

COMM 4460-301 Media Industries and Nationalism

Instructor: Murali Balaji (murali.balaji@asc.upenn.edu)

Office Location and Office Hours: 230 Annenberg (M W 12-1:30 pm or by appointment)

To book office hours: <https://calendly.com/prof-balaji/>

Course meeting time: M W 1:45-3:15 (ASC 500)

Course Overview:

Media institutions have long played a central role in constructing national identity, particularly in the era of nation-states. As globalization increases, media industries have also helped countries project their national identities – and nationalism – for both domestic and international audiences.

With contemporary nationalist movements in the spotlight, this course examines how media institutions and cultural industries help to shape nationalism while framing in-group/out-group dynamics for audiences. This course examines case studies in mediated nationalism, paying particularly close attention to – but not limited to - countries such as the United States, the United Kingdom, Brazil, China, Hungary, Israel, India, Russia, Sri Lanka, Turkey and Ukraine.

Using Benedict Anderson's idea of imagined communities as a theoretical basis, this course seeks to investigate how media industries affirm – and occasionally challenge – nationalistic sentiment, and how much of a role state intervention has played in the production of media texts. This course provides students with an understanding of the deep connection between media institutions and state-sponsored/populist nationalist movements, as well as the dynamics that shape nationalism in both wartime and peacetime eras.

This course will also help students engage in constructive dialogue on the impact of nationalism domestically and internationally, while interacting with scholarship and speakers representing a wide range of viewpoints. Students will have an opportunity to learn more nuanced understandings about the ways in which nationalism and media intersect, reflecting the ideological, social, geographic diversity of what it means to be a part of community and nation.

Required Texts:

Readings available on Canvas. New articles not listed in the syllabus may also be sent via email occasionally.

Course Requirements and Grading:

25% Attendance: Attendance is **required** at all scheduled class meetings. You should come to each class ready to discuss the readings. Because this class is largely participation-based, your attendance is a must. If you miss two classes, your grade will be adversely impacted. **NOTE: Students who are exposed to or test positive for COVID-19 must submit Course Absence Reports prior to class meeting time in order to be eligible for missed materials/class recordings.**

20%: Response pieces: Throughout the semester, you will conduct 1-2 page textual analyses of selected viewings using the assigned readings for the week. The rubric is posted on Canvas. These papers will showcase your understanding of and engagement with the readings.

20% Midterm paper (includes topic statement): Students will complete a 3-4 page proposal that will form the basis of their final research paper.

25% Final research paper: The final will be a 12-15-page paper on a student-selected case study using both primary and secondary sources. Assignment sheets that provide additional information about formatting and other details will be distributed in class.

10% Group Oral presentation and Dialogue: During the middle of the semester, class participants will break into groups and assigned a case study that features multiple perspectives on nationalism. They will work to put together a 15-20 minute presentation for the end of the semester. This group project will be assessed on the quality of the presentation visuals, bibliography, and delivery of the presentation by individual members, as well as the group's ability to facilitate a dialogue on policing, power and popular culture. More details will be shared prior to Fall break.

Assignments will be submitted electronically via Canvas

Procedural Items:

Late Assignments/Missed Work: Late work will not be accepted. However, if you have an emergency that requires an extension, you MUST contact me beforehand. Since submissions via Canvas are time-stamped, I expect all work to be submitted on time. If you miss a quiz due to an unexcused absence, you will get a zero.

My Email Policy: I will do my best to respond to emails from students within 24 hours during weekdays. However, questions that require lengthier explanations should be done in office hours. As a lifelong skill that will help you throughout any career, proper email etiquette should be used. Remember, your email reflects who you are as a person through your communication - use relatively formal style and language: salutation, spell check, signature, etc. (For example, please avoid using "r" for "are;" "u" for "you..."). **I do not reply to emails written in text lingo.**

On Classroom Mechanics: This class will be discussion based. Discussion may be passionate, but it may not be disrespectful, rude, or condescending. Most importantly, although you are encouraged to voice your disagreement with other students' or my comments, you may not be dismissive of them. Please ensure that your comments are well reasoned in the text, the course material, and your own experience. You must treat your fellow classmates (and me) with respect, honesty, and an open mind; I will do the same.

On Being Considerate to Your Fellow Students and Myself: Please turn off all cellphones and smart devices (unless you can show me you are using them for note taking). By off, I mean OFF. You may use laptops or tablets to take notes, but I expect you will not use that liberty to update your Facebook pages or Tweet/Instagram about your weekend plans.

Students with disabilities: Please go the following link for a list of academic accommodations:
https://www.vpul.upenn.edu/lrc/sds/academic_accommodationsLinks to an external site.

Plagiarism: Students caught plagiarizing may face either academic or disciplinary negative consequences. Instructors who determine that a paper includes plagiarized material can take academic measures, such as giving a failing grade for the paper. If the instructor decides that disciplinary measures should be taken, the case will be referred to the Office of Student Conduct. If the student is found responsible following formal procedures, the student may face a number of sanctions—including suspension. Whatever the sanction, academic integrity action by the Office of Student Conduct becomes a part of the student's permanent record and may have an adverse impact on future academic and career goals. For a full understanding of Penn's academic integrity policy, visit:

http://gethelp.library.upenn.edu/PORT/documentation/plagiarism_policy.htmlLinks to an external site.

WEEK-BY-WEEK SCHEDULE

Note: These readings are the pool of what I will assign. You will not read all the articles, and I may substitute or add readings based on timeliness and relevance.

Week 1: Class overview and discussion on how nationalism is defined

READING/ASSIGNMENT:

Week 2: Imagining self, community, and nation through media

READING/ASSIGNMENT:


Anderson, B. (2006). Imagined communities: Reflections on the origin and spread of nationalism. Verso books. (Links to an external site.)

Bellah, R. N. (1967). Civil religion in America. Daedalus, 1-21 (Links to an external site.).

Week 3: The roots of nationalism in the nation-state era

READING/ASSIGNMENT:


Selections from Zhao, S. (2004). *A nation-state by construction: Dynamics of modern Chinese nationalism* Links to an external site.. Stanford University Press.

Willems, W. (2013). 'Zimbabwe will never be a colony again': changing celebratory styles and meanings of independence . *Anthropology Southern Africa*, 36(1-2), 22-33.

Week 4: Mediating gendered nationalism

READING/ASSIGNMENT:

Balaji, M. (2014). Indian Masculinity . *Technoculture: An Online Journal of Technology in Society*, 4.


Balaji, M., & Hughson, K. (2014). (Re) producing borders and bodies: masculinity and nationalism in Indian cultural texts . *Asian journal of communication*, 24(3), 207-221.

Nagel, J. (1998). Masculinity and nationalism: Gender and sexuality in the making of nations . *Ethnic and racial studies*, 21(2), 242-269.

Week 5: Communicating nationalism to Diasporas

READING/ASSIGNMENT:


Biswas, B. (2004). Nationalism by proxy: A comparison of social movements among diaspora Sikhs and Hindus.  *Nationalism and Ethnic Politics*, 10(2), 269-295.

Davis, C. P. (2020). Trilingual Blunders: Signboards, Social Media, and Transnational Sri Lankan Tamil Publics . *Signs and Society*, 8(1), 93-124.

Week 6: The American nationalism experiment

Dialogue 1

READING/ASSIGNMENT:


Greenberg, I. (2015). Postage and Power: US Nationalism and the 1970s “Bicentennial” and “Americana” Stamp Series . *Journal of Social History*, 49(1), 53-76.

Calabrese, A., & Burke, B. R. (1992). American identities: Nationalism, the media, and the public sphere. (Links to an external site.)*Journal of Communication Inquiry (Links to an external site.)*, 16(2), 52-73.

Week 7: The end of empire and the rise of British nationalism

READING/ASSIGNMENT:

Calhoun, C. (2017). Populism, nationalism and Brexit. *Brexit: Sociological Responses*, 57-76. *(coming soon)*

Saeed, A. (2007). Media, racism and Islamophobia: The representation of Islam and Muslims in the media . *Sociology Compass*, 1(2), 443-462.

Week 8: Mediating Brazil and the projection of post-independence nationalism

READING/ASSIGNMENT:

McCallum, C. (1996). Resisting Brazil: perspectives on local nationalisms in Salvador da Bahia (Links to an external site.). *Ethnos*, 61(3-4), 207-229. (available on HathiTrust Temporary Access, need login)

Sovik, L. (2004). We are family: Whiteness in the Brazilian media . *Journal of Latin American Cultural Studies*, 13(3), 315-325.

Midterm Due

Week 9: Hungary’s mediated populism and the rise of ethnonationalism

READING/ASSIGNMENT:

Szabó, G., Norocel, O. C., & Bene, M. (2019). Media Visibility and Inclusion of Radical Right Populism in Hungary and Romania: A Discursive Opportunity Approach.  *Problems of post-communism*, 66(1), 33-46.


Kingsley, P. & Novak, B. (2018). The Website That Shows How a Free Press Can Die. *New York Times.* (Links to an external site.)

Simon, Z. (2020). Hungary's Strongman Leader Nears Full Control of National Media. *Bloomberg* (Links to an external site.)

Week 10: Framing Indian nationalism

READING/ASSIGNMENT:


Cullity, J. (2002). The global desi: Cultural nationalism on MTV India . *Journal of Communication Inquiry*, 26(4), 408-425.

Roy, S. (1999). Instituting diversity: Official nationalism in post-independence India . *South Asia: Journal of South Asian Studies*, 22(1), 79-99.


Week 11: The growth of Israeli cultural industries and the new Israeli nationalism

Dialogue 2

READING/ASSIGNMENT:

Milani, T. M., Levon, E., & Glocer, R. (2019). Crossing boundaries: Visceral landscapes of Israeli nationalism . *Sociolinguistic Studies*, 13(1), 37-56.


Schejter, A. (2009). *Muting Israeli Democracy* (chapters 2Links to an external site.-3Links to an external site.). Champaign, IL: University of Illinois Press.

Weiss, M. (2001). The body of the nation: Terrorism and the embodiment of nationalism in contemporary Israel.  *Anthropological Quarterly*, 37-62.

Week 12: The spoils of (and spoiled) war, and the dichotomous Sri Lankan nationalism


READING/ASSIGNMENT:


Gunatilleke, G. (2017). Two faces of Sri Lankan media: Censorship and resistance . In *Media as Politics in South Asia* (pp. 143-159). Routledge.

McGilvray, D. B. (2011). Sri Lankan Muslims: between ethno-nationalism and the global ummah . *Nations and Nationalism*, 17(1), 45-64.

Week 13: Recreating the Ottoman Empire and revisiting Attaturk through Turkish nationalism

READING/ASSIGNMENT:

Erdem, D. (2013). The representation of the Democratic Society Party (DTP) in the mainstream Turkish media . In *The Kurdish Question in Turkey* (pp. 63-83). Routledge.

Yumul, A., & Özkirimli, U. (2000). Reproducing the nation: banal nationalism in the Turkish press . *Media, Culture & Society*, 22(6), 787-804.


Week 14: Competing visions of nation in Ukrainian and Russian nationalisms

Dialogue 3

READING/ASSIGNMENT:

Readings TBD

Week 15: Course wrap-up

Han, G. S. (2015). K-Pop nationalism: Celebrities and acting blackface in the Korean media . *Continuum*, 29(1), 2-16.

FINAL PAPER DUE DECEMBER 16