

13-174  
UWUCC: AP-4/1/14  
Senate-Info 4/29/14

### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

#### Existing and Special Topics Course

Course: Global Media and Communication Comm 230

Instructor(s) of Record: Nurhaya Muchtar

Phone: 357-3417 Email: nmuchtar@iup.edu

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 3/6/14  
Signature of Department Designee Date

Endorsed: [Signature] 3/12/14  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

#### Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 4/14/14  
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

#### Step Four: Provost Approval

Approved as distance education course  Rejected as distance education course

[Signature] 4/14/14  
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Received  
14  
APR 11 2014

Received  
MAR 11 2014  
Liberal Studies

## **Undergraduate Distance Education Review Form**

(Required for all courses taught by distance education for more than one third of teaching contact hours)

### **Existing and Special Topic Course**

**Course:** COMM 230 Global Media and Communication

**Instructor(s) of Record:** Nurhaya Muchtar, Ph.D.

**Phone:** (724) 357-3417 **e-mail:** nmuchtar@iup.edu

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### **Step One: Proposer**

**A. Provide a brief narrative rationale for each of the items, A1- A5.**

**1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

Nurhaya Muchtar, Ph.D. is qualified in the distance education delivery method having successfully taught distance education course via Moodle, e.g. COMM 101 Communication Media in American Society, COMM 103 Digital Instruction Technology and COMM 395 Career Planning. In the traditional face to face classroom, Dr. Muchtar has used both Moodle and D2L extensively to help distribute assignments, support class discussions and update class notes, so students can keep up with class materials.

Dr. Muchtar has participated in both Moodle and D2L training.

In regards to the content, Dr. Muchtar is qualified to teach this subject based on her professional and research background related to global media and communications. She was a broadcast journalist and a radio host in Voice of America for about four years prior to working in IUP. Voice of America has been broadcasted to more than 40 countries since 1940s. In terms of research, she has conducted a few studies and conference presentations related to global media and communication.

2. How will each objective in the course be met using distance education technologies?

<b>Course Objective</b>	<b>How Course Objective Will be Met</b>	<b>How Objective will be Assessed</b>
Upon successful completion of this course, students will be able to explain the historical development of international communications and media during the Wars.	Reading text, supplement reading material, lecture slides and visiting relevant websites that identified by instructor	Online Discussion Quiz 1-2
Upon successful completion of this course students will be able to analyze the relationship between governments and their people.	Reading text, supplement reading material, lecture slides and visiting relevant websites that identified by instructor	Online Discussion Quiz 3-4
Upon successful completion of this course, students will be able to explain the influence of globalization to international communication and global media system.	Reading text, supplement reading material, lecture slides and visiting relevant websites that identified by instructor	Online Discussion Quiz 5-6
Upon successful completion of this course, students will be able to analyze how international communication infrastructure and global media influence culture, and increase cross-cultural awareness among people across the globe.	Reading text and supplement reading material, lecture slides, visiting relevant websites and watch you tube videos that identified by instructor	Novel report & analysis Quiz 7-8
Upon successful completion of this course, students will be able to describe the relationship between “global culture” and “local culture” and the role that mass media, global capitalism and local institutions play in shaping and re-shaping culture and increasing cross-cultural awareness and understanding of the diversity of perspectives in the global world.	Reading text, supplement reading material, lecture slides and visiting relevant websites that identified by instructor	International essay Quiz 9-10 and Final Exam

**3. How will instructor-student and student-student, if applicable, interaction take place?**

**Online Discussion Forums** (instructor-student / student-student interaction): In lieu of face-to-face interaction in the classroom, the course will include online discussion forums pertinent to the topic of study on a given week. The instructor will post an article related to the topic of the week, and each student will have to give a respond to the materials as well as responding to earlier posts.

**E-mail / telephone contact:** Student-specific concerns (concerns over comprehension, grading, evaluation, etc.) are to be handled directly with the instructor via e-mail or telephone contact.

**4. How will student achievement be evaluated?**

Student achievement will be evaluated through the following five broad categories: (online discussion, chapter quizzes, Journal entries, film review and final paper).

**a. Online Discussion**– Students are expected to respond to posted online materials on the specified learning management system (Moodle or D2L) once a week. The posted materials will be related to the current affairs stories from news websites. (20% of grade)

**b. Chapter Quizzes:** Each chapter from the textbook is supplemented with a 20 question quiz to evaluate student understanding of related concepts and information. (25%)

**c. International essay** – Each student will write one essay based on an interview with somebody who has international background. This can be their friends who have studied abroad or their neighbors who come from different countries The interview questions must be related to their culture, their access to foreign media, press freedom, censorship (if there is any), and adaptation to different culture, especially US culture. The paper is at least 2 full pages (see page 8 for the instruction). (20% of grade)

**d. Novel report & analysis** – Students are expected to read one of the suggested novels and complete questions provided. (15% of grade)

**e. Final exam** – Students will take a closed book final exam based on the lecture and textbook readings. The questions will be cumulative and will consist of multiple choice or T/F questions, short answer and essay questions. (20% of grade)

**Grading scale**

90% - 100 % = A  
80% - 89% = B  
70% - 79% = C  
60 % - 69 % = D  
Below 60% = F

1. Globalization and its impact to media
2. Global media, trades, politics and technology
3. Media ownership (Business & Politics) -
4. Case studies related to the US, Japan and EU countries)
5. Global Films -- Case studies related to India and Nigeria
6. Global advertisements & global consumer culture
7. Case studies related to Taiwan, South Korea and Malaysia

**Theme 5: Influence of Global Media and Cultures around the World**  
**Reading: (Weiner, 2011) & Turnbull, 2004, *Global Media chapter 6***

1. Case studies related to Qatar, Bhutan, Thailand and South Africa
2. Case studies of French Culture

**Theme 6: Impact of Media and Technology to Culture**  
**Reading: *Global Media chapter 7-8***

1. Diffusion of Innovation
2. Social Media and its impact
3. Case studies related to the Arab Springs
4. New technology and its impact to global communication
5. Case studies of the use of cell phones in Asian countries
6. *Glocal* (Global Culture vs. Local culture)
7. Case studies related to South Korea and Singapore
8. Impact of global media to US media and culture
9. World System Theory
10. Case studies related to African nations

**Final Exam**

**Required Textbook (s) supplemental books and readings**

Lule, Jack (2012). *Globalization & Media: Global Village of Babel*. Lanham: Rowman & Littlefield.

Weiner, Eric (2011). *The Geography of Bliss: One Grump's Search for the Happiest Places in the World*. New York: Twelve Publishing

Turnbull, Sarah (2004). *Almost French: Love and a New Life in Paris*. New York: Gotham Publishing.

**Examples of Supplemental Readings:**

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## **IX. Bibliography**

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Challaby, J. (2011). The making of an entertainment revolution: How the TV format trade became a global industry. *European Journal of Communication*. 26(4) 293–309. DOI: 10.1177/0267323111423414

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Ferrari, C. (2009). Dubbing *The Simpsons*: Or how groundskeeper Willie lost his kilt in Sardinia

Hibberd, M. (2004). Italian Democracy Gone Mad? Public service broadcasting in the Berlusconi era. *Trends in Communication*. 12(1), 15-31.

Jan, M. (2009). Globalization of Media: Key Issues and Dimensions. *European Journal of Scientific Research*. 29(1), pp. 66-75.

Khan, A. (2012). The Role of Social Media and Modern Technology in Arab Springs. *Far East Journal of Psychology & Business*, 7. (1) 56-63.

Khiabany, G. (2008). The Politics of Broadcasting in Iran: Continuity and change, expansion and control. *Television and Public Policy: Change and Continuity in an Era of Global Liberalization*. P 3-23. New York: Lawrence Erlbaum Associates.

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Martinez, I. (2005). Romancing the globe. *Foreign Policy*. 151. 48-56.

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Skinner, D. (2008). Television in Canada: Continuity or Change? In D. Ward (Ed.), *Television and Public Policy: Change and Continuity in an Era of Global Liberalization*. P 3-23. New York: Lawrence Erlbaum Associates.

Waisbord, S. (2004). McTV: Understanding the Global Popularity of Television Formats. *Television & New Media*, 5(4), 359-383

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Zhengrong, H & Li, H. (2008). China's Television in Transition. In D. Ward (Ed.), *Television and Public Policy: Change and Continuity in an Era of Global Liberalization*. P 3-23. New York: Lawrence Erlbaum Associates.

#### **4. Assignment instruction for one major course assignment.**

##### **Sample of course assignment 1: Interview assignment**

###### **Instruction:**

Interview one international student for at least 20 minutes. The interview questions should be related to their culture and their experience in the US, their access to media and their view of press freedom in their home countries. Please write in the form of essay. Don't forget to end your paper by your own analysis on what you can learn from this interview experience that may relate to our class. The paper is about 2 full pages or 3 pages.

**Alternative questions for your interview assignment. Feel free to add more.**

1. Tell me about yourself
2. Tell me about your experiences living/studying in the US?
3. What type of misconception, if there is any, which you used to have about American culture before coming here?

4. How did you adapt to American culture?
5. What are some differences between your home country and the United States?
6. What about your country do you think would surprise Americans the most?
7. Please describe media in your home country.
8. Here in the US, what type of media that you access every day? Can you access entertainment from your home country in the US?
9. To what extent your government restricted press freedom/freedom of expression in your country?
10. If there is one thing that I should remember most about your country, what would that be?

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### **Sample of course assignment 2: Novel report & analysis**

**Direction:** Please read one of the suggested novels for this class. If you choose to read *Almost French*, please answer the following questions.

#### **Part 1 (compulsory)**

Please begin your book report with a brief summary (1 paragraph) of the novel.

#### **Part II (culture) Please answer at least 5 questions in this section.**

1. Seeing Frederic's apartment for the first time and sharing their first at-home dinner, Sarah Turnbull, influenced by her own Australian culture, makes certain assumption about the French? Why and how does she modify these assumptions later on?
2. Explore the ways in which France and Australia are different but also similar. Are the same differences/similarities applicable to France and America?
3. The author tells us, "The biggest shock during these first months is how different France is from my romantic imaginings." How did Sarah Turnbull envision France and what does she conclude about the French?
4. Why is it so difficult for Sarah Turnbull to adapt to French ways? Why does she feel invisible?
5. What makes Sarah Turnbull realize she'll never be French and never be fully integrated? Have you had a similar experience?
6. How is Frederic's reaction to Australia different from what Sarah Turnbull expected? How are their roles reversed in Australia?



7. Why is the French approach to rules and regulations so difficult for a foreigner to understand? How does Sarah Turnbull explain these?
8. How did the author compare the English language to the French language?
9. Based on the novel, describe how language used differently by the French and Australian?
10. How did Sarah describe the perception of French locals toward foreigners like her? To what extent do you share the same perception toward foreigners in your country?
11. How did the author describe women's rights and women's roles in France?

**III. Interpersonal Communication (Answer two questions from this section)**

12. How does the fact that Frederic and Sarah speak different languages create misunderstandings, sometimes hilarious? Have you ever experienced this?
13. What would you have done in Sarah's place to cope with the frustrations of speaking in a foreign language?
14. How did Sarah Turnbull's style of communicating change after she lived in Paris for a while?

**Media – Media (compulsory - please answer all questions)**

15. How did she describe her work as a journalist and how it influenced the way she viewed different reality in the world?
16. What are some of the ways in which the author describes French media? Based on your reading, would you say that censorship is more prevalent than in the US? How would you classify the French media based on the press theory? Please explain.

**Closing - Reflection (Compulsory)**

17. List three interesting things that you learn as a result of reading this book.
18. What changes would you like to bring about in the way you interact with foreigners?

## 6. Syllabus of Records.

### I. Catalog Description

#### COMM 230 Global Media and Communication

Prerequisite: None

3c-01-3cr

Provides an overview of global media and international communications. Describes how international communication and development of global media has influenced relationships among nations and among people with different cultural background. Covers social, economic and political situations prior to and after globalization. The course will also cover press theories, media ownership, access to media, and the impact of media communications on culture and people living in developed and developing countries.

### II. Course Outcomes:

At the end of the course, students will be able to:

**Objective 1:** Explain the historical development of international communications and media during the Wars.

#### **Expected Student Learning Outcome 1:**

Informed Learners

#### **Rationale:**

**This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class:** it presents historical contexts of international media and communication during the wars to help students understand the historical and social context behind the purpose of global media existences. Three case studies related to media in the US, UK and Cuba will be included. Based on the case studies, students will be asked to think and express their ideas critically on how the global media during the war might have influenced perception and understanding among people in different nations and those relationships among people in global communities.

**As Informed learners, students will be able to show knowledge and understanding of the interrelationship of cultures and global communities during the wars. Assignments require students to explain the role of media during World War I, II and the Cold War. Students will demonstrate such knowledge on exams.**

**Objective 2: Analyze the relationship between governments and their people.**

**Expected Students Learning Outcome 2 & 3:**

**Empowered Learners & Responsible Learners**

**Rationale**

**This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class: it presents different viewpoints of how government in different countries relate to their people. Case studies on freedom, press freedom and freedom of expressions from China, Brazil and France will be discussed in class to help students understand the interrelationship of government, people, cultures and global communities.**

**As empowered and responsible learners, students will demonstrate critical thinking, reflection and an understanding of themselves. They will respond to weekly online posts related to current affairs, issues covered in media that are related to culture, social justice, social action and citizenship. In their responses, they might be asked to explain, reflect or analyze on how they can relate to the issues.**

**Objective 3: Explain the influence of globalization to international communication and global media system.**

**Expected Students Learning Outcomes 1 & 2:**

**Informed learners, empowered learners**

**Rationale**

**This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class: it presents how Globalization created an opportunity for the advancement of media and technology which in turn influenced a new form of communication and understanding to the global context. Some case studies related to countries such as South Korea, Malaysia, and South Africa will be discussed in class. Students will be able to show knowledge and understanding of the interrelationship of media, cultures and global communities.**

**As informed and empowered learners, students will demonstrate the interrelationship within and across cultures, reflect and show the ability to synthesize information and ideas related to different culture. Assignments will require students to work in groups to compare media systems and global culture in a few different countries and present it to the class. The group will include case studies on certain entertainment programs to different countries and include explanations on the logic behind local adaptations of foreign programs that might relate to global-local culture.**

**Objective 4:** Analyze how international communication infrastructure and global media influence culture, and increase cross-cultural awareness among people across the globe.

**Expected Students Learning Outcomes 2 and 3:**

Empowered learners and responsible learners

**Rationale**

**This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class:** it presents social contexts, media development and cultural differences in developing countries such as African countries and Asian countries. Students will be able to show knowledge and understanding of the interrelationship of developed countries and their former colonies through the use of global media in order to create better understanding of cultures and respect to global communities.

**As empowered and responsible learners, students will demonstrate critical thinking, reflection and an understanding of themselves.** Students will be asked to interview one international student to find out how they learn the US culture through the media and how they adapt to the American culture. Students will then report and reflect their interaction in a paper. In the report, they need to describe how the interviewee connected to their culture and the American culture. In addition, they need to reflect and explain how the international student's explanations make them understand their own culture.

**Objective 5:** Describe the relationship between “global culture” and “local culture” and the role that mass media, global capitalism and local institutions play in shaping and re-shaping culture and increasing cross-cultural awareness and understanding of the diversity of perspectives in the global world.

**Expected Students Learning Outcomes 1, 2 and 3:**

Informed learners, empowered learners, responsible learners

**Rationale**

**This objective is attained to meet the required course content and expected learning outcomes for a Global and Multicultural Awareness class:** it presents different customs, consumption of media and different practices. By discussing novels about France, Qatar, Netherlands and Thailand, students will be able to show knowledge and understanding of the interrelationship of media, cultures and global communities. Students will read one of the suggested novels and analyze certain cases based on the questions provided (see page 10).

### III. Course Outline

Theme 1: Historical Context of International Communication (6 hours)

Reading: *Globalization & Media: Chapter 1*

1. Media during World War I, II and the Cold War
2. Media & Propaganda
3. Case studies: VOA, the BBC, Radio Marti

Theme 2: Press Freedom & Media Effect Theories (5 hours)

Reading: *Globalization & Media: Chapter 2* & Zhengrong, H & Li, H. (2008)

1. Theories of the Press
2. Censorship and its impact
3. Gatekeeping & media effects theories
4. Case study in Brazil, South Africa & China

Exam 1 (1 hour)

Theme 3: Colonialism & Mass Media Development (4 hours)

Reading: *Globalization & Media: Chapter 3*

1. Dependency theory, Media Imperialism & Cultural Imperialism theory
2. Development Communication
3. Case studies: Philippines & Tanzania

Exam 2 (1 hour)

Theme 4: Globalization & Global Media (10 hours)

Reading: *Global Media: Chapter 4-6*, Waisbord, S. (2004),  
Lins da Silva, C.E. (2008), Jan, M. (2009), Ferrari, C. (2009),  
Challaby, J. (2011) and Coutas, P. (2006)

1. Globalization and its impact to media
2. Global media, trades, politics and technology
3. Media ownership (Business & Politics) -
4. Case studies related to the US, Japan and EU countries)
5. Global Films -- Case studies related to India and Nigeria
6. Global advertisements & global consumer culture
7. Case studies related to Taiwan, South Korea and Malaysia
8. Guest Speaker

Exam 3 (1 hour)

Theme 5: Influence of Global Media and Cultures around the World (6 hours)

Reading: (Weiner, 2011) & Turnbull, 2004, *Global Media chapter 6*

1. Case studies related to Qatar, Bhutan, Thailand and South Africa
2. Case studies of French Culture
3. Guest Speaker

Theme 6: Impact of Media and Technology to Culture (8 hours)

Reading: *Global Media chapter 7-8*

1. Diffusion of Innovation
2. Social Media and its impact
3. Case studies related to the Arab Springs
4. New technology and its impact to global communication

5. Case studies of the use of cell phones in Asian countries
6. *Glocal* (Global Culture vs. Local culture)
7. Case studies related to South Korea and Singapore
8. Impact of global media to US media and culture
9. World System Theory
10. Case studies related to African nations

Final Exam

(2 hours)

#### **IV. Evaluation methods**

**Interview assignment** – Each student will write one essay based on an interview with an international student. The interview questions must be related to access to media, press freedom, censorship (if there is any), and adaptation to different culture, especially US culture. The paper is at least 2 full pages (see page 9 for the instruction). (15% of grade)

**Exams** - There will be three exams prior to the finals. Questions are based on class lectures and the textbook. The exams are written in the form of T/F and multiple choice questions. (15% of grade)

**Online Discussion**– Students are expected to respond to posted online materials on the specified learning management system (Moodle or D2L) once a week. The posted materials will be related to the current affairs stories from news websites. (10% of grade)

**Class activities**- Students will participate in class discussions or work in groups to discuss or solve certain issues. (5% of grade)

**Novel report & analysis** – Students are expected to read one of the suggested novels and complete questions provided. (15% of grade)

**Group presentation** - Students will work in a group with three or four students to design an interactive 20 minute presentation based on a topic assigned to them. Students are required to conduct background research related to the topics and present their topics to class engage participants in an interactive session. (20% of grade)

**Final exam** – Students will take a closed book final exam based on the lecture and textbook readings. The questions will be cumulative and will consist of multiple choice or T/F questions, short answer and essay questions. (20% of grade)

#### **V. Example of Grading Scale**

90% - 100 % = A

80% - 89% = B

70% - 79% = C

60 % - 69 % = D  
Below 60% = F

## **VI. Undergraduate Course Attendance Policy**

This course will follow the official IUP attendance policy as described in the IUP Undergraduate Catalog.

## **VII. Required Materials**

Lule, Jack (2012). *Globalization & Media: Global Village of Babel*. Lanham: Rowman & Littlefield.

Weiner, Eric (2011). *The Geography of Bliss: One Grump's Search for the Happiest Places in the World*. New York: Twelve Publishing

Turnbull, Sarah (2004). *Almost French: Love and a New Life in Paris*. New York: Gotham Publishing.

### **Examples of Supplemental Readings:**

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Hibberd, M. (2004). Italian Democracy Gone Mad? Public service broadcasting in the Berlusconi era. *Trends in Communication*. 12(1), 15-31.

## **VIII. Special Resource Requirements**

None.

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Zhengrong, H & Li, H. (2008). China's Television in Transition. In D. Ward (Ed.), *Television and Public Policy: Change and Continuity in an Era of Global Liberalization*. P 3-23. New York: Lawrence Erlbaum Associates.




### International Broadcasting

### International broadcasting

- Radio broadcasting
- Social context
- Related organization
  - 1930s Religious organizations
  - Government (VOA, the BBC, DW, AlHurra etc)

### History of International broadcasting

- Factors:
  - Wars
  - Maintaining influence in colonies
  - Creating good images overseas
- Why chose radio?
  - Propaganda & Public Diplomacy



### Radio - History

- Types of Radio Waves: AM, FM
  - AM waves are of a lower frequency than FM or TV waves
- Types of transmitters: SW, MW

### International broadcasting

- VOA
- Radio/TV Marti
- The BBC
- RFI
- DW



### International broadcasting

- 1927: Netherlands
- 1929: Soviet Union
- 1929: Germany
- 1931: France
- 1932: Britain
- 1935: Italy
- 1942: VOA

### Purpose of international broadcasting (Browne, 1982)

- As an educator
- An entertainer
- A seller of goods and services
- Mirror of society
- A symbolic presence
- An intimidator
- An instrument of foreign policy

### VOA

- Started after the US entry into WWII (1942)
- Used for propaganda
- Broadcasting American government viewpoints

### The BBC

- Served as a tool for information in commonwealth countries
- Funded by license fee

**Radio France Internationale (RFI)**

- Combination of 5 radio stations that were aired since 1930s
- The purpose is as a communication/information tool from the French government

**Deutsche Welle (DW)**

- Transmitted from Germany
- Broadcasted in 30 languages

**Funding/operation**

- Public fund
- License fee
- Government fund

**ITU**

- Allocated frequencies to nations
- Officially reserve AM/FM for domestic broadcasting
- Forbid cross borders
- 1949, ITU started to be apart of the UN

**International relations (US)**

- What issues that the U.S. faced during the Cold War?
- How about after the Cold War?
- Why did the U.S. care too much toward foreign relations?
- Why did the U.S. wasting money and resources?
- What are the situation of the US media that broadcasted to China?

**Radio Marti**

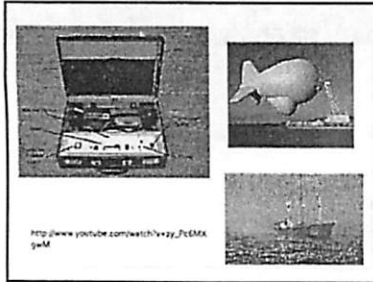
- A tool for
  - Tapping Cuban nationalism
  - Reducing domestic opposition
  - Mobilize public opinion
- Political pork barrel:
  - spending that is intended to benefit politicians in return for their political support

**TV Marti**

- Television propaganda
- Was launched in 1990
- Purpose: "unseat the Castro government and bring democracy to the island."
- Support from Cuban American
- Cuban American National Foundation (CANF)

**TV Marti**

- Issues & concerns
  - Transmission time
  - Place of transmission
  - Cuban media
  - Limited coverage (TV Marti)
  - Reputation of US & Marti management



**Response from the world**

- ITU: International Telecommunication Union
  - US interfere Cuban television system (violation of international broadcast regulation)
- US ignored the regulation
- Bad impression to the world

**Propaganda techniques**

- *Glittering generality*: associating something with a virtue world
- *Testimonial ex*: party leaders in their campaign
- *Card stacking*: Bias selection of facts
- *Bandwagon*: follow the crowd
- *Name calling*: bad label
- *Plain folks*: "They are good because they are of the people"
- <http://www.youtube.com/watch?v=TDz4z4pAbZA>

**Cuban Propaganda**

- Castro: Extricate Cuba from US economic control.
- Media use:
  - Low tech, low power equipment
  - Local & national propaganda
- [http://www.youtube.com/watch?v=\\_Tudt4BQis\\_wM](http://www.youtube.com/watch?v=_Tudt4BQis_wM)

**Summary**  
International broadcasting & propaganda

- Propaganda doesn't work very well
- The sender gets more than the receiver
- The receiver views propaganda as interference
- Propaganda can make things worse.

<http://www.youtube.com/watch?v=AcU5aF9>