
IDENTITY FORMATION IN A TRANSNAT'L WORLD in Spring 2021 (CM5005)

Course Code	CM5005	Professor(s)	Youna Kim
Prerequisites	None	Office Number	G-304
Class Schedule	F: 13:45-15:05 in C-104 T: 09:00-10:20 in C-104	Office Hours	Meeting by appointment
Credits	4	Email	ykim@aup.edu
Semester	Spring 2021	Office Tel. Ext.	824

Course Description

This course critically explores identity formation in a transnational world, and particularly the relations between media, identity and globalization: Why study the media? What is globalization? Why is identity so important in a transnational world? The main approach here is intersectionality: To adequately understand the persistent issues of global inequalities today, this course studies identity and its intersections with gender, race/ethnicity, nationality, class, age, sexuality and so on, while at the same time critically understanding key methods of analysis to a range of global media. It examines how such intersections enter debates around media and globalization and influence the mediation of challenging issues such as global inequalities, shifting cultural identities, cosmopolitanism, and transnational flows of people, culture and capital. Exploring both macro and micro dimensions reflexively, this course encourages students to develop an enlarged way of thinking – challenging existing paradigms and providing comparative perspectives.

STUDENT LEARNING OUTCOMES:

At the end of this course, after engaging with all classes and completing the relevant reading and assignments, students should be able to:

- Describe the mapping of media, identity and globalization – not only political economy but also socio-cultural processes, not only macro structures but also micro processes.
- Identify a diversity of perspectives – not only dominant/Western views but also marginalized positions, global media spaces intersected with gender, race/ethnicity, class, age and history.
- Interpret differences based on reflexive and critical thinking.

-
- Produce a critical research paper/essay on key issues appropriate to this course.

Course Learning Outcomes

Students will become closely familiar with key theories and concepts discussed in the course related to identity, self, transnationalism, globalization, and the circulation of symbolic capital, and enhance their critical perspective on these topics.

Students will build their research skills by developing and completing a major research project, including proposing and defining a topic, reviewing scholarly literature, examining primary sources, and writing up and presenting the findings of their research.

Students will learn about different cultural techniques of self and their circulation.

General Education

[PLEASE REMOVE THIS SECTION IF THE COURSE DOES NOT FULFILL ANY GLACC REQUIREMENT]

GLACC

The Global Liberal Arts Core Curriculum (GLACC) degree requirements include the following categories of courses:

- Integrative Inquiry (coded CCI)
- Experiential learning (coded CCX)
- Research, Interpretation, and Writing (coded CCE)
- Digital Literacy and Communication (coded CCD)
- Disciplinary Research Methods and Writing (coded CCR)
- Quantitative Reasoning (coded CCM)
- Experimental Reasoning Course with Lab (coded CCS)
- Expression Française (coded FR)
- AUP Capstone (coded CCC)

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

The following outline is subject to change, depending on your level of understanding and your own final essay project.

Week 1 Tuesday 19 January: Syllabus / Orientation

Week 1 Friday – Week 7 Tuesday: Final Essay Project Preparation

For each class, please read ONE (at least) of the following materials (and watch short videos, when required) BEFORE class and be prepared to discuss and write about key questions (to be raised by the professor).

Week 1 Friday 22 January: Globalization

(1) Held, David and McGrew, Anthony (2003) *The Global Transformations Reader*. Introduction.

(2) Giddens, Anthony (1999) *Runaway World: How Globalization is Reshaping Our Lives*. Introduction.

OR Anthony Giddens' BBC lecture on this same topic (available online).

<http://www.bbc.co.uk/radio4/reith1999/>

(3) Pieterse, Jan Nederveen (2000) Globalization North and South: Representations of Uneven Development and the Interaction of Modernities', *Theory, Culture & Society*, Vol. 17(1): 129-137.

(4) One article of your choice/interest (e.g. your final essay project) that is related to this topic "Globalization", selected from academic journal articles.

Week 2 Tuesday 26 January: Media Power

- (1) Held, David and McGrew, Anthony (2003) *The Global Transformations Reader*. One chapter on media and globalization, written by John Thompson.
- (2) Silverstone, Roger (1999) *Why Study the Media?* Introduction (pages 1-28).
- (3) Gill, Rosalind (2014) 'Awaken Your Incredible: Love Your Body Discourses and Postfeminist Contradictions', *International Journal of Media & Cultural Politics*, Vol. 10(2): 179-188.
- (4) One article of your choice/interest (e.g. your final essay project) that is related to this topic "Media Power", selected from academic journal articles.

Week 2 Friday 29 January: Media Genre

- (1) Kearney, Mary (2011) *The Gender and Media Reader*. Introduction.
- OR Kearney, Mary (2010) 'Pink Technology: Media-making Gear for Girls', *Camera Obscura*, Vol. 25(74): 1-39.
- (2) Thussu, Daya (2007) *Media on the Move: Global Flow and Contra-flow*. One chapter on India, Japan, Korea, China, or Brazil.
- (3) Kim, Youna (2013) *The Korean Wave: Korean Media Go Global*. Introduction.
- (4) One article of your choice/interest (e.g. your final essay project) that is related to this topic "media genre", selected from academic journal articles.

Week 3 Tuesday 2 February: Media Consumption and Everyday Life

(1) Kim, Youna (2011) *Transnational Migration, Media and Identity of Asian Women: Diasporic Daughters*. Chapter 3.

OR Kim, Youna (2010) 'Female Individualization?: Transnational Mobility, Media and Identity of Asian Women', *Media, Culture & Society*, Vol. 32(1): 25-43.

(2) Pink, Sarah (2013) 'Saturated and Situated: Expanding the Meaning of Media in the Routines of Everyday Life', *Media, Culture & Society*, Vol. 35(6): 677-691.

(3) Gray, Jonathan and Murray, Sarah (2016) 'Hidden: Studying Media Dislike and Its Meaning', *International Journal of Cultural Studies*, Vol. 19(4): 357-372.

(4) One article of your choice/interest (e.g. your final essay project) that is related to this topic "Media Consumption and Everyday Life", selected from academic journal articles.

Week 3 Friday 5 February: Fan Culture

(1) Darling-Wolf, F. (2004) 'Virtually Multicultural: Trans-Asian Identity and Gender in an International Fan Community of a Japanese Star', *New Media & Society*, 6(4): 507-28.

(2) Lee, Hye-Kyung (2011) 'Participatory Media Fandom: A Case Study of Anime Fansubbing', *Media, Culture & Society*, Vol. 33(8): 1131-1147.

(3) Gray, Jonathan (2003) 'New Audiences, New Textualities: Anti-fans and Non-fans', *International Journal of Cultural Studies*, pp. 64-81.

(4) Hills, Matt (2002) *Fan Cultures*. Introduction.

(5) One article of your choice/interest (e.g. your final essay project) that is related to this topic "Fan Culture", selected from academic journal articles.

Week 4 Tuesday 9 February: NO classes at AUP

Week 4 Friday 12 February: Qualitative Research and Reflexivity

- (1) Gillespie, Marie (1995) *Television, Ethnicity and Cultural Change*. Methodology chapter (Chapter 2 Living Fieldwork – Writing Ethnography).
- (2) Mayer, Vicki (2001) 'When the Camera Won't Focus: Tensions in Media Ethnography', *Feminist Media Studies*, Vol. 1(3): 307-322.
- (3) Kim, Youna (2005) *Women, Television and Everyday Life in Korea: Journeys of Hope*. Methodology chapter (Chapter 3 The Body, TV Talk and Emotion).
- (4) One article of your choice/interest (e.g. your final essay project) that is related to this topic "Qualitative Research and Reflexivity", selected from academic journal articles.

Week 5 Tuesday 16 February: Cultural Identity

- (1) Sotsky, Jennifer (2013) 'They Call Me Muslim: Muslim Women in the Media Through and Beyond the Veil', *Feminist Media Studies*, Vol. 13(5): 791-799.
- (2) Kim, Youna (2019) *South Korean Popular Culture and North Korea*. Introduction.
- (3) Shaw, Adrienne (2012) 'Do You Identify as a Gamer?: Gender, Race, Sexuality, and Gamer Identity', *New Media & Society*, Vol. 14(1): 28-44.
- (4) Gillespie, Marie (1995) *Television, Ethnicity and Cultural Change*. Introduction.
- (5) One article of your choice/interest (e.g. your final essay project) that is related to this topic "Media and Identity", selected from academic journal articles.

Week 5 Friday 19 February: Diaspora and Transnationalism

- (1) Burrell, Jenna (2008) 'I have Great Desires to Look Beyond My World: Trajectories of

Information and Communication Technology Use among Ghanaians Living Abroad', *New Media & Society*, Vol. 10(2): 203-224.

(2) Kim, Youna (2017) *Childcare Workers, Global Migration and Digital Media*. Introduction.

(3) Lohmeier, Christine and Pentzold, Christian (2014) 'Making Mediated Memory Work: Cuban-Americans, Miami Media and the Doings of Diaspora Memories', *Media, Culture & Society*, Vol. 36(6): 776-789.

(4) Karim, Karim (2003) *The Media of Diaspora*. One chapter on the Turkish diaspora in Europe, written by Kevin Robins and Asu Aksoy.

(5) One article of your choice/interest (e.g. your final essay project) that is related to this topic "Media and Diaspora", selected from academic journal articles.

Week 6 Tuesday 23 February: Cosmopolitanism

(1) Appiah, Kwame Anthony (2006) *Cosmopolitanism: Ethics in a World of Strangers*. Introduction.

(2) Pichler, Florian (2008) 'How Real is Cosmopolitanism in Europe?', *Sociology*, Vol. 42(6): 1107-1126.

(3) Kim, Youna (2011) 'Female Cosmopolitanism?: Media Talk and Identity of Transnational Asian Women', *Communication Theory*, Vol. 21(3): 279-298.

(4) Hannerz, Ulf (1990) 'Cosmopolitans and Locals in World Culture', M. Featherstone (ed) *Global Culture: Nationalism, Globalization and Modernity*.

(5) Vandevoordt, Robin (2018) 'Moral Cosmopolitanism and the Everyday Life: How Students Encounter Distant Others', *Media, Culture & Society*, Vol. 40(2): 195-210.

(6) One article of your choice/interest (e.g. your final essay project) that is related to this topic "Cosmopolitanism and Media", selected from academic journal articles.

Week 6 Friday 26 February: NO classes at AUP

Week 7 Tuesday 2 March: Nationalism and Media Globalization

(1) Smith, Anthony (1995) *Nations and Nationalism in a Global Era*. Introduction.

OR Smith, Anthony (1990) 'Towards a Global Culture?', M. Featherstone (ed) *Global Culture: Nationalism, Globalization and Modernity*.

(2) Beck, Ulrich (2006) *Cosmopolitan Vision*. Introduction.

(3) Szulc, Lukasz (2015) 'Banal Nationalism and Queers Online: Enforcing and Resisting Cultural Meanings of .tr', *New Media & Society*, Vol. 17(9): 1530-1546.

(4) Kim, Youna (2011) 'Diasporic Nationalism and the Media: Asian Women on the Move', *International Journal of Cultural Studies*, Vol. 14(2): 133-151.

(5) One article of your choice/interest (e.g. your final essay project) that is related to this topic "Nationalism and Media Globalization", selected from academic journal articles.

Week 7 Friday – Week 10 Friday: Final Essay Project Completion

You will learn how to write and complete your final essay by including: 1) What is your key question? (2) What is your argument? (3) How is your argument supported? Where is evidence? (4) Why is your essay important, intellectually? (5) How does your essay intervene in the existing literature and make a (small) contribution? Please follow the professor's step-by-step instructions and feedback in order to complete your final essay by the deadline Week 11 Tuesday 30 March. (Details TBA)

Week 7 Friday 5 March: Research/Essay and Critical Thinking

To start with, please watch three short videos (below) and be prepared to discuss and write about key questions (to be raised by the professor).

What is research? (video)

<https://www.youtube.com/watch?v=BJhpQs82uR8>

Bell Hooks, *Cultural Criticism and Transformation* (video)

https://www.youtube.com/watch?v=KLMVqnyTo_0

Stuart Hall, *Race, the Floating Signifier* (video)

<https://www.youtube.com/watch?v=bMo2uiRAf30>

Week 8 Tuesday 9 March: Final Essay Project (1) Key Question

Week 8 Friday 12 March: Final Essay Project (2) Argument

Week 9 Tuesday 16 March: Final Essay Project (3) Evidence

Week 9 Friday 19 March: Final Essay Project (4) Intellectual Justification

Week 10 Tuesday 23 March: Final Essay Project (5) Critical Literature Review / Contribution

Week 10 Friday 26 March: Final Essay Project Completion

Week 11 – Week 15: Student Presentation, Feedback and Discussion

The following content should be highlighted in your presentation on your final essay:

(1) What is your key question? (2) What is your argument? (3) How is your argument supported? Where is evidence? (4) Why is your essay important, intellectually? (5) How does your essay intervene in the existing literature and make a (small) contribution? After your presentation, you will be given detailed feedback from the professor, and you will be asked to write and submit the feedback together with your reflection on the feedback. (Details TBA)

Week 11 Tuesday 30 March: Student Presentation, Feedback and Discussion (1)

Week 11 Friday 2 April: Student Presentation, Feedback and Discussion (2)

Week 12 Tuesday 6 April: NO classes at AUP

Week 12 Friday 9 April: Student Presentation, Feedback and Discussion (3)

Week 13 Tuesday 13 April: Student Presentation, Feedback and Discussion (4)

Week 13 Friday 16 April: Student Presentation, Feedback and Discussion (5)

Week 14 Tuesday 20 April: Student Presentation, Feedback and Discussion (6)

Week 14 Friday 23 April: Student Presentation, Feedback and Discussion (7)

Week 15 Tuesday 27 April: Student Presentation, Feedback and Discussion (8)

Final Exam Period: Reflection on Feedback

After your presentation (Week 11 – Week 15), you will be given detailed feedback from the professor, and you will be asked to write and submit the feedback together with your reflection on the feedback. (Details TBA)

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Two review essays, total 2000 words

(deadlines Week 4 Friday 12 February / Week 5 Friday 19 February) 20%

Please respect the deadlines. Late submissions will NOT get any feedback.

Based on reading materials and seminar discussions, you will be asked to engage with essay writing. The review essays are intended to train you to read the text critically. You will be asked to read articles and write: (1) What are the main arguments of the articles? (2) What do you think about the

articles, their strengths and weaknesses? Assessment will focus on (1) Clarity of expression, (2) Imaginativeness, (3) Critical appraisal, (4) Depth of interpretation. Specific guidelines for writing and feedback will be given during classes. You will first learn and practice each element above; and then move on to combine some of the elements; and finally, integrate all the elements into a critical paper/essay.

Class engagement and response papers, total 3000 words

(in all classes, Tuesdays and Fridays) 20%

Please read assigned materials (and watch short videos, when required) BEFORE class and be prepared to discuss and write about key questions (to be raised by the professor). You will be asked to outline the key points of the materials and open up seminar discussions based on that writing. The purpose of the response papers is to encourage you to read closely the assigned materials and engage with the important learning process in the classroom.

Presentation on the critical paper/essay, and feedback / reflection

(from Week 11 Tuesday 30 March) 10%

The following content should be highlighted in your presentation on the critical paper/essay: (1) What is your key question? (2) What is your argument? (3) How is your argument supported? Where is evidence? (4) Why is your essay important, intellectually? (5) How does your essay intervene in the existing literature and make a (small) contribution? After your presentation, you will be given detailed feedback from the professor, and you will be asked to write and submit the feedback together with your reflection on the feedback.

Critical paper/essay, 5000 words

(deadline Week 11 Tuesday 30 March) 50%

Please follow the professor's step-by-step instructions and feedback in order to complete your final essay paper by the deadline. Late submissions will NOT get any feedback.

The critical paper/essay 5000 words should include the five elements above: (1) key question, (2) argument, (3) evidence, (4) intellectual importance, (5) contribution to this field of study.

The emphasis in the essay should be on **analysis and criticism**. You should avoid excessive description of existing literature (e.g. do not make the essay a summary of existing literature or of class lecture notes). You should try to develop your **argument**, by engaging with existing literature as the grounding but not the main substance of the essay. Also, you should avoid a journalistic/marketing/business style and adopt an **academic style** which aims for criticism, logic and analysis in a consistent and coherent manner, rather than a thin description and a sensational presentation.

In general, you will be rewarded for demonstrating the following characteristics:

Content

- (1) Relevance to the course
- (2) Wide reading
- (3) Development of argument
- (4) Accurate citation of references (including adequate bibliography)

Presentation

- (5) Clarity of expression
- (6) Explicit structure
- (7) Consistency of purpose
- (8) Clear conclusion

Critical Judgement

- (9) Depth of interpretation
- (10) Imaginativeness
- (11) Critical appraisal
- (12) Thoroughness of analysis

Grade A range is for outstanding work that achieves all that could reasonably be expected of a university MA student, and demonstrates many (at least 10) of the 12 characteristics above in relation to a **well-developed argument**.

AND include all 5 elements above: (1) key question, (2) argument, (3) evidence, (4) intellectual importance, (5) contribution to this field of study.

AND demonstrate the Student Learning Outcomes, and the Course Expectations, including:

- NOT just repeat what the book says, but try to have a “dialogue” (e.g. question why? what else?)
- NOT apply the theory blindly or dutifully, but try to evaluate its strengths and weaknesses (e.g. based on the society where you come from) and gain a nuanced, contextualized understanding of the theory/knowledge.
- NOT demonstrate immaturity or offensiveness to any constructive criticism on your work, but try to appreciate and incorporate it in order to improve your work significantly.

Grade B range is for work that demonstrates an integration of some (at least 7) of the 12 characteristics above but presents an **under-developed argument**.

AND include at least 4 of 5 elements above: (1) key question, (2) argument, (3) evidence, (4) intellectual importance, (5) contribution to this field of study.

Grade C range is for work that adopts some (at least 5) of the 12 characteristics above but does **not present any argument**.

AND include at least 3 of 5 elements above: (1) key question, (2) argument, (3) evidence, (4) intellectual importance, (5) contribution to this field of study.

Fail is one in which the course learning goals are not properly understood, key issues are not identified, the essay is badly organized, and requires an adequate range of reading and attention to the above characteristics.

Other
