

COM 371.001—INTERNATIONAL POLITICAL COMMUNICATION

MW 3:35-4:50, Spring 2026, Fell Hall 148

Professor: Dr. Joseph Zompetti

Office Hours: M,W 2-3:30 pm; T, R 2-3:00 pm

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COURSE DESCRIPTION: This course will provide students with opportunities involving knowledge, skills and attitudes for the purpose of realizing the potential for a more active citizenry in the global community. This course examines basic theory and research relating to global political communication, with special attention to the persuasive process of political communication in global contexts. Through this process, we will be guided by an understanding of how political communication relates to citizen advocacy and activism in an international context. You should also know that this course is unique – it is one of the very few courses offered in the world that deals specifically with global political communication. As such, you will be a part of an exciting journey into an extremely relevant area of study!

This course will prepare you to understand the global aspects of communication in politics, also known as international/global political communication. In line with the overall program objectives, at the end of this course you will know the basic concepts, theories and methods in international relations as they relate to political communication; determine how global political communication relates to your area of study and/or your everyday lives; and demonstrate research, analytical, and presentation/communication skills.

EXPECTED LEARNING OUTCOMES: At the end of the course, students should be able to:

1. recognize and describe the key components of political communication in a global context, citizenship and democracy,
2. in oral and written capacities, express critical arguments about global political communication,
3. learn how to be advocates,
4. have a familiarity and critical understanding of key, common theories involving global political communication, including understanding the relevancy of political communication in their individual lives.

More specifically, we will focus on becoming more globally aware citizens. This means that globally aware citizens should consider themselves **global** citizens. As such, they should:

- Be aware of how communication links nations and individuals in the global community.
- Understand the interconnectedness of the global community.
- Be aware of how the global community impacts political decision-making, including the formal and informal agreements that nations enter.
- Understand how cultural differences (e.g., beliefs, traditions, religions) impact personal and national participation at the global level.
- Understand the impact of ideology and culture on global communication.

REQUIRED BOOKS

****URGENT – IMPORTANT:** You need to acquire these books for class. If you are one of the students who thinks they can “get by” without purchasing a textbook, you need to rethink your position. First, our class is discussion-based, meaning that if you don’t do the readings, it will be painfully obvious. Second, if you cannot participate in a class discussion because you did not read the requisite material from one of the books you are supposed to obtain, then you will lose very important participation points. Finally, I know that book prices can be outrageous, but the books I choose to use in my classes are not overly expensive. You should seriously consider the purchasing/renting of textbooks as part your overall investment in your education.

Martin, James (2015). *Politics & Rhetoric: A Critical Introduction*. London: Routledge. ISBN: 978-0-415-70671-1.

COURSE EXPECTATIONS

ATTENDANCE: Every class period is critical if you are to obtain the most of your education. Furthermore, issues that we discuss in class (which will frequently stray from the texts) will be necessary for your on-going assignments. Your participation grade also will undoubtedly be reflected by your attendance. However, there is no attendance policy, *per se*. If you miss a class, you will miss part of the participation points (explained below), but you will not be penalized separately for an attendance grade. If you notify me ahead of time (at least 12 hours), I will be much more likely to work with you regarding any missed participation points. When attending class, please BE ON TIME. Like attendance, if you are frequently late to class or have other punctuality issues, then they may impact your overall semester course grade. If possible, please use the restroom before or after class to avoid distracting our conversations during class time.

If you miss class due to COVID-related illness, please note the University policy on absences:

<https://policy.illinoisstate.edu/students/2-1-30.shtml>

PUNCTUALITY: When attending class, please BE ON TIME. Like attendance, if you are frequently late to class or have other punctuality issues, then they may impact your overall semester course grade. If possible, please use the restroom before or after class to avoid distracting our conversations. Essentially, you are all adults, so you have choices – either attend the class late, budget your time better and arrive early/on time, or decide not to attend with the internal promise to yourself that you will do better for future classes. Tardiness, quite honestly, is distracting, disrespectful, and unprofessional. Additionally, you should be ready to begin class as soon as I greet everyone – this means put away your earbuds and phones, stop chatting with your neighbor, and have class materials out and ready to use. While you may arrive late in a way that does not impact your “participation” grade, *per se*, you definitely should keep in mind that if you want a high grade in the course, you need to “wow” and impress me.

LATE WORK: Assignments not turned in on-time will be penalized **one full-letter grade for each day they are late**. Accepting any late work is strictly at the instructor’s discretion. If you are experiencing difficulties or have unforeseen circumstances emerge, send me an email out of courtesy, and it is possible we can strike an agreement or compromise about your late work. Like the discussion above regarding attendance, you should notify me at least 12 hours ahead of a deadline so that we can discuss *possible* remedies.

SPECIAL NEEDS/CONCERNS/ACCOMMODATIONS: Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the website at StudentAccess.IllinoisState.edu.

ELECTRONIC DEVICES & DISTRACTIONS: While our class is not the same environment as a workplace, some expectations for behavior are similar. In addition to attendance and tardiness, your general behavior in the class should be professional in nature. Professionalism includes respecting others’ opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. This means treating others with respect (including me) by paying attention, listening closely, and using verbal and nonverbal communication that is not rude or disrespectful.

Out of courtesy for all participating in the learning experience, all cell phones, laptops, and other electronic devices should be silenced and put away. While you will undoubtedly be examining our readings and possibly conducting Google searches relevant to our discussions during class time, please minimize any and all distractions. Phones should never be visible. For laptops and other devices used for class readings, they should be on “rest mode” and/or the **lid shut** during class unless you are referencing one of the readings. For all devices, at all times, please “mute” or silence them (I should never hear a beep, ring tone, or any other noise emanating from your devices). Electronic devices are distracting to you and your peers. I also view this as a “respect” issue – since I have asked politely that these devices should be turned off or silenced, if they are not and go off during class, I will view that as a disrespectful act. Your participation points will suffer, even if you have participated meaningfully.

GRAD STUDENTS: As this course is cross-listed as 471 for graduate credit, any graduate student enrolling in this course must complete some requirements in addition to the undergraduate material listed in this syllabus. Please approach Dr. Zompetti the second week of class to discuss this and make arrangements

CLASS DISCUSSIONS: This course is designed to improve your ability to communicate and interact with different concepts. Given the inherent communicative nature of symbols and rhetorical forces and their influence on our lives, your participation in class discussions is critical in practicing, developing, and understanding communication messages. Additionally, we all learn more if everyone contributes. Procedural questions about what is expected of you in the class should be saved for office hours if they are not answered after a re-reading of the syllabus or can be asked via email.

Each reading day involves class discussion. Your participation will be based on the following rubric – a total of 10 possible points per class. This rubric will also be used for your overall course participation grade (in conjunction with your total points earned).

10	8	6	3	1
Full participation as a leader in class, providing well-developed responses, questions, comments, and sharing knowledge with others. Demonstrates “big picture thinking” tying course concepts to class, experiences, & discussion.	Above average participation as mostly a listener with some involvement in class discussions. Some questions and responses provided. Not always able to describe how concepts tie together in terms of the “big picture.”	Does what is expected: comes to class and completes reading assignments. Normally a listener in class discussion. Often does not ask or answer questions. Sometimes is distracted and not motivated to see the “big picture.”	Does not demonstrate a time commitment to the course (is tardy, misses some class, comes to class unprepared). Often does not participate. Not interested in how course concepts relate to the “big picture.”	Acts in a manner that disrupts the learning of self and others. Creates an uncomfortable environment for others (i.e., disrespect, incivility, comments unrelated to the readings, etc.). Often is tardy and/or misses class.

CLASS DISCUSSION/PARTICIPATION: This course is designed to improve your ability to communicate, interact with different concepts, and enhance critical thinking skills. Given the inherent communicative nature of symbols and rhetorical forces and their influence on our lives, your participation in class discussions is critical in practicing, developing, and understanding communication skills and messages. Additionally, we all learn more if everyone contributes. I expect all of you, as you should expect from yourselves, to contribute to our educational experience. It is expected that each of the reading assignments will be completed by the time you come to class the day the assignment is due. To participate means you add to the overall learning environment with your ideas and critical, albeit respectful, comments. It is up to you to come to class prepared to participate as a citizen — to listen attentively to others, to engage critically and creatively to the perspectives of others, and to contribute meaningfully to discussions of the class topics. In short, come to class having read the material with questions and comments ready for discussion. *Students who interrupt discussions by frequently arriving to class late, who constantly interrupt others without meaningfully listening to their comments, or who constantly bring up questions that would more appropriately be answered by a glance at the syllabus or during office hours (e.g., “when is this due?” or “what do we have to read for the next class?”) not only reflect poorly on their own class citizenship; they also actively cheapen the educational experience of everyone else.* Procedural questions about what is expected of you in the class should be saved for office hours if they are not answered after a re-reading of the syllabus or can be asked via email.

A. Read before class: The only way class discussion will be meaningful is if you read the material before class. I will not lead the class in a discussion over material when discussion should be occurring. As active participants in the class, it is up to you to read and participate in discussions. Ultimately, if you do not read and there is little to no class discussion, it will hurt your class performance and devalue your overall education. **DO NOT EXPECT TO READ MATERIAL WHILE IN CLASS!!!** Use your critical observations to help you if necessary.

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[CLASS DISCUSSION, CON'T ...]

B. When reading material for class: There will be times when some of you believe the readings are too difficult or confusing. As college students, I expect you to rise to the challenge and spend the time necessary to comprehend, reflect, and use the material in the books. You may have to read the material more than once, so budget your time carefully. You should also consult dictionaries for words or concepts that are unfamiliar to you. If you are having trouble with the readings, you may work with someone else in class. If you are not used to this type of material, you should try to understand the central argument of the piece along with other key arguments. You may ask me questions about conceptual material, but I will not respond to claims that the material is too confusing or difficult.

C. What to Expect from Our Discussions: We will, of course, discuss and describe the content of our readings. But, we will not stop there. You will be expected to engage critically with the readings by asking probing questions derived from the Socratic Method (see Thinknetic (2021)). We will explore this method at the beginning of the semester to prepare you to critically read our material for the rest of the course.

D. Google News: For **EACH** discussion day, I expect you to read through the relevant news of the day that pertains to our class. This is essential for our class discussions (and your knowledge of current events), and I expect you to come to class knowledgeable about the current news items. Failure to stay abreast of current news and failure to incorporate it into your discussions will severely hamper your participation grade.

MENTAL HEALTH: Life at college can get complicated. If you're feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, do not hesitate to call or visit Student Counseling Services (SCS). These services are free and completely confidential. SCS is located at 320 Student Services Building, (309) 438-3655.

CAMPUS SAFETY: Illinois State University is committed to maintaining a safe environment for the University community. Please take a few moments to make sure you are signed up for ISU Emergency Alerts at [IllinoisState.edu/EmergencyAlert](https://illinoisstate.edu/EmergencyAlert). Also, note the information posted in each classroom about emergency shelters and evacuation assembly areas (both are indicated on stickers inside every classroom). Additional safety information is available on the Campus Safety and Security website, Security.IllinoisState.edu.

ACADEMIC MISCONDUCT: Cheating and plagiarism will not be tolerated. This includes cutting and pasting from the Internet (even if such cutting/pasting have a reference), and generally any material that is not your own unless broken off with quotation marks and cited to the proper author. You **MUST** cite material **EACH** time it is used – NOT just at the end of a paragraph. Specifically for this class, intentional borrowing material from others without proper citation or falsification/fabrication of supporting material, will automatically result in a ZERO for that assignment and may result in additional action taken by the appropriate university officials. You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism.

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. While students might use generative AI tools to support independent study practices (e.g., creation of extra practice problems, brainstorming of ideas), content created in whole or in part by AI may not be incorporated into any assigned coursework.

In this course, the use of generative AI tools (such as ChatGPT or Adobe Firefly) is not permitted during the completion of any assigned work. Use of a generative AI tool to complete assigned work in whole or in part may be referred under the Code of Student Conduct academic dishonesty provisions for further action by the Dean of Students Office. Students may use generative AI tools to support their independent study of course topics (i.e., for "help" understanding something), but should do so with the understanding that generative AI tools may not be trustworthy and should ***not*** be used for the actual production of any written work authored by the student. In certain circumstances, I may be required to refer violations to the Office of Student Conduct and Conflict Resolution.

PERMISSION REQUIRED TO RECORD: Students must obtain written permission from the instructor if they wish to record lectures or discussions. This restriction includes visual materials that accompany the lecture/discussion, such as lecture slides, whiteboard notes, etc. Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in the class. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class. Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services to register, request and be approved for an accommodation. Students who violate this policy may be subject to both legal sanctions for violations of copyright law and disciplinary action under the University's Code of Student Conduct.

COMMUNICATION:

We can communicate in a couple of different ways. First, you can always email me. You should email me directly at zompetti@ilstu.edu (email me directly from your email account; do NOT email me through the Canvas function). You should **always** use your ISU email address (@ilstu.edu) when emailing me. Do not use a personal email address. If you do, I will assume it is spam and delete it. Avoid that problem by emailing me from your ISU email address. Second, we can chat before and after class, provided that we adhere to social distancing. Finally, we can meet face-to-face on campus. My office (414 Fell Hall) is available for office hours.

There may be various times during the semester that require you to send me an email. Here are a few VITAL things to consider:

1. All emails should come from your ilstu school account.
2. All emails should have a subject description. These can be brief, but they should indicate broadly what the topic of the email concerns.
3. All emails should have text. DO NOT send an email with just an attachment, for example, that has no text. This is bad form and unprofessional. You should have a greeting, some sentences that describe the nature of the email, and then a valediction of some sort.
4. Some emails will require an attachment. Be sure to closely follow the directions as to if the attachment should be a Word document, an Adobe PDF, etc.
5. An attachment is NOT a hyperlink to some other page. An attachment is the actual document or item that is linked to the email. It is the actual document as it occurs on your computer that is then connected to the email for the recipient to open. If you do not know how to use attachments, here is the simple process (these steps were generated, in-part, by ChatGPT):

A. Attach the File:

- Look for the **paper clip icon** or an "Attach" button, usually located near the subject line or at the bottom of the email window.
- Click on the paper clip icon. This will open a file explorer window.
- Navigate to the location on your computer where the file you want to attach is stored.
- Select the file and click **Open**. The file will now be attached to your email.

B. Review and Send:

- Make sure the attachment appears in the email (you should see the file name listed).
- Once everything looks good, click the **Send** button to send your email with the attachment.

RIGOR AND ACADEMIC EXPECTATIONS: Since this is a 300-level, upper class course, I expect that the quality of your work should reflect this level of education. Your definition of "300-level quality" may be different from mine. I have high standards and do not apologize for them. I want you to be as prepared as you can be for life after college, and challenging you to do your best is the core, primary responsibility of any teacher. By this point in your academic careers, your writing should be formal and relatively free from grammatical and mechanical problems. If you are still struggling with your writing, you **MUST** receive help. I will help you the best I can, but you may find you need additional support by way of tutors, mentors, the Visor Center, peers, etc. Seriously – all of you will be entering into careers that will demand quality writing skills, and now is probably the last opportunity you will have to polish and fine-tune such skills. You should avail yourselves of my office hours to review your work, help you with your writing, and to simply chat about course concepts.

While I will try to be understanding and flexible on a case-by-case basis (which means you need to communicate with me ahead of time if you're experiencing difficulties), I will also expect all of you to perform your best in our class. This includes the way you engage in class discussions, the way you critically read the material, and the way you write your papers. Additionally, on our class Canvas site, click the link "Files" on the left sidebar, you will then see many links and folders, but one of the links will say "syllabus agreement." All of you will need to fill this out, but if you complete it (then email it directly to me as an attachment to zompetti@ilstu.edu) by the end of the second week of class, I will give you 25 extra points.

TRIGGER WARNINGS: Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials might be considered offensive, troubling, or difficult to review in terms of language or graphics. I will *not* provide trigger warnings for particular readings or material – you should consider this general warning applicable to everything in the course, AND you should be able to handle or cope with sensitive material by yourself. You are in college and are close to entering the workforce on your own. This means, of course, that you need to develop skills now in terms of handling sensitive material on your own. If you need assistance, or if you find some material particularly objectionable, please come see me in private so we can discuss the material and possible ways of dealing with it.

CLASSROOM BEHAVIOR: We want to build a classroom climate that is comfortable for all. It is important that we (1) display respect for all members of the classroom; (2) pay attention to and participate in all class sessions and activities; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, surfing the Internet, doing work for other classes, making/receiving phone calls, text messaging, etc.); and (4) avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude our peers. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the class environment. If you continue to engage in objectionable behavior after it is brought to your attention, your overall participation grade may suffer as well as a variety of other possibilities.

IN-CLASS LANGUAGE: If I accidentally use an incorrect gender pronoun when addressing you or if I accidentally say something objectionable or offensive, please feel free to let me know. Please do not hesitate to discuss (in a respectful and polite way) these sorts of issues with me so that I can make every effort to adjust. I consider myself a “work-in-progress” – I am not perfect and can make mistakes. But, I sincerely am working to improve – and I want to improve – but I may not realize if I say something inadvertently. While I cannot speak for everyone else, I would like everyone to initially give others the “benefit of the doubt” and some grace by treating them as works-in-progress as well. If, however, offensive language or behavior persists, we will need to explore other options.

FINAL NOTE: ISU (and so do I) remains committed to creating and maintaining a working, learning and living environment that is welcoming, respectful, inclusive, diverse and free from discrimination and harassment. This course requires reading and examining controversial issues. By their nature, controversial issues foster disagreement. Our efforts in this course are to analyze these issues and criticize the strengths and weaknesses of the rhetorical messages and strategies employed in in political rhetoric. As such, respect and tolerance for the interrogation of other people’s views in this course is imperative. At the same time, we should also be mindful of the sensitivities of others. If someone – including me – uses language that you find offensive or inappropriate, please kindly let them and/or the class know so that we can learn from each other and improve our climate of civility. Engaging in civil discourse is both a privilege and a responsibility of living in a democratic society. This class will provide both anticipated and unexpected opportunities to engage in this kind of conversation. Thus, we will work to agree on a set of guidelines that ensures that our civil discourse remains civil.

ASSIGNMENTS

GRADING

Note: Failure to turn in any of the course requirements may result in failure of the overall course. I grade your work based on the final product, not your effort. The Grading Scale is an A (4) = 90-100, B (3) = 80-89, C (2) = 70-79, D (1) = 60-69, F (0) = 0-59. Here are the grading criteria I will use to holistically evaluate the quality of everyone's papers:

- *Superior (A)* — Focused, well-written, thoughtful and well-organized argument in response to the assignment. The writer demonstrates the highest degree of intellectual engagement by competently using concepts, terms, and examples; plus the writer may address related issues of interest or further investigation to the assignment. The paper adheres to the expectations for the assignment, and the writer demonstrated maturity (i.e., style and tone) consistent with the expectations for college courses. The paper demonstrates competence in language use and manuscript preparation, and it is free or nearly free of grammatical, spelling, formatting and other errors. Research from external sources goes well beyond the minimum necessary for the assignment.
- *Very Good (B)* — Discussion of concepts and terms related to the assignment is okay but needs more application through explanations, examples, or other devices to demonstrate understanding. Intellectual engagement with the assignment's topic is sufficient and may include additional points of interest related to the course's content. The writing suffers from some problems in grammar, spelling, mechanics, organization, etc., and the style or tone of the writing is ineffective in places.
- *Adequate (C)* — Discussion reflects primarily on one's self, answering only the "what" part of the assignment and not the "why." Analysis is only at a surface level with limited, direct application of the course's concepts. The writing suffers from frequent problems in basic matters of grammar, spelling, mechanics, organization, etc., and the style and tone of the writing is ineffective and/or inappropriate in many places in the text.
- *Poor (D)* — Discussion of concepts lacks depth, having no or nearly no application of the course's content for the assignment. Analysis presents little or no thoughtful reflection. Ideas are oversimplified and limited. The writing suffers from significant, numerous problems in multiple areas, including style and tone.
- *Failure (F)* — The writer's work does not fulfill the assignment on any of the grounds for other letter grades, or the writer did not turn in the assignment. A "failed" paper also is replete with mistakes that violate the "grammar tips" at the end of this syllabus. An "F" paper is not college-level writing.

Also Note the following regarding my grading of grammar and mechanics: I will deduct one point for each grammatical/mechanical mistake for your papers. If there is a recurring grammar or mechanical error (e.g., frequent run-on sentences), I will stop deducting points after three errors – in other words, if you commit 16 run-on sentences, I will only deduct points for the first three. One final important note is that even if the content/substance of your paper is done well, the grammar and mechanical mistakes can result in few, even zero, points for the assignment. Since the grammar and mechanical issues are based on points deducted, the overall paper grade can mathematically reflect little value placed on the content if the mechanics outweigh or overwhelm the substantive portion of the paper. In other words, you can feasibly receive (for example) a 10 or a 5 or a zero on a paper due to poor writing even if the rest of the assignment is satisfied.

GRADE RECORDS: Always keep careful records of your progress, until you receive a final grade for the course. This is especially true for group assignments. *It is your responsibility to keep track of your academic progress.* They will **NOT** be posted on our Canvas site.

EXTRA CREDIT: I do not offer or grant extra credit. To be honest, I've never quite understood the concept except as a way to coerce students into doing something out of class. In my courses, you know on the very first day what is expected of you, the grade weight of all assignments, and how to earn the grades you want. Every student can receive an "A" in this course if they do what is expected according to everything described in this syllabus.

GRADE ALLOCATION

Participation	200 pts. (includes 19 discussion days x 10 pts each at 190 pts)
Lead class discussion	100 pts.
Participation rationale paper	200 pts.
Foundation essay	100 pts.
Country Report	200 pts.
<u>Reflection (final) paper</u>	<u>200 pts.</u>
Total	1000 pts

All work should be presented to me as a hard copy (not email) with the following important considerations:

- All work should be written in Microsoft Word – you have free access to all basic Microsoft products by navigating to this page and using your ULID: <https://sso.illinoisstate.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s2>
- All work should be in 12-point Times New Roman font

For **EVERY** class day, you need to bring a writing utensil (pen or pencil) and blank, lined or unlined, paper that is 8 ½” x 11.” Given the very limited use of electronic devices in our class, you should take hand-written notes. You should have your pen and paper on your desk as soon as class begins.

Make sure you proofread all of your work and they are emailed to yourself or saved in the cloud or on OneDrive. If you forget to proofread or if you misplace your work do not expect me to be sympathetic. Any late work will be automatically reduced one-letter grade for every class period that it is late (see above regarding my policy on late work). If you foresee problems, make sure you discuss them with me BEFORE the assignment is due. The assignments for this class are as follows (more detailed descriptions will come later if necessary):

1. Discussion/Participation: As I mention above, you need to attend each class prepared, which means you should have read the material for that day. For each reading day (beginning **Wednesday, January 28**), you will be expected to come to class prepared and ready to engage the readings and concepts in class discussion. If you do not meaningfully participate, it will become painfully clear to me that you either did not read or that you are unprepared. You should also remember that a substantial portion of your overall course grade is devoted to discussion/participation points. To this end, each of you will be required to produce 5 critical observations for EACH reading that is due for each discussion day. “Critical observations” may be critical questions or critical issues worthy of discussion. What do I mean by “critical”? I mean questions that probe higher levels of thinking – compare/contrast, deep analysis, etc. I **do not** mean questions such as “according to the author, what is the concept of rhetoric”? Instead, a better question would be “The author describes rhetoric as _____; how is this helpful when analyzing _____?” Additionally, for **each** observation, you should put the page number of the reading for which your question/comment pertains – in other words, reference the page where your question/comment relates. And, you should **bring with you** to class the actual readings so we can refer to the pages of the readings in our discussions. These should be typed, with your name, and handed to me at the conclusion of the class period. The course grade includes, by default, 190 points for discussion. You will automatically receive 10 points to round it to an even 200 points.

2. Participation Log & Participation Rationale Paper: The purpose of this assignment is to provide you with a mechanism to carefully track your participation over the semester. To accomplish this goal, you will construct a log of your participation efforts including, but not limited to, the following activities: level of preparedness for class (e.g., completing readings, coming to class prepared to engage in discussion), engagement in class discussion (e.g., oral contributions to class discussion, participation in class activities), outside of class involvement (e.g., readings not assigned for the class related to course content, participation in on-campus activities related to course content, talking with others about course content), and number of absences. An example of a participation log (at end of the syllabus) and an example of the participation rationale paper can be found in our “Files” section of our Canvas page. On **Monday, May 4**, you will submit your participation log along with a 1-2 page rationale paper – this paper should be structured as an argument (your claim/contention that is supported with reasoning and evidence). Using your participation log and any other evidence you can use as support (e.g., examples), the paper should document and explain your involvement in the course to justify the point total you believe you have earned in the course. Your rationale in this paper will be used – in addition to the instructor's notes and assessments – to determine your final participation grade. The log will be part of your rationale paper grade, the total points of which are 200.

3. Leading class discussion: Each of you will lead the class in discussion about that particular day's reading material (these begin on **Wednesday, January 28**, and you can find the list from which to choose toward the end of this syllabus). You will carefully read through the material due for your discussion day, prepare a succinct, precise, and brief 5-minute overview of the topic material for that day, and generate a list of critical questions about the material. Your responsibility will be to provide a summary of the theory/material and stimulate discussion for that day. *At the conclusion of your presentation, you will need to submit to me your outline, the list of your questions, and a bibliography.* I will post the list of assigned presentation days, then you choose the one you want by notifying me, and I will then post the comprehensive sign-up sheet on our Canvas site. Since the assignment also asks you to do some **external research** (i.e., research beyond what is already scheduled for the class to read), you should find material that relates to the topic area but that is relatively recent (i.e., generally anything after August 2024). This is worth 100 points. I will be looking for the following when determining your grade:

- a. Do you have insightful questions about the reading material for the class to discuss?
- b. Do you keep the discussion going? Do you invite, engage, and involve other students?
- c. Are you flexible in your questions to ask new ones as they emerge from the discussion?
- d. Are you mindful of the time? (be sure to get through all of the material for that day)
- e. *Are you encouraging everyone to participate?*
- f. Are you respectful of others' comments?
- g. Are you prepared and energetic?
- h. Did you do outside reading to prepare you for leading class discussion? (This means that you should consult other sources to help inform you about the material to be discussed that day in class. You should use additional material to help you frame your questions, add to the discussion at key points, and help you with handling the overall discussion.) This material should also be recent to highlight something contemporary regarding the readings due for your presentation day (i.e., 2024 and after).
- i. Did you **succinctly** and accurately provide an overview of the theory/material? (this should NOT exceed 10 minutes and ideally should be around 5 minutes).
- j. IF IT IS NOT YOUR DAY TO PRESENT – you are still expected to read the material and participate each day of class.
- k. **Do you emphasize the Socratic Method when examining the day's readings?** (view the material about what constitutes the Socratic Method in the "Files" section on our Canvas page).
- l. Finally, do you emphasize the rhetorical techniques used related to the topic content of the day's readings?

*You will also receive participation points for 5 critical questions for each day of reading, as explained above under "class discussion." In other words, you do NOT need to submit additional observations – your discussion lead will count for those as well.

4. Foundation Essay: For this paper (**due Monday, January 26**), you need to write approximately 5 pages (quality is more important than quantity) defining, describing and detailing what "political communication" means to you, with an emphasis on a global perspective, and be sure to define and incorporate your understanding of ideology in your definition. You also need to address why you think global awareness is important and/or relevant to you (if not, why not)? Have you ever traveled abroad (if yes, then where and for what reasons)? What other exposure do you have to foreign language speakers, other cultures, and/or other political/governing systems? Finally, you should describe what advocacy and citizenship mean to you, and how those concepts relate to political communication. You may research and consult sources for this, but you must avoid dictionaries and websites such as Wikipedia and online encyclopedias. I want you to engage in self-reflection and dive into your perspectives about politics and international issues. This paper should be about YOUR definition and conception of political communication; I don't want you to explore what other people say, although you may cite others to SUPPORT YOUR position. Obviously, if you do use other people's ideas or work – whether you directly quote them or not – you MUST properly cite the sources. As such, you may use the first person "I" in your paper (but NEVER use the second person "you"), and your writing should follow a formal, academic style as outlined in "Dr. Z's Writing Tips" (which you can find under "Files" on the class Canvas site). The paper should be double-spaced and should reflect what is under "written assignments" (and my writing tips) in this syllabus. This is worth 100 points.

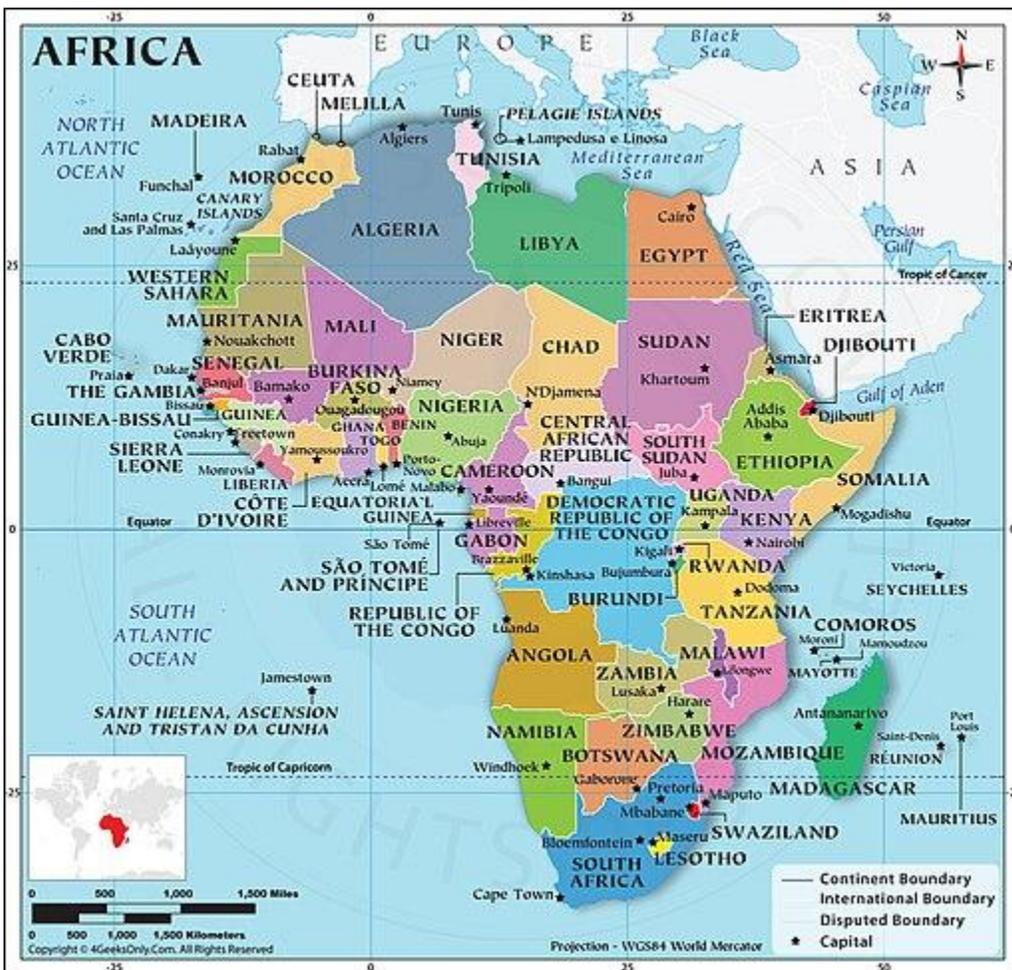
5. Country Media Review: Below is a list of countries. A bit later in the semester, students will choose a country (a country that the students have not visited and know virtually nothing about; both students must agree & fit this criteria) and will be expected to be the “media experts” about that country (I may randomly pair you up with another student for these, but it will depend on how many students are enrolled in the course toward the end of the semester; we will explore that later in the semester). You will present an overview about the culture, their type of political system, economy, key foreign relations, and society of their country, and then focus on the role of the media in their country. You should also focus on the connections between the media and the political structure and issues in the country. Finally, you need to spend the bulk of your time on how communication is used (what modalities, platforms, techniques, specific rhetorical strategies, etc.) in recent elections, how the government articulates its (dominant/hegemonic) position on key issues, and how activists, social movements, and/or ordinary citizens use communication to resist, challenge, and reform their society. You will present your findings to the class, using PowerPoint or any other method they choose, but the presentation should include a map of the country, pictures of cities, the people, cultural items, etc., and the presentation may include a very brief video or some other example of their media. The presentation should be approximately 10-12 minutes (this may need to be shortened depending on how many students drop the course; I will determine after the mid-term period). The instructor will evaluate the oral presentation based on the criteria and expectations listed here (and will be posted on Canvas under “Files”). If you are paired with another student, the presentations will be graded as a group, although the instructor reserves the right to grade individual students accordingly. When presenting to the class, do NOT just read to us from your PPT slides, and do not face the screen – you should face the class/audience. Obviously, then, you should practice and rehearse your presentation, especially to manage your time. Lastly, be prepared to answer questions from the class and/or your professor. The list of countries from which to choose: Argentina, Iran, Uruguay, Zimbabwe, Estonia, Namibia, Thailand, Czech Republic, Bulgaria, Jordan, Singapore, UAE, PNG, Sri Lanka, Suriname, Togo, Kazakhstan, Brunei, Tanzania, Oman, Slovakia, The Gambia, Malaysia, Armenia. These occur toward the end of the semester and are worth 200 points.

6. Reflection (final) Paper: This is due Monday, May 4. You need to take a deep dive into your own use of language as it relates to politics, and global politics in particular. Essentially, this paper allows you to express how you learn, use, and understand political language. You need to use at least three different theories or perspectives that we learned from our course readings (you need to define them, explain them, reference the appropriate sources with page numbers, and then apply them to your relationship with language). While reflecting on language in these ways, you should consider answering the following questions, although you are not limited to just these: a) how did you learn to use language? b) how do you use language (i.e., do you use formal, informal, vernacular, slang, or other types of language? Do you have your own style and political ideology or do you mimic the style of others? If you borrow style and ideologies from others, who are they and why?), c) what forces – friends, family, school, media, etc. – influence you the most regarding how you use language? d) how do you respond to others who use a different linguistic style than you? e) are you comfortable with – and how do you manage – different languages when they are spoken around you? f) do you speak any other languages? g) how does language affect your identity or identities? f) how does language influence the ideologies (political, economic, social, cultural, religious, etc.) that you have and why? Again, you may write about more than these, but you need to at least start with these. Do NOT just bullet point or section these off – integrate them together into paragraphs with transitions.

You need to be as specific as possible and explain – in-depth – your reflections. Use brief examples when appropriate. A good way to gauge if you are answering the prompts well and to see if you are sufficiently explaining the ideas, ask the “how” and “why” questions – “how” are languages and interactions doing x, y, and z, and “why” are the relationships occurring and/or why are they influential? Consistently asking “how” and “why” to the content of your writing should help you. These questions are not always going to work 100% of the time, but they are a good barometer to see if you’re on the right track. The length of the paper will probably vary depending on the person, so do not ask me how long it should be. The key is to sufficiently and adequately answer the prompts and carefully reflect on your relationship with language in as much detail as possible. And, quality is more important than quantity. Remember that EACH word you write in a scholarly essay should have a particular reason to exist; in other words, avoid fluff. In order to master this aspect of writing, you need to be succinct and use words with vibrant, rich, and descriptive meanings. Use a THESAURUS to use special words with detailed meanings. Finally, you should not forget to ground your answers in the course material. You may also use additional material and do additional research if you would like, but that is not an expectation. However, if you refer to a concept or issue – whether it is from class materials or from elsewhere – you must cite and reference sources accurately and appropriately. Review my writing tips (under “Files” on Canvas) and abide by the section in this syllabus labeled “Writing Assignments – general info.” And, remember it should be in Times New Roman 12-point font and submitted as a hard copy on Monday, May 4. It is worth 200 points.

WRITTEN ASSIGNMENTS (general info):

All papers and written assignments must be typed, double-spaced, in paragraph form, and in 12-point Times New Roman font. For your own benefit, you should **NEVER USE YOUR PHONE** to write and/or proofread course work. There are many reasons why, and I'll be happy to discuss them with you if you are interested. The quality of your written work (grammar, punctuation, format, spelling, etc.) will be included in grading evaluations. The content of your work is necessarily implicated and impacted by the mechanics of the paper. Make sure you proofread all of your work and that it is saved to the Cloud or on a jumpdrive. If you forget to proofread or if you misplace your work, do not expect me to be sympathetic. I reserve the right to choose whether or not to accept any late work. Any accepted late work will be automatically reduced one-letter grade for every class period that it is late. If you foresee problems, make sure you discuss them with me **BEFORE** the assignment is due. In addition, make an argument!!!! Don't simply provide opinion. Support your reasons with sufficient evidence (including quotes, references, examples, etc.) that demonstrate, justify or prove your over-arching argument. All the written work asks you to analyze the rhetorical implications of something. The paper should also demonstrate your working vocabulary of the ideas expressed in the literature indicative of rhetoric and social movements or activist campaigns. **You should research your area thoroughly.** ANY AND ALL ARGUMENTS, IDEAS, WORDS, CONCEPTS, MATERIAL THAT IS NOT YOUR OWN MUST BE APPROPRIATELY FOOTNOTED AND CITED IN A BIBLIOGRAPHY PAGE. Any and all work or ideas taken from another person or entity must be appropriately cited. This means that **material MUST be cited EACH time it is used** in your written work (not a simple reference at the end of a paragraph or end of your paper), AND it must have an appropriate full reference in a footnote or works cited page. You should also avoid doing whatever is minimally necessary to meet the assignment. If you set your sights that low, the best you will receive will be a C for your work; after all, a C is average and reflects minimal work. To receive a high B or an A, you should go well beyond what is expected of you – surprise and impress me. **I will not accept emailed work – all written work must be printed and submitted to me as a hard copy.**



TENTATIVE SCHEDULE

WEEK ONE:

M, 1/12 The syllabus and other introductory issues [read Robertson (2015)]
W, 1/14 Introduction to political concepts [read Bello, 2023]

WEEK TWO:

M, 1/19 MLK day; **no class**
W, 1/21 Intro to politics and rhetoric [read Martin, chapters 1, 2, 3, & 4]

WEEK THREE:

M, 1/26 Intro to politics and rhetoric [read Martin, chapters 5, 6, 7 & 8]; **Foundation paper due**
W, 1/28 Basics of political comm [read Chen & Ha (2023)]; **participation points & critical observations begin**

WEEK FOUR:

M, 2/2 Political comm: Theory & paradigmatic approaches [read Bardhan (2017); read Madikiza & Bornman (2007)]
W, 2/4 Political comm and framing [read Guo et al. (2012); Rozina & Karapetjana (2009); Samaras (2002)]

WEEK FIVE:

M, 2/9 Citizenship & Activism – lecture/discussion about Burma [read Brooten (2016); Zompetti (2019)]
W, 2/11 Citizenship & Activism – lecture/discussion about Kyrgyzstan [read BBC (2020); Guardian (2020); Zompetti (2019); includes video; Murtazashvili & Wood (2020); RFE (2020)]

WEEK SIX:

M, 2/16 Russia [read Klyukanov & Leontovich (2016); Zakem et al. (2018)]
W, 2/18 Russia [read Benabid (2022); Karalis (2024); Lukito (2020)]

WEEK SEVEN:

M, 2/23 Europe [read read Lawless (2025); Lelieveldt & Princen (2011); Léonard (2016)]
W, 2/25 Europe [read Agoston (2024); Casas-Mas (2025); Samaras (2025); Therkildsen (2025)]

WEEK EIGHT:

M, 3/2 Africa [read: Hill (2022); Mudhai (2017); Ogunsanwo (2017)]
W, 3/4 Africa [read: Alberts (2025); Kenmunto et al. (2023); Tharoor (2023); optional: Shepperson & Tomaselli (2009)]

WEEK NINE:

M, 3/9 – 3/11 Spring break

WEEK TEN:

M, 3/16 China & the region [read Liu et al. (2023); Oud (2023)]
W, 3/18 China & the region [read Kuhn (2025); Litvak & Pomozova (2022); Tsai (2012)]

WEEK ELEVEN:

M, 3/23 East Asia: Korea, Japan, and Philippines [read: Cabañes & Santiago (2023); Krasnyak (2017); Nakahara (2021)]
W, 3/25 South Asia: India & Sri Lanka [read Martelli & Jaffrelot (2023); Seoighe (2016); Sinha (2017); Zompetti (1997)]

WEEK TWELVE:

M, 3/30 Latin America [read Carothers & Feldmann (2021); Zárata (2011); Zulianello et al. (2018)]
W, 4/1 Latin America [read Aguirre & Avila (2020); Gamboa et al. (2024); Somma et al. (2021)]

WEEK THIRTEEN:

M, 4/6 Middle East [read Hasanah (2021); Kretschmer (2017); Moshin (2018); Pabst (2025)]
W, 4/8 Middle East [read Cordall (2026); El-Hibri (2014); Sariolghalam (2013); Zahzah (2021)]

WEEK FOURTEEN:

M, 4/13 Formal writing discussion and review
W, 4/15 Buffer Day

WEEK FIFTEEN:

M, 4/22 **Country Reports**
W, 4/24 **Country Reports**

WEEK SIXTEEN:

M, 4/27 **Country Reports**
W, 4/29 **Country Reports**

M, 5/4 **Reflection Paper, participation log, and participation rationale paper due** (hard copies only; due in Dr. Zompetti's office 2-5 pm)

LEADING CLASS DISCUSSION DATES & TOPICS

W, 1/28 (basics of pol comm) _____

M, 2/2 (theory) _____

W, 2/4 (framing) _____

M, 2/16 (Russia) _____

W, 2/18 (Russia) _____

M, 2/23 (Europe) _____

W, 2/25 (Europe) _____

M, 3/2 (Africa) _____

W, 3/4 (Africa) _____

M, 3/16 (China) _____

W, 3/18 (China) _____

M, 3/23 (East Asia) _____

W, 3/25 (South Asia) _____

M, 3/30 (Latin America) _____

W, 4/1 (Latin America) _____

M, 4/6 (Middle East) _____

W, 4/8 (Middle East) _____

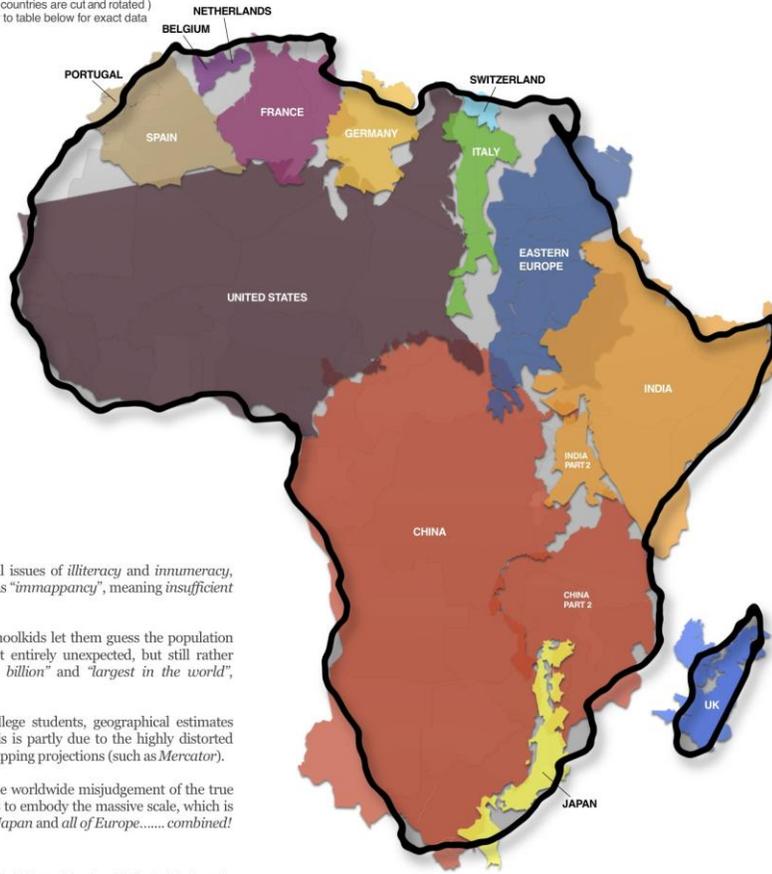
The True Size of Africa

A small contribution in the fight against rampant *Immappancy*, by Kai Krause

Graphic layout for visualization only (some countries are cut and rotated)

But the conclusions are very accurate: refer to table below for exact data

COUNTRY	AREA x 1000 km ²
China	9.597
USA	9.829
India	3.287
Mexico	1.964
Peru	1.285
France	633
Spain	506
Papua New Guinea	462
Sweden	441
Japan	378
Germany	357
Norway	324
Italy	301
New Zealand	270
United Kingdom	243
Nepal	147
Bangladesh	144
Greece	132
TOTAL	30.102
AFRICA	30.221



In addition to the well known social issues of *illiteracy* and *innumeracy*, there also should be such a concept as *"immappancy"*, meaning *insufficient geographical knowledge*.

A survey with random American schoolkids let them guess the population and land area of their country. Not entirely unexpected, but still rather unsettling, the majority chose *"1-2 billion"* and *"largest in the world"*, respectively.

Even with Asian and European college students, geographical estimates were often off by factors of 2-3. This is partly due to the highly distorted nature of the predominantly used mapping projections (such as *Mercator*).

A particularly extreme example is the worldwide misjudgement of the true size of *Africa*. This single image tries to embody the massive scale, which is larger than the *USA, China, India, Japan* and *all of Europe..... combined!*

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Top 100 Countries

Area in square kilometers, Percentage of World Total
Sources: Britannica, Wikipedia, Almanac 2010

	AREA km ²	%	
1	Russia	17.098.342	11,58
2	Canada	9.984.670	6,70
3	China	9.596.961	6,40
4	United States	9.529.911	6,40
5	Brazil	8.514.877	5,70
6	Australia	7.692.304	5,20
7	India	3.287.263	2,30
8	Argentina	2.780.400	2,00
9	Kazakhstan	2.274.800	1,60
10	Sudan	2.505.813	1,70
11	Algeria	2.381.141	1,60
12	Congo	2.344.858	1,60
13	Greenland	2.166.086	1,50
14	South Africa	2.149.850	1,40
15	Mexico	1.964.375	1,30
16	Indonesia	1.902.360	1,26
17	Lithuania	79.940	0,05
18	Iran	1.628.750	1,10
19	Montenegro	1.364.500	0,90
20	Peru	1.285.216	0,86
21	Chad	1.284.000	0,86
22	Niger	1.267.000	0,85
23	Angola	1.246.700	0,85
24	Malawi	1.240.192	0,83
25	South Africa	1.221.037	0,82
26	Colombia	1.141.748	0,76
27	Ethiopia	1.104.500	0,74
28	Bolivia	1.098.581	0,74
29	Mauritania	1.025.520	0,69
30	Egypt	1.002.000	0,67
31	Tanzania	945.087	0,63
32	Nigeria	923.768	0,62
33	Venezuela	912.690	0,61
34	Namibia	824.116	0,54
35	Mozambique	801.590	0,54
36	Pakistan	796.095	0,53
37	Turkey	783.562	0,53
38	Chile	756.102	0,51
39	Zambia	752.812	0,51
40	Myanmar	676.578	0,45
41	Alghanistan	652.090	0,44
42	Somalia	487.657	0,33
43	France	632.834	0,43
44	C. African Rep	622.844	0,42
45	Ukraine	603.500	0,41
46	Madagascar	597.041	0,39
47	Bolivia	562.000	0,38
48	Kenya	560.367	0,39
49	Yemen	527.967	0,36
50	Thailand	513.120	0,34
51	Spain	505.992	0,34
52	Turkmenistan	488.100	0,33
53	Cameroun	475.442	0,32
54	Papua New Guinea	462.840	0,31
55	Uzbekistan	447.400	0,30
56	Morocco	446.500	0,30
57	Sweden	441.190	0,30
58	Iraq	438.317	0,29
59	Paraguay	408.752	0,27
60	Zimbabwe	390.757	0,26
61	Japan	377.930	0,25
62	Germany	357.114	0,24
63	Rep. s. Congo	342.000	0,23
64	Finland	338.419	0,23
65	Vietnam	331.212	0,22
66	Malaysia	330.803	0,22
67	Norway	328.862	0,22
68	Côte d'Ivoire	322.463	0,22
69	Poland	312.685	0,21
70	Oman	309.600	0,21
71	Italy	301.336	0,20
72	Philippines	300.000	0,20
73	Burkina Faso	274.222	0,18
74	New Zealand	270.467	0,18
75	Gabon	267.668	0,18
76	Western Sahara	266.000	0,18
77	Ecuador	256.389	0,20
78	Guinea	245.857	0,17
79	United Kingdom	242.500	0,16
80	Uganda	241.028	0,16
81	Ghana	238.539	0,16
82	Romania	238.391	0,16
83	Laos	236.800	0,16
84	Guyana	214.969	0,14
85	Belarus	207.600	0,14
86	Kyrgyzstan	199.951	0,13
87	Senegal	196.722	0,13
88	Syria	185.180	0,12
89	Cambodia	181.035	0,12
90	Uruguay	176.215	0,12
91	Suriname	163.820	0,11
92	Tunisia	163.810	0,11
93	Nepal	147.181	0,10
94	Bangladesh	143.998	0,10
95	Tajikistan	143.100	0,10
96	Greece	131.957	0,09
97	Nicaragua	130.373	0,09
98	North Korea	120.528	0,08
99	Malawi	118.484	0,08
100	Eritrea	117.600	0,08
TOP 100 TOTAL	132.632.524	89,34	



Additional Readings
separate from required books (listed under “Files” in Canvas):

Introductory & Theoretical Readings

- Bardhan, Soumia (2017). Rhetorical Approaches to Communication and Culture. In *Oxford Research Encyclopedia of Communication*. https://www.researchgate.net/publication/325660206_Rhetorical_Approaches_to_Communication_and_Culture
- Bello, Walden (2023, December 7). Fascism 101 for Geopolitics Today. *Foreign Policy in Focus*. <https://fpif.org/fascism-101-for-geopolitics-today/>
- Chen, Peiqin, & Ha, Louisa (2023). Gen Z’s Social Media Use and Global Communication. *Online Media & Global Communication*, 2(3), 301-303.
- Madikiza, Lucky & Bornman, Elirea (2007). International Communication: Shifting Paradigms, Theories and Foci of Interest. *Communicatio*, 33(2), 11-44.
- Robertson, Alexa (2015). *Media and Politics in a Globalizing World*. Cambridge, UK: Polity.
- Rozina, Gunta & Indra Karapetjana (2009). The Use of Language in Political Rhetoric: Linguistic Manipulation. *Electronic Journal of Social Sciences*, 19, 111-122.

Framing & Theory

- Guo, Lei, Avery Holton & Sun Ho Jeong (2012). Transnational Comparative Framing: A Model for an Emerging Framing Approach. *International Journal of Communication*, 6, 1918-1941.
- Rozina, Gunta & Indra Karapetjana (2009). The Use of Language in Political Rhetoric: Linguistic Manipulation. *Electronic Journal of Social Sciences*, 19, 111-122.
- Samaras, Athanasios N. (2002). Frames & Framing in International Relations. *Defensor Pacis: The Defense Analyses Institute Review*, 11, 71-96.

Citizenship & Activism

- BBC (2020, October 6). Kyrgyzstan Election: Sunday’s Results Annulled after Mass Protests. *BBC*. Available, <https://www.bbc.com/news/world-asia-54432030>
- Brooten, Lisa (2016). Burmese Media in Transition. *International Journal of Communication*, 10, 182-199.
- Guardian (2020, October 6). Kyrgyzstan Protesters Storm Parliamentary Building over Election Result. *The Guardian* [includes video]. Available, <https://www.theguardian.com/world/2020/oct/05/kyrgyzstan-election-120-taken-to-hospital-following-result-protest>
- Murtazashvili, Jennifer Brick & Colleen Wood (2020, October 10). Election Officials Annulled Kyrgyzstan’s October Election. Here’s Why. *The Washington Post*. Available, <https://www.washingtonpost.com/politics/2020/10/10/election-officials-annulled-kyrgyzstans-october-election-heres-why/>
- RFE (2020, October 24). Kyrgyzstan Schedules Early Presidential Election for January 10. *Radio Free Europe/RadioLiberty Kyrgyz Service*. Available, <https://www.rferl.org/a/kyrgyzstan-schedules-early-presidential-election-for-january-10/30910266.html>
- Zompetti, Joseph P. (2019). Debate and Critical Thinking as Civic Education: The Case of Myanmar. *eJournal of Public Affairs*, 8(2). Available, <http://www.ejournalofpublicaffairs.org/debate-and-critical-thinking-as-civic-education-the-case-of-myanmar/>

Russia

Benabid, Mohamed (2022, April). *Communication Strategies and Media Influence in the Russia-Ukraine Conflict*. Policy Center for the New South. https://www.policycenter.ma/sites/default/files/2022-04/PB_25-22_Benabid%20EN.pdf

Karalis, Magdalene (2024). Fake Leads Defamation and Destabilization: How Online Disinformation Continues to Impact Russia's Invasion of Ukraine. *Intelligence and National Security*, 39(3), 515-524.

Klyukanov, Igor & Olga Leontovich (2016). Russian Perspectives on Communication. In Donal Carbaugh (Ed.), *The Handbook of Communication in Cross-Cultural Perspective* (pp. 29-41). London: Routledge.

Lukito, Josephine (2020). Coordinating a Multi-Platform Disinformation Campaign: Internet Research Agency Activity on Three U.S. Social Media Platforms, 2015 to 2017. *Political Communication*, 37(2), 238-255.

Zakem, Vera, Paul Saunders, Umida Hashimova & P. Kathleen Hammerberg (2018). *Mapping Russian Media Network: Media's Role in Russian Foreign Policy and Decision-Making*. The Center for Naval Analyses with the Center for Strategic Studies. <https://www.cna.org/analyses/2018/01/mapping-russian-media-network>

Europe

Agoston, Gergely (2024). Playing on Distance: A Relational Rhetorical Analysis of Viktor Orbán's Euroscepticism. *East European Politics*, 40(2), 256-276.

Casas-Mas, Belén, Arturo Rodríguez-Sáez, Inmaculada Gutiérrez, Gerardo Javier Benavides, & José Manuel Robles (2025). Voices of Discontent: Unpacking Populist Rhetoric in Spain and the Rise of Anti-European Sentiment. *Media and Communication*, 13(S8), 1-24.

Lawless, Jill (2025, December 14). Anti-Immigrant Rhetoric and Policies Intensify Across Europe. *The Journal*. <https://www.the-journal.com/articles/anti-immigrant-rhetoric-and-policies-intensify-across-europe/>

Lelieveldt, Herman & Sebastiaan Princen (Eds.) (2011). *The Politics of the European Union*. Cambridge, UK: Cambridge University Press. [read pages 3-35 (historical development); 40-47 (analysing the EU); 128-150 (interest groups & representation)]

Léonard, Marie des Neiges (2016). The Effects of Political Rhetoric on the Rise of Legitimized Racism in France: The Case of the 2005 French Riots. *Critical Sociology*, 42(7-8), 1087-1107.

Samaras, Georgios (2025, May 8). Battleground Europe: The Rise of Anti-Woke Movements and Their Threat to Democracy. *Frontiers in Political Science*, 7. <https://www.frontiersin.org/journals/political-science/articles/10.3389/fpos.2025.1568816/full>

Therkildsen, Louise Schou (2025). The Temporalities of Constitutive Rhetoric: "Europe is a State of Mind." *Western Journal of Communication*, 1-19. <https://www.tandfonline.com/doi/epdf/10.1080/10570314.2025.2575205?needAccess=true>

Africa

Alberts, Kira (2025). Unravelling the Web: Exploring the Dynamics of Online Disinformation and Its Impact on Democracy in Africa. *Canadian Journal of African Studies*, 59(2), 333-359.

Hill, WynterRose (2022). How Culture and History Shape Rhetorical Ideas: African Rhetoric Within the Western World. *Convergence Rhetoric*, 5(2), 1-7.

Kemunto, Nyabuti Damaris, Hezron Mogambi & Anita Kiamba (2023). Foreign Policy Disinformation: Fueling Polarization and Deterioration of the Public Sphere in Kenya. *International Journal of Research and Innovation in Social Science (IJRISS)*, 7(8), 425-442.

Mudhai, Okoth Fred (2017). Globalization and Political Communication in Africa: Anglo-American Influence in Kenya and Nigeria. In Ayo Olukotun & Sharon Adetutu Omotoso (Eds.), *Political Communication in Africa* (pp. 229-246). Cham, Switzerland: Springer.

Ogunsanwo, Alaba Cornelius (2017). Political Communication and African Diplomacy. In Ayo Olukotun & Sharon Adetutu Omotoso (Eds.), *Political Communication in Africa* (pp. 31-49). Cham, Switzerland: Springer.

Shepperson, Arnold & Keyan G. Tomaselli (2009). Media in Africa: Political, Cultural and Theoretical Trajectories in the Global Environment. *The International Communication Gazette*, 71(6), 473-489.

Tharoor, Ishaan (2023, March 24). The U.S. Connection to Uganda's 'Kill the Gays' Bill. *The Washington Post*.
<https://www.washingtonpost.com/world/2023/03/24/uganda-lgbtq-bill-united-states-republican-anti-gay-connection/>

China

Heath, Timothy R., Derek Grossman & Asha Clark (2021). *China's Quest for Global Primacy: An Analysis of Chinese International and Defense Strategies to Outcompete the United States*. The RAND Corporation.
https://www.rand.org/pubs/research_reports/RRA447-1.html

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