School of the Arts and Media

ARTS1091: Media, Society, Politics

COURSE OUTLINE

SEMESTER 2, 2015
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# Course Schedule

| Week 1 27-31 July | **Lecture:** Studying media, society, politics: an introduction  
**No Tutorials** this week. |
|-------------------|---------------------------------------------------------------|
| **Week 2 3-7 August** | **Lecture:** Media texts, media effects  
**Tutorial:** *Studying media, society, politics* |
| **Week 3 10-14 August** | **Lecture:** Media audiences, media effects  
**Tutorial:** *Media texts, media effects* |
| **Week 4 17-21 August** | **Lecture:** The political economy of the media  
**Tutorial:** *Media audiences, media effects* |
| **Week 5 24-28 August** | **Lecture:** Agenda setting: media, framing, and power  
**Tutorial:** *The political economy of the media* |
| **Week 6 31 Aug-4 Sep** | **Lecture:** Liberalism and ‘freedom of the press’  
**Tutorial:** *Agenda setting: media, framing, and power*  
**Short Essay**  
**Discussion Papers begin** |
| **Week 7 7-11 September** | **Lecture:** Digital democracy: politics and the Internet  
**Tutorial:** *Liberalism and ‘freedom of the press’* |
| **Week 8 14-18 September** | **Lecture:** Media convergence: from mass to networked communication  
**Tutorial:** *Digital democracy: politics and the Internet* |
| **Week 9 21-25 September** | **Lecture:** Who controls the Internet?  
**Tutorial:** *Media convergence: from mass to networked communication* |
| **28 Sep-2 Oct** | **Non-Teaching Break** |
| **Week 10 6-9 October** | **Lecture:** New media, sociality, policy, and ethics: young people and sexting  
**Tutorial:** *Who controls the Internet?* |
| **Week 11 12-16 October** | **Lecture:** Social media and contemporary sociality  
**Tutorials:** *New media, sociality, policy, and ethics: young people and sexting* |
| **Week 12 19-23 October** | **Lecture:** The impact and implications of WikiLeaks  
**Tutorial:** *Social media and contemporary sociality* |
| **Week 13 26-30 October** | **No Lecture** this week.  
**Tutorial:** *The impact and implications of WikiLeaks*  
**Research Portfolio** |

*For a more detailed overview, refer to pp. 15-20 of this Outline.*
STAFF CONTACT DETAILS

Course Convener
Collin Chua
Email: C.Chua@unsw.edu.au
Tel: 9385 5988
Office: Robert Webster Building, Level 2, Room 231C
Consultation time: Tuesday 10am-12pm (or email to make an appointment)

Teaching Staff
Baylee Brits: bayleebrits@gmail.com
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Roanna Gonsalves: roannag@gmail.com
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Ava Parsemain: l.parsemain@unsw.edu.au
Luke Sharp: l.sharp@unsw.edu.au

Email Correspondence for the Course
Send any questions, comments, or correspondence about the course to the course convener, at C.Chua@unsw.edu.au. If you have inquiries about the course you wish to make directly, please see the convener during consultation hours.

You should include your full name, student ID number and Tutorial Section with any correspondence, as staff frequently teach across different subjects, and for more than one class.

Any information regarding the course will be sent via the UNSW email service. You should ensure that you access this email address on a regular basis, or forward emails from UNSW to a preferred email address that is regularly accessed, as otherwise you may miss out on important information.

Course Readings
As part of the course, you are expected to set aside several hours each week to read the course materials.

The readings for the course will all be available online, via the course Moodle site. (See page 7 of this Outline, ‘Course Website and Online Resources’.)

You are expected to keep up with the course readings for each week, or you will struggle to pass the course.
Lectures

Lectures start in Week 1, and will run every week (except for the non-teaching break), with the final lecture in Week 12.

The lecture is on Wednesday, 11am-1pm, at the Clancy Auditorium.
(If you are unsure where this auditorium is located, you can refer to the campus map here: [http://www.facilities.unsw.edu.au/sites/all/files/KENC_Campus_July14.pdf](http://www.facilities.unsw.edu.au/sites/all/files/KENC_Campus_July14.pdf), where the auditorium can be located at C24.)

Lecture summary slides will be available on the course Moodle website after each lecture. Lecture recordings will also be available on the course Moodle site, via the Echo360 link.

According to Faculty policy, attendance at lectures is compulsory, counting towards your 80% attendance requirement.

Lectures provide material not necessarily covered in the weekly readings, and you will find it difficult to do well in the course if you do not attend regularly.

Tutorials

Tutorials will commence in Week TWO (there are NO tutorials in Week 1 for this course). You will need to attend the tutorial you are officially enrolled in, as otherwise your grade will not be correctly processed.

Tutorials are aimed at providing a smaller, more interactive environment to discuss and work with key concepts and material that are introduced in the lectures and the required readings for the course.

All students are expected to come each week to both lectures and tutorials well prepared with notes on the readings and any ideas or issues they want to pursue. The readings are intended to be thought provoking, and you will need to devote at least 2-3 hours per week to preparation. If you do not keep up with the readings you will find it very difficult to pass the course.

You are expected to come to tutorials prepared to engage with each other and your tutor, working through key issues from the course material that you would like to take up and discuss further.

Teaching and Learning Rationale

This is a level 1 course, and is aimed at providing foundational skills and competencies that will be needed in level 2 and 3 courses, where these skills and competencies will be further developed. The course will allow students to establish their skills in higher order analysis and self-directed learning.

Both lectures and tutorials will be open to dialogue with the aim of exploring the readings and related questions in a collaborative and rigorous way. The course is aimed at building productive and lively communities of inquiry in both lectures and tutorials.

This course is NOT about rote learning, but involves actively thinking about and engaging with a number of key issues, developments, concepts, perspectives, and debates. Students are expected to take control of their own learning, rather than passively expect information to be delivered to them.
Introduction to the Course

This course focuses on the complex relationships between media, society and politics, by examining the ways in which information is mediated between social, cultural and political institutions. Towards this, the course will offer an introduction to Media Studies as a discipline.

Topics covered include but are not limited to: the media’s impact on society; the media’s role in politics; media ownership and regulation; the media and social movements; the politics of spin; censorship, freedom of speech/press; new media and democracy; global media and global politics.

COURSE DETAILS

Credits: 6 UOC.

Course Aims

1. Provide a deeper understanding of the relationships between the media, society and politics.
2. Establish an introduction to and grounding in Media Studies, which is a prerequisite for upper level research in this field.
3. Hone the theoretical, conceptual, and analytical skills required for a sophisticated and independent analysis of media power and policy.
4. Build upon existing levels of media literacy in the service of independent and collaborative learning.

Student Learning Outcomes

On satisfactory completion of the course, students will:

1. have achieved a sophisticated approach to the analysis of media power/policy in relation to the complex social and political dynamics of the contemporary mediascape;
2. have achieved a high level of media and information literacy;
3. have developed strategies for supervised scholarly enquiry of media power and policy;
4. be capable and practiced in the deployment of media and information technology in the service of independent and collaborative research.

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.
Attendance Requirements

You are required to attend the lectures and tutorials. In accordance with Faculty policy, if you miss more than 2 tutorials, or more than 2 lectures, you will fail the course due to lack of sufficient attendance.

Course Website and Online Resources

The course is supported by the UNSW Moodle website, which you can access at: https://moodle.telt.unsw.edu.au.

The Course Outline, lecture slides, and assessment tasks can all be viewed at this site. Announcements (which may include important information such as changes in assessment deadlines or any changes in the schedule) will be posted on the Moodle website and automatically sent to your UNSW email.

If you have difficulty using the Moodle environment or tools, please contact External TELT support.
Email: externalteltsupport@unsw.edu.au
Tel: (02) 9385 3331

Course Evaluation

Your feedback gathered from the CATEI surveys at the end of the session offers valuable input. Your experiences and suggestions are important, and there is always room for improvement in terms of content and teaching strategies.

Essential Information for Students

A webpage with essential information about UNSW policy and guidelines for SAM students can be accessed at: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/.

In this document, you will find important information on the following:

- Essay Writing Support Services
- Policies Regarding Late Work
- Procedure for Applying for Extensions
- Procedure for Applying for Special Consideration
- Procedures for Submitting Assessments
- Policy on Academic Honesty and Plagiarism

If you have not yet read this document, it is recommended that you take the time to do so. Some of the information available in this document will be summarized here in this Course Outline.
ASSESSMENT SUMMARY

There will be THREE pieces of assessment in this course, which primarily aim to further develop your skills in reading, researching and writing. While all of you already have these core competencies, in this course we will aim to develop them in relation to the specific demands and expectations of academic analysis.

Summary of Assessment Tasks *(Refer to pp. 10-12 for further details.)*

<table>
<thead>
<tr>
<th>Task</th>
<th>Length</th>
<th>Due Date</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Short Essay</td>
<td>1,000</td>
<td>Friday 28 August (Week 5)</td>
<td>20%</td>
</tr>
<tr>
<td>2 Discussion Paper</td>
<td>1,500</td>
<td>As allocated by your tutor, Weeks 6-13.</td>
<td>30%</td>
</tr>
<tr>
<td>3 Portfolio</td>
<td>3,000 words</td>
<td>Sunday 1 November (Week 13)</td>
<td>50%</td>
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Assessment Tasks – Student Learning Outcomes and Graduate Attributes

<table>
<thead>
<tr>
<th>Task</th>
<th>Learning Outcomes</th>
<th>Graduate Attributes</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Short Essay</td>
<td>1, 3, 4</td>
<td>1, 2, 3</td>
<td>20%</td>
</tr>
<tr>
<td>2 Discussion Paper</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>30%</td>
</tr>
<tr>
<td>3 Portfolio</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>50%</td>
</tr>
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ASSESSMENT POLICIES

- You must complete a serious attempt at ALL assessment components in order to be eligible to pass this course.
- As per the Policies of the School of the Arts and Media, you must attend 80% of ALL classes in order to be eligible to pass this course.
- Late penalties, 3% per day late, are enforced where students submit assignments after a deadline without Extension or Special Consideration. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest.
- Students must NOT submit work in one course which they have submitted for credit in another course. This is deemed as plagiarism, and is considered a serious academic offence.
REFERENCING REQUIREMENTS FOR ASSESSMENTS

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.

This course 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](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). You should follow ONLY these guidelines in your assessment tasks.

Accurate and correct referencing is an important academic prerequisite at University level, and if your work does not meet these requirements, it will be marked down – or, in more serious cases, it may be treated as an instance of plagiarism and academic dishonesty.

Submitting Your Assessments

Students are required to submit their written work online to Turnitin, via Moodle. Click on ‘Assignments’ in the course Moodle page. *No hardcopy submission of written assignments is necessary.*

If you experience any technical issues, you can contact the IT Service Centre (+612 9385 1333). If you have any issues pertaining to human error (i.e., you have submitted the wrong document), you should contact the Course Convenor.

*Assessments must be successfully submitted by the specified due date and time, or it will be deemed late. It is the responsibility of each individual student to ensure that any work is successfully submitted by deadline, and in its correct format.*

*A Cover Sheet is NOT required for online submissions.* However, please be aware that when you submit a UNSW course assignment online through a facility such as Turnitin, you are automatically acknowledging that you have understood and abided by the University requirements in respect of student academic misconduct outlined in the Student Code Policy and Student Misconduct Procedures, both of which are available here: [https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html](https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html).

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part. In addition, you are declaring that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking.
Requesting Extensions on Assignments

Extensions on assignments are at the discretion of the Course Convener. If your work on assignments is hampered by illness, misadventure or other circumstances that are beyond your control, then you must notify the Course Convener prior to the due date.

If you are seeking an Extension on a single assignment within ARTS1091, you need to submit a SAM extension application form to the Course Convener before the due date. The form can be downloaded here: https://sam.arts.unsw.edu.au/students/resources/forms/

Work or family commitments, religious holidays, or assignments due in other courses, are NOT acceptable reasons for Extensions since the possibility of such events are supposed to be taken into account when managing your time. Short illnesses suffered within a week of the due date are typically also not acceptable grounds for an Extension since the assignment is assumed to be almost finished by that point. Evidence of significant progress on the assessment task is required when requesting an extension due to an emergency or illness close to the submission date.

The Course Convener should respond to the request within two working days. The Course Convener can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.

In the event of a serious interruption to your studies, or if your work is affected across multiple courses, you should lodge an Application for Special Consideration with UNSW Student Central within three working days of the submission date in order to be eligible.

For information on Special Consideration please go here:
https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

You will need to provide documentation and evidence to support your application when you request an Extension or Special Consideration.

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 SEADU (9385 4734).

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional 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
Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

• **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another’s ideas or words without credit.

• **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another’s ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student’s own analysis to bring the material together.

• **Collusion:** working with others but passing off the work as a person’s individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person’s academic work and copying it, offering to complete another person’s work or seeking payment for completing academic work.

• **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.


The UNSW plagiarism policy and procedure are outlined in these documents:  

The Learning Centre also provides substantial education written materials, workshops, and tutorials to aid students, for example:

• Correct referencing practices;
• Paraphrasing, summarising, essay writing and time management
• Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

*UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.*
Assessment Tasks in Detail

Assessments

There are three assessment components: in order to pass the course you must seriously attempt and submit or fulfil all of its assessment components. Take the time to carefully read the Assessment Criteria, as these are what you will be graded on.

1. Short Essay (due 4pm, Friday 28 August, Week 5.)

Value: 20%
Submit this assessment to Turnitin, via Moodle
Word length: approximately 1,000 words

Explain why the ‘media effects’ model is no longer taken seriously by Media Studies, before summarising and discussing one approach in Media Studies that we have looked at in the course, which you think provides a productive way of studying media.

You are expected to engage with the readings and course materials to date, and provide a coherent, conceptually rigorous response. Keep in mind that this course and its assessment tasks are based on encouraging critical thinking, and NOT a simple regurgitation of reading material. Please note: if you show little to no productive direct engagement with course material, you will fail this assignment.

Assessment Criteria:

- **Writing and presentation**: clarity and coherence of expression, grammar, punctuation, sentence construction, layout.
- **Conceptual understanding**: ability to show a strong understanding of relevant issues, concepts, and perspectives addressed by the course material.
- **Structure and coherence of argument**: development of an articulate, coherent and effectively argued response to the question.
- **Effective reading and research**: productive engagement with sufficient scholarly resources, to support your statements and observations.
- **Referencing**: adherence to proper referencing conventions.

2. Discussion Paper (starting from the Week 6 tutorial.)

* This assessment will require the submission of a written Discussion Paper, and active participation in a panel (see below for further details).

Value: 30%
Word length: approximately 1,500 words

For each tutorial from Week 6 through to Week 13, three to four students will be scheduled to submit a Discussion Paper. (This is NOT a group assessment, and you are NOT being asked to work in collaboration.) Your Discussion Paper should address your week’s tutorial topic.

Discussion Papers are to be submitted to Turnitin by latest the start of your tutorial time during your allocated week. (E.g., if you attend the Wednesday 2pm tutorial, and you have been allocated Week 7 for your Discussion Paper – the deadline for your Paper to be submitted to Turnitin will be 2pm, Week 7). Standard late penalties will apply.
Your Discussion Paper is to be divided into four sections. The sections are as follows:

1. **Literature Review:** In this section, you are expected to write a brief overview of each of the readings for the week, identifying the main arguments, key points, and perspective in each article. You are NOT being asked to provide a comprehensive summary of the readings. Rather: can you show a good understanding of the main argument and key points in each reading? Can you effectively frame the readings, in terms of their perspectives and debates that are being engaged with?

2. **Critical Reflection:** In this section, you are expected to discuss and reflect upon the week’s topic and material. This is the most important section in your Report, and should be the most substantial. Some of the questions you can ask are: What did you find thought provoking? Why? How has this week’s material enabled you to think about and engage with the themes of the course? What do you think? Why? So what?

3. **Research Scope:** In this section, provide a brief indication of any further questions or research areas that you may be interested in pursuing, as a result of this week’s topic. This section does NOT need to be lengthy.

4. **Reference List:** Provide a full listing of any resources that you have directly used in your work. Do NOT cite resources that are not directly used. You are expected to conform to proper referencing conventions.

As part of this assessment, all students submitting a Discussion Paper during a particular week will be seated at the front of their class, where they will act as a panel for their tutorial for the duration of 1 hour. (See assessment criteria, below.) Your tutor will moderate, and the panel will be expected to help the tutor drive and direct tutorial discussion. Panellists are encouraged to ask each other questions, as well as ask questions of the class – tutors may also interrogate the panel, and ask panellists to provide reflections or responses to particular questions or issues. Classes are encouraged to engage actively with each panel, and challenge panellists for their reflections and responses.

If you are late to class when you are on the panel, a late penalty will apply. If you do not attend class during your allocated week, a 20% penalty will be applied to your Discussion Paper – unless you can demonstrate mitigating circumstances.

**Assessment Criteria:**

**Discussion Paper**

- **Writing and presentation:** clarity and coherence of expression, grammar, punctuation, sentence construction, layout
- **Conceptual understanding:** ability to identify, explain, discuss, and analyse key ideas, theories, arguments, issues
- **Capacity for critical reflection:** ability to develop and articulate your own opinions and critical reflections, supported by relevant research and scholarly resources
- **Referencing:** adherence to proper referencing conventions

**Panel**

- **Contribution to discussion:** ability to actively contribute to an insightful discussion of key points and issues
3. Research Portfolio (due 4pm Sunday, 1 November, Week 13.)

Value: 50%

Submit this assessment to Turnitin, via Moodle
3 entries; approximately 1,000 words per entry

The Portfolio is comprised of 3 entries that address 3 course topics of your choice. (You can choose from Lecture topics in Weeks 5-12. Your Tutorial Leadership topic is NOT available for selection.) You are expected to draw on the readings and the lecture materials. If you wish, you can use external readings and sources as supplementary material.

You are advised to compile course notes every week from the readings and lectures, and these course notes can then be drawn on and properly written up for your Portfolio entries.

The Portfolio is intended to help you document and work through a range of key issues, ideas, concepts, arguments, case studies, and theoretical tools.

This assessment is NOT about simply providing summaries, and it is NOT about passively regurgitating content. If you wish, you may begin each entry by providing a quick overview of key points and concepts – but the main focus is on how you critically discuss and reflect on the central issues and theories. You are required to make relevant constructive conceptual connections with other weekly topics and materials in your entries.

If you wish, you can use the same format for each weekly entry as is outlined for your Report; or, alternatively, you can choose to write three mini-essays.

Assessment Criteria:

• Writing and presentation: clarity and coherence of expression, grammar, punctuation, sentence construction, layout

• Conceptual understanding: ability to show a strong understanding of key issues, concepts, arguments across the course.

• Capacity for critical reflection: ability to develop and articulate your own opinions and critical reflections

• Effective reading and research: productive engagement with sufficient scholarly resources, to support your statements and observations

• Referencing: adherence to proper referencing conventions
WEEKLY TIMETABLE

WEEK 1 LECTURE / Week 2 Tutorial
Studying media, society, politics: An introduction

Readings


Overview

The lecture in Week 1 will present an overview of the course. Tutorials will begin in Week 2. All too often, ‘media’ is taken simply to refer to the types of media content we consume on a daily basis. However, media plays 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 studied from a number of theoretical positions. A number of key approaches underpinning the discipline of Media Studies will be introduced in this first lecture. You are advised to read each week’s listed readings AFTER the lecture, and BEFORE the tutorial.

WEEK 2 LECTURE / Week 3 Tutorial
Media texts, media effects

Readings


Overview

This week, we focus on examining how media texts produce meanings. Semiotics (sometimes also called semiology) is the study of sign systems, and the study of how we make meanings from texts. By using a semiological approach, we will look at advertising and advertisements as a particular type of media text, which has a significant impact on society and culture. (Of course, once you are familiar with semiotics, this approach can be applied to any type of ‘text’: from books, TV shows, movies, music, clothes, Tweets, etc.) Remember, read your listed readings AFTER the lecture, and BEFORE the tutorial.
WEEK 3 LECTURE / Week 4 Tutorial

Media audiences, media effects

Readings


Overview

This week, we focus on media audiences, and examine a number of ways in which ‘audience’ is theorised in media studies, particularly in terms of media effects and ideology. 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. The so-called ‘media effects’ approach 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 straightforward as this?

WEEK 4 LECTURE / Week 5 Tutorial

The political economy of the media

Readings


Overview

A ‘political economy of the media’ approach is fundamentally based on the premise that the media must be studied in relation to their place within the broader economic and social context. For instance, 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. This week, we explore the complex relationship between the media, the state, and the market, and examine the implications this has for the ordinary citizen.
WEEK 5 LECTURE / Week 6 Tutorial
Agenda setting: media, framing, and power

Readings


Overview

This week, we will look more deeply at ‘agenda setting’, which refers to the process by which media producers set up the issues – the agenda – that the media will focus on, and that audiences will subsequently perceive to be important. However, decisions regarding what gets communicated and how that is then communicated (the way issues are ‘framed’), do not always reside in the hands of the media or even in hands of our elected representatives. We will explore agenda setting (together with framing, which agenda setting is associated with), and the role that is played by public relations in the dissemination of information.

WEEK 6 LECTURE / Week 7 Tutorial
Liberalism and ‘freedom of the press’

Readings


Overview

This week, we ask: Where did the modern ideals of liberalism and 'freedom of the press' – that still underpin many common preconceptions of the role of the media – originate from? Have these values been irrevocably damaged by the emergence of powerful media conglomerates or the growth of entertainment-based journalism? These are some of the questions for this week, as we look at the historical origins, and discourses, of these still-powerful ideas of Liberalism and Press Freedom. After all, an awareness of history enables us to develop a better understanding of our present.
**WEEK 7 LECTURE / Week 8 Tutorial**

Digital democracy: Politics and the Internet

**Readings**


**Overview**

There is now a prominent popular view that the Internet is the new electronic cradle of democracy, as the massive spread of accessible information through the Internet has become a central networking hub for our world, encouraging freedom of speech and new levels of civic engagement and participation. This week, we will examine this idea of 'digital democracy', which has been associated with having enabled the anti-globalization movement in the early part of the 21st century, and facilitated the revolutions of the past few years that have occurred across the Middle East.

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**WEEK 8 LECTURE / Week 9 Tutorial**

Media convergence: From mass to networked communication

**Readings**


**Overview**

Henry Jenkins (2006, p2) states that media convergence is “the flow of content across multiple media platforms, the cooperation between multiple media industries, and the migratory behavior of media audiences.” Media convergence is not just a technological shift or a technological process; it also includes shifts within industrial, cultural, and social paradigms. We can use the descriptive concept of media convergence as a simple starting point towards studying what has been a significant shift in our media landscape: from mass to networked communication. In the lecture, we look at some of the issues that have arisen as a consequence of media convergence, illustrated by debates over Australian Internet censorship and copyright infringement in the USA (the infamous SOPA/PIPA laws).
WEEK 9 LECTURE / Week 10 Tutorial
Who controls the Internet?

Readings


Overview

People who have grown up with the Internet – sometimes described as ‘digital natives’ – tend, in large part, to take its freedoms and liberties for granted. This week, we take a closer look at the Internet, which has a history that many of us take for granted, yet are not entirely familiar with. In order to develop a better understanding of the Internet, we will be looking at some of the history of the struggle to ‘control’ the Internet, while examining the important continuing influence of government in maintaining Internet governance.

NON-TEACHING BREAK

WEEK 10 LECTURE / Week 11 Tutorial
New media, sociality, policy, and ethics: Young people and sexting

Readings


Overview

In the digital era, media convergence has become common practice, with new media devices that combine existing technologies into single mobile media stations. There are many advantages to convergent technologies, but we have also seen the rise of problematic consequences and questionable behaviours. One such behaviour is the recent phenomenon of ‘sexting’. The lecture investigates the ethical and legal implications around the age of consent, and the sociocultural and legal implications of what ‘consenting teenagers’ can do with their mobile phones.
WEEK 11 LECTURE / Week 12 Tutorial
Social media and contemporary sociality

Readings


Overview

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, p61).

This week, we examine some of the ways in which user-generated content may be contributing to the media landscape, and some of the ways that social media has redefined the complex relationships between media and contemporary sociality – how we relate to others, and how we develop and maintain a sense of ‘self’.

WEEK 12 LECTURE / Week 13 Tutorial
The impact and implications of WikiLeaks

Readings


Overview

Launched in 2007, WikiLeaks exploded onto the world’s consciousness in 2010. It has been simultaneously proclaimed as a democratising force in a new ‘age of transparency’, and challenged with regards to its shirking of ethical responsibility.

WikiLeaks remains a topic attracting a great deal of public debate, and deserves our careful analysis in terms of how new media outlets, like Wikileaks, are renegotiating the relationships between citizens and governments.
Suggested Reading List


* This is a list of suggested readings, which may be helpful in doing further research. There are a number of library-held readings for this course, which can be accessed by simply typing ARTS1091 into the search box on the Library homepage. You are, of course, encouraged to move beyond these suggested texts.

The UNSW Library website can be accessed here:
http://info.library.unsw.edu.au/web/services/services.html