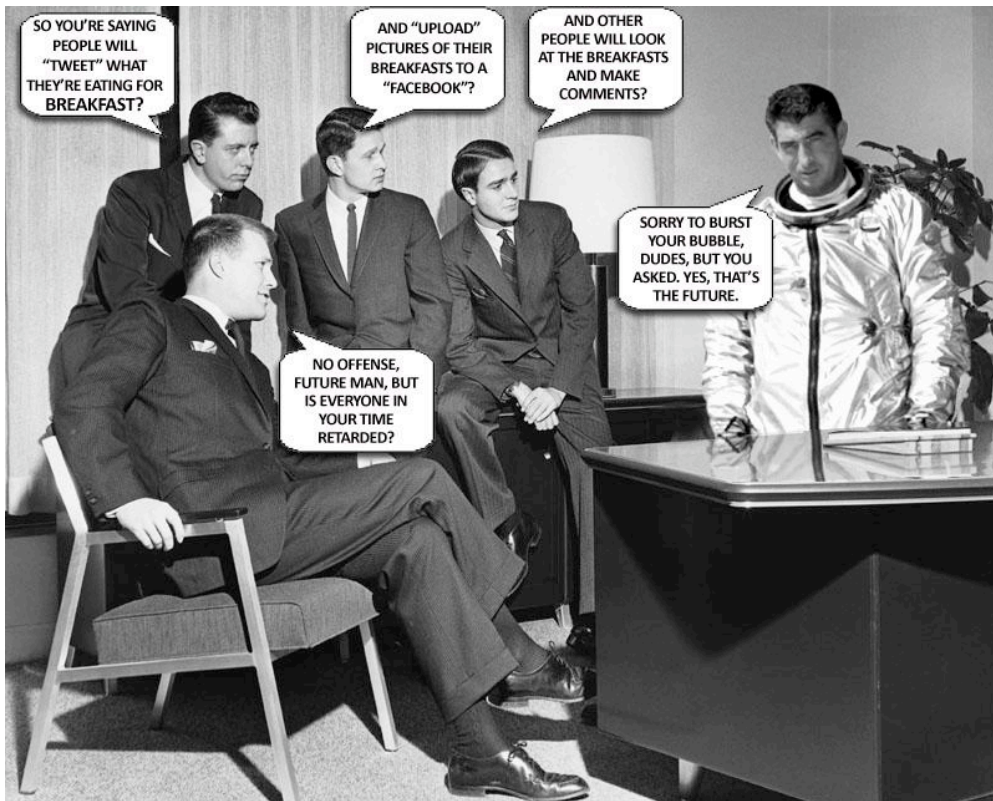


**Faculty of Arts and Social Sciences  
School of English, Media and  
Performing Arts**

**ARTS1091:  
Media, Society, Politics**

**Session 2 – 2010**



Future Man Cartoon by Jetpacks at <http://wheresmyjetpack.blogspot.com/>



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

# ARTS1091: Media, Society, Politics - SESSION 2 - 2010

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## STAFF CONTACT DETAILS

### Course Convener and Lecturer

**Helen Caple**

**Ph:** 9385 7735

**Email:** [helen.caple@unsw.edu.au](mailto:helen.caple@unsw.edu.au)

**Room:** 311Q Robert Webster, Level 3

**Consultation time:** Tuesday & Thursday 11am – 12pm

### Tutors:

**Scott Shaner** - [s.shaner@unsw.edu.au](mailto:s.shaner@unsw.edu.au)

**Rowan Tulloch** - [Rowan.Tulloch@unsw.edu.au](mailto:Rowan.Tulloch@unsw.edu.au)

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**Collin Chua** – [c.chua@unsw.edu.au](mailto:c.chua@unsw.edu.au)

**Consultation:** By Appointment.

Some tutors may be employed by the University on a casual basis. They will allocate an hour per week in which they will be available to reply to your enquiries via email or to meet with you at their discretion and by appointment.

### Course Email Address

Please send any correspondence, questions, comments to [arts1091hc@gmail.com](mailto:arts1091hc@gmail.com)

**Always include your full name, student ID number and Tutorial Section with any correspondence.**

### Course e-learning at Blackboard

All information regarding lectures, tutorials, assessment tasks, or any changes to the program during the semester etc will be provided at the course Blackboard site available at the following link: <http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>

The major form of correspondence with students will be via the UNSW email service. All students must ensure that they access this email address on a regular basis, or forward emails from UNSW to a preferred email address that is regularly accessed.

### Lecture Time and Location

**You must attend the lecture for which you are enrolled.**

**Lecture A:** Thursday 9:00 – 11.00am Rex Vowels Theatre

**OR**

**Lecture B:** Thursday 1:00 – 3.00pm Rex Vowels Theatre

## COURSE DETAILS

**Credits:** 6 UOC.

### Course Description

This course focuses on the complex relationship between media, society and politics by examining the ways in which information is mediated between social, cultural and political institutions. It develops a conceptual framework from which to analyse the dynamic technological and regulatory environment in which the media operates and to investigate the consequences of changes in these areas for journalists, politicians and ordinary citizens. Topics covered include but are not limited to media ownership and regulation; the media and society; the media and politics; the media and social movements; the politics of spin; censorship, freedom of speech/press; new media and democracy; global media and global politics. Australian cases and their comparison with other national/global material will be used throughout.

### Course Aims

**Media, Society, Politics** aims to:

1. develop students' understanding of the relationship between the media, society and politics.
2. provide a general grounding in Media Studies that is a prerequisite for upper level research in this field.
3. equip students with theoretical, conceptual, and analytical skills required for a sophisticated and independent analysis of media power and policy.
4. extend the student's level of new and networked media literacy in the service of independent and collaborative learning.

### Student Learning Outcomes

On satisfactory completion of **Media, Society, Politics** students will;

1. have developed strategies for an independent scholarly enquiry of media forms, technologies and culture.
2. have achieved a high level of media and information literacy.
3. be capable and practiced in the deployment of media and information technology in the service of independent research and collaboration.
4. have achieved a sophisticated approach to the analysis of media power, media policy, and the complex dynamics of the contemporary mediascape.

### Graduate Attributes

The Graduate Attributes developed in the course **Media, Society, Politics** include:

1. the skills involved in scholarly enquiry.
2. the ability to engage in independent and reflective learning.
3. information literacy - the skills to appropriately locate, evaluate and use relevant information.
4. the skills required for collaborative and multidisciplinary work.

## APPROACH TO LEARNING AND TEACHING

### Lectures

Lectures will take place every week for 12 weeks (starting in Week 1). They are at the following times and locations:

Lecture A: Thursday 9:00 – 11.00am Rex Vowels Theatre

**OR**

Lecture B: Thursday 1:00 – 3.00pm Rex Vowels Theatre

**You must attend the lecture for which you are enrolled.**

Although the theatre and class size are large, we still seek to make the lectures as interactive and engaging as possible. At times, you'll be encouraged to speak and ask questions, have your say, to offer ideas and participate in debates. We want you to see the lecture as a chance to think together not merely consume pre-packaged knowledge. So listen, reflect and get involved. The lecture slides will be available on the course Blackboard website after the lecture.

Lectures are compulsory. The examination questions will be based on the content covered in the lectures so you must engage with the lecture material.

### Tutorials

Tutorials are smaller groups where students have a chance to ask questions and verbalise their understanding of the course content with a member of the course staff present. You will also be given tasks and exercises to complete in class each week, so you'll need to check the course Blackboard website in advance of each tutorial. **Tutorials will commence in Week TWO.**

The aim of the tutorials is to encourage debate amongst students. It is through talking and discussion that ideas come alive and different perspectives become available to us. Teachers are there to help facilitate discussion and build a community of inquiry, not to give another lecture. So you need to be prepared before each meeting to play an active role in these discussions.

### Course Website and Online Learning

The course will be using the UNSW Blackboard e-learning environment for all official documentation and communication of course announcements, which can be accessed at the following link: <http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp>. The course outline, lecture slides, tutorial activities and assessment tasks can all be viewed at this site. Announcements (which may include vital information such as changes in assessment deadlines) will be posted on the Blackboard website and automatically sent to your UNSW email. You must ensure that this email address is regularly accessed or forwarded to another email account that you do access.

### Wiki

ARTS1090 introduced blogs as a means of developing your media and network literacy. ARTS1091 aims to augment that literacy with the use of a course Wiki where the work you do in your tutorial groups and for assessment will form part of a collaborative, published body of work based on your understanding and engagement with the content of this course. The Wiki can be viewed at: <http://arts1091.unsw.wikispaces.net/> More information on how we will develop the Wiki will be given in lectures and tutorials.

Students are encouraged to maintain their individual blogs throughout their studies as a means of demonstrating their developing understanding of the core concepts dealt with during the degree.

## ASSESSMENT

There will be FOUR pieces of assessment in this course, each focusing on developing different skills. Scholarly inquiry involves skills in reading, researching and writing. While all of you already have these skills, in this course we aim to develop them in relation to the specific demands and expectations of advanced intellectual analysis.

### Summary of Assessment Tasks

	Assessment	Length	Due Date	Weighting
1	<b>Group Assignment:</b> Global Media Mapping Project	1000 words	Monday 16 <sup>th</sup> August (Week 5)	20%
2	<b>Essay:</b> Issues of governance and privacy on Facebook	1500 words	Monday 18 <sup>th</sup> October (Week 13)	35%
3	<b>Wiki Participation</b>	varied	Ongoing – Weeks 2-13	10%
4	<b>Final Examination</b>	1 ½ hours - Long and short answer questions	To be confirmed	35%

### Referencing your Assignments

In all assessment tasks, any material or ideas taken from another source must be referenced in accordance with the Referencing Style Guidelines as outlined in the UNSW Assessment Policies. ARTS1091 follows the Harvard in-text system of referencing. Guidelines on how to reference according to this system can be found at: <http://www.lc.unsw.edu.au/onlib/pdf/harvard.pdf> and at: [http://www.lc.unsw.edu.au/onlib/pdf/elect\\_ref.pdf](http://www.lc.unsw.edu.au/onlib/pdf/elect_ref.pdf).

## Assessment Tasks in Detail

### Assessment 1: GROUP ASSIGNMENT: Global Media Mapping Project – 20%

**Completed in Groups. Students receive an individual grade. Groups for this assignment will be formed in Tutorials in Week 2. 1000 words, due Week 5, Monday 16<sup>th</sup> August by 4pm. Task to be completed on the ARTS1091 Wiki.**

The aim of this assessment task is to develop skills in researching information gathered from a wide variety of sources and collecting and organizing this information into a publishable form suitable for viewing by a wide audience on the ARTS1091 Wiki. Further, since this assessment task is to be completed in groups and submitted to the ARTS1091 Wiki, students are expected to foster a collaborative work ethic and to embrace the spirit and etiquette of working with a Wiki. This means that all members of the group should contribute to the core content on the Wiki, build on the work of other students, polish the expression of self and others, add relevant quotes/interpretations to own and others' work and create links and segues between different ideas.

#### **TOPIC: Media Ownership and Regulation**

The mass news media is one of the most powerful institutions in contemporary society and thus attracts strict regulation both at a government level and from within the industry itself. In many countries, like Australia, ownership of the media is also concentrated in the hands of a few, very influential media moguls.

- Research current media ownership and regulation in ONE country (to be assigned in Tutorials).
- Present your work in tables and/or paragraphs (see the example provided for Australia) in the ARTS1091 Wiki.
- Reference all materials taken from other sources according to the Harvard in-text referencing system, as indicated in the course outline.

### Assessment Criteria for Group Assessment 1: Global Media Mapping Project

#### **AT PAGE LEVEL:**

**Conveys comprehensive coverage of media ownership and regulation in the nominated country.**

(Contributions to wiki display who major media owners are, the forms of media they control and the major regulatory mechanisms in place to monitor that country's media.)

**Communicates in written form with precision, clarity and accuracy.** (Displays fluency in written communication. Organises material logically on the wiki for ease of reading by a wide audience.)

**Provides scholarly and accurate references.** (References and links [where available] provided for quotes that are used or added to the wiki. Use of scholarly research.)

#### **AT INDIVIDUAL LEVEL:**

**Displays teamwork and collaborative spirit.** (Builds on the work of own and other students, polishes the expression of others, adds relevant quotes/interpretations to others' work. Creates links and segues between different ideas.)

**More details on registering with the wiki for this assignment are available on Blackboard and will be repeated in the lecture and tutorials.**

**Assessment 2: ESSAY: Issues of Governance and Privacy on Facebook– 35%**

**1500 words, due Week 13 – Monday 18<sup>th</sup> October by 4pm. Hand in hard copy to School assessment boxes on Level 3 of the Webster Building (with cover sheet attached) AND soft copy to [empa.assessment@unsw.edu.au](mailto:empa.assessment@unsw.edu.au) also by the due date and time.**

**Background:**

Facebook’s mission statement reads: “Facebook’s mission is to give people the power to share and make the world more open and connected” (Facebook Info 2010). Quite often, however, Facebook users find that they are connecting and sharing with people who are not in their lives. Indeed, in recent times, Facebook has been faced with very serious allegations concerning issues of cyber-crime, which bring into question this site’s policies concerning privacy and governance. Australian citizens, who were subjected to identity fraud in Israel, then had journalists in Australia reveal their identities by accessing images on their Facebook pages. In another example, raunchy images posted on two Queensland teachers’ Facebook pages sparked an investigation into allegations of ‘misconduct’ as a result of these images being ‘publicly’ available (Warwick Daily News 2010).

**Essay Question:**

Existing regulations provided by Facebook do not provide sufficient protection for its members; the only way forward is for government regulation to protect the privacy of social network users. Discuss this statement in relation to Facebook’s privacy policy and other existing frameworks on privacy and media.

**Assessment Criteria for Assessment 2: ESSAY**

<p><b>Conveys comprehensive coverage of issues of governance and privacy for the social networking site Facebook.</b> (Clearly draws on current Facebook Privacy Policy, as well as on other relevant privacy policies/laws and assesses the effectiveness of such policies in relation to protecting social networking site users.)</p>
<p><b>Communicates in written form with precision, clarity and accuracy.</b> (Displays fluency in written communication. Organises ideas into paragraphs with clear signposting and cohesion between ideas.)</p>
<p><b>Provides scholarly and accurate references.</b> (References are provided for all quotes that are used and are formatted according to Harvard Referencing Guidelines. Use of scholarly research.)</p>

**Referencing your Assignments**

ARTS1091 follows the Harvard in-text system of referencing. Guidelines on how to reference according to this system can be found at: <http://www.lc.unsw.edu.au/onlib/pdf/harvard.pdf> and at: [http://www.lc.unsw.edu.au/onlib/pdf/elect\\_ref.pdf](http://www.lc.unsw.edu.au/onlib/pdf/elect_ref.pdf).

### Assessment 3: Wiki Participation – 10%

The grade for participation in ARTS1091 will be made up of the contributions you make to the course Wiki.

#### What is Wiki Participation?

During the semester each tutorial section will have a designated week when students in that section are expected to make major contributions to the course Wiki. **Your tutor will tell you which week you are specifically required to contribute.** By ‘major contribution’ we mean that you **add new, original content** to the pages (listed below) in the Wiki. Where you are taking information from another source, we expect you to clearly reference that material. Where you do not reference the work of other authors, or submit work of an unacceptable quality, your contribution will be removed from the Wiki and will not count towards this grade.

**Minor changes/edits** - this means minor changes to formatting/layout, spelling, grammatical errors, references formatting to an existing entry in the course Wiki and can be made at any point during the semester, as long as other students are not working on the same page at the same time and where there is a danger that you may overwrite their contribution. Please take extra care when editing the work of others and ensure that you **only correct minor errors** and do not significantly change another person’s work, or remove/delete it from the Wiki entirely.

All contributions should be **SAVED** according to the same criteria as stated in Assignment 1. Always save your contribution with a comment, indicating the nature of your contribution. Failure to do so will mean that your tutor will not be able to assess the quality of your contribution and thus may not give you the grade you deserve for your work.

The pages you are specifically invited to contribute to are:

1. **Glossary** – on this page you are invited to submit definitions of key terms/concepts that you have been introduced to in this course. Be sure to put them in the right section (listed alphabetically).
2. **In the Media** – on this page you are invited to contribute links to articles you have read in relation to the core concepts that are under discussion in this course. You should also provide a short synopsis of the main argument the text is making.
3. **Featured Content** - This is a free page, established to allow you to decide what you would like to contribute and in what format. You may, for example, choose to take up some of the key concepts introduced in the course ARTS1091 and start a discussion. It is up to you to determine how it evolves.
4. **Key Thinkers** – on this page you can add biographies of the key theorists whose ideas are drawn on in this course. You can also summarise the key contributions these scholars have made to their respective fields.

Also, if you would like to suggest the creation of an additional page to this Wiki, for contributions that you feel are missing and important to include, please email your suggestion to the course email ([arts1091hc@gmail.com](mailto:arts1091hc@gmail.com)) and if approved you will be invited to set up and start contributing to this page.

In general, students should be aware that there will inevitably be some technical glitches with the media technologies we will be engaging with during this course. Also, there will be many students attempting to access this Wiki at different stages during the course. You should be aware of times when other students are working on the same page, or who have already made a contribution similar to the one that you would like to make. In such cases, you should wait until the other person has finished on the page, then read their work and see how you can add to this, maybe by providing a definition from another source or perspective, or add a referenced quote that will enhance understanding of the key concept at stake. Illustrations can also be added to existing entries, where you deem it appropriate. Under no circumstances are you to delete the work of another student.

**Other ways in which you are expected to participate:**

**In Tutorials:**

You are expected to come to your tutorials ready and willing to engage with the content of the previous week’s lecture. This means that you should complete any associated readings BEFORE you attend the tutorial and have questions, discussion points ready for your tutor and peers to engage with. You are also encouraged to bring along any examples (media texts, references, links) that you have encountered relating to the core ideas under discussion in the course that you think may assist the group’s understanding of key ideas and concepts. (Such contributions can also be added to the course Wiki – see below.) Some weeks, specific tasks may be distributed for completion before the next tutorial. Your tutors will inform you of this on a weekly basis.

**Assessment Criteria for Assessment 3: Wiki Participation**

<p><b>QUALITY:</b>  <b>Wiki Participation-MAJOR:</b>          Makes a major contribution to the content pages in the Wiki by providing new, original content to enhance understanding of the core concepts in this course.</p>
<p><b>Wiki Participation-MINOR:</b>          Makes minor changes or improvements to the content pages in the Wiki that enhance the overall professional appearance of the wiki.</p>
<p><b>DEGREE OF PARTICIPATION:</b>  <b>Wiki Spirit:</b>          Engages with the collaborative spirit of the Wiki and respects the contributions of self and others as adding to the scholarly environment of this course [demonstrated in the ways in which you enhance the work of self and others].</p>

#### **Assessment 4: FINAL EXAMINATION – 35%**

**Venue and date TBA. 10 short-answer questions. 1 ½ hours.**

The content drawn upon in this assessment task will be taken from the Lecture content and course textbook. The exam will consist of a range of questions taken specifically from the lecture content. They will be in the form of short answer questions requiring 1-2 paragraph answers. More details on the exam time and location will be given during the semester and posted on the Blackboard site. In the final tutorials, we will be practicing some of the types of questions that may appear in the exam.

ALL students must complete the final examination. Students are reminded that in accordance with EMPA Assessment Policies, **you must complete a serious attempt at all FOUR assessment components in order to be eligible to pass this course.**

#### **Submitting your Assignments**

A hard copy of **Assessment 2: ESSAY** should be submitted by the due date and time to the EMPA assessment boxes on Level 3 of the Robert Webster Building. This copy of your assessment should have the correct cover sheet attached. Cover sheets are available at the 'drop zone' on Level 3. You must also submit an electronic copy of Assessment 2 to [empa.assessment@unsw.edu.au](mailto:empa.assessment@unsw.edu.au).

The other assignments will be completed either on the course Wiki or under examination conditions.

#### **ASSESSMENT POLICIES**

- You must complete a serious attempt at all FOUR assessment components in order to be eligible to pass this course.
- As per the Policies of the School of English, Media and Performing Arts, you must attend 80% of all your classes in order to be eligible to pass this course.
- Late penalties, 2% per day late, are enforced where students submit assignments after a deadline without special consideration.

#### **Other Policies of the School of English, Media and Performing Arts**

It is absolutely essential that students read the policies of the School of English, Media and the Performing Arts. They have prepared a document titled *Essential Information for all EMPA Students*, which can be downloaded at:

[http://empa.arts.unsw.edu.au/media/File/ESSENTIAL\\_INFORMATION\\_FOR\\_ALL\\_STUDENTS.pdf](http://empa.arts.unsw.edu.au/media/File/ESSENTIAL_INFORMATION_FOR_ALL_STUDENTS.pdf)

This document contains detailed information regarding the following School-wide policies and processes:

- UNSW CATEI (Course Evaluation and Teaching Feedback and Improvement Process)
- Equity and Diversity
- Occupational Health and Safety Policies and Expectations
- The UNSW Statement of Graduate Attributes
- Essay Writing and Support Services
- Referencing Systems
- Class Attendance
- Late Work
- Extension Procedure
- Special Consideration
- Procedures for Submitting Assignments
- Academic Honesty and Plagiarism

In particular, you should familiarise yourself with the Plagiarism Policy within ELISE training. Further information on this and other issues regarding academic writing/study can be found on The Learning Centre website at [www.lc.unsw.edu.au/](http://www.lc.unsw.edu.au/).

## REQUIRED READINGS

There is a prescribed (compulsory) text book for this course available from the UNSW bookshop.

Errington, W & Miragliotta, N 2007, *Media & Politics: An Introduction*, Oxford University Press, Melbourne.

This text will be supplemented by readings sourced from the web or in electronic form from the library.

### Highly Recommended:

Students may find it helpful to engage with current debate on the relationship between politics, the media and society as it is presented in the popular press. A magazine that frequently engages with this debate is *The Monthly* - a national magazine of politics, society and the arts that began in 2005 [<http://www.themonthly.com.au/>]. The *Quarterly Essay* is another Australian publication that may prove a useful resource.

### Additional Reading List

Curran J & Gurevitch M (eds) 2000, *Mass Media and Society*, 3<sup>rd</sup> edition, Arnold, London.

Manne, R & McKnight, D (eds) 2010, *Goodbye to all that? On the Failure of Neo-liberalism & the Urgency of Change*, Black Inc. Agenda, Melbourne.

McKnight, D 2005, *Beyond Right and Left*, Allen & Unwin, Sydney.

McQuail, D 2010, *McQuail's Mass Communication Theory*, 6<sup>th</sup> edition, Sage, London.

Schirato, T, Buettner, A, Jutel, T & Stahl, G 2010, *Understanding Media Studies*, Oxford University Press, Oxford/New York.

Watson, J 2008, *Media Communication: An Introduction to Theory and Process*, 3<sup>rd</sup> edition, Palgrave Macmillan, Basingstoke.

## COURSE EVALUATION AND DEVELOPMENT


Periodically student evaluative feedback on the course is gathered, using among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

## STUDENT SUPPORT SERVICES

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the EADU 9385 4734. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made. Further information can be found at:

<http://www.studentequity.unsw.edu.au/content/Services/Disabilityservices.cfm?ss=2>

## COURSE SCHEDULE AND ASSESSMENT DUE DATES - SUMMARY

Week	Date:	Lecture Topic:	Tutorial:	Assessment:
<b>1</b>	19 JULY	Introduction – Establishing the field		<b>Students to be enrolled in course WIKI</b>
<b>2</b>	26 JULY	Australian Media Landscape - Policy - Ownership	<b>**Intro to assignment 1 – groups &amp; countries</b>	<b>Begin Assignment 1</b> Ongoing Wiki participation and tutorial discussion
<b>3</b>	2 AUG	The Media and Society - Audience Studies	The Australian Media – shrinking or specialising?	Ongoing Wiki participation and tutorial discussion
<b>4</b>	9 AUG	The Media and Society - Effects and Ideology - Climate Change	Who are we?	Ongoing Wiki participation and tutorial discussion
<b>5</b>	16 AUG	The Media and Politics - Governance	Wash me green!	<b>ASSIGNMENT 1 DUE</b>
<b>6</b>	23 AUG	The Media and Politics - 4 <sup>th</sup> Estate - Neo-liberalism	Big Brother or Brother Big?	Ongoing Wiki participation and tutorial discussion
<b>7</b>	30 AUG	Liberalism and Press Freedom Guest Lecture: Prof David McKnight	Watchdog or lapdog?	Ongoing Wiki participation and tutorial discussion
<b>MID-SEMESTER BREAK</b>				
<b>8</b>	13 SEPT	Gaming & Policy Guest Lecture: Rowan Tullock	Freedom at any price?	Ongoing Wiki participation and tutorial discussion
<b>9</b>	20 SEPT	Social Media – Policy & Regulation - Facebook	Playing by any rules?	Ongoing Wiki participation and tutorial discussion
<b>10</b>	27 SEPT	Setting the Agenda & Public Relations - Agenda setting - Spin	Don't Facebook Me!	<b>Begin Assignment 2</b> Ongoing Wiki participation and tutorial discussion
<b>11</b>	4 OCT	Internet Cultures Guest Lecture: Prof Gerard Goggin	Spin me a good yarn	Ongoing Wiki participation and tutorial discussion
<b>12</b>	11 OCT	Media Futures/Going Global // Wrap-up	Policing cyberspace	Ongoing Wiki participation and tutorial discussion
<b>13</b>	18 OCT		<b>EXAM PREPARATION</b>	<b>ASSIGNMENT 2 DUE</b>

**\*\*Please remember that Tutorials commence in Week 2 and relate to the previous week's topic.**

## COURSE SCHEDULE AND READINGS

Week 1	Beginning: 19 July
<b>Introduction – Establishing the field</b>	
<p><b>Lecture:</b> The media play an important role in all facets of social, political, economic and cultural life. Indeed, the relationship between the media, society and politics is a complex one and can be approached from a number of theoretical positions. Key theories underpinning this course will be introduced in this first lecture.</p>	
<p><b>Readings:</b> Errington, W &amp; Miragliotta, N 2007, <i>Media &amp; Politics: An Introduction</i>, Oxford University Press, Melbourne. <b>CHAPTER ONE: 'The liberal democratic tradition and Australia's media: An Introduction, pp.1-16.</b> Watson, J 2008, <i>Media Communication: An Introduction to Theory and Process</i>, 3<sup>rd</sup> edition, Palgrave Macmillan, Basingstoke. <b>CHAPTER ONE: 'Setting the scene: media in context', pp.13-40.</b></p>	

Week 2	Beginning: 26 July
<b>The Australian Media Landscape</b>	
<p><b>Lecture:</b> A free and independent media is said to be crucial to our conception of democracy. In this lecture we take the ownership and regulation of Australia's media as a starting point and discuss issues of policy governing the media industry and the kinds of relationships that are developed between media owners, the government and society.</p>	
<p><b>Readings:</b> Errington, W &amp; Miragliotta, N 2007, <i>Media &amp; Politics: An Introduction</i>, Oxford University Press, Melbourne. <b>CHAPTER FOUR: 'The news media in action: pawn, villain or saint? pp.60-79.</b> <b>AND – CHAPTER EIGHT: 'New developments in media ownership', pp.139-159.</b></p>	

Week 3	Beginning: 2 <sup>nd</sup> August
<b>The Media and Society – Audience</b>	
<p><b>Lecture:</b> The media are of little use if there is no one to watch them, no one to supply them and no one to monitor and regulate their use. In this lecture we focus on one aspect of this relationship - media audiences - and demonstrate the ways in which audience is theorised in media studies. We will then relate this to the wider context of media and governance as introduced in Week 2.</p>	
<p><b>Readings:</b> Errington, W &amp; Miragliotta, N 2007, <i>Media &amp; Politics: An Introduction</i>, Oxford University Press, Melbourne. <b>CHAPTER TWO: 'An overview of the Australian media: the actors, institutions and processes', pp.17-39.</b> Schirato, T, Buettner, A, Jutel, T &amp; Stahl, G 2010, <i>Understanding Media Studies</i>, Oxford University Press, Oxford/New York. <b>CHAPTER FIVE: 'Media audiences', pp.92-109.</b></p>	

Week 4	Beginning: 9 <sup>th</sup> August
<b>The Media and Society – Effects &amp; the Discourses of Climate Change</b>	
<p><b>Lecture:</b>            One of the reasons why governments prohibit and restrict certain media content is because the media is said to possess the power to shape our ideas, beliefs and behaviour. Media Effects argues that the public often receives media content uncritically, hence the simple equation ‘watching violence on screen = violent behavior off screen’. But is it really as straight forward as this?            We will also examine the debate around climate science and the ideologies underpinning arguments for and against.</p>	
<p><b>Readings:</b>            Errington, W &amp; Miragliotta, N 2007, <i>Media &amp; Politics: An Introduction</i>, Oxford University Press, Melbourne.  <b>CHAPTER THREE: ‘The public and media: couch potatoes or rational consumers?’ pp.40-59.</b>            McKewon, E 2009, ‘Resurrecting the war-by-media on climate science: Ian Plimer’s <i>Heaven + Earth</i>’, in T Cullen (ed), <i>Journalism Education in the digital age: Sharing strategies and experiences</i>. Journalism Education Association of Australia Conference, Perth, WA.            Balnaves, M, Hemelryk Donald, S &amp; Shoesmith, B 2009, <i>Media Theories and Approaches: A Global Perspective</i>, Palgrave Macmillan, New York. <b>CHAPTER FIVE: ‘Classics in media and ideology’, pp.84-107.</b>            Nash, C &amp; Bacon, W 2006, ‘Reporting sustainability in the English-language press of Southeast Asia’, <i>Pacific Journalism Review</i>, 12(2): 106-135.</p> <p><b>Further reading:</b>            Boykoff, MT &amp; Timmons Roberts, J 2007, <i>Media Coverage of Climate Change: Current Trends, Strengths and Weaknesses</i>, Human Development Report Office Occasional Paper, United Nations Development Programme.</p>	

Week 5	Beginning: 16 <sup>th</sup> August
<b>The Media and Politics – Governance</b>	
<p><b>Lecture:</b>            It is said that the press always takes on the form and colouration of the social and political structures within which it operates. Indeed, politico-economic influences on news production are unavoidable. They affect the basic resources journalists have available to them and set the boundaries of what journalists can print and broadcast. In this and the following two lectures we explore the complex relationship between the media and the state and examine the implications this relationship has for the ordinary citizen.</p>	
<p><b>Readings:</b>            Errington, W &amp; Miragliotta, N 2007, <i>Media &amp; Politics: An Introduction</i>, Oxford University Press, Melbourne.  <b>CHAPTER SIX: ‘The permanent campaign’, pp.100-118.</b>            Campbell, V 2004, <i>Information Age Journalism</i>, Arnold, London. <b>CHAPTER TWO: ‘Journalism and the State’, pp.28-53.</b>            McQuail, D 2010, <i>McQuail’s Mass Communication Theory</i>, 6<sup>th</sup> edition, Sage, London. <b>CHAPTER NINETEEN: ‘News, public opinion and political communication’, pp.504-535.</b></p>	

Week 6	Beginning: 23 <sup>rd</sup> August
<b>The Media and Politics – Fourth Estate</b>	
<p><b>Lecture:</b> The principle democratic role of the media is to act as a check on the state. It should monitor the full range of state activity, and fearlessly expose abuses of official authority. This is essentially the notion of the media as watchdog or <i>Fourth Estate</i>. However, media organisations today are big business and this has implications on the extent to which they are able to fulfill this watchdog role. This lecture continues to explore this complex relationship between governments, economic forces, the media and the citizens they purport to serve.</p>	
<p><b>Readings:</b> Curran, J 2000, 'Rethinking media and democracy', in J Curran &amp; M Gurevitch (eds), <i>Mass Media and Society</i>, 3<sup>rd</sup> edition, Arnold, London, pp.120-154. Schultz, J 1998, <i>Reviving the Fourth Estate: Democracy, Accountability and the Media</i>, Cambridge University Press, Cambridge. <b>CHAPTER ONE: 'Redefining the Fourth Estate', pp.15-22.</b></p>	

Week 7	Beginning: 30 <sup>th</sup> August
<b>GUEST LECTURE: Liberalism and Press Freedom, Professor David McKnight</b>	
<p><b>Lecture:</b> Where did the modern ideals of liberalism and 'freedom of the press' originate? Have they been destroyed by the emergence of powerful media conglomerates or the growth of entertainment-based journalism? These are some of the questions that will be tackled in this week's lecture on Liberalism and Press Freedom.</p>	
<p><b>Readings:</b> Keane, J 1991, <i>The Media and Democracy</i>, Polity, London. <b>CHAPTER ONE: 'Liberty of the Press', pp.1-50.</b></p>	

Week 8	Beginning: 13 <sup>th</sup> September
<b>GUEST LECTURE: Gaming and Policy, Rowan Tulloch</b>	
<p><b>Lecture:</b> This lecture will explore the complex and controversial issue of video game classification in Australia. The debate around whether video games should have an R18+ rating reflects deep seated anxieties surrounding youth culture's use of the media, as well as the inherent difficulties of classifying interactive material where numerous different engagement experiences are possible. This lecture will deconstruct the assumptions made by both sides of this debate and look at how the arguments being made embody broader tensions within contemporary media policy.</p>	
<p><b>Readings:</b> Errington, W &amp; Miragliotta, N 2007, <i>Media &amp; Politics: An Introduction</i>, Oxford University Press, Melbourne. <b>CHAPTER SEVEN: 'The proscription and prescription of media content', pp.119-138.</b> Hjorth, L 2010, 'Computer, online and console gaming', in S Cunningham &amp; G Turner, <i>The Media &amp; Communications in Australia</i>, 3<sup>rd</sup> Edition, Allen &amp; Unwin, Crows Nest, pp.259-272. Chiappini, D 2008, <i>Censory Overload: An in-depth look at Australian video game classification</i>, Gamespot, accessed 18 June 2010, &lt;<a href="http://au.gamespot.com/features/6188493/index.html">http://au.gamespot.com/features/6188493/index.html</a>&gt;</p>	

Week 9	Beginning: 20 <sup>th</sup> September
<b>Social Media – Facebook: A Case Study</b>	
<b>Lecture:</b> Social media can generally be defined as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and allow the creation and exchange of User Generated Content” (Kaplan & Haenlein 2010: 61). With more than 400 million active users, Facebook is by far the largest social networking site. In this lecture we examine the ways in which user generated content may be contributing to the media landscape and how large corporations may be exploiting the collection of large amounts of personal data in social networking sites like Facebook.	
<b>Readings:</b> Boyd, D 2007, ‘Social Network Sites: Public, Private or What’, <i>Knowledge Tree</i> , vol. 13, pp. 4-10. Ibrahim, Y 2008, ‘The new risk communities: Social networking sites and risk’, <i>International Journal of Media &amp; Cultural Politics</i> , vol. 4, no. 2, pp. 254-253. Kaplan, AM & Haenlein, M 2010, ‘Users of the world, unite! The challenges and opportunities of Social Media’, <i>Business Horizons</i> , vol. 53, pp. 59-68.	

Week 10	Beginning: 27 <sup>th</sup> September
<b>Setting the Agenda &amp; Public Relations</b>	
<b>Lecture:</b> One of the roles of the media is to allow communication between citizens and their representatives. Decisions regarding <i>what</i> gets communicated and <i>how</i> that is then communicated, however, do not always reside in the hands of the media or indeed in hands of our elected representatives. In this lecture we explore the notion of agenda setting and role played by public relations in the dissemination of information.	
<b>Readings:</b> Errington, W & Miragliotta, N 2007, <i>Media &amp; Politics: An Introduction</i> , Oxford University Press, Melbourne. <b>CHAPTER FIVE: ‘The politics of spin’, pp.80-99.</b> McCombs, ME 2004, <i>Setting the Agenda: The Mass Media and Public Opinion</i> , Polity, Oxford. <b>CHAPTER THREE: ‘How agenda setting works’, pp. 36-52.</b>	

Week 11	Beginning: 4 <sup>th</sup> October
<b>GUEST LECTURE: Internet Cultures, Professor Gerard Goggin</b>	
<b>Lecture:</b> An excellent example of the issues in contemporary media, politics and society can be found in Internet cultures and how they are regulated. To explore this, this lecture discusses the great Australian Internet filtering experiment — and the insights afforded by the furious debate it has caused.	
<b>Readings:</b> McLelland, M 2010, ‘Australia’s proposed internet filtering system: its implications for animation, comics and gaming (acg) and slash fan communities’, <i>Media International Australia</i> , vol. 134, pp.7-19. Lumby, C, Green, L & Hartley, J 2010, <i>Untangling the Net: The Scope of Content Caught By Mandatory Internet Filtering</i> , Submission to the Federal Government of Australia. (Please Read the Executive Summary and pages 1-14.)	

Week 12	Beginning: 11 <sup>th</sup> October
<b>Media Futures – Going Global</b>	
<p><b>Lecture:</b> Continuing on from last week’s lecture on internet cultures and the ways in which governments like Australia’s are attempting to control it, in this final lecture we examine where new media are likely to take us in the coming years. We draw together the complex relationships that have been highlighted in this course between media, society and politics and determine whether we are now better positioned to answer the question “who are the winners and losers in this relationship?”</p>	
<p><b>Readings:</b> Errington, W &amp; Miragliotta, N 2007, <i>Media &amp; Politics: An Introduction</i>, Oxford University Press, Melbourne. <b>CHAPTER TEN: ‘New media and the prospects for democracy’, pp.182-201.</b> <b>AND - CHAPTER ELEVEN: ‘Global politics, global media’, pp.202-221.</b></p>	

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