

SM5367: GLOBAL MEDIA STUDIES

Effective Term

Semester A 2026/27

Part I Course Overview

Course Title

Global Media Studies

Subject Code

SM - School of Creative Media

Course Number

5367

Academic Unit

School of Creative Media (SM)

College/School

School of Creative Media (SM)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course offers students a rigorous exploration of media theories and histories from a global, comparative perspective. It examines how media systems, texts, and technologies have constructed, circulated, and contested images of "the East" and

"the West" - and the power relations embedded in those constructions. The course is grounded in global media theory and cross-cultural representation studies, interrogating how binary frameworks of East/West, Self/Other, and centre/periphery have shaped media representation, circulation, and reception across diverse cultural, political, and geographical contexts.

Topics that students will engage critically may include, but are not limited to: global media flows, media convergence, and the politics of cultural representation; the relationship between media technologies, culture, and geopolitical imagination; creative social movements and their transnational circulation; local, national, regional, and global media cultures beyond the East-West divide; Orientalist and Occidental discourses in film, television, and digital media; and audience study across unequal cultural landscapes. Key thinkers such as Edward Said, Stuart Hall, Richard Dyer, Xiaomei Chen, and Henry Jenkins, among others, serve as intellectual anchors for broader global conversations about power, identity, and representation.

Through weekly readings, in-class lectures and screenings, group discussions and presentations, and individual written assignments, students will develop the analytical vocabulary and critical sensibility necessary to situate their own scholarly work within larger global media histories and theoretical frameworks. The course also addresses pressing contemporary issues-including media sovereignty, the global creative cultural industry, and the persistence and transformation of identity politics in digital economy-encouraging students to connect historical analysis with current debates. By the end of the course, students will be equipped to think comparatively, critically, and creatively about media's role in shaping-and being shaped by-global power structures, cultural imaginaries, and the modern world.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Account for and discuss the key ideas introduced in the class		x	x	
2	Analyze issues and ideas relevant to the topic of the class		x	x	
3	Conceive and execute research projects relevant to the topic of the class			x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures/In-Class Discussion	Lectures and in-class discussions involving key concepts, cases, and theorists relevant to global media history and theory	1, 2	

2	Short Commentary	A written commentary that applies one core concept or theory in global media studies to the critical examination of a controversial contemporary issue.	1, 2	
3	Group Presentation	Participation in and contribution to a group presentation that focuses on one global media issue introduced in class	1, 2, 3	
4	Individual Research Essay	Producing a research essay based on the methodologies and concepts learned in class to critically analyze specific examples of global media	1, 2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks	Allow Use of GenAI?
1	In-class participation	1, 2	10	-	Yes
2	Short commentaries	1, 2	20	-	No
3	Group presentations	1, 2, 3	30	-	Yes
4	Individual research essays	1, 2, 3	40	-	No

Continuous Assessment (%)

100

Examination (%)

0

Minimum Continuous Assessment Passing Requirement (%)

0

Minimum Examination Passing Requirement (%)

0

Assessment Rubrics (AR)**Assessment Task**

Assessment of in-class participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.

Excellent

(A+, A, A-)

- Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points
- In-depth pre-class preparation and familiarity with peer reports and other materials
- Interpret others' views with an open mind and ready to negotiate
- Readiness to share personal insight via analysis and synthesis with informed views
- Constructively critical, thus facilitating the discovery of new issues

Good

(B+, B, B-)

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points
- Adequate pre-class preparation and familiarity with peer reports and other materials
- Interpret opinions effectively

Fair

(C+, C, C-)

- Attentive in in-class participation, listening with comprehension, but only infrequently contributing
- Adequate pre-class preparation but little familiarity with peer reports and other materials
- Fair ability in interpreting opinions

Marginal

(D)

- Unmotivated to participate in in-class discussion
- Inadequate pre-class preparation.

Failure

(F)

- Unwilling to participate in class discussion and comment on other points, even when requested by the teacher
- No pre-class preparation and familiarity with peer reports and other materials
- Minimal ability in interpreting opinions

Assessment Task

Assessment of Short Commentaries (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to negotiate a position that is informed, defensible, and standing on personal insight.

Excellent

(A+, A, A-)

- Rich content, excellent ability to interpret and integrate various resources
- Rigorous organization, coherent structure, systematic composition
- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature
- Readiness to respond to peer opinion and other views initiated in class discussion
- Discussion shed light on new dimensions of the issue

Good

(B+, B, B-)

- Adequate content, sufficient ability to integrate various resources based on demand
- Reasonable organization with balanced structure and composition

- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently
- Sufficient responses to peer comments to sustain a discussion

Fair

(C+, C, C-)

- Basic content, fair ability to integrate various resources based on demand
- Fair organization with adequate structure and composition
- Relevant points made to the subject matter in question

Marginal

(D)

- Marginal content and limited understanding of various materials
- inadequate evidence of criticality and clarity in argumentation
- limited ability to engage with materials and statements in class

Failure

(F)

- no/ irrelevant use of resources
 - No organization, structure or/and composition
 - Irrelevant points to the subject matter, no ability to interpret opinions
 - Fail to respond to other comments
-

Assessment Task

Assessment of Group Presentations (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Excellent

(A+, A, A-)

- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter
- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

Good

(B+, B, B-)

- Adequate content with firm grasp of the material that informs the audience on a subject matter
- Reasonable organization, balanced structure and composition
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

Fair

(C+, C, C-)

- Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter
- Fair organization, weak structure and composition
- Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management

Marginal

(D)

- Limited content with fair grasp of the materials
- limited knowledge of the subject matter
- Poor organization, unclear structure and composition
- limited presentation skills with a number of errors in pronunciation, expression and diction, weak time-managements

Failure

(F)

- fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition
- Poor presentation skills: ineffective pronunciation, expression and diction, poor time-management

Assessment Task

Assessment of Individual Research Essays (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Excellent

(A+, A, A-)

- Excellent grasp of research material, able to explain key concepts, assumptions and debates
- Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative
- Insightful interpretation of the subject matter with distinct themes and thesis
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize
- Ability to approach a text or a theme using a variety of theories and analytical tools
- Strong bibliography suggesting breadth and depth of coverage and informed insights

Good

(B+, B, B-)

- Firm grasp of materials, able to explain key concepts and assumptions
- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand
- Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently
- Organized bibliography which can be utilized in accordance with the topic

Fair

(C+, C, C-)

- Comprehensive grasp of materials, able to explain key concepts
- Fair organization, poor structure, adequate content, fair ability to integrate various resources based on demand
- Relevant points to the subject matter, fair ability to interpret opinions
- Unorganized bibliography which can be utilized in accordance with the topic

Marginal

(D)

- Weak content, limited use of resources
- poor organization, structure and composition
- Marginal points to the subject matter, marginal ability to interpret opinions
- limited ability to respond to other comments in simple terms

Failure

(F)

- Poor grasp of materials

- No organization and structure, inadequate content, no/ irrelevant use of resources
 - Irrelevant points to the subject matter, no ability to interpret opinions
 - Irrelevant bibliography
-

Assessment Task

Assessment of in-class participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.

Excellent

(A+, A, A-)

- Active in-class participation, positive listening, strong ability to stimulate class discussion and comment on other points
- In-depth pre-class preparation and familiarity with peer reports and other materials
- Interpret others' views with an open mind and ready to negotiate
- Readiness to share personal insight via analysis and synthesis with informed views
- Constructively critical, thus facilitating the discovery of new issues

Good

(B+, B)

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points
- Adequate pre-class preparation and familiarity with peer reports and other materials
- Interpret opinions effectively

Marginal

(B-, C+, C)

- Passive in in-class participation, listening with comprehension, but only infrequently contributing
- Fair pre-class preparation but little familiarity with peer reports and other materials
- Limited ability in interpreting opinions

Failure

(F)

- Unwilling to participate in class discussion and comment on other points, even when requested by the teacher
 - No pre-class preparation and familiarity with peer reports and other materials
 - Minimal ability in interpreting opinions
-

Assessment Task

Assessment of Short Commentaries (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to negotiate a position that is informed, defensible, and standing on personal insight.

Excellent

(A+, A, A-)

- Rich content, excellent ability to interpret and integrate various resources
- Rigorous organization, coherent structure, systematic composition
- Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature
- Readiness to respond to peer opinion and other views initiated in class discussion

- Discussion shed light on new dimensions of the issue

Good

(B+, B)

Adequate content, sufficient ability to integrate various resources based on demand

- Reasonable organization with balanced structure and composition
- Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently
- Sufficient responses to peer comments to sustain a discussion

Marginal

(B-, C+, C)

- Basic content, limited ability to integrate various resources based on demand
- Marginal organization with fair structure and composition
- Limited relevant points made to the subject matter in question

Failure

(F)

- no/ irrelevant use of resources
 - No organization, structure or/and composition
 - Irrelevant points to the subject matter, no ability to interpret opinions
 - Fail to respond to other comments
-

Assessment Task

Assessment of Group Presentations (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will grade on content and fluency of presentation. Students should show their co-operation to conduct a well-organized presentation with their own argument and evidence from readings and notes. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily

Excellent

(A+, A, A-)

- Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter
- Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

Good

(B+, B)

- Adequate content with firm grasp of the material that informs the audience on a subject matter
- Reasonable organization, balanced structure and composition
- Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

Marginal

(B-, C+, C)

- limited knowledge of the subject matter
- Marginal organization, weak structure and composition
- Marginal presentation skills: acceptable pronunciation, expression and diction, fair time-management

Failure

(F)

- fail to identify the general ideas with knowledge of the subject matter
- No organization, structure or/and composition

- Poor presentation skills: ineffective pronunciation, expression and diction, poor time-management

Assessment Task

Assessment of Individual Research Essays (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of 'discovery' lied in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Excellent

(A+, A, A-)

- Excellent grasp of research material, able to explain key concepts, assumptions and debates
- Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative
- Insightful interpretation of the subject matter with distinct themes and thesis
- Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize
- Ability to approach a text or a theme using a variety of theories and analytical tools
- Strong bibliography suggesting breadth and depth of coverage and informed insights

Good

(B+, B)

- Firm grasp of materials, able to explain key concepts and assumptions
- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand
- Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently
- Organized bibliography which can be utilized in accordance with the topic

Marginal

(B-, C+, C)

- Marginal organization, poor structure, adequate content, limited ability to integrate various resources based on demand
- Relevant points to the subject matter, fair ability to interpret opinions
- Unorganized bibliography which can be utilized in accordance with the topic

Failure

(F)

- Poor grasp of materials
- No organization and structure, inadequate content, no/ irrelevant use of resources
- Irrelevant points to the subject matter, no ability to interpret opinions
- Irrelevant bibliography

Additional Information for AR

Other specific rubrics may be included depending on the nature of assessment tasks assigned by the course leader.

Normally, material to be assessed may include analytical essays, historical and theoretical research projects, creative/practical projects, oral presentations, and participation in online and in-class discussions.

Part III Other Information

Keyword Syllabus

Globalization, Localization, Glocalization, Transnationalism, Media Convergence, Participatory Culture, Orientalism, Occidentalism, Celebrity, Fandom, Digital Platform

Reading List

Compulsory Readings

Title	
1	Jin, D. Y. (Ed.). (2021). The Routledge Handbook of Digital Media and Globalization. Routledge.
2	Darling-Wolf, F. (2014). Imagining the Global: Transnational Media and Popular Culture Beyond East and West. University of Michigan Press.
3	Punathambekar, A., Shaw, A., & Gray, J. (Eds.). (2026). Planet Digital: A Global Media Cultures Reader. NYU Press.
4	Flew, T. (2018). Understanding Global Media. Bloomsbury.

Additional Readings

Title	
1	Appadurai, A. (1996) Modernity at Large: Cultural Dimensions of Globalization. Minneapolis: University of Minnesota Press.
2	Said, E. W. (1978). Orientalism. Pantheon.
3	Jenkins, H., Ito, M., & boyd, d. (2015). Participatory Culture in a Networked Era. Wiley-Blackwell.
4	Zhao, J. J., & Ng, E. (2026). Queer Women' s Fandoms: Across Screens, Borders, and Desires. Routledge.
5	Iwabuchi, K. (2002). Recentering Globalization: Popular Culture and Japanese Transnationalism. Duke University Press.