COM 371.001—POLITICAL COMMUNICATION
 Tues/Thurs 3:35-4:50, Fell Hall 125
 Fall 2016

Professor: Dr. Joseph Zompetti
Office Hours: Tues/Thurs 1-2 pm; Wed 2-3 pm; & by appointment
Email: zompetti@ilstu.edu
Office: Fell 413
Office phone: 438-7876

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

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

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

More specifically, we will focus on making our students more globally aware citizens. This means that globally aware students consider themselves global citizens. As such, they should:
- Be aware of how communication links nations and individuals in the global community.
- Understand the interconnectedness of the global community.
- Be aware of how the global community impacts political decision-making, including the formal and informal pacts of which nations enter.
- Be aware of the social, environmental, and economic impacts of global decisions made by both national and international organizations (e.g., the UN, the IMF, etc.).
- Understand how cultural differences (e.g., beliefs, traditions, religions) impact personal and national participation at the global level.
- Understand the impact of ideology and culture on national decisions concerning global communication.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Failure</th>
<th>Below Average</th>
<th>Average/Adequate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of how communication links the global community</td>
<td>Student is unaware of the link between communication &amp; the global community; their knowledge is superficial at best.</td>
<td>Student is aware of the link, but the knowledge is general, limited, or includes substantial misconceptions.</td>
<td>Student has some understanding of the link between communication and the global community and understands some of the effects of the linkages.</td>
<td>Student understands the links between communication &amp; the global community very well and is able to articulate these connections in a sophisticated manner.</td>
</tr>
<tr>
<td>Understand the interconnectedness of the global community</td>
<td>Student doesn’t understand how the global community is connected.</td>
<td>Student is aware of connectivity, but the knowledge is general and sparse.</td>
<td>Student is aware that connections exist, but their knowledge about the impact politically, socially &amp; environmentally is superficial.</td>
<td>Student is aware of the global connections and can think critically evaluate the benefits and drawbacks of these linkages.</td>
</tr>
<tr>
<td>Awareness of how global community impacts political decisions</td>
<td>Student is unaware of the policies generated by global communication and is unaware of the issues surrounding these decisions.</td>
<td>Student is basically aware of these policies, but the student has little knowledge of specific issues, considerations and policies.</td>
<td>Student is aware of some economic and political decisions, but this knowledge may be limited or general.</td>
<td>Student possesses sufficient knowledge &amp; can critically evaluate the benefits and drawbacks that result from these policies.</td>
</tr>
<tr>
<td>Awareness of social, environmental &amp; economic impacts of global communication</td>
<td>Student has little to no knowledge about the impacts of global communication.</td>
<td>Student understands very generally that global communication has impacts on society, economies, and the</td>
<td>Student understands how some specific issues pertaining to global communication impacts society, but knowledge is</td>
<td>Student has an excellent understanding of the way specific decisions are made and how they are connected to society by</td>
</tr>
</tbody>
</table>

You should also know that this course is unique – it is one of the very few courses offered in the world that deals specifically with global political communication. As such, you will be a part of an exciting journey into an extremely relevant area of study!
| Understand how differences impact global participation | Student is unaware of the ways in which culture impacts global political decision-making. | Student understands that culture impacts global decision-making but such knowledge lacks specificity or includes significant misconceptions. | Student understands some specific ways that culture impacts global communication. | Student has an excellent understanding of the specific ways global communication is tied to cultures. |
| Understand impact of ideology & culture on global communication | Student is largely unaware of how ideology & culture impact global communication. | Student understands the connection between ideology/culture with global communication at a broad and general level and may have some limited ideas or misconceptions. | Student understands some of the ideological & cultural issues that pertain to global communication. | Student has specific and well-developed knowledge and is able to transfer and articulate their knowledge in various ways. |
| Participate in global society thru interactions with someone from another country/culture | It may not occur to the student that they should or could participate in global communication in a meaningful way. | The student has a growing awareness of participating in global communication, but it is still limited and superficial. | The student recognizes their role in the global community. | The student is aware of their role and actions in the global community, and they understand the impacts their actions have on the global society. |


### READINGS

**COM 371 Required Books:**


**Optional Books:**


**OTHER TEXTS (if not on ReggieNet, then you can locate these either online or via the online Milner databases):**


Harman, Sophie & William Brown (2013). In From the Margins?: The Changing Place of Africa in International Relations. *International Affairs,*


COURSE EXPECTATIONS

ATTENDANCE:
Every class period is critical if you are to obtain the most of your education. Furthermore, issues that we discuss in class (which will frequently stray from the texts) will be necessary for your on-going assignments. Your participation grade also will undoubtedly be reflected by your attendance. After your third non-excused absence, your overall grade will be reduced by one full letter grade for each day you miss. I reserve the right to determine what constitutes a legitimate excuse.

LATE WORK:
Assignments not turned in on-time will be penalized one full-letter grade for each day they are late. Accepting any late work is strictly at the instructor’s discretion.

CELL PHONES, etc.:
Out of courtesy for all participating in the learning experience, all cell phones must be turned off before entering the classroom, and should not be turned on until class is over. This means, of course, that there should be no text messaging occurring during class. Laptops may be used, but please out of courtesy for others, do not use them for any other means except for taking notes and issues related to class (i.e., no Facebook or email reading). I AM SERIOUS ABOUT THIS! It is a major pet peeve of mine. Don’t try to sneak checking your phone or using your laptops/tablets for non-class material – I will know if you try this. Since I have had students who disregard my request for courtesy in these matters, I will now give students a ZERO for participation if I notice that they are not paying attention due to a screen that is in front of them. Even if the students submits their discussion questions/comments, they will receive a zero for that day’s participation grade.

CLASS DISCUSSION:
This course is designed to improve your ability to communicate and interact with different concepts. Given the inherent communicative nature of symbols and rhetorical forces and their influence on our lives, your participation in class discussions is critical in practicing, developing, and understanding communication messages. Additionally, we all learn more if everyone contributes. I expect all of you, as you should expect from yourselves, to contribute to our educational experience. It is expected that each of the reading assignments will be completed by the time you come to class the day the assignment is due. To participate means you add to the overall learning environment with your ideas and critical, albeit respectful, comments. It is up to you to come to class prepared to participate as a citizen — to listen attentively to others, to engage critically and creatively to the perspectives of others, and to contribute meaningfully to discussions of the class topics. In short, come to class having read the material with questions and comments ready for discussion. **Students who interrupt discussions by frequently arriving to class late, who constantly interrupt others without meaningfully listening to their comments, or who constantly bring up questions that would more appropriately be answered by a glance at the syllabus or during office hours (e.g., “when is this due?” or “what do we have to read for the next class?”) not only reflect poorly on their own class citizenship; they also actively cheapen the educational experience of everyone else.** Procedural questions about what is expected of you in the class should be saved for office hours if they are not answered after a re-reading of the syllabus, or can be asked via email.

A. **Read before class:** The only way class discussion will be meaningful is if you read the material before class. I will not lead the class in a discussion over material when discussion should be occurring. As active participants in the class, it is up to you to read and participate in discussions. Ultimately, if you do not read and there is little to no class discussion, it will hurt your class performance and devalue your overall education. **DO NOT EXPECT TO READ MATERIAL WHILE IN CLASS!!!** And, **bring the readings for that day with you to class so we follow along and refer to specific passages, if necessary.**

B. **When reading material for class:** There will be times when some of you believe the readings in the books are too difficult or confusing. As college students, I expect you to rise to the challenge and spend the time necessary to comprehend, reflect, and use the material in the books. You may have to read the material more than once, so budget your time carefully. You should also consult dictionaries for words or concepts that are unfamiliar to you. If you are having trouble with the readings, you should work with someone else in class. You may ask me questions about conceptual material, but I will not respond to claims that the material is too confusing or difficult.

C. **Critical Observations:** – for each class period of reading, you need to bring to class 5 critical questions based on the reading. You will hand them in to me at the end of the class period. They must be typed, but can be single-spaced and printed on both sides of the page in order to save paper. You will receive up to 5 points for your questions, and up to 5 points for your participation in that particular class.

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Each reading day involves class discussion. Your participation will be based on the following rubric – a total of 5 possible points per class. This rubric will also be used for your overall course participation grade (in conjunction with your total points earned).

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<thead>
<tr>
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<th>5</th>
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<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Full participation as a leader in class, providing well-developed responses, questions, comments, and sharing knowledge with others. Demonstrates “big picture thinking” tying course concepts to class, experiences, &amp; discussion.</td>
<td>Above average participation as mostly a listener with some involvement in class discussions. Some questions and responses provided. Not always able to describe how concepts tie together in terms of the “big picture.”</td>
<td>Does what is expected: comes to class and completes reading assignments. Normally a listener in class discussion. Often does not ask or answer questions. Sometimes is distracted and not motivated to see the “big picture.”</td>
<td>Does not demonstrate a time commitment to the course (is tardy, misses some class, comes to class unprepared). Often does not participate. Not interested in how course concepts relate to the “big picture.”</td>
<td>Acts in a manner that disrupts the learning of self and others. Creates an uncomfortable environment for others (i.e., disrespect, incivility, comments unrelated to the readings, etc.). Often is tardy and/or misses class.</td>
</tr>
</tbody>
</table>

**ACADEMIC MISCONDUCT:**

Cheating and plagiarism will not be tolerated. This includes cutting and pasting from the internet (even if such cutting/pasting have a reference at the end of your document), and generally any material that is not your own unless broken off with quotation marks and cited to the proper author. THIS ALSO INCLUDES POWER POINT PRESENTATIONS!!! Specifically for this class, borrowing material from others without proper citation or falsification/fabrication of supporting material, will automatically result in a ZERO for that assignment and may result in additional action taken by the appropriate university officials. You should familiarize yourself with the Student Code of Conduct. Simply put: Cite/reference everything at every juncture where such material is used.

**SPECIAL NEEDS/CONCERNS:**

“Any student needing to arrange a reasonable accommodation for a documented disability should contact Student Access and Accommodation Services, FELL 350, 438-5853 (voice), 438-8620 (TDD).”

**FINAL NOTE:**

The nature of this course requires reading and examining controversial issues. By their nature, controversial issues foster disagreement. Our efforts in this course are to analyze these issues, discuss them, and criticize the strengths and weaknesses of the rhetorical messages and strategies employed in political communication. As such, respect and tolerance for the interrogation of communication in this course is imperative. At the same time, we should also be mindful of the sensitivities of others. Simply put: Be respectful and civil.

**ASSIGNMENTS**

1. **Discussion:** As I mention above, you need to attend each class prepared, which means you should have read the material for that day. I will expect each of you to have at least 5 critical observations for the readings. “Critical observations” may be critical questions or critical issues worthy of discussion. What do I mean by “critical”? I mean questions that probe higher levels of thinking – compare/contrast, deep analysis, etc. I do not mean questions such as “according to the author, what is the concept of rhetoric?” Instead, a better question would be “The author describes rhetoric as ______; how is this helpful when analyzing ______?” If there are multiple readings assigned for a particular day, you should ensure that your observations reflect somehow all of the readings for that day. Additionally, for each observation, you should put the page number of the reading for which you question/comment pertains – in other words, reference the page where your question/comment relates. And, you should bring with you to class the actual readings so we can refer to the pages of the readings in our discussions.

2. **Leading class discussion:** Each of you will lead the class in discussion about that particular day’s reading material. You will carefully read through the material due for your discussion day, prepare a 5-7 minute overview of the topic material, and generate a list of critical questions about the material (you may integrate/weave your summary comments with your discussion questions, but please when you add up your summary thoughts do not exceed a total of 5-7 minutes). Your responsibility will be to keep the class discussing the material for that day. Your purpose will be to provide a summary of the theory/material and stimulate discussion for that day. You will need to submit to me your outline, copies of external resources you’re using, and a bibliography. I will be looking for the following when determining your grade:
   a. Do you have insightful questions about the reading material for the class to discuss?
   b. Do you keep the discussion going?
   c. Are you flexible in your questions to ask new ones as they emerge from the discussion?
   d. Are you mindful of the time? (be sure to get through all of the material for that day)
   e. Are you encouraging everyone to participate?
   f. Are you respectful of others’ comments?
   g. Are you prepared and energetic?
   h. Did you do outside reading to prepare you for leading class discussion? (This means that you should consult other sources to help inform you about the material to be discussed that day in class. You should use additional material to help you frame your questions, add to the discussion at key points, and help you with handling the overall discussion.)
   i. Did you succinctly and accurately provide an overview of the theory/material?
   j. If IT IS NOT YOUR DAY TO PRESENT – you are still expected to read the material and participate each day of class. Each of you will begin with 200 points for participation. If you fail to meaningfully and actively participate in a class discussion, you will lose up to 5 points for that day. You will also receive participation points for 5 critical questions for each day of reading, as explained above under “class discussion.”

3. **Foundation Essay:** For this paper (due September 6), you need to write 5 pages (quality is more important than quantity) defining, describing and
detailing what “political communication” means to you, with an emphasis on a global perspective. You also need to address what advocacy and citizenship mean to you, and how those concepts relate to political communication. You may consult researched sources for this, but avoid dictionaries and websites such as Wikipedia. I want you to engage in self-reflection and dive into your perspectives about politics and international issues. This paper should be about YOUR definition and conception of political communication; I don’t want you to explore what other people say, although you may cite others to SUPPORT YOUR position. The paper should be double-spaced and should reflect what is under “written assignments” (and my writing tips) in this syllabus.

4. Political Communication Paper: For this paper, you need to write a 10+ page paper (quality is more important than quantity) that explores in detail the relationship between global political communication and one or more of the following: citizenship, economic/cultural/political development, international relations/diplomacy, media technologies, hegemony/resistance. You may choose a controversial issue that relates to political communication or you may write a theoretical paper. The topic area for this paper is purposefully broad in scope, if not somewhat vague, because it is intended to provide an opportunity to showcase your thoughts and feelings about global political communication. The nature of this assignment also will require you to conduct extensive external research to support your position. I expect nothing less than at least 10 scholarly (i.e., peer-reviewed) journal articles cited in your paper. You may use additional references as well. Appropriate references are required. The paper should be double-spaced and should reflect what is under “written assignments” (and my writing tips) in this syllabus. The paper is due Thursday, November 17 during our scheduled class.

5. Country Media Review: Below is a list of countries. In pairs, students (randomly assigned) will choose a country (a country that the students have not visited and know virtually nothing about; both students must agree & fit this criteria) and will be expected to be the “media experts” about that country. The group will present an overview about the culture, politics, economy, foreign relations, and society of their country, and then focus on the role of the media in their country. They should also focus on the connections between the media and the political structure and issues in the country. The group will present its findings to the class, using PowerPoint or any other method they choose, but the presentation should include a map of the country, pictures of cities, the people, cultural items, etc., and the presentation may include a very brief video or some other example of their media. The presentation should be approximately 10-15 minutes. The instructor will evaluate the oral presentation based on the criteria and expectations listed here; each team should submit a five-page report in addition to an extensive bibliography. The presentations/report will be graded as a group, although the instructor reserves the right to grade individual students accordingly. The list of countries from which to choose: Argentina, Iran, Brazil, Russia, Morocco, Zimbabwe, Saudi Arabia, Fiji, Thailand, Czech Republic, Venezuela, Bulgaria, Jordan, Iceland, Nigeria, Cuba, UAE, Denmark, PNG, Sri Lanka, Suriname, Togo, Ecuador, Kazakhstan, Brunei, Tanzania, Oman, Slovakia, Gambia, Latvia.

WRITTEN ASSIGNMENTS:
All papers and written assignments must be typed, double-spaced, and in paragraph form. The quality of your written work (grammar, punctuation, format, spelling, etc.) will be included in grade evaluations. The content of your work is necessarily implicated and impacted by the mechanics of the paper. Make sure you proofread all of your work and that it is photocopied or saved on a jumpdrive. If you forget to proofread or if you misplace your work, do not expect me to be sympathetic. I will not accept e-mailed copies of your written work. I reserve the right to choose whether or not to accept any late work. Any accepted late work will be automatically reduced one-letter grade for every class period that it is late. If you foresee problems, make sure you discuss them with me BEFORE the assignment is due. Accepting any late work is strictly at the instructor’s discretion. In addition, make an argument!!! Don’t simply provide opinion. Support your reasons with sufficient evidence (including quotes, references, examples, etc.) that demonstrate, justify or prove your over-arching argument. All the written work asks you to analyze the rhetorical implications of something. The paper should also demonstrate your working vocabulary of the ideas expressed in the literature indicative of rhetoric and social movements or activist campaigns. **You should research your area thoroughly. ANY AND ALL ARGUMENTS, IDEAS, WORDS, CONCEPTS, MATERIAL THAT IS NOT YOUR OWN MUST BE APPROPRIATELY FOOTNOTED AND CITED IN A BIBLIOGRAPHY PAGE. Your research should avoid being conducted from the internet, unless in special circumstances, where you need to obtain instructor approval.**

**Citations:** Any and all work or ideas taken from another person or entity must be appropriately cited. This means that **material MUST be cited EACH time it is used** in your written work (not a simple reference at the end of a paragraph or end of your paper), AND it must have an appropriate full reference in a footnote or works cited page. You should also avoid doing whatever is minimally necessary to meet the assignment. If you set your sights that low, the best you will receive will be a C for your work; after all, a C is average and reflects minimal work. To receive a high B or an A, you should go well beyond what is expected of you — surprise and impress me. **All writings should be in Times New Roman, 12-point font.**

**Grad Students:** As part of taking a 300-level course, graduate students are required to complete additional assignments. For this course, graduate students will be expected to write their final papers between 15-20 pages, with 20 references (10 of which should be from peer-reviewed, scholarly sources, and only 5 of which can come from the Internet). Additionally, graduate students will be expected to develop a lesson plan (pre-approved by the instructor) to be used for a non-reading/discussion day. The date/topic will be assigned in consultation with the instructor.

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

- **Superior (A) —** Focused, well-written, thoughtful and well-organized argument in response to the assignment. The writer demonstrates the highest degree of intellectual engagement by competently using concepts, terms, and examples; plus the writer may address related issues of interest or further investigation to the assignment. The paper adheres to the expectations for the assignment, and the writer demonstrated maturity (i.e., style and tone) consistent with the expectations for college courses. The paper demonstrates competence in language use and manuscript preparation, and it is free or nearly free of grammatical, spelling, formatting and other errors. Research from external sources goes well beyond the minimum necessary for the assignment.

- **Very Good (B) —** Discussion of concepts and terms related to the assignment is okay but needs more application through explanations, examples, or other devices to demonstrate understanding. Intellectual engagement with the assignment’s topic is sufficient and may include additional points of interest related to the course’s content. The writing suffers from some problems in grammar, spelling, mechanics, organization, etc., and the style or tone of the writing is ineffective in places.
• Adequate (C) — Discussion reflects primarily on one's self, answering only the “what” part of the assignment and not the “why.” Analysis is only at a surface level with limited, direct application of the course’s concepts. The writing suffers from frequent problems in basic matters of grammar, spelling, mechanics, organization, etc., and the style and tone of the writing is ineffective and/or inappropriate in many places in the text.

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

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

Participation 200 pts. (20 discussion days x 10 possible pts per day)
Leading class discussion 175 pts.
Foundation essay 125 pts.
Country Report 200 pts.
Political Communication paper 300 pts.
Total 1000 pts
TENTATIVE SCHEDULE

Week 1
T, 8/23  Introductions and the syllabus [take online geography quiz – see http://www.heppardsoftware.com/Geography.htm,
R, 8/25  Discussion about “global” and “political communication” [read Davison & George (1952); CPC, chp 1 & 17]

Week 2
T, 8/30  Political Economy of Communication [read Soukup (2014, just pages 3-9); PEC, chps 1 & 2]

Week 3
T, 9/6   Theory of Political Economy [read PEC, chp. 6]; Foundation essay due
R, 9/8   Theory of Political Economy [read PEC, chp. 7 & 9]

Week 4
T, 9/13  Role of Media [read DM, p. 1-9; Fog (2004); Norris (1995)]; Dean’s Fall Address – TBD.
R, 9/15  Role of Media [read Norris (2004); CPC chp 2 & chp 4]

Week 5
T, 9/20  Role of Media [read DM, chp. 1 and the conclusion]
R, 9/22  Role of Media & Framing [read Guo et al. (2012); Rosas-Moreno (2013); Samaras (2002)]

Week 6
T, 9/27  Citizenship & Activism – lecture/discussion about Myanmar/Burma

Week 7
T, 10/4  Citizenship & Activism [read CD, p. 83-95, 117-127, 183-191]
R, 10/6  Citizenship & Activism [read Peters (2008); and Shah et al. (2009); read CD, p. 198-201, & 227-234]

Week 8
T, 10/11 Citizenship & Activism [read CPC, chp 6 & chp 7]
R, 10/13 Political Communication in Russia [read Koltsova (2008); White et al. (2000); White & Oates (2003); White (2012)]

Week 9
T, 10/18 Political Communication in Europe [read Holtz-Bacha (2004); DM chp. 5]
R, 10/20 Political Communication in Europe [read Shehata & Strömbäck (2011); DM, chp 6]; Dr. Zompetti at conference – TBD.

Week 10
T, 10/25 Political Communication in Africa [read Aginam (2008); Uwalaka (2010)]
R, 10/27 Political Communication in Africa [read Bailard (2009); Dobra (2012); White (2011)]

Week 11
T, 11/1 Political Communication in Africa [read Harman & Brown (2013); Rensburg (2011)]
R, 11/3 Political Communication in Asia [read Rawnsley & Gong (2011); Richey (2009)]

Week 12
T, 11/8 Political Communication in Asia [read Lei (2011); Sim (2008); Zhao (2008)]
R, 11/10 Political Communication in Asia [read Wilnat & Aw (2004); DM, chp. 11]

Week 13
T, 11/15 Political Communication in Latin America [read Duffy & Everton (2008); Heine (2013); Santander (2010)]
R, 11/17 Political Communication in Latin America [read Macrory (2013); Waisbord (2012); DM, chp. 9; and read Walsh
The True Size of Africa

A small contribution to the fight against rampant misinformation by Kai Krause

Graphic layout for visualization only (some countries are cut and stated). But the conclusions are very accurate: refer to table below for exact data.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>AREA (sq miles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>9,597</td>
</tr>
<tr>
<td>USA</td>
<td>9,829</td>
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<tr>
<td>India</td>
<td>3,287</td>
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<tr>
<td>Mexico</td>
<td>1,954</td>
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<tr>
<td>Peru</td>
<td>1,285</td>
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<tr>
<td>France</td>
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<td>Spain</td>
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<td>Papua New Guinea</td>
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<td>Sweden</td>
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<td>Japan</td>
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<td>Germany</td>
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<tr>
<td>Bangladesh</td>
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<tr>
<td>Greece</td>
<td>132</td>
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</tbody>
</table>

**TOTAL** 30,162

**AFRICA** 30,221

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

A survey with random American schoolkids let them guess the population and land area of their country. Not entirely unexpected, but still rather unsettling, the majority chose “5-7 billion” and “half the world”, respectively.

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

A particularly extreme example is the worldwide misinformation of the true size of Africa. This single image tries to embody the massive scale, which is larger than the USA, China, India, Japan and all of Europe…... combined!
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/30 T</td>
<td>Pol Econ</td>
</tr>
<tr>
<td>9/1 R</td>
<td>Pol Econ</td>
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<tr>
<td>9/6 T</td>
<td>Pol Econ</td>
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<tr>
<td>9/8 R</td>
<td>Pol Econ</td>
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<tr>
<td>9/13 T</td>
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<td>Role of Media</td>
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**Syllabus contract**

I have read the syllabus for Dr. Zompetti’s course and agree to the terms for required coursework and acceptable classroom behavior. I also understand the policies as set forth in this syllabus and agree to those terms.

Name___________________________________________ Date____________________

Also, please give me some information about yourself.

ISU e-mail address:

Phone # (I will only use in an emergency):

Major:

Desired career field(s) or job(s):

How do you think this course might apply in your career?

How would you like this course to improve your civic, community or personal life?

Two unique things about yourself:
DR. Z’s WRITING TIPS

How to use this guide: Read this guide carefully. Read it now, and read it before you turn-in your work. When you receive my feedback on your writing, I may use acronyms for certain principles in this guide – those acronyms are listed by the tips (e.g., tip #3 below has “EWP” at the end, meaning “ending with a preposition”).

1. Spend more time on your writing. Proofread, proofread, proofread. Follow my tips. Have someone you trust (and who can be brutally honest) proofread your work as well.

2. Use a Thesaurus. Seriously!

3. Avoid ending sentences and clauses with a preposition (e.g., don’t say, “those are the people I will be speaking with.” Instead, say “those are the people to whom I will speak.”) [EWP]

4. Use precise language – avoid vague language.

5. Avoid using conversational jargon, trite phrases, and informal writing. Do not write like you speak. You should write in a formal way and with a formal tone. Avoid using language like “going to,” something is “so” difficult, “whatever;” etc. The best way to do this is to read as much as you can, especially non-fiction (i.e., peer-reviewed journals, books on academic disciplines, etc.). [AWLPS – avoid writing like people speak]

6. Cite material EACH TIME you use it. [cite]

7. Cite evidence when you need to support a position or argument. [cite]

8. Vary your sentence structures.

9. Vary your word choice – don’t repeat the same words (or variants of words) over and over again. [WC]

10. As you write, always ask “how” and “why.” If your writing doesn’t answer these questions, you need more support (and/or evidence). Also, you should be sure to answer the “so what” and “who cares’ questions to accentuate the significance and importance of your topic and your writing.

11. Avoid unclear pronouns. Instead of saying “it comes from pork,” be careful with the word “it” and say “bacon comes from pork.” Other pronouns to watch are: they, he/she/it, people, this, that, these, things, etc. Here’s a good rule to follow: Imagine you are walking up to someone on the quad. If you just said, “it comes from pork,” they will have no idea what you mean. If, instead, you go up to them and say, “bacon comes from pork,” they will still think you’re a whacko for coming up to them and saying that, but at least they will know what you mean! [UP]

12. Avoid saying “today’s society” or phrases like it, such as “the world today.” This is one of my ultimate pet-peeves. It is filler, clutter, and simply just junk writing. Be more specific and clear in your writing. If you are referencing a particular era, date, or period of history, say so. If you are talking about the present condition of things, chances are you have already described that or the reader will understand it. [YUK]

13. Be aware of there vs. their vs. they're.

14. Don’t use contractions! Seriously, contractions detract from formal writing.

15. Also be aware of it’s vs. its. "It's" is the contraction not the possessive. So, if you are referring to the stain on the book, you would say "its stain." You should never use "it's" because you should not use contractions in formal writing.

16. Be careful with dates. Often folks confuse 1970s vs. 1970's. More often than not, you will want to just use 1970s. The only time you use an apostrophe is if you want to show possession. E.g., "The 1970's economy was terrible."

17. Avoid run-ons. These are sentences that require commas to separate two full sentences, but have no commas. For example: "I detest papers that are written poorly and I love chocolate." The sentence should have a comma before the "and" to read: "I detest papers that are written poorly, and I love chocolate." [RO]
18. Avoid sentence fragments (such as this). Sentence fragments are phrases or clauses (often complex) that are not full sentences. Be sure all of your “sentences” have subjects and verbs! [FRAG]

19. Be careful with indented quotations. These are the lengthy quotes you may have in your paper that are distinct from the shorter quotations. Every line of indented quotations should be indented (hence their name) and they do not use quotation marks!!! Lengthy quotes that take 4 or 5 sentences should be indented – 1) the entire quote should be indented, 2) it should be single-spaced, and 3) it doesn’t use quotation marks. [BQ]

20. Use proper citations. If you don't know how to cite material, you need to purchase an MLA or APA guide. You can always ask me or someone else for help.

21. Use adequate citations. **ANY** material that is not your own, that you quote, that you paraphrase, that you allude to, etc., MUST **BE CITED**. Failure to do so is plagiarism and is unacceptable.

22. Avoid using the second person "you." Another big pet peeve of mine. This is sloppy writing. At times you may use the first person (e.g., "I"), but never use "you" unless you're quoting someone else. [2P]

23. Avoid writing like you talk. Some common examples are "doing this will be huge" or "like, this is important." Writing is fundamentally different than speaking, and you must be able to know the difference. [AWLPS]

24. Use dashes, not hyphens (– vs. - ). For example, if I say that good writing is important – it helps you get a better job, makes you appear more intelligent, etc., that is different than saying that you're a well-liked person (notice in the beginning the use of dashes, and the hyphen is used only for hyphenated language).

25. Be mindful of proper and appropriate paragraph development. This means that a paragraph should stick to one central point, but it should also be developed – meaning more than 2 or 3 sentences in length. Paragraphs should focus on a single concept or argument. [¶]


27. In general, follow the suggestions for composition in any widely-used manual of style. Pay special attention to the form for footnotes and bibliography entries. You may use whatever style you desire, as long as you use it consistently.

28. Papers should be expository or argumentative in nature. Avoid descriptive material unless it is brief and necessary to your overall argument. Narrative material on how you discovered the topic is neither necessary nor appropriate. Stay away from informal tones. Write your paper with the assumption that the readers are academics and/or scholars.

29. A paper is more than a receptacle for quotations from others. Do not produce a string of quotations held together only by transitions. Also, do not deposit quotations in the paper without preparing the reader with appropriate contextual material which elaborates on the quotation in an appropriate and useful manner. Finally, you should unpack and explain the significance of the quotation immediately after the quote. [SQ]

30. Please double space. Do not use 1-1/2 space. Leave ample margins at sides, top, and bottom so that comments may be made on the paper without great difficulty. You should use Times New Roman, 12-point font.

31. Do not place papers in booklet covers or binders. Use staples to keep your paper together. Please do not dog-ear the pages.

32. Do not leave papers until the last minute. Please have consideration for your reader as well as pride of authorship, and allow enough time to prepare the paper so that your ideas may be expressed in clear, succinct, and stylistically appropriate ways. Poor writing due to last minute preparation will greatly damage the grade.

33. UMSL – “use more sophisticated language.” Formal writing should use sophisticated language, not words such as “get” or “a lot” or “got” or “x is so important.” Use a thesaurus.

34. Avoid referencing the class. Don’t say “as we’ve discussed in class” or some other form of referencing. It detracts from the formal nature of your writing.

35. Avoid generalizations – Avoid generalizations when it comes to descriptions of people (e.g., “all college students drink”), but also avoid generalizations when it comes to describing issues (e.g., “the media always criticize Bush”)

36. “Media” and “data” – these words are **plural**!!! This means you must be mindful of correct subject/verb agreement. For example, these are incorrect:
The media has discussed the election.
The data is informative.

These are correct:
The media have discussed the election.
The data are informative.

37. Proper citation – you should cite a source EACH time you use it, not at the end of a paragraph.

38. URL addresses – First, don’t cite the URL address in the paper. Instead, cite the author or the first couple of words of the title. The full URL is stated in your bibliography page (or footnote). Second, change the color of the URL address to black and un-underline it. In other words, make it match the destination of the rest of your writing. [URL]

39. Webpaged material – although you should avoid using the internet for your material, some of you will inevitably do so anyway. If you do, and you cut/paste it directly from the internet, make sure the font matches the font you’re using for your paper.

40. Support your claims – if you make an argument, back it up with evidence. If you use statistics or complicated explanations for ideas that the average person probably wouldn’t know, back it up.

41. If you emphasize a word or phrase in your paper and you feel it should be emphasized even more, do NOT italicize it or underline or put it in apostrophes. Special words should be important simply by reading them. If, however, you are coining a word or drawing attention to a word or phrase used in the literature, place it in quotation marks.

42. Any foreign words used in your writing should be italicized.

43. When citing web-based material, do NOT put the URL address in your paper. It should be cited by author or title. The URL address should be in the bibliography page only.

44. Citing material within your paper: Use embedded textual references or footnotes/endnotes – just be consistent with appropriate stylistic conventions. **DO NOT** place the entire title of a book or article in the text of your paper; there is no need for this, it just takes up space, it disrupts the flow of reading, and the full titles should appear in the bibliography/references page. All you need to cite in the text of the paper is the author’s (authors’) name, date and page number. If there is no page number, simply use “n.p.”

45. Citing material at the end of your paper: You must have an appropriate bibliography/references page. It should be listed alphabetically first, then if you have material from the same author, they should be listed by date in ascending order (i.e., the oldest date occurs first). If you have more than one source from the same author in the same year, indicate this by the use of letters at the end of the date (e.g., Zompetti 2010a, Zompetti 2010b, Zompetti 2010c, etc.).

46. Avoid putting titles of books and articles in your paper. They are unnecessary and take up too much space. They will appear in your Works Cited/Bibliography pages, so they do not need to be in the text of your paper.

47. Punctuation – Avoid doing these:
   a. “Smith argues that writing is fun,” (Smith, 2010).  [no comma before the quotation mark]
   b. “Smith argues that writing is fun.” (Smith, 2010).  [only use one period – should be after the parantheses]
   c. “Smith argues that writing is fun.” (Smith, 2010)  [only use one period – should be after the parantheses]

48. All papers must have a thesis statement, and then the subsequent paragraphs of your paper should support that thesis statement. A thesis statement is a one-sentence, declarative contention of yours about the position you will be advocating.

49. Please note that titles of books, journals, albums, TV shows, and anything that is a “stand-alone” product should be **italicized or underlined** (you may use either, but don’t use both – be consistent and only use italics or underlining). If you are citing a chapter of a book, an article in a journal or magazine, a specific song, or an episode of a TV series, then those should be placed in “quotation marks.”

50. Embedded references in the paper itself – The punctuation of the sentence should occur after the reference, and there should not be any punctuation before it. For example:
   Incorrect: writing is fun. (Zompetti, 2009).  [there should not be a period before the embedded reference]
   Incorrect: writing is fun, (Zompetti, 2009).  [there should not be a comma before the embedded reference]
   Correct: Is writing fun (Zompetti, 2009)?
   Correct: writing is fun (Zompetti, 2009), but it can be challenging.

51. Introductory prepositional phrases should be offset with a comma. For example, “Although the course was challenging, I still
learned a great deal” or “In the United States, apple pie is yummy.” Notice the comma after the phrases.

52. Generally, you should avoid "so" in your writing. For example, avoid saying things like “I was so hungry.” Instead, simply say, “I was hungry,” or “I was very hungry.”

53. Items in a series use parallel structure. Example:
   A. Incorrect: The student argued that they were busy, people said they were poor, and became ill after eating Avanti’s.
   B. Correct: The student argued that they were busy, poor, and ill from eating Avanti’s.

54. Adverbs generally end in –ly and answer the question “how.” Thus:
   A. Incorrect: I felt bad.
   B. Correct: I felt badly. [I felt how? I felt badly.]

55. WMF – write more formally. This is similar to UMSL, but simply put, it means to write in a more formal way, as opposed to a journalistic or creative writing style.

56. Hyphenation – when two words (typically adjectives) function together to modify or describe a proceeding noun, then the two words should be hyphenated. For example:
   A. Hyphenate: A well-read student knows the difference between philosophy and religion.
   B. Don’t hyphenate: A yellow, high post designates the height of the bridge. [“yellow” and “high” do not function together to create a single modifier – they are two separate adjectives]

57. Capitalize proper nouns – if a word also functions as the name or official label of an entity or group, it should be capitalized. For example, the words Republican and Democrat should be capitalized. However, the word democrat – a person who believes in democracy – is not capitalized because it refers to a general belief, not a particular political party.

58. Internet -- capitalize the "I" so that the word is spelled “Internet.”

59. All written work should be in Times New Roman, 12 point font.

60. Web citations when there is no author.
   A. In the text of your paper, you should cite the source by its title if there is no author, such as this (Glenn Beck Biography, 2016, np).
   B. Then, in the References Page, you should cite it like this:

61. What constitutes a “scholarly source”?
   A. From Dr. Darby Ray at Millsaps College:

      In general, a "scholarly" source is one that is written or edited by a "scholar" – that is, a person who has earned a graduate degree in the field they are writing about. Having such a degree (usually a Ph.D.; synonym: a doctorate) means the person has had to prove that they have studied the field extensively and have mastered it well enough to be considered an expert in it. This doesn't mean that the person's interpretation of their field is beyond question or debate; rather, it means that they at least know enough about the field to have an INFORMED interpretation (in other words, one that others ought at least to consider).

      People who are professors at a college or university may safely be considered "scholars" because they have usually earned a graduate degree in their field of knowledge.

      People who publish books can usually be considered "scholars" because most publishers only publish books that have been reviewed by two or more experts in a field, which means that at least a couple of experts have agreed that the author of the book is well enough informed about their chosen subject matter to be considered a scholar. Hence, a book may usually be considered a "scholarly" source.

      Articles in a journal published by a college or university can be considered "scholarly" because "scholars" have approved those articles.

      Articles in a journal published by a scholarly group such as the American Medical Association or the American Bar Association or the Modern Language Association can be considered "scholarly" because, once again, such articles have been reviewed by experts in the field.
If you aren't sure whether or not the group that publishes a journal is "scholarly" or not (for instance, maybe you've never heard of the Modern Language Association and so don't know that it is the association of college and university English professors), you can look at the section in the journal where the list of editors is given. Scholarly journals usually list not only the editors' names but also their academic credentials (what degrees they have earned, or where they are a professor). If a journal offers no such list, then chances are it is NOT a scholarly journal because if it were, it would list the names and credentials of its scholars. You can find this information by looking at a hard copy of the journal or by visiting the journal's webpage and searching for its list of editors.

If you run across a random article on the Internet, you need to ask at least two questions:

- Who wrote the article, and is that writer a "scholar" (see definition of scholar above)? If no credentials of the author are listed, then he or she is probably NOT a scholar. If no author is listed, then the source is definitely NOT a scholarly source.
- Is the article sponsored by a scholarly organization (such as a university or college or scholarly journal)? If so, it can usually be assumed to be a scholarly source.

Magazines like Time and Newsweek often have good information in them, but because they usually do not document how they got that information (whether it came from reliable, well-informed sources or not), and because the authors of their articles are not usually "scholars" (refer to definition above), they are not usually considered scholarly sources.

B. From Michael Engle, Cornell University: "Scholarly or peer-reviewed journal articles are written by scholars or professionals who are experts in their fields. In the sciences and social sciences, they often publish research results." (http://guides.library.cornell.edu/scholarlyjournals)

62. If you have questions, ask ME, not someone else who may not know about my grammar tips or who may not be knowledgeable about writing mechanics.

**Note: You may think that grammatical conventions such as these are restrictive, perhaps even colonizing. You might be correct. However, they are also perceived as being important, particularly among scholars and potential employers. Therefore, it is in your best interest to master these NOW!!!}