School of the Arts and Media

ARTS1091: Media, Society, Politics

COURSE OUTLINE

SEMESTER 2, 2013

CRICOS Provider no.: 00098G
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**Course Schedule**

| Week 1  | 29 July-2 August | Lecture: Studying media, society, politics: an introduction  
No Tutorials this week. |
|---------|-----------------|---------------------------------------------------------------|
| Week 2  | 5-9 August      | Lecture: Our contemporary media landscape  
Tutorial: *Studying media, society, politics* |
| Week 3  | 12-16 August    | Lecture: Media audiences, media effects  
Tutorial: *Our contemporary media landscape* |
| Week 4  | 19-23 August    | Lecture: The political economy of the media  
Tutorial: *Media audiences, media effects* |
| Week 5  | 26-30 August    | Lecture: Agenda setting: media and power  
Tutorial: *The political economy of the media*  
Short Essay |
| Week 6  | 1-6 September   | Lecture: Liberalism and ‘freedom of the press’  
Tutorial: *Agenda setting: media and power*  
First Tutorial Leadership |
| Week 7  | 9-13 September  | Lecture: Digital democracy: politics and the Internet  
Tutorial: *Liberalism and ‘freedom of the press’* |
| Week 8  | 16-20 September | Lecture: Media convergence: new media technologies  
Tutorial: *Digital democracy: politics and the Internet* |
| Week 9  | 23-27 September | Lecture: Who controls the Internet?  
Tutorial: *Media convergence: new media technologies* |
| 30 Sep-4 Oct | Non-Teaching Break | |
| Week 10 | 8-11 October    | Lecture: A lesson in media policy and ethics: Megan’s story:  
Tutorial: *Who controls the Internet?* |
| Week 11 | 14-18 October   | Lecture: Social media: its role in the media complex today  
Tutorials: *A lesson in media policy and ethics: Megan’s story* |
| Week 12 | 21-25 October   | Lecture: The impact of WikiLeaks  
Tutorial: *Social media: its role in the media complex today* |
| Week 13 | 28 Oct-1 Nov    | No Lecture this week.  
Tutorial: *The impact of WikiLeaks*  
Research Portfolio |

*For a more detailed overview, refer to pp. 13-18 of this Outline.*
STAFF CONTACT DETAILS

Course Convener

Collin Chua
Email: C.Chua@unsw.edu.au
Tel: 93855988
Office: Robert Webster Building, Level 2, Room 231C
Consultation time: Wednesdays 10.30-11.30am, and Thursdays 1.30-2.30pm

Tutoring Staff

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Roger Dawkins: dawkins.roger@gmail.com

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 Reader

In this course, we will NOT be using a textbook, but rather a Course Reader (also known as a Study Kit), which you will need to obtain as soon as possible.
The Course Reader will be available from the University Bookshop – you will need the course code (ARTS1091).
PLEASE BRING THE COURSE READER TO LECTURES AND TUTORIALS.
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 Thursday, 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/page_file_attachment/KENC%20Campus%20Map_3.pdf, where the auditorium can be located at C24.)

Lecture summary slides will be available on the course Moodle website after each lecture.

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).

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.

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 document called ‘Essential Information for SAM students’ is available for download at: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/.

This document is also available on the course Moodle site, in the ‘What You Need to Know’ section.

In this document, you will find essential 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 FOUR 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>
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<tbody>
<tr>
<td>1. Short Essay</td>
<td>1,000</td>
<td>Wednesday 28 August (Week 5)</td>
<td>20%</td>
</tr>
<tr>
<td>2a. Tutorial Leadership (Group assignment)</td>
<td>1,500</td>
<td>As allocated by your tutor, Weeks 6-13.</td>
<td>10%</td>
</tr>
<tr>
<td>2b. Report (Individual assignment)</td>
<td>1,500</td>
<td>One week after the Tutorial Leadership</td>
<td>25%</td>
</tr>
<tr>
<td>3. Portfolio</td>
<td>3,000 words</td>
<td>Thursday 7 November (Week 14)</td>
<td>45%</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>
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<tbody>
<tr>
<td>1. Short Essay</td>
<td>1, 3, 4</td>
<td>1, 2, 3</td>
<td>20%</td>
</tr>
<tr>
<td>2a. Tutorial Leadership (Group assignment)</td>
<td>1, 2, 4</td>
<td>1, 3, 4</td>
<td>10%</td>
</tr>
<tr>
<td>2b. Report (Individual assignment)</td>
<td>1, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>25%</td>
</tr>
<tr>
<td>3. Portfolio</td>
<td>1, 2, 3, 4</td>
<td>1, 2, 3</td>
<td>45%</td>
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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 and at: 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

All students must submit both printed and electronic copies of their written work.

Submit a hard copy of your assignments to the drop-off box outside the SAM School office, Room 312, Level 3 of the Robert Webster building, by 4pm on the due date.

You are also required to submit an electronic copy to Turnitin, via Moodle. Click on ‘Assignments’ in the course Moodle page. (Turnitin is a grading program, which electronically scans for plagiarism.)

You are required to attach a cover sheet to both your hardcopy and your softcopy submissions, ensuring that this cover sheet is completely filled out, including with your tutor’s name; otherwise your assignment may go missing, due to the sheer number of documents. Cover sheets are available in hardcopy from the SAM School office, and as a downloadable electronic document on Moodle.
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 should follow the application procedures described in the document ‘Essential Information for all SAM Students’ (refer to page 7 of this Outline).

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 also not typically 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.

In the event of a serious interruption to your studies, or 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.

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
Assessment Tasks in Detail

Assessments

There are four 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, Wednesday 28 August, Week 5.)

Value: 20%
Submission: SAM Essay Boxes, Turnitin
Word length: approximately 1,000 words

Outline and discuss the main criticisms of the ‘media effects’ model, before summarising and discussing one approach in Media Studies that we have looked at in the course, which you find compelling.

You are expected to engage with the readings and lecture 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:

• Proper and fluent written expression.
• Development of a conceptually coherent and thoughtful reflection.
• Productive engagement with relevant issues, perspectives, and conceptual frameworks from course readings and lectures.
• Accurate and properly presented referencing.

2a. Tutorial Leadership (beginning in the Week 6 Tutorial.)

Value: 10%

You will be assigned into a small group (of three to four people), and allocated a week to lead the tutorial (including class discussion) by addressing that week’s tutorial topic. While the Presentation is a group assessment, and you are expected to work in collaboration, you will be given an individual mark, based in part on your contribution. Your group will lead the tutorial for (10 minutes x number of people in the group; e.g., 3 group members, 30 minutes).

Assessment Criteria:

• Ability to engage the attention of your audience
• Ability to effectively identify and explain the main ideas, concepts, and arguments
• Ability to make productive conceptual connections and provide critical discussion, analysis and commentary of your own
• Ability to initiate and supervise a successful class discussion
• Ability to work successfully as part of a team
2b. Report (due the week AFTER your Tutorial Leadership.)

Value: 25%
Word length: approximately 1,500 words

Each person will submit a written Report, which is due one week AFTER your Tutorial Leadership. This is NOT a collaborative assessment. You can submit your Report to your tutor in your tutorial. *The standard Late Penalty applies for overdue work.*

Your Report is to be divided into five sections. Sections 4 and 5 are NOT included in your word count. The sections are as follows:

1. **Literature Review:** In this section, you are expected to write a brief summary of each of the readings for the week, identifying the main ideas and arguments in each article. (If you have done additional research, you may include it here.)

2. **Critical Reflection:** In this section, you are expected to provide your thoughts about this week’s topic and material. Make productive conceptual connections and provide critical discussion, analysis and commentary of your own. You can also address any relevant material and/or case studies outside the course readings that you have investigated. *This is the most important section in your Report.*

3. **Research Scope:** In this section, provide a brief indication of any further research possibilities or directions that you may be interested in pursuing.

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.

5. **Team Evaluation:** Provide a rating for each of your group members from 1-5 for the following categories (with 1 being the worst score and 5 the best).
   - **Professionalism:** Is he/she punctual, reliable, and organised?
   - **Initiative:** Does he/she work independently towards task objectives?
   - **Endeavour:** Does he/she put in time and effort and make a valued contribution?

You can also provide a short write-up about members of your team, team dynamics, and/or your own contribution. You are expected to be objective – your feedback will be kept strictly confidential.

**Assessment Criteria:**

- Writing and presentation: clarity and coherence of expression, grammar, punctuation, sentence construction, layout
- Conceptual skills: ability to identify, explain, discuss, and analyse key ideas, theories, and arguments
- Critical contribution: ability to contribute conceptually, to bring in relevant additional material, and to provide a critical commentary and analysis of your own
- Referencing: adherence to proper referencing conventions
3. Research Portfolio (due 4pm Thursday, 7 November, Week 14.)

Value: 45%
Submission: SAM Essay Boxes, Turnitin
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 summary 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:
• Ability to show a strong understanding of key issues, concepts, arguments across the course.
• Ability to put relevant ideas/concepts/theories to productive use.
• Evidence of creative thinking and rigorous conceptual work.
• Fluent and coherent written expression.
• Accurate and properly presented referencing.
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. 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. 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
Our contemporary media landscape

Readings


Overview

All too often, ‘media’ is taken simply to refer to the types of media content we consume on a daily basis. This week, we take a closer look at the media as an industry, touching on actors, institutions and processes within the media industry, as well as the significance of ownership and regulation, issues of policy governing the media industry, and the kinds of relationships that are developed between media owners, the government and society. 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 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. Decisions regarding what gets communicated and how that is then communicated, however, do not always reside in the hands of the media or even in hands of our elected representatives. We will explore the notion of agenda setting, and the role that is played by public relations in the dissemination of information.

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**WEEK 6 LECTURE / Week 7 Tutorial**

Liberalism and ‘freedom of the press’

**Readings**


**Overview**

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 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 this week, as we look at the historical origins, and discourses, of these still-powerful ideas of Liberalism and Press Freedom.
WEEK 7 LECTURE / Week 8 Tutorial
Digital democracy: Politics and the Internet

Readings


Overview

There is now a strong 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.

WEEK 8 LECTURE / Week 9 Tutorial
Media convergence: new media technologies

Readings


Overview

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 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**

A lesson in media policy and ethics: Megan’s Story

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’. When is sexting child pornography? This lecture investigates the ethical and legal implications around the age of consent, and the reality of what ‘consenting teenagers’ really do with their mobile phones.
WEEK 11 LECTURE / Week 12 Tutorial
Social media: its role in the media complex today

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.

WEEK 12 LECTURE / Week 13 Tutorial
The impact 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.