and TV production facilities. Toward the end of the course, the US corps of foreign correspondents based in Barcelona will be invited to discuss how they portray Spain in their respective media.

Learning Objectives:

- to trace, critically analyze and explain the role of media in the European political system and especially in the case of Spain
- to compare and contrast the US media landscape and the relationship between media and politics in the USA to the European media landscape and the relationship between media and politics in Western Europe
- to show a capacity for synthesis as regards the context of media and politics and be able to construct a discourse regarding the similarities and differences between European countries, the process of European integration and current European political affairs

- to situate Spain both politically and socially within this framework
- to demonstrate the use of appropriate political vocabulary when referring to Western Europe and to the case of Spain
- to interrelate those companies and organizations which make up the bigger picture when referring to this subject matter and be capable of “joining the dots”
- to defend the study of local media as an extraordinarily useful route to understanding contemporary society

Instructional Format:

All classes will begin with a brief review of the key ideas of the previous session. You will be called upon to prepare a short “icebreaker” oral presentation to introduce a subject under analysis that will be debated in class with your fellow students. These presentations will have previously been assigned by the course instructor at the beginning of the course. You must attend a pre-presentation tutorial to guarantee the quality of your intervention in class. The course instructor will then use the presentation as a springboard to elaborate further on the material prepared for that class and depending on the session at hand will complement in-class lectures with organized debates, group exercises, student *exposés*, documentary films, extensive outside readings, a research paper, and a number of instructor-led onsite research excursions to relevant course-related sites and institutions in the city.

Given the media-oriented nature of the course, you will be expected to participate actively in every session. Interaction and your input are absolutely necessary in this course given the constant US comparisons which will help us to understand the Spanish case. As with regular classes, when field studies are programmed and in-house guest sessions are organized, attendance is mandatory. All readings from the class dossier must be completed before the start of every session.

Form of Assessment:

Various elements will be taken into account when determining your final grade. The instructor will explain in detail the content, criteria and specific requirements for all assessment categories but the basic breakdown is as follows below.

Class Participation	10%
Oral Presentation	10%
Quizzes	10%
Research Paper	20%
Mid-Term Exam	25%
Final Exam	25%

Class Participation (10%): When determining your class participation grades, 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. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. 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 make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	B/B+ 8.40-8.99
You make voluntarily 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 7.40-76.90
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D+/C- 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	D-/D 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F Below 6.00

Oral Presentation (10%): You will be required to offer a short oral presentation on a subject assigned at the beginning of the course. This ice-breaker presentation will be discussed with the course instructor in an obligatory tutorial prior to the session and is designed to present in synthesis the most important ideas or debates which surround the session at hand. Both content and form will be taken into account.

Quizzes (10%): You will be spot-tested twice throughout the course (once during the first half of the semester and once again a month after the midterm exam). These tests will consist in 10-15 short questions based on the course material and will be discussed *a posteriori* in class.

Research Paper (20%): This 2000-word project, to be handed in two weeks before the end of the semester, must be related to the course contents and is always subject to approval at the beginning of the course by the instructor. An obligatory tutorial session will be offered during the second half of the course to monitor progress. Following academic practice, all sources should be cited and a full bibliography should be included.

Mid-Term & Final Exams (25%+25%): The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. The written midterm examination will cover the first seven weeks of the semester whilst the final examination will only cover material presented and discussed in the second half of the course.

CEA Attendance Policy:

Every student is expected to attend all scheduled class sessions on time and be 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 performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required Readings:

The required course textbook listed below is available for purchase at the local bookstore. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy.

HALLIN, D.C. & MANCINI, P., *Comparing Media Systems: Three Models of Media and Politics*, Cambridge University Press, 2004, 358p.

Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class, and are located on the CEA shared drive for in-house consultation or copying to your own USB flash-drive. In addition, the instructor compiles a bank of detailed information about the many libraries, documentation centers, research institutes and archival materials located here in the 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.

Recommended Readings (to be selected and assigned throughout the semester): Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.

BLUMLER, J.G. (ed.), *Television and the Public Interest: Vulnerable Values in West European Broadcasting*, SAGE, 1992, 242p.

BUSTAMANTE, E. et al., *The Mass Media: A Problematic Modernization* in GRAHAM, H. & LABANYI, Jo. (eds.), *Spanish Cultural Studies: An Introduction*, Oxford University Press, 1995 pp. 356-362.

DIEGO, P. & GUERRERO E., *The Growth of Spanish TV Production: From series to entertainment programmes 1998-2004*, Universidad de Navarra, 2006.

GUNTHER, R., MONTERO J.R. & WERT J.I., *The media and politics in Spain: from dictatorship to democracy*, Institut de Ciències Polítiques i Socials de la Universitat Autònoma de Barcelona, 1999, 87p.

HANCOCK, M.D. et al., *Politics in Europe: An Introduction to the Politics of the United Kingdom, France, Germany, Italy, Sweden, Russia, and the European Union*, Macmillan, 2002, 574p.

HARTLEY, T.C., *European Union Law in a Global Context: Text, Cases and Materials*, Cambridge University Press, 2004, 434p.

HERZOG, W. (ed.), *Vaya País: Cómo nos ven los corresponsales de prensa extranjera*, Santillana-Aguilar, 2006, 203p.

HOOPER, J., *The New Spaniards*, Penguin (2nd edition), 2006, 480p.

HUMPHREYS, P.J., *Media and Media Policy in Germany : The Press and Broadcasting since 1945*, Berg (2nd edition), 1994, 381p.

Informe de la Comunicació a Catalunya 2006-2007, Universitat Autònoma de Barcelona, 2008, 350p.

IYENGAR, S. & McGRADY, J.A., *Media Politics: A Citizen's Guide*, W.W. Norton, 2006, 400p.

KELLY, M., MAZZOLENI, G. & McQUAIL, D. (eds.), *The Media in Europe : The Euromedia Research Group*, SAGE (3rd edition), 2004, 274p.

Key Figures on Europe: Statistical Pocketbook 2008, European Commission Eurostat, 2008.

LEIGHLEY, J.E., *Mass Media and Politics: A Social Science Perspective*, Houghton Mifflin, 2003, 306p.

KUHN, R., *The Media in France*, Routledge, 1995, 284p.

MANCINI, G.F., *Democracy and Constitutionalism in the European Union*, HART, 2000, 268p.

MAXWELL, R., *The Spectacle of Democracy: Spanish Television, Nationalism and Political Transition*, University of Minnesota Press, 1994, 197p.

McCORMICK, J., *Understanding the European Union: A Concise Introduction*, Palgrave (3rd edition), 2005, 260p.

OATES, S., *Introduction to Media and Politics*, SAGE, 2008, 230p.

OSTERGAARD, B.S (ed.), *The Media in Western Europe: The Euromedia Handbook*, SAGE, 1997, 274p.

SÁDABA, T., "Each to his own..." September 11th in Basque Media, in: *Television & New Media*, Vol. 3. No. 2. May 2002, pp. 219-223.

SARIKAKIS, K. (ed.), *Media and Cultural Policy in the European Union*, Rodopi, 2007, 249p.

SCHLESINGER, P., *Media, State and Nation: Political Violence and Collective Identities*, SAGE, 1991, 202p.

SIUNE, K. & TRUETZSCHLER, W. (eds.), *Dynamics of Media Politics: Broadcast and Electronic Media in Western Europe*, SAGE, 1992, 206p.

SPORSTOL, E., *Free Papers in Spain: 20 Minutes of Fame or Here to Stay*, Norwegian School of Management Master of Science Thesis, 2003.

SWANSON, D.L. & MANCINI, P. (eds.), *Politics, Media, and Modern Democracy: An International Study of Innovations in Electoral Campaigning and Their Consequences*, PRAEGER, 1996, 288p.

TERZIS, G. (ed.), *European Media Governance: The National and Regional Dimensions*, Intellect, 2007, 462p.

THATCHER, D. (ed.), *The Cambridge Companion to Modern Spanish Culture*, Cambridge University Press, 2007, 330p.

WALLACE, H., WALLACE, W. & POLLACK, M.A. (eds.), *Policy-making in the European Union*, Oxford University Press (5th edition), 2005, 570p.

WARD, D., *A Mapping Study of Media Concentration and Ownership in Ten European Countries*, Commissariaat voor de Media, 2004.

Online Reference & Research Tools:

US website on politics: <http://www.politicscentral.com>

Foundation website dedicated to free press and free speech: <http://www.freedomforum.org>

Website on media by New York Public Radio: <http://www.onthemedial.org>

Statistical figures from the European Union by Eurostat: <http://ec.europa.eu/eurostat>

Description of the media landscape for each European country on the website of the European Journalism Centre: http://www.ejc.net/media_landscape/

Statistical figures about media in Spain from the *Asociación para la Investigación de Medios de Comunicación*: <http://www.aimc.es>

The European Union: <http://www.europa.eu>

Alternative visions / readings of the media-politics mix (e-journal): http://www.progressiveliving.org/mass_media_and_politics.htm

<http://www.theseминаl.com/>

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Course Content

Session	Topic	Activity	Student Assignments
1	<p>Introduction</p> <p>-Syllabus, the course and the defining concepts: media, politics, Europe</p>	<p>- Personal and academic presentations</p> <p>- General overview of course framework and bibliography</p>	<ul style="list-style-type: none"> • Distribute oral presentations: subject, partner, date • Prepare ideas on US-Europe relationship and current political affairs for class debate • Prepare reading for next class
Module 1: Europe 1957-2007. Political terminology. USA v Europe			
2	<p>Europe</p> <p>-Common grounds and dividing heritage</p> <p>-The European Union 1957-2007: 50 years building Europe</p> <p>-Origins, ideals, values, obstacles, opportunities</p>	<p>- Analyze key concepts in McCormick & Hartley texts</p> <p>- Project EU 50th anniversary promofilm</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> • McCormick, <i>Understanding the European Union</i>, pp. 39-49 • Hartley, <i>European Union Law in a Global Context</i>, pp. 9-18
3	<p>Europe</p> <p>-Common grounds and dividing heritage</p> <p>-The European Union 1957-2007: 50 years building Europe</p> <p>-Origins, ideals, values, obstacles, opportunities</p>	<p>- Student oral presentation</p> <p>- Review Mancini text</p> <p>- Debate: Rumsfeld's "Old Europe" v the 27-strong "New Europe"</p>	<ul style="list-style-type: none"> • Mancini, <i>Europe: A Case for Statehood</i>, pp. 51-65 • Prepare ideas on the question: What's Europe?
4	<p>Europe</p> <p>-Political currents and alliances in the EU</p> <p>-The keys to how the continent works</p>	<p>- Student oral presentation</p> <p>- Review Wallace text</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> • Wallace, <i>An Institutional Anatomy and Five Policy Modes</i>, in <i>Policy-making in the European Union</i>, pp. 49-89
5	<p>Political Terminology</p> <p>-European political concepts and their differences with USA terminology and application</p>	<p>- Student oral presentation</p> <p>- Group exercise: US terminology vs. European terminology</p>	<ul style="list-style-type: none"> • Prepare political terminology from the USA • Prepare for Quiz 1 (session 6)
Module 2: European Media Cultures and Identity			
6	<p>Overview of Common European Media Traditions</p> <p>-The media-politics divide in Europe</p>	<p>- QUIZ 1 Europe: 1957-2007</p> <p>- Review of Swanson & Mancini text</p> <p>- Oral presentation</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> • Hallin & Mancini, <i>Comparing Media Systems</i>, ch. 2-4 • Swanson & Mancini, <i>Politics, Media, and Modern Democracy</i>, pp. 2-26

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7	European Media Cultures: UK -Press, broadcasting and politics	- Results of Quiz 1 - Review Kelly text - Oral presentation - Lecture and discussion.	<ul style="list-style-type: none"> Hallin & Mancini, <i>Comparing Media Systems</i>, ch. 7 Kelly, Mazzoleni & McQuail, <i>The Media in Europe</i>, ch. UK Internet Research on current political affairs in the UK http://www.ejc.net/media_landscape/article/united_kingdom/ and links on this website Students to bring UK press to class for debate
8	European Media Cultures: France -Press, broadcasting and politics	- Review Kuhn text - Oral presentation - Lecture and discussion	<ul style="list-style-type: none"> Internet Research on current political affairs in France Kuhn, <i>The Media in France</i>, pp. 109-122, 156-161, 165-178, 229-243 http://www.ejc.net/media_landscape/article/france/ and links on this website Students to bring French media to class to contrast with UK
9	European Media Cultures: Germany -Press, broadcasting and politics	- Review Humphreys text - Oral presentation - Lecture and discussion	<ul style="list-style-type: none"> Internet Research on current political affairs in Germany Students to bring German press to class to compare to French and UK papers Hallin & Mancini, <i>Comparing Media Systems</i>, ch. 6 Humphreys, <i>Media and Media Policy in Germany</i>, ch. 2 http://www.ejc.net/media_landscape/article/germany/ and links on this website

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Session	Topic	Activity	Student Assignments
10	European Media Cultures: Italy -Press, broadcasting and politics	- Review Kelly text - Oral presentation - Lecture and discussion	<ul style="list-style-type: none"> Hallin & Mancini, <i>Comparing Media Systems</i>, ch. 5 Students to bring Italian press to class to compare with UK, France, Germany Kelly, Mazzoleni & McQuail, <i>The Media in Europe</i>, ch. Italy Internet Research on current political affairs in Italy http://www.ejc.net/media_landscape/article/italy/ and links on this website
11	Pan European Media Projects -Euronews, The European, Eurosport	- Oral presentation - Watch prerecorded Euronews bulletin as part of class lecture and prior to discussion	<ul style="list-style-type: none"> Internet Research on <i>Euronews, The European, Eurosport</i> Hallin & Mancini, <i>Comparing Media Systems</i>, ch. 8
12	Pan European Media Players -Hachette, Fininvest, Bertelsmann, Endemol	- Review McQuail text - Oral presentation - Lecture and discussion on USA media moguls	<ul style="list-style-type: none"> McQuail, D., Mateo, R.d. & Tapper, H., <i>A Framework for Analysis of Media Change in Europe in the 1990s</i>, in SIUNE & TRUETZSCHLER, <i>Dynamics of Media Politics</i>, pp. 8-23
13	EU Media Identities -How Europeans see each other through their national press	- Oral presentation on US stereotypes about Spain - Joint review of Herzog - Lecture and discussion	<ul style="list-style-type: none"> Prepare stereotypes for class debate Herzog, <i>Vaya País</i>
14	Mid term Exam Review. Tutorials Final paper. (I)	- Course review - Research project tutorials	<ul style="list-style-type: none"> Prepare questions for mid-term exam Attend mandatory final paper tutorial for pre-approval of research projects
15	MID-TERM EXAM	Mid-term exam	<ol style="list-style-type: none"> 1. Mid-term exam 2. Mid-term exam
MODULE 3. Media and Politics in Spain. The Francoist heritage and its effects on contemporary journalism			

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16	<p>Spanish media up to 1975 (I)</p> <p>-The Francoist press (<i>Arriba, Hoja del Lunes</i>)</p> <p>-Spanish broadcasting up to 1975 (<i>Radio Nacional de España, Televisión Española</i>)</p>	<p>- Midterm exam results and discussion</p> <p>- Review of Gunther text</p> <p>- Oral presentation</p> <p>- Lecture using audiovisual archive material and follow-up discussion</p>	<ul style="list-style-type: none"> Review: Hallin & Mancini, <i>Comparing Media Systems</i>, ch. 5 Gunther, Montero & Wert, <i>The media and politics in Spain</i>, pp. 4-11
17	<p>Spanish Television under Franco</p>	<p>Documentary viewing “50 years of Spanish TV”</p>	<p>3. Consult TVE webpage. www.rtve.es</p> <ul style="list-style-type: none"> Prepare debate on television in the 50s/60s in US v Europe
18	<p>The birth of a democratic press 1976</p> <p>-The year of change</p> <p>-The rebirth of liberal values and freedom of expression in Spain</p> <p>-<i>El País, Interviu</i></p> <p>-The emergence of two groups: PRISA and ZETA</p>	<p>- Review Gunther and Hooper texts - -</p> <p>Oral presentation</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> Gunther, Montero & Wert, <i>The media and politics in Spain</i>, pp. 12-17 Hooper, <i>The New Spaniards</i>, pp. 349-376 http://www.ejc.net/media_landscape/article/spain/ and links on this website
19	<p>“The two Spains”- Press</p> <p>-The conservative press (Madrid: <i>ABC, El Mundo, La Razón</i>. Barcelona: <i>La Vanguardia</i>.)</p> <p>-The centre-left press (Madrid: <i>El País</i> Barcelona: <i>El Periodico de Catalunya</i>)</p>	<p>- Oral presentation</p> <p>- Lecture and discussion</p> <p>- Group exercise: comparison of conservative and centre-left press and class debate</p>	<ul style="list-style-type: none"> Consult digital editions of Spanish editorial stance on current political affairs Bring Spanish press to class AIMC, <i>Febrero a Noviembre 2008</i>
20	<p>Spanish Press: Field Study ZETA Group Barcelona</p>	<p>Onsite research excursion to Barcelona’s most popular newspaper: ZETA group</p>	<ul style="list-style-type: none"> Internet Research on the media group ZETA
21	<p>Life beyond Madrid and Barcelona</p> <p>-Politics and the press in the rest of Spain (Basque Country, Andalusia)</p>	<p>- Follow up on trip to ZETA group -</p> <p>Review Sadaba text</p> <p>- Oral presentation</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> Sádaba, “<i>Each to his own...</i>”, pp.219-222 BBC article on threats to free speech in Basque Country pp.1-4
22	<p>The free press phenomenon in Spain</p> <p>-Metro, 20 minutos, ADN, Qué</p>	<p>- Review Sporstol text</p> <p>- Oral presentation</p> <p>- Lecture and discussion</p>	<ul style="list-style-type: none"> Sporstol, <i>Free Papers in Spain: 20 minutes of fame or here to stay?</i>, pp. 5-16

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Session	Topic	Activity	Student Assignments
23	<p>“The two Spains”- Radio</p> <ul style="list-style-type: none"> -Conservative, centre-right radio in Spain, <i>La Cope Onda Cero</i>. -Progressive, centre-left radio in Spain, Cadena SER -Public radio channels: RNE, Catalunya Radio 	<p>- QUIZ 2: The Spanish Press</p> <ul style="list-style-type: none"> - Oral presentation - Lecture and discussion Radio footage supported 	<ul style="list-style-type: none"> • Internet Research on current political affairs in Spain • AIMC, <i>Febrero a Noviembre 2008</i> pp.1-7
24	<p>Spanish Radio. Tutorials Final Paper (II)</p>	<ul style="list-style-type: none"> - Quiz 2 results and discussion - Onsite research excursion to Radio Barcelona or Catalunya Radio 	<ul style="list-style-type: none"> • Internet Research on the radio network Cadena SER or Catalunya Radio. Diaz, chap. 2 • Students should be prepared for research paper tutorial
25	<p>Spanish TV Today</p> <ul style="list-style-type: none"> -Televisión Española after 1975 -1982: the emergence of regional TV -1990-2006: Private television hits Spain 	<ul style="list-style-type: none"> - Follow-up debate on radio field study - Oral presentation - Lecture and discussion Video footage supported 	<ul style="list-style-type: none"> • Diego & Guerrero, <i>The Growth of Spanish TV Production</i>, pp. 1-23 • AIMC, <i>Febrero a Noviembre 2008</i> pp.8-14 • Prepare overview of Spanish TV channels and programs (internet and newspaper research)
26	<p>Spanish TV Onsite Field Study (TV3 or TVE)</p>	<p>TV onsite research excursion: TV3 (Catalonia) or TVE (Spanish)</p>	<ul style="list-style-type: none"> • Internet Research on the TV network TV3 or TVE
27	<p>Corporate Players</p> <ul style="list-style-type: none"> -The Big Picture: Telefónica, Vocento, Prisa, Godo, Zeta, Planeta 	<ul style="list-style-type: none"> - Follow up debate on field study - Review Ward text - Oral presentation - Lecture and discussion 	<ul style="list-style-type: none"> • Review: Hallin & Mancini, <i>Comparing Media Systems</i>, ch. 8 • Ward, <i>Media Concentration and Ownership in Ten European Countries</i>, ch. Spain
28	<p>How Spain Is Seen by Foreign Press Correspondents</p>	<p>Guest speaker US foreign correspondent</p>	<ul style="list-style-type: none"> • Prepare press conference for foreign correspondent
29	<p>Review. Submission Deadline for Final Papers</p>	<ul style="list-style-type: none"> - Discuss foreign correspondent press conference - Research papers must be handed in 	<ul style="list-style-type: none"> • Prepare review for final exam
30	<p>FINAL EXAM</p>	<p>FINAL EXAM</p>	<p>4. FINAL EXAM</p>