Appendix 1. AST-211: Media in Asia Course Description and Learning Objectives

Course Description

This course uses the lens of media to examine intersections between globalizing and local flows of information, content, and analysis. Geographically, the focus is on Asia, primarily on Japan, China, South Korea, and India. Topically, we will consider three main questions.

First, how do news media cover events, and how does this coverage vary depending on the source? To unpack these questions, we will look at coverage of current news events in Asia, examining each from numerous angles. We will consider the role of foreign correspondents and compare them to national news media.

Second, as media forms like Japanese manga and Hong Kong martial arts films attract fans throughout Asia and beyond, how do entertainment sources become locally relevant and internationally compelling? And what effect do they have on media consumers’ identity?

Third, as individuals situated in the United States, how do constructs of Asia shape our personal and collective impressions, and biases, of Asia and toward Asian media? What legacy does a long history of racism leave on our ability to interpret media in Asia, and how is this legacy reflected in media content? Each member of this class brings a different perspective to these questions, and I will encourage sincere reflection as well as an openness to share both in the classroom setting and in our online spaces.

This class is a blended learning course that meets only once each week. This means that you will be completing a significant amount of work independently and in online discussion groups. Please carefully consider how you will manage your time this semester in order to fully benefit from a blended learning course. Contact me early with any questions or concerns so that we may address them together.

This course does not assume students have prior knowledge of Asian politics and history. At the same time, it does not provide a comprehensive overview of these topics. Students are expected to take initiative to fill in gaps in their knowledge, and are advised to consult any of the extensive resources provided through Moodle and elsewhere online when needing more information to contextualize readings.

Course Learning Goals, Learning Activities, and Assessment Procedures

By the end of this course, students should be able to:

1. Articulate connections between popular culture genres in various countries with distinct forms, national contexts, and histories
2. Learn about a range of contemporary Asian societies through watching media from those places, developing context and background for future interactions in Asia or with people from Asia
3. Critically analyze arguments and associated claims in media and in discussions about media works
4. Develop media analysis skills
5. Critically analyze current events as reported in popular media

The procedures and learning activities used to achieve these learning objectives are detailed in the chart below.

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<th>Learning Goals</th>
<th>Learning Activities</th>
<th>Procedures for Assessing Learning</th>
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<tr>
<td>1. Become a self-directed learner</td>
<td>• Examine learning style and set learning goals.</td>
<td>Facebook self-introduction and learning style</td>
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<td></td>
<td>• Look at course objectives and self-assess: with which of these objectives might you struggle?</td>
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problem?  
• Post self-introduction and individual goals based on results of learning style assessment on Facebook.

2. Critically analyze arguments and associated truth claims. Identify how knowledge is produced and content is ‘spun.’  
• **With a partner, analyze a film clip (or a reading)** to identify arguments and evaluate their claims.  
  (This will be demonstrated in class.)

  • **With a partner, analyze a news article or a film clip** to identify perspectives represented.  
  Questions to consider:
  - How would the identity influence the content?
  - Who is the author?
  - What strategies are they using? What person, organization or entity provides their funding?

Rubric and self-assessment for film clip analysis (25 points) and news article or film clip analysis (25 points)

3. Gain firsthand experience with the roles of author, producer, and editor by creating content, manipulating media, and making editorial decisions.  
• Create a PechaKucha or short film (for PechaKucha, see [http://www.pechakucha.org/](http://www.pechakucha.org/)) on the topic of your choice.

  2. Lightning round: others will give feedback or help problem-solve
  3. Instructor-created rubric will be used for self-assessment, peer assessment, and instructor assessment of PechaKucha.

In-class discussions.

4. Learn about a range of Asian societies through watching media from those places, developing context and background for future interactions in Asia or with people from Asia.  
• Watch media (manga/anime, Korean TV show and music, Chinese martial arts film, Bollywood film).
• Post reactions, screenshots, and analyses in Facebook group.
• Comment on the posts about similar media by your classmates.
• Participate in class discussions related to the topic.

Facebook group posts (20 points per week). In-class discussions.
5. Develop awareness of media genres.
   - **Comparison manga:** Using a manga format, create an illustrated explanation of the differences between media genres (animations vs. live action, TV vs. film, Bollywood vs. martial arts; news reporting vs. documentary; manga vs. US-based comics).
   - Student-created rubric, self-assessment, and peer assessment of comparison manga. (50 points)

6. Articulate positions and develop critical responses (build, justify and support a compelling argument)
   - **Watch media and develop reactions in Facebook group discussions**
   - **Write a 3-4 page media analysis paper about one film. Incorporate screenshots and outside sources of information (from websites or library resources) about the film in your discussion.**
   - Facebook group discussions
   - In-class discussions.
   - Student-created rubric for media analysis paper (50 points for paper)
   - Peer feedback

7. Draw connections between popular culture genres in various countries with distinct forms, national contexts, and histories.
   - **Complete background reading of academic articles and documentaries about media, including histories, national connections, and spreads of media forms.**
   - **Develop reactions to the articles and analyses of them in**
     - a) Facebook group discussions
     - b) a concept map
     - c) a culminating (final) essay that incorporates the concept map.
   - Facebook posts (see above).
   - In-class discussions.
   - Concept map within culminating (final) essay (20 points for concept map).

8. Synthesize information from the semester and connect it back to our experiences as U.S.-based media consumers.
   - **Create a portfolio of your Facebook posts from the semester, adding a 2-page introduction.**
   - **Write a final essay (4-5 pages) that responds to questions about course concepts, your learning over the semester, and how you expect to carry forward perspectives and knowledge acquired this semester beyond this course.**
   - The introduction to the Facebook post portfolio will be evaluated by the instructor using a rubric designed by the class (30 points)
   - Rubric for final essay (50 points)