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A WORLD WITHOUT BORDERS

by

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A proposal for a project submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE in Communication and Media

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Background and Rationale

In current day American media, one rarely finds coverage of issues affecting the international arena. Almost all news coverage is connected to the current American state of affairs, and infrequently focuses on concerns unrelated to the American people. This media mentality, to a large degree, has the possibility of producing a society of insular, closed-minded individuals whom are not encouraged to think beyond their borders, nor question where they fit in the greater scheme of the world. Currently, most of the world’s population of six billion are between the ages of 15 -24. It is recorded that 86 % of these youths live in less-developed countries, and is the largest group ever to enter adulthood on both sides of the development sphere (Cooper, 2008, p.2). It is imperative that youths are engaged in global awareness, as to bring about public argument and social responsibility.

With the rise of online media there is greater access to foreign news sources, and thus a growing, interminable and unobstructed flow of information from the regions affected by pressing international issues to removed youths in regions of the world that are not directly impacted by these news events. Webisodes connecting American youth with coverage of foreign affairs will not only alter the perceptions of youths’ understanding of the world around them, but also through discursion and public discourse, spread global awareness and in effect, through argumentative practice, bring about awareness and action in the personal, public, and technical spheres. Young people starting college and entering the work place are the youths we need to empower – the change that can happen now.
Globalization, a phenomenon that is impacting most regions of the world, encourages individuals to think on a universally comprehensive scale. In order for globalization to truly occur, major issues of relevance need to be addressed, giving American audiences a global perspective, and in turn encouraging the world’s youths to participate and lead in a unified effort toward global progress and ultimately a sustainable planet.

Recent developments in information and communication technology have facilitated international integration and simplified the task of information sharing. Electronic media resources have paved the path for international news dissemination, as well as hastened the development of cultural and informational globalization. The interconnectivity and almost instantaneous communicative ability of individuals in a multitude of regions across the world has the ability to bring about social, economic, and political change through cross-cultural understanding and contacts, as a result of global consciousness and the awareness and understanding of key issues that affect and prevent development in other nations.

I propose that in order to effectively aid development of regions plagued by developmental issues, such as social, environmental, economic, and humanitarian concerns, effective implementation of information and communication technology (ICT) needs to be deployed in a manner in which the youths of developed nations will be engaged and motivated to bring about systemic change. Coverage of these pressing international concerns rarely reaches the American Media, thus stunting the development process. In order to ensure the improvement of these global affairs, American media must invest in responsible media coverage and effective dissemination of pertinent global matters. To a large degree, the international news that appears in the American media is not covered systemically. Young people, who do not have the understanding and knowledge of complex political, social, and economic issues, may struggle to
fully comprehend the interconnectivity of nations on a global basis. The news media does not furnish the reader with adequate historical explanations to create clear understandings of the current status of affairs. The media does not equate these issues into intercontinental understanding, illustrating to the reader how regional issues, such as how a flood in China, can be the cause of an international issue that could effect the American economy.

ICT, effective media practices and responsible news coverage on pressing international issues and their background will enhance international awareness and encourage the world’s youths to participate and lead in an effort toward global progress, systemic change, and ultimately a sustainable planet. In order for this to occur, news coverage needs to provide youths with the background and context needed to understand complex international and national issues, as well as how these issues correlate to one another, and where they as citizens fit in to the larger scheme.
Literature Review

There are many websites that furnish youth readers with the material to inform themselves on important global issues, and aid them in understanding them wholly. However, there is a lack of video or broadcast web-based sites that offer youths similar prospects. Thorough research has exposed that the main forms of international news sites aimed at a youth target audience are presented in the form of blogs, podcasts, written copy based sites, and educational channels on formal news network sites.

CNN, for example, offers CNN Student News, which “utilizes CNN’s worldwide resources to bring each day’s top news stories to middle and high school classrooms. The 10-minute, commercial-free program encourages student participation and provides classes with context for understanding current events” (http://www.cnn.com/studentnews). Although this daily online news site offers both international and national news in videos, podcasts, and copy, it does not provide sufficient background information on the event to make it easier for the audience to fully understand the complex issue at hand. Rather than solely making this site a news source directed at the youths, it is a news platform authored by young people. The site is primarily a program for young people to put their journalism skills into practice. The site intends to educate young people about current affairs, however, it does merely that, rather than educating them on the issues surrounding and leading up to these affairs.

PBS offers student and teacher resources at The Online News Hour Extra. PBS’s mission is to provide quality educational resources based on current issues and events. The site aids students in understanding world events and national issues through the use of news articles, teaching tools, and an open forum for young people to utilize and share ideas (http://www.pbs.org/newshour/extra/mission.html). The articles are effective in explaining the
circumstances that arose to the current news events, and efficient in using simple terms to
describe involved matters, creating greater student understanding and appreciation of the
importance of these events. However, the site does not offer video resources or podcasts. The
main PBS site has video available, but is not targeted at youths. Although this site is extremely
successful in creating understanding of pressing issues, it does not disseminate the information in
a format that is favorable to Youths.

Podcasts, also referred to as Personal On-Demand Broadcasting, is the distribution of
digital media files via a syndication feed over the Internet, which can be played back over a
portable media device. Audio podcasts have been, to a large degree, surpassed by video podcasts.
With iPods offering video capabilities, as well as mobile phones providing instant access to the
Internet and web-browsing capabilities, multimedia is at one’s fingertips, almost all the time.
Where as previously XM Satellite radio and other digital radio services monopolized the youth
market, youths are afforded a multimedia experience due to technological advancements and the
development of revolutionary devices, such as iPods, iPhones, and various other Smart Phones.
Podcasts gave rise to educational news broadcasts, such as Think Youth Live Podcast
(http://www.thinkyouth.org/podcast), however very few of these offer the video element.
Additionally, although many of the podcasts are educational, they do not present a full
explanation of the past events leading up to the current newsworthy incident. Podcasts serve as a
very successful channel for interviews and discussions, such as those found on talk radio;
however, podcasts need to be developed into a multimedia experience, creating media that
matters, presented in a form that youths can relate to. Previously, podcasts offered the portability
that television news did not, however, podcasts need to keep abreast with technological
advancements, and enhance their episodes to offer video capabilities. CNN’s Student News
appears to be the most sophisticated in this field, however, the video mainly offers youths an opportunity to put their journalistic skills into practice, rather than aiming to educate and create understanding on global affairs.

Youths of today have a web-based understanding and a multimedia preference. They do not wish simply to listen to a podcast, or view still images of an event; they want to have it all, they want to have it now, and they want to comment on it too. Most youths do not enjoy reading and would prefer something quick, interesting, and visual that they can pull up on their iPhone or iPod, watch from a remote base and take up traveling time in their busy day. YouTube has pioneered this trend. YouTube, a video sharing website has brought together the citizen journalist, the home video producer, and connected youths globally. YouTube users can create channels from which to broadcast their videos, and other users may comment on their video. This has given the users a voice to air opinions, as well as engage in conversation on given topics. There are few channels that offer an educational news source on YouTube, and much of the video found is outdated, and no longer relevant. However, the popularity of YouTube illustrates the importance of video within the lives of young people.

Weblogs are a form of international news sharing that is successful, yet not as credible as the information found on formal sites. Although podcasts may offer similar information, they generally are not longer than a few minutes, and lack the visual element in most cases. Weblogs, colloquially known as blogs, are another form of international news sharing that is successful. Blogs have allowed citizen journalist to partake in the newsgathering and news-sharing experience. The voices of individuals, from a variety of backgrounds and a multitude of locations across the globe, are given a platform from which to broadcast their experiences, opinions, and outlooks. An individual in South Africa may share information on the AIDS
situation in his country, whilst a political enthusiast may speak out about the 2008 presidential elections in the USA. Blogs are generally found in the textual format, however many may insert video into the posts, thus they are rarely solely video based. Additionally, the Blogs that target a youth audience seldom address international issues of importance, but rather highlight stereotypical youth topics of interest, such as fashion, celebrity news, and music (http://www.ytribune.com).

Blog sources are not as credible as the information found on formal news sites, however, they add an element of authenticity. Formal news sites, such as ABC News, NBC News, Fox News and Aljazeera.net, have the credibility, sustainability, and stamina to impart important information to a wide variety of audiences. Blogs attempt to do the same, but lack the trustworthiness and reliability needed to educate the youths. There are a number of Blogs that shave the fine line between being a traditional news site and a citizen journalist Blog. An example of such a case would be The Viewspaper (http://www.theviewspaper.net), which is India’s first Hindi citizen journalist paper online. The concept of this paper was to provide youths in India with a platform to have their voice heard; yet most of the posts on the site are current news events. The paper is timely, professional, and effectively communicates with the younger generations. There is very little video content accessible on the page, and is mainly text and still image based. NewsUnited (http://www.newsunited.org) is another example of how individuals have harnessed the Internet to share newsworthy information and educate the youth audience. NewsUnited is a collection of localized, independent news reporters from around the world that come together on this site to report on critical universal affairs. However, once again, this site lacks the video element.
Thus far, the most effective youth-targeted news site found in the research was TakingItGlobal (http://www.takingitglobal.org). This international non-profit organization “provides a portal for young people to find inspiration, access information and get involved in improving their local and global communities” (http://www.takingitglobal.org/about). The site promotes the understanding of issues and helps young people inform themselves about pressing global issues, such as sustainable development, climate change, and indigenous people rights. The site does not effectively cover the topic at hand, and needs to give a more in depth explanation, as well as incorporate multimedia elements, rather than just plain text.

Due to present day media tools and outlets, youths are constantly bombarded with useful and useless information. Youths are fully capable of selecting which information they choose to absorb, and which they ignore. The Internet provides a limitless supply of information, and the user has the freedom to choose which sites they visit, what they pay attention to, and when they choose to do so. This groundbreaking development can create a learning experience like no other. It can be paralleled to having the world at one’s fingertips, at one’s convenience. The youth want to view their news on their own terms. Youths, aged between 15 and 24, account for most of the world’s six billion people, possess media habits that are very much unlike the generations before them. Youths do not simply trust the news anchor, the expert, or the professional; they seek a multidimensional understanding, blending the foundation of traditional media with the authenticity of the human voice.

Thomas L. Friedman states in his novel, “Hot, Flat, and Crowded,” that America’s challenge is to fix the global issues that are plaguing our earth: global warming, over-population, and the growing middle class. “Our young people are so much more idealistic than we deserve them to be, and our broader public… is still eager to be enlisted – enlisted to fix education,
enlisted to research renewable energy, enlisted to repair our infrastructure, enlisted to help others... they want to be summoned, not just to do nation-building in Iraq or Afghanistan, but to do nation-building in America – to restore and revitalize something they cherish but feel is being degraded” (Friedman, 2008, p.9). Youths are eager to make change, unlike the current generation in power; young people realize that the environmental complications will be felt in their lifetime. The importance of these issues to some degree is a reality to them; however, many have no idea as to how they should go about making their individual impact. World Without Borders seeks to create a platform where they can gain access to information, contacts, and case studies that they may utilize in their quest to overcome these global issues Friedman refers to. As a result of young people, and older generations, not knowing how to go about making a serious impact, Friedman says that ‘going green’ has become a party, rather than the Green Revolution that the public has coined the trend. “We’re actually having a green party. And I have to say, it’s a lot of fun. I get invited to all the parties. But in America, at least, it is mostly a costume party. It’s all about looking green – and every one’s a winner” (Friedman, 2008, p.205). Friedman lays down steps to follow in order to overcome the global issues, such as employing the Internet, investing in our youths, and researching areas of importance wisely. World Without Borders works within these guidelines to create an effective solution to the challenges of empowering young people today.

One can analyze the current media issue by applying Delicath and Deluca’s theory of “Image Events, The Public Sphere, and Argumentative Practice.” Delicath and Deluca incorporate the methodology used by Thomas Goodnight from “The Personal, Technical, and Public Spheres of Argument: A Speculative Inquiry into the Art of Public Deliberation.” Such an analysis can bring about a clearer understanding of the future of news dissemination to youths, in
order to bring about a more objective perception of the world. Additionally, comparing the theory presented in AIDS Activism and the Rejuvenation of the Public Sphere by Fabj and Sobnosky to the potential of *World Without Borders* will illustrate how the dissemination of news can create change, and empower youths to take responsibility of their world. An earlier study of international news flow by John E. Fryman and Benjamin J. Bates in the text “Bypassing the Gateways: International News on CNN World Report” showed that “Knowledge of the issues and events occurring throughout the world is... becoming increasingly crucial to success, even survival, in the modern world” (Fryman and Bates, 1993, p.1).

Delicath and Deluca use the theory of image events to analyze “the contemporary conditions for argumentation by describing the character and operation of public communication, social problem creation, and public opinion formation in a mass-mediated public sphere” (Delicath and Deluca, 2003, p.315). Image events are described as a form of post-modern argumentative practice – an oppositional argument that creates social controversy, and animates and widens the possibility for debate.

The public sphere is described as the structured setting where cultural and ideological contest or negotiation among a variety of publics takes place. The aim of image events is to create discourse in the public sphere, as to focus public attention on issues that need to be altered or improved. In postmodern society the television is considered the most important arena of public discourse. Images are replacing words -‘in the age of television, dramatic, digestive, visual moments are replacing memorable words’ (Jamieson, 1998, p.62). Claims-making rhetoric often takes the form of iconography. Public communication and argument has been affected by technologies and practices of the mass media, the centrality of access to the media for political
action, and the conditions of a public regarded as fragmented and distracted, bombarded by media messages.

Delicath and Deluca state that in a society where the public is bombarded by media messages, if one wants to have an impact, one has to speak in a language that the public understands (visual) and has to use image events that will stand out from the other messages. “Images are capable of operating as claims-making, reason giving, opinion-shaping communication and therefore instrumental to the practice of public argument” (Delicath and Deluca, 2003, p.320). “Image events constitute a form of oppositional argument (Olson and Goodnight, 1994) uniquely capable of generating social controversy in that they challenge the norms of public participation as well as widen the possibilities for argumentation and deliberation” (Delicath and Deluca, 2003, p.321).

Image Events have three significant functions. Firstly, image events broaden the scope of participation in the public sphere to include subaltern counter publics. They challenge what are appropriate, acceptable, and legitimate acts of participation. Secondly, image events deliver argument in powerful ways capable of creating opportunities for debate and producing moments of generative argument. Image events can deliver argument in the act of objection, unsettling the appropriateness of social conventions, drawing attention to the taken-for-granted means of communication, and provoking discussion.

In image events it is an action, an image, not words, that serves as a basis for claims making and negation. Images of dramatic acts of protest “will spark, inspire, or otherwise motivate audiences to confront issues and also increases the possibility that these argumentative fragments will be remembered and stored as invention resources for deliberation and argumentation” (Delicath and Deluca, 2003, p.326). Lastly, image events encourage public
discourse, and expand the range of relevant rhetoric in social controversies by generating new lines of argument. Image events shift the responsibility for argument construction to the audience. They are incomplete and indirect arguments that need to be interpreted and then constructed to create meaning. The interpretation may resonate with other cultural and political rhetoric.

Goodnight defines spheres as “branches of activity – the grounds upon which arguments are built” (Goodnight, 1992, p.216). The three spheres are the personal sphere, the public sphere, and the technical sphere. The personal sphere is explained as an argument that “require[s] only the most informal demands for evidence... where subject matter and consequences of the dispute are up to the participants involved” (Goodnight, 1992, p.220). The public sphere is described as “forums with customs, traditions, and requirements for arguers into the recognition that the consequences of dispute extend beyond the personal and technical spheres” (Goodnight, 1992, p.220). The technical sphere is “characterized by people coming together because of interest in their work, and by arguments which follow strict rules of evidence, presentation and judgment in order to identify arguers of the field and facilitate their pursuit of their interests” (Fabj and Sobnosky, 1995, p.7). Goodnight also notes that these spheres are not constant, but are likely to change over time (Goodnight, 1992, p.220). Fabj and Sobnosky illustrate, through their analysis of AIDS activism, that it is not only possible for the spheres to change over time, but more specifically, for the public sphere to be rejuvenated.

Fabj and Sobnosky apply their method of the rejuvenation of the public sphere to AIDS activism in the 1980s. They investigate how the constraints of the technical and private sphere effect the operation of the public sphere. They state that the public sphere is a meeting place where people and experts are considered equal. This is due to activists using the strategy of
redefinition and translation. "In their role as translators, AIDS activists have influenced both the private sphere and the technical sphere" (Fabj and Sobnosky, 1995, p.1) by making the issue public. They have achieved this by initiating discussion of the science behind the issue within the public sphere, using their knowledge of scientific research and methods to discourse in a language that will be clear to all participants. In doing so, the greater public will advance their knowledge of the scientific issues involved, giving the public the power to make scientific decisions without having to consult the technical sphere. Citizens can now reclaim the role of active participants and decision makers, rather than being reliant on the opinions founded in the Technical Sphere. Below is an illustration of the three overlapping spheres:

![The Three Overlapping Spheres](image)

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Public sphere, using their knowledge of scientific research and methods to discourse in a language that will be clear to all participants. In doing so, the greater public will advance their knowledge of the scientific issues involved, giving the public the power to make scientific decisions without having to consult the technical sphere. Citizens can now reclaim the role of active participants and decision makers, rather than being reliant on the opinions founded in the Technical Sphere.


**Justification**

**The Language of Youth Discourse**

When applying Delicath and Deluca’s theory of Image Events to *World Without Borders*, it becomes quite apparent that video footage, although not precisely what Delicath and Deluca use as examples in their theory, have a similar impact to still images. Delicath and Deluca state that in a society where the public is bombarded by media messages, if one wants to have an impact, one has to speak in a language that the public understands and has to use image events that will stand out from the other messages. Due to technological advancements, the language that the youth of today understand is the language of the Internet, and more importantly, a multimedia message, that employs visual and audio elements. Therefore, the use of multi-media has become instrumental in the practice of public argument, a format *World Without Borders* prizes itself on.

**Systemic Understanding**

The aim of *World Without Borders*, like the aim of image events, is to create discourse in the public sphere. *World Without Borders* highlights pressing international issues that need to be altered or improved, drawing the audiences attention to these issues by putting it into a personal perspective. There are so many news sources on the Internet that deliver messages in a similar style: fragmented and incomplete. *World Without Borders* overcomes that flaw of public communication, by providing systemic news coverage. In Chapter One, issues of development are discussed, and explained by professionals in youth development programs, both describing the current state of affairs, and explaining how youths may get involved and make a difference. Chapter Two deals with climate change and renewable energy, featuring an interview with Dr. Orujyan, who was an advisor on Al Gore’s climate change campaign. Chapter Two will also
include a ‘coffeehouse discussion’ with several students. Chapter Three features an interview with a business owner who imports goods from Africa to the United States. The business owner thoroughly describes her business, explains the current situation in her source country, Swaziland, and also lists initiatives youths may get involved in or programs they may enroll in as to either teach, aid, or develop Swaziland’s dismal situation. Each chapter is complete with descriptions and explanations to ensure understanding, as well as references as to where youths may go from here in order to solve the current problem. The chapters identify and describe the present state, explain the past, and make suggestions for the future. These episodes are by no means fragmented, but small, complete, bite-size packages for public consumption.

In so saying, the chapters leave the argument up to the audience. Although they are systemically complete in terms of information and facts, they are not complete in terms of telling the audience how they should feel. The chapters provide options for the viewer, such as referring to channels they may utilize in creating change or acting upon what they have viewed, but it does not tell viewers that they should feel sorry for children in Africa, for example. They merely provide an unbiased news source, drawing on a range of case studies and interviews from different perspectives, from which viewers must formulate their own opinions and ideas. This is the same in image events, as image events shift the responsibility for argument construction to the audience. They are incomplete and indirect arguments that need to be interpreted and then constructed to create meaning.

Chapter Three is about development and globalization, and also touches on the role of technology in creating a global village. Case studies include Swaziland, with the highest AIDS rate in Africa; and the USA, which can effectively bring about change to these nations. Interviews in this Chapter range from a feature on Gail Thalmann, a business owner in
California, who is outsourcing work to Swaziland, creating jobs and encouraging sustainable development; highlighting Fair Trade and the difficulties and challenges many individuals face when doing business with African Nations. This collection of interviews allows the audience to formulate their own opinions and ideas. No one interviewee is telling the audience what to think, but merely sharing their experience with the viewer, with the aim to "spark, inspire, or otherwise motivate audiences to confront issues and also increase the possibility that these argumentative fragments will be remembered and stored as invention resources for deliberation and argumentation" (Delicath and Deluca).

**Creating an Active Participant**

The full effect of the chapters, such as that of image events, is to shift the responsibility for argument construction to the audience. The viewer is encouraged to be an active participant, not simply a passive listener. These interviews, such as Dr. Armen Orujyan's interview on climate change in Chapter Two, have the intention of calling the audience member to action. The chapters pose questions encouraging the viewer to consider their surroundings and implement change. Image events encourage public discourse, and expand the range of relevant rhetoric in social controversies by generating new lines of argument. The chapters pull global issues into a personal perspective.

In order for the chapters to reach their aim, the argument has to be brought into the public sphere. *World Without Borders* simplifies the rhetoric of these global issues that would at one stage remain in the technical sphere, into information that is comprehensible to youths, by presenting it in a multimedia language that they will understand. Previously, these foreign affairs issues would remain foreign to youths, as these were issues that were conferred solely by experts in international affairs, non-profit organization personnel, and political or government officials.
The presentation of these social problems in an easily graspable format brings the rhetoric from the technical sphere and into the personal sphere. Youths suddenly understand how the issue at hand affects them directly, such as climate change. The issue is put into perspective in terms of the world around them. As a result, the issue is no longer a foreign phenomenon or distant event, but an issue which is plaguing their everyday life.

The call to action that occurs at the end of each chapter, by highlighting different channels youths may use in order to make a difference, whether it be starting their own initiative, or doing an internship or workshop in Swaziland through Gone Rural to bring about sustainable development. This brings the argument into the public sphere. The previously complex issues have been translated (Fabj and Sobnosky) and in turn, the public sphere has been redefined. Translation of these issues allows people to meet in the public sphere and discuss the scientific research and treatment surrounding the issue. The mystique surrounding the science of the issue is dissolved, allowing youths to contribute to the arguments and discussion surrounding the issue.

Such an example would be in Chapter One. Armen Orujyan presents his non-profit organization, Athgo, and encourages youths to participate in Athgo’s Global Forum. This Global Forum is a type of the public sphere that historically would be considered a technical sphere. Ultimately, as the youths learn and become better versed in international affairs and global development, their understanding become more complex, and they become members of what should be the technical sphere, however, their arguments take place in the public sphere, as the issue is translated and no longer convoluted and incomprehensible.

By “translating scientific finding from technical into public language and translating the private concerns of people... into public issues” (Fabj & Sobnosky, 1995, p.7), the public sphere
can influence the future research of the issue. Through translation, giving youths the ability to be informed and formulate their own opinions and ideas, allowing them to actively participate in the arguments within the public sphere, is what *World Without Borders*’ chapters seek to do, in the same way AIDS activists do in Fabj and Sobnosky’s theory. The youths take on responsibility by becoming involved in the various initiatives suggested at the end of each Chapter.

**The World Without Borders Difference**

Due to the lack of effective media practices, inefficient use of information and communication technology, as well as limited worldwide news coverage, it is essential that an effective program is devised and implemented to enhance international awareness and ensure that young people fully understand the background and importance of global affairs. I am seeking to create a news source that provides not only a multimedia experience, but also furnishes its viewers with a systemic understanding and background knowledge on complex issues. Research proves that although these information sources exist, there are none that offer all the information in a multimedia package at one location.

My project will offer more than what traditional news sites present, as I propose that one needs to offer not just the hard news and the facts. Young people do not necessarily know the background to important events and states, such as the long history of conflict between the Middle East and the United States. Coverage of the Iraq War appears in the headlines daily, yet how many young people truly know what led up to this quarrel? Unlike other news sources, I aim to furnish the viewer with the supplementary information necessary to develop a full understanding. A news network’s aim is ultimately to make a profit, and as much of their revenue comes from advertisers, they have a sense of loyalty to them. This inhibits their ability to be unbiased, and thus creates news that is neither truly fair nor balanced. My idea is to create a
channel that is funded by sponsorship from corporations and individuals who share a vision in contributing towards the improvement of global affairs, and will not partake in the agenda-setting process. The company will be established as a not for profit organization and will strictly adhere to its policy of objectivity in producing news and content. Additionally, my project will collaborate with other non-profit organizations and international institutions to share a unified goal, benefiting both from their input, and contributions.

John E. Fryman and Benjamin J. Bates stated, “International news flow has been shown to produce a significant effect on individuals’ perceptions of foreign countries and distant events.” A study on how the program, CNN World Report provides a different, more representative, mix of international news stories than the content found on American broadcast television news channels was conducted. Fryman and Bates did this by comparing the types and sources of international news on the CNN World Report program with that provided historically by the major U.S. broadcast networks. A gatekeeper is absent from CNN World Report, and the channel functions as ‘A huge bulletin board in space on which the world’s news organizations can tack up their notices, unedited and uncensored’ (Bates, 1993, p.3). Thus, similarly to World Without Borders, CNN World Report presents pressing international issues from a variety of viewpoints, allowing the viewer to formulate his or her own opinions. “Knowledge of the issues and events occurring throughout the world is therefore becoming increasingly crucial to success, even survival, in the modern world” (Fryman and Bates 1).

World Without Borders operates, as does CNN World Report, within the guidelines of the New World Information Order (NWIO), a mass media declaration that defines a set of recommendations to make global media representation more objective. NWIO attempts to overcome coverage disparities and news stories geographically varied. It stresses the importance
of news coverage that does not merely focus on developed nations, but also coverage on underdeveloped regions of the world. The study showed that whilst traditional news coverage focused on major industrial nations of the First World, CNN World Report, presented more coverage of the Second and Third World. World Without Borders, due to its focus on international issues, will naturally direct its attention on the Second and Third World; yet bring the coverage into perspective of the First World.

Many news sources do not offer the viewer a perspective of where they fit into the larger scheme of this news event. My aim is to create an understanding of both the news event, what led up to it, and how this event could affect them, or has already affected them. My project will break down issues into ‘bite-size’ topics that will ultimately aid at creating an understanding of the bigger picture. By doing this, I will not only be bringing the world to the viewer, but bringing them into the world by illustrating the important role they can play.

Podcasts, news sites, and various other information sources on the Internet do not offer the viewer a multi-media experience. My project will embrace technology utilize communication tools to create the utmost success in relaying information to the viewers. Not only will this project rely solely on video content, but it will also employ technologically advanced channels, such as the Internet, as well as iPhone and Podcast capabilities. The media will be convenient for student and young-professionals’ use. Unlike other traditional media, we will target the iGeneration, also known as Generation Z. It is imperative that our news segments are packaged into portable, transferable, and manageable media that these digital natives are accustomed to. Young people need to be given information in a multimedia package. News segments that use video and offer a multitude of source information, such as interviews, first hand experiences
from multinational perspectives, and advice from professionals and experts in the given areas will ensure the success of my program.

The Modern Youth

The youth of today do not have the time or the interest to pick up a traditional newspaper and read it. They do not have the time to sit down and watch the morning or evening news on television. They want to have accessibility to what they want to watch, when they want to watch it. The digital age has adapted to having the ability to dictate who, what, when, where, why, and how. They do not refer to one single news source, but rather scan a selection of sources and formulate their own opinion on the matter at hand. Focusing my attention on this generation, will allow me to provide them with news that is relevant, exemplifies its importance to them and their lives, and brings them into the international sphere. As my news segments will be objective and offer a wide variety of interviews, opinions, and ideas from an assortment of diverse and transnational individuals. My programs credibility in objectivity and airing the voices of individuals involved first hand in these global matters, will offer something that no other Internet-based news source has been able to achieve.

It is unusual for news programs to have a target audience of young people, and this is a generation that needs to be concentrated on, and educated. The youths of today, are the future of tomorrow, and in order for sustainability and capacity building to occur, their interest needs to be sparked from an early age, and their comprehension of global affair needs to be advanced, especially considering the current delicate state of the world. World Without Borders will target young Americans aged between 17 and 30 years. This age group will encompass college students and young professionals, who are currently working towards a brighter tomorrow. World Without Borders will provide these young people an avenue to follow, and a platform from
which to launch initiatives and ideas. The viewer would typically be someone who already has
an interest in making a difference in global affairs, but doesn’t have the experience or knowledge
necessary in order to know how to do their part. World Without Borders will be promoted on the
Renaissance Web Channel (online T.V.) as well as on social networks, such as Facebook,
MySpace, and Unigo. Educational institutions will also be approached, and World Without
Borders will offer multimedia material for course and instructional use. College and student
channels will be offered material to air. All video footage will be available on our YouTube
Channel. Relevant organizations and businesses will be asked to promote World Without
Borders on their websites, using a link to our videos. World Without Borders will also encourage
interns to apply to produce content for the programs. An annual YouTube Multimedia Contest
will also take place to promote World Without Borders, and encourage viewership.
Methodology

*World Without Borders* will be a series of episodes that will regularly be uploaded to the Internet. All of the episodes will be housed on an Internet page that will form a part of the Renaissance Web Channel site. *World Without Borders* will be an independent sub-channel that will address major issues of relevance from national, regional, and global perspectives. The program will be Internet-based with a download option that will allow for the transfer of the segment as a video podcast. Each segment will be a chapter episode that will highlight a relevant issue that currently plays a role in global affairs, such as development, climate change, and globalization. These broad topics will bring current news events into the arena and explain issues in relation to a global community. They will function as mini-documentaries that will bring together a collection of voices from across the globe, allowing the audience to formulate their own opinions and ideas.

The program will accomplish the aim of (1) enticing young people to care for international news coverage and become aware of international topics in showing them how we are globally connected from even the most basic needs as gas, food, or everyday purchases, (2) providing a forum for open dialogue and communication facilitated by technology, (3) displaying how a united front consisting of youth, the private sector and government under transparent leadership is a role model for success.

Each episode will be hosted by a presenter, who will present the issues and regions that will be discussed in the segment, as well as take on the role of interviewer. The segments will focus on key regions of the world, or on individuals that have made a significant impact, showing new and effective methods they are implementing to attempt to resolve the given issue. Ultimately, by breaking down the issues into smaller case studies, the viewer will be furnished
with the substance to better interpret the issue, evaluate it’s causes, and predict it’s future. This simple breakdown will encourage the viewer to see where they fit into the larger picture, lastly relating the issue back to the United States, and illustrating why the issue is important, what the viewer can do to aid the situation, and in so doing, impact various other regions of the world. The segments do not aim to give the audience hard news, but rather cover a newsworthy topic, and bring and explain current events in terms of exemplary studies. Outsourced footage, if appropriate, may be used in the chapters, as to highlight certain organizations or initiatives.

Each episode will be shot in studio and feature two or three interviews. The set will take place around the news desk, yet the discussions will be informal. In some cases it may be necessary to shoot from remote locations. The shows will feature video footage of current affairs events, such as the footage one would see in a regular news program, however the additional element my program will offer is the interviews, which will ensure understanding of these events and issues. Interviewees will be carefully selected, ensuring a wide variety of viewpoints, from an assortment of backgrounds. The content of each episode will enhance the aim of the program, as well as use ICT, effective media practices and responsible news coverage.

Chapter One of the three episodes functions as an introductory chapter. The host will introduce World Without Borders, establish the tone of the episodes, explain the aim, and describe what the focus and future of the episodes will be. The importance of issues and youth participation will be highlighted, as well as an overview of how interconnected we all are globally. Chapter one will be about social responsibility and youth empowerment. A package on Athgo’s Third Annual Global Forum will be featured, followed by an interview with Dr. Armen Orujyan, the founder of Athgo International. The interview will focus on social responsibility and how the youth can better global conditions. A feature interview with Isha Kasule will follow.
Isha will speak about his initiative, *AfriDev*, and what inspired him as a youth to take action. Isha will talk about his aim, the challenges he has faced, and what support channels he has employed. The chapter will conclude with a closing note by the host, putting the issues into a personal perspective and encouraging the viewers to take the knowledge they have learned and translate it in the public sphere. The host will illustrate the many options youths have, and list several channels they may pursue.

Chapter two will begin with an introduction of the issue, Globalization and Sustainable Development. The introduction will lead into an interview with Gail Thalmann, an independent business owner who empowers African sustainable development, by providing jobs to women in Swaziland, purchasing their arts and crafts, and bringing them to the United States, where she sells them at tradeshows, and as a wholesaler. Gail will talk about her connection to Africa, why she does what she does, and what challenges she faces doing business with a Third World Country. This will be followed by a discussion on the non-profit organization that Thalman works with, *Gone Rural*.

Chapter Three is about Climate Change and Renewable Energy. Dr. Armen Orujyan will refer to his participation in climate change initiatives, as well as why it is important for young people to be concerned about these issues. Dr. Orujyan will explain what renewable energy is, and how Youths can get involved and make a difference. He will talk about the science behind climate change, and the future young people need to follow. Lastly, a coffeehouse discussion with four university students from different backgrounds and nationalities will take place. The students will discuss their opinions on climate change, what steps they are taking, and what they believe young people should be doing in terms of ‘going green’ and taking action. The chapter
will close with a conclusion from the host, over viewing the highlights from the chapter, and draw attention to the many resources available to young people.

*World Without Borders* effectively translates the rhetoric of the technical sphere into a language, which is befitting for youths in the personal sphere. The image events presented in the episodes spark rhetoric in the public sphere, as does the suggestions on how young people may take initiative. The public sphere is redefined as youths can communicate these technical issues in a colloquial rhetoric. However, as the youths become more knowledgeable on these topics, they may reenter the technical sphere. And as more youths become familiar with *World Without Borders*, there will be an increasing flow of youths creating rhetoric of these pressing international issues in the public sphere, and finally transitioning through to the technical sphere.

As we are referring specifically to youths in this text, they have the opportunity to grow into the technical sphere.

The chapters would also be made available to educational institutions and various non-profit organizations specializing in youth development. High schools and universities would have access to these videos online, as well as open forums attached to each chapter, in which young people can communicate, unite, and share ideas. This would ultimately bring about change purely by empowering youths, furnishing them with relevant information, and suggesting a platform from which they may continue the argument. If *World Without Borders* is successful, the youths of today will be prepared to combat global issues in all three spheres: personal, public, and technical. Youths have claimed the role of decision-makers and active participants in bringing about global change.
Limitations

There are several key issues that may impede the project, that need to be realized before implementing this design. Limitations may include technological hindrances, as well as communication barriers. Although the iGeneration is technologically savvy, not all youths have access to the Internet, and own personal computers, iPods, or iPhones.

Additionally, there is such an abundance of information on the Internet; it has to be ensured that World Without Borders is identified as a ‘one stop shop’ where fair, objective news with foundation information can be found in one location. The viewer return rate is something that needs to be assessed and monitored, as to ensure that the program is enticing young people, and sparking their interest in international affairs.

Effective communication channels need to be set up between the program administrators and the viewers. Open channels of discussion and commentary, such as the comment boxes found on Blogs and YouTube, will ensure that our viewers are given a voice. Additionally, there will be a link on the page, which will direct the user to a ‘Suggestion’ page, and allow them to suggest future show topics, ask a question, or comment on a past show.

As the show is being developed in an era where technological advancements are growing exponentially, it is difficult to keep up with the developments. The channels and media that we employ when developing and disseminating the shows will have to advance as new technology is created. Thus, the show will be an ever-evolving process, and a continuous challenge. Additionally, these developments within the digital world affect youth language in terms of message format delivering, and message packaging. In order to truly define the future of image events and argumentative practice, a study on the affect of media technology on the spheres of argumentation is necessary. A study on this would better our understanding of the complex role
generational language and trends play in our society, and how we can adapt our media to such specifications.
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