xi. Media, Culture and Society
2010 Global Summer Program Report

University of California, Berkeley	
Brief description	The course examines the political, cultural and social impact of the media in the Middle East and seeks to investigate how Western and Arab Media have both contributed to the formation of multiple and conflicting images of what the region is. Thus, our goal is to help students developing a critical understanding of the role that the media (both western and local) play in influencing and shaping policies and identities in the Arab Region. Through the analysis of media politics, identity discourse and communication biases, we also hope to broaden and deepen students' understanding of the Middle Eastern complexity and move beyond the narrow discussion of regional intractable conflicts and structural failures. Hence, students in this course will explore the most recent social, cultural and media phenomena that are slowly changing the collective imagination of the Arab region. They will analyze divergent political and media discourses over "the Middle East" reality and they will assess critically the intellectual and policy consequences produced by conflicting and over-simplified paradigms of the Region.
Course duration:	26 July – 13 August (19 days)
Tuition fees:	USD $1,965
Accommodation:	USD $1,573//1,181//985 (single//double//triple)
Field trip:	N/A
Course facilitator(s):	Francesca GIOVANNINI

2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	2	
	Peking University	2	
	University of California, Berkeley	0*	1
	University of Cambridge	2	
	University of Copenhagen	2	
	University of Oxford	3	
	The University of Tokyo	3	
	Yale University	0	
	Total IARU partner involvement	16	
Non-IARU Partner Universities		3	0
	TOTAL Non-IARU partner involvement	3	0
	TOTAL	**19**	**1**

* No Berkeley students enrolled through GSP; however, there were 8 UC Berkeley students enrolled in the course through our Summer Sessions for a total of 27 students (16 IARU, 8 UC Berkeley, 3 Other Institutions)

3. Successful aspects of the course

Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)

Highlights of this year (not in any particular order) :

i) **Process and logistics:**
   • Improved selection process of non-GSP participants that enhances the overall quality of learning for all students
   • GSP students were housed in the same residential unit- important for community building
   • Involvement of GSP alumni in the "buddy" system and in organizing extra curricular activities
   • More activities for GSP students- important for community building
   • Relationship built among GSP and non-GSP students

ii) Course content and quality of learning:

- The rich experience that comes from the highly diverse GSP students collaborating on research and projects (e.g. students with different language access being able to draw from and share valuable information from non-English speaking, non-American sources)
- Delivery of concrete learning outcomes: 5 unique websites of outstanding quality that bring together theory, research and collaborative learning
- Berkeley GSP as a model for UNESCO sponsored programs

4. Challenges and concerns for the future

Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)

i) Academic:

- How to keep rigor of collaborative learning without the cutthroat competitiveness especially when some students have more invested in the grade and others less, if at all.
- How to balance length of course and intensity of course demand
- How to expand beyond the American and Euro-centricity of curriculum (reading materials, theoretical foundation etc…) not just for Berkeley GSP course but also for GSP courses in general
- How sustainable is this level of hands – on faculty director involvement in building academic content of GSP program on campus given uncertainty of campus climate and need to coordinate among so many different entities and expectations (at least four on our campus). May just be a Berkeley challenge but may also speak to the question of sustainability of GSP at other institutions as well.

Suggestions for 2011:

At Berkeley

- Longer or less ambitious course (reducing workload if length of course remains the same)
- Possibly offering same course at 2 different levels – intro/theory and advances/applied
- Introduce a separate research course
- Possible new offerings for 2011 under consideration:
    - Migration, Forced Migration and Mobility: (possible collaboration with Oxford?)
    - Regional, Trans-national and Global Institutions: the rise, emergence and consolidation of new forms of Global Governance
    - Escalating Crisis In Time of Global Security (special focus on new troubled regions e.g. Central Asia, The Andean Region, the Great Lake Region, the Arctic and the Eastern Europe)
    - Peace Building (in Argentina)
    - Post conflict nation-building (in Cambodia)

<u>Regarding Partner Institutions</u>
- Credit weight of course(s)
- Getting course content information early so that assessment can be made and units determined and posted before application deadline

ii) Administrative, Financial, Political etc….
- Continuation of earmarked funding for our office to do GSP. This year, it made it possible for us to provide funding support to GSP incoming and outgoing students, and to put together extracurricular activities for GSP. Would not be possible if this is not renewed and institutionalized (for purpose of planning)
- Getting additional resources to be specifically devoted to GSP so that we can build more programs (internship, undergraduate research etc…)
- Getting senior leadership to see the importance of and to push for building synergy between GSP and other IARU initiatives
- Need to keep administration interested in supporting GSP by expanding number of participants and scope of GSP program