

# Comparative International Media Systems

Thursdays | 6:30 - 9:20 p.m. | PHYS 104

## Readings, etc.

There is no required text for this class. Assigned readings will be posted as links and PDFs in our Blackboard course site. Please notify me of any bad/broken links right away (1-point extra credit on quizzes for first person to notify me via Twitter; 10 max).

You will need access to the **AP Stylebook** (2014 or 2015 edition; available online — for free! — via UNT Libraries).

## What to expect

Through this course, you can expect to learn how to critically examine international media, localize global stories for domestic audiences, and use social media to connect with your colleagues around the world. You can expect my respect. You can expect that I will challenge you to give and do your best. You can expect to laugh at my terribly corny jokes, too.



## Course content learning objectives

Upon successful completion of the course, you will be able to:

1. Recognize the field's most influential concepts and theories.
2. Identify the main patterns of global information and communication flows.
3. Distinguish the salient components of the political economy of global communication.
4. Outline the major media and press systems around the globe.
5. Describe the media landscapes of selected countries.
6. Compare the journalism practices of selected countries.
7. Develop an awareness of how complex and multi-sided the current issues in global communication are.





## Where to find me

**Dr. Meredith D. Clark**

**Office location:** GAB 102-D

- **Mobile:** 940.437.0059
- **Skype:** Meredith\_D\_Clark
- **Twitter:** @meredithclark
- **Email:**  
[Meredith.Clark@unt.edu](mailto:Meredith.Clark@unt.edu)

### Office hours:

Monday: 3 p.m. - 5 p.m.

Tuesday: 11 a.m. - noon

Thursday: 3 p.m. - 5 p.m.

I have an open-door policy. If you'd like to schedule an appointment, please visit:  
[Meetme.so/MeetDrClark](http://Meetme.so/MeetDrClark)

If you have a quick question, shoot me a direct message (DM) via Twitter. It's the fastest and easiest way to reach me.

Syllabus credit: Adapted from JOMC 446 Global communication and comparative journalism, Dr. Lucila Vargas, UNC-Chapel Hill, spring 2014.

## Your learning will be assessed via:

Presentation (4240) or paper (5150)	30 percent
Midterm and final exam	30 percent (15 percent each)
Class participation/online work	20 percent
Blog entries (4240) or paper components (5150)	10 percent
Attendance	5 percent
News quizzes	5 percent



**Statement of Student Learning Outcomes, UNT Mayborn School of Journalism**

Since 1969, the UNT Department of Journalism (Mayborn School of Journalism effective September 1, 2009) has been accredited by the Accrediting Council on Education in Journalism and Mass Communication. This national accreditation also extends to the Mayborn Graduate Institute of Journalism, the only accredited professional master's program in Texas. About one-fourth of all journalism and mass communication programs in the United States are accredited by ACEJMC. National accreditation enhances your education here, because it certifies that the department and graduate institute adhere to many standards established by the council. Among these standards are student learning outcomes, covered by journalism courses in all sequences.

This course, JOUR 4240/5150, will help to meet the student learning outcomes that have been checked by your professor, Dr. Meredith Clark.

The Accrediting Council on Education in Journalism and Mass Communication requires that all graduates of accrediting programs "should be aware of certain core values and competencies" and established 12 learning objectives.

This course focuses on six ACEJMC objectives; one of them refers to cultural competence development and aims that students will:

"Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society."

Cultural competence is a multidimensional and nonlinear process that involves cognition, affect, and behavior. According to Suárez-Balcazar et al. (2011), it comprises four dimensions:

- Cultural awareness requires "developing a critical view of cultural differences, people's experiences of oppression and marginalization, class differences, discrimination, racism, and becoming aware of one's cultural biases."
- Cultural knowledge means "learning about the cultural practices of specific racial or ethnic groups."
- Cultural skills involve "developing professional practices and behaviors designed to improve service delivery to diverse populations."
- Cultural practice includes "experiencing other cultures and learning to appreciate diversity in society."

**The remaining five ACEJMC objectives that the course aims to achieve refer to research skills and critical thinking abilities:**

2. Understand concepts and apply theories in the use and presentation of images and information;
3. Think critically, creatively and independently;
4. Conduct research and evaluate information by methods appropriate to the communications professions in which we work;
5. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes we serve;
6. Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

**Course Policies**

**Attendance and punctuality:** Think of each class in this course as the equivalent of an assignment. You cannot earn an A in this class without consistent class attendance, punctuality, and active class participation. Please note that regular attendance to class with no participation in class discussion will earn you a ZERO in participation. Also, coming to class late or early may result in a penalty. However, since we all have unexpected emergencies, you can miss a single class session without being penalized. Each additional absence is subject to a two-point deduction on your final grade. If you are late, leave early, or are absent, please use your teammates as your first line of contact to obtain material/directives discussed in class that day. I will not re-cap the lesson.

**Late assignments and make-up policy:** All assignments are due at class time. Late assignments will be penalized by half credit. Late assignments will not be accepted 48 hours after the due date and time, and zero will be assigned. There will be no make-up for missed in-class exercises. Failing to meaningfully contribute to the team project will result in a grade of zero on in-class assignments. If you are ill, observing a religious holiday, or have another excused absence, proof of such is required from the dean of students office before the next class period.

**Evaluation and Grading Policies**

For each assignment, be sure to read the guidelines thoroughly before you begin. Though grades are not negotiable, I give serious consideration to students' concerns about grades. If you have questions about a particular grade, you will need to talk to me within a week of receiving the grade. If you dispute a grade, you will need to submit (to me) a written complaint — within a week of receiving the grade.

**Grading scale:**

Major assignments and exams will be graded using a 0-100 scale. The 10-point scale for grades is as follows A = 90-100; B = 89-80; C = 79-70; D = 69-60; F = 60 or below

To evaluate your participation, I will consider miscellaneous class assignments, and especially taking part in class discussions and in-class teamwork. Because informed and meaningful participation in class activities is only possible after completing the assigned readings and assignments prior to class, failure to do so will result in a low grade. You cannot make up for poor participation in the first part of the semester by improving during the last weeks or by doing extra work.

### **What is “good” class participation?**

1. Regularity in attendance.
2. Familiarity with assigned readings.
3. Cooperation in creating a supportive learning atmosphere.
4. Sharing materials relevant to the class (during class time and online).
5. Demonstrated ability to engage in class discussions.

### **Class participation/online exercises (20 percent of course grade)**

Part of your class participation will include completing handouts that accompany films, answering online discussion questions and completing in-class exercises with your learning team. These exercises will be submitted in class or online. Individual assignments will be graded on an individual basis; each member of the team will receive the same grade for team assignments. Credit for team assignments completed or collected in class will be awarded only to group members who attend class at the time of the assignment. **Unless otherwise noted, all assignments are to be typed, double-spaced, using 12-point Times New Roman font.**

### **Blog entries (10 percent of course grade)**

Starting in Week 4, you will write two blogs covering a timely topic in international media. The type of entry can vary; students who prefer to submit a visual or video entry must make prior arrangement with me to do so. The purpose of this assignment to check for individual comprehension of key terms and concepts, and should reflect both application and analyzation of these courses components. Each blog will require at least two to three sources, so you will want to plan your pitches in advance. You may earn five points extra credit on this assignment if your blog is used by campus or local media such as the *NT Daily* or the *Denton Record-Chronicle*. You will have the opportunity to sign up for two due dates of your choosing; note that there are only 10 slots each week. Late blogs will lose half credit as a penalty, and will not be accepted 48 hours past their due date.

### **News quizzes & attendance (5 percent of course grade each; 10 percent total)**

Each class meeting will open with a global news quiz consisting of five questions. It is your responsibility to be here ON TIME to take the quiz when it is given. Each question will be read twice. The quizzes will be scored by a peer. Index cards/papers used for the quizzes will be counted as the roll. The roll may be taken at any time during the class session. A bonus question may be read at the time of roll call to verify attendance.

### **Midterm and final exam (30 percent of course grade; 15 percent each)**

There will be two exams. The exams will be composed of multiple-choice questions and may be proctored online. The exams will test your understanding of the material presented in readings, team presentations, discussions, blog posts and lectures, including guest lectures. Be sure to review the study guide and the posted slides. The second exam will include two questions

from each of the team presentations, so please review the Prezi/Power Points prepared by your classmates; they will be posted on Blackboard.

### **Team presentation (30 percent of course grade)**

Teams will produce a project that examines one of 10 topics for comparative analysis of global media systems. These topics will be presented throughout the semester, and will serve as a catalyst for in-class discussions of the reading and relevant current events.

Learning Objectives: You will learn about a specific topic in global communication, but most importantly, you will gain skills on how to conduct library research, how to effectively work with a small group, how to orally present research findings to a large group, and/or how to write a scholarly paper. Our 10 topics are as follows:

1. The CNN effect and contemporary humanitarian crises
2. Press freedoms throughout the world
  - 3. Reporting in conflict zones
4. The production and distribution of news by transnational advocacy networks (TANs)
  - 5. Peace journalism
6. The Al-Jazeera Effect and global citizen journalism
7. Internet technologies and liberation struggles
  - 8. Mobile in the Global South
9. The social change potential of community radio
10. Exporting culture as entertainment

**Form your team.** Teams work best when every member takes responsibility for a number of specific tasks. They struggle when some members either do not contribute their part, or take over the entire project. Students tend to evaluate poorly those members who either do too little or do too much.

Every member will conduct research, write a complete section of the presentation (not just provide the information to the editor), and speak for about five minutes during the presentation. In addition, each member will have one of the following roles:

**The editor** will be responsible for editing the final version of the visual presentation.

**The presentation producer** will make sure that the presentation runs smoothly, and that audiovisual aids are appropriate.

**The scholarly sources researcher** will make sure that all sections of the presentation are grounded on scholarly books and articles. Also, s/he will prepare the edited, final version of the scholarly list of sources for the presentation.

**The non-scholarly sources researcher** will be responsible for making sure that the team uses non-scholarly but authoritative sources (e.g., The Economist, The New York Times, and AdAge), and for preparing the list of such sources for the report. In addition, s/he will compile the list of questions for the exam to be included in the report.

**The facilitator** will make sure that communication among team members, and with instructor is optimal. He/she will take responsibility for scheduling team meetings and keeping attendance, submitting a log to the professor along with the team's final project.

**Submit a proposal**, which should include the following:

- A 300-450 word description of the project responding to these questions:
  1. What topic/issue is the team going to explore? (exploratory research questions)
  2. Why is it important for the class to learn about this topic/issue? (significance)
  3. What actionable information do you expect the class to learn about this topic/issue
  4. How is the team going to conduct the investigation? (method/s). In addition to gathering information you may conduct interviews, observations and/or analysis of media texts.
  5. How is the team going to find the information and other resources needed for the project? (do-ability).
  6. A preliminary list of sources to be consulted (about 20); do not include this list in the word count.

Please turn in a hard copy of your proposal and also post it to your team's Blackboard forum.

\*The scope of presentations often changes as the course progresses. Final changes to your proposal should be submitted at least one week in advance.

**Give a 30-minute presentation.** Dates for each team's presentation are specified in the course schedule. Please post your Prezi/Powerpoint to your Blackboard forum at least 24 hours before your presentation time. I will use a rubric posted on Blackboard to evaluate your presentation.

#### **Graduate students only: Final paper (30 percent)**

Graduate students will produce a conference-worthy original research paper for this course.

Completion of the lead-up assignments (annotated bibliography, literature review and methods) will account for the 10 percent equivalent of the blogs assigned to undergraduate members of this course. Additional instructions for the paper will be given separately.

#### **FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS (SAP) UNDERGRADUATES**

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per semester. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose financial aid eligibility.

**If at any point you consider dropping this or any other course, please be advised that the decision to do so has the potential to affect your current and future financial aid eligibility.**

Please visit <http://financial.aid.unt.edu/satisfactory-academic-progress-requirements> for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with your MSOJ academic advisor or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.

## **ACADEMIC ADVISING**

All first-time-in-college students at UNT are required to schedule an appointment with their Academic Advisor and receive an advising code to register for classes both fall and spring semesters of the first year in college. ALL students should meet with their Academic Advisor at least one time per long semester (Fall & Spring). It is important to update your degree plan on a regular basis to ensure that you are on track for a timely graduation.

- \* It is imperative that students have paid for all enrolled classes. Please check your online schedule daily through late registration to ensure you have not been dropped for non-payment of any amount. Students unknowingly have been dropped from classes for various reasons such as financial aid, schedule change fees, parking fees, etc. MSOJ will not be able to reinstate students for any reason after late registration, regardless of situation. It is the student's responsibility to ensure all payments have been made.

## **IMPORTANT FALL 2015 DATES**

Aug. 24 First Class Day

Sept. 7 Labor Day

Sept. 8 Beginning this date, a student may drop a course only with written consent of instructor.

Oct. 2 Last day for student to receive automatic grade of W for nonattendance.

Last day for change in pass/no pass status.

Last day to drop a course or withdraw from the university with a grade of W for courses a student is not passing. After this date a grade of WF may be recorded.

Nov. 2 Last day to drop with either W or WF.

Last day for a student to drop a course with consent of the instructor.

Nov. 9 Beginning this date a student who qualifies may request an Incomplete, with a grade of I.

Nov. 26 – 29 Thanksgiving Break (no classes; university closed).

Dec. 3 Last Class Day

Dec. 4 Reading Day (no classes).

Dec. 5 – 11 Final Exams.

## **ACADEMIC ORGANIZATIONAL STRUCTURE**

Understanding the academic organizational structure and appropriate Chain of Command is important when resolving class-related or advising issues. When you need problems resolved, please follow the steps outlined below:

Individual Faculty Member/Advisor ——> Director, Mayborn School of Journalism ——> Dean  
Mayborn School of Journalism

### **OFFICE OF DISABILITY ACCOMMODATIONS**

The University of North Texas and the Mayborn School of Journalism make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

### **COURSE SAFETY STATEMENTS**

Students in the Mayborn School of Journalism are urged to use proper safety procedures and guidelines. While working in laboratory sessions, students are expected and required to identify and use property safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the University of North Texas is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance for this insurance program. Brochures for this insurance are available in the UNT Health and Wellness Center on campus. Students who are injured during class activities may seek medical attention at the UNT Health and Wellness Center at rates that are reduced compared to other medical facilities. If you have an insurance plan other than Student Health Insurance at UNT, please be sure that your plan covers treatment at this facility. If you choose not to go to the UNT Health and Wellness Center, you may be transported to an emergency room at a local hospital. You are responsible for expenses incurred there.

## **MSOJ ACADEMIC INTEGRITY POLICY**

When you submit work for this class, that is the same as making a statement that you have produced the work yourself, in its entirety.

Plagiarism, fabrication, copyright infringement, and similar uses of other people's work are unacceptable. You are expected to comply with the UNT Student Code of Conduct: [http://conduct.unt.edu/student\\_conduct](http://conduct.unt.edu/student_conduct)

Plagiarism, in a nutshell, is using other people's written words as your own. Some people consider the use of 7-10 words in a row, copied from another source, as plagiarism. Be sure to include citations when using other people's writing, because plagiarism is a serious offense in any discipline, especially in journalism. It's a firing offense in the professional world. In the Mayborn School of Journalism, students face a range of penalties for plagiarism (depending on the importance of the assignment): a grade of zero on a minor assignment; a request that the student drop the class; withdrawal of the student from the class, initiated by the professor; an "F" in the course; a referral to the UNT Center for Student Rights and Responsibilities; a notation on the student's transcript; and expulsion from the university. A combination of these penalties may also be used.

The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind – including plagiarism and fabrication – is incongruent with all areas of journalism. The school's policy aligns with UNT Policy 18.1.16 and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

## **CLASSROOM POLICIES**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://www.unt.edu/csrr/student\\_conduct/index.html](http://www.unt.edu/csrr/student_conduct/index.html).

The Mayborn School of Journalism requires that students respect and maintain all university property. Students will be held accountable through disciplinary action for any intentional damages they cause in classrooms. (e.g., writing on tables). Disruptive behavior is not tolerated (e.g., arriving late, leaving early, sleeping, talking on the phone, texting or game playing, making inappropriate comments, ringing cellular phones/beepers, dressing inappropriately).

**STUDENT EVALUATION OF TEACHING EFFECTIVENESS (SETE)**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide students a chance to comment on how this class is taught. Student feedback is important and an essential part of participation in this course.

**FINAL EXAM POLICY**

Final exams will be administered at the designated times during the final week of each long semester and during the specified day of each summer term. Please check the course calendar early in the semester to avoid any schedule conflicts.

**ACCESS TO INFORMATION**

As you know, your access point for business and academic services at UNT occurs within the my.unt.edu site [www.my.unt.edu](http://www.my.unt.edu). If you do not regularly check EagleConnect or link it to your favorite e-mail account, please do so, as this is where you learn about job and internship opportunities, MSOJ events, scholarships, and other important information. The website that explains Eagle Connect and how to forward your email: <http://eagleconnect.unt.edu/>

**EMERGENCY NOTIFICATION & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you with critical information in an event of emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [www.my.unt.edu](http://www.my.unt.edu). Some helpful emergency preparedness actions include: 1) ensuring you know the evacuation routes and severe weather shelter areas, determining how you will contact family and friends if phones are temporarily unavailable, and identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, your instructor will communicate with you through Blackboard regarding assignments, exams, field trips, and other items that may be impacted by the closure.

Week-by-week schedule (subject to change)	Lecture Class discussion Team presentation	In class	Homework
<b>Week 1:</b> <b>Aug. 27</b>	What is globalization?	Choose working groups; watch <u>Paul Krugman talk: "The World is Flat"</u>	Work on group proposal; read Four Theories of the Press handout
<b>Week 2:</b> <b>Sept. 3</b>	Four Theories of the Press	Library research training session; Focusing your project	<i>4240: Team proposals due by 11:59 p.m. on Friday, Sept. 4.</i>
<b>Week 3:</b> <b>Sept. 10</b>	<u>The Danger of a Single Story</u>	Blog expectations, how to pitch (NT Daily staff); work on team presentations	<i>5150: RQ&amp; Annotated bibliography due by 11:59 p.m. on Monday, Sept. 14</i>
<b>Week 4:</b> <b>Sept. 17</b>	<b>Team 1:</b> What is the CNN Effect? *	Tools for online verification; work on team presentations	<i>4240: Blogs due by 11:59 p.m. on Monday, Sept. 21.</i>
<b>Week 5:</b> <b>Sept. 24</b>	<b>Team 2:</b> Press Freedoms throughout the world*	Watch documentary: <u>"Democracy on Deadline"</u>	<i>4240: Blogs due by 11:59 p.m. on Monday, Sept. 28.</i>
<b>Week 6:</b> <b>Oct. 1</b>	<b>Team 3:</b> Reporting in conflict zones	Huffington Post Live episode: <u>"Conflict Zone Reporters Speak Out"</u>	<i>Post midterm review questions and blogs (if assigned) by Monday, Oct. 5</i>

Week-by-week schedule (subject to change)	Lecture Class discussion Team presentation	In class	Homework
<b>Week 7:</b> <b>Oct. 8</b>	<b>Team 4:</b> Transnational advocacy networks	<b>Midterm review</b>	<i>5150: Lit review and methods due by 11:59 p.m. on Monday, Oct. 12.</i> <i>4240: Blogs due same date/time</i>
<b>Week 8:</b> <b>Oct. 15</b>	<b>Midterm exam</b>	<b>Exam format TBD</b>	<i>4240: Blogs due by 11:59 p.m. on Monday, Oct. 19</i>
<b>Week 9:</b> <b>Oct. 22</b>	<b>Team 5:</b> Peace journalism*	"Witness: Alfred's Free Press"	<i>4240: Blogs due by 11:59 p.m. on Monday, Oct. 26</i>
<b>Week 10:</b> <b>Oct. 29</b>	<b>Team 6:</b> The Al-Jazeera Effect*	Documentary: "Control Room"	<i>4240: Blogs due by 11:59 p.m. on Monday, Nov. 2</i>
<b>Week 11:</b> <b>Nov. 5</b>	<b>Team 7:</b> Internet technology and liberation struggles	Documentary: "High Tech, Low Life"	<i>4240: Blogs due by 11:59 p.m. on Monday, Nov. 9.</i>

<b>Week-by-week schedule (subject to change)</b>	<b>Lecture</b> <b>Class discussion</b> <b>Team presentation</b>	<b>In class</b>	<b>Homework</b>
<b>Week 12: Nov. 12</b>	<b>Team 8:</b> Mobile in the Global South	Documentary: "The Square"	<i>5150: First draft of final paper due by 11:59 p.m. on Monday, Nov. 16. 4240: Blogs due same date, time.</i>
<b>Week 13: Nov. 19</b>	<b>Team 9:</b> Community radio and social change	Watch mini- documentary: "3CR"	<i>Post final review questions by 11:59 p.m. on Monday, Nov. 30. 4240: Blogs due same date, time.</i>
<b>Week 14: Nov. 26</b>	<b>Thanksgiving break</b>	<b>No class meeting</b>	
<b>Week 15: Dec. 3 Last day of class!</b>	<b>Team 10:</b> Culture as entertainment	<b>Semester in review.</b>	<i>5150: Final paper due by 11:59 p.m. on Friday, Dec. 4.</i>

Week-by-week schedule (subject to change)	Lecture Class discussion Team presentation	In class	Homework
<b>Week 16:</b> <b>Final Exam</b>	<b>Final exam is scheduled for 6:30 p.m. on Dec. 10</b>	<b>Final exam format</b> <b>is TBD.</b>	