

New Academic Program Workflow Form

General

Proposed Name: Global Media Studies

Transaction Nbr: 00000000000043

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: Bachelor of Arts

Do you want to offer a minor? Y

Anticipated 1st Admission Term: Sprg 2021

Details

Department(s):

SBSC

DEPTMNT ID	DEPARTMENT NAME	HOST
0419	School of Journalism	Y

Campus(es):

ONLN

LOCATION	DESCRIPTION
ONLN	UA Online

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: N Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 09.0102, Mass Communication/Media Studies.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Bachelor of Arts in Global Media Studies

Transcript: Y Bachelor of Arts in Global Media Studies

Conditions for Admission/Declaration for this Major:

For transfers: GPA of 2.5 or greater. For new freshmen: no other requirements.

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

University Appropriateness

The Bachelor of Arts in Global Media Studies Program aligns with Pillar 3 (Arizona Advantage) and Pillar 4 (Arizona Global) of The University of Arizona's Strategic Plan. The Global Media Studies program aims to encourage embracing and analyzing challenges, innovation and collaboration, which the UArizona and College of Social and Behavioral Sciences emphasizes in environments that at times are uncertain, unknown, or challenging. The program advances Pillar 3 (Arizona Advantage) by reaching out to potential students in the region through a commitment in the program to outreach and recruitment in Arizona and the border region. We will offer courses that focus on Latinx communities and media as well as borders, including the U.S.-Mexico border and media coverage, and ultimately indigenous people's media. Additionally, the program has an extensive diversity, equity and inclusion plan for recruitment, retention, and growth, an important aspect of Pillar 4, which includes a summer workshop to recruit Arizona students. This initiative builds on the existing strengths of the faculty of the School of Journalism, which has worked in Hispanic and Latinx communities and the U.S.-Mexico borderlands for decades. The School hired two Latina full-time faculty in Fall 2019 and through other programming is strengthening long-standing relationships with Latin American Studies and Mexican American Studies. The program also will have courses that will focus on media and science; media and the environment; and media, medicine and public health, all priorities of UArizona. The program aligns with Pillar 4 (Arizona Global) in that the reach of the Arizona Online and UArizona Global micro-campus program is indeed inherently global. We will have a global advisory board to provide input and to build bridges with our program. Most of our professors have had internationally oriented work and they bring that social capital to the global

aspect of the program. The program also focuses on issues and perspectives from diverse contexts along borders, including the Arizona-Mexico borderlands, and other regions of the world with different cultural, political, economic, geographic, legal and societal systems. The program also demonstrates how media influence and interact in these environments.

In these contexts, the program prepares students for leading roles to communicate in these domestic and global environments to have critical analytical skills and to be productive and thoughtful citizens and professionals to meet the global challenges of the Fourth Industrial Revolution, an emphasis of the UArizona. The program is interdisciplinary by nature and as the UArizona College of Social and Behavioral Sciences emphasizes, the degree has regional roots with global impact and knowledge production that focuses on media and governance, media and the global economy and development, and media and the Southwest border region. Consistent with the UArizona and College's strategic goal of increasing student diversity and success, specific efforts will be made to recruit a diverse student body and particularly to ensure the success of underrepresented students.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

See Comparison Chart attachment attachment below.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
22083807	Jessica Retis Rivas	0419	Assoc. Prof	Doctor of Philosophy	50.00
22051714	Carol Schwalbe	0419	Professor	Master of Arts	25.00
17304140	Susan Swanberg	0419	Assit. Prof	Doctor of Philosophy	25.00
05802665	Margaret Zanger	0419	Prof. Pract.	Master of Arts	100.00
10703298	Jeannine Relly	0419	Assoc. Prof	Doctor of Philosophy	100.00
09409198	Cel Gonzalez	0419	Assoc. Prof	Doctor of Philosophy	50.00
15809267	David Cuillier	0419	Assoc. Prof	Doctor of Philosophy	25.00
22083800	Ruxandra Guidi	0419	Assit. Prof. Pract.	Master of Arts	25.00

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
15809270	Linda Lumsden	0419	Professor	Doctor of Philosophy	50.00
01865590	Michael Mckisson	0419	Assoc. Prof. Pract.	Master of Bus Admin	25.00
16600614	Kim Newton	0419	Prof. Pract.	Master of Arts	25.00

Additional Faculty:

N/A

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0419	372	24	15.00

Projected Student & Faculty FTE

DEPT	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0419	377	387	402	35	45	55	15.00	14.00	15.00

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

N/A

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

The staff at D2L and 24/7 IT support staff.

Other Support Needed over the Next Three Years:

Half-time to full-time coordinator.

Comments During Approval Process

2/17/2020 8:10 AM

DEBBIECROSS

Comments
Letters of support from: 1. Africana Studies, 2. Communication, 3. School of Information, 4. Human Rights Practice Program, 5. School of Government and Public Policy.

2/17/2020 8:54 PM

CSCHWALBE

Comments
Approved.



**NEW ACADEMIC PROGRAM-UNDERGRADUATE MAJOR
ADDITIONAL INFORMATION FORM**

- I. MAJOR DESCRIPTION** -provide a marketing/promotional description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc. The description will be displayed on the advisement report(s), [Degree Search](#), and should match departmental and college websites, handouts, promotional materials, etc.

The Bachelor of Arts in Global Media Studies (GLO) is an interdisciplinary online degree that prepares students to gather, analyze, verify, authenticate, and communicate information in varying cultural, political, economic, technological, legal, and societal contexts in an effective, ethical and culturally aware way to communities in Arizona, the U.S., and around the world. The program draws on faculty from the School of Journalism who have worked on every continent in the world and who have research, outreach, teaching, and training experience with domestic and global media outlets and other transnational institutions. More than half of the faculty have worked in global settings and participate in the School's Center for Border and Global Journalism.¹ The program will provide students with skills and tools to study media and to learn from example about how media utilize technology and other tools to communicate information about societal issues, challenges, and innovations with audio, video, images, and text in contexts in Arizona, the U.S., and countries around the world.

Each of the Global Media Studies courses in the B.A. focus on issues and perspectives from diverse contexts along borders, including the Arizona-Mexico borderlands, regions, and different cultural, political, economic, geographic, legal and societal systems. The program also demonstrates how media influence and interact in these environments. Our curriculum allows students to study media and science; media and Latinx, Mexican American and bilingual populations; media and the environment; media and humanitarian crises, and other courses that all address the big question challenges of our times. Given the serious nature of communicating accurate and timely information to individuals, communities, institutions and

¹ Faculty have affiliations with the Center for Latin American Studies, Center for Middle Eastern Studies, Department of Mexican American Studies, the Human Rights Practice Program, Department of Gender and Women's Studies, and the Center for Digital Society & Data Studies.

markets in the digital era, this degree ensures students have the critical analytical skills and capacity to assess and communicate information to a growing number of diverse audiences and communities.

- II. NEED FOR THE MAJOR/JUSTIFICATION**-describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major (and emphases, if applicable). This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program for the next three years. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes/CIP code of the proposed major. Please contact [Martin Marquez](#) to request the report for your proposal.

In 2019, in addition to there being 86,000 jobs in U.S. newsrooms around the country,² internet media employment continued to be a growing area and has tripled over the past decade to 277,000 jobs.³ In the 10 years, as well, online media companies became the largest employer in the media industry, according to analysis from Ad Age. Last year, 36 percent of media jobs were with online media firms, up from 11 percent in 2009. Our Global Media Studies program will be a thought leader in this area.

In Arizona, in select occupations in media studies there was a 23.56 percent relative growth rate, according to analytics company Burning Glass Technologies, which provides data on job market and skills demand in state and national markets. In Arizona in the last 12 months,⁴ there were 3,969 job postings in this field with job growth expected in the next 10 years. The Burning Glass report indicated that more than one in six jobs in Arizona are represented in this field with employers in professional, scientific, and technical services; information; educational services; and finance among other career areas. We believe graduates of this program will emerge with the degree on even stronger footing because of the global emphasis in all courses in the program. Nationally, the trends were similar, according to the analytics assessment (attached), with a high growth rate expected in the field in the next decade. Nationwide, there were 203, 603 jobs posted in this field in the last year.⁵

² Grieco, E. (2019, November 26). Nine charts about America's newsrooms. Pew Research Center. <https://pewrsr.ch/2sYDWOT>

³ Johnson, B. (2020, January 3). Internet media employment has tripled over the past decade. AdAge. <https://bit.ly/2sURlaD>

⁴ End date was November 30, 2019.

⁵ End date was November 30, 2019.

Likewise, we have seen increased interest in our newly added global concentrations in our BA and MA traditional journalism program at the UArizona campus in Tucson. In October 2016, The University of Arizona School of Journalism conducted a survey of a census of our undergraduate and graduate students ($N = 450$ students, with a 24 percent response rate of 99 students – 14 master’s students and 85 undergraduate). Forty-seven percent of our master’s students were “very interested” in a global media studies specialty, and 57 percent of our undergraduate students were “very interested.” In this concentration, which was added in 2017 to the BA, student specialties in this area more than quadrupled from eight to 35 students in 2019. The same growth was seen in our smaller MA graduate program. The School’s two regularly offered online courses with global emphasis, Media and Terrorism and Media Coverage of International Crises, have both filled every time they are offered and also have had waiting lists. There is clearly a thirst for online education and media studies with a global emphasis and we are gratified that Arizona Online sees the value in a Global Media Studies degree in this area.

The School of Journalism has received inquiries over the last years from citizens inside and out of the country asking about online and globally oriented degrees. This fall, the School conducted four surveys to generally gauge interest in a Global Media Studies degree. In September 2019, among the nonmajors ($N = 58$, of 135 students; 43 percent response rate) in one of the journalism-oriented classes, 53.4 percent ($n = 31$) expressed that they were very interested or somewhat interested in a Global Media Studies degree.⁶ (Please see attached survey results.) At the end of the semester in that class ($N = 87$, 64 percent response rate) of nonmajors, about half of the students (50.58 percent) wrote that they would indeed consider a Global Media Studies BA major. Eighty-two percent noted either they or someone they know would be interested in the degree; two thirds (66.67 percent) would consider taking the degree online. We received equally enthusiastic interest in an MA program in Global Media Studies in the Media Coverage of International Crises elective course of 32 students of which 43.75 percent ($n = 14$) said they would be interested in the degree and the majority of the class (90 percent) indicated they would at least be interested and may consider such a major (data attached). We recognize that the Arizona Online student body is a different market from our traditional programs at UArizona. We believe our potential population for this program is Arizona, the U.S. and countries around the world.

Finally, the School of Journalism did a global analysis of degrees in Global Media Studies, Global Journalism, International Journalism, Global Communication, and International Media Studies, and found only three BA’s in the U.S. and three MA.’s in the U.S. in these areas. There are 14 such BA, MA, and MS degrees outside of the U.S., largely in Europe, including the London School of Economics and American University of Paris programs. We have attached an Appendix that contains a list of our market competitors. After analyzing all 20 programs around the world, we have concluded there are no programs with

⁶ The next highest group was neutral ($n = 20$, 34 percent); 81 percent ($n = 47$) were interested in an online degree.

anything close to the breadth and diversity of courses that UArizona is offering. Moreover, our program would be launching the first degree of this type online in the world, from what we could ascertain from our systematic global analysis.

The work of, use of, and influence of media is unprecedented in the world today and interest in this area of academic work is strong. We believe our online Global Media Studies degree for Arizona Online and the micro-campus will be well-received. We've already received verbal and written notes of interest from universities in Chile, India, and Mexico for Global Media Studies in the micro-campus format.

III. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases* (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, four year plan, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading. Complete the table in Appendix A if requesting a corresponding minor.

Total units required to complete the minor	18
Total units required to complete the degree	120
Upper-division units required to complete the degree	42
Foundation courses	
Second language	2 nd Semester Proficiency (16 units)
Math	G-Strand: Math 107, 112, or PHIL 110 (3 units)
General education requirements	2 courses/ 6 units- Tier I 150 (INDV) 2 courses/ 6 units-Tier I 160 (TRAD) 2 courses/ 6 units-Tier I 170 (NATS) 1 course-Tier II Arts 1 course/ 3 units-Tier II Humanities 1 course/ 3 units-Tier II Individuals and Societies 0 courses/0 units-Tier II Natural Sciences (per college exception)
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No.
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	-Complete all pre-major coursework with 2.5 GPA.
Major requirements	

Minimum # of units required in the major (units counting towards major units and major GPA)	30
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	21
<u>Minimum # of residency units to be completed in the major</u>	18
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.).	<ul style="list-style-type: none"> -ENGL 101 & 102 (or ENGL 109H) (6 units) -Second Language, 4th Semester Proficiency (16 units) -Math, G-strand: Math 107, 112, or Phil 110 (3 units) -General Education (27 units) -Tier 1 150/INDV (6 units) -Tier 1 160/TRAD (6 units) -Tier I 170/NATS (6 units) -Tier II Arts (3 units) -Tier II Humanities (3 units) -Tier II Natural Sciences (3 units)
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>Required coursework (18 units)</p> <ul style="list-style-type: none"> -GLO/JOUR 1XX Principles of Global News (3 units) -GLO/JOUR 2XX Visual Journalism (3 units) -GLO/JOUR 3XX Media, Culture & Societies (3 units) -GLO/JOUR 439 Ethics & Diversity in the News Media (3 units) -GLO/JOUR 4XX Disinformation & Information Security in a Global Media Context (3 units) -GLO/JOUR 404 Freedom of Expression & the Right to Information (3 units) <p>Electives (minimum of 12 GLO/JOUR 4XX units in the major):</p> <ul style="list-style-type: none"> GLO/JOUR 460: Comparative Media Systems -GLO/JOUR 496: Media in Latin America & the Caribbean -GLO/JOUR 402: Media & Terrorism

	<ul style="list-style-type: none"> -GLO/JOUR 426: Media in the Middle East and North Africa -GLO/JOUR 496F: Media & Humanitarian Crises -GLO/JOUR 432: Social Justice Movement Media -GLO/JOUR 420: Digital Communications Law -GLO/JOUR 4XX: Media Theories, Concepts, & Research Methods -GLO/JOUR 4XX: Examining Borders through Media -GLO/JOUR 4XX: Media & Human Rights -GLO/JOUR 4XX: Media Investigations & Collaborations -GLO/JOUR 4XX: Media, War & Conflict -GLO/JOUR 4XX: Media & the Environment -GLO/JOUR 4XX: Latinx & the News Media in the United States -GLO/JOUR 4XX: Transnationalism & Media in Latin America, Europe & Asia
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No.
Senior thesis or senior project required (Yes/No). If yes, provide description.	No.
Additional requirements (provide description)	N/A
Minor (specify if optional or required)	18 credits required in the major
Any double-dipping restrictions (Yes/No)? If yes, provide description.	No.

*Emphases are officially recognized sub-specializations within the discipline. [ABOR Policy 2-221 c. Academic Degree Programs Subspecializations](#) requires all undergraduate emphases within a major to share at least 40% curricular commonality across emphases (known as “major core”). Total units required for each emphasis must be equal. Proposed emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

IV. CURRENT COURSES—using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
GLO/JOUR 439	3	Ethics & Diversity in the News Media	This course will provide students with a framework to think critically about media’s obligations to the public. Analyses examine ethical philosophies as they relate to both citizen-driven media and journalist professionals’ roles and responsibilities in various societies and governmental systems around the world. Through case studies, readings, lectures, documentaries and individual research, students will explore ethics questions related to cultural bias, political and economic pressure, diverse representation, accuracy, privacy, national security, and other pressures on news media in countries around the world.	N/A	Online and in-person/hybrid	Sp, Su	Yes

GLO/JOUR 404	3	Freedom of Expression	This course provides historical, philosophical, legal, political, societal and cultural perspectives about values related to online and offline freedom of expression and access to public information in a global context. Freedom of speech, freedom of the press, freedom of association and movement, and rights to public information among other rights are explored in global, regional and country case contexts. The course also focuses on how freedom of expression and access to public information are related and how separately and together, both are situated in countries with varying contexts. Course content also examines influences of globalization and digitized environments and state and nonstate actors on inhibiting and supporting freedom of expression and information and various interpretations of these concepts, and how, or whether, they translate into practice.	N/A	Online	Su	No
GLO/JOUR 460	3	Comparative Media Systems (currently International Media Systems)	Using comparative theoretical and conceptual approaches, students will analyze the strengths and weaknesses of various media systems. This course will examine a variety of national and transnational news media systems and some of the economic, political, societal and cultural influences that contribute to both differences and similarities among them. Students will explore the impact of state interventions, market-oriented policies, and media development initiatives on national media, and the influence of transnational news organizations in shaping the global news agenda.	N/A	Online	F	Yes
GLO/JOUR 496L	3	U.S. Press and Latin America	This course will focus on historical and contemporary issues involving news media in Latin America and the Caribbean. The class will concentrate on two sides of the same coin – first, how news media have covered and portrayed Latin America and the Caribbean, and, second, how the news media in Latin America and the Caribbean have covered global news and how issues are covered by media systems in Latin America and the Caribbean.	N/A	Online and in-person/hybrid	Sp	Yes
GLO/JOUR 402	3	Media & Terrorism	This course investigates the history of acts of state and nonstate terror, the interplay between terrorism around the world and media content about acts of terror. The course analyzes the varying ways terrorism has been defined and how this impacts news coverage. News coverage or lack of reporting on state and nonstate acts of terror also will be explored. Course content also focuses on how news	N/A	Online	F, W, Sp, Su	Yes

			media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public. The use of propaganda by terror groups and other entities also will be studied as will global norms for handling these phenomena. News media coverage of ways terror acts are being addressed also will be analyzed. Security and safety methods that journalists employ when covering acts of terror also will be highlighted. Perspectives from experts and others from countries around the world also are explored.				
GLO/JOUR 426	3	Media in the Middle East and North Africa (old title: Reporting the Middle East)	The course is an in-depth exploration of regional media organizations as reflections of their socio-cultural, economic, and political environments and as agents affecting societal change at the same time. Through examination of both historical and contemporary regional trends, this course will provide students with an understanding of the challenges media professionals face when reporting on a region with competing narratives, authoritarian regimes, citizen resistance, extremist movements, and sporadic or ongoing conflict.	N/A	Online and in-person/hybrid	Su	Yes
GLO/JOUR 496F	3	Media and Humanitarian Crises	This course examines the role and responsibility of global news organizations and citizen-based social media in reporting on humanitarian crises that may stem from natural disaster, climate change, the impact of globalization, conflict or social upheaval. Using lectures, documentaries, audio, readings, discussion and research, students will explore the dynamic interaction among news producers, relief organizations, policymakers, the public audience and those directly affected by humanitarian crises.	N/A	Online and in-person/hybrid	F, Sp	No
GLO/JOUR 432	3	Social Justice Movement Media	This course will survey the history and functions of social justice media to contemporary times around the world. Students will consider the theoretical and practical frameworks of social justice media, which serve a swathe of social movements involving human and civil rights, education, labor, immigration, globalization, feminism, environmentalism, ethnic and racial equality, transgender rights, and global inequity. This course will provide students with the historical and theoretical frameworks necessary to evaluate and publish social justice media.	N/A	Online	Sp	No

GLO/JOUR 420	3	Digital Communications Law	This class will examine the law of digital communications, including but not limited to freedom of expression and information online, cybersecurity, surveillance, intellectual property, cooperation/collaboration, libel, privacy, hate speech, and regulatory mechanisms. Students learn how to follow current law while engaging with digital communications. The course covers historical and theoretical foundations of the law of digital communications and professional, ethical, and legal decisions about digital communications in a global context. From issues that arose from the Arab Spring to Occupy Wall Street to cyberbullying, the course addresses long-term implications of digital communications law in decision-making.	N/A	Online	Su	No
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V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 4**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status *	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
GLO/JOUR 1XX	3	Principles of Global News	From cave paintings to the printing press and transnational digital media, humans with their “awareness instinct” have always sought accurate information upon which to make sense of their world and base their decisions and actions. This survey course explores the foundations and contemporary role of types of professional and citizen media and their interaction with culture, societies, economics and politics. This course focuses on the processes’ journalists employ worldwide to gather, produce and disseminate information to various publics around the world. Through films, podcasts, lectures, and readings, students will come to understand the special position that news media hold in many societies and will learn to navigate the complex world of competing narratives, filter bubbles, disinformation campaigns and talking heads, to become critical and engaged consumers of information in a global media environment.	No	online	D	Spring 2021	Sp	No	3
GLO/JOUR 2XX	3	Visual Journalism	This course will examine the history of visual journalism	No	online	D	Sp 2021	Sp	No	2

			<p>through the medium of documentary photography from its origins in the 1800s to the present-day digital revolution in multimedia production and data visualization around the world. This survey course is designed to broaden students' understanding of the role of visual journalism in societies, and across societies, and its power to affect scientific, political, economic, cultural and social change. Class lectures, readings and films will provide a deeper understanding of this complex media form and a vocabulary to communicate visually in today's global society.</p>							
GLO/JOUR 3XX	3	Media, Culture & Societies	<p>The course provides historical and contemporary perspectives on the concepts of power, globalization, networked societies, and diffusion of cultural values through various forms of media and how these factors influence news media reporting, digital ecosystems, discourse, and communities around the world. The course utilizes a number of frameworks, including models that examine the global flow of information, to study the impact of these phenomena on communities and societies. The political economy of exporting and importing cultural and news media values, and other media norms, and the concept of hybridity also will be studied in the context of social change. Micro and macro levels of analysis will examine gender, race/ethnicity, cultural identity and expression, language, geographical location, socio-economic, and generation-related factors that are considered in the process of gathering and producing news. Course content also will utilize concepts including national identity, social</p>	No	online	D	Fall 2021	F	No	2

			ordering, representation, place, and boundaries to analyze social and cultural issues related to news media reporting around the world.							
GLO/JOUR 4XX	3	Disinformation & Information Security in a Global Media Context	This course explores the history and concept of disinformation and theories of propaganda to contextualize contemporary issues in cases around the world, where ways of obtaining information have become multifaceted and increasingly complex. The dynamics of online misinformation and disinformation diffusion and information security in open and closed media ecosystems in democracies and autocracies will be analyzed. Research examining public receptiveness to correcting misinformation and disinformation also will be included along with various news media organization approaches to audience engagement to build awareness about these issues. State and nonstate surveillance tactics targeting journalists also will be covered. Various tools for verifying information in text, images, video, and audio will be utilized. Methods and processes for securing online information also will be explored and applied.	No	online	D	Spring 2021	Sp	No	3
GLO/JOUR 4XX	3	Media Theories, Concepts, & Research Methods	This course introduces major theories and concepts in the field of journalism studies and innovative ways they have been applied in academic and other research to news content, government documents, transcripts of discourse, social media content, visuals, audio, graphics, and other media. The course content includes the growing body of literature on “de-westernization” of theorizing and researching phenomenon in the field of journalism and media studies. The course also covers a	No	online	D	Fall 2022	F	No	3

			host of qualitative, quantitative, and mixed research methods. The course introduces trends in innovative theoretical and research approaches to studying the processes related to gathering and producing news and other forms of media. Security and safety of researchers and study participants also is highlighted.							
GLO/JOUR 4XX	3	Examining Borders through Media	Geographical and political boundaries have resulted in fascinating, sometimes contentious, circumstances for the peoples who live in border regions across the globe. These regions often are the focus of media coverage. In this course, students will examine news media in border regions in various parts of the world, paying specific attention to contested border regions, such as the borders of Mexico/U.S., Palestine/Israel, North Korea/South Korea, and Russia/Ukraine. Through the examination of media, students will learn about how borders frequently are framed as contested regions, yet they are also regions where hybrid cultures emerge and where unique forms of cooperation and collaboration occur.	No	online	D	Spring 2022	Sp	No	2
GLO/JOUR 4XX	3	Media & Human Rights	This course is the study of the role and responsibility of national, transnational and social media in promoting human rights and cultural understanding, and in documenting human rights violations at varying levels, such as government oppression, civil or political turmoil, armed conflict, ethnic cleansing, and genocide. Conversely, it will also examine the role of human rights instruments and monitoring in protecting media workers and rights to free expression. Through audio, visuals, readings,	No	online	D	Fall 2021	F	No	2

			discussions and case studies, students will develop the skills needed to identify, understand and critically evaluate abusive situations and to analyze the character of media coverage of human rights challenges and the global impact of, and response to, the coverage.							
GLO/JOUR 4XX	3	Media Investigations & Collaborations	This course focuses on journalistic investigations and collaborations in the public interest within countries and across countries. The content analyzes large-scale projects that have utilized various tools for investigations, including big data and public records gathering. The course also includes examining major investigations and collaborations among news media outlets, journalists, transnational and domestic nongovernmental and intergovernmental organizations, and other stakeholders. Global investigative journalism networks, consortiums, and other nongovernmental organizations' work, including issues such as addressing journalists' security and safety, also will be explored. The course also utilizes concepts and theories, such as collective action, as frameworks to examine some of the cases.	No	online	D	Summer 2021	Su	No	2
GLO/JOUR 4XX	3	Media, War and Conflict	This course examines the rapidly-shifting arena of armed conflict and political violence in an intensively and expansively mediated era. It explores traditional journalistic business, culture and ethics in covering war and the more recent impact of technological transformations, focusing on new digital and social media forms employed by all actors. Through case studies, film, readings, and in-depth research, the class will explore the dynamic	No	online	D	Fall 2021	F	No	2

			interplay among global media elites, local and citizen journalism, military communication, and state and non-state actions with intelligence gathering, security and propaganda, and the intersection of all this with public understanding of the conflict from within and without. It will also consider the character and value of “peace journalism” and the roles various media forms might play in conflict escalation or in resolution, reconciliation and community-building.							
GLO/JOUR 4XX	3	Media & the Environment	This course focuses on major environmental news coverage in the public interest over time around the world and how journalists’ investigations have led to social change. The course also highlights the complicated nature of environmental reporting, including interacting with myriad stakeholders, assessing risk, interfacing with scientific uncertainty, and limited time. The course highlights evidence-based reporting used in the development of journalistic work and critical ways that journalists interact with scientists and the scientific process, governmental policy and regulatory bodies, multi-nation governance institution sources, politicians, environmental organizations, transnational groups, citizens, activists, social movement leaders, businesses, lobbyists, courts, and other entities. The coursework also studies differences among environmental journalism, environmental activism, government environmental agencies, and corporate and other institutional communication about the environment. Environmental social justice issues and	No	online	D	Fall 2021	F	No	2

			campaigns, including social media use, will be studied along with coverage of them.							
GLO/JOUR 4XX	3	Documentary Journalism	This course will begin with a selective overview of the history of documentary journalism beginning in the 1920s. The aim of the course will be to familiarize students with a multi-cultural global perspective of documentary work by comparing and contrasting efforts from Europe, Africa, the Middle East, Asia, Latin America and the United States. The documentary genre has long focused on social, cultural, political, economic and environmental issues. By emphasizing a global comparative viewpoint of these issues, students will come away with a broad perspective that no longer emphasizes a media environment solely driven by western points of view.	No	online	D	Fall 2021	F	No	2
GLO/JOUR 410	3	Latinx and the News Media in the United States	This seminar is divided into two main parts. In the first part, students explore and analyze the history of Latinxs in the United States as well as U.S.-Latin American economic and political relations and the ways in which they have intertwined over the past two centuries. In the second part, students explore and analyze the history and economics of Latino-oriented, Spanish-language and bilingual news media, as well as news coverage of Latinos and Spanish-speaking communities in the U.S., in order to understand both how this major ethnic group has produced news media and how Latinxs have been represented.	No	online	D	Sp 2021	Sp	No	1
GLO/JOUR 4XX	3	Global Latinxs: Diasporic Transnationalism	This course introduces students to the interdisciplinary study of contemporary migrations,	No	online	D	Fall 2021	F	No	1

		and Media in Latin America, Europe and Asia	diasporic transnationalism and the media in Latin America. The course will examine historical perspectives and contemporary trends on migration from Latin America to Europe, Asia and North America (South-North) as well as migrations within Latin America (South-South). The seminar will analyze how global news media cover Latin American migrants and how this coverage has evolved in relation to journalistic ownership, funding, audiences and professional practices. When possible, University of Arizona students will engage with students in Latin America or other parts of the world via online discussions. Students may use digital technologies to map Latinos in global media using archives from different parts of the world.							
Future Courses										
GLO/JOUR	4XX	Science & the Media	--	--	--	--	--	--	--	--
GLO/JOUR	4XX	Public Health, Medicine & the Media	--	--	--	--	--	--	--	--
GLO/JOUR	4XX	Food, Media & Politics	--	--	--	--	--	--	--	--
GLO/JOUR	4XX	Media in Asia	--	--	--	--	--	--	--	--
GLO/JOUR	4XX	Media in Sub-Saharan Africa	--	--	--	--	--	--	--	--
GLO/JOUR	4XX	Solutions Journalism	--	--	--	--	--	--	--	--
GLO/JOUR	4XX	Indigenous Media	--	--	--	--	--	--	--	--
GLO/JOUR	4XX	Sustainable Media Models	--	--	--	--	--	--	--	--
GLO/JOUR	4XX	Media Development	--	--	--	--	--	--	--	--

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested/preferred prefix, if any: GLO: This prefix is requested for this new Global Media Studies degree.

VI. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form (in the “Letter(s) of Support” field). UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the **EXAMPLE** rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Pam Coonan](#) and [Martin Marquez](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
Celeste González de Bustamante	Teach GLO/Jour 3XX Media, Culture & Societies; GLO/JOUR 4XX Examining Borders through Media; GLO/Jour Ethics & Diversity in the News Media; GLO/JOUR 4XX Examining Borders through Media; GLO/JOUR/BJP 4XX Media in Latin America & the Caribbean; GLO/JOUR 4XX Comparative Media Systems	CV attached
David Cuillier	Teach GLO/JOUR 1XX Principles of Global Media; GLO/JOUR 404 Freedom of Expression and the Right to Information; GLO/JOUR 420 Digital Communications Law	https://bit.ly/2R7Jrmr
Ruxandra Guidi	Teach GLO/JOUR 496 Media in Latin America and the Caribbean; GLO/JOUR 4XX Media Investigations and Collaborations	CV attached
Linda Lumsden	Teach GLO/JOUR 439 Ethics & Diversity in the News Media; GLO/JOUR 432/532 Social Justice Movement Media	CV attached
Michael McKisson	Teach GLO/JOUR 1XX Principles of Global Media; GLO/JOUR 2XX Visual Journalism	https://bit.ly/2tJrAds
Kim Newton	Teach GLO/JOUR 2XX Visual Journalism; GLO/JOUR 4XX Documentary Journalism	https://bit.ly/308nMi1
Jeannine Relly	Teach GLO/JOUR 3XX Media, Culture & Societies; GLO/JOUR 4XX Disinformation & Information Security in a Global Context; GLO/JOUR 404 Freedom of Expression and Right to Information; GLO/JOUR 4XX Media Theories, Concepts, and Research Methods; GLO/JOUR 4XX Media and Human Rights; GLO/JOUR 402 Media and Terrorism; GLO/JOUR 4XX Media Investigations & Collaborations; GLO/JOUR 496F Media and Humanitarian Crises; GLO/JOUR 4XX Media, War and Conflict	CV attached

Jéssica Retis	Teach GLO/JOUR/BJP 410 Latinx and the News Media in the United States; GLO/JOUR/BJP 4XX Global Latinxs: Diasporic Transnationalism and Media in Latin America, Europe and Asia; GLO/JOUR/BJP 4XX Media in Latin America & the Caribbean	CV attached
Carol Schwalbe	Teach GLO/JOUR 4XX Media and the Environment	https://bit.ly/2NdDkLY
Susan Swanberg	Teach GLO/JOUR Media and the Environment; GLO/JOUR 4XX Science and the Media; GLO/JOUR 420 Digital Communications Law	CV attached
Maggy Zanger	Teach GLO/JOUR/HRTS 4XX Media and Human Rights; 3XX Media, Culture & Societies; GLO/JOUR 4XX Disinformation & Information Security in a Global Context; GLO/JOUR 404 Freedom of Expression and Right to Information; GLO/JOUR 402 Media and Terrorism; GLO/JOUR 4XX Media Investigations & Collaborations; GLO/JOUR 496F Media and Humanitarian Crises; GLO/JOUR 4XX Media, War and Conflict	CV attached

- VII. **FOUR-YEAR PLAN** – provide a sample four-year degree plan that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. Refer to [Degree Search](#) for examples. Use generic title/placeholder for requirements with more than one course option (e.g. Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2). Add rows as needed.

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
ENGL 101: First Year Composition	3	ENG 102: First Year Composition	3	GLO/JOUR 2XX Visual Journalism	3	GLO/JOUR 404 Freedom of Expression & Access to Public Information	3
Second Language	4	GLO/JOUR 1XX Principles of Global News	3	GLO/JOUR 3XX Media, Culture and Societies	3	Second Language	4
Tier 1 General Education 150	3	LING 123, Math 105 or higher, PHIL 110	3	Second Language	4	Tier II General Education – Art	3
Tier 1 General Education 160	3	Second Language	4	Tier 1 General Education 160	3	Minor Course	3
Tier 1 General Education 170	3	Tier 1 General Education 150	3	Tier 1 General Education 170	3	Elective	3
Total	16	Total	16	Total		Total	16

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
GLO/JOU 4XX Disinformation & Information	3	GLO/JOUR 439 Ethics & Diversity in the News Media	3	GLO/JOUR 4XX Elective	3	GLO/JOUR 4XX Elective	3

Security in a Global Media Context							
GLO/JOUR Elective	3	GLO/JOUR 4XX Elective	3	GLO/JOUR 4XX Elective	3	Minor Course	3
Tier II General Education (Natural Science)	3	Minor Course	3	Minor Course	3	General Elective	3
Tier II General Education (Humanities)	3	Minor Course	3	General Elective	3	General Elective	3
Minor Course Elective	3	General Elective Elective	3	General Elective	3		
Total	18	Total	18	Total	15	Total	12

VIII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix C for sample Curriculum Map generated using Taskstream).

Curriculum Map: Appendix C - Curriculum Map for BA in Global Media Studies

Courses and Activities Mapped to BA in Global Media Studies Outcome set

Outcome					
	Recognize complex global and domestic social, legal, cultural, political and economic contexts for freedom of expression and information rights with varying historical and contemporary relationships among press, the public, governments, and other entities	Recognize ethical and legal issues, ambiguities, and major controversies in various media contexts and cases around the world	Gain knowledge about methods to detect and ascertain disinformation and utilize techniques to verify, authenticate and secure information	Gain knowledge of global norms for media practice and demonstrate critical analytical skills in identifying values of diversity, equity, inclusion, fairness, accuracy, and cultural awareness in media practice, and the skills to discern the absence of it	Develop effective written and oral communication skills to critically evaluate media content and media issues
Courses & Learning Activities					
GLO/Jour 1XX Principles of Global Media	I		I	I	I
GLO/JOUR 2XX Visual Journalism	I	I	I	I	I
GLO/JOUR 3XX Media, Culture & Society	P	I		P	P
GLO/JOUR 4XX Freedom of Expression & Right to Information	A	A	A	A	A
GLO/JOUR 4XX Disinformation & Information Security in a Global Environment		P	P		P
GLO/JOUR 4Xx Ethics & Diversity in the News Media	A	P	P	P	P

IX. ASSESSMENT PLAN FOR STUDENT LEARNING- using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
Outcome 1: Students will recognize complex global and domestic social, legal, cultural, political and economic contexts for freedom of expression and information rights with varying historical and contemporary relationships among press, the public, governments, and other entities.	Course-embedded assessments Exit survey of graduating students.	Exams, papers, discussion posts, online presentations, and other forms of student work Grading rubrics	Throughout each course. At the end of the last semester.
Outcome 2: Students will recognize ethical and legal issues, ambiguities, and major controversies in various media contexts and cases around the world.	Course-embedded assessments Exit survey of graduating students	Exams, papers, discussion posts, online presentations, and other forms of student work Grading rubrics.	Throughout each course. At the end of the last semester.
Outcome 3: Students will gain knowledge about methods to detect and ascertain disinformation and utilize techniques to verify, authenticate and secure information.	Course-embedded assessments Exit survey of graduating students	Exams, papers, discussion posts, online presentations, and other forms of student work Grading rubrics.	Throughout each course. At the end of the last semester.
Outcome 4: Students will gain knowledge of global norms for media practice and demonstrate critical analytical skills in	Course-embedded assessments	Exams, papers, discussion posts, online presentations, and other forms of student work	Throughout each course. At the end of the last semester.

<p>identifying values of diversity, equity, fairness, accuracy, inclusion and cultural awareness in media practice and the skills to discern the absence of it.</p>	<p>Exit essay for graduating students</p>	<p>Grading rubrics.</p>	
<p>Outcome 5: Students will develop effective written and oral communication skills as they critically evaluate media content and media issues.</p>	<p>Course-embedded assessments Exit essay for graduating students</p>	<p>Papers, discussion posts, group online verbal discussions, online presentations, and other forms of student work Grading rubrics.</p>	<p>Throughout each course. At the end of the last semester.</p>

- X. **PROGRAM ASSESSMENT PLAN**- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Academic Program Review	Reviewers' feedback on curriculum and courses	Year 5 and every 7 years afterwards
Program Review	Graduate and alumni data on job placement or promotions, input from student stakeholders and our Global Media Studies Advisory Board, which will be comprised of professionals and academics in the field from around the world.	Every graduation cycle, annually (for surveys of student body), and every two years with advisory board members.

- XI. **ANTICIPATED STUDENT ENROLLMENT**-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	5	15	30	45	60

Data/evidence used to determine projected enrollment numbers:

The School of Journalism and College representatives met with Arizona Online administrators who have extensive experience with launching new degrees in the online setting. The School opted for going with the most conservative forecast conducted by Arizona

Online. However, Arizona Online, from previous experience, indicated that this degree would do well and the campus would bring the program on once it is approved.

XII. ANTICIPATED DEGREES AWARDED- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	9-10	9-10	28-30	37-41	46-51

Data/evidence used to determine number of anticipated degrees awarded annually was through the National Center for Education Statistics College Navigator. Our projection utilizes the Center’s suggested graduation rate for students completing their degrees in a “normal” amount of time. We took the range of 61 percent to 68 percent for all of the genders included in the analysis.⁷ The School of Journalism will develop a thoughtful recruitment and retention program and work closely with Arizona Online counselors and advisors and faculty working online in this program to ensure that students’ needs are met and that they receive the most cutting-edge and engaging instruction possible to ensure retention. The School also will strive to provide students in each course with all of the materials needed to minimize costs.

⁷ <https://bit.ly/2T9y0NQ>

XIII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

Once the program is approved, Arizona Online agreed to release funds to begin course development. If the program makes it through all of the committees in spring 2020, we expect the following timetable.

- Spring 2020: Develop nine syllabi for new program for Committee approvals.
- Spring 2020: Revise several course titles and descriptions in UArizona Catalog.
- Spring 2020: Assign instructors to develop 7 1/2 weeks of modules for online courses.
- Spring 2020: Receive approval from Arizona Online to launch program in Spring 2020.
- Spring 2020: Work with Arizona Online and College of Social and Behavioral Sciences to identify personnel to administer the Global Media Studies program.
- Summer 2020: Meet with Arizona Online and develop guidelines for instructors for minimum requirements for each course offered online. Develop materials for instructors.
- Summer 2020: Begin developing online courses for Arizona Online degree launch in Spring 2020.
- Summer 2020: Begin process of hiring a program coordinator for online Global Media Studies program.
- Summer 2020: Develop promotional materials and work on social media networks to promote the program.
- Summer 2020: Meet with Arizona Online adviser/s to introduce / discuss new degree.
- Summer 2020: Begin ongoing evaluation of course material development.
- Summer 2020: Confirm course roll out for 2021/2022/2023 with Arizona Online.
- Summer 2020/Fall 2020: Meet with Arizona Online advisors and counselors.
- Summer 2020/Fall 2020: Work with Journalism Librarian Mary Feeney on resources needed for the program.
- Summer/Fall 2020: Develop marketing objectives and goals.
- Fall 2020: Create a recruitment and retention program.
- Fall 2020: Continue developing courses for the program.
- Fall 2020: Launch recruitment program on social media, School of Journalism website, and visit Arizona high schools. Host an open house at the School of Journalism for Arizona high school students.
- Fall 2020: Begin search for Advisory Board members.
- Fall 2020: Orient new program coordinator and adviser.
- Fall 2020: Develop a Quality Assurance monitoring program for course expectations.
- Spring 2021: Launch BA in Global Media Studies.

-Spring 2021-Fall 2023: Continue developing courses.

-Spring 2021: Convene Advisory Board online in a group meeting at least once.

-Spring/Fall 2021 – Spring/Fall 2022: Develop questionnaires for graduates and Alumni and general question areas for Global Media Studies Advisory Board for assessments.

XIV. DIVERSITY AND INCLUSION-describe how you will recruit diverse students and faculty to this program. In addition, describe retention efforts in place or being developed in order to retain students.

The school has a long tradition of incorporating diversity and inclusiveness into its curriculum, and initiatives during the past eight years have led to positive results in student diversity, instructor diversity, curriculum, and climate.

Given the importance of students seeing representation of the population in faculty and staff, the School has worked diligently to diversify and retain faculty and staff from all backgrounds, including those from underrepresented backgrounds. In spring 2020, the faculty were 60 percent female and 33 percent underrepresented backgrounds; the staff was 60 percent female and underrepresented staff made up half of those employed. The school has doubled recruitment of diverse adjunct instructors (from 2010-2016) to a pool that is 35 percent racially and ethnically diverse in the last evaluation. Females, as well, are well-represented in the student, faculty and staff populations. Sixty-five percent of the student body is female.

The school states explicitly in all of the policies, procedures, and programs, that diversity and inclusiveness are a priority. The school has made significant strides in recent years in recruiting and retaining students from diverse backgrounds. The percentage of racially diverse journalism majors has continued to steadily increase, from 19.5% in 2005 to 47% in 2019, currently outpacing these same communities in Arizona (43%).

The school continues to infuse diversity and inclusion throughout its courses required of all majors, and through extracurricular activities and high school recruitment. The School of Journalism has a Diversity, Equity and Inclusion Plan, a social media site for a diversity initiative with 196 members, a School of Journalism Facebook and Twitter account where student achievements are posts, annual Diversity, Equity and Inclusion reports where progress is analyzed, and regular student surveys, focus groups and self-audits on progress in this area. The School had a Diversity and Inclusion Coordinator for more than a decade and formed a Diversity, Inclusion and Equity Committee about three years ago with student, staff and faculty membership. The committee is open to anyone in the School who wants to join.

The school recruits students reflecting the diversity of Arizona through a variety of practices, some that have been ongoing for decades and some initiated through diversity planning initiated for the past decade. The most notable recruiting effort is the annual Journalism Diversity Workshop for Arizona High School Students, hosted by the school for nearly 40 years and co-sponsored in part by the Dow Jones News Fund. This 10-day summer workshop brings high school students from diverse communities in Arizona to

campus to learn about journalism actively and to live on campus. They publish their work online and in a printed newspaper. Many of the students go onto college, including in University of Arizona journalism, and then into media careers. The school also reaches out to high school students from diverse communities, hosting workshops and talks, or visiting the schools. In the past six years such visits have included Hopi High School, Pueblo High School, Tucson Magnet High School, and Sunnyside High School. From 2013 through 2015 the school paid an adjunct faculty member to bolster high school recruitment, particularly within diverse communities. In spring 2018 the school worked with a Tohono O’odham graduate student from American Indian Studies to help build connections with regional tribes to recruit master’s and undergraduate students.

We also have faculty members who conduct research, teaching and outreach around the world. On those work trips, we will aim to recruit students to our online Global Media Studies program. We will develop promotional materials and a Facebook page for the program as soon as the program is approved.

In 2018, the school applied for and received funds from the university’s Office of Inclusion and Multicultural Engagement to extend its ongoing promotion of diversity and inclusion. The school used the funds to hire former Pima Community College journalism department head to organize and implement the recruitment efforts in high schools. Once students are recruited to the program, they are exposed to multicultural education through the school’s global curriculum. Faculty members are encouraged to use diversity principles in each day’s instruction, and are required to include discussion of diversity and inclusion in all syllabi.

There have been additional initiatives to diversify the School and to further create an inclusive environment. It was the result of proactive, intentional initiatives, backed 100% by the entire faculty, staff, and university leadership, including:

- **Diversity Fellow Program.** Three years ago, the school started a visiting diversity fellow program to bring prospective faculty to campus for talks and recruitment.
- **Global faculty collaborations.** Numerous faculty members collaborate with diverse academic colleagues from institutions around the world on projects that drive greater awareness of and support for diversity and inclusion. Those contacts and connections are vital when the school looks to bring on new faculty.
- **Advertising.** The school advertises opportunities through the National Association of Black Journalists, National Association of Hispanic Journalists, Asian American Journalists Association, Native American Journalists Association, Unity: Journalists of color Inc., National Lesbian and Gay Journalists Association, and National Federation of Press Women, among other groups, to be sure that members are aware of job opportunities in the school. School hiring follows university procedures to ensure equal consideration of all qualified applicants, while encouraging persons of diverse backgrounds to apply. Every university

faculty position announcement includes this language: “As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives, and backgrounds.”

- **Partnerships.** The school collaborates with programs and groups in other countries as well as local and national organizations such organizations as the News Leaders Association, Robert C. Maynard Institute for Journalism Education, Poynter Institute, Society of Professional Journalists, National Association of Hispanic Journalists, and Journalism and Woman Symposium to advance a shared interest in diversity issues and training and in the case of our program, education.
- **‘Growing our own.’** The school seeks out diverse adjunct instructors who might work into permanent professor positions in the future.

XV. ABOR REQUIREMENT: New Academic Program Request. This section is required by ABOR. Most of the information can be copied/pasted from completed sections above. Instructions/clarification for completing the table below, from ABOR, can be viewed/downloaded [here](#).

University: University of Arizona

Name of Proposed Academic Program: Global Media Studies
Academic Department: School of Journalism
Geographic Site: Arizona Online and possibly micro-campuses
Instructional Modality: Online
Total Credit Hours: 120 (30 required in the major, minimum)
Proposed Inception Term: Spring 2021
<p>Brief Program Description: The Bachelor of Arts in Global Media Studies (GLO) is an interdisciplinary online degree that prepares students to gather, analyze, verify, authenticate, and communicate information in varying cultural, political, economic, technological, legal, and societal contexts in an effective, ethical and culturally aware way to communities in Arizona, the U.S., and around the world. The BA courses draw on the expertise of School of Journalism faculty, more than half of whom do global work and have worked for new and other global or transnational organizations in countries on every continent.</p> <p>The Global Media Studies degree provides hands-on observations in each course of media best practices and ethical and legal decision making that would be critical in countries around the world. The skills and experience gained in this program will prepare students to engage with and meet the challenges of the Fourth Industrial Revolution. The program supports the university Strategic Plan, particularly with Arizona Advantage in strengthening the impact and commitment to support diverse communities and Arizona Global, engaging with communities globally and expanding access to intercultural experiences for the Arizona community.</p>

Learning Outcomes and Assessment Plan:

Outcome 1: Students will recognize complex global and domestic social, legal, cultural, political and economic contexts for freedom of expression and right to information with varying historical and contemporary relationships among press, the public, governments, and other stakeholders.

Concepts: Cultural awareness; global and domestic awareness of varying levels of bureaucratic, political, societal, technological, economic, and legal cultures and ways to communicate in these environments.

Competencies: Communication in writing, audio and video; intercultural communication skills and competency.

Source(s) of Evidence: course embedded assessments; exit survey of graduating students.

Assessment Measures: exams, papers, discussion posts, online presentations, and other forms of student work, grading rubrics

Data Collection Points: throughout each course, at the end of the last semester

Outcome 2: Students will recognize ethical and legal issues, ambiguities, and major controversies in various media contexts and cases around the world.

Concepts: Global digital media law, media studies theories, media ethics frameworks

Competencies: Information and data literacy, collaboration, case applications, analyzing domestic and global media and other communication and cases for legal and ethical issues.

Source(s) of Evidence: course embedded assessments; exit survey of graduating students.

Assessment Measures: exams, papers, discussion posts, online presentations, and other forms of student work, grading rubrics

Data Collection Points: throughout each course, at the end of the last semester

Outcome 3: Students will gain knowledge about methods to detect and ascertain disinformation and utilize techniques to verify, authenticate and secure information.

Concepts: Research, disinformation and misinformation, authentication, verification, information security, media literacy.

Competencies: Domestic and global applications for analyzing, verifying, and authenticating information, critical thinking, collaboration, research.

Source(s) of Evidence: course embedded assessments; exit survey of graduating students.

Assessment Measures: exams, papers, discussion posts, online presentations, and other forms of student work, grading rubrics

Data Collection Points: throughout each course, at the end of the last semester

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Outcome 4: Students will gain knowledge of global norms for media practice and demonstrate critical analytical skills in identifying values of diversity, equity, fairness, accuracy, inclusion and cultural awareness in media practice and the skills to discern the absence of it.

Concepts: Applied research; cultural sensitivity; global diversity, equity and inclusion; fairness and accuracy; reflexivity.

Competencies: Information, media and data literacy; cultural awareness with different forms of communication (written, video, images, audio and other platforms); analytical skills to assess accuracy; communication and self-assessment skills to advance equity, inclusion and cultural awareness.

Source(s) of Evidence: course embedded assessments; exit survey of graduating students.

Assessment Measures: exams, papers, discussion posts, online presentations, and other forms of student work, grading rubrics

Data Collection Points: throughout each course, at the end of the last semester

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Outcome 5: Students will develop effective written and oral communication skills as they critically evaluate media content and media issues.

Concepts: Evaluation and assessment, content analysis

Competencies: Critical thinking and research techniques.

Source(s) of Evidence: course embedded assessments; exit survey of graduating students.

Assessment Measures: exams, papers, discussion posts, online presentations, and other forms of student work, grading rubrics

Data Collection Points: throughout each course, at the end of the last semester

Measures

Direct measures will include projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), research mentor evaluations, and portfolio assessments.

Indirect measures will include student surveys and summative critical self-reflections.

Assessment Methods/Instruments

1. Exams, online presentations, and other forms of student work
2. Papers, discussion posts, group online verbal online discussions

3. Grading rubrics for courses indicating specific learning outcomes that are introduced, practiced, and assessed.
4. The capstone project will serve as the final assessment of a student's progress in meeting the learning outcomes.
5. Students will receive feedback from program faculty and global advisory board, comprised of professionals and academics in global media studies.

Projected Enrollment for the First Three Years (most conservative estimate):

Year 1: 5 students

Year 2: 15 students

Year 3: 30 students

Evidence of Market Demand:

The 10-year job forecasts and rate of growth, according to the market analytics, is high for media work. Graduates of the Global Media Studies major will be well equipped to work in media in newsrooms, nonprofits, government, politics, intergovernmental work, think tanks, and other entities that require sophisticated writing, analytical, and verbal skills. Virtually every work sector has individuals working in media in some form.

The number of jobs in mass communication/media studies is expected to grow in the next 10 years, according to analytics from Burning Glass Technologies, which does not produce estimates for a global career context. Nationwide for the last year (time-period ending November 1, 2019), the degree field included 203, 603 job postings for B.A. graduates and 3,969 jobs in Arizona.

In October 2016, The University of Arizona School of Journalism conducted a survey of a census of our undergraduate and graduate students ($N = 450$ students, with a 24 percent response rate of 99 students – 14 master's students and 85 undergraduate). Forty-seven percent of our master's students were "very interested" in a global media studies specialty, and 57 percent of our undergraduate students were "very interested."

In 2019, Our surveys of nonmajor students in the UArizona School of Journalism demonstrated that 82 percent of 87 respondents indicated either they or someone they knew would be interested in a Global Media Studies degree with two-thirds (66.7 percent) indicating they would consider an online degree. Among students in the journalism major, 90 percent in a group of 32 students indicated they would be interested in the major with 43.75 percent indicating they would consider the major.

A globally aware and culturally competent workforce requires communication and media skills and cultural sensitivity. These skills are a necessity for all seven of Arizona key sectors, which according to the Arizona Commerce Authority include aerospace, technology and innovation, advanced manufacturing, bioscience and healthcare, film and digital media, and business and financial services. These sectors all employ writers and communicators with global competencies that utilize skills that will be obtained in our Global Media Studies program.

The Office of Economic Opportunity, Arizona Labor Statistics has the following projections for 1) Technical writer, 2) Editor, 3) Writer and author (including Copywriter), 4) Broadcast news analyst, 5) Broadcast announcer, 6) Media and communication worker, and 7) Media and communication worker, all others, from Standard Occupational Classification:

Occupation	2018 Estimate	2018-2026: % change
Technical writers	830	18.2%
Editors	1,464	2.7%
Writers & authors	2,025	9.1%
Broadcast news analyst	171	--
Broadcast announcer	740	-3.4%
Media & communication workers	13,198	14.8%
Media communication workers, all others	797	17%

A report generated from Program Insight, Burning Glass Technologies for careers mapped to the program's CIP code (09-0102, Mass Communication / Media Studies – global category not available) indicates the following:

Growth by Geography			
Geography	Selected Occupations	Total Labor Market	Relative Growth
Arizona	23.56%	14.97%	High

Nationwide	14.38%	5.78%	High
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From the Burning Glass Technologies analytics for B.A. graduates in the field:

Arizona average salary in the field	Nationwide average salary for the field	Target writing occupation group: Arizona	Target writing occupation group: Nationwide	Average Living Wage
\$52,097	\$57,200	\$58,917	\$65,912	Above

Similar Programs Offered at Arizona Public Universities: None. We identified only three other BA programs in the U.S.

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.): None.

Program Fee/Differentiated Tuition Required? YES NO Estimated Amount:

Program Fee Justification:

Specialized Accreditation? YES NO

Accreditor: N/A

Appendix A. Minor Requirements. Complete if requesting a corresponding minor. Delete **EXAMPLE** column before submitting.

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to the minor	9
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	GPA of 2.5
Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	Actuary core: Complete at least three courses (9 units) Electives in the major (9 units, minimum)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	Complete and submit "Actuary Minor Reflection Paper."
Any <u>double-dipping restrictions</u> (Yes/No)? If yes, provide description.	Yes, minor coursework may not double dip with another minor.

Appendix C. Sample Curriculum Map for BA in Statistics and Data Science. Created using taskstream. Contact [OIA](#) for assistance in creating your curriculum map.

BA Statistics and Data Science Curriculum Map

Courses and Activities Mapped to BA Statistics and Data Science Outcome Set

	Outcome					
	Be able to define mathematical and statistical terms precisely	Recognize when arguments, especially formal statistical procedures and data visualization, are valid, and identify logical flaws	Produce effective analyses from data using a variety of computational, mathematical, and statistical approaches	Critically evaluate and extend statistical models drawn from current scientific literature	Apply methods and concepts from their coursework to analyze data based scientific problems	Effectively communicate their results
Courses and Learning Activities						
MATH 313 Introduction to Linear Algebra	I					
MATH 363 Intro to Statistical Methods	I	I	I	I	I	I
MATH/STAT 375 Statistical Computing		P		P	P	P
STAT 464s Introduction to Mathematical Statistics I	P	P	P			P
STAT 466s Introduction to Mathematical Statistics II	A	A	A			P
STAT 465 Introduction to Data Science				A	A	A

Legend: I Introduced P Practiced A Assessed

BUDGET PROJECTION FORM
Name of Proposed Program or Unit: Global Media Studies in Journalism BA

Budget Contact Person: Erin Tyo, cc Carol Schwalbe	Projected		
	1st Year 2020- 2021	2nd Year 20 21 - 2022	3rd Year 2022 - 2023
METRICS			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
Net increase in annual college enrollment Grad	5	10	15
Net increase in college SCH Grad	135	270	405
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)			
F and A Revenues (net of cost allocations)			
UA Online Revenues	64,350	128,700	193,050
Distance Learning Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	\$ 64,350	\$ 128,700	\$ 193,050
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	\$ -	\$ -	\$ -
TOTAL SOURCES	\$ 64,350	\$ 128,700	\$ 193,050
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	\$ 34,000	\$ 34,000	\$ 34,000
Other Personnel	\$ 10,500	\$ 10,500	\$ 10,500
Employee Related Expense	\$ 13,973	\$ 13,973	\$ 13,973
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)	\$ 1,000	\$ 1,000	\$ 1,000
Additional Space Cost			
Other Items (attach description)	\$ 4,500	\$ 4,500	\$ 4,500
Total Continuing	\$ 63,973	\$ 63,973	\$ 63,973
One-time Expenditures			
Construction or Renovation			
Start-up Equipment / Promotional	1,000	1,000	1,000
Replace Equipment			
Library Resources			
Couse Build/Refresh	32,500	20,000	15,000
Total One-time	\$ 33,500	\$ 21,000	\$ 16,000
TOTAL EXPENDITURES	\$ 97,473	\$ 84,973	\$ 79,973
Net Projected Fiscal Effect	\$ (33,123)	\$ 43,727	\$ 113,077

Undergraduate Major Peer Comparison Chart - select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions, AAU members, and/or other relevant institutions recognized in the field.](#) [The comparison chart](#) will be used to identify typically required coursework, themes, and experiences for majors within the discipline. The comparison programs are not required to have the same degree type and/or major name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Delete **EXAMPLE columns** once ready to submit/upload.

Program name, emphasis (sub-plan) name (if applicable), degree, and institution	Proposed UA Program:	Peer 1:	Peer 2:
Current # of enrolled students	--	Arcadia University (Pennsylvania) 50	Rockhurst University (Missouri) Requested yet did not provide information.
Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.	<p>The Bachelor of Arts in Global Media Studies (GLO) prepares students to perform analytical, verbal and written communication work in culturally singular and culturally diverse environments in Arizona, other states, and around the world.</p> <p>The Global Media Studies BA degree program provides opportunities for students to gain knowledge from real-world examples of processes for assessing information in an increasingly globalized and information-technology focused workforce. It apprises students of digital security, media ethics, and digital media law and provides perspectives about working in different regions in the world, including the southwest U.S., specifically Arizona, in a culturally competent manner. Courses provide cultural, economic, political, legal, and societal competency</p>	<p>Program Description</p> <p>Create Your Career in the Creative Industries</p> <p>Global Media offers a vast array of career opportunities in the fields of media, entertainment, and creative industries in the knowledge economy. Students have a multitude of options to develop their interests, skills and talents in a variety of areas.</p> <p>The Global Media program combines theory with practice, global learning with problem-solving and opportunities with challenges. You will learn to think, reflect and produce creatively and analytically. The program emphasizes writing, visual thinking and speech communication/present</p>	<p>Program Description</p> <p>Our ever-changing, fast-paced world depends on well-rounded, well-versed journalists with degrees in journalism and mass communication to keep us connected and informed. A degree in international journalism from Rockhurst will launch graduates into a booming, much-needed industry. Rockhurst's international journalism program prepares the student not only for a challenging and exciting career track, but also for global citizenship: language studies cultivate cultural sensitivity in the student, and the journalism studies</p>

	<p>instruction about how media interact or interface with issues involving multiple stakeholders, including governments, politicians, business, intergovernmental organizations, citizens, interest groups, transnational nongovernmental organizations, and other entities about global and domestic challenges in a culturally competent way. This type of education allows graduates of the program to be competent to work in occupations that engage in any of those contexts.</p> <p>Graduates of the Global Media Studies program could work in media posts, including news media, and any positions in public affairs that involve interacting with media or the public, which include any government agency, nongovernmental or intergovernmental organizations' media offices, domestic and global business, politics, and public diplomacy. Given that the program is heavily dedicated to writing, analysis of public and current affairs issues, and the study of the performance of media in audio, video, text, and images, students will be proficient in work with the following:</p> <ul style="list-style-type: none"> -Technical and analytical writing and editing -Analyzing news content -Multicultural content development, training, and outreach -Policy analysis of state, national, international issues in varying contexts -Trainings in cultural competency 	<p>ation, as well as portfolio development and global perspectives in studying media.</p> <p>Required Study Abroad</p> <p>You are required to spend two full-time semesters abroad taking courses in your chosen concentration with the approval of the department chair. You may spend each of the two semesters in two different universities in the same country or in two different universities in two different countries, provided you have processed your applications through The College of Global Studies and the Office of Study Away at Arcadia.</p>	<p>program trains one to communicate with those of diverse backgrounds on a variety of issues.</p> <p>The international journalism program is an interdisciplinary program that combines a major in either French or Spanish with a minor in journalism, making this one of the more unique journalism programs in Missouri and throughout the region</p> <p>Students majoring in international journalism will learn how journalism is practiced in other countries as well as the rights of American journalists in other countries</p> <p>Students will investigate and become familiar with the ethical and legal aspects of the profession</p>
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	<ul style="list-style-type: none"> -Information verification, fact-checking, utilizing tools to detect misinformation and disinformation -Digital security analysis and preparing individuals and groups to be digitally secure -Programs that utilize and/or interact with various media and various publics -Project management -Communicating complex social, cultural, political and economic issues to diverse publics -Cross-cultural program development <p>Courses in the 30-unit major, which consists of 18 units of core coursework and 12 units (minimum in the major) of electives provide options for building professional knowledge about cultural distinctiveness in myriad communities that interface with Hispanic and Indigenous media and to build knowledge about major issues in the Middle East and North Africa, North America, Latin America and the Caribbean, Asia, Sub-Saharan Africa, contested border areas and other regions in the world, which enhances skills to work with cultural awareness in organizations, or independently, in Arizona, the U.S. or other countries. These courses also provide students with familiarity global challenges and the skills needed to address them. The minor consists of 18 credits minimum, including a minimum of three required courses and the remainder electives in the major.</p>	<p>Concentrations</p> <p>Concentrations are available in Cultural Studies, Digital Gaming Studies, Digital Media, Fashion Studies, Film Production, Media Industries, Media Production, New Media Journalism, Sound and Music, Visual Cultures, Visual Journalism, and World Cinema.</p>	
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	<p>Concentrations</p> <p>We expect to eventually build concentrations in the following areas: 1) Media, Science and the Environment (Media and the Environment; Medicine, Public Health and the Environment; and Science and the Media courses) and 2) Hispanic/Latinx/Latin American Media (Media in Latin America and the Caribbean; Latinx & News Media in the United States; Global Latinxs: Diasporic Transnationalism & News Media; Reporting on Global Latinx courses), and 3) Media and Human Rights, Crises and Conflict/Post-Conflict Reconstruction and Development (Media & Human Rights; Media, War and Conflict; Media and Humanitarian Crises, and Media Development courses).</p> <p>The coursework allows students to build a professional or academic portfolio to pursue professional work or further academic studies.</p>		
Target careers	<ul style="list-style-type: none"> -Journalism -Media Studies -Media --Government, nonprofits, intergovernmental organizations, think tanks - Global careers 	<ul style="list-style-type: none"> -Journalism -Mass Communication -Entertainment -Creative industries 	<ul style="list-style-type: none"> -Journalism -Mass Communication -Global careers
Total units required to complete the degree	120	128	128

Upper-division units required to complete the degree	21	12	15
Foundation courses			
Second language	2 nd Semester Proficiency	2 nd Semester Proficiency	2 nd Semester Proficiency
Math		One Semester (above MA100)	One Semester
Pre-major? (Yes/No). If yes, provide requirements. Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	No	No	No
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	Minimum GPA 2.5	N/A	Prior to entering the journalism program, the student must submit a writing sample to the journalism program director. If the sample does not reflect college-level proficiency, the student should not enter the program until mastery is achieved.
Major requirements		<p>Minimum GPA Requirement</p> <p>Global Media students must maintain an overall minimum GPA of a 3.00 before leaving for study abroad. Students may request a waiver for some universities and some programs, which must be approved by the Department Chair of Media and Communication in</p>	

		consultation with the advisor.	
Minimum # of units required in the major (units counting towards major units and major GPA)	30	36	24
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	21	12	12
<u>Minimum # of residency units to be completed in the major</u>	30	12	12
Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.			

<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p> <p>?</p>	<p>Global Media Studies Core Requirements are the following courses:</p> <p>Required coursework (18 units)</p> <ul style="list-style-type: none"> GLO/JOUR 1XX Principles of Global News (3 units) GLO/JOUR 2XX Visual Journalism (3 units) GLO/JOUR 3XX Media, Culture & Societies (3 units) GLO/JOUR 439 Ethics & Diversity in the News Media (3 units) GLO/JOUR 4XX Disinformation & Information Security in a Global Media Context (3 units) GLO/JOUR 404 Freedom of Expression & the Right to Information (3 units) <p>Electives (minimum of 12 GLO/JOUR 4XX units in the major – each course is 3 credits):</p> <ul style="list-style-type: none"> GLO/JOUR 4XX Examining Borders through Media GLO/JOUR 4XX Media & the Environment GLO/JOUR 4XX Social Justice Movement Media GLO/JOUR 4XX Digital Communications Law GLO/JOUR 4XX Media & Humanitarian Crises GLO/JOUR 4XX Media & Terrorism 	<p>Media and Communication Core (20 credits). The Core Requirements are the following courses:</p> <ul style="list-style-type: none"> CM 101 Introduction to Media Studies (4 credits) CM 250 Visual Cultures (4 credits) CM 460 Senior Seminar I (4 credits) CM 471 Internship in Communication (4 credits) CM 490 Senior Seminar II (4 credits) Media and Communication Core Electives (16 credits) Select <p>Select 4 courses from the list below, related to their specific concentration within Global Media.</p> <ul style="list-style-type: none"> AH 111 Western Art: Renaissance to Modern (4 credits) AN 361 Social Change: Globalization and Culture (4 credits) CM 150 Introduction to Film (4 credits) CM 275 Video Production (4 credits) CM 340 Special Studies in 	<p>Prerequisites for studies in journalism are:</p> <ul style="list-style-type: none"> AR 1400 - Basic Photography (3 credits) or JN 3450 - Photojournalism (3 credits) JN 2000 - Introduction to Journalism (3 credits) <p>Upper Division Requirements: For the journalism program, four upper-division courses must be selected from the following:</p> <ul style="list-style-type: none"> CT 4890 – Seminar in Mass Media (3 credits) JN 3000 Advanced Reporting (3 credits) JN 3030 – Feature Writing (3 credits) JN 3050 – Editing and Design (3 credits) JN 4170 – Principles of Advertising (3 credits)
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	<ul style="list-style-type: none"> • GLO/JOUR 4XX Media, War & Conflict • GLO/JOUR 4XX Documentary Journalism • GLO/JOUR 4XX Media Theories, Concepts, and Research Methods • GLO/JOUR 4XX Media Investigations & Collaborations • GLO/JOUR/BJP 4XX Latinx and the News Media in the U.S. • GLO/JOUR/BJP 4XX Global Latinxs: Diasporic Transnationalism and Media in Latin America, Europe and Asia • GLO/JOUR 4XX Comparative Media • GLO/JOUR 4XX Media in Latin America & the Caribbean • GLO/JOUR 4XX Media in the Middle East & North Africa • GLO/JOUR 4XX Media & Human Rights 	<p>Communication (4 credits)</p> <ul style="list-style-type: none"> • CM 350 Video Production II (4 credits) • CM 358 World Cinema (4 credits) • CM 359 Short Film (4 credits) • CM 362 Creative Video (4 credits) • FA 250 Graphic Design I (4 credits) • FA 280 Photography II (4 credits) 	
<p>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</p>	<p>N/A</p>	<p>Yes: Internship CM 471 Internship in Communication</p> <p>This internship in a supervised professional setting for a minimum of eight hours per week includes seminar meetings with other interns to discuss the work experience as it relates to theories of</p>	<p>N/A</p>

		<p>communication. It requires a written project based on the internship. Students in the evening program must consult with the adviser regarding course load during internship and other internship requirements.</p> <p>Prerequisite: Senior standing in Media and Communication or Global Media and approval of the faculty in the Media and Communications program. Students also must carry at least eight additional credits at Arcadia University while enrolled in the internship unless regularly attending on a part-time basis.</p>	
<p>Senior thesis or senior project required (Yes/No). If yes, provide description.</p>	<p>No</p>	<p>Yes: CM 490 Senior Seminar II</p> <p>This advanced course in communication studies is designed to serve as the culminating academic challenge to Media and Communication majors. It includes readings in communication studies; requires integration of the internship experience and of the cumulative course work in undergraduate studies; and demands presentation of the portfolio and a final research project in the student's area of interest. Readings emphasize a survey of contemporary analytical, critical and theoretical</p>	<p>The Senior Capstone must include an oral presentation as well as a written component. Topics such as how journalism is practiced in other countries as well as the rights of American journalists in other countries may be investigated. In general, ethical and legal aspects of the profession are covered in all journalism courses taught at Rockhurst University, but some aspects of these concerns as they apply to specific settings may be researched for the presentation. The oral component of the senior capstone for</p>

		issues in the area of communication studies in particular, and the liberal arts and the humanities in general. The final project is to be presented to the University community during the Senior Thesis Week.	the language major must be presented in the target language (French or Spanish).
Additional requirements (provide description)	N/A	N/A	N/A
Minor (specify if optional or required)	Optional	Optional	Optional

*Note: comparison of additional relevant programs may be requested.

**UArizona School of Journalism Estimates for Arizona Online
Global Media / Global Media Studies / International Journalism¹
Programs Online and In Person**

Institution	Degree/Certificate/Minor Title	In-person/ Online/Both	Per Credit/USD	Location
BA or certificate/minor				
Arcadia University	BA Global Media	In Person	\$730	Pennsylvania
Rockhurst University	BA Global Journalism	In Person	\$1575	Missouri
Webster University	BA Global Journalism	In Person	\$1187.50	Missouri
Texas A&M University	Communication & Global Media Certificate	Unclear	\$467.92	Texas
University of Colorado Boulder	International Media Certificate	Unclear	\$427	Colorado
University of Michigan	Global Media Studies Minor	In Person	\$537.21	Michigan
MA/MSc/MS				
American University	MA Global Media, MA International Media	In Person	\$1759	D.C.
Georgia Tech	MA Global Media and Cultures	In Person	\$586	Georgia
University of Bridgeport	MA Global Media and Communication Studies	In Person	\$750	Connecticut
Abroad				
American University of Paris	MA Global Communications	In Person	\$901	France
Cardiff University	MA International Journalism	In Person	\$9,000 in one-year program	UK
City University of London	MA International Journalism	In Person	\$10, 331 in one year	UK
DW Akademie	MA International Media Studies	In Person	\$6704 for entire two-year degree	Germany

¹ Searches were conducted using the following terms: “global media studies,” “global journalism,” “global media,” “global journalism studies,” “international media studies,” “international media,” “international journalism,” and “international journalism studies.”

German Academic Exchange Service (DAAD)	MA International Media Studies	In Person	\$419-558 (estimate)	Germany
Hong Kong Baptist University	MA International Journalism Studies	In Person	\$684	HK, PRC
Liverpool John Moores University	MA International Journalism	In Person	\$40.28	UK
London School of Economics/ University of Southern California	MSc Global Media and Communications	In Person	\$606.25	UK
RUDN University	MA International Journalism	In Person	\$35.22	Russia
Stockholm University	MA Global Media Studies	In Person	Unclear	Sweden
Tsinghua University	MA Global Business Journalism	Unclear	Unclear	China
University of Leeds	MA International Journalism	In Person	\$12,333 entire program FT	UK
University of Sheffield	MA Global Journalism	In Person	\$12233 entire program FT	UK
University of Sussex	MA International Journalism	In Person	\$14,164 entire program FT	UK
Warwick	MA Global Media and Communication	In Person / Online	\$11,597 entire program FT	UK

Global Data:

- Three BA degrees and 17 MA degrees total
- Three BA degrees and three MA degrees in U.S.
- Eight UK degrees, two China (HK and Beijing), one France, two Germany, one Russia

Average cost

- U.S. BA degrees: \$730-\$1,575 per credit / average per credit: \$1,164
- U.S. MA degrees: \$586-\$1,759 / average per credit: \$1,032

Dr. Celeste González de Bustamante, Associate Professor
University of Arizona School of Journalism
Center for Latin American Studies
Marshall Building, 336
Tucson, Arizona 85721 - E-mail: celesteg@email.arizona.edu

EDUCATION

Ph.D. History, University of Arizona, Tucson, Arizona, May 2006.

- Major fields: Latin America, Mexico

M.A. Latin American Studies, University of Arizona, December 2000.

- Major fields: History, Political Science

B.A., Journalism and Mass Communication, San José State University, San José, Calif., May 1988.

- Major areas: Journalism, Radio and Television

B.A., Foreign Languages, San José State University, San Jose, Calif., May 1993.

- Major: Spanish; Minor: French

Universidad Complutense de Madrid, Madrid, Spain, August 1985-May 1986.

- Major areas: Literature and Social Sciences (coursework in Spanish)

ACADEMIC EMPLOYMENT

Associate Professor, School of Journalism, University of Arizona, Tucson, Ariz., 2013 – present.

Distinguished Visiting Professor, Department of Communication, Universidad Iberoamericana, Mexico City, Mexico, 2013-2014 academic year.

Assistant Professor, School of Journalism, University of Arizona, Tucson, Ariz., 2007–2013.

JOURNALISM EMPLOYMENT

Anchor/Producer, KUAT-TV (PBS), Channel 6, Tucson, Ariz., 1996 – 2005.

Reporter/Anchor/Producer, KOLD-TV (CBS), Channel 13, Tucson, Ariz., 1994 – 1996.

RECENT TRAINING AND OUTREACH

Director, Fronterabeat, a Southwest Folklife Alliance project. UA student Nogales High School student mentoring and training program (2019).

Lecturer/Trainer, “The environment of violence for journalists along the border,” International Center for Journalism (ICFJ) and UA Center for Border and Global Journalism Digital Security for Journalists Workshop. Nogales, Sonora, Feb. 25, 2017.

Lecturer/Trainer, “Responses and resistance in the face of violence: journalism in northern Mexico.” International Center for Journalism (ICFJ) Digital Security for Journalists Workshop, Ciudad Juarez, Chihuahua, September, 2016.

Lecturer/Trainer, “The environment of violence for journalists along the border,” International Center for Journalism and UA Center for Border and Global Journalism Digital Security for Journalists Workshop. Nogales, Sonora, February 25, 2017.

Co-head, Border Journalism Network, a binational consortium of educators, professionals and students in the US-Mexico border region, 2011-present.

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professional experience

Assistant Professor of Practice, UA School of Journalism

Tucson, AZ, August 2019-Present

Teach the capstone media course, El Inde, at the University of Arizona's School of Journalism and edit students' work for publication. Develop classes about various forms of telling nonfiction stories and collaborate with various media outlets to share the stories with the public.

Independent Journalist for Print, Radio and Multimedia

South & Central America, Mexico, & U.S., 2007-Present

Conduct research and report on a variety of issues; write and produce features in Spanish and English, radio documentaries and multimedia slideshows for BBC's The World, National Public Radio, Marketplace, and Canadian Broadcasting Corporation, Virginia Quarterly Review, The Atlantic, National Geographic Online, The New York Times, and others.

Guest Teacher

United States & Latin America, 2009-Present

Duke University, University of Southern California, University of Texas-Austin, San Diego State University, University of Colorado-Boulder, Emerson College, Mount Holyoke College, Universidad Autónoma de Baja California (Tijuana, Mexico), and Universidad de las Américas (Quito, Ecuador), among others.

Storytelling Consultant

United States & Latin America, 2008-Present

Assist and coach individuals, media, cultural, and human rights organizations in telling their stories through sound, multimedia, and social media in English and Spanish. Write grants, reports, edit print and online materials. Clients: Human Rights Watch, McKnight Foundation's Collaborative Crop Research Program (CCRP), Texas Folklife, Institute for Justice & Journalism.

Contributing Editor, High Country News

Los Angeles, CA, September 2016-Present

Report and write a monthly column in English and Spanish for a national magazine focused on the American West. Nurture new contributors from underrepresented communities throughout the state, edit their stories for the web and for print.

Editor, Mongabay

Quito, Ecuador, July 2015-April 2016

Develop mongabay.com's first Spanish-language site for environmental news and features. Cultivate relationships with contributors from throughout Latin America and the U.S. Develop editorial agenda and manage investigative projects for the site. Edit and assign copy on a daily basis.

Immigration Reporter, Southern California Public Radio

Los Angeles, CA, February 2012-June 2013

Covered breaking news, and produced features, radio and web series focused on immigration, culture, religion, and diversity for Southern California's largest public radio station. Moderated live forum discussions and community engagement on the same topics.

Border Reporter, Fronteras Desk and KPBS Radio

San Diego, CA, September 2010-February 2012

Covered immigration, border issues, health and culture along the Southern California-Mexico region for local, regional and national public radio and daily local television news program. Reported, edit-ed, and produced stories for radio and TV.

Lecturer, University of Texas, Radio-Television-Film Department *Austin, TX,*

August-December 2009

Taught bi-weekly lessons and practice labs for an undergraduate and graduate level course on radio storytelling and broadcast journalism. Developed syllabus and mentored students as they worked on their first audio documentaries, from concept to voicing and final mixing.

Radio Producer and Reporter, BBC's The World

Boston, MA, April 2005-May 2007

Wrote and produced breaking news features and interviews under daily deadlines; researched, pitched, and edited stories, planned future coverage of world issues with reporters on the field for daily international news program.

Reporter and Editor, NPR's Latino USA

Austin, TX, June 2003-April 2005

Produced weekly original features and long-form documentaries, conducted research and interviews, and edited contributions from reporters throughout the United States and Latin America for weekly program.

selected assignments, projects & collaborations**Co-producer**

"South of Fletcher" (Six-part podcast, public programs and a photo exhibit at Occidental College) Los Angeles, CA | A year-long commission by arts organization, Clockshop, about urban change and open space in Los Angeles.

Co-producer

"Going Gray in LA" (Web, photo and radio stories airing on KCRW Public Radio, accompanied with live forums and public installations), Los Angeles, CA | A year-long documentary project about aging in Los Angeles.

Producer/Reporter

"Stray Bullets and Forgiveness" (Radio, for the BBC World Service) | A radio documentary focusing on gang and gun violence in a tight-knit African-American community in Aurora, Colorado.

Writer/Reporter

"Between the Forest and the Sea: Climate Change and Community Forest Management in Kuna Yala" (Print/Radio/Multimedia; published in National Geographic NewsWatch, The Atlantic, Virginia Quarterly Review, and aired on the BBC); Multiple locations in Kuna Yala, Panama; 2009, 2010, & 2014 Ongoing print, audio, and multimedia documentation of life in Kuna Yala, focused on the impacts of climate change and challenges to the indigenous Kuna's culture in Panama.

Writer/Producer

"Coca Sí, Cocaína No" (Print/Radio/Multimedia, BBC's "The World") Los Yungas, Bolivia; 2008 | A series of print, radio, and multimedia stories about the lives of coca farmers in Bolivia.

Investigative Reporter

“Border Stories” (Web/Radio stories; published in KPBS’ Fronteras Desk, National Public Radio, BBC’s The World) San Diego, CA-Tijuana, Mexico; 2010-2012 | A series of stories and investigations along the Southern California/Baja California border, focusing on the deportations of mothers, the family members of the disappeared, migrant smuggling, corruption in the Border Patrol, and others.

professional affiliations

President of the Board & Producing Member

Homelands Productions, January 2014-Present

education

School of Journalism, University of California, Berkeley, CA | M.A Journalism, 2002

Rutgers University, New Brunswick, NJ | B.A. Political Science & Latin American Studies, 1998

awards in journalism

- Susan Tifft Fellowship for Women in Documentary and Journalism, Center for Documentary Studies at Duke University, 2018.
- International Reporting Project Fellowship at Johns Hopkins University, Ecuador & Peru, 2014.
- Mongabay Special Reporting Initiative Fellowship, Panama, 2014.
- International Center for Journalists’ Ford Foundation Fellowship, Thailand, 2013.
- Institute for Justice and Journalism’s Immigration Fellowship, University of Oklahoma, 2013.
- Reporting on Health Fellowship, University of Southern California, 2011.
- Project Word Travel and Writing Grant, Panama, 2009.
- Finalist, Livingston Awards for Young Journalists, 2009.
- Finalist, Dart Center Award for Journalism and Trauma, Columbia Journalism School, 2009.
- International Reporting Project Fellowship at Johns Hopkins University, Haiti, 2008.
- Pulitzer Center on Crisis Reporting Grant, Bolivia, 2007.

relevant skills & training

- Native Spanish speaker; fluent in English, speaks French and Portuguese.
- Sound recording and editing, podcast production, and mixing experience.
- Multimedia reporting and editing.
- Hostile environment training (Centurion Training Group, August 2008).

C.V.

LINDA J. LUMSDEN, PH.D.

lumsden@email.arizona.edu

EDUCATION

- Ph.D., The University of North Carolina, Ph.D., Mass Communication, 1995.
- M.A., Syracuse University, S.I. Newhouse School of Journalism, Magazine, 1989.
- B.A., Central Connecticut State University, Sociology, 1978

ACADEMIC APPOINTMENTS

University of Arizona 2006-Current

Professor, School of Journalism, affiliated with Department of Gender and Women Studies
Director of Graduate Studies, 2008-12 and 2018-19

Courses: *American Press History; Ethics and the News Media; Social Justice Journalism; Journalism, Gender, and Multiculturalism; News Reporting*

Western Kentucky University 1996-2006

School of Journalism and Broadcasting, affiliated with Women Studies Program
Associate Professor, Mass Communication Program Coordinator

PUBLICATIONS

Books

- *Social Justice Journalism: Social Movement Media from Abolition to #womensmarch* (New York: Peter Lang Ltd., forthcoming July 2019).
- *Black, White, and Red All Over: A Cultural History of the Radical Press in Its Heyday, 1900-1917*. Kent, Ohio: Kent State University Press, 2014.
- *INEZ: The Life and Times of Inez Milholland*. Bloomington: Indiana University Press, 2004. Paperback ed. (Fall 2016).
- *Rampant Women: Suffragists and the Right of Assembly*. Knoxville: University of Tennessee Press, 1996. Paperback ed. 2009.

Book Chapters

- "Historiography," in Carolyn Kitch and Linda Steiner, eds. *Woman Suffrage and the Media*. Champaign: University of Illinois Press, forthcoming March 2020.
- "Press Criticism," in W. David Sloan, ed., *American Journalism: History, Principles, Practices*. Jefferson, N.C.: McFarland Publishing, 2002.

Refereed Articles (since 2012)

- "Activist Journalism A Century Before The Internet: Lessons from the Career Of Socialist Muckraker John Kenneth Turner," *American Journalism* 32 (July 2015): 282-306.
- *The [New York] Call: Challenges of Sustaining Socialist Identity in the Daily Newspaper Market, 1908-1917*," *Journalism History* 39:4 (Winter 2014): 1-12.
- "How Independent? An Analysis of GE13 Coverage by Malaysia's Online News Portals," *Jurnal Komunikasi [Malaysian Journal of Communication]* 29 (2/2013): 1-30.
- "Striking Images: An Analysis of the Visual Rhetoric in the Radical Press," *Visual Communication Quarterly* 17 (October-December 2010): 225-40.
- "Good Mothers with Guns: Framing Black Womanhood in *The Black Panther*, 1968-1980," *Journalism and Mass Communication Quarterly* 86 (4/2009): 900-22.
- "Women's Lib Has No Soul'? An Analytical Challenge to Myths Surrounding the Black Press's Coverage of the Women's Liberation Movement, 1968-1973," *Journalism History* 35 (October 2009): 118-30.
- "Anarchy Meets Feminism: A Gender Analysis of Emma Goldman's *Mother Earth*, 1906-1917," *American Journalism* 24 (Summer 2007): 49-72.
- "The Essentialist Agenda of the 'Woman's Angle' in Cold War Washington: The Case of Associated Press Reporter Ruth Cowan," *Journalism History* 33 (Spring 2007): 2-13.
- "Beauty and the Beasts: the Significance of Newspaper coverage of the 1913 National Suffrage Parade," *Journalism and Mass Communication Quarterly* 77 (Autumn 2000): 593-611.
- "Excellent Ammunition: Suffrage Newspaper Strategies during World War I," *Journalism History* 25 (Summer 1999): 53-63.
- "'You're a Tough Guy, Mary': Gender and Women Reporters in the 1920s and 1930s," *Journalism and Mass Communication Quarterly* 72 (Winter 1995): 913-21.
- "Suffragist: The Making of a Militant," *Journalism and Mass Communication Quarterly* 72 (3/Autumn 1995): 525-538.
- "Playing with Fire: A Legal Analysis of Cross Burning in *RAV v. St. Paul*," *Free Speech Yearbook* 31 (1993): 90-99.
- "'Don Sotaco' Finds His Voice: Visual Rhetoric and Farm Worker Identity in *El Malcriado*, 1964-1967," presented at the American Journalism Historians Association [AJHA] 2018 convention, Oct. 6, Salt Lake City.
- "Abolitionist Aggregator: Collective Action Frames in the British *Anti-Slavery Monthly Reporter*, the World's First Social Movement Periodical, 1825-1833," presented on History Division "Best Faculty Paper" panel, AEJMC annual conference, Aug. 10, 2017, Chicago.
- "Moral Shock And Muckraking In The Congo Free State: A Framing Analysis of E. D. Morel's *West African Mail* Through the Prism of Social Movement Theory," presented at International Communication Association annual conference, May 26, 2017, San Diego.
- Research-in-Progress: *Social Justice Journalism: From Abolition to #womensmarch: A Cultural History of Social Movement Media*, AJHA convention, Oct. 7-9, 2016.
- "Trail-blazing for Social Movement Media': The *Sierra Club Bulletin*'s Role in Building Modern Environmentalism, 1893-1970," AJHA convention, Oct. 7-9, 2016.

- Report on results of my AEJMC Senior Scholar Grant research June 2-July 1 at the London School of Economics & Policy, AEJMC Research Division, Minneapolis, Aug. 9, 2016.
- “Socialist Muckraker John Kenneth Turner: A Journalist/Activist a Century Before the Internet,” Scholar-to-Scholar Poster Presentation, AEJMC, Aug. 7, 2014, Montreal.
- “*The Border*: Tucson’s Short-Lived Socialist Magazine on the Borderlands, 1907-08,” Arizona Historical Society annual conference, April 10, 2014, Prescott, Ariz.
- “Before Hashtags: Precedents of Online Social Media in the U.S. Radical Press, 1900-1917,” Annual International Conference on Journalism and Mass Communications (JMComm), Dec. 3, 2012, Singapore.
- “Radical Women’s Print Culture, 1900-1917: Countering The Counter-Hegemony Of The Male-Dominated Radical Press,” International Communication Association convention, May 24, 2012, Phoenix, Ariz.

AWARDS AND GRANTS

- Friends of the UW-Madison Libraries Grants to Scholars, \$2,000 to conduct research in the Social Movements Collection at the Wisconsin Historical Society in Madison, Wis. Spring 2019.
- Al Litzow Engagement Grant, \$500 for JOUR/HIST 487/587 American Journalism History students to record oral histories with Arizona journalists. Spring 2019.
- First runner-up, Outstanding Research on a *Minorities* Topic, “Don Sotaco’ Finds His Voice: Visual Rhetoric and Farm Worker Identity in *El Malcriado*, 1964-1967,” at the American Journalism Historians Association [AJHA] convention, Oct. 6, 2018, Salt Lake City.
- “Best Faculty Paper,” History Division (“Abolitionist Aggregator: Collective Action Frames in the British *Anti-Slavery Monthly Reporter*, the World’s First Social Movement Periodical, 1825-1833”) AEJMC conference, Aug. 9-11, 2017, Chicago.
- Participant, New York Humanities grant to develop Women’s Suffrage and the Media multimedia website, Spring 2017-.
- UA SBSRI Research Professorship. Course release to complete ms. for *Social Justice Journalism: From Abolition to #womensmarch*. Received Fall 2017.
- Winner, AEJMC-Peter Lang Ltd Scholarsourcing Book Program. *Social Justice Journalism: From Abolition to #womensmarch* received a book contract following a two-round competition of sixteen book proposals originally ranked by AEJMC members, summer 2016.
- Mary Lily Research Grant from the Sallie Bingham Center for Women’s History and Culture (\$750), March 2016.
- UA SBSRI Small Grant (\$3,346), March 2016.
- AEJMC 2016 Senior Scholar Research Grant (\$4,000). January 2016
- UA Udall Center for Studies in Public Policy Fellow, Spring 2016.
- AJHA Joseph Kerns Research Grant, Fall 2015 (\$1,250).
- Palestine American Research Center, Media Development Seminar, (one of 10 professors nationally selected to spend two weeks meeting with Palestinian journalists, officials and activists in East Jerusalem and West Bank), June 2014.
- J. William Fulbright Core Scholar, National University of Malaysia, 2012- 2013.
- UA SBSRI Small Grant 2012, \$1,000. Conducted research in the Ethel Duffy Turner Papers at Bancroft Library, University of California at Berkeley, regarding book project on socialist muckraker John Kenneth Turner.
- UA Magellan Circle faculty grant, \$500, Spring 2012.
- UA Office of Global Initiatives grant, \$300, to partially fund visit by Azerbaijan activist/blogger Emin Milli, October 2011.
- UA SBSRI Summer Grant 2010, \$1,500. Conducted research related to ms. of *Black, White, and Red All Over: A Cultural History of the Radical Press at Its Heyday*, 1900-1917. at Pittsburg [Ks.] State University and University of Connecticut.
- Honorable Mention, Maurine Beasley Award for Outstanding Paper in Women’s History, AJHA convention, 2008.
- Maurine Beasley Award for Outstanding Paper in Women’s History, AJHA convention, 2007, 2006, 2005.
- UA SBSRI Summer Grant 2008, \$3,000. Conducted research related to above ms. at Tamiment Labor Archives, New York University.
- UA Foundation Grant, Spring 2008, \$3,650. Conducted research related to above ms. at University of Washington.
- UA SBSRI Small Grant, Spring 2008, \$2,000. Conducted research related to above ms. at Tamiment Labor Archives, New York University.
- AJHA Joseph Kerns Research Grant, Fall 2007, \$1,250.
- 2004 Institute for Journalism Excellence Fellow, American Society of Newspaper Editors

PROFESSIONAL SERVICE AND AFFILIATIONS

- Board of Directors, American Journalism Historians Association, [AJHA], Fall 2012-14.
- Chair, AJHA Research Committee, Fall 2012-14.
- Host, AJHA convention in Tucson, 2010.

Invited presentations (since 2012)

- Panelist, “Women and the Vote: The 19th Amendment, Power, Media, and the Making of a Movement,” National Archives, Washington, D.C., to introduce its exhibit, “Rightfully Hers: American Women and the Vote,” May 16, 2019.
- Panelist, “Civil Rights and Human Rights: Digital and Oral Histories in the US-Mexico Borderlands,” 2018 Oral History Association Annual Meeting, Montreal, October 11, 2018.
- Panelist, “Preserving the Voices of Arizona’s Diverse Communities,” reception for UA Library-ASU Library Joint NEH National Digital Newspaper Project [digitizing minority newspapers in Arizona], UA Library, March 29, 2019.
- Panelist, “Civil Rights and Human Rights: Digital and Oral Histories in the US-Mexico Borderlands,” 2018 Oral History Association Annual Meeting, Montreal, Oct. 11, 2018.
- Panelist, “*American Journalism* Special Issue: Suffrage and the Media,” AJHA, Salt Lake City, Oct. 6, 2018.
- Featured speaker re *Social Justice Journalism*, Brown Bag Lunch, UA Department of Gender & Women’s Studies, April 16, 2019.
- Keynote speaker, “Speaking Out: A Day of Inquiry and Exploration,” Pima Community College, March 7, 2019.
- “Go Global: Opportunities for Journalists to Work or Teach Abroad,” Excellence 2014, Society for Professional Journalists convention, Nashville, Sept. 6, 2014.

- Fulbright Webinar on Fulbright Opportunities in Southeast Asia, May 2014.
- Commentator, "The Nation in Southern History," Southern Historical Association, Little Rock, Ark., November 11-15, 2015.
- Moderator, "E-Community, Culture Studies and Mass Communication," International Conference on Social Sciences & Humanities: Knowledge for Social Transformation & Development in the 21st Century," Dec. 12, 2012, National University of Malaysia.
- Moderator, "Education and Development," International Conference on Social Sciences & Humanities: Knowledge for Social Transformation & Development in the 21st Century," Dec. 12, 2012, National University of Malaysia, Bangi, Malaysia.
- Moderator, Annual International Conference on Journalism and Mass Communications (JMComm), Dec. 4, 2012, Singapore.
- "Leadership in Modern Democracies in the 21st Century," Malaysian-American Commission on Educational Exchange, Nov. 3, 2012, Kuala Lumpur.
- "Soul Sisters: Black Press Coverage of the Women's Liberation Movement," Co-Sponsored by Diversity & Gender Studies and Department of History, Murray State University, Murray, Ky., Sept. 12, 2011.
- Moderator and presenter, "Periodismo Alternivo: Radical Journalism in the Southwest," AJHA convention, Tucson, Ariz., Oct. 7, 2010.
- Moderator, "The Prism of Identity: The Challenge of Isolating Social Position in Media History," AJHA convention, Birmingham, Ala., Oct. 8, 2009.
- Chair, "Intricate Imperialisms: The Writings of Frances Fuller Victor and Margaret Mead," Tennessee Conference of Historians, Nashville, Tenn., Sept. 30, 2006.
- Blum Research Award Tribute to Margaret Blanchard, AEJMC Convention, Aug. 12, 2005, San Antonio, Texas.
- Scholars' Tea, "Movers and Shakers: Robin Morgan and the Role of Ms. Magazine in the Women's Liberation Movement," Sallie Bingham Center for Women's History, Duke University, Oct. 20, 2016.
- Keynote speaker, "Inez Milholland at Meadowmount," Adirondack Architectural Heritage Centennial Celebration, Westport, N.Y., June 16, 2015.
- Slideshow/lecture, "Malaysia, Media, and Me," on my experience as a Fulbright Core Scholar in Malaysia, UA School of Journalism, Nov. 8, 2013.
- "Visual Rhetoric in the Radical Press Before World War I," Nottingham University in Malaysia, March 5, 2013.
- "How the Internet is Changing Politics and Journalism in Malaysia," at the 5th Annual Mid-Year Enrichment Workshop for American Fulbright Students and Scholars: "U.S.-ASEAN Cooperation: Creating Closer People-to-People Ties," Bangkok, Thailand, March 6-9, 2013.
- "Room for Debate: A Look Back at the U.S. Election and Forward to the Malaysian Election," Nov. 29, 2012, College of Social Sciences, National University of Malaysia, Bangi, Malaysia.
- "Social Media and the U.S. Election," U.S. Embassy Presidential Election Celebration, Nov. 6, 2012, Kuala Lumpur.
- "The Social Media Election" for "Democracy in Action: US Election 2012," Nov. 8, 2012, Sunway University, Kuala Lumpur.

Editorial boards: *Jurnal Komunikasi, the Malaysian Journal of Communication (JKMJC)*, 2017-19; "Woman Suffrage and the Media," Special Issue of *American Journalism* (April 2019); *American Journalism*, 2010-present; *Journalism History*, 2009- current.

UA SERVICE

- Member, SBS Faculty Advisory Committee, Fall 2017-present.
- Member, Advisory Committee, UA Library-ASU Library Joint NEH National Digital Newspaper Project, 2016-present.
- SBS Adviser, Testing Committee, 2016.
- Adviser, Malaysian Students Association, 2017-present.
- Member, GWS Committee to create "Social Justice Publishing," online master's degree, 2014-15.
- Lecture/slide show, "'Women's Lib Has No Soul'? An Analytical Challenge to Myths Surrounding the Black Press's Coverage of the Women's Liberation Movement, 1968-1973," Women Studies Brown Bag Series, Nov. 28, 2007.
- Secretary, UA Association for Women Faculty, 2007-08.
- Speaker, "Ladies in the Street: My Work in the National Woman's Party Archives," UA School of Information Resources and Library Science, Jan. 24, 2007.
- Speaker, "New Perspectives on the New Woman," UA Department of History Brown Bag Series, Dec. 6, 2006.

SCHOOL OF JOURNALISM SERVICE

- Chair, P&T Committee for Carol Schwalbe, seeking promotion to full professor, 2018.
- Chair, Graduate Student Committee, 2018-. (member, 2016-17; chair, Spring 2012)
- Moderator, "Journalists Working in Dangerous Places," "Talk & Teasers" panel, School of Journalism, April 26, 2018.
- Instructor, Workshop on U.S. Journalism Ethics for Tunisian Journalism students, UA Social Sciences Building, Al-Jisr Exchange Program, April 24, 2018.
- Member, Diversity and Inclusion Committee, 2018-present.
- Member, Graduate Program Academic Review Committee, 2017-present.
- Member, Third-year Review Committee for Prof. Susan Swanberg, 2017.
- Advisor, Native American Journalism Association, Student Chapter, 2016-17.
- Advisor, National Association of Hispanic Journalists, Student Chapter, 2016-17.
- Chair, P&T Committee for Jeannine Relly, Fall 2014.
- Violence Awareness Month, and a Q&A with its producer/director Kimberly Bautista, in collaboration with the UA Hanson Film Institute. Oct. 31, 2013, Center for Creative Photography.
- Chair, Graduate Student Committee, 2010-12.
- Member, Graduate Program Curriculum Committee, School of Journalism, 2007-2012.
- Member, Undergraduate Curriculum Committee, Dept. of Journalism, 2006-08.

CURRICULUM VITAE
JEANNINE E. RELLY

Associate Professor
School of Journalism
The University of Arizona
Tucson, Arizona 85721-0158

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jrelly@email.arizona.edu

CHRONOLOGY OF EDUCATION

Arizona State University
The University of Arizona
Virginia Tech

Ph.D., Public Administration, December 2008 Dissertation:
M.A., Journalism, May 1991
B.S., Human Nutrition and Foods, May 1985

CHRONOLOGY OF EMPLOYMENT

Appointments

Director of Global Initiatives	Center for Border & Global Journalism, School of Journalism The University of Arizona (May 2019-present)
Associate Professor	School of Journalism, The University of Arizona (August 2015-present)
Associate Professor (courtesy appointment)	School of Government & Public Policy The University of Arizona (August 2015-present)
Affiliated Faculty	Center for Latin American Studies, The University of Arizona (2006-present)
Affiliated Faculty	Center for Middle Eastern Studies, The University of Arizona (2014-present)
Affiliated Faculty	Center for Border & Global Journalism, The University of Arizona (2014-present)
Affiliated Faculty Advisory Board Member	Center for Digital Society & Data Studies (2017-)
Advisory Board Member	Social and Behavioral Sciences Research Institute, The University of Arizona (2014-2015)

Other academic positions

Assistant Professor	School of Journalism, The University of Arizona (2009-2015)
Assistant Professor	School of Government & Public Policy, The (courtesy appointment) University of Arizona (2011-2015)
Faculty Research Fellow	The Udall Center for Studies in Public Policy, The University of Arizona (Fall 2013)
Assistant Professor of Practice	School of Journalism, The University of Arizona (2004-2009)

HONORS AND AWARDS

- Fellow, Institute for Diverse Leadership in Journalism and Communication, Association for Education in Journalism and Mass Communication (2018-2019).
- Excellence in Mentoring Award, Office for Diversity and Inclusive Excellence, The University of Arizona (April 2018)
- Fulbright Scholar Program award for research across India. (September 2016- January 2017)
- U.S.-India Educational Foundation Grant through the U.S. Fulbright Scholar South and Central Asia Program to conduct Right to Information Act utilization training for professional journalists in Sri Lanka. (December 2016)

- Recognition of Outstanding Service and Dedication, International Communication Division, Association for Education in Journalism and Mass Communication. (August 2016)
- Invited Expert Reviewer, Draft Taxonomy of JSTOR's "Democracy Workbench Tool," designed to facilitate the study of democracy, Social Science Research Council. (October 2015)
- Research Grant Award from Kappa Tau Alpha, the university and college honor society that recognizes academic excellence and promotes scholarship in journalism and mass communication. (October 2015)
- Best Data Visualization Project, "No lawyer, no voice" (with Astrid Galvan, Kate Gunby, Susan Swanberg, Lucio Villa, and Brian White). Institute for Justice & Journalism Migrahack. (March 2015)
- Fulbright Specialist, recommended by the Bureau of Educational and Cultural Affairs of the U.S. State Department and the Institute of International Education's Council for International Exchange of Scholars. (2015-2020)
- Research Fellowship, The Udall Center for Studies in Public Policy, The University of Arizona, to conduct study titled, "Transnational and domestic policy networks and institutional change: A study of the collective action response to violence against journalists in Mexico." (Fall 2013)
- Best Journalism Research Paper Award, presented by the journal *Ecquid Novi African Journalism Studies*, and a Top Paper Award in the Robert L. Stevenson Faculty Paper Competition, for "Journalism in times of violence: Uses and practices of social media along the U.S.-Mexico border" (co-author). The Top Paper Award is sponsored by the International Communication Division of the Association for Education in Journalism and Mass Communication. (August 2013)
- The University of Arizona Conflucenter for Creative Inquiry Award for Collaboration and Innovation (co-principal investigator, with Celeste González de Bustamante) for "The Documented Border," a digital open-access archive that includes audio interviews focused on the impact of violence on journalists along the Mexico-U.S. border. (May 2013)
- Emerging Scholars Program Award (co-principal investigator, with Celeste González de Bustamante). Silencing Mexico: A study of influences on journalists along the northern border. Association for Education in Journalism and Mass Communication. (January 2012)
- Top Paper Award, Robert L. Stevenson Faculty Paper Competition, for "Do journalists have information access? Exploring news media freedom and colonial heritage in 42 nations." (August 2010)
- Outstanding Honors Faculty Member, The University of Arizona Honors College. (Spring 2008)
- Mortar Board National College Senior Honor Society, award for The University of Arizona's outstanding female faculty member of the year. (Spring 2007)
- Arizona Five Star Faculty Award finalist, The University of Arizona Honors College. (Spring 2007)
- Hugh and Jan Harelson Excellence in Teaching Award, presented by The University of Arizona School of Journalism to one faculty member each year. (May 2004, 2005, 2006)

REFEREED WORK

Book (under contract)

González de Bustamante, C. & **Relly, J.E.** *Red light, green light: To report and survive in Mexico in times of violence.* The University of Texas Press.

Monograph

Relly, J.E., & González de Bustamante, C. (2017) Global and domestic networks advancing prospects for institutional and social change: The collective action response to violence against journalists. *Journalism & Communication Monographs*, 19(2), 84-152.

Journals

Chordiya, R., Sabharwal, M., **Relly, J.E.,** & Berman, E. (2019). Organizational protection for whistleblowers: A cross-national study. *Public Management Review*.

Relly, J.E., & Pakanati, R. (2019). Freedom of information lessons from India: Collaboration, coproduction and rights-based agenda building. *Journalism*.

Relly, J.E. & Hutchens, M.J. (2018). The influence of 'dark networks' on citizens' confidence in democratic institutions in Mexico. *The Social Science Journal*.

Schwalbe, C.B., **Relly, J.E.,** Cruikshank, S.A., & Schwalbe, E. (2018). Human security as a conceptual framework: The case of Palestinian journalists. *Journalism Studies*, 1-20.

Relly, J. E., & Zanger, M. (2017). The enigma of news media development with multi-pronged 'capture': The Afghanistan case. *Journalism*, 18(10), 1233-1255.

González de Bustamante, C. and **Relly, J.E.** (2016). The practice and study of journalism in zones of violence in Latin America: Mexico, a case study. *Journal of Applied Journalism and Media Studies*, 5(1), 55-73.

Relly, J.E. & Schwalbe, C.B. (2016). How business lobby networks shaped the U.S. Freedom of Information Act: An examination of 60 year of Congressional testimony. *Government Information Quarterly*, 33(3), 404- 416.

- González de Bustamante, C., & Relly, J.E. (2016). Professionalism under the threat of violence: Journalism, self-reflexivity, and the potential for collective professional autonomy. *Journalism Studies*, 17(6), 684-702.
- Relly, J.E., Zanger, M., & Fahmy, S. (2015). News media in a fragile state: Journalists' perceptions of professional ethics in post-Ba'athist Iraq. *Mass Communication and Society*, 18(4), 471-497.
- Relly, J.E., Zanger, M., & Fahmy, S. (2015). Democratic norms and forces of gatekeeping: A study of influences on Iraqi journalists' attitudes toward government information access. *Journalism & Mass Communication Quarterly*, 92(2), 346-373.
- Relly, J.E., Zanger, M., & Fahmy, S. (2015). Professional role perceptions among Iraqi Kurdish journalists from a "state within a state." *Journalism*, 16(8), 1085-1106.
- González de Bustamante, C., & Relly, J.E. (2014). Journalism in times of violence: Social media use by U.S. and Mexican journalists working in northern Mexico. *Digital Journalism*, 2(4), 507-523.
- Relly, J.E., & González de Bustamante, C. (2014). Silencing Mexico: A study of influences on journalists in the northern states. *International Journal of Press/Politics*, 19(1), 108-131.
- Relly, J.E., & Schwalbe, C.B. (2013). Watchdog journalism: India's three largest English-language newspapers and the Right to Information Act. *Asian Journal of Communication*, 23(3), 284-301.
- Relly, J.E. (2012). Freedom of information laws and global diffusion: Testing Rogers's model. *Journalism & Mass Communication Quarterly*, 89(3), 431-457.
- Relly, J.E. (2012). News media constraints and freedom of information legislation in developing countries. *International Communication Research Journal*, 47(1-2), 2-25.
- Relly, J.E. (2012). Examining a model of vertical accountability: A cross-national study of the influence of information access on control of corruption. *Government Information Quarterly*, 29(3), 335-345.
- Relly, J.E. (2011). Corruption, secrecy, and access-to-information legislation in Africa: A cross-national study of political institutions. In S.L. Maret (ed.), *Research in Social Problems and Public Policy – Government Secrecy* (pp. 325-352). Bingley, United Kingdom: Emerald Group Publishing.
- Relly, J.E. (2011). Institutions of information access and constraint: The cases of China and India. In Y. Chen & P. Chu (eds.), *E-Governance and cross-boundary collaboration: Innovations and advancing tools* (pp. 247-269). Hershey, Pennsylvania: IGI Global.
- Relly, J.E., & Cuillier, D. (2010). A comparison of political, cultural, and economic indicators of access to information in Arab and non-Arab states. *Government Information Quarterly*, 27(4), 360-370.
- Relly, J.E. (2010). A comparative study of E-government and political indicators in developing nations with and without access-to-information laws. In C.G. Reddick (ed.), *Comparative E-Government: An examination of E-Government across countries* (pp. 525-542). New York: Springer.
- Fahmy, S., Relly, J.E., & Wanta, W. (2010). President's power to frame stem cell views limited. *Newspaper Research Journal*, 31(3), 62-74.
- Relly, J.E., & Sabharwal, M. (2009). Perceptions of transparency of government policymaking: A cross-national study. *Government Information Quarterly* 26(1), 148-157. The article was listed among *Government Information Quarterly's* most cited articles since 2009 on the journal's website.

Invited academic journal articles and chapters in scholarly books

- Relly, J.E., & González de Bustamante, C. (2017). Global violence against journalists: The power of impunity and emerging initiatives to evoke social change. In H. Tumber & S. Waisbord (eds.), *The Routledge Companion to Media and Human Rights*.
- Relly, J.E. and González de Bustamante, C. (2016). Periodistas en peligro: un estudio de influencias sobre periodistas en el norte de Mexico. In C.del Palacio Montiel (ed.), *Medios de comunicación, poder y violencia en las regiones de México*. Veracruz, Mexico: Universidad Veracruzana. (Spanish translation of 2014 article in *International Journal of Press/Politics*).
- González de Bustamante, C. and Relly, J.E. (2016). Use of social media along the northern Mexico border in violent times. In B. Franklin & S.A. Elridge (eds.), *Routledge Companion to Digital Journalism Studies*. Oxford, United Kingdom: Routledge.
- Relly, J.E., and Sabharwal, M. (2015). Perceptions of transparency of government policymaking: A cross-national study. In B.G. Peters and J. Pierre (eds.), *Public Administration*. Sage. Reprinted from article in *Government Information Quarterly*.

JESSICA RETIS

Associate Professor, School of Journalism, The University of Arizona

EDUCATION

Ph.D. Contemporary Latin America. Interdisciplinary Program. Complutense University of Madrid & Instituto Universitario y de Investigación Ortega y Gasset, Spain, 2006.

M.A. Latin American Studies. Political Sciences Faculty. Latin American Studies Center. National Autonomous University of Mexico, Mexico, 1996.

B.A. Communication, School of Communications. University of Lima, Peru, 1990.

GRANTS, AWARDS, FELLOWSHIPS & APPOINTMENTS

Grant. University of Arizona's Provost Investment Fund. Master's in Bilingual Journalism, 2020.

Award. Latino/ Latin American Research, Association of Educators of Journalism and Mass Communication, 2019.

Award. Mike Curb College of Arts, Media & Communications. Research & Scholarly Awards, 2018.

Grant. Brazilian National Council for Scientific and Technological Development, Spring 2017.

Award. Mike Curb College of Arts, Media & Communications. Research & Scholarly Awards, 2016.

Award. CSUN Competition for Research, Scholarship & Creative Activity Award, 2011.

Award. CSUN Interdisciplinary Community Learning Project Grant, 2010.

Award. Research & Creative Activities Grant, Mike Curb College of Arts, Media & Communications, 2009.

Scholarship. Post-Doctoral Scholarship, *Universidad Carlos III de Madrid*. Host: *University of Westminster*, London, 2006.

Scholarship. Pre-Doctoral Research Scholarship, Spanish Education Ministry and IUOG, 2003 – 2005.

Fellowship. M.A. Fellowship, Universidad Nacional Autónoma de México, 1997.

Fellowship. Undergraduate Fellowship, *Universidad de Lima*, 1985 – 1990.

Distinguished Teaching Award, *California State University International*. 2018.

Polished Apple Award, *California State University International*. 2009 & 2013.

INTERNATIONAL ACADEMIC APPOINTMENTS

Resident Director. *California State University International Programs in Spain*. 2014-15. Supervised academic programs for students from 23 CSU campuses in Spain: *Universidad Complutense de Madrid* and *Universidad de Granada*.

VISITING SCHOLAR APPOINTMENTS

Universidad de Lima, Lima, Peru, May 2017. Research project: *Japanese Peruvians and the Media in Lima*.

UESPM- Sao Paulo, Brazil, March – April 2017. Research project: *Nipo Brazilians and the Media in Sao Paulo*.

University of Tokyo, Japan, December 2016 – February 2017. Research project: *Latino immigrants and the media in Tokyo*.

Florida International University, Miami, Summer 2014. Research project: *Latinos and Media in Miami*.

City University, London, Summer 2013. Research project: *Latinos and Media in London*.

New York University, Summer 2011. Research project: *Latinos and Media in New York*.

London School of Economics, Summer 2010. Research project: *Latinos and Media in London*.

University of Westminster, Spring 2007. Project: *Public service models in European TV: a comparative analysis of TVE and BBC*.

ACADEMIC CONSULTANT / INTERNATIONAL RESEARCHER

Worlds of Journalism Study (WJS), 2019 – today (Peru and Mexico Chapters)

Democracy Fund, 2018-2019. Conducted research on mapping Latino ethnic media in the United States.

Real Instituto Elcano, Madrid, 2014 – today. Research projects on Hispanic cultural industries in the United States.

Fundación Alternativas, Madrid, 2010 – 2011. Research on Latin American immigrants' media consumption in Spain.

Center for Immigration and Intercultural Relations, Madrid City Council, 2005 – 2006. Mapping of ethnic media.

PUBLICATIONS

Books

Román, P. and Retis, J. (2020). *Latin Americans in London: Narratives of migration, relocation and belonging*, London: Palgrave.

Retis, J. and Tsagarousianou, R. (Eds.) (2019). *The Handbook on Diasporas, Media, and Culture*. Willey Blackwell – IAMCR.

Retis, J., Lamuedra, M. and García, A. (Eds.) (2010) *Los informativos diarios en BBC y TVE. Los discursos de sus profesionales y receptores*. (Daily Newscasts in BBC and TVE. Professionals & audiences' discourses), Madrid: Ediciones de la Torre.

Retis, J. (Ed.) (2007). *Inmigración y medios de comunicación. Aproximaciones y propuestas para las buenas prácticas periodísticas*. (Immigration and the Media: Approaches and Proposals for Journalists), Madrid: Ministerio de Trabajo y Asuntos Sociales, Proyecto Equal Fondo Social Europeo, Madrid Entre Dos Orillas.

Retis, J. (2006) *Espacios mediáticos de la inmigración en Madrid: Génesis y evolución*. (Media Spaces of Immigration in Madrid: Genesis and Evolution), Madrid: Observatorio de las Migraciones y la Convivencia Intercultural.

Book Chapters (selection)

Gonzalez, C. and Retis, J. (2019). "Latina/o Millennials in a post-TV network world: Anti-stereotypes in the transmedia edutainment web TV series *Estas Los High*." In: Christopher Campbell (Ed.) *Media, Myth and Millennials: Critical perspectives on race and culture*, New York: Lexington Books.

- Retis, J. (2019) Homogenizing heterogeneity in transnational contexts. Contemporary Latin American Diasporas and the Media in the global North, in: Jessica Retis and Roza Tsagarousianou (Eds.) *The Handbook of Diaspora, Media, and Culture*, Willey-Blackwell.
- Retis, J. (2019) International migrations and mobility across the transpacific area: Japanese Brazilians between Tokyo and Sao Paulo in: Kevin Smets, Koen Leurs, Myria Georgiou, Saskia Witteborn and Radhika Gajjala (Eds.) *The Sage Handbook of Media & Migration*, Sage.
- Cueva, L. Takahashi, B. and Retis, J. (2019). Peruvian Media Scenario: Between Corporate Media and *Chicha* Media. In: Manuel Chavez and Richard Cole (Eds.) *Latin American Communication and Journalism*.
- Retis, J. (2018). Hashtag Jóvenes Latinos: Challenges and Opportunities of Teaching Civic Advocacy Journalism in “Glocal” Contexts. In: Mari Castañeda and Joseph Krupczynski (Eds.) *Learning from Diverse Latina/o Communities: Social Justice Approaches to Civic Engagement*. Palgrave.
- Gonzalez, C. and Retis, J. (2017). Underrepresented Majorities: Latin@s and the Media in the Digital Age. In: Christopher Campbell (Ed.) *The Routledge Companion to Media and Race*. New York: Routledge, 210-221.
- Retis, J. (2017). The transnational restructuring of communication and consumption practices. Latinos in the urban settings of global cities. In: Maria Elena Cepeda and Dolores Casillas (Eds.), *The Routledge Companion to Latina/o Media*, New York: Routledge, 22-36.
- Retis, J. (2014). Latinos Online: Acceso e inclusión digital de los inmigrantes internacionales en contextos diaspóricos (*Latinos Online: Access and Digital Inclusion of International Immigrants in Diasporic Contexts*). In: Giancarlo Carbone and Oscar Quezada (Eds.), *Comunicación e industria digital (Communication and Digital Industry)*. Lima: Universidad de Lima.
- Retis, J. (2014). Latino Diasporas and the Media. Interdisciplinary Approaches to Understand Transnationalism and Communications in Global Cities. In: Darling-Wolf Fabienne (Ed.), *International Companion to Media Studies. Methods in Media Studies Volume*. New York: Willey-Blackwell, 570-596.

Editor Refereed Publications

- Senior Editor Retis, J. (forthcoming) The Oxford Encyclopedia of Race, Ethnicity and Communication - Latin American Section, in Subervi, F. & Roy Sudeshna (Co-Editors in Chief). *The Oxford Research Encyclopedia of Communication*.
- Guest co-Editor Retis, J. and Ferrandez, Alicia (2019) Guest Editors. Special Issue: Ethnic Minority Media: Between Hegemony and Resistance *Journal for Alternative and Community Media*, Vol. 3, Num 3.

Refereed Journal Articles (selection)

- Cardenas, L., Bustamante C. and Retis, J. (2019) "To tweet for solidarity or just report the news? Comparing social media strategies of Spanish language and English language TV networks", *Television and New Media (submitted, under review)*
- Schmitz-Weiss, A. and Retis, J. (2018) “I don’t Like Maths, That’s Why I am in Journalism”: Journalism Students Perceptions and Myths about Data Journalism,” *Asia Pacific Media Educator*, 28(1) 1-13.
- Retis, J. (2017) “Consumers or Citizens? Practices of cultural consumption by Latin American Immigrants in Spain,” *Comunicação, Mídia e Consumo*, vol. 14, num. 41, Setembro/Dezembro 2017, 53-83.
- Retis, J. (2016) “The Portrayal of Latin American Immigrants in the Spanish Mainstream Media: Fear of Compassion?” *The International Journal of Hispanic Media*, vol. 9, October, 32-45.
- Retis, J. (2014). “El rol de los medios en los procesos de estratificación social en el contexto migratorio: Espacios mediáticos y consumos culturales”, *Revista Latinoamericana de Comunicación Chasqui*, num. 125, 13-22.
- Retis, J. (2012). “El poder del documental: representación de los derechos humanos de las mujeres inmigrantes latinoamericanas en Estados Unidos, *Amérique Latine. Histoire & Mémoire*, num. 23.
- Retis, J. and Sierra, F. (2011). “Rethinking Latin American Communicology in the Age of Nomad Culture. Transnational Consumption and Cultural Hybridizations”, *Westminster Papers in Communication and Culture (WPCC)*, vol. 7, num. 3.
- Retis, J. and García P. (2011) “Jeunes et minorités ethniques dans la presse européenne: Les médias et les émeutes parisiennes de 2005”, *Global Media Journal - Canadian Edition*, Volume 4, Issue 1, 77-92.

Reports

- Retis, J. (2019). *Hispanic Media Today: Serving bilingual and bicultural audiences in the digital age*. Washington: Democracy Fund.
- Retis, J. Badillo, A. (2019). *La circulación de la cultura en español en las ciudades globales de los Estados Unidos: Los Angeles, Nueva York, Miami*. Real Instituto Elcano.
- Retis, J. Badillo, A. (2015). *Los latinos y las industrias culturales en español en Estados Unidos*. Madrid: Real Instituto Elcano.
- Retis, J. (2011). *Estudio exploratorio sobre el consumo cultural de los inmigrantes latinoamericanos en España: el contexto transnacional de las prácticas culturales*. Madrid: Fundación Alternativas.

Encyclopedia Entries

- Retis, J. (2013). “Spanish Language Newspapers in the United States” and “Spanish Language Television in the United States” in: *Encyclopedia of Latino Culture: From Calaveras to Quinceañeras*. Charles Tatum (Ed). Santa Barbara: Greenwood.

TEACHING EXPERIENCE

Associate Professor, Journalism Department, University of Arizona starting Fall 2019.

I have accepted a job offer from the U of A to launch and lead a Spanish-language Journalism Program.

Associate Professor, Journalism Department, CSUN, Fall 2014 to Spring 2019. **Assistant Professor**, Journalism Department, Spanish-language Journalism Program, CSUN, Fall 2008 to Spring 2013.

Guest Lecturer. “Mídia e transnacionalismo na era digital: indústrias, circuitos e consumos culturais latino-americanos em entornos urbanos nas cidades globais”. March 17-25, ESPM, Sao Paulo.

Assistant Professor, Television Department, School of Communications, Universidad Carlos III de Madrid, Spring 2008. *Course taught (in Spanish)*: Management and Promotion of Audiovisual Products.

Lecturer, Master in Peace, UNESCO Chair of Philosophy in Peace. Conflict and Development Studies, Universitat Jaume I, Castellón, Spain, 2006 -2007. *Courses taught (in English)*: Conflict Mediation and Negotiation: Media and Multicultural Societies in Times of Crisis. This was a new course that I developed for the Master’s Program.

Lecturer, School of Communications, University of San Diego, International Programs in Spain at Instituto Universitario de Investigación Ortega y Gasset, 2006 – 2007. *Course taught (in English)*: International Media.

Lecturer, Master’s Program in Latin American Studies, Universidad Complutense de Madrid, Facultad de Ciencias Políticas y Sociología, Madrid, 2006 – 2007. *Course taught (in Spanish)*: Information Society and Mass Media.

Lecturer, School of Communication, Universidad de Málaga, 2005. *Course taught (in Spanish)*: Journalism and Immigration: Latin American Immigrants in Spain.

Lecturer, School of Communications, Universidad de Sevilla, 2004. *Courses taught (in Spanish)*: Intercultural Communication - Journalism and Immigration: Latin American Immigrants in Spain.

Lecturer, Saint Louis University, Madrid Campus, 2002 – 2003. *Courses taught (in English)* Economic, Political and Social Development in Latin America, and History of Modern Latin America.

Assistant Professor, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico City, Mexico, 1994 – 1996. *Courses taught (in Spanish)*: Communications & Journalism I, and II, Reading Comprehension Methods.

Assistant Professor, School of Communications, Universidad Intercontinental, Mexico City, 1994 – 1995 *Courses taught (in Spanish)*: Introduction to Public Opinion, Media Sociology, and Statistics for the Social Sciences.

Instructor, School of Communications, Universidad Latinoamericana, Mexico City, 1995 *Course taught (in Spanish)*: Research and Methodology for Social Sciences.

SERVICE AT ACADEMIC & PROFESSIONAL ORGANIZATIONS

Chair Diaspora &Media Working Group at the International Association for Mass Communication Research (2019-2023).

Vice President, Binational Association of School of Communication of the Californias (BINACOM), 2018-2020.

General Secretary Unión Latina de Economía Política de la Información, la Comunicación y la Cultura (2013 – 2015).

Academic At-Large Director of National Association of Hispanic Journalists – Los Angeles Chapter, 2012 -2014.

Member. Chicano/a News Media Association, 2009 – present.

Adviser. CSUN Latino Journalists Club, student chapters of NAHJ and CCNMA, 2008-2018.

Adviser. University of Arizona NAHJ Student Chapter 2019-today.

Advisory Board Member. Pierce College Media Arts, Journalism Program, 2011.

Advisory Board Member. Santa Monica College, Journalism Program, 2010.

Editorial Board. International Academic Journals

Estudios sobre el Mensaje Periodístico. Academic journal, University Complutense of Madrid, Spain, 2019 - present.

Contratexto. Academic journal, University of Lima, Peru, 2017 - present.

Communication, Media & Consumption. Academic journal, ESPM, Sao Paulo, 2016 - present

Redes. Academic Journal published by University of Seville, 2013 - present.

Fronteiras. Academic Journal published by Universidad do Vale do Rio do Sinos, Brazil, Spring 2009 – present.

PROFESSIONAL MEDIA EXPERIENCE

Producer, reporter & anchor. *Red con Voz & Intercomunicación América Latina Europa*, Spain, 2006 – 2007.

Producer, reporter & anchor. *Televisión Educativa Iberoamericana, EFE News Agency*, Spain, 1997 – 1999.

Producer and **scriptwriter**. *Panamericana Televisión, Canal 5*, Lima, Perú, 1988 - 1989.

Reporter and **producer** of 60-minute documentary, *Second World Social Forum on Migration*, Red con Voz, Madrid, 2006.

Freelance reporter, *Reforma* newspaper Mexico City, 1995 – 1996

Co-Editor, Cultural Section "Opciones de lectura" in *El Nacional* newspaper, México City, 1994

International correspondent, *Universal* and *Ojo*, Lima, 1991 – 1992

Freelance reporter. *Ser Padres, Muy Interesante*, and *Mía*. Madrid, Spain, 2002 – 2004

Editor-in-Chief, *Fin de Semana*, Lima, Perú, 1989 – 1990

Reporter and **editor**, *Telecolor*, Lima, Perú, 1985 – 1989

Research Fellow, Latin American Studies Center, UNAM, Mexico City, 1993-1994.

Assistant, Latin American Federation of Schools of Communication. *FELAFACS*, Mexico, 1991 – 1993

Editor, *Opciones*, Mexico City, 1991 – 1994

LANGUAGES

Spanish (native) English (academic proficient) Portuguese (intermediate) French (beginner) Japanese (beginner)

CURRICULUM VITAE
SUSAN ELIZABETH SWANBERG

Assistant Professor
School of Journalism
College of Social and Behavioral Sciences
Marshall Building Room 328
University of Arizona
Tucson, Arizona 85721

Cell: 916-730-7550
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susaneswanberg.com

RESEARCH INTERESTS

Science journalism in a post-truth society; science journalism, propaganda and the Nuclear Age; climate science misinformation and disinformation; the American eugenics movement and other pseudoscientific belief systems.

EDUCATION

University of Arizona School of Journalism	M.A., Journalism - 2014
University of California, Davis	Ph.D., Genetics - 2005
California State University, Sacramento	M.S., Biological Sciences - 2000
University of Oregon School of Law	J.D., Law
University of Oregon	B.A., Psychology

ACADEMIC EXPERIENCE

Assistant Professor	School of Journalism, UA	2015-present
Teaching Assistant	School of Journalism, UA	Fall 2013
Graduate Assistant	Molecular & Cellular Biology, UA	Fall 2012
Postdoctoral Scholar	University of California, Davis	2009-2011
Postdoctoral Fellow	University of California, Davis	2005-2008
Laboratory Management Institute	University of California, Davis	2006-2007
Doctoral Researcher	University of California, Davis	2000-2005
Graduate Researcher	California State University, Sacramento	1998-2000

EXTENT OF TEACHING – research leave January-December 2018.

• 2019 Hugh & Jan Harelson Award for **Excellence in Teaching**

2019 Fall semester		
Jour 205	Reporting the News	18 students
Jour 205	Reporting the News (honors)	1 student
Jour 472/572	Science Journalism	18 students
Jour 599	Independent Study	3 students
2019 Spring Semester		
Jour 509	Media Law	18 students
Jour 455/555	Environmental Journalism	18 students
Jour 498 H	Honors Course (thesis)	1 student
2018 Fall semester		
Jour 498H	Honors Course	1 student
Jour 599	Independent Study	1 student
2017 Fall semester		
Jour 205	Reporting the News	19 students
Jour 205	Reporting the News	14 students
2017 Spring semester		
Jour 455/555	Environmental Journalism	19 students
Jour 509	Media law	10 students
2016 Fall semester		
Jour 205	Reporting the News	19 students
Jour 205	Reporting the News	19 students
2016 Spring semester		
Jour 205	Reporting the News	19 students
Jour 205	Reporting the News	19 students
2015 Fall semester		
Jour 472/572	Science journalism	17 students

RESEARCH**ResearchGate Statistics as of 1.7.20**

Total Research Interest: 450.14

RG Score: 20.43

citations: 867

h-Index: 10

reads: 1,531

Selected Research Awards, Fellowships, Scholarships, Grants and Honors*Journalism*

- 2018 American Journalism Historians Association (AJHA) Rising Scholar Award
- SBS Junior Faculty Research Leave – (fall 2018)
- Udall Fellowship – (spring 2018)
- “With Conviction: Reporting on Science in the Courtroom,” (\$13,000 NASW grant - 2015)
- “No Lawyer, No Voice,” Best Data Visualization Team Project, Arizona Migrahack (2015) (Team members included Jeannine Relly and Celeste Gonzáles de Bustamante)

Science

- NIH Individual NRSA Fellowship - (1F32HD055143-01) (2007-2008)
- NIH Training Grant (trainee) - UC Davis MIND Institute - Interdisciplinary Training Program for Autism Researchers (2005-2007)
- Kinsella Memorial Dissertation Prize, UC Davis (2006)
- Hart/Cole/Goss Summer Research Fellowship (2005, 2001)
- Austin Lyons Fellowship (2002-2005)
- American Foundation for Aging Research Fellowship (2005)
- Reduced Fee Award: EMBO/58th Harden Conference-Telomeres and Genome Stability (2004)
- Travel Award: 13th North American Colloquium on Animal Cytogenetics & Gene Mapping (2003)
- Glenn/AFAR Scholarship for Research in the Biology of Aging (2003)
- Jastro Shields Research Award (2003)
- UC Davis and Humanities Graduate Research Award (2002)
- Herbert Kraft Fellowship (2001-2002)

Refereed Work (science and journalism)

Swanberg, S.E. “Borrowed chronicles: *New York Times* science journalist William L. ‘Atomic Bill’ Laurence and the reports of a Hiroshima survivor” in *Legacies of the Manhattan Project: Reflections on 75 Years of a Nuclear World*. Forthcoming – April 2020.

Swanberg, S.E. (2019) ‘The Way of the Rain’: Towards a conceptual framework for the retrospective examination of historical American and Australian ‘rain follows the plow/plough’ messages, *International Review of Environmental History* 5(2): 67-96.

Swanberg, S.E. (2019). ‘Wounded in Mind’: Science Service Writer, Marjorie Van de Water, Explains World War II Military Neuropsychiatry to the American Public,” *Media History* DOI: 10.1080/13688804.2019.1652582

Swanberg, S.E. (2019). Psychological armor: *The Science News-Letter* warns against propaganda (1926-1965), *Journalism Studies* 20(13): 1883-1902 (published online November 8, 2018).

Swanberg, S.E. (2010). T.H. O’Hare, E.A. Robb, C.M. Robinson, H. Chang, M.E. Delany. Telomere biology of the chicken: A model for aging research. *Experimental Gerontology* 45(9): 647-54.

Maezawa, I., **S.E. Swanberg**, J.M. LaSalle, L-W Jin. (2009). Rett Syndrome astrocytes are abnormal and spread the MeCP2 deficiency state through gap junctions. *Journal of Neuroscience* 29(16): 5051-5061.

Swanberg, S.E., R.P. Najaragan, J.M. LaSalle. (2009). Reciprocal co-regulation of EGR2 and MECP2 is disrupted in Rett Syndrome and autism. *Human Molecular Genetics* 18(3): 525-534.

Nagarajan, R., K. Patzel, M. Martin, D. Yasui, **S. Swanberg**, I. Hertz-Picciotto, R. Hansen, J. Van de Water, I. Pessah, P. Jiang, W. Robinson, J. LaSalle. (2008). *MECP2* promoter methylation and X chromosome inactivation in autism. *Autism Research* 1(3): 169-178.

van de Lavoie, M-C., C. Mather-Love, P. Leighton, J.H. Diamond, B.S. Heyer, R. Roberts, L. Zhu, P. Winters-Digiaccinto, A. Kerchner, T. Gessaro, **S. Swanberg**, M.E. Delany, R. J. Etches. (2006). Germline Transmission of genetically modified primordial germ cells. *Nature* 441(7094): 766-769.

van de Lavoie, M-C., C. Mather-Love, P. Leighton, J.H. Diamond, B.S. Heyer, R. Roberts, L. Zhu, P. Winters-Digiaccinto, A. Kerchner, T. Gessaro, **S. Swanberg**, M.E. Delany, R. J. Etches. (2006). High Grade Transgenic somatic chimeras from chicken embryonic stem cells. *Mechanisms of Development* 123: 31-41.

Swanberg, S.E. and M.E. Delany. (2005). Differential expression of genes associated with telomere length homeostasis and oncogenesis in an avian model. *Mechanisms of Ageing and Development* 126: 1060-1070.

Swanberg, S.E. and M.E. Delany. (2004). Telomerase activity and differential expression of telomerase genes and c-myc in chicken cells *in vitro*. *Developmental Dynamics* 231: 14-21.

Swanberg, S.E. & M.E. Delany. (2003). Dynamics of telomere erosion in transformed and non-transformed avian cells *in vitro*. *Cytogenetic and Genome Research* 102(1-4): 318-325.

Delany, M.E., L.M. Daniels, **S.E. Swanberg**, & H.A. Taylor. (2003). Telomeres in the chicken: genome stability and chromosome ends. *Poultry Science* 6:917-926.

Chapters in Scholarly Books

Swanberg, S.E. (2018). Telomeres and telomerase in birds: Measuring health, environmental stress and longevity, In *Conn's Handbook of Models for Human Aging* (2nd edition).

Swanberg, S.E. & M.E. Delany. (2006). Telomeres in aging: Birds. In *Handbook of Models for Human Aging* (editor: M. Conn). Academic Press/Elsevier.

Miscellaneous Publications

Swanberg, S.E. "The Crux of the Matter: Renewing an Acquaintance with John Hersey," review of *Mr. Straight Arrow: The Career of John Hersey, Author of Hiroshima*, forthcoming in *Literary Journalism Studies*, 2020.

Swanberg, S.E. "The Limits of Memory and Vicissitudes of Truth," review of *Kept Secret: The half-truth in nonfiction*," *Literary Journalism Studies*, Vol 9, No.2, Fall 2017, pp. 139-141, <http://ialjs.org/wp-content/uploads/2017/11/Book-Reviews-130-149.pdf>

Swanberg, S.E. "Swanberg on Her Research on John Hersey and Hiroshima Eyewitness, John A. Siemes, S.J.," (August 2, 2017) *Intelligencer*, Retrieved from <https://ajha.wildapricot.org/Intelligencer/5009523>

Swanberg, S.E. (2017). "Notes from an Undercover Literary Journalism Fan," *Literary Journalism: The Newsletter of the IALJS*, 11(3): 24

SERVICE

National and International Service

Reviewer/judge

- American Society for Human Genetics (ASHG) DNA Day Essay Contest judge (2016-2019)
- Routledge, Taylor and Francis Group (reviewer - October 2017)
- Environmental Communications Division of the ICA (reviewer - 2016, 2019)
- Journalism & Mass Communication Quarterly (reviewer - April & June 2017)

Invited presentations, moderated panels and workshops

- Moderator, Panel discussion with author Ed Robbins and Professor Valerie Trouet at the Tucson Premier of "Anthropocene: The Human Epoch," Loft Cinema (September 25, 2019)
- Panelist, "Dialogues between Neuroscience and Society," Undergraduate Neuroscience and Cognitive Science Retreat, UA (January 9, 2018)
- Panelist, AMD Day Storytelling Panel, Centers for Disease Control and Prevention (CDC), Atlanta, Georgia (September 26, 2017)
- Moderator, symposium: Agua Dulce - The Santa Cruz River Heritage Project, Santa Cruz River Research Days: 9th Annual, Pima Community College – Desert Vista Campus (March 30, 2017)
- Guest lecture, UA School of Journalism, Issues in Science and Environmental Journalism class – presentation about Andrew Wakefield and the autism/vaccine scandal (October 2016)
- "How to make your public health stories come alive," presented at the annual meeting of the Association of Public Health Laboratories (June 2016)
- "'The Martian' Panel Discussion," moderated panel of three of UA's preeminent experts on Mars: Wolfgang Fink, Alfred McEwen and Gene Giacomelli. Event held at the Flandreau Science Center (2015)
- "With Conviction: Reporting on Science in the Courtroom," concept development, grant writing, organization and moderation of a workshop on junk forensic science funded by a National Association of Science Writers Idea Grant – 2015)
- "Looking Ahead: Wildfires in 2015," moderated a panel discussion about the 2015 fire season at the role of the media in reporting Arizona fires, Arizona Republic (2015)

University Service

- Member SBS Faculty Advisory Committee (2019-present)
- Member, SBSRI Advisory Board (2016 - 2018)
- Member, School of Journalism Graduate Committee (August 2015 to present)
- UA Women in STEM mentor (2019 to present)
- Advisor, First-Generation Club for Student Journalists, UA (Fall 2017, Fall 2019)
- Mentor and/or instructor - Diversity in Journalism Workshop for Arizona High School Students (2012 – 2019)

MARGARET ZANGER

Professor of Practice
University of Arizona
School of Journalism
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845 North Park Avenue

Tucson, Arizona 85721
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Skype: maggyzanger
Cell: 520-661-274

SHORT BIO

Maggy Zanger is a professor of practice at the University of Arizona School of Journalism and an affiliated faculty with the Online Graduate Program in Human Rights Practice, the Center for Border and Global Journalism, and advisory board member of the Center for Middle Eastern Studies She lived nearly six years teaching and training journalists in Egypt and Iraq.

EDUCATION

MSL (Master of Studies in Law), Yale Law School, 1989.

Knight Journalism Fellow. Areas of study: International law, human rights.

MA, Journalism, University of Arizona, 1985.

BA, General Studies, University of Arizona, 1979.

Areas of Concentration: Cultural Anthropology, Sociology, and Political Science.

Studies focused on Latin America, contemporary societies.

ACADEMIC AND PROFESSIONAL EMPLOYMENT

- **Professor of Practice**, School of Journalism, University of Arizona, Tucson, Arizona *January 2005 to present.*
- **Iraq Country Director**, Institute for War & Peace Reporting, Baghdad and Sulaimani, Iraq and Iraqi Kurdistan. *August 2003 to January 2005.*
- **Lecturer**, Department of Journalism and Mass Communication, American University in Cairo, Cairo, Egypt. *September 1999 to August 2003.*
- **Publications Coordinator**, Center for Contemporary Arab Studies, School of Foreign Service, Georgetown University, Washington, DC. *May 1995 to August 1999.*
- **Assistant Editor**, *Middle East Report*, Washington, DC. *January 1992 to May 1995.*

AWARDS

- **Excellence in Global Service Award** by UA Global Initiatives and the UA Center for English as a Second Language, for efforts “to internationalize the UA experience through border reporting curriculum and the development of dual master programs and study abroad programs in the School of Journalism.” November 19, 2015.

- **Fulbright Specialist**, recommended by the Bureau of Educational and Cultural Affairs of the U.S. State Department and the Institute of International Education's Council for International Exchange of Scholars. (2015-2020)
- **Hugh and Jan Harelson Excellence in Teaching Award**, UA Journalism Department, 2007.
- **Knight Journalism Fellow**, Yale Law School, 1988-89.

PUBLISHED WORK

BLIND PEER REVIEWED

- Relly, J.E. & Zanger, M. The enigma of news media development with multi-pronged "capture": The Afghanistan case. *Journalism: Theory, Practice and Criticism*. <http://journals.sagepub.com/doi/full/10.1177/1464884916670933>
- Relly, J.E., Zanger, M., & Fahmy, S. (2015). Democratic norms and forces of gatekeeping: A study of influences on Iraqi journalists' attitudes toward government information access. *Journalism & Mass Communication Quarterly*, 92(2), 346-373.
- Relly, J.E., Zanger, M., & Fahmy, S. (2015). News media landscape in a fragile state: Professional ethics perceptions in a post-Ba'athist Iraq. *Mass Communication and Society*, 18(4), 471-497.
- Relly, J.E., Zanger, M., & Fahmy, S. (2015). Professional role perceptions among Iraqi Kurdish journalists from a 'state within a state.' *Journalism: Theory, Practice and Criticism*, 16(8), 1085-1106.

RELATED REPORTING AND WRITING

- Op-ed. "Higher purpose found in fighting distant war," *Arizona Daily Star*, August 2015.
- Op-ed. "A Concise Guide to What's Happening in Iraq," *Arizona Daily Star*, June 20, 2014.
- Book review of *Kurdish Identity: Human Rights and Political Status*, Charles G. MacDonald and Carole A. O'Leary, Eds, in *International Journal of Middle East Studies*.
- "Kurdish Mountain Journalism," encyclopedia entry for *Social Movement Media*, Sage Publications, 2009.
- "Mas`ud Barzani" entry for the *Biographical Encyclopedia of the Modern Middle East*, Thomson Gale publishers. 2007.
- "Kurds and Kurdistan" entry for *Encyclopedia of the Modern World*, Oxford University Press. 2007.
- Book review of "Ahmad's War, Ahmad's Peace: Surviving under Saddam, Dying in the New Iraq," by NPR correspondent Michael Goldfarb for *Nieman Reports*, the Nieman Foundation for Journalism at Harvard University, Vol. 59, No. 4, Winter 2005.
- "Kurdish Media After the War," *Arab Reform Bulletin*, December 2004, Volume 2, Issue 11, Carnegie Endowment for International Peace.

- “Kurds Keep Iraq at Arm's Length: As violence engulfs the Sunni triangle, Iraq's northern Kurdish zone is going from strength to strength,” *Iraqi Crisis Report*, No. 35, November 14, 2003.
- “Of Journalists and Dogs: Tales from the Northern Behind,” book chapter in *Global Media go to War* (Marquette Books, 2004), details the experiences of journalists covering the 2003 Iraq war.
- “War Diaries: Maggy Zanger,” *Transnational Broadcasting Journal*, Al-Adham Television Center, <http://www.tbsjournal.com/zanger.html>, Spring 2003.
- “Dangerous Mosaic: If the tenuous divisions of Kirkuk are resolved, it could become a role model for a new Iraq,” *Cairo Times*, May 29–June 4, 2003.
- “Avoiding a ‘war within a war’ in Iraq: Northern city of Kirkuk could be trickiest for coalition,” Analysis, *MSNBC*, April 11, 2003,
- “The Edge of the Cliff : Kurds in northern Iraq brace for war and wonder what the future will bring,” *Cairo Times*, Volume 6, Issue 49, 27 February–5 March 2003,
- “Waiting for Mr. Bush: Ten years of limbo look set to end for the Kurdish enclave in Iraq,” *Cairo Times*, 3–9 October 2002.
- “The US and the Kurds of Iraq: A Bitter History,” *MERIP Press Information Note 104*, Middle East Research and Information Project, August 9, 2002.
- “Refugees in Their Own Country,” historical analysis of ethnic cleansing of Kurds, Turkoman and Assyrians in Iraq, *Middle East Report* (MERIP), Washington, DC, Spring 2002, pg. 40-43.
- “Post September 11 Jitters in Iraqi Kurdistan,” *Forced Migration Review*, Oxford University, UK, No. 13, June 2002, pg. 46.
- “Once bitten, forever smitten,” analysis of possible Kurdish role in any US attack on Iraq, op-ed, *Al-Ahram English*, December 6-12, 2001.
- Brave New Statelet,” analysis of current situation in Iraqi Kurdistan, *Cairo Times*, November 29-December 5, 2001.

RELATED LECTURES AND PRESENTATIONS

- Invited speaker on the Kurdish Media at one-day conference on Freedom of the Press in the Middle East, sponsored by Boston College and Peace Islands Institute, Boston, Mass., November 14, 2015.
- Presented “Case Study on Humanitarian Intervention in Post-Gulf War Iraq,” for short course on Ethics in Humanitarian Interventions, American University in Cairo, Forced Migration and Refugee Studies. December 28, 2002 - January 2, 2003.
- Panelist, “The Media and the September 11th Attacks: the Views from the South,” Université d’Eté de la Communication, Hourtin, France, August 29, 2002.
- “The Iraqi Kurdish Media,” presented on panel on “Democratization, Federalism and the Politics of Identity in Iraqi Kurdistan.” International conference on “Iraqi Kurdistan: Ten Years of Self-Rule and Future Prospects,” University of Southern Denmark, Odense, Denmark, November 30-December 1, 2002.
- “From Kalashnikov to Keyboard: The Iraqi Kurdish Media Come Down from the Mountains,” presented at panel on “Iraqi Kurdistan After the Gulf War,” Middle East Studies Association, Annual Meeting 2002, Washington, DC, November 2002.

DATE: Oct. 11, 2016

FROM: David Cuillier, Director

TO: School of Journalism Faculty and Staff

RE: School of Journalism student survey on specialties

Overview

The school administered an online survey Oct. 5, 2016, through Oct. 11, 2016, through the university's Qualtrics survey software. All majors and grad students were notified by email four times. Students were told that those who completed the survey would be entered into a drawing for UA Bookstore gift cards. In all, 99 students (14 master's students, 85 undergrad) completed the survey, out of a total possible of about 450, or a 24 percent response rate, comparable to previous school surveys.¹ This survey was focused on assessing interest in various possible specialties that could be offered by the school, at the graduate and undergraduate level, and how students felt about the school climate regarding diversity and inclusion.

Specialties (subplans)

Students were asked how interested they would be in six different possible specialties on a 1-5 scale of interest. Here are the results with a higher number indicating highest interest:

Undergrads		Master's	
Global	3.30	Digital	3.36
Digital	3.13	Global	2.86
Watchdog	2.47	Science	2.43
Broadcast	2.44	Watchdog	2.29
Sports	2.18	Broadcast	2.00
Science	1.86	Sports	2.00

Put another way, we can look at the interest by the percentage of students who rated themselves as "very interested" in the various specialties, therefore most likely to try them:

Undergrads		Master's	
Global	57%	Digital	53%
Digital	48%	Global	47%
Broadcast	39%	Science	33%
Sports	31%	Sports	33%
Watchdog	27%	Broadcast	33%
Science	15%	Watchdog	27%

¹ A Fall 2013 survey administered the same way resulted in 92 completions out of 486 students, or a 19 percent response rate. A February 2016 survey regarding a possible PR major resulted in 118 journalism students responding, or a 28 percent response rate.



Other specialties added in the “Other” box by students included Investigative Reporting (5), Entertainment Journalism (5), Travel Journalism (3), PR (3), and then a variety of labels that duplicated the proposed specialties (e.g., War Reporting, Broadcast in Production, and Blogging and Social Media).

In a separate survey of just Jour 105 introductory class students, broadcast and sports came out highest, followed by digital, global, watchdog and science, in that order. That gels with our anecdotal knowledge and previous surveys that show that students come into the major thinking they will be going into broadcast and sports, but then later gain an interest in global and public affairs after they are inspired by our awesome faculty.

Subplan topic	Not interested at all	Somewhat interested	Very interested
Broadcast journalism	19	16	61
Sports journalism	26	22	49
Digital storytelling	17	37	41
Global	18	37	35
Public affairs reporting	29	37	23
Science	62	24	9



Default Report

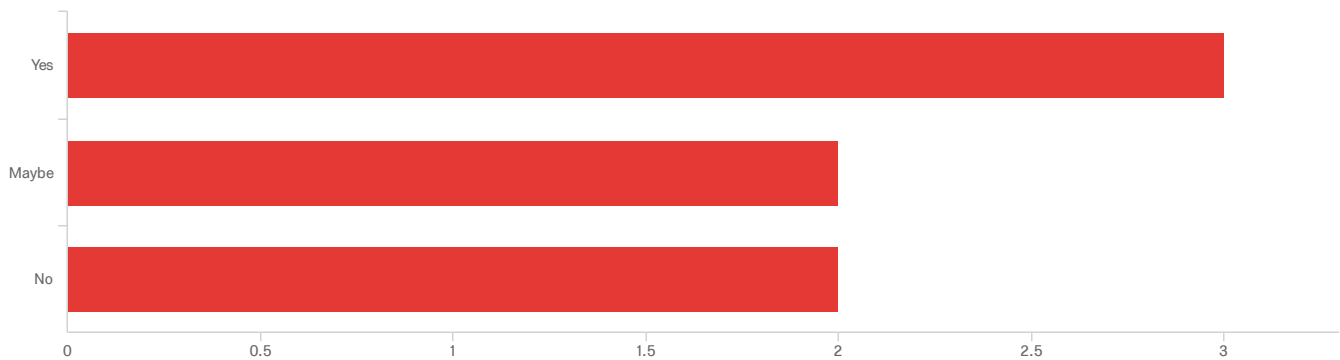
Global Media Studies M.A.

January 8, 2020 9:04 AM MST

Q1 - If you were pursuing a master's degree for the first time, would you consider a

Master of Arts in Global Media Studies with four, three-credit courses and a one-credit

capstone with the remainder of courses as electives?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you were pursuing a master's degree for the first time, would you consider a Master of Arts in Global Media Studies with four, three-credit courses and a one-credit capstone with the remainder of courses as electives?	1.00	3.00	1.86	0.83	0.69	7

#	Field	Choice Count
1	Yes	42.86% 3
2	Maybe	28.57% 2
3	No	28.57% 2
		7

Showing rows 1 - 4 of 4

Q2 - What types of courses would you like to see in an online M.A. in Global Media

Studies? We've attached a draft list. MA global media studies master 12 5 19

What types of courses would you like to see in an online M.A. in Global Med...

Global Media Ethics, Digital Communication Laws, Global Media Investigations, Food Media and Politics.

555, 533, indigenous media, solutions journalism, media and human rights

Photography, Global Media Law studies

current media coverage of the global crises, terrorism, issues of international politic

Global Media Ethics, Global Photo and Documentary Journalism, Global Media Investigations

the photo and documentary class sounds interesting, as well as the disinformation class, as far as the required classes go. for electives, i would be interested in the regionally concentrated courses, the global media investigations course, and for the future - solutions journalism, borders and the media, global media theory, and i'm curious about what entrepreneurial media is.

Q3 - Any additional comments?

Any additional comments?

This sounds super interesting!

Cirruclum looks pretty balanced however I am not sure students will get enough historical context to cover the issues. Tools look cool

Q4 - What is your specialization?

What is your specialization?

General Journalism

Digital

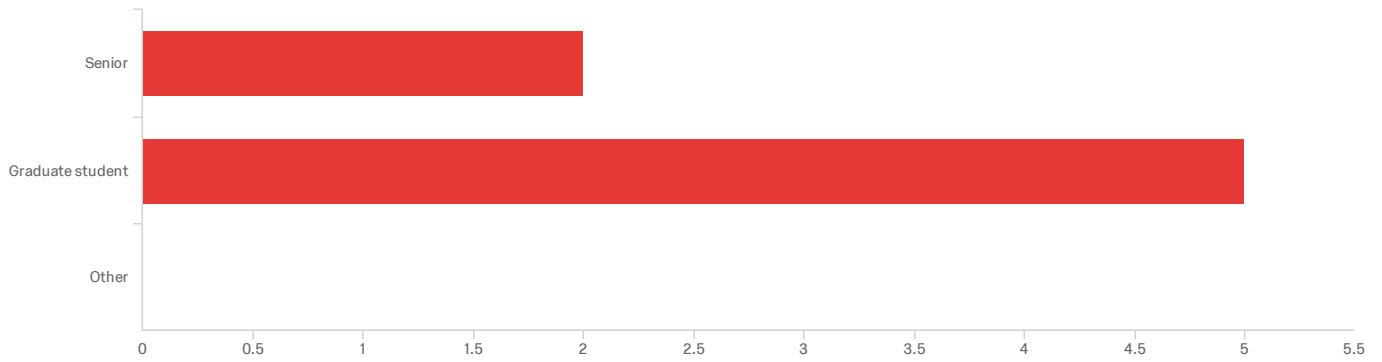
Digital Media

science and multimedia journalism

Global Journalism

global journalism and global studies, with an emphasis on societies (human rights, migration, and social movements)

Q5 - What year are you at the university?

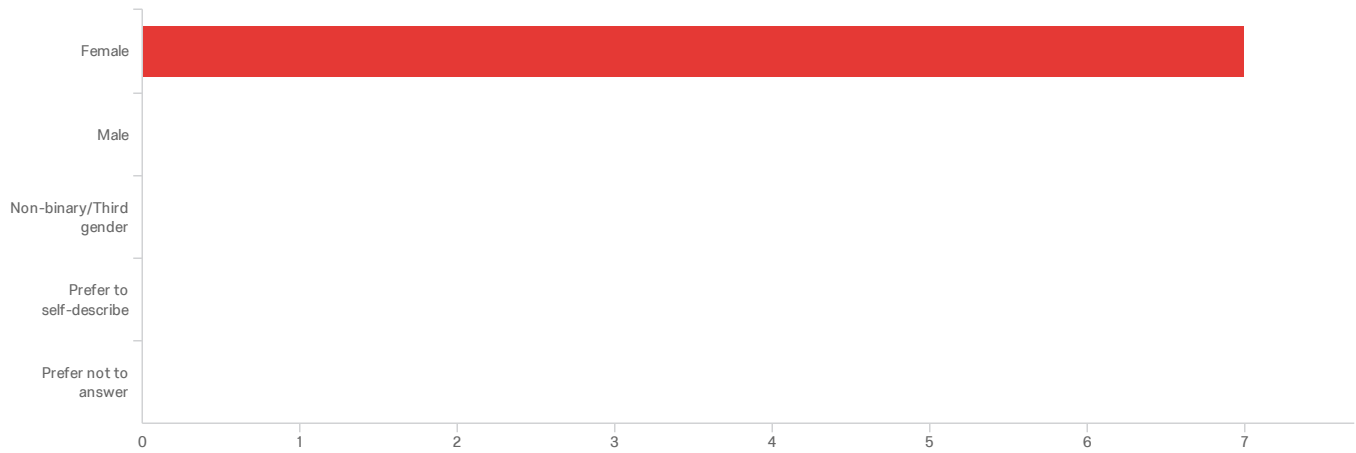


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What year are you at the university?	1.00	2.00	1.71	0.45	0.20	7

#	Field	Choice Count
1	Senior	28.57% 2
2	Graduate student	71.43% 5
3	Other	0.00% 0
		7

Showing rows 1 - 4 of 4

Q6 - Do you identify as



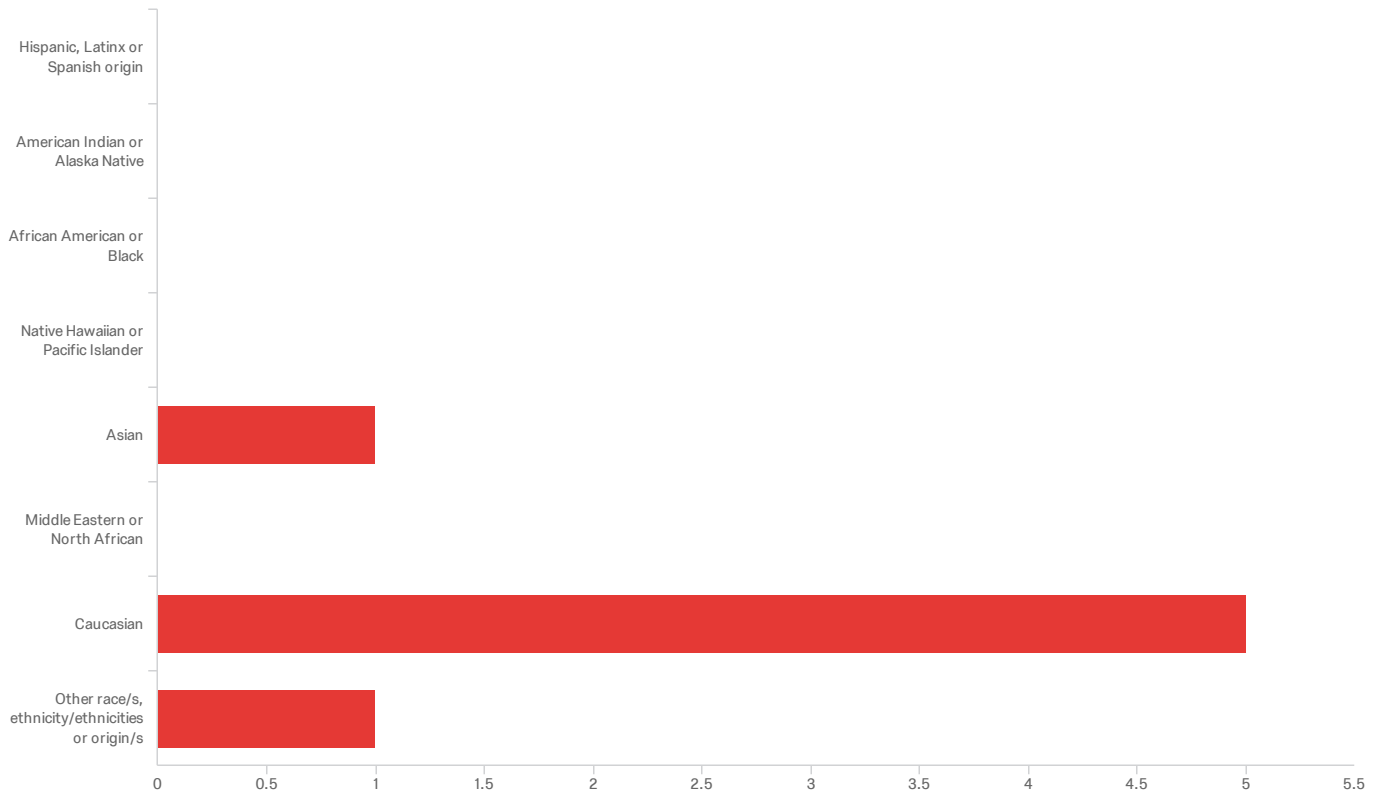
#	Field	Choice Count
1	Female	100.00% 7
2	Male	0.00% 0
3	Non-binary/Third gender	0.00% 0
4	Prefer to self-describe	0.00% 0
5	Prefer not to answer	0.00% 0
		7

Showing rows 1 - 6 of 6

Q6_4_TEXT - Prefer to self-describe

Prefer to self-describe

Q7 - Which best describes you? (Please select all that apply.)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which best describes you? (Please select all that apply.) - Selected Choice	5.00	8.00	6.86	0.83	0.69	7

#	Field	Choice Count
1	Hispanic, Latinx or Spanish origin	0.00% 0
2	American Indian or Alaska Native	0.00% 0
3	African American or Black	0.00% 0
4	Native Hawaiian or Pacific Islander	0.00% 0
5	Asian	14.29% 1
6	Middle Eastern or North African	0.00% 0
7	Caucasian	71.43% 5
8	Other race/s, ethnicity/ethnicities or origin/s	14.29% 1

Field

Choice
Count

7

Showing rows 1 - 9 of 9

Q7_8_TEXT - Other race/s, ethnicity/ethnicities or origin/s

Other race/s, ethnicity/ethnicities or origin/s

and also asian/pacific islander

End of Report

Default Report

Global Media Studies M.A. for Professor Maggy Zanger's course

January 7, 2020 8:03 PM MST

Q1 - Name:

Name:

Mandy Loader

Sascha Fruehauf

Claude Akins

Andrew Kostainsek

Justin Wylie

Tawad Hamid

Mandy Loader

Johnny McCaslin

Jack Jurgens

Katelyn She McIntyre

Nagisa Tsukada

Mekayla Phan

Justin Wylie

Daniel C

Taylor Gleeson

Savannah Huls

Jane Ellis

Nina Kolodij

Jessica Erro

Holly Halstead

Name:

Sarah Khan-Williamson

Maury Urcadez

Lee Jaramillo

Conor Villines

Alainna Liloia

Vianney Cardenas

Seth Markowski

Noah Auclair

John Skelly

Priya Jandu

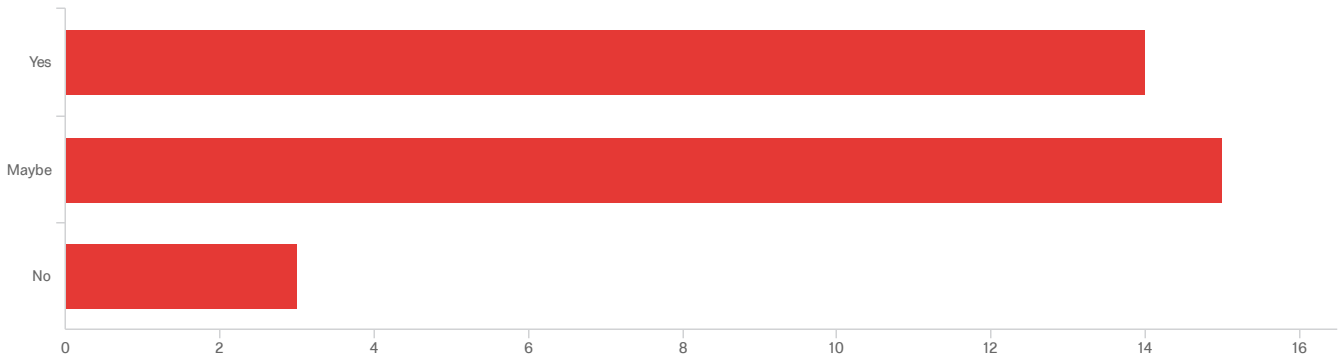
August Pearson

Chloe Nooden

Kelly Horyczun

Phillip Bramwell

Q1 - If you were pursuing a master's degree for the first time, would you consider a Master of Arts in Global Media Studies with four, three-credit courses and a one-credit capstone with the remainder of courses as electives?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you were pursuing a master's degree for the first time, would you consider a Master of Arts in Global Media Studies with four, three-credit courses and a one-credit capstone with the remainder of courses as electives?	1.00	3.00	1.66	0.64	0.41	32

#	Field	Choice Count
1	Yes	43.75% 14
2	Maybe	46.88% 15
3	No	9.38% 3
		32

Showing rows 1 - 4 of 4

Q2 - What types of courses would you like to see in an online M.A. in Global Media

Studies? We've attached a draft list. MA global media studies master 12 5 19

What types of courses would you like to see in an online M.A. in Global Med...

The Region-specific media courses, and Global Media Theory, Concepts and Methods

More on the tragedies and crisis which occur around the world

Sports international media

Global Media Ethics & Freedom of Expression and Access to public Information

Media in Developing Countries; some sort of course teaching about how to prepare for covering and pitching freelance international stories; maybe a regional emphasis of some kind

JOUR 504

Possibly some revolving around terrorism and how to study it in specific places around the world.

A course on Journalist Safety while reporting across the world

History/changes of global reporting

Global Photo and Documentary Journalism, Media in South Asia, and Media and Human Rights

International Sports Media

All of them

Global photo and documentary journalism, global media ethics

global photo and documentary journalism, reporting in war zone, current world topics to report, etc.

Reporting on foreign affairs; reporting in foreign countries

Definitely ethics. I think Media Law would also be incredibly useful, as well as an international safety course (there's plenty to cover!)

Global photo journalism & global media ethics

Freedom of Expression & Access to Public Information, Disinformation and Information Security in Global Media Context

JOUR 539 Global Media Ethics; GLO/JOUR 5XX Disinformation and Information Security in a Global Media Context

Global Photo and Documentary Journalism, Disinformation and Information on Security

What types of courses would you like to see in an online M.A. in Global Med...

Proper Business Etiquette between different cultures

The impact media has had on political events, in past global hotspots.

Digital media and information security, photo and video journalism, maybe something comparative about journalism/media outlets in different regions/countries

I would like to see "Disinformation and Misinformation Security in a Global Media Context" and "Global Photo and Documentary Journalism"

I think the list is comprehensive and gives students a wide knowledge base of global media.

Possibly a course that looks back at specific crisis by crisis and goes into detail about how they were covered, things that went right/wrong, and some of the journalists who did good/bad work.

Emphasis on foreign correspondence

JOUR 504, Disinformation and Information Security,

Global Photo and Documentary Journalism, Global Media Ethics

Media coverage of warzones

ethics course, safety course

free press or not in other countries

Q3 - Any additional comments?

Any additional comments?

I'd be really interested in something like The State and Media, which would take a comparative look at the role of the state in media in various countries

I extremely enjoyed this class and would love to give Professor Zanger much credit for how the work was organized

N/A

I would love to participate in this! Hoping it comes through during my time here.

Course was excellent! Thank you

N/A

N/A

I think this would be a very interesting field of study.

It seems like a really interesting degree that would make it easier for interested journalists to get the training they'll need and enjoy

N/A

I think this would be a very unique and interesting program.

I wish this had been around when I started at UA in 2016! I think it's an incredible field of study, and expanding it to online will be beneficial. With that said, some other electives that I think would be great are classes on international relations, online media data analytics (including social media analytics), etc.

I did not think that I would enjoy this class as much as I did. I would recommend anyone to take it and felt that I really got a sense of self. Kudos to all those reporters who go the extra mile to see and get the information we don't.

Focusing at least a course on private industry, military, government media sources and the role public affairs plays in global news.

N/A

N/A

No.

No

A class further explaining the history/context of recent conflicts in the middle east (e.x. Syria) could possibly be helpful

even though I am not focusing on global studies and not one of my top interests, I really enjoyed this course and would be open to taking more

noo

Q4 - What is your specialization?

What is your specialization?

Global Journalism

digitnal journalism

sports journalism

Arabic Language & Neuroscience

Global

Print Journalism

Global

General

Global emphasis

College of Humanities

Journalism major- print.

global journalism

Copy editing

Science and environmental journalism

Global journalism

Global journalism

My academics are focused in social justice and religious communities, but I am a communications specialist at my current job in the social justice field

broadcast

Global Journalism

Journalism MA, with BA in History and minors in Political Science and Military Science

Middle Eastern and North African Studies

Latin American Studies/Journalism (Global emphasis)

What is your specialization?

Global Journalism

Print Journalism

Global Journalism

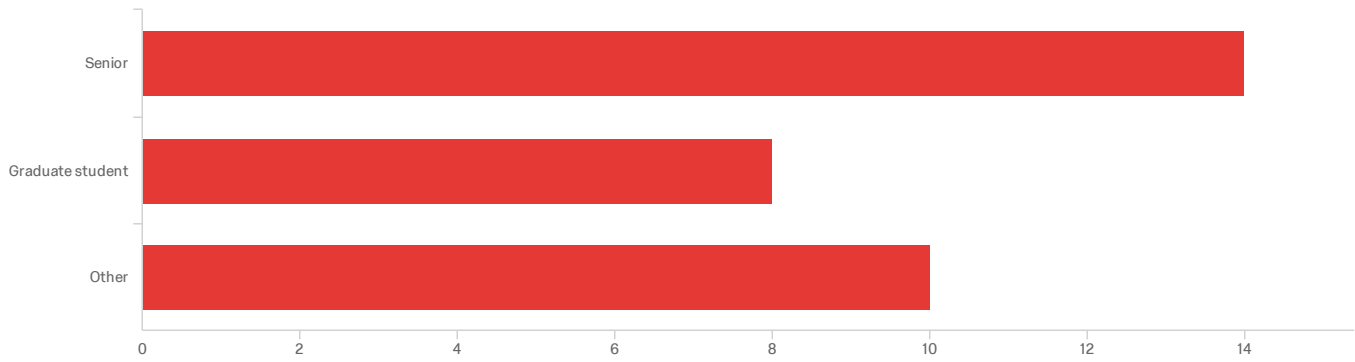
Global Journalism

General Journalism

broadcast

global journalism

Q5 - What year are you at the university?

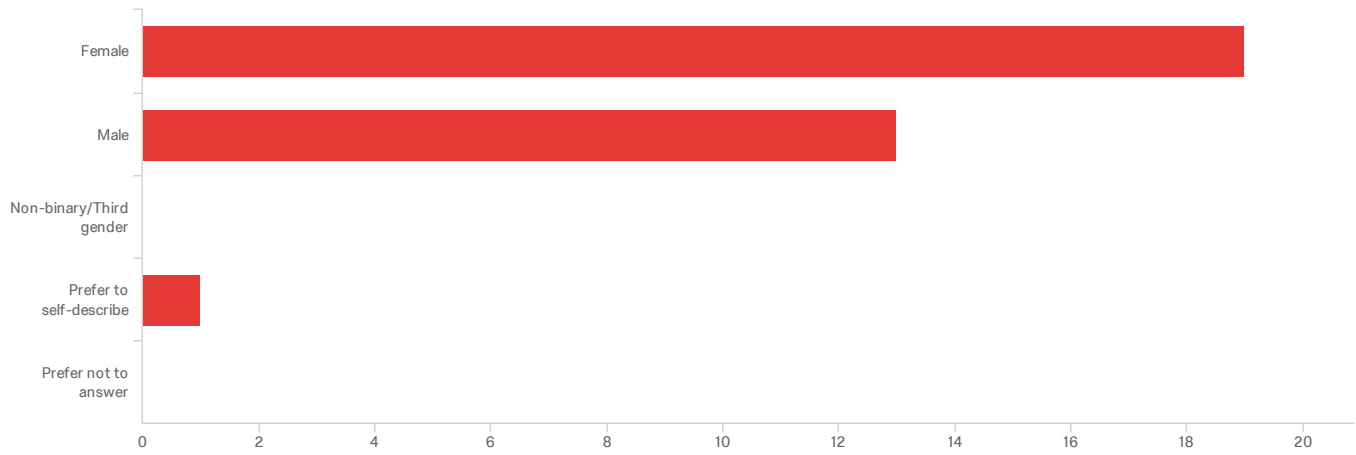


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What year are you at the university?	1.00	3.00	1.88	0.86	0.73	32

#	Field	Choice Count
1	Senior	43.75% 14
2	Graduate student	25.00% 8
3	Other	31.25% 10
		32

Showing rows 1 - 4 of 4

Q6 - Do you identify as



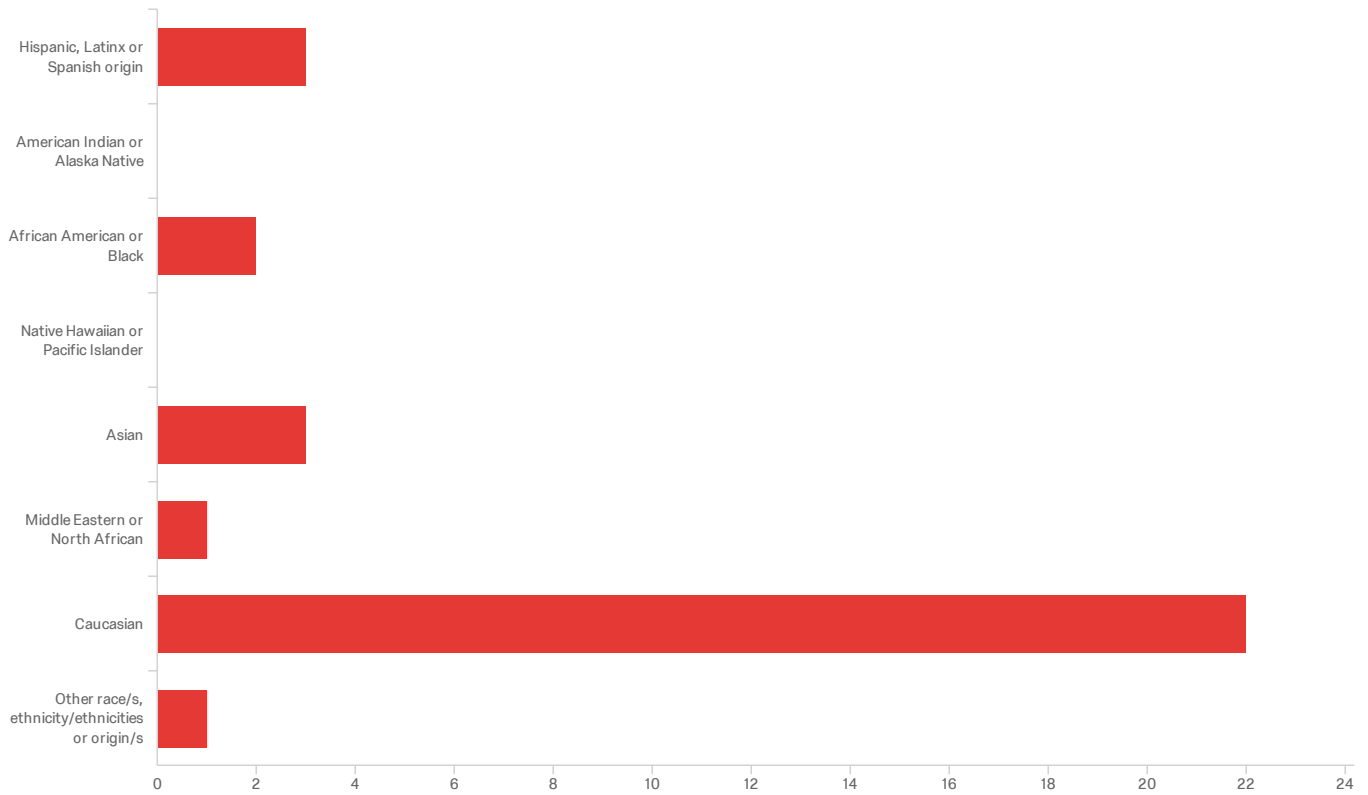
#	Field	Choice Count
1	Female	57.58% 19
2	Male	39.39% 13
3	Non-binary/Third gender	0.00% 0
4	Prefer to self-describe	3.03% 1
5	Prefer not to answer	0.00% 0
		33

Showing rows 1 - 6 of 6

Q6_4_TEXT - Prefer to self-describe

Prefer to self-describe

Q7 - Which best describes you? (Please select all that apply.)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which best describes you? (Please select all that apply.) - Selected Choice	1.00	8.00	6.00	1.95	3.81	32

#	Field	Choice Count
1	Hispanic, Latinx or Spanish origin	9.38% 3
2	American Indian or Alaska Native	0.00% 0
3	African American or Black	6.25% 2
4	Native Hawaiian or Pacific Islander	0.00% 0
5	Asian	9.38% 3
6	Middle Eastern or North African	3.13% 1
7	Caucasian	68.75% 22
8	Other race/s, ethnicity/ethnicities or origin/s	3.13% 1

Field

Choice
Count

32

Showing rows 1 - 9 of 9

Q7_8_TEXT - Other race/s, ethnicity/ethnicities or origin/s

Other race/s, ethnicity/ethnicities or origin/s

(Since Asian is too broad): South Asian

End of Report

Qualtrics Support Copy

Journalism in a Digital Age _non-majors survey

January 9, 2020 9:28 AM MST

Q39 - Your name:

Your name:

Tyna Zyijer

Ziad Zibaoui

Caincron Keinberg

Mary Stofft

Keernan Sherman

John Logan Riley

Regan Pobillard

Alexis Pena

Lauren Newman

Seth Mackellar

Marcus James

Mohamad Jafer

DJ Fallstrom

Riceli Joster

Jered Paz

Meghan Davis

Christian Copie

Kayleigh Cook

Alexis Bishopp

Jake G

Your name:

Clarissa Anguanea

Claire Alfano

Danny Stokols

Elizabeth Lopez Dominguez

Seamus Hughes

Ana Lucia Bustamante

Sophie Jones

Jake Bellamak

Sydney

Mary Claire Gasman

Amy Gaudet

Takara Horiguchi

Bijou Ang

KK Granada

Kalani Fugate

Amanda Villagran

Liam Kelly

Shannon Leahy

Paige Christian

Olivia Doumitt

Tereza Rascon

Sammie Bonnell

Hannah Gossett

May Al Saleh

Your name:

Camrynn Lopez

Angel Delarosa

Kat Korch

Kristin Davidson

Ryan Wohl

Maddy Hill

Sophie Helfend

Emerald Solis

Hope Hisey

Ryu Funakoshiya

Sophia Bernbaum

Roxana Molina

Alicen Adolf

Prateek Anaka

Ahmed Almheiri

najjha el-rabaa

Rodrigo Arana

Ankit Poudel

Jacquelyn Trejo

Mihkayla Shetterly

raghad alabagi

Carson Binder

anna maynard

Talana Jordan

Your name:

Ally Koenig

Samantha Zwilling

Zakkai Markowitz

Johnnie Mitchell

Madison McCool

Linnea Andersson

Meaghan Moran

Anna Hagen

Julian

Aparna Gupta

Luciana DiMeglio-Cid

Maya Hintermeister

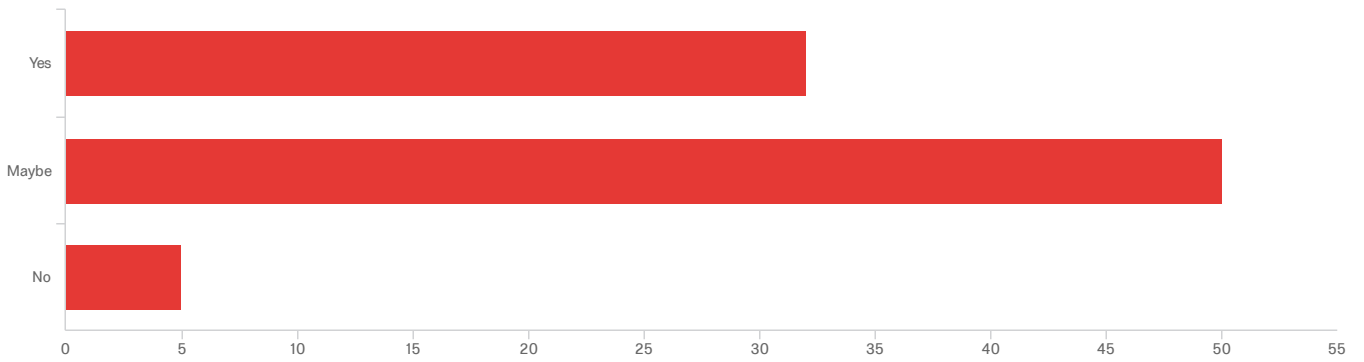
Harlie Jackson

Claire Coughran

Hailey Waits

Carolina Velazquez

Q43 - Would you or anyone you know be interested in this major (online or in-person)?

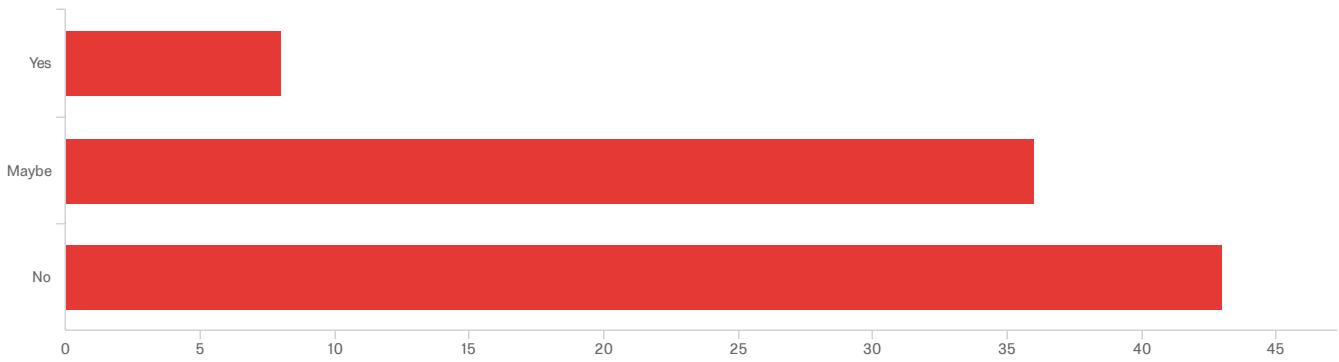


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you or anyone you know be interested in this major (online or in-person)?	1.00	3.00	1.69	0.57	0.33	87

#	Field	Choice Count
1	Yes	36.78% 32
2	Maybe	57.47% 50
3	No	5.75% 5
		87

Showing rows 1 - 4 of 4

Q58 - Would you consider seeking a Global Media Studies B.A. online?

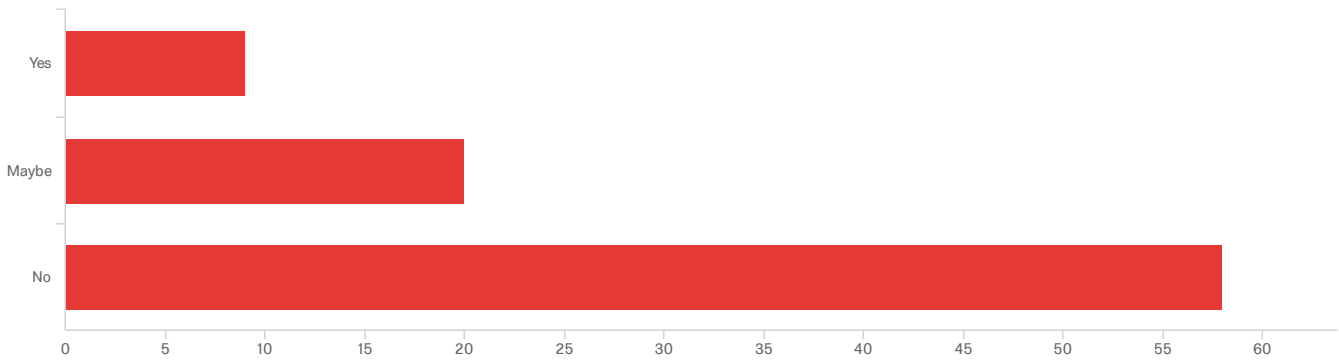


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you consider seeking a Global Media Studies B.A. online?	1.00	3.00	2.40	0.65	0.42	87

#	Field	Choice Count
1	Yes	9.20% 8
2	Maybe	41.38% 36
3	No	49.43% 43
		87

Showing rows 1 - 4 of 4

Q50 - Would you consider double-majoring in an online B.A. in Global Media Studies?

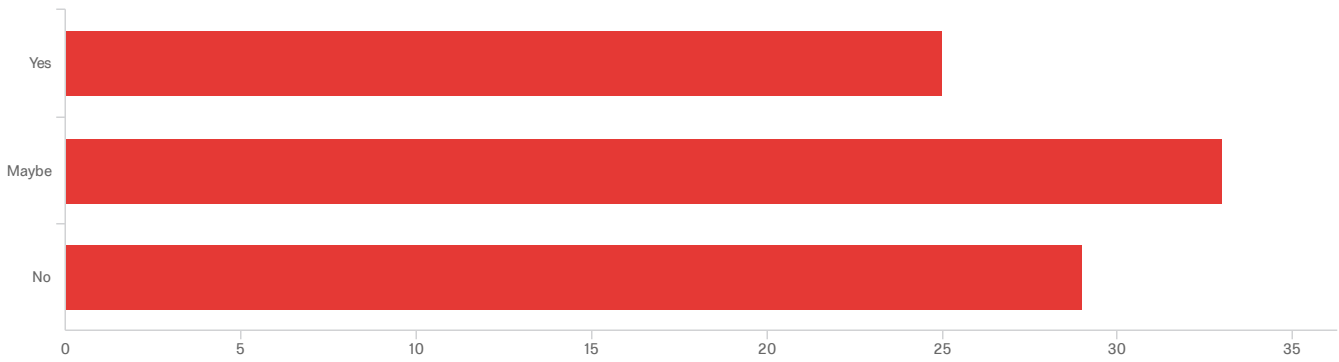


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you consider double-majoring in an online B.A. in Global Media Studies?	1.00	3.00	2.56	0.67	0.45	87

#	Field	Choice Count
1	Yes	10.34% 9
2	Maybe	22.99% 20
3	No	66.67% 58
		87

Showing rows 1 - 4 of 4

Q66 - Would you consider minoring in an online B.A. in Global Media Studies?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you consider minoring in an online B.A. in Global Media Studies?	1.00	3.00	2.05	0.79	0.62	87

#	Field	Choice Count
1	Yes	28.74% 25
2	Maybe	37.93% 33
3	No	33.33% 29
		87

Showing rows 1 - 4 of 4

Q49 - What types of courses would you like to see in a Global Media Studies degree?

What types of courses would you like to see in a Global Media Studies degree...

How media is covered and shared globally and in different parts of the world. Covering War/Crisis situations too.

How fake news impacts foreign policy

Drone Class

Food, Media and Politics Sports, Protest and Media

Media in other countries compared to the US

Investigative Journalism

Fashion or Beauty based classes

different geographically focused classes: European media, Asian media, Latin American media.

Politics and Society(interact in different global communities)

History courses and hands-on journalism course

Media and social justice movements

Media companies in different countries and the difference between the US and them.

Study of propaganda integrity in journalism

Drone class public speaking

No Feedback

I like the courses that are listed above

No preference

Newspaper 101

A course that allows students to go cover real news stories in Tucson

Ethics courses

Ones expanding on current events

Not fully sure yet

What types of courses would you like to see in a Global Media Studies degree...

I'm not sure

I would like to see a course which is focused on problems beyond borders and solution for them.

I would hope to see communication and psychology courses.

Not sure

I would like to see a course on the corruption in Mexico and how it is not covered.

Middle East Modern Studies

Courses that discuss traveling to different countries and reporting on issues

No idea, maybe more courses like photojournalism global wide ?

perhaps a media audiences course would be useful since research must be done to see how viewers might differ and react to things in different ways across the globe.

Digital Imagining Communication Geopolitical Photography

journalism courses

Something about how social media has effects worldwide

more attention to the middle east

NA

In a Global Media Studies degree, I would like to see classes that are evaluating what is going on in other countries besides the United States and maybe cultural classes about other nations.

a course on spotting media bias

growth of journalism

Ways to be up to date in media while learning about current events going on in the world

n/a i have no idea what the Global Media studies would rally offer in the first place.

classes on international relations, world politics, journalists in war zones, how journalism is conveyed in other countries, etc

Technological global media course. This is where a student studies worldwide science research around the world and find out how this affects news media.

I do not have much background knowledge on this degree so I do not have an answer for this.

basic Media courses

What types of courses would you like to see in a Global Media Studies degree...

n/a

Latin American media

maybe something related to how global media perform differently from here , like a comparative study.

photography how to travel while reporting

NA

The understanding of social media and how business affect an everyday individual's life.

Sports Media

Courses related to social media

I would like to learn about broadcast regulations around the world, with regard to news companies.

How social media effects it.

Specific foreign relations reporting, war time conflict journalism, comparing media coverage in other countries.

Focus on reporting from different cultures

How media and security interact in different countries

Sports media and foreign policies

I honestly don't know what I would like to see.

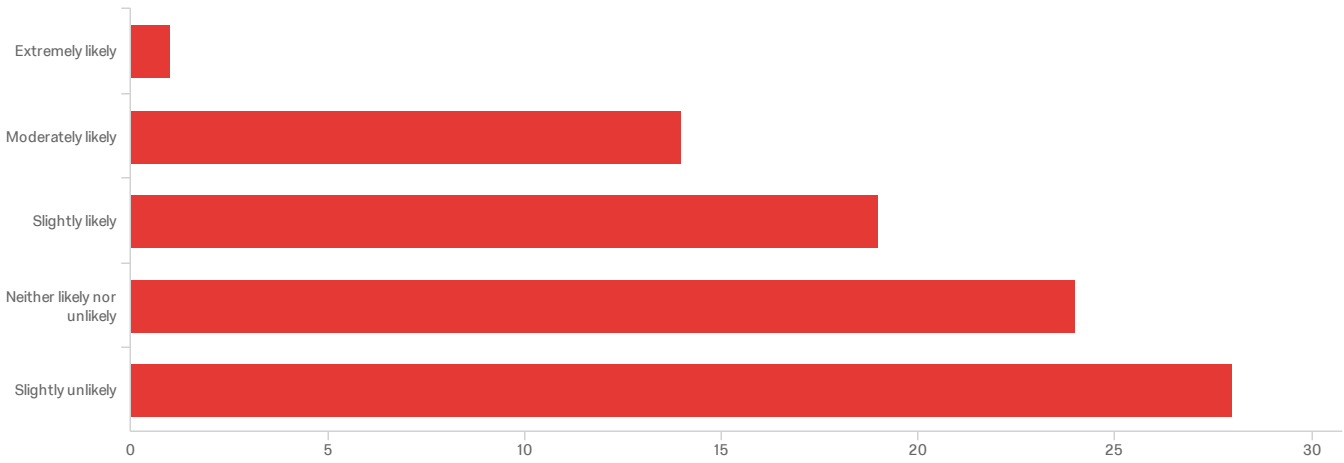
global political issues laws and conventions

N/A

Study Abroad Opportunities, International Media Courses and Experiences, Film Courses

international studies, more hands on traveling opportunities, as well as publication opportunities

Q54 - If this degree were offered now, how likely would it be that you would enroll in the major?

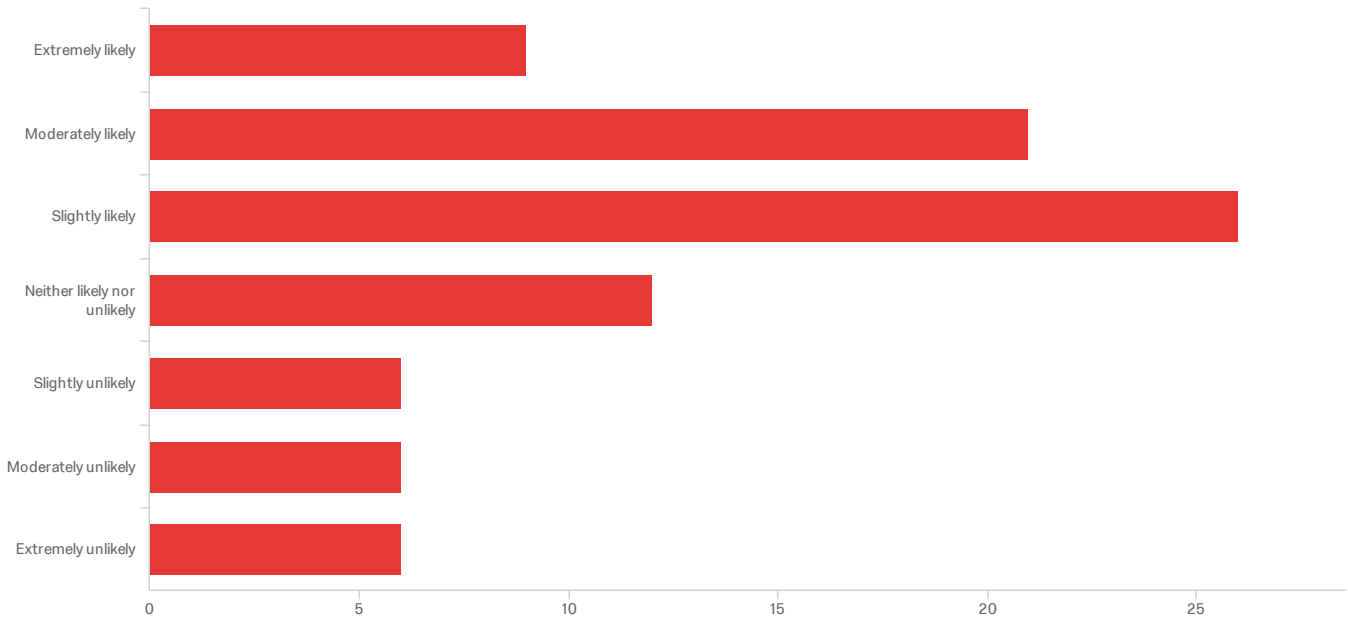


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If this degree were offered now, how likely would it be that you would enroll in the major?	1.00	5.00	3.74	1.11	1.24	86

#	Field	Choice Count
1	Extremely likely	1.16% 1
2	Moderately likely	16.28% 14
3	Slightly likely	22.09% 19
4	Neither likely nor unlikely	27.91% 24
5	Slightly unlikely	32.56% 28
		86

Showing rows 1 - 6 of 6

Q55 - If this degree were offered now, how likely would it be that you would enroll in courses in the program?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If this degree were offered now, how likely would it be that you would enroll in courses in the program?	1.00	7.00	3.31	1.65	2.73	86

#	Field	Choice Count
1	Extremely likely	10.47% 9
2	Moderately likely	24.42% 21
3	Slightly likely	30.23% 26
4	Neither likely nor unlikely	13.95% 12
5	Slightly unlikely	6.98% 6
6	Moderately unlikely	6.98% 6
7	Extremely unlikely	6.98% 6
		86

Q37 - Any additional comments about a Global Media major?

Any additional comments about a Global Media major?

I like the idea of it, it's just not really something I'm interested in pursuing.

None.

I hope this major will have more available courses.

I am graduating so I am likely to add this or further pursue it at this time but I have always been interested and have been told I am a good writer so I took this class. Still interested so we shall see one day. Great class got me very involved in what is going around in the world.

I think it is a great idea for people interested in the subject.

no.

N/A

NA

no

N/A

no

non

n/a

It would be very interesting!

Job and internship opporunities

I think it would be a good idea to offer it, and people would sign up.

I'd hope it is in person and not online.

I would love to see the options for double majoring and/or minor classes!!!

I think it would be super fun and interesting. It would connect me with the world in a more intense manner.

I think it would be really cool to have a Global Media major.

This would be an incredibly opportunity to be able to accomplish alongside with the presence of traveling and a chance to take a more professional stance.

End of Report

Default Report

Journalism Majors and Minors 2019 (non-major students)

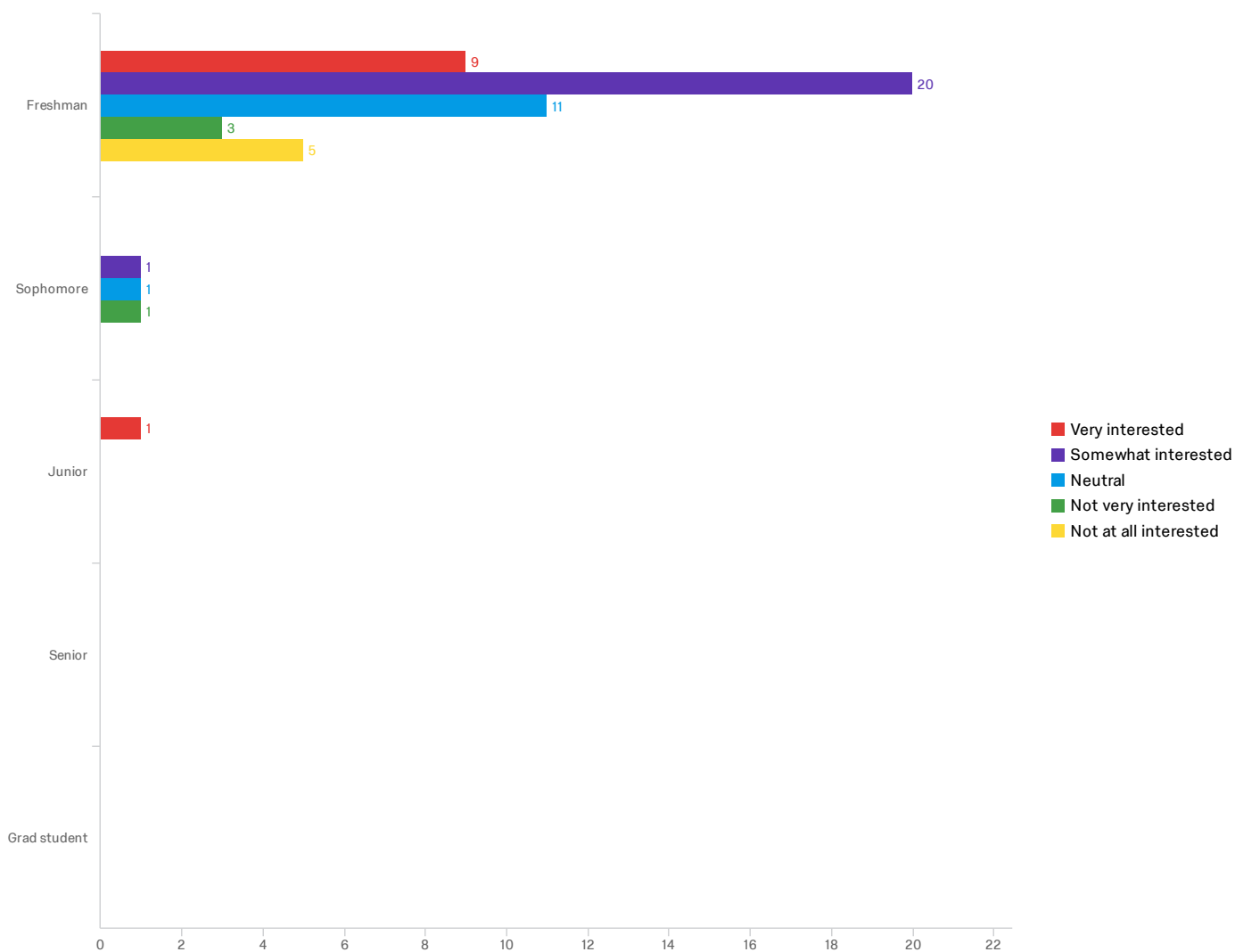
January 7, 2020 5:33 PM MST

Q7 - Global Journalism Minor (three core classes plus three from Jour 402/502 Media

and Terrorism; Jour 426/526 Reporting the Middle East; Jour 473/573 Reporting the

U.S./Mexico Borderlands; Jour 496F/596F International Crises; Jour 496L/596L U.S.

Press and Latin America; Jour 497C/597C Reporting the World; or study abroad)

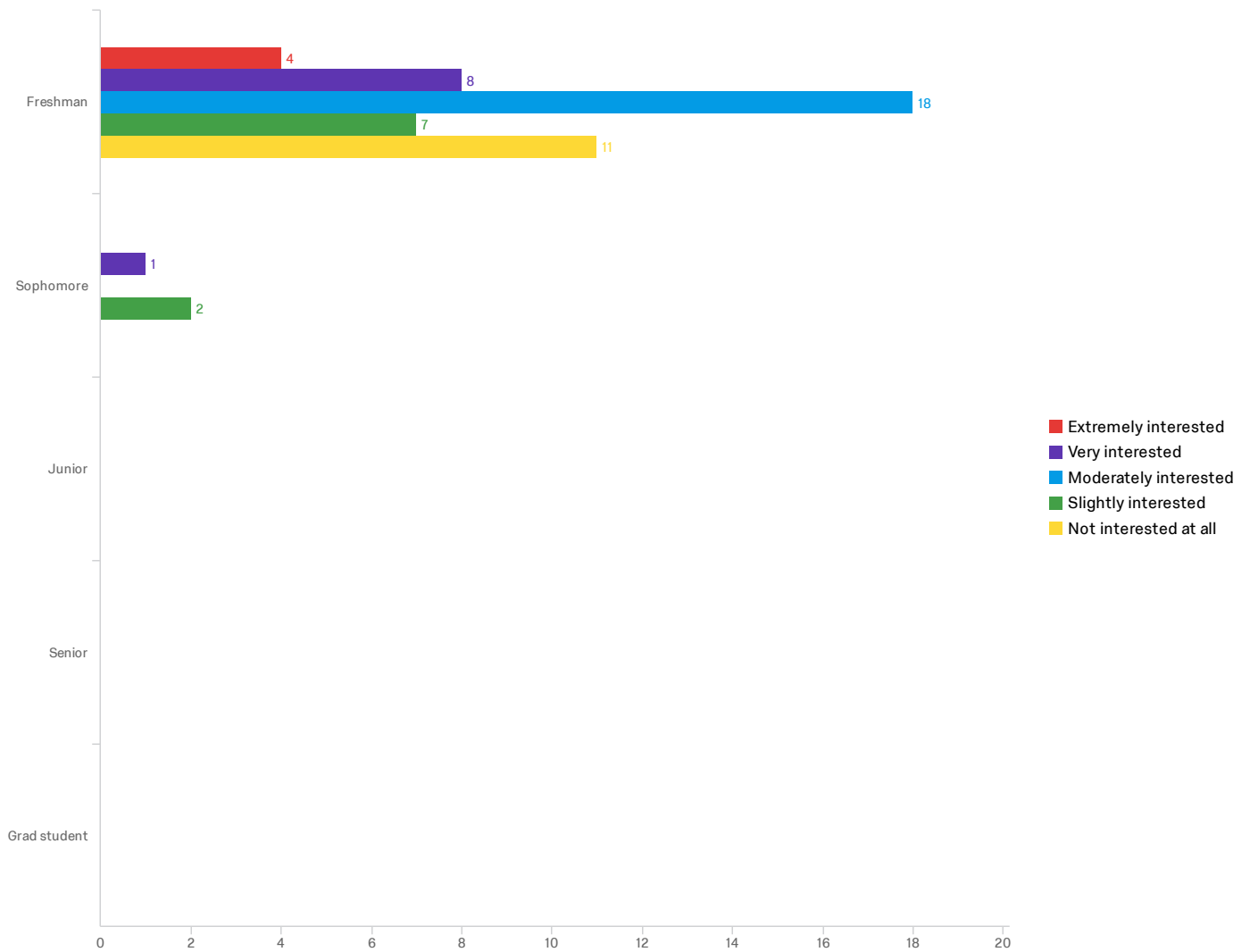


#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Very interested	90.00% 9	0.00% 0	10.00% 1	0.00% 0	0.00% 0	10

#	Field	Freshman		Sophomore		Junior		Senior		Grad student		Total
2	Somewhat interested	95.24%	20	4.76%	1	0.00%	0	0.00%	0	0.00%	0	21
3	Neutral	91.67%	11	8.33%	1	0.00%	0	0.00%	0	0.00%	0	12
4	Not very interested	75.00%	3	25.00%	1	0.00%	0	0.00%	0	0.00%	0	4
5	Not at all interested	100.00%	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	5

Showing rows 1 - 5 of 5

Q34 - How interested would you be in an all-online minor?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freshman	1.00	5.00	3.27	1.22	1.49	48
2	Sophomore	2.00	4.00	3.33	0.94	0.89	3
3	Junior	0.00	0.00	0.00	0.00	0.00	0
4	Senior	0.00	0.00	0.00	0.00	0.00	0
5	Grad student	0.00	0.00	0.00	0.00	0.00	0

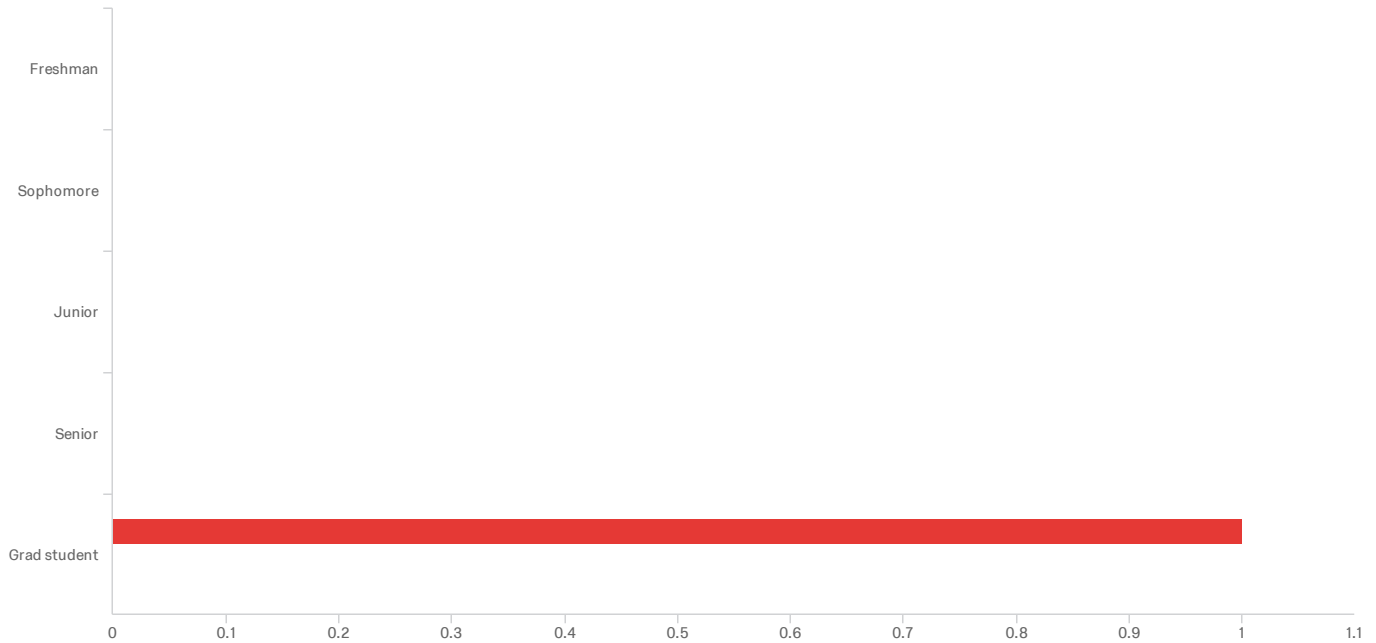
#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Extremely interested	4	0	0	0	0	4
2	Very interested	8	1	0	0	0	9
3	Moderately interested	18	0	0	0	0	18
4	Slightly interested	7	2	0	0	0	9
5	Not interested at all	11	0	0	0	0	11

#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Extremely interested	100.00% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4
2	Very interested	88.89% 8	11.11% 1	0.00% 0	0.00% 0	0.00% 0	9
3	Moderately interested	100.00% 18	0.00% 0	0.00% 0	0.00% 0	0.00% 0	18
4	Slightly interested	77.78% 7	22.22% 2	0.00% 0	0.00% 0	0.00% 0	9
5	Not interested at all	100.00% 11	0.00% 0	0.00% 0	0.00% 0	0.00% 0	11

Showing rows 1 - 5 of 5

Q62 - Would you consider an online or in-person Master of Arts in Global Media Studies

with only four required courses and the rest electives?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freshman	0.00	0.00	0.00	0.00	0.00	0
2	Sophomore	0.00	0.00	0.00	0.00	0.00	0
3	Junior	0.00	0.00	0.00	0.00	0.00	0
4	Senior	0.00	0.00	0.00	0.00	0.00	0
5	Grad student	1.00	1.00	1.00	0.00	0.00	1

#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Yes	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1
2	Maybe	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
3	No	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

Showing rows 1 - 3 of 3

Q63 - What types of courses would you like to see in an online M.A. in Global Media

Studies?

Freshman

What types of courses would you like to see in an online M.A. in Global Med...

Sophomore

What types of courses would you like to see in an online M.A. in Global Med...

Junior

What types of courses would you like to see in an online M.A. in Global Med...

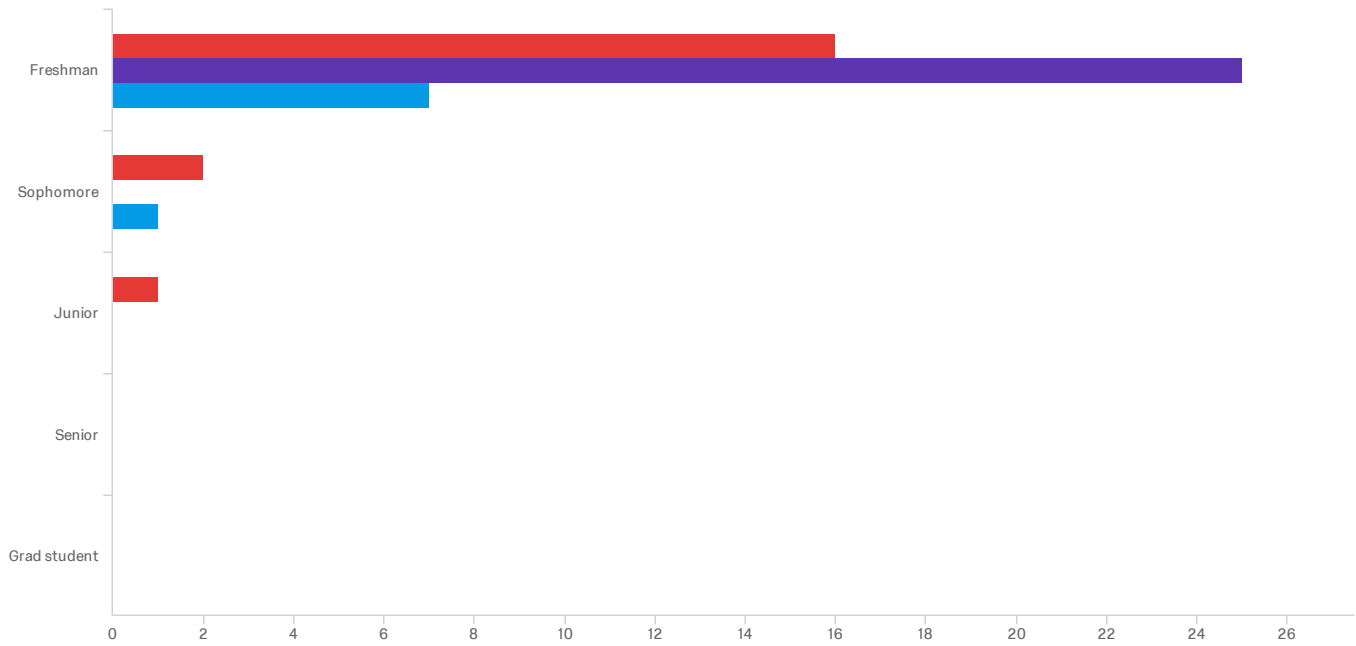
Senior

What types of courses would you like to see in an online M.A. in Global Med...

Grad student

What types of courses would you like to see in an online M.A. in Global Med...

Q43 - Would you or anyone you know be interested in this major (online or in-person)?

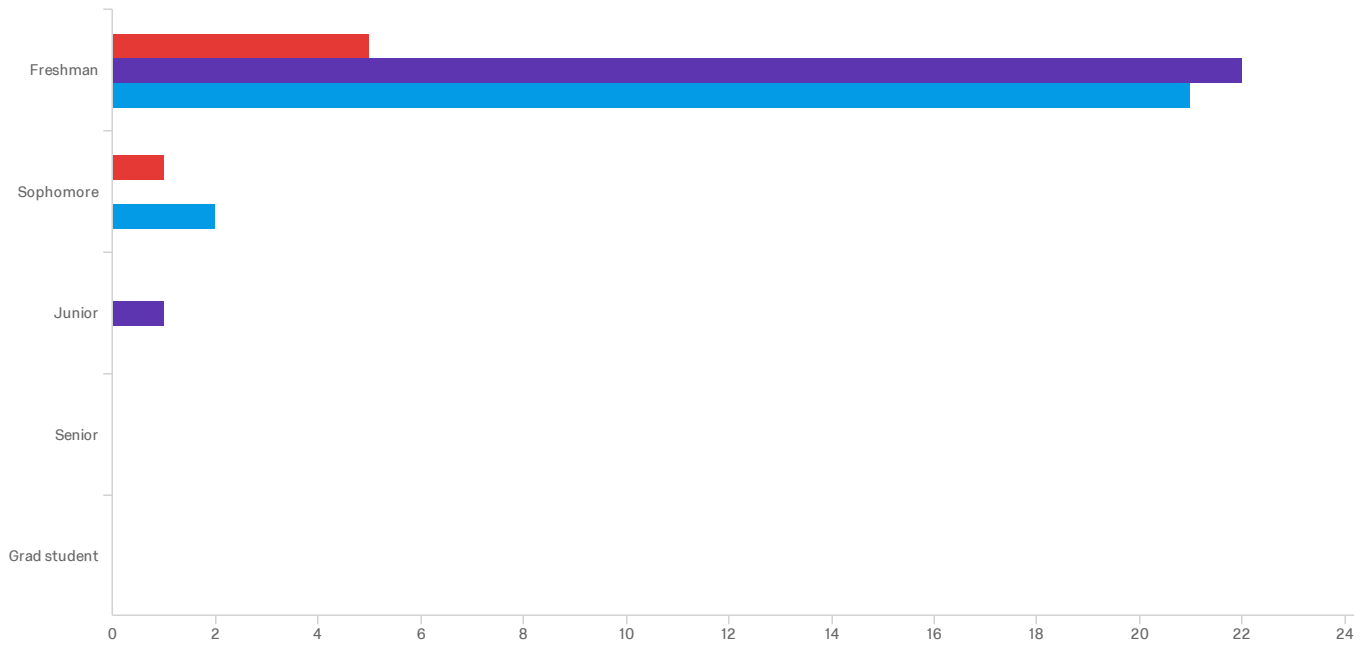


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freshman	1.00	3.00	1.81	0.67	0.44	48
2	Sophomore	1.00	3.00	1.67	0.94	0.89	3
3	Junior	1.00	1.00	1.00	0.00	0.00	1
4	Senior	0.00	0.00	0.00	0.00	0.00	0
5	Grad student	0.00	0.00	0.00	0.00	0.00	0

#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Yes	84.21% 16	10.53% 2	5.26% 1	0.00% 0	0.00% 0	19
2	Maybe	100.00% 25	0.00% 0	0.00% 0	0.00% 0	0.00% 0	25
3	No	87.50% 7	12.50% 1	0.00% 0	0.00% 0	0.00% 0	8

Showing rows 1 - 3 of 3

Q58 - Would you consider seeking a Global Media Studies B.A. online?

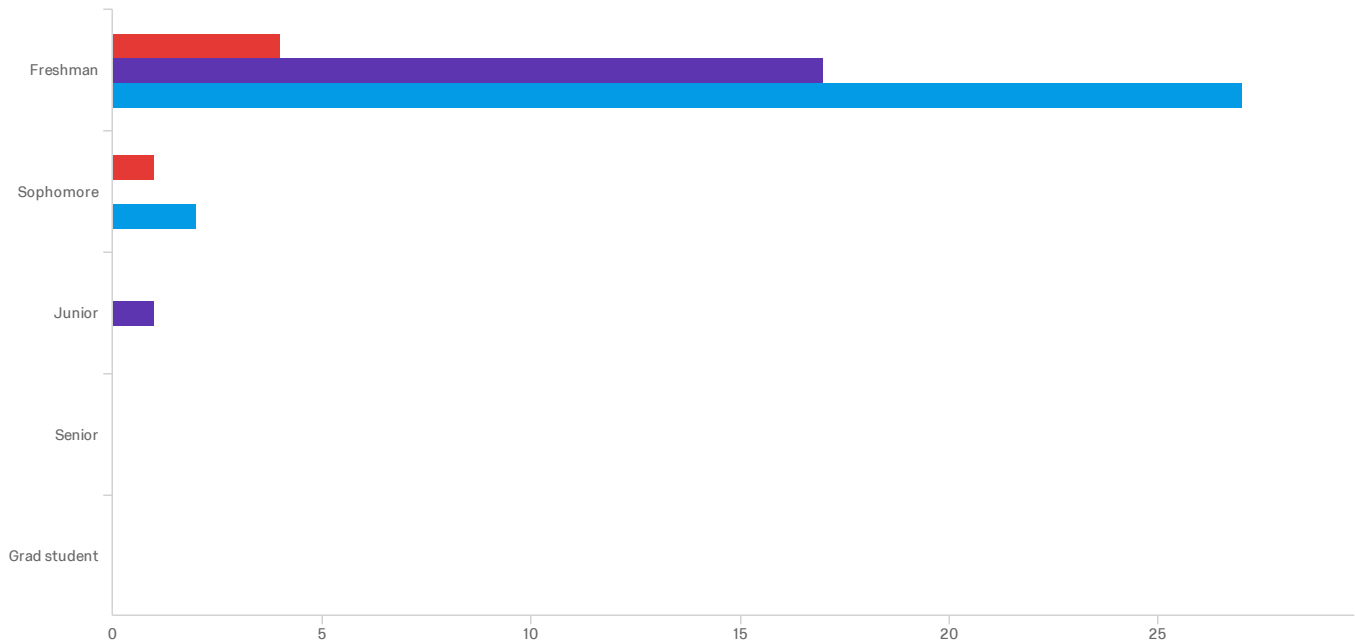


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freshman	1.00	3.00	2.33	0.66	0.43	48
2	Sophomore	1.00	3.00	2.33	0.94	0.89	3
3	Junior	2.00	2.00	2.00	0.00	0.00	1
4	Senior	0.00	0.00	0.00	0.00	0.00	0
5	Grad student	0.00	0.00	0.00	0.00	0.00	0

#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Yes	83.33% 5	16.67% 1	0.00% 0	0.00% 0	0.00% 0	6
2	Maybe	95.65% 22	0.00% 0	4.35% 1	0.00% 0	0.00% 0	23
3	No	91.30% 21	8.70% 2	0.00% 0	0.00% 0	0.00% 0	23

Showing rows 1 - 3 of 3

Q50 - Would you consider double-majoring in an online B.A. in Global Media Studies?

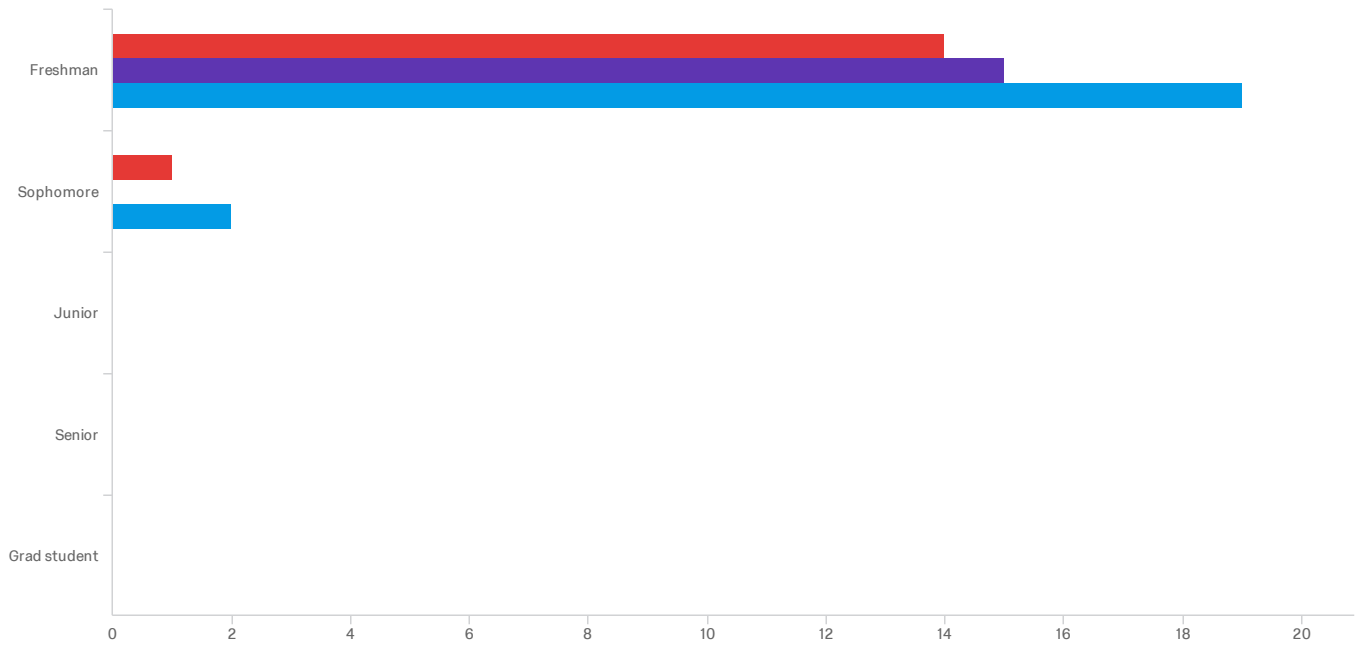


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freshman	1.00	3.00	2.48	0.65	0.42	48
2	Sophomore	1.00	3.00	2.33	0.94	0.89	3
3	Junior	2.00	2.00	2.00	0.00	0.00	1
4	Senior	0.00	0.00	0.00	0.00	0.00	0
5	Grad student	0.00	0.00	0.00	0.00	0.00	0

#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Yes	80.00% 4	20.00% 1	0.00% 0	0.00% 0	0.00% 0	5
2	Maybe	94.44% 17	0.00% 0	5.56% 1	0.00% 0	0.00% 0	18
3	No	93.10% 27	6.90% 2	0.00% 0	0.00% 0	0.00% 0	29

Showing rows 1 - 3 of 3

Q66 - Would you consider minoring in an online B.A. in Global Media Studies?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freshman	1.00	3.00	2.10	0.82	0.68	48
2	Sophomore	1.00	3.00	2.33	0.94	0.89	3
3	Junior	0.00	0.00	0.00	0.00	0.00	0
4	Senior	0.00	0.00	0.00	0.00	0.00	0
5	Grad student	0.00	0.00	0.00	0.00	0.00	0

#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Yes	93.33% 14	6.67% 1	0.00% 0	0.00% 0	0.00% 0	15
2	Maybe	100.00% 15	0.00% 0	0.00% 0	0.00% 0	0.00% 0	15
3	No	90.48% 19	9.52% 2	0.00% 0	0.00% 0	0.00% 0	21

Showing rows 1 - 3 of 3

Q49 - What types of courses would you like to see in a Global Media Studies degree?

Freshman

What types of courses would you like to see in a Global Media Studies degree...

News in Society

social media

Fashion Courses for Magazine creativity.

idk

A general educating people on the rest of the world as since I have been here many people don't know much about the rest of the world

Not very sure, maybe broadcasting

not sure

Courses that are with the relevant news, and different stand points of the news.

Terrorism

An abstract take

Public relations and media bias

Sophomore

What types of courses would you like to see in a Global Media Studies degree...

Junior

What types of courses would you like to see in a Global Media Studies degree...

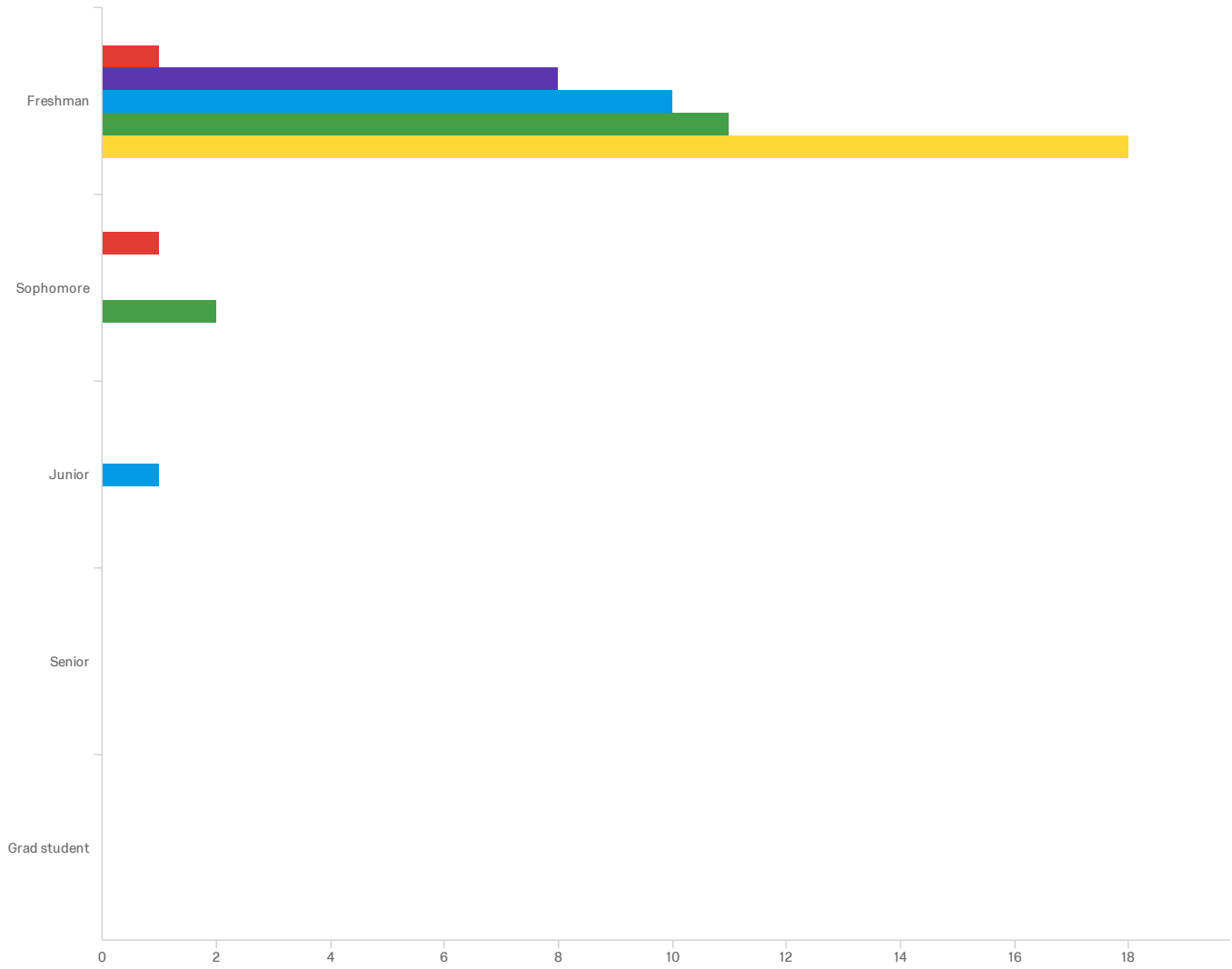
Senior

What types of courses would you like to see in a Global Media Studies degree...

Grad student

What types of courses would you like to see in a Global Media Studies degree...

Q54 - If this degree were offered now, how likely would it be that you would enroll in the major?



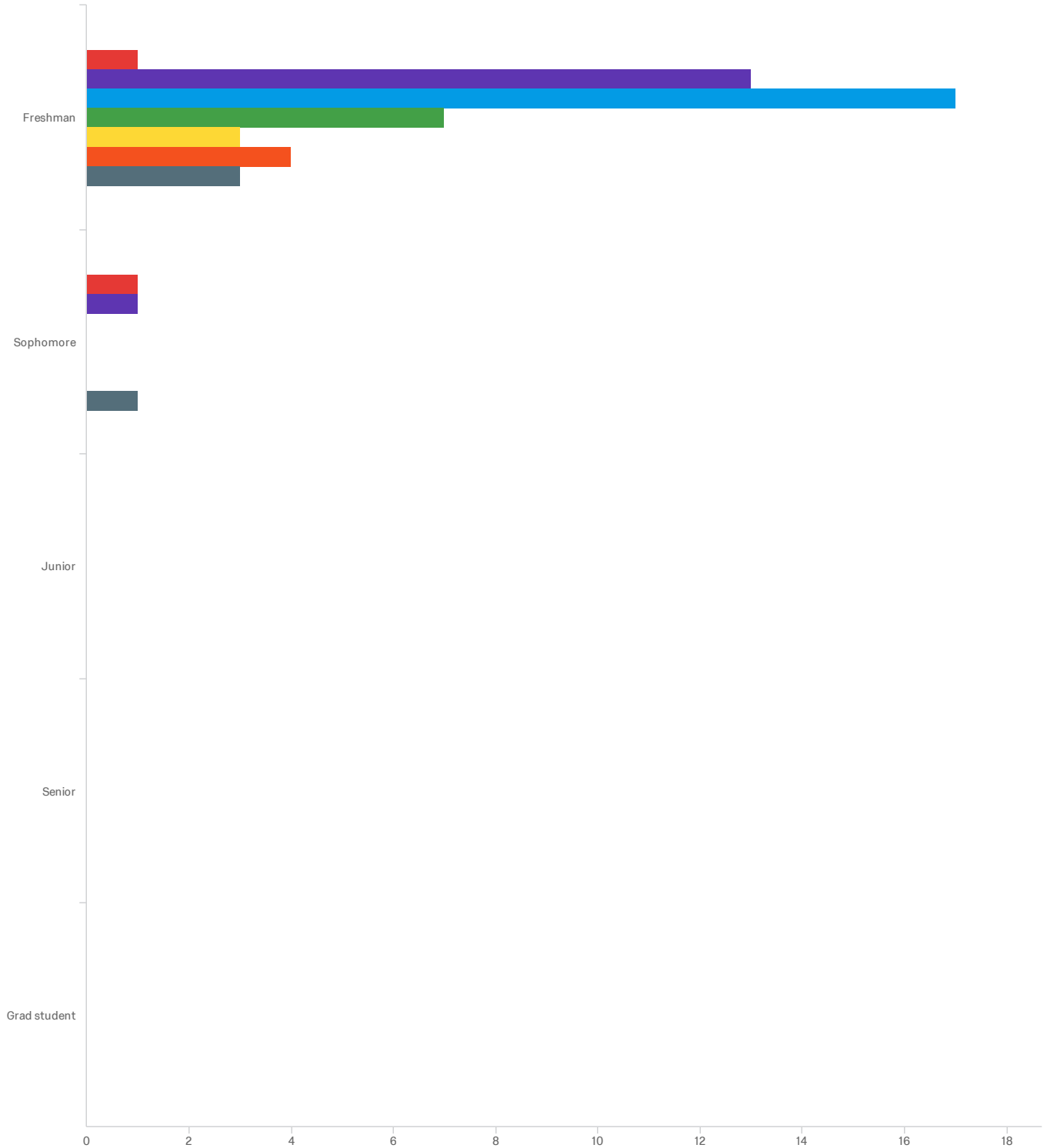
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freshman	1.00	5.00	3.77	1.18	1.38	48
2	Sophomore	1.00	4.00	3.00	1.41	2.00	3
3	Junior	3.00	3.00	3.00	0.00	0.00	1
4	Senior	0.00	0.00	0.00	0.00	0.00	0
5	Grad student	0.00	0.00	0.00	0.00	0.00	0

#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Extremely likely	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	2
2	Moderately likely	100.00% 8	0.00% 0	0.00% 0	0.00% 0	0.00% 0	8
3	Slightly likely	90.91% 10	0.00% 0	9.09% 1	0.00% 0	0.00% 0	11
4	Neither likely nor unlikely	84.62% 11	15.38% 2	0.00% 0	0.00% 0	0.00% 0	13
5	Slightly unlikely	100.00% 18	0.00% 0	0.00% 0	0.00% 0	0.00% 0	18

Showing rows 1 - 5 of 5

Q55 - If this degree were offered now, how likely would it be that you would enroll in

courses in the program?



Field Minimum Maximum Mean Std Deviation Variance Count

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Freshman	1.00	7.00	3.46	1.51	2.29	48
2	Sophomore	1.00	7.00	3.33	2.62	6.89	3
3	Junior	0.00	0.00	0.00	0.00	0.00	0
4	Senior	0.00	0.00	0.00	0.00	0.00	0
5	Grad student	0.00	0.00	0.00	0.00	0.00	0

#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Extremely likely	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	2
2	Moderately likely	92.86% 13	7.14% 1	0.00% 0	0.00% 0	0.00% 0	14
3	Slightly likely	100.00% 17	0.00% 0	0.00% 0	0.00% 0	0.00% 0	17
4	Neither likely nor unlikely	100.00% 7	0.00% 0	0.00% 0	0.00% 0	0.00% 0	7
5	Slightly unlikely	100.00% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	3
6	Moderately unlikely	100.00% 4	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4
7	Extremely unlikely	75.00% 3	25.00% 1	0.00% 0	0.00% 0	0.00% 0	4

Showing rows 1 - 7 of 7

Q37 - Any additional comments about a Global Media major?

Freshman

Any additional comments about a Global Media major?
▲

none

Sophomore

Any additional comments about a Global Media major?
▲

Junior

Any additional comments about a Global Media major?
▲

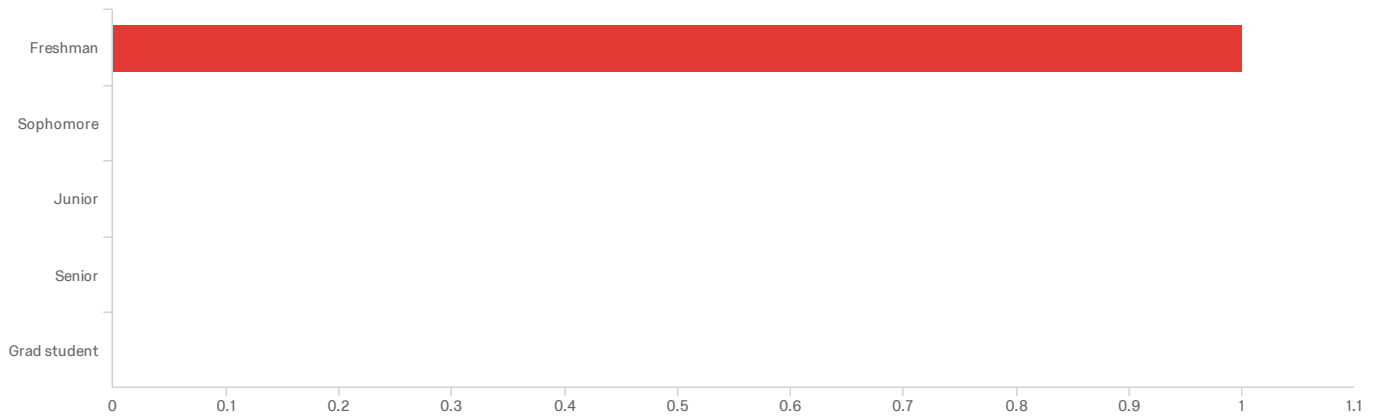
Senior

Any additional comments about a Global Media major?
▲

Grad student

Any additional comments about a Global Media major?
▲

Q36 - Topics




#	Field	Freshman	Sophomore	Junior	Senior	Grad student
1	Unknown	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0
		1	0	0	0	0

Showing rows 1 - 2 of 2

Q38 - Click to write the question text




Error loading data

#	Field	Freshman	Sophomore	Junior	Senior	Grad student	Total
1	Click to write Choice 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
2	Click to write Choice 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0
3	Click to write Choice 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0

Showing rows 1 - 3 of 3

End of Report

VALIDATE: EMPLOYMENT POTENTIAL

PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	11/1/2018 - 10/31/2019
Selected Programs	Mass Communication/Media Studies (09.0102)
Career Outcomes mapped to Selected Programs of Study	Media Planner / Buyer, Producer, Proofreader, Writer, Technical Writer, Editor

HOW MANY JOBS ARE THERE FOR YOUR GRADUATES?

For your project criteria, there were **255** job postings in the last 12 months.

Compared to:

- 890,439 total job postings in your selected location
- 73,792 total job postings requesting a Master's degree in your selected location

The number of jobs is expected to **grow** over the next 10 years.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Arizona	13.41 %	14.97 %	Average
Nationwide	7.79 %	5.78 %	Average

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2014	2015	2016	2017	2018	2028
Employment (BLS)	6,180	6,640	6,720	6,180	6,100	6,918



Employment data between years 2019 and 2028 are projected figures.

DETAILS BY OCCUPATION

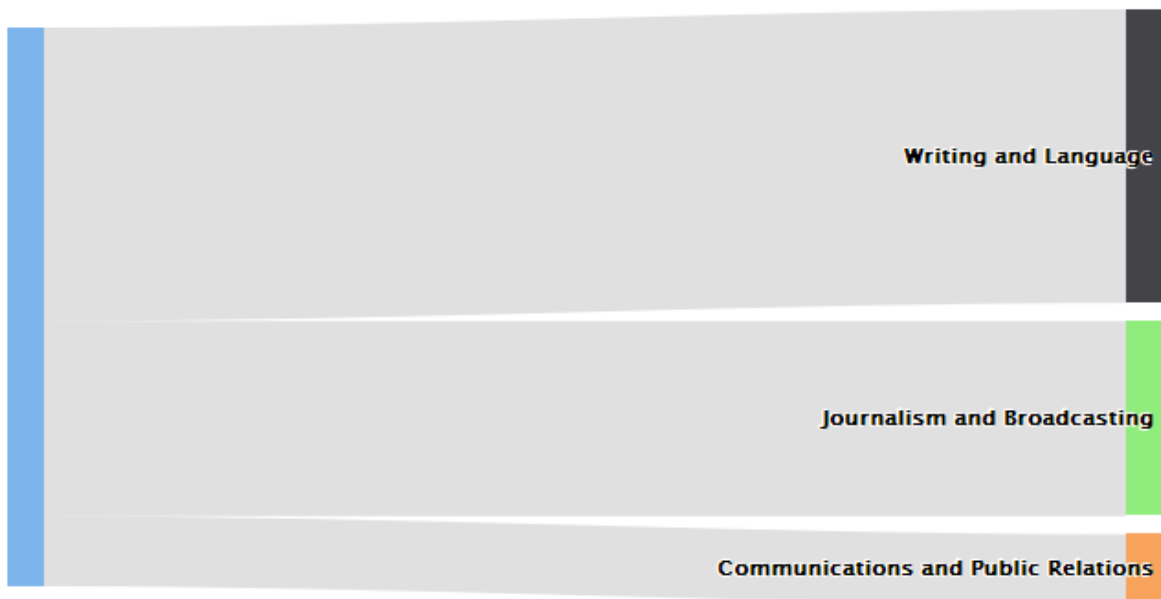
Occupation Group	Postings	LQ	Employment (2018)	Employment Growth (2017 - 2018)	Projected Employment Growth (2019-2028)
Writing and Language	134	0.8	1,770	-8.3%	8.5%
Journalism and Broadcasting	89	1.0	2,270	1.8%	9.2%

Communications and Public Relations	32	0.9	3,080	5.1%	15.8%
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HOW VERSATILE IS MY PROGRAM?

Graduates of this program usually transition into any of the 3 different occupation groups:

Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
Writing and Language	134	52.5%
Journalism and Broadcasting	89	34.9%
Communications and Public Relations	32	12.5%

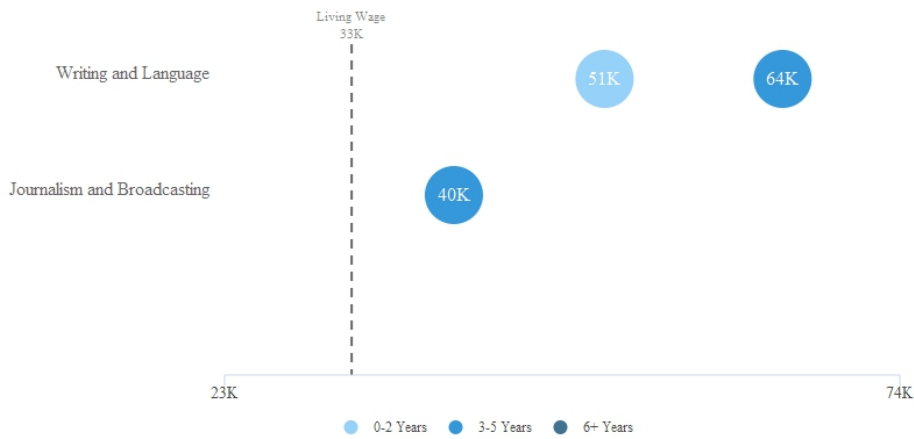


WHAT SALARY WILL MY GRADUATES MAKE?

The average salary in **Arizona** for graduates of your program is **\$54,595**

This average salary is **Above** the average living wage for Arizona of **32531**

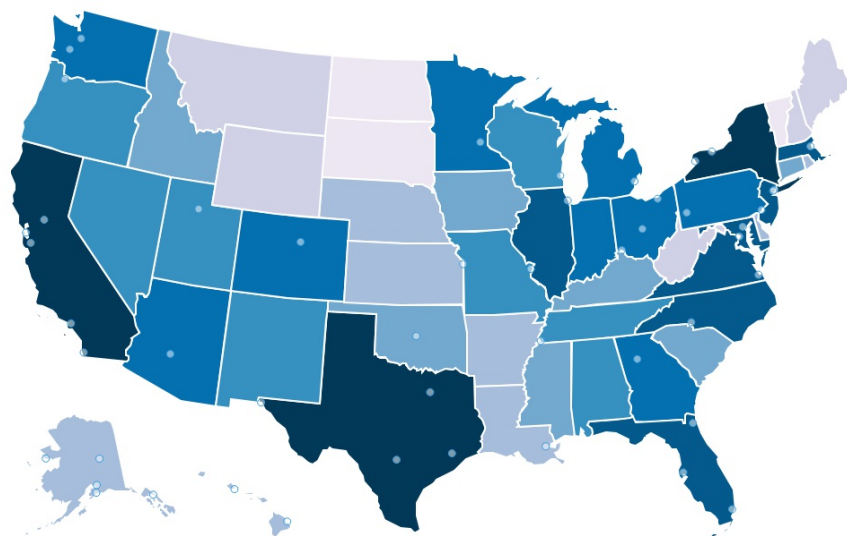
Report generated using Program Insight from Burning Glass Technologies



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	25 th Percentile	Average	75 th Percentile
Writing and Language	\$51371	\$64075	\$0
Journalism and Broadcasting	\$0	\$40428	\$0
Communications and Public Relations	\$0	\$59390	\$0

WHERE IS THE DEMAND FOR MY GRADUATES?



TOP LOCATIONS BY POSTING DEMAND

Location	Postings
California	3,266
New York	1,619
Texas	1,030
Massachusetts	942
Virginia	755
Maryland	636
Florida	628
Illinois	573
New Jersey	533
North Carolina	518

VALIDATE: COMPETITIVE LANDSCAPE

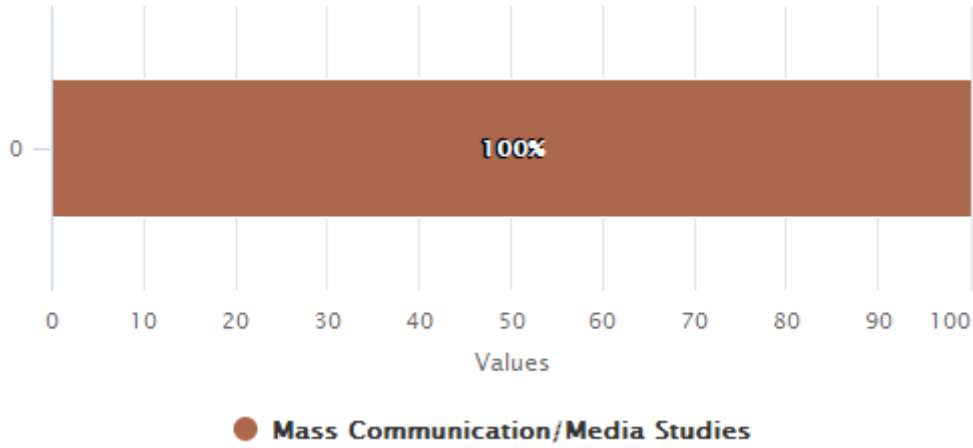
PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	11/1/2018 - 10/31/2019
Selected Programs	Mass Communication/Media Studies (09.0102)
Career Outcomes mapped to Selected Programs of Study	Media Planner / Buyer, Producer, Proofreader, Writer, Technical Writer, Editor

OVERVIEW

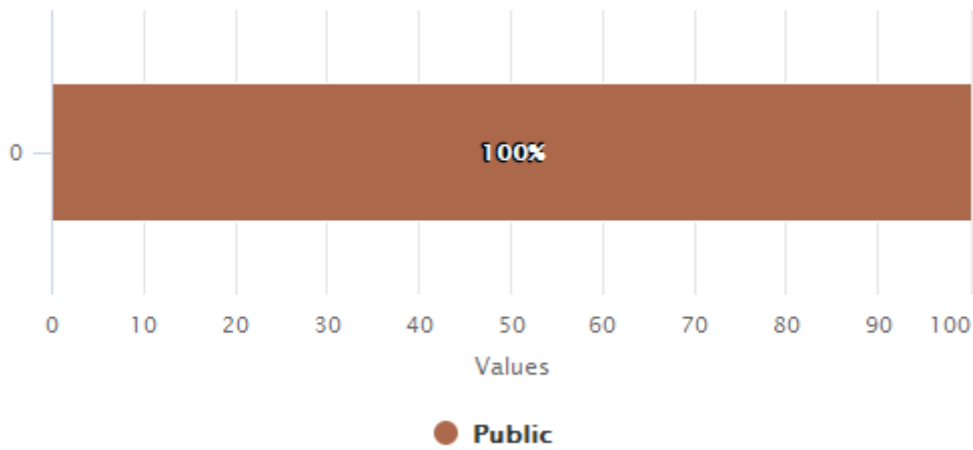
	#	% Change (2013-2017)
Degrees Conferred	3	-66%
Number of Institutions	1	0%
Average Conferrals by Institution	3	-66.70%
Median Conferrals by Institution	3	-66.70%

MARKET SHARE BY PROGRAM



Program	Conferrals (2017)	Market Share (%)
Mass Communication/Media Studies	3	100.00%

MARKET SHARE BY INSTITUTION TYPE



Institution Type	Conferrals (2017)	Market Share (%)
Public	3	100.00%

TOP INSTITUTIONS

Institution	School Type	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)
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Arizona State University-Tempe	Public	100.00 %	0.00%	3	-66.70%
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TOP PROGRAMS

Program	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)
Mass Communication/Media Studies	100.00%	0.00%	3	-66.70%

ACTIVE COMPETITORS

Institution	School Type	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)
University of Florida	Public	74.14%	18.58%	86	91.10%
University of North Carolina at Chapel Hill	Public	13.79%	-8.43%	16	-11.10%
University of Minnesota-Twin Cities	Public	9.48%	-1.63%	11	22.20%
Arizona State University-Tempe	Public	2.59%	-8.52%	3	-66.70%
University of Arizona	Public	0.00%	0.00%		
Northern Arizona University	Public	0.00%	0.00%		
University of California-Davis	Public	0.00%	0.00%		
University of California-Los Angeles	Public	0.00%	0.00%		

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University of Illinois at Urbana-Champaign	Public	0.00%	0.00%		
University of Iowa	Public	0.00%	0.00%		
University of Maryland-College Park	Public	0.00%	0.00%		
Michigan State University	Public	0.00%	0.00%		
Ohio State University-Main Campus	Public	0.00%	0.00%		
Pennsylvania State University-Main Campus	Public	0.00%	0.00%		
Texas A & M University-College Station	Public	0.00%	0.00%		
The University of Texas at Austin	Public	0.00%	0.00%		
University of Washington-Seattle Campus	Public	0.00%	0.00%		
University of Wisconsin-Madison	Public	0.00%	0.00%		
Arizona State University-West	Public	0.00%	0.00%		
Arizona State University-Polytechnic	Public	0.00%	0.00%		
Arizona State University-Downtown Phoenix	Public	0.00%	0.00%		

Report generated using Program Insight from Burning Glass Technologies

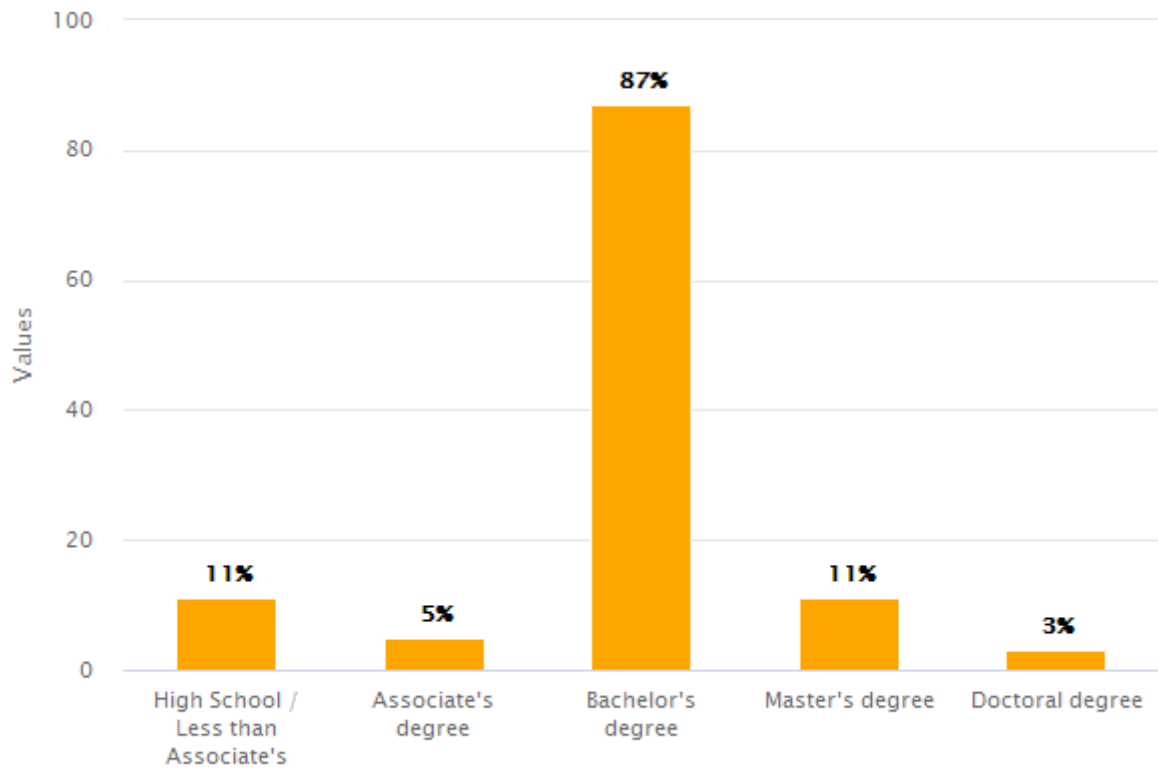
Arizona State University-Skysong	Public	0.00%	0.00%		
University of Arizona-South	Public	0.00%	0.00%		

VALIDATE: MARKET ALIGNMENT

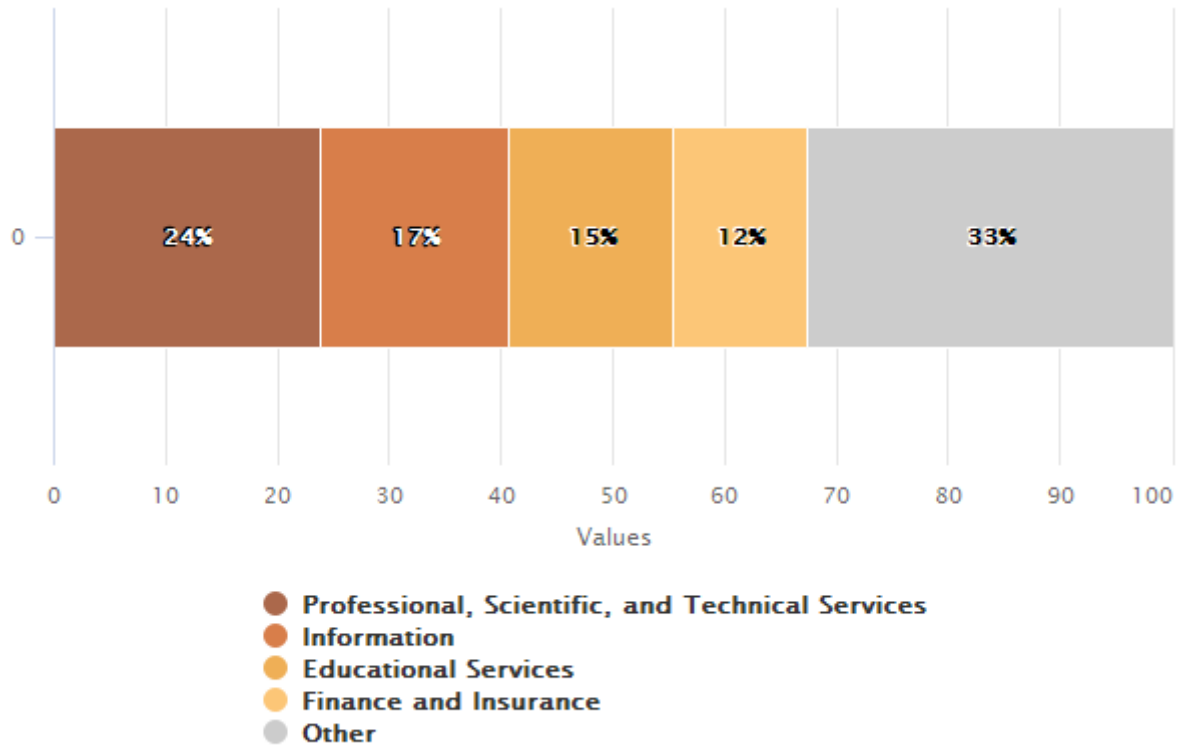
PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	11/1/2018 - 10/31/2019
Selected Programs	Mass Communication/Media Studies (09.0102)
Career Outcomes mapped to Selected Programs of Study	Media Planner / Buyer, Producer, Proofreader, Writer, Technical Writer, Editor

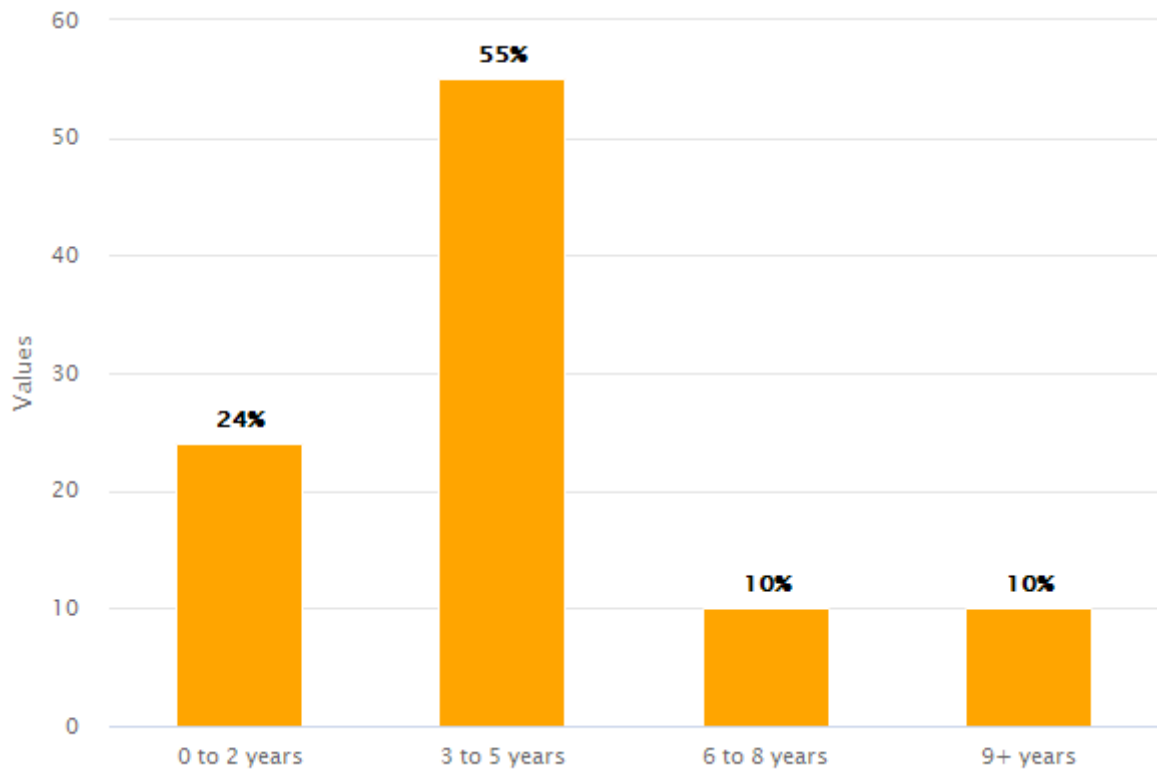
JOB POSTINGS BY ADVERTISED EDUCATION (%)



JOB POSTINGS BY INDUSTRY (%)



JOB POSTINGS BY EXPERIENCE REQUESTED (%)



TOP TITLES

Experience Level: All Experience

Title	Postings	Market Share (%)
Technical Writer	25	17.01%
Medical Writer	12	8.16%
Remote Editor	11	7.48%
Proposal Writer	10	6.80%
Digital Marketing Strategist, Media	6	4.08%
Editor	6	4.08%
Order Writer	6	4.08%
Associate Editor	4	2.72%
Content Specialist	4	2.72%
Writer/Editor	4	2.72%
Copy Editor	3	2.04%
Digital Producer	3	2.04%
Producer	3	2.04%

Writer	3	2.04%
Content Editor	2	1.36%

TOP EMPLOYERS HIRING

Experience Level: All Experience

Employer	Postings	Market Share (%)
Whole Foods Market, Inc.	8	5.44%
Anthem Blue Cross	7	4.76%
Cox Communications	6	4.08%
Arizona State University	4	2.72%
IBM	3	2.04%
BAE Systems	2	1.36%
Becton Dickinson	2	1.36%
Bureau of Land Management	2	1.36%
Cambium Learning	2	1.36%
Conduent	2	1.36%
Gannett Company Incorporated	2	1.36%
Humana	2	1.36%
Jacobs Engineering Group Incorporated	2	1.36%
Maricopa Community Colleges	2	1.36%
Mhr	2	1.36%

VALIDATE: KEY COMPETENCIES

PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	11/1/2018 - 10/31/2019
Selected Programs	Mass Communication/Media Studies (09.0102)
Career Outcomes mapped to Selected Programs of Study	Media Planner / Buyer, Producer, Proofreader, Writer, Technical Writer, Editor

TOP 15 SPECIALIZED SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Technical Writing / Editing	71 (29%)	-18.2%	Yes	No
Journalism	39 (16%)	-36.09%	No	No
Project Management	32 (13%)	-19.74%	Yes	No
Budgeting	31 (13%)	-10.04%	Yes	No

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Customer Contact	25 (10%)	-11.38%	No	No
Sales	25 (10%)	-11.17%	No	No
Content Management	22 (9%)	-13%	No	No
Proofreading	21 (9%)	-13.19%	No	No
Teaching	21 (9%)	-12.75%	No	No
Scheduling	20 (8%)	1.88%	No	No
Adobe Photoshop	20 (8%)	-22.36%	No	No
Business Development	19 (8%)	-8.98%	No	No
Purchasing	19 (8%)	-17.18%	No	No
Strategic Planning	18 (7%)	-19.2%	No	No
Social Media	18 (7%)	12.88%	No	No

TOP 15 BASELINES SKILLS

Report generated using Program Insight from Burning Glass Technologies

Skill	Postings
Writing	179 (74%)
Editing	132 (55%)
Communication Skills	81 (33%)
Microsoft Office	61 (25%)
Research	61 (25%)
Teamwork / Collaboration	56 (23%)
Detail-Oriented	55 (23%)
Meeting Deadlines	53 (22%)
Microsoft Excel	50 (21%)
Organizational Skills	44 (18%)

Time Management	42 (17%)
Creativity	35 (14%)
Microsoft Word	29 (12%)
Microsoft Powerpoint	27 (11%)
Planning	27 (11%)

TOP 15 SOFTWARE PROGRAMMING SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Microsoft Office	61 (25%)	-10.2%	No	No
Microsoft Excel	50 (21%)	17.03%	No	No
Microsoft Word	29 (12%)	-13.39%	No	No
Microsoft Powerpoint	27 (11%)	-8.52%	No	No

Report generated using Program Insight from Burning Glass Technologies

Microsoft Windows	22 (9%)	6.61%	No	No
Adobe Photoshop	20 (8%)	-22.36%	No	No
Adobe Indesign	15 (6%)	-25.5%	No	No
Adobe Acrobat	14 (6%)	-15.24%	No	No
Adobe Creative Suite	13 (5%)	-7.62%	Yes	No
Microsoft Outlook	13 (5%)	-1.45%	No	No
Microsoft Visio	11 (5%)	-25.99%	No	No
Salesforce	11 (5%)	46.69%	No	No
Software Development	11 (5%)	5.78%	No	No
Microsoft Sharepoint	9 (4%)	-28.61%	No	No
SAP	9 (4%)	33.72%	No	No

TOP 15 SKILL CLUSTERS

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Skill	Postings
Writing	105 (43%)
Microsoft Office and Productivity Tools	101 (42%)
Journalism	40 (17%)
Project Management	40 (17%)
Graphic and Visual Design Software	38 (16%)
Procurement	32 (13%)
Budget Management	31 (13%)
Content Development and Management	28 (12%)
General Sales	24 (10%)
Contract Management	23 (10%)
Teaching	22 (9%)

Business Strategy	21 (9%)
Social Media	20 (8%)
Business Development	19 (8%)
Graphic and Visual Design	17 (7%)

TOP 15 SALARY PREMIUM SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Technical Writing / Editing	71 (29%)	-18.2%	Yes	No
Project Management	32 (13%)	-19.74%	Yes	No
Budgeting	31 (13%)	-10.04%	Yes	No
Contract Preparation	14 (6%)	60.45%	Yes	No
Adobe Creative Suite	13 (5%)	-7.62%	Yes	No
Copy Editing	9 (4%)	-38.39%	Yes	No

Content Development	6 (2%)	6.85%	Yes	Yes
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TOP 15 COMPETITIVE ADVANTAGE SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Facebook	7 (3%)	-34.28%	No	Yes
Content Development	6 (2%)	6.85%	Yes	Yes
Broadcast Industry Knowledge	5 (2%)	-20.62%	No	Yes

TOP 15 CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
Driver's License	8 (3%)	No	No
Certified Teacher	5 (2%)	No	No
Security Clearance	4 (2%)	No	No
Real Estate Certification	3 (1%)	No	No

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Arizona Bar	1 (0%)	No	No
CDL Class D	1 (0%)	No	No
Spanish Certification	1 (0%)	No	No
Property and Casualty License	1 (0%)	No	No

TOP 15 SALARY PREMIUM CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
No certificates available			

TOP 15 COMPETITIVE ADVANTAGE CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
No certificates available			

VALIDATE: EMPLOYMENT POTENTIAL

PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	11/1/2018 - 10/31/2019
Selected Programs	Mass Communication/Media Studies (09.0102)
Career Outcomes mapped to Selected Programs of Study	Media Planner / Buyer, Producer, Proofreader, Writer, Technical Writer, Editor

HOW MANY JOBS ARE THERE FOR YOUR GRADUATES?

For your project criteria, there were **16,224** job postings in the last 12 months.

Compared to:

- 32,846,816 total job postings in your selected location
- 3,005,288 total job postings requesting a Master's degree in your selected location

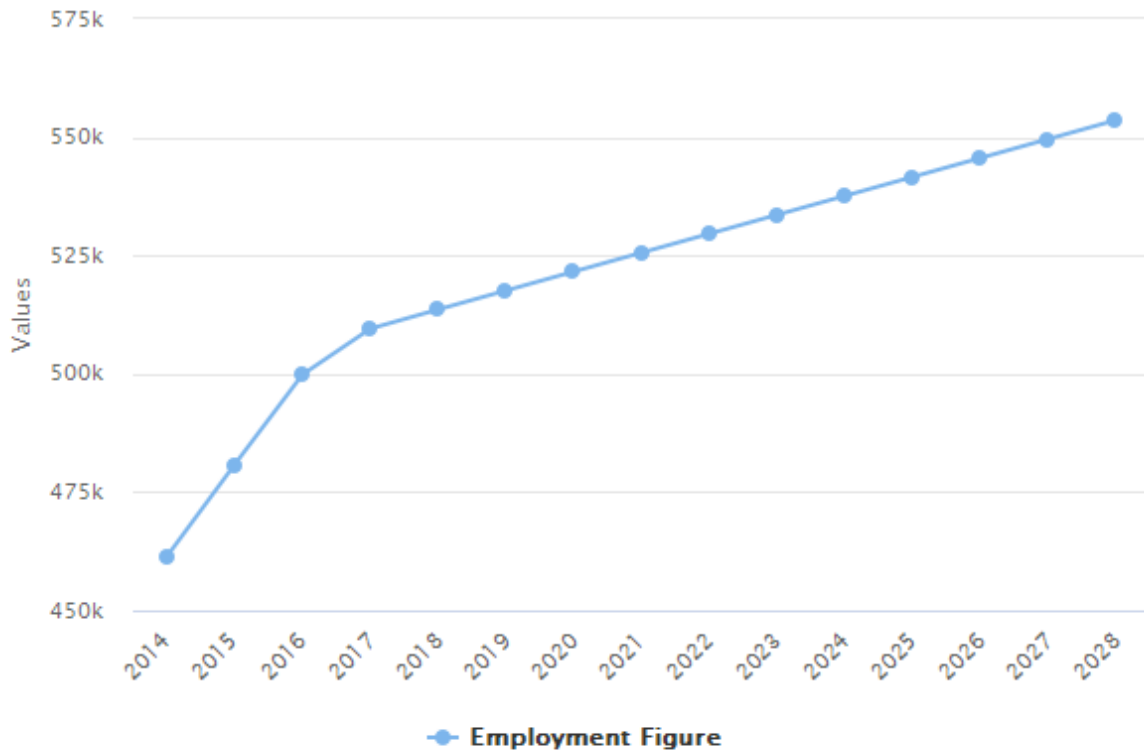
The number of jobs is expected to **grow** over the next 10 years.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Nationwide	7.79 %	5.78 %	Average

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2014	2015	2016	2017	2018	2028
Employment (BLS)	461,390	480,830	499,830	509,520	513,580	553,612



Employment data between years 2019 and 2028 are projected figures.

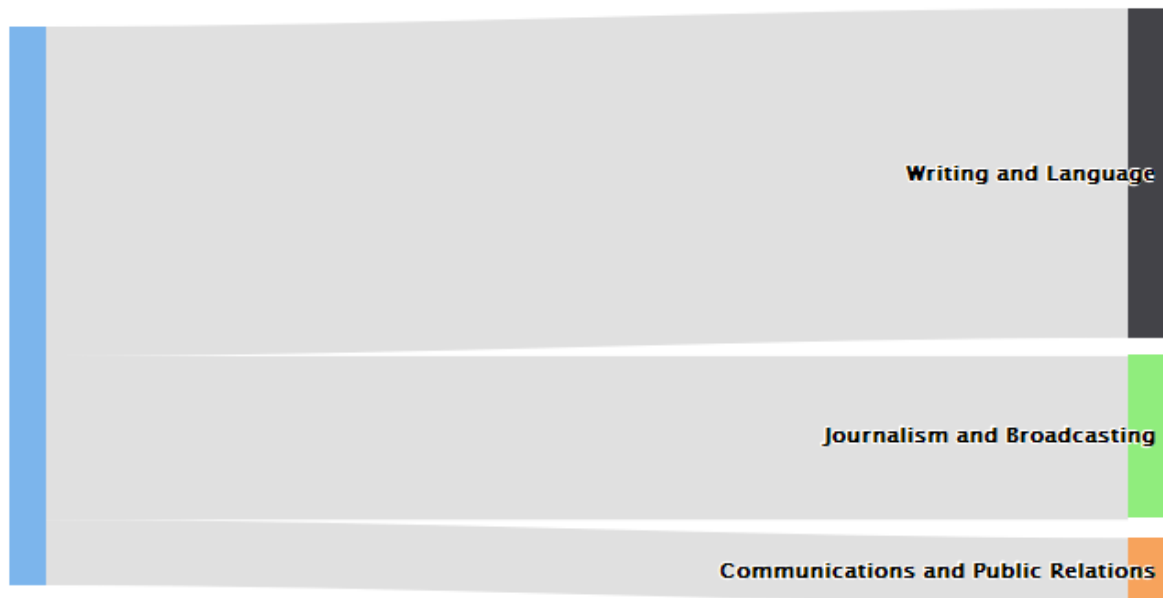
DETAILS BY OCCUPATION

Occupation Group	Postings	LQ	Employment (2018)	Employment Growth (2017 - 2018)	Projected Employment Growth (2019-2028)
Writing and Language	9,570	NA	155,920	-1.5%	2.7%
Journalism and Broadcasting	4,753	NA	214,380	0.0%	6.1%
Communications and Public Relations	1,901	NA	239,030	2.3%	8.9%

HOW VERSATILE IS MY PROGRAM?

Graduates of this program usually transition into any of the 3 different occupation groups:

Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
Writing and Language	9,570	59.0%
Journalism and Broadcasting	4,753	29.3%
Communications and Public Relations	1,901	11.7%

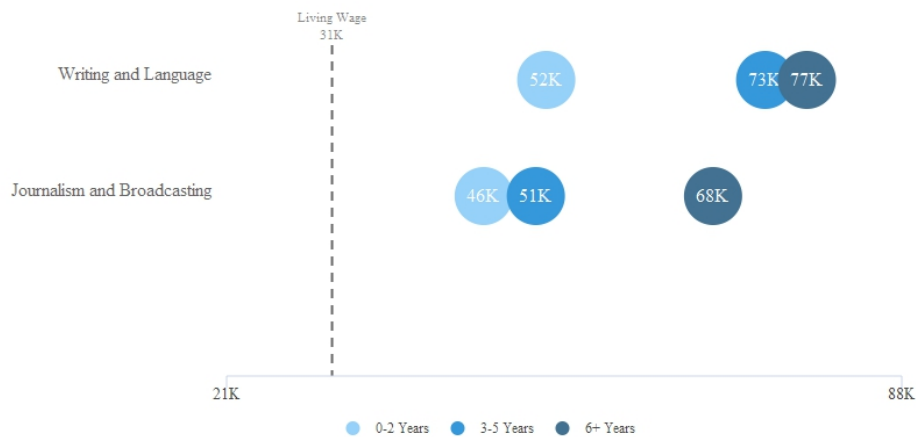


WHAT SALARY WILL MY GRADUATES MAKE?

The average salary in **the nation** for graduates of your program is **\$62,705**

This average salary is **Above** the average living wage for your region of **31450**

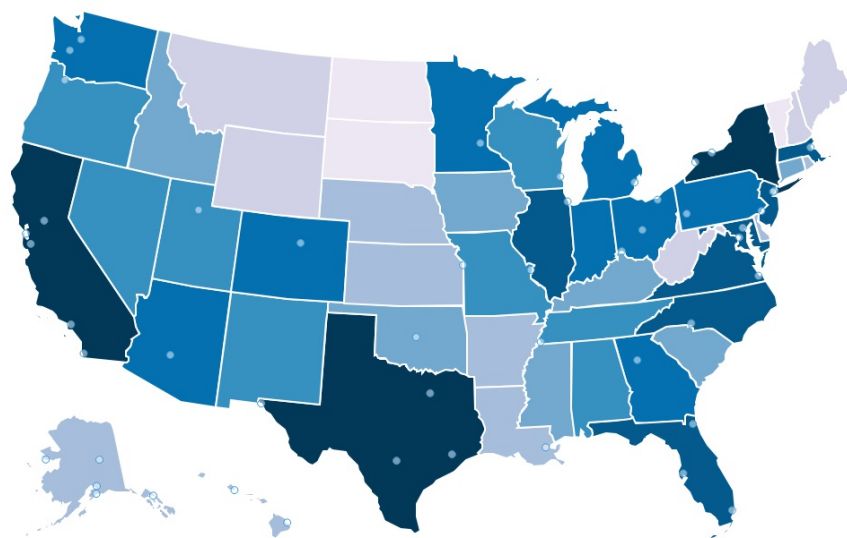
Report generated using Program Insight from Burning Glass Technologies



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	25 th Percentile	Average	75 th Percentile
Writing and Language	\$51863	\$72627	\$77092
Journalism and Broadcasting	\$45541	\$50685	\$68012
Communications and Public Relations	\$50348	\$68394	\$78053

WHERE IS THE DEMAND FOR MY GRADUATES?



TOP LOCATIONS BY POSTING DEMAND

Location	Postings
California	3,266
New York	1,619
Texas	1,030
Massachusetts	942
Virginia	755
Maryland	636
Florida	628
Illinois	573
New Jersey	533
North Carolina	518

VALIDATE: COMPETITIVE LANDSCAPE

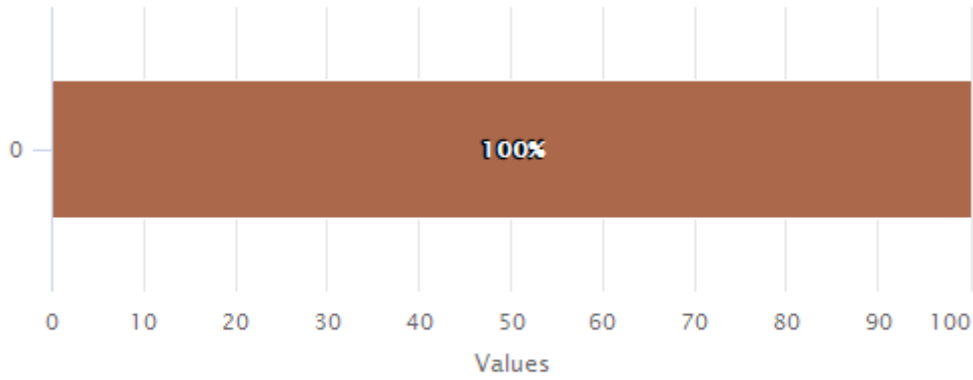
PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	11/1/2018 - 10/31/2019
Selected Programs	Mass Communication/Media Studies (09.0102)
Career Outcomes mapped to Selected Programs of Study	Media Planner / Buyer, Producer, Proofreader, Writer, Technical Writer, Editor

OVERVIEW

	#	% Change (2013-2017)
Degrees Conferred	928	-7%
Number of Institutions	63	8%
Average Conferrals by Institution	15	-11.80%
Median Conferrals by Institution	6	-33.30%

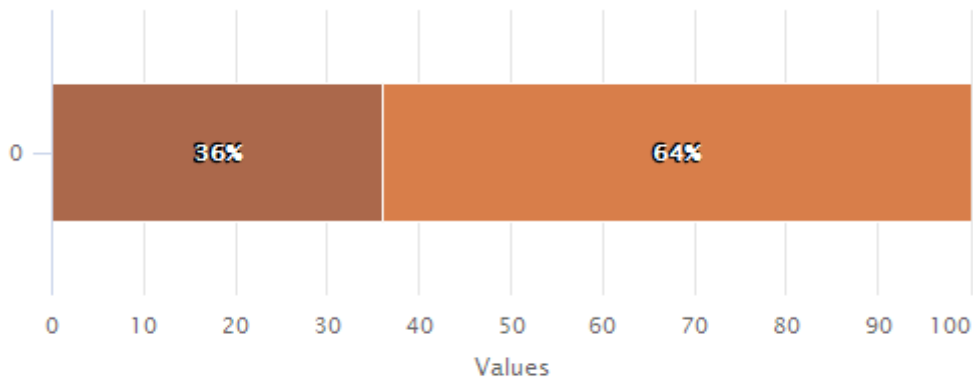
MARKET SHARE BY PROGRAM



● Mass Communication/Media Studies

Program	Conferrals (2017)	Market Share (%)
Mass Communication/Media Studies	928	100.00%

MARKET SHARE BY INSTITUTION TYPE



● Private ● Public

Institution Type	Conferrals (2017)	Market Share (%)
Private	331	35.67%
Public	597	64.33%

TOP INSTITUTIONS

Institution	School Type	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)
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Report generated using Program Insight from Burning Glass Technologies

The New School	Private	10.99%	-7.59%	102	-45.20%
American University	Private	10.45%	3.56%	97	40.60%
Florida International University	Public	9.27%	5.07%	86	104.80%
University of Florida	Public	9.27%	4.77%	86	91.10%
Texas Tech University	Public	5.82%	3.42%	54	125.00%
Washington State University	Public	5.06%	4.56%	47	840.00%
Austin Peay State University	Public	2.91%	2.11%	27	237.50%
Sacred Heart University	Private	2.59%	2.59%	24	100.00%
Governors State University	Public	2.48%	-1.72%	23	-45.20%
Edinboro University of Pennsylvania	Public	2.05%	0.25%	19	5.60%

TOP PROGRAMS

Program	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)
Mass Communication/Media Studies	100.00%	0.00%	928	-7.30%

ACTIVE COMPETITORS

Institution	School Type	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)
University of Florida	Public	74.14%	18.58%	86	91.10%

Report generated using Program Insight from Burning Glass Technologies

University of North Carolina at Chapel Hill	Public	13.79%	-8.43%	16	-11.10%
University of Minnesota-Twin Cities	Public	9.48%	-1.63%	11	22.20%
Arizona State University-Tempe	Public	2.59%	-8.52%	3	-66.70%
University of Arizona	Public	0.00%	0.00%		
Northern Arizona University	Public	0.00%	0.00%		
University of California-Davis	Public	0.00%	0.00%		
University of California-Los Angeles	Public	0.00%	0.00%		
University of Illinois at Urbana-Champaign	Public	0.00%	0.00%		
University of Iowa	Public	0.00%	0.00%		
University of Maryland-College Park	Public	0.00%	0.00%		
Michigan State University	Public	0.00%	0.00%		
Ohio State University-Main Campus	Public	0.00%	0.00%		
Pennsylvania State University-Main Campus	Public	0.00%	0.00%		

Report generated using Program Insight from Burning Glass Technologies

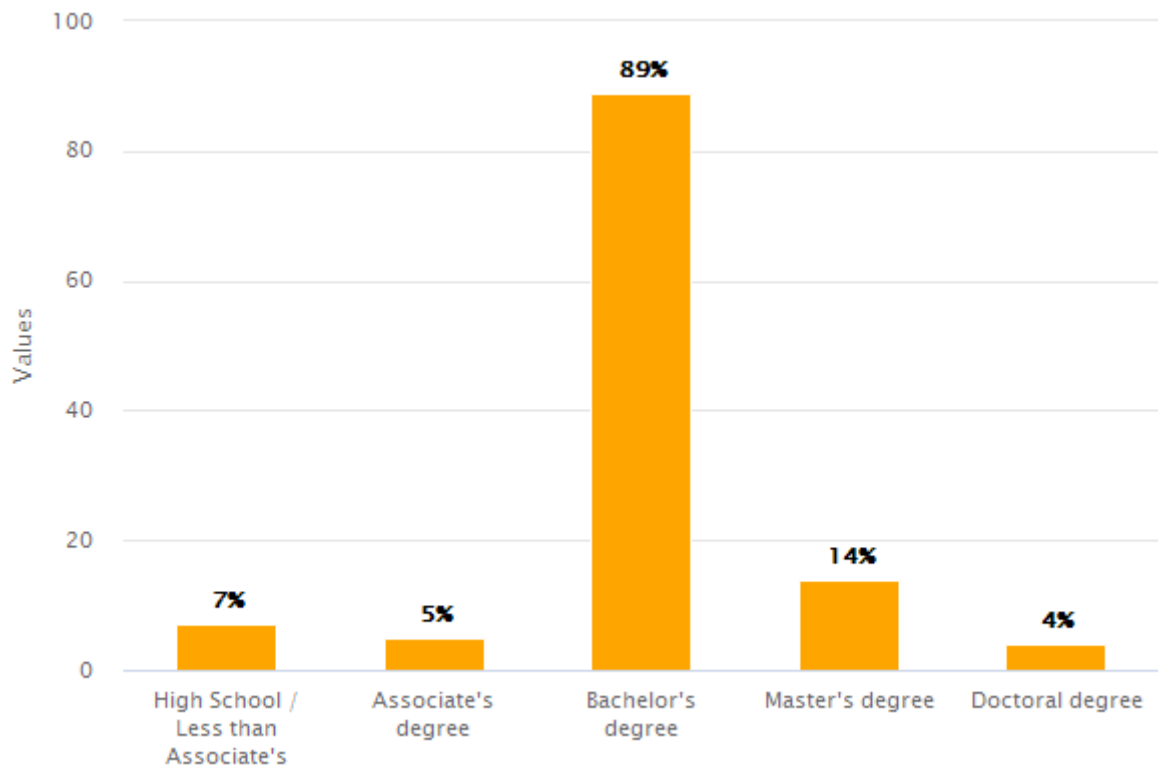
Texas A & M University-College Station	Public	0.00%	0.00%		
The University of Texas at Austin	Public	0.00%	0.00%		
University of Washington-Seattle Campus	Public	0.00%	0.00%		
University of Wisconsin-Madison	Public	0.00%	0.00%		
Arizona State University-West	Public	0.00%	0.00%		
Arizona State University-Polytechnic	Public	0.00%	0.00%		
Arizona State University-Downtown Phoenix	Public	0.00%	0.00%		
Arizona State University-Skysong	Public	0.00%	0.00%		
University of Arizona-South	Public	0.00%	0.00%		

VALIDATE: MARKET ALIGNMENT

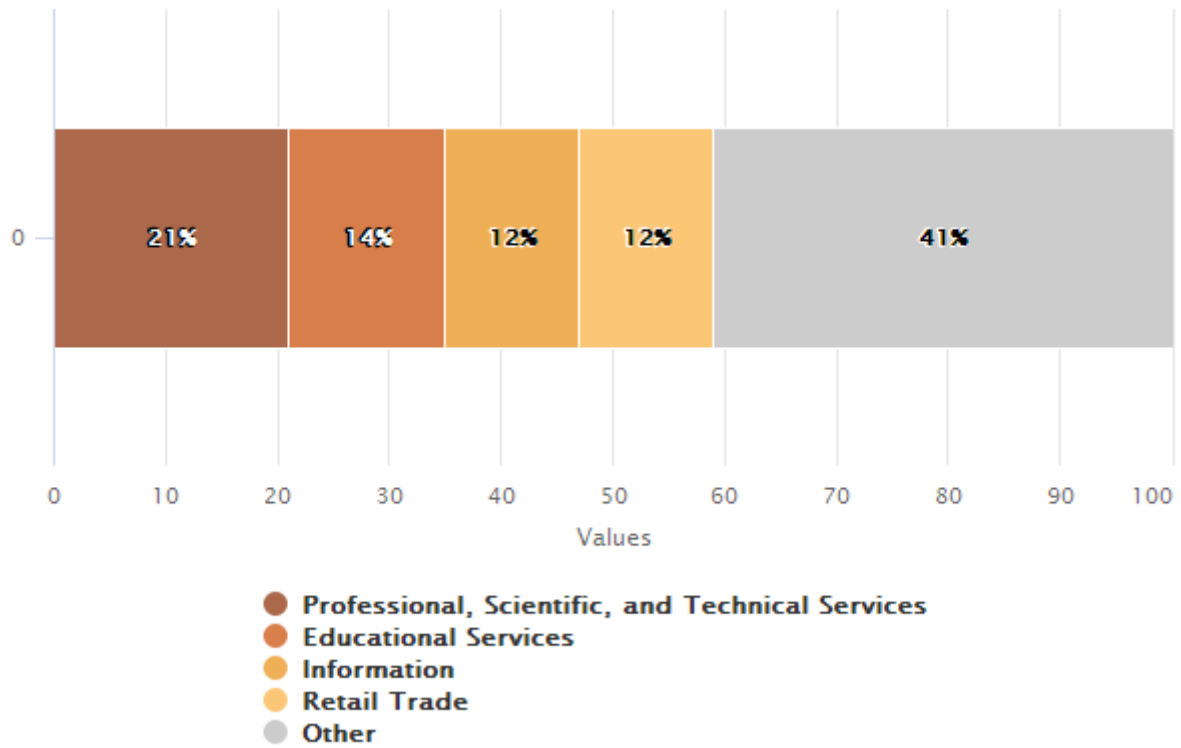
PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	11/1/2018 - 10/31/2019
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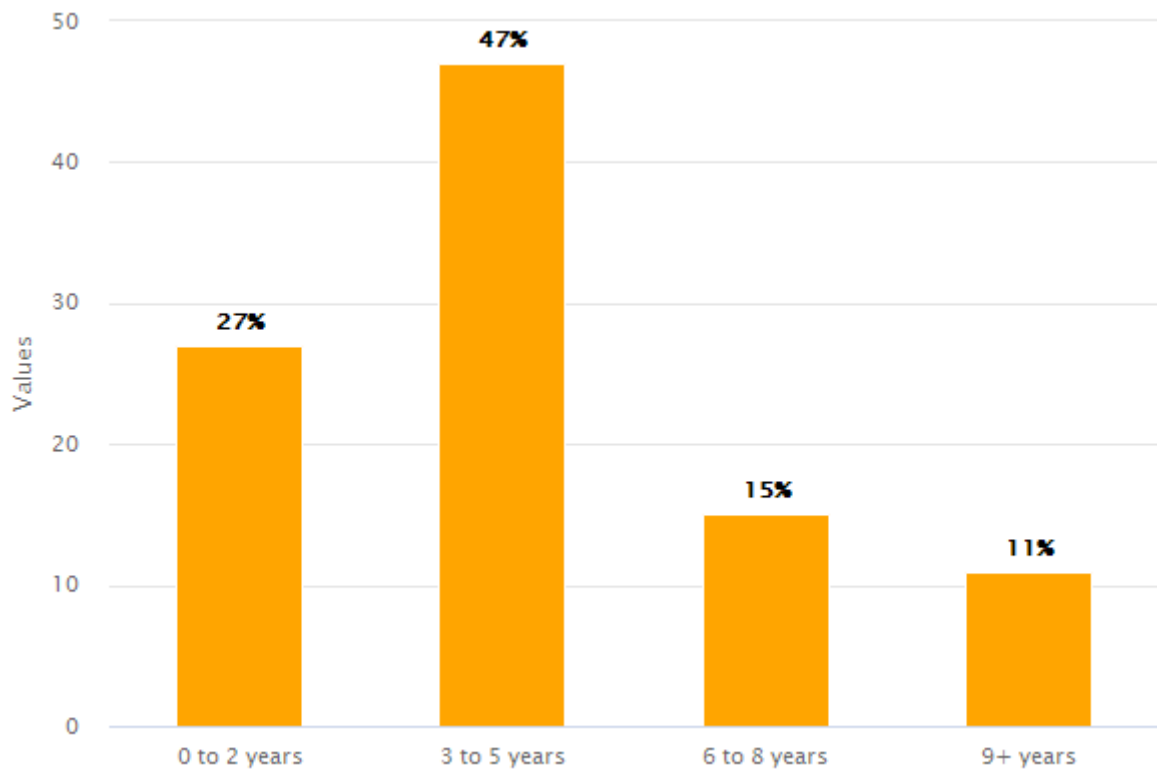
JOB POSTINGS BY ADVERTISED EDUCATION (%)



JOB POSTINGS BY INDUSTRY (%)



JOB POSTINGS BY EXPERIENCE REQUESTED (%)



TOP TITLES

Experience Level: All Experience

Title	Postings	Market Share (%)
Technical Writer	1,847	19.73%
Medical Writer	911	9.73%
Proposal Writer	504	5.38%
Writer/Editor	297	3.17%
Editor	216	2.31%
Remote Editor	177	1.89%
Writer	149	1.59%
Grocery Order Writer	134	1.43%
Managing Editor	121	1.29%
Content Editor	106	1.13%
Order Writer	104	1.11%
Copy Editor	94	1.00%
Produce Order Writer	92	0.98%

Content Strategist	89	0.95%
Proofreader	87	0.93%

TOP EMPLOYERS HIRING

Experience Level: All Experience

Employer	Postings	Market Share (%)
Whole Foods Market, Inc.	626	6.69%
Anthem Blue Cross	331	3.54%
Northrop Grumman	74	0.79%
General Dynamics	72	0.77%
Humana	62	0.66%
IBM	62	0.66%
McKinsey & Company	62	0.66%
Mathworks	47	0.50%
Merkle	42	0.45%
Amazon	41	0.44%
Suddenlink	41	0.44%
Medtronic	40	0.43%
PricewaterhouseCoopers	39	0.42%
SAIC	39	0.42%
US Government	39	0.42%

VALIDATE: KEY COMPETENCIES

PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	11/1/2018 - 10/31/2019
Selected Programs	Mass Communication/Media Studies (09.0102)
Career Outcomes mapped to Selected Programs of Study	Media Planner / Buyer, Producer, Proofreader, Writer, Technical Writer, Editor

TOP 15 SPECIALIZED SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Technical Writing / Editing	4304 (27%)	-18.2%	No	No
Project Management	2312 (14%)	-19.74%	Yes	No
Journalism	2219 (14%)	-36.09%	No	No
Customer Service	1754 (11%)	1.05%	No	No

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Budgeting	1678 (10%)	-10.04%	Yes	No
Social Media	1657 (10%)	12.88%	No	No
Customer Contact	1405 (9%)	-11.38%	No	No
Scheduling	1369 (8%)	1.88%	No	No
Proofreading	1193 (7%)	-13.19%	No	No
Content Management	1169 (7%)	-13%	No	No
Adobe Photoshop	1165 (7%)	-22.36%	No	No
Adobe Acrobat	1152 (7%)	-15.24%	No	No
Sales	1099 (7%)	-11.17%	No	No
Content Development	1041 (6%)	6.85%	Yes	Yes
Adobe Indesign	998 (6%)	-25.5%	No	No

TOP 15 BASELINES SKILLS

Report generated using Program Insight from Burning Glass Technologies

Skill	Postings
Writing	11244 (69%)
Editing	8475 (52%)
Communication Skills	6526 (40%)
Teamwork / Collaboration	4756 (29%)
Research	4601 (28%)
Organizational Skills	4025 (25%)
Detail-Oriented	3834 (24%)
Creativity	3427 (21%)
Microsoft Excel	3061 (19%)

Microsoft Office	2935 (18%)
Meeting Deadlines	2707 (17%)
Microsoft Word	2652 (16%)
Time Management	2493 (15%)
Planning	2279 (14%)
English	2015 (12%)

TOP 15 SOFTWARE PROGRAMMING SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Microsoft Excel	3061 (19%)	17.03%	No	No
Microsoft Office	2935 (18%)	-10.2%	No	No
Microsoft Word	2652 (16%)	-13.39%	No	No

Report generated using Program Insight from Burning Glass Technologies

Microsoft Powerpoint	1882 (12%)	-8.52%	No	No
Adobe Photoshop	1165 (7%)	-22.36%	No	No
Adobe Acrobat	1152 (7%)	-15.24%	No	No
Adobe Indesign	998 (6%)	-25.5%	No	No
Microsoft Outlook	878 (5%)	-1.45%	No	No
Adobe Creative Suite	657 (4%)	-7.62%	Yes	No
Adobe Illustrator	643 (4%)	0.82%	No	No
Microsoft Sharepoint	580 (4%)	-28.61%	No	No
Microsoft Visio	553 (3%)	-25.99%	No	No
Extensible Markup Language (XML)	510 (3%)	-37.44%	No	No
Software Development	494 (3%)	5.78%	No	No
Word Processing	480 (3%)	-19.34%	No	No

TOP 15 SKILL CLUSTERS

Skill	Postings
Writing	7362 (45%)
Microsoft Office and Productivity Tools	5421 (33%)
Project Management	2733 (17%)
Graphic and Visual Design Software	2638 (16%)
Journalism	2317 (14%)
Content Development and Management	2151 (13%)
Social Media	2130 (13%)
Procurement	1752 (11%)
Budget Management	1680 (10%)
General Sales	1522 (9%)

Contract Management	1493 (9%)
Online Marketing	1022 (6%)
Web Design	1000 (6%)
Business Process and Analysis	993 (6%)
General Marketing	986 (6%)

TOP 15 SALARY PREMIUM SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Project Management	2312 (14%)	-19.74%	Yes	No
Budgeting	1678 (10%)	-10.04%	Yes	No
Content Development	1041 (6%)	6.85%	Yes	Yes
Contract Preparation	832 (5%)	60.45%	Yes	No
Adobe Creative Suite	657 (4%)	-7.62%	Yes	No

TOP 15 COMPETITIVE ADVANTAGE SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Content Development	1041 (6%)	6.85%	Yes	Yes
Facebook	449 (3%)	-34.28%	No	Yes
Broadcast Industry Knowledge	414 (3%)	-20.62%	No	Yes

TOP 15 CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
Security Clearance	656 (4%)	No	No
Driver's License	284 (2%)	No	No
IT Infrastructure Library (ITIL) Certification	104 (1%)	No	No
Certified Teacher	90 (1%)	No	No
Project Management Certification	63 (0%)	No	No
ITIL Certification	55 (0%)	No	No

Report generated using Program Insight from Burning Glass Technologies

Certified Financial Planner (CFP)	30 (0%)	No	No
Leadership In Energy And Environmental Design (LEED) Certified	23 (0%)	No	No
Systems Security Certified Practitioner (SSCP)	22 (0%)	No	No
Certified Coding Specialist	20 (0%)	No	No
LEED AP	19 (0%)	No	No
Project Management Professional (PMP)	18 (0%)	No	No
SANS/GIAC Certification	18 (0%)	No	No
Certified Information Systems Security Professional (CISSP)	18 (0%)	No	No
CompTIA Security+	18 (0%)	No	No

TOP 15 SALARY PREMIUM CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
No certificates available			

TOP 15 COMPETITIVE ADVANTAGE CERTIFICATIONS

Report generated using Program Insight from Burning Glass Technologies

Skill	Postings	Salary Premium	Competitive Advantage
No certificates available			



January 11, 2020
Carol Schwalbe
Director, School of Journalism

Dear Carol,

This is a letter of support for the use of our courses to support your new global media studies program. We are so pleased to be a part of this. We look forward to working with you and wish you a positive experience with your new plan. All of these courses are offered online or will be provided online for your learners in the future.

ESOC 210: Hacking & Open-Source Culture
ESOC 211: Collaborating in Online Communities
ESOC 212: Social Media Strategies Across Professions
ESOC 213: The Past and New Media
ESOC 214: Introduction to Data Science
ESOC 300: Digital Storytelling and Culture
ESOC 301: Qualitative Internet Research
ESOC 302: Quantitative Methods for the Digital Marketplace
ESOC 313: Digital Discourse and Identity
ESOC 314: Theories of New Media
ESOC 315: Publishing – From Papyrus to e-Readers
ESOC 316: Digital Commerce
ESOC 317: Digital Crime and Social Media
ESOC 318: Disruptive Technologies
ESOC 325: Contemporary Literature and Digital Media (Cross-listed ENGL)
ESOC 330: Digital Dilemmas – Privacy, Property, and Access
ESOC 340: Information, Multimedia Design and the Moving Image (3 Credits)
ESOC 477: Information Security
ESOC 478: Science Information and Its Presentation
ESOC 488: Special Topics
ISTA 100: Great Ideas of the Information Age
ISTA 116: Statistical Foundations of the Information Age
ISTA 130: Computational Thinking and Doing
ISTA 161: Ethics in a Digital World
ISTA 230: Introduction to Web Design and Development
ISTA 263: Learning in the Information Age
ISTA 301: Computing and the Arts (3 Credits)
ISTA 302: Technology of Sound (3 Credits)
ISTA 321: Data Mining and Discovery (3 Credits)
LIS 417: Introduction to Digital Cultures
LIS 418: Information Quality
LIS 419: Knowledge in a Digital World
LIS 432: Online Searching
LIS 470: Database Development and Management
LIS 472: Government Information

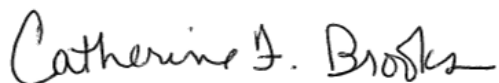


INFO 501: Designing an Installation
INFO 505: Foundations of Information (3 Credits)
INFO 507: Information Research Methods (3 Credits)
INFO 510: Bayesian Modeling and Inference (3 Credits)
INFO 514: Computational Social Science (3 Credits)
INFO 515: Organization of Information (3 Credits)
INFO 516: Introduction to Human Computer Interaction (3 Credits)
INFO 517: Introduction to Digital Cultures (3 Credits)
INFO 519: Knowledge in a Digital World (Cross-listed LIS 519)
INFO 520: Ethics for Library and Information Professionals (3 Credits)
INFO 521: Introduction to Machine Learning (3 Credits)
INFO 523: Data Mining and Discovery (3 Credits)
INFO 524: Virtual Reality (3 Credits)
INFO 525: Algorithms for Games (3 Credits)
INFO 529: Applied Cyberinfrastructure Concepts (3 Credits)
INFO 533: Medical On-Line Searching (3 Credits)
INFO 540: Introduction to Archives (3 Credits)
INFO 550: Artificial Intelligence (3 Credits)
INFO 551: Game Development (3 Credits)
INFO 554: Informatics in Biology
INFO 555: Applied Natural Language Processing (4 Credits)
INFO 556: Text Retrieval and Web Search
INFO 557: Neural Networks (3 Credits)
INFO 565: Information Architecture and Controlled Vocabularies (3 credits)
INFO 567: Leadership and the Information Organization (3 Credits)
INFO 570: Data Base Development and Management (3 Credits)
INFO 571: Introduction to Information Technology (3 Credits)
INFO 575: User Interface and Website Design (3 Credits)
INFO 580: Data Standards for the Semantic Web (3 Credits)
INFO 587: Information Seeking Behaviors (3 Credits)

There is no conflict with School of Information programs and there are certainly opportunities for synergy moving forward. We are eager to welcome your students into our relevant courses.

We look forward to our ongoing collaboration.

Sincerely,



Catherine Brooks
Director, School of Information





COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES

School of Government
and Public Policy

School of Government & Public Policy
315 Social Science
P.O. Box 210027
Tucson, AZ 85721-0027
Tel: (520) 621-7600
Fax: (520) 621-5051
<http://sgpp.arizona.edu>

October 21, 2019

Dear Professor Schwalbe,

The School of Government & Public Policy supports the School of Journalism's proposal for a B.A. and M.A. in Global Media Studies. If there are seats available during any given semester, we agree to give regular access to the following courses listed below to graduate students in the School of Journalism's online Global Media Studies M.A. degree:

PA 561A1: Climate Change: Science, Policy and Security
POL 511: Psychology of Group Conflict and Cooperation
POL 553A: Media and International Affairs
POL 558A: Politics in the Digital Age
POL 581A: Domestic Politics and American Foreign Policy

Sincerely,

A handwritten signature in black ink that reads "Edella Schlager".

Edella Schlager
Director
Melody S. Robidoux Foundation Fund Leadership Chair

Email: schlager@email.arizona.edu
Telephone: 520 621 5840



16 October 2019

Dear Professor Schwalbe,

The Department of Communication supports the School of Journalism's proposal for a B.A. and M.A. in Global Media Studies. If there are seats available during any given semester, we agree to give regular access to the following courses listed below to students in the School of Journalism's online Global Media Studies major and / or minor:

COMM 101 - Introduction to the Study of Communication (online)

We would consider manually enrolling students in the following courses on a case by case basis as these have prerequisites that would likely have to be overridden for interested students:

COMM 228 - Introduction to Research Methods in Communication

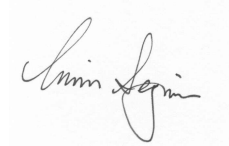
COMM 300 Introduction to Communication Theory

COMM 410 - Struggle for the Presidency

COMM 413 - Communication & Gender

If we can be of any assistance to you with these degree programs, do not hesitate to get in touch with me at (520) 307-0694, or segrin@u.arizona.edu. The Department of Communication is looking forward to this collaboration with the School of Journalism.

Sincerely,



Chris Segrin
Department Head





COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
Human Rights Practice

October 17, 2019

Dear Professor Schwalbe,

The Online Graduate Human Rights Practice Program supports the School of Journalism's proposal for a B.A. and M.A. in Global Media Studies. If there are seats available during any given semester, we agree to give regular access to the following courses listed below to students in the School of Journalism's online Global Media Studies M.A. degree program:

- HRTS 505: Human Rights Voices
- HRTS 520: Community-Based Participatory Action Research for Human Rights
- HRTS 541: Advancing Human Rights through Documentary Media
- HRTS 542: Advancing Human Rights through the Arts
- HRTS 543: Advancing Human Rights with Technology
- HRTS 595A: Human Rights Across Contexts
- HRTS 596A: Human Rights Crises
- HRTS 596B: Cutting-Edge Advances in Human Rights Practice

Sincerely,

A handwritten signature in cursive script, appearing to read 'William Paul Simmons'.

William Paul Simmons

Professor, Gender and Women's Studies
Director, MA and Grad Certificate in Human Rights Practice
University of Arizona
williamsimmons@email.arizona.edu

University of Arizona
Human Rights Practice
Douglass Building, 200W



1100 E University Blvd
Tucson, AZ 85721
humanrightspractice.arizona.edu



COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
Human Rights Practice

University of Arizona
Human Rights Practice
Douglass Building, 200W



1100 E University Blvd
Tucson, AZ 85721
humanrightspractice.arizona.edu



Jeannine E. Relly <jerelly@gmail.com>

School of Journalism / online Global Media Studies degree proposals

Jeannine E. Relly <jerelly@gmail.com>
Draft

Tue, Dec 10, 2019 at 2:22 PM

----- Forwarded message -----

From: **Zenenga, Praise - (zen08)** <zen08@email.arizona.edu>
Date: Tue, Dec 10, 2019 at 1:55 PM
Subject: Re: School of Journalism / online Global Media Studies degree proposals
To: Jeannine E. Relly <jerelly@gmail.com>

Dear Jeannine,

I am glad to inform you that the Africana Studies Curriculum Committee unanimously approved that the School of Journalism's new Global Media Studies programs with Arizona Online adopt and use all the courses owned by Africana Studies as indicated in the attached spreadsheet. The Africana Studies Faculty also overwhelmingly endorsed this decision and are so happy to partner with the school of Journalism in ways that continue to benefit our students. We very much look forward to this exciting collaboration and please let me know if you have any other questions.

Sincerely,

Praise Zenenga Ph.D.
Director, Africana Studies Program
Associate Professor
University of Arizona
Learning Services Building | Room 244
1512 E. First St., PO Box 210105
Tucson, AZ 85721-0105 - USA
Tel: 520-621-5665; FAX: 520-621-3678
<http://africana.arizona.edu/>

**Copy of Requested AFAS Course Ownership.xlsx**
13K