



Media and Society (MAS)

DEV M07Y

Autumn and Spring 2011/12 (40 credits)

TEACHING TEAM

Martin Scott (DEV) (Convenor)
Eylem Atakav (FTV)
Paul Bernal (LAW)
Shaun Hargreaves-Heap (ECO)
Sanna Inthorn (PSI)
Marina Prentoulis (PSI)
Daithí Mac Síthigh (LAW)
Alastair Mullis (LAW)
Mark Rimmer (FTV)
Heather Savigny (PSI)
Tim Snelson (FTV)
John Street (PSI)
Sally-Ann Wilson (DEV)

Martin.Scott@uea.ac.uk
E.Atakav@uea.ac.uk
Paul.Bernal@uea.ac.uk
S.Hargreavesheap@uea.ac.uk
S.Inthorn@uea.ac.uk
M.Prentoulis@uea.ac.uk
D.Mac-Sithigh@uea.ac.uk
A.Mullis@uea.ac.uk
M.Rimmer@uea.ac.uk
H.Savigny@uea.ac.uk
T.Snelson@uea.ac.uk
J.Street@uea.ac.uk
sally-ann@cba.org.uk

Media and Society

1. Aim and Objectives

This module is intended to provide all students studying media related postgraduate degrees with a broad, current and inter-disciplinary understanding of the media today. The guiding philosophy informing this module is the belief that in order properly to understand the media, whether as a lawyer, economist, development studies professional, media studies specialist or political scientist, it is essential to have a wide-ranging and multi-disciplinary understanding of the modern media. What we shall be doing over the year therefore is looking at the structure of the media industry today in the UK and globally. We will consider, from several different academic perspectives, how media content is constructed, what factors and influences go to shape content and how content may be controlled and even censored. We will also look at the media industry, examining how it is currently organised and managed, what factors influence its current organisation and consider how it might develop. We will also examine how media affects people and society and consider also the assumptions that are made about the impact of the media. Finally, we will seek to draw together key aspects of modern media.

The learning aims are:

- to introduce you, that is to say students from a wide range of academic (and practice) backgrounds, to the UK and global media industry, its shape, its rationale and its influence;
- to introduce you, from several different disciplinary perspectives, to how media content is made, determined, and sometimes controlled and / or censored;
- to introduce you to the ways in which creativity in content may be encouraged and protected;
- to introduce you, from several different disciplinary perspectives, to how the media industry is organised, what factors determine its shape and what mechanisms exist in order for states to control or influence the shape of the media industry;
- to introduce you to how the media industry is managed;
- to consider, from the perspective of different academic disciplines, how the media impacts on audience and, more broadly, affects and / or shapes society;
- to introduce you to 'new media' and to consider how these affect existing understandings of the media, whether existing methods of control suffice and whether we need new tools for analysis
- to identify and consider important themes relating to the media today and to consider how the media and cultural industries are likely to develop in the future

Media and Society

The learning objectives are:

- You will have a good understanding of the existing UK and global media industry, its shape, its rationale and its influence;
- You will have a sound understanding, from the perspectives of several different academic disciplines, how media content is constructed, the various factors that may affect content, as well as how, and by whom it may be controlled;
- You will have a sound understanding, from several different disciplinary perspectives, how the media industry is organised, what factors determine its shape and what mechanisms exist in order for states to control or influence the shape of the media industry;
- You will have a sound understanding, from several different disciplinary perspectives, of how the media impacts on audience and, more broadly, affects and / or shapes society;

2. Module Linkages

Media and Society (MAS) is a cross-school 40 credit module that is taught by faculty members from the Schools of International Development, Economics, Film and TV Studies, Law and the School of Political, Social and International Studies. It is a core module for all those one year media Masters programmes introduced in 2008/2009 as part of media@uea, including LLM in Media Law, Policy and Practice, MA in Media and International Development, MA in Media Economics, MA in Media and Cultural Politics and MA in Media, Society and Culture.

3. Module Outcomes: Key Skills Developed

- *Academic skills:*
 - *Academic writing, including the search for, assimilation and synthesis of academic sources, and the construction of an analytical, accurate and well-presented piece of work.*
 - *Reading skills: how to identify the key arguments and evidence used in a piece of writing and critically appraise these.*
- *Transferable or 'employability' skills:*
 - *Communication skills: team or group work for the preparation of seminar material, and associated task allocation, collaborative skills*
 - *Planning skills: time-management; meeting deadlines; planning competing work load*

Media and Society

4. Module Content and Structure

Autumn Term

Theme	Week	Date	Time	Lecture number and subject of lecture	Dept.
Intro. to the media	1	30.09.11	09.00 – 10.00	Introduction and welcome	ALL
	1	30.09.11	10.00 – 11.00	1. What are mass media and why do they matter?	PSI
	1	30.09.11	15.10 - 16.10	2. Broadcast Media in the Digital Era	DEV
	1	30.09.11	16.10 - 17.10	3. Law and the Media	LAW
	2	07.10.11	09.00 – 10.00	4. The media industry – specific features	ECO
	2	07.10.11	10.00 – 11.00	5. Representation and Ideology in Film and Television	FTV
Determining and analysing content	2	07.10.11	15.10 - 16.10	6. Explaining international news	DEV
	2	07.10.11	16.10 - 17.10	7. Explaining international news	DEV
	3	14.10.11	09.00 – 10.00	8. The media market	ECO
	3	14.10.11	10.00 – 11.00	9. 'No one knows' I	ECO
	3	14.10.11	15.10 - 16.10	10. 'No one knows' II	ECO
	3	14.10.11	16.10 - 17.10	11. Legal drivers of content – private law	LAW
	4	21.10.11	09.00 – 10.00	12. Legal drivers of content – public law	LAW
	4	21.10.11	10.00 – 11.00	13. Protecting and encouraging creativity in content	LAW
	4	21.10.11	15.10 - 16.10	14. Research on media content	PSI
	4	21.10.11	16.10 - 17.10	15. Research on media content	PSI
Organising the media	5	28.10.11	TBC	Seminars on media content	
	6	4.11.11	9.00 - 10.00	16. Comparing media systems	PSI
	6	4.11.11	10.00 – 11.00	17. Competition Policy and the control of media concentration	LAW
	6	4.11.11	15.10 - 16.10	18. Regulation of the media – an economic perspective (1)	ECO
	6	4.11.11	16.10 - 17.10	19. Regulation of the media – an economic perspective (2)	ECO
	7	11.11.11	09.00 – 10.00	20. NWICO	DEV
Audiences and effects	7	11.11.11	10.00 – 11.00	21. China in African media	DEV
	7	11.11.11	15.10 - 16.10	22. Audience research methods	FTV
	7	11.11.11	16.10 - 17.10	23. Audience research methods	FTV
	8	18.11.11	09.00 – 10.00	24. Media effects	PSI
	8	18.11.11	10.00 – 11.00	25. Media effects	PSI
	8	18.11.11	15.10 - 16.10	26. Law and audiences	LAW
	8	18.11.11	16.10 - 17.10	27. Media literacy	DEV
Future	9	25.11.11	TBC	Seminars on organising the media	
	10	2.12.11	09.00 – 10.00	28. Future for public service broadcasting?	DEV
	10	2.12.11	10.00 – 11.00	29. The death of journalism	PSI
	10	2.12.11	15.10 - 16.10	30. User created content & the law	LAW
	10	2.12.11	16.10 - 17.10	31. Re-thinking reputation	LAW
	11	9.12.11	TBC	Seminars on audiences and effects	
12	16.12.11	TBC	Seminars on the future of the media		

Media and Society

Spring Term

Date	Week	Time	Subject
18.01.12	1	9-12am	COURSE TEST
20.01.12	1	9-11am	Contemporary issues 1
20.01.12	1	3-5pm	Contemporary issues 1
3.02.12	3	9-11am	Project question 1 and 2
3.02.12	3	3-5pm	Project question 3 and 4
17.2.12	5	9-11am	Project question 5 and 6 and drop in
17.2.12	5	3-5pm	Project question 7 and 8 and drop in
2.03.12	7	9-11am	Contemporary issues 2
2.03.12	7	3-5pm	Contemporary issues 2
16.03.12	9	9-11am	Contemporary issues 3
16.03.12	9	3-5pm	Contemporary issues 3

Media and Society

5. Teaching Methods

The majority of teaching is concentrated in the first semester and consists of four lectures on Friday mornings and afternoons in weeks 1,2,3,4,6,7,8 and 10. In weeks 5, 9, 11 and 12 there will be one hour seminars. You will be allocated a seminar group and will be assigned readings and questions to prepare in advance.

In the second semester, there will be a series of workshops intended to assist students with the writing of their course project alongside seminars in which we will discuss current issues in media and society. There will also be a course test early in the second term.

This is a 40 credit year long module that is explicitly interdisciplinary in terms of its learning aims and objective. It is also the core module for your postgraduate degree. As such, you should expect it to be demanding, particularly as you will be required to consider issues from perspectives you may never have studied before. In terms of work, you should expect, as a minimum, to spend a total of 300 notional study hours spread over the duration of the module. This includes timetabled classes, private study, completion of coursework assignments and preparation for examinations. This roughly translates to 7-9 hours per week of private study time in addition to timetabled classes across the two 12 week semesters.

For most classes and especially the seminar classes, you will be required to read and prepare assigned materials in advance. You are all expected to have done the assigned reading in advance and, unless we are notified by email at least 24 hours in advance of the class that for some good reason you were unable to do the reading, we will assume that you have done so and will feel free to call on you to answer questions.

More generally, do not forget that these are classes intended for you. We want you to feel excited by, and interested in, the subjects under discussion. In that respect, the more that you put in (both before and during the classes), the more you will get out. We expect there to be animated discussion in the classroom and hope very much that you will want to be part of that.

Media and Society

6. Topics and Reading List by Week

Part I: Lectures 1-5 – General Introduction to the media

Lecture 1: What are mass media and why do they matter? (PSI)

This lecture asks the simple question: what are mass media? Is it just a matter of identifying particular technologies? If so, which ones? And what about the sources of those technologies or their regulation or the conditions under which we work? This lecture suggests that a number of elements go into our definition of mass media and help to shape our understanding of their link to our societies. It then explores the different ways in which media are seen as influencing and shaping society?

Key reading:

- Thompson, J. (1988), 'Mass Communication and Modern Culture', *Sociology*, 22(3), 1988, pp359-83 (This is not an 'easy read', but it repays the effort. It places media within the wider context of communication and society more generally, and identifies the key elements of any proper understanding of the topic: the content, production, regulation and reception of media. See Curran below for a good survey of the arguments about media's role in society)

Further reading:

- Curran, J, (2002) 'Rival narratives of media history', *Media and Power*, London: Routledge, Chap 1
- Curran, J. & J. Seaton (2003), *Power without Responsibility*, London: Routledge
- McQuail, D. (1994) *Mass Communication Theory*, London: Sage
- Newton, K. (2000) 'The mass media: fourth estate or fifth column?' in R. Pyper & L. Robins (eds) *Governing the UK in the 1990s*, Basingstoke: Macmillan
- Street, J. (2011) *Mass Media, Politics and Democracy*, Basingstoke: Palgrave, Introduction and Chap. 11;
- Thompson, J. (1995) *The Media and Modernity*, Cambridge: Polity
- Webster, F (1995) *Theories of the Information Society*, London: Routledge
- Winston, B. (1998) *Media Technology and Society*, London: Routledge

Media and Society

Lecture 2: Broadcast Media in the Digital Era: Global media, Global Reach? (DEV)

In an interconnected world mention is often made of the 'global media'. In this lecture we ask if the 'global media' exists. How has digital technology impacted the delivery and potential of broadcasting? We consider the power of television, the reach of radio and the permanence of print and begin to consider the implications of new media. What impact are satellite and digital delivery systems having in terms of trans-national media and identity? Is it seen as informing the status quo, reinforcing elite power basis or as a source for radical change?

Key reading:

- Seib, P. (2005) Hegemonic No More: Western Media, the Rise of Al-Jazeera, and the Influence of Diverse Voices. *International Studies Review*. 7, 601–615

Further reading:

- Herman, E. S. and R. W. McChesney (1997). *The Global Media: The New Missionaries of Corporate Capitalism*, Continuum Intl Pub Group.
- Miles, H. (2005). *Al-Jazeera: How Arab TV News Challenged the World*. London: Abacus.
- Straubhaar, J. D. (2007). *World Television: From Global to Local*, Sage Publications Inc.
- Hachten, W. & Scotton, J. (2007) *The World News Prism*. Blackwell. Oxford.

Lecture 3 Law and the media (LAW)

The purpose of this class is to introduce students to the different roles that different types of law can play in the media: e.g., law as regulator, law as risk allocation device, law as vindicator of rights, law as remedial device, punitive / deterrent function of the law, law as a device for encouraging and protecting innovation, law as mechanism for ensuring efficiency.

Key reading:

- Chapter 1 in D Banks & M Hanna (eds), *McNae's Essential Law for Journalists* (20th edn, OUP 2009)

Further reading:

- Please look at some recent posts on the following websites:
 - The Guardian: Media Law <http://www.guardian.co.uk/media/medialaw>
 - International Forum for Responsible Media <http://inform.wordpress.com/>

Lecture 4: The Media Industry (ECO)

The lecture focuses on some key features that distinguish and help explain the economic organisation of the media industries (touched on quickly here, but developed more fully in later lectures).

Media and Society

Media industries are largely organised by the market, but media products have a range of attributes (eg they help taste formation, they supply a conversational resource and, for those working in them, they can be a vehicle for influence and the exercise of creative talents) which either make them very different to other commodities and/or are subject to unusual conditions in production (eg significant uncertainty and high fixed costs). As a result some insights about how markets function do not always apply.

Key reading:

- Caves, R. *Creative Industries: Contracts between Art and Commerce*. Harvard University Press (2000), ch1. (Hereafter referred to as Caves).
This reading sets out some of the key distinguishing features of media industries from the perspective of economics.

Further reading:

- Anderson, C. (2006) *The Long Tail: why future business is selling less of more*. Random House (also see his web site, www.longtailbook.co.uk, for a copy of his earlier article in *Wired*)
- House of Lords Communication Committee (2008) *The Ownership of the News*. <http://www.publications.parliament.uk/pa/ld200708/ldselect/ldcomuni/122/122i.pdf>.
- Djankov, S., C. MacLiesh, T. Nenova and A. Shleifer (2003). 'Who owns the media?', *Journal of Law and Economics*. XLVI: 341-380.

Lecture 5: Representation and Ideology in Film and Television

'Trust me on this. While other people were out living their lives, I wasted mine watching TV, because deep down I knew it might one day help me save the world.' (Fry in television series *Futurama*)

This lecture will try to answer the question of why media matter for Film and Television Studies. While doing so it will investigate television and film's performance as a provocateur of change and in accepting and reinforcing the status quo. Through looking at examples of texts from television and film (with a particular focus on media in Turkey as a case study), the lecture will examine the continuing and important role that television and film play in organising, generating and communicating change in a variety of contexts – particularly with regards to politics, gender and identity.

Key reading:

- Liesbet Van Zoonen, *Feminist Media Studies* (London, California and New Delhi: Sage, 1994), pp. 1-11. (This is an introductory text which will introduce some aspects of how media texts can be read from a feminist perspective.)

Further reading:

Media and Society

- David Gauntlett, *Media Gender and Identity* (London: Routledge, 2002)
- Linda Holtzman, *Media Messages: What Film, Television, and Popular Music Teach us about Race, Class, Gender and Sexual Orientation* (New York: M E Sharpe , 2000)
- <http://twopointzeroforum.blogspot.com/> (article by David Gauntlett)
- <http://mediastudies2point0.blogspot.com/>

Part II: Lectures 6-17 – Determining, judging and analysing content

Lecture 6 and 7: Explaining International News (DEV)

In these lectures we will begin by considering the nature of international news and specifically the nature of UK television news coverage of Africa. We will then briefly ask why the nature of international news might matter before proceeding to consider the various ways we might attempt to explain the nature of international news. This will include a consideration of news values, professional norms and practices, ideology, sociology of sources and individual and event-centred approaches.

Key Reading:

- Mezzana, D. (2005) *A Cancerous Image: The causes of Africa's negative and reductive image. African Societies.* Available online <http://cyber.law.harvard.edu/digitaldemocracy/mezzana.htm> (A very readable overview of the ways in which Africa is covered in Western media and what previous studies have suggested the most significant explanations might be. See the additional reading by Hawk for a similar, equally readable account).

Further reading:

- Berkowitz, D. (1997) *Social Meanings of News: A Text-Reader*
- Franks, S. (2005) *Africa in the Media.* Westminster Papers in Communication and Culture. University of Westminster, London. http://www.westminster.ac.uk/data/assets/pdf_file/0019/20179/zim_art8.pdf
- Galtung, J. and M. H. Ruge (1965). "The Structure of Foreign News: The Presentation of the Congo, Cuba and Cyprus Crises in Four Norwegian Newspapers." *Journal of Peace Research* 2(1): 64. <http://jpr.sagepub.com/content/2/1/64.abstract>
- Harrison, P. & Palmer, R. (1986) *News out of Africa: Biafra to band aid*
- Hawk, B. (1992) *Africa's Media Image.* Introduction. Praeger Publishers. London
- Landau, P. (2002) *Images and empires: visuality in colonial and postcolonial Africa*
- Livingstone, S. (1996) *Suffering in Silence: Media Coverage of War and Famine in Sudan.* In *From Massacres to Genocide: The Media, Public Policy and Humanitarian Crises* (eds) Rotberg, R. & Weiss, T. The Brookings Institutions. Washington DC.
- Mengara (2001) *Images of Africa : stereotypes & realities*

Media and Society

- Moeller, S. (2006) 'Regarding the Pain of Others': Media, bias and the coverage of international disasters. *Journal of International Affairs*. vol. 59, no. 2.
- Scott, M. (2009) The World in Focus (Chapter 2) http://www.cba.org.uk/Resources/publications/World_in_Focus.php
- Shoemaker, P & Reese, S. (2003) Inside the Image Factory: Theories of media Organisation and media Work. In Williams, K. Understanding Media Theory. Hodder Arnold. London [On Blackboard]
- Shoemaker, P & Reese, S. (1991) Mediating the Message: Theories of Influences on Media Content London: Longman

Lecture 8: The market (ECO)

A sketch of the market as a potentially efficient way of organising economic activity because it encodes the principle of 'voluntarism' (ie exchange only occurs when it appears to be of mutual benefit).

Sources of market failure. Three of the key conditions that have to be satisfied for this potential to be realised are i) 'good' information; ii) well defined property rights and iii) easy entry/competition. Neither i) and ii) are likely to be satisfied in many media markets, but iii) has been made much more likely as a result of the digital revolution. NB Also the potential problems of prisoners' dilemma/free rider interactions or coordination problems that can sometimes arise even when these conditions are satisfied.

Key reading:

- Friedman, M. Free to Choose, pp 13-33.
- (See also video stream at [Idea Channel](#) --Free to Choose, volume 1 , The Power of the Market.)

This reading (and the video) give an insight into how markets work.

Further reading:

- Kirzner, I. How Markets Work.
- Hargreaves Heap et al, Choice: a critical guide, pp3-5, 11-25 (rationality), 62-71 (Homo Economicus, Homo Sociologicus), 179-95 (Anarchic Order).
- Gentzkow, M. and Shapiro, J. 'Competition and truth in the market for news', *Journal of Economic Perspectives* Spring 2008, 133-154.

Lecture 9: 'No one knows' I: superstars and blockbusters and the importance of reputation (ECO)

Uncertainty in media markets helps explain the linked phenomena of superstars, blockbusters and reputation. When you do not know what succeeds if you are a producer and/or what a 'product' is really like, if you are a consumer, until you have purchased it, then 'reputation' and what others do matters but these are not enough to remove the influence of uncertainty, even

Media and Society

if demand tends to get concentrated on a few films or tv programmes. Producers still face a tricky problem, given screen or tv time constraints, of when to pull the plug on a film or tv series and this typically leads to the use of one of two marketing strategies associated with focussing on either the 'mass' or a 'niche' market. But NB new technology attenuates to some degree the problem of when to pull the plug, producing the 'so-called' theory of the long tail. Will this blur the distinction between the 'mass' and the 'niche' market?

Key reading:

- Caves ch. 4
This reading explains how media markets are subjects to considerable uncertainty.

Further reading:

- Caves chs 7 (pp123-32) and 11.
- Anderson, C. (2006) *The Long Tail: why future business is selling less of more*. Random House (also see his web site, www.longtailbook.co.uk, for a copy of his earlier article in *Wired*)
- Prindle, D. (1993) *Risky Business: the Political Economy of Hollywood*. Westview Press.
- Frank, R. and Cook, P. (1995) *The Winner Take All Society*. Free Press, chs 4,9 and 10.

Lecture 10: 'No one knows' II: risk mitigation, risk sharing, size and vertical integration (ECO)

As people do not like uncertainty, they try to mitigate its effects. Size has an enormous advantage in this respect, which helps explain the concentration of ownership. Risk sharing arrangements are another response and they encourage the distinctive vertical integration found in media industries.

Key reading:

- Caves, ch.10.
This reading explains how media markets are affected by uncertainty.

Further reading:

- Caves ch.9.
- Caves, R. (2003) 'Contracts between Art and Commerce', *Journal of Economic Perspectives*, Spring 2003, pp73-84.

Lecture 11: Legal Drivers of content – how the laws of defamation and privacy affect what the media communicates (LAW)

In considering law's impact on the media, two areas of considerable day to day importance are the laws relating to defamation and to the protection of privacy. Not only may they offer a remedy to disgruntled claimants, who are usually celebrities (often of the minor variety) or crooked business people, when they have been the victim of untrue and unflattering comment

Media and Society

or have had their privacy invaded, but they also exercise a powerful inhibitory effect on what the media actually communicate. One may, of course, take the view that this is no bad thing. After all, is there really any public interest in allowing the media to publish untruths or to invade a person's privacy? There is however an important countervailing public policy that we ignore at our peril and that is, of course, freedom of expression. Too strict a law of defamation or privacy and we can be sure that much wrongdoing will never be brought into the glare of publicity and our society will be weaker as a result. Inevitably, therefore, law must reconcile the right to free speech with the right to reputation and privacy. How to reconcile these interests is a question of considerable complexity and difficulty and different jurisdictions take very different approaches. In this lecture, I will introduce you briefly to the laws relating to defamation and the protection of privacy, particularly in the UK and US, consider how they affect what the media communicates and examine the question whether the balance between freedom of expression and the rights to reputation and privacy has been struck in the right place.

Key reading:

- Robertson and Nicol, *Media Law* (Penguin, 5th edition), chapter 3 and pp 265-295

Further reading:

- Rozenberg, *Privacy and the Press* (Oxford)
- Fenwick and Phillipson, *Media Freedom under the Human Rights Act* (Oxford), part IV and chapter 21
- Barendt, *Freedom of Speech* (Oxford, 2nd edition), chapters 1, 2, 6, 12 and 13.
- Milo, *Defamation and Freedom of Speech*, (Oxford)
- Vidal, *McLibel: Burger Culture on Trial* (Pan)
- *McLibel*, the DVD of the BBC programme

Lecture 12: Legal Drivers of content – public law (LAW)

In this session, we look at how content in the media is regulated by State actors through law. How does this vary between platforms (radio, television, film, visual art), between public and private broadcasting, and between jurisdictions? Furthermore, what are the appropriate legal mechanisms that promote the State's legitimate interests while preserving freedom of expression? We will discuss the evolution of public law with regard to the media and consider how, in a context of new technologies, globalisation and cultural diversity, these laws may change in the future.

Key reading:

- Chapter 16, 'Broadcasting law' in Robertson & Nicol, *Media Law* (5th edition) (2007/8)

Additional reading:

Media and Society

- Ofcom Broadcasting Code:
- British Board of Film Classification
- Milgrave, *Harm and offence in media content* (ebook in UEA library) – the ‘ANNEX: LEGAL FRAMEWORK’ (pp. 213-229) is very useful.
- Chapter 6, “Media Content Policies” in Freedman, *The Politics of Media Policy* (2008)

Lecture 13: Protecting and Encouraging Creativity in content (LAW)

The purpose of this lecture is to introduce you to the role of intellectual property (IP) law as a force controlling content in the media. The most important type of IP right in this context is copyright. Copyright has since its inception had a symbiotic relationship with the various forms of media that have been available, from the concern to regulate book publishing in the 18th century Statute of Anne to the present-day disputes over downloading sound recordings via the Internet. You will consider the different types of right that are protected, considering how they play a role in the protection and encouragement of creativity across the media, and also discover how most ‘players’ typically find themselves on both sides of the copyright debate, seeking protection for their works while also building upon or making use of the works of others.

Key reading:

- Chapter 2, ‘Intellectual property rights and the media’ in Haynes, *Media rights and intellectual property* (Edinburgh University Press, 2005)

Further reading:

- Hargreaves Review of Intellectual Property (2011) <http://www.ipo.gov.uk/ipreview-finalreport.pdf> - Executive summary and chapter 5
- ‘Sound Opinions’ (WBEZ Chicago), episode 277, ‘Sampling’. <http://www.soundopinions.org/shownotes/2011/031811/shownotes.html> - MP3 and notes available

Lecture 14: Research on media content (PSI)

This is the first of two lectures in which through the analysis of media content we will critically explore the ways in which the media may reinforce social relations of power. In this lecture we will discuss whether media texts empower or disempower women. You will be introduced to some of the key arguments put forward by feminist media scholars and we will apply semiotics to the analysis of magazines and advertising.

Key reading:

- M. Lazar. (2000) ‘Gender, discourse and semiotics: the politics of parenthood representations’, *Discourse & Society*, 11(3), pp. 373-400, retrieved 13.09.2011 from

Media and Society

<http://ejournals.ebsco.com/direct.asp?ArticleID=81EJRVUJNDU1R39JH0DJ> This article is an example of how semiotic analysis can be applied in academic research. You will see that is also ties in with lecture 15 on discourse. We hope that it will give you an idea of how the principles and aims of discourse analysis and semiotic analysis can inform each other.

Further reading:

- Barthes, R. (2006) *Myth Today*. In J. Storey (ed.) *Cultural Theory and Popular Culture: A Reader*, 3rd ed. (293-302). Harlow: Pearson.
- Benwell, B. (ed.) (2003). *Masculinity and men's lifestyle magazines*. Oxford: Blackwell.
- Berger, Arthur Asa (1998) *Media Analysis Techniques*, London: Sage, pp.3-36.
- Bignell, Jonathan (1997) *Media Semiotics, An Introduction*, Manchester: Manchester University Press, 28-54.
- Carter, F. (2005). It's a girl thing. Teenage magazines, lifestyle and consumer culture. In D. Bell and J. Hollows (eds.) *Ordinary Lifestyles; Popular Media, Consumption and Taste* (173-186).Maidenhead: Open University Press.
- Carter, C. and Steiner, L. (eds.) (2004) *Critical Readings: Media and Gender*. Maidenhead: Open University Press.
- Craig, S. (1992). *Men, masculinity, and the media*. Newbury Park, Ca., London: Sage.
- Hermes, J. (1995). *Reading women's magazines: an analysis of everyday media use*. Cambridge: Polity.
- Hopkins, J. (2000) 'Signs of Masculinism in an 'Uneasy' Place: advertising for 'Big Brothers'', *Gender, Place & Culture*, 7(1), pp.31-55.
- Inness, S.A. (2004). *Action chicks: new images of tough women in popular culture*. Basingstoke: Palgrave Macmillan.
- Lazar, M. (2006) "Discover The Power Of Femininity!" Analyzing global "power femininity" in local advertising', *Feminist Media Studies*, 6(4), 2006, pp.505-517.
- Macdonald, M. (1995). *Representing women: myths of femininity in the popular media*. London: Edward Arnold.
- McRobbie, A. (1991). *Feminism and youth culture: from 'Jackie' to 'Just Seventeen'*. Basingstoke: Macmillan.
- Strinati, D. (1995) *An Introduction to Theories of Popular Culture*, London: Routledge, pp.87-128.

Lecture 15: Research on media content (PSI)

In this session we will continue our discussion of media content and power by looking at the representation of race. You will be introduced to some key analytical tools used in critical discourse analysis which we will then apply to the analysis of news content. Our discussion will be informed by the work of some key theorists on the subject of race and the media, including T.van Dijk.

Key reading:

Media and Society

- Van Dijk, T. A. (1993) Principles of Critical Discourse Analysis, *Discourse and Society*, vol. 4, pp 249-283. (Introduction to Critical Discourse Analysis)

Further reading:

- Teo, P. (2000) Racism in the News: A Critical Discourse Analysis of News Reporting in two Australian Newspapers. *Discourse and Society* 11(1), 7-49.
- Wodak, R. and Matouschek, B. (1993) 'We are Dealing with People Whose Origins One can Clearly Tell Just by Looking': Critical Discourse Analysis and the Study of Neo-Racism in Contemporary Austria', *Discourse & Society*, 4: 225-248,
- McRobbie, A. (2008) 'Young Women and Consumer Culture' *Cultural Studies*, Volume 22: 5, 531-550
- Alia, V. and Bull, S. (2005). *Media and ethnic minorities*. Edinburgh: Edinburgh University Press.
- Downing, S.G. (2006). *Representing 'race': racisms, ethnicities sand media*. London: Sage.
- Fairclough, N. [1995] (2001). 'Critical Analysis of Media Discourse' In M. G. Durham and D. M. Kellner (eds.) *Media and Cultural Studies: Key Works* (308-325). Malden and Oxford: Blackwell.
- Hall, S. [1981] (1996). 'Racist Ideologies and the Media' " in P. Marris and S. Thornham (eds.) *Media Studies: A Reader* (267-270). Edinburgh: Edinburgh University Press.
- Van Dijk, Teun A (1991) *Racism in the Press*. London: Routledge
- Van Dik, Teun A. (1999) 'Discourse And the Denial of Racism' in Jaworski, Adam and Coupland Nikolas (eds.) *The Discourse Reader*, London: Routledge, pp.541-558.
- Van Dijk, Teun A. (2001) 'Critical Discourse Analysis' in Schiffrin, Deborah, Tannen, Deborah and Hamilton Heidi E. (eds.) *The Handbook of Discourse Analysis*, Oxford: Blackwell, pp.352-371.

Part III: Lectures 18-25 – Organising the media

Lectures 16: Comparing media systems (PSI)

This lecture looks at the different ways in which media are organised in different societies. It begins with the distinction drawn between liberal and autocratic regimes, between democracies and dictatorships, and then goes onto examine the different forms of media organisation that exist in similar (liberal) societies.

Key reading:

- Hardy, J. (2008) *Western Media Systems*, London: Routledge, Chap 1 (This is a very good overview of the way in which the comparison of media systems has developed. It provides a good background to the more detailed analysis you will find in Hallin and Mancini below, and the critical perspective offered by Davis)

Media and Society

Further reading:

- Hallin, D. & P. Mancini (2004), *Comparing Media Systems*, Cambridge: Cambridge University Press
- Davis, A. (2010) *Political Communication and Social Theory*, London: Routledge
- McQuail, D. (1994) *Mass Communication Theory*, London: Sage, Chap 5
- Siebert, F. et al, (1956) *Four Theories of the Press*, Urbana: University of Illinois Press
- Blumler, J. & M. Gurevitch, (1995) 'Towards a Comparative Framework for Political Communication Research' in *The Crisis of Public Communication*, London: Routledge, pp 59-72
- Tunstall, J. (2008) *The Media Were American*, Oxford: Oxford University Press
- Hesmondhalgh, D. (2007) *The Cultural Industries*, London: Sage
- Street (2011) *Mass Media, Politics and Democracy*, Chaps 5-6
- Freedman, D. (2008) *The Politics of Media Policy*, Cambridge: Polity

Lecture 17: Competition policy and the control of media concentration (LAW)

This lecture will focus on the way in which regulatory mechanisms shape the media industry in the UK and European Union, with a focus on competition law and policy, introducing the basic components of competition law and policy in so far as they affect media ownership and concentration. Policy dilemmas, particularly those related to the protection of plurality in the provision of print and broadcast media, are considered.

Key reading:

- European Commission (2007) Media pluralism in the member states of the European Union, pp. 1-19 and any two of the 'country profiles' that follow.

Additional reading:

- Please read these two short speeches: Ungerer (2005) Competition in the media sector: how long can the future be delayed? and Almunia (2010) Competition in Digital Media and the Internet
- Baker (2007) *Media concentration and democracy: why ownership matters*, chapter 1. Cambridge University Press.
- Barnett (2010) What's wrong with media monopolies? Media@LSE Working Paper #18.
- Pheasant et al (2010) The Court of Appeal judgment in British Sky Broadcasting Group Plc v Competition Commission and the limits of media-plurality regulation. *European Competition Law Review* 31(8), 318-322.

Lectures 18 and 19: The move to deregulation (ECO)

Media and Society

Technological change has created the conditions for competition over the last decade and this, in turn, has produced a deregulating policy response, the question is whether there remain reasons for regulating these industries.

- 1) Taste formation, merit/demerit good arguments and children in particular (eg children's advertising) but is there still a role for 'horizon' stretching programming in television?
- 2) Market failure in the 'news' due to concentration of ownership and influence-motivated owners. Is there sufficient diversity of view?
- 3) Risk taking and innovation, will the market under innovate when the risks are so high?

Key reading:

- Hargreaves Heap, S. *'Television in the digital age: what role for public service broadcasting?'* Economic Policy January 2005, p.111-58.
This reading explains how the TV market might 'fail' (in economic terms) and gives the economic case for public service broadcasting as a response to these failures.

Further reading:

- DCMS White Paper (2006) A Public Service for All: the BBC in the digital age. www.culture.gov.uk/what_we_do/Broadcasting/bbc_public_service_broadcasting/bbcc_harterreview.htm
- BBC(2004) Building Public Value. BBC website
- Ball, T. (2003) James MacTaggart Memorial Lecture. Edinburgh Festival (excerpted in Guardian 23 August, 2003).
- BBC Trust (2007) From Seesaw to Wagon Wheel: safeguarding impartiality in the 21st century.
- Thompson, M.(2002) 'Innovation, creativity and public service broadcasting' in Television and Beyond: the next 10 years, ITC.
- Bazalgate, P. (2002) 'It's the programmes stupid', Television and Beyond: the next 10 years, ITC.
- OFCOM (2004, and 2009) Review of Public Service Television Broadcasting. OFCOM website.
- Graham, A. et al (1999) Public Purposes in Broadcasting. University of Luton Press.
- House of Lords Communication Committee (2008) The Ownership of the News.

Lecture 20: The New World Information and Communication Order (DEV)

In this lecture we will discuss the *New World Information Communication Order* (NWICO) and consider its continued relevance. We will discuss, amongst other things, the claims of the 'third world' countries, the response of the West, the conclusions of the MacBride Commission and the concept of the 'right to communicate'.

Key reading:

- Reeves, G. (1993) Communication and the 'Third World', Chapter 5. The New International Information Order. (A comprehensive overview of arguments about the

Media and Society

significance of global communication flows. See additional readings by Barker and Dorfman for more critical and contextualised accounts respectively).

Further reading:

- Barker, C. (1999) Television, Globalisation and Cultural identities. Open University Press. London. Chapter 2: Global Television and Global Culture
- Boyd-Barrett, J.O. (1977). "Media imperialism: Towards an international framework for an analysis of media systems." In J. Curran, M. Gurevitch and J. Woollacott (eds.), Mass communication and society, p. 116-135. London: Edward Arnold.
- Carlsson (2005) From NWICO to global governance of the information society. In Media and Glocal change <http://bibliotecavirtual.clacso.org.ar/ar/libros/edicion/media/17Chapter11.pdf>
- Dorfman, A. (1984) How to read Donald Duck: Imperialist Ideology in the Disney comic. New York: International General. (chapters 2 and 3).
- Golding, P. & Harris, P. (eds.) (1997) Beyond Cultural Imperialism: Globalisation communication and the new information order
- Hamelink, C. & Hoffmann, J. (2008) The State of the Right to Communicate. The Global Media Journal. 7- 13. <https://lass.calumet.purdue.edu/cca/gmj/fa08/gmj-fa08-hamelink-hoffman.htm>
- MacBride (1980) Many Voices, One World. (Preface) <http://unesdoc.unesco.org/images/0004/000400/040066eb.pdf>
- Mansell (2007) Great Media and Communication Debates: WSIS and the MacBride Report <http://www.uta.fi/laitokset/tiedotus/laitos/Mansell%20&%20Nordenstreng.pdf>
- Mody, B. (2003) International and development communication. Chapter 3, Global Communication Orders

Lecture 21: China in Africa (DEV)

In this lecture we will discuss the character, causes and consequences of China's growing influence in Africa's media landscape. In particular, we will discuss the role of the Xinhua news agency and African responses to Chinese influence.

Key reading:

- Fackson, B (2009) 'China in the African mediascape: A critical injection', Journal of African Media Studies. 1:3

Further reading:

- Xin, X (2009) 'Xinhua news agency in Africa', Journal of African Media Studies 1:3
- University of Oxford. China and Africa Media Research <http://pcmlp.socleg.ox.ac.uk/news/2010/china-and-africa-media-research>
- Alden, C (2007) 'China in Africa'. ZED Books. London.

Media and Society

Part IV: Lectures 21-27 – Audiences and Effects

Lectures 22-23: Audience Research methods (FTV)

These two lectures will introduce students to key debates and methodologies in audience and reception studies. They will map the field of media reception and audience research, reviewing a range of theoretical and empirical perspectives on media consumption, including historiographic approaches to reception and exhibition, and ethnographies of television viewers and cult media fans. These lectures will also encourage students to evaluate key audience research methods, from Stuart Hall's breakthrough 'encoding/decoding' model of the late 1970s to recent ethnographic approaches that have attempted to determine how 'real' audiences decode texts in a variety of social and geographical contexts.

Key reading:

For Lecture 1

- Morley, D. (1989) *Changing Paradigms in Audience Studies*. In E. Seiter et al (eds) *Remote Control: Television, Audiences, and Cultural Power* (16-43) London: Routledge. (This is a useful and succinct overview of the development of audience studies. It covers some really crucial ground and connects shifts in audience studies to broader intellectual currents)

For Lecture 2

- Jenkins, H. (2005) 'Star Trek Rerun, Reread, Rewritten: Fan Writing as Textual Poaching'. In R. A Guins and O. Zaragoza Cruz (eds) *Popular Culture: A Reader* (250-262) London: Sage. (This article gives a valuable insight into the work of Henry Jenkins and considers one way in which we might usefully think about the relationship between audiences - especially fans – and media texts)

Further reading:

- Allen, R. C. (1990) 'From Exhibition to Reception: Reflections on the Audience in Film History', *Screen* 31 (4) pp: 347-356
- Ang, I (1991) *Desperately Seeking the Audience*, London, Routledge
- Ang, I.(1985) *Watching 'Dallas': Soap Opera and the Melodramatic Imagination*, London, Methuen
- Barker, M. & Mathijs, E. (eds) (2008) *Watching the Lord of the Rings: Tolkien's World Audiences*, New York: Peter Lang.
- Bertrand, I. and Hughes, P. (2005) 'Gathering Data on Audiences' in *Media Research Methods: Audiences, Institutions, Texts* (Basingstoke: Palgrave), pp. 63-84.
- Bourdieu, P. (1984) *Distinction*, London: Routledge
- Crang, M. and Cook, I. (2007) *Doing Ethnographies*. London: Sage.

Media and Society

- Gauntlett, D. and Hill, A. (1999) *TV Living: Television, Audiences and Everyday Life*. London: Routledge.
- Geraghty, C.(1998) 'Audiences and Ethnography: Questions of Practice', in David Lusted and Christine Geraghty (eds) *The Television Studies Book*, London: Arnold, pp141-57.
- Hall, S. (1997) 'The Television Discourse- Encoding and Decoding' in Gray. A and McGuigan, J. (eds) *Studies in Culture: An Introductory Reader*, London: Arnold, pp. 28-34
- Moores, S (2000) *Interpreting Audiences: The Ethnography of Media Consumption*, London: Sage
- Morley, D. (1992) *Television, Audience and Cultural Studies*. London: Routledge
- Mulvey, L. (1975) 'Visual Pleasure and Narrative Cinema' *Screen* 16.3, pp. 6-18
- Radway, J. (1984) *Reading The Romance*, Chapel Hill, North Carolina: University of North Carolina Press
- Seiter, E. et al. (eds) (1989) *Remote Control: Television, Audience's and Cultural Power*, London: Routledge
- Silverstone, R. (1994) *Television and Everyday Life*. London: Routledge
- Staiger, J. (1992) *Interpreting Films: Studies in the Historical Reception of American Cinema*, Princeton: Princeton University Press
- Stewart, K. and Williams, M. (2005) 'Researching online populations: the use of online focus groups for social research' *Qualitative Research*, Vol. 5, No. 4, 395-416
- Tulloch, J. and Jenkins, H. (1995) *Science Fiction Audiences: Watching Doctor Who and Star Trek*, London: Routledge

Lectures 24-5: Media effects (PSI)

These lectures introduce students to the notion of the media as powerful instruments of political and social control. The first of these lectures is concerned with the way in which elite discourses are circulated via the media, and the impact that this has (or not) on issues such as foreign policy formation. The second lecture will provide an overview of how media effects theories have developed in order to enable the students to compare and access advantages and weaknesses among them.

The lectures starts with the widespread view that violent images inspire violent acts. We examine the fears inspired by horror movies and the subsequent debates about media effects. This idea of media as manipulative of the masses is traced to Marx and the Marxist tradition and the role of ideology. The lectures also draw attention to the critical ideas provided by the Frankfurt school. They then turn to the alternative tradition of media effects literature, in which the emphasis is on reinforcement and the active audience, and then on to the rise (and return) of the media malaise thesis. The lectures end by focusing on recent research into the idea that news media drive policy making,.

Key reading: There are two pieces of key reading this week. The first looks at 'elite' media effects; the second at audience effects

Media and Society

- Robinson, P (1999) 'The CNN effect: can the news media drive foreign policy?' *Review of International Studies* 25 pp.301-09
- John Corner ' 'Influence': The Contested Core of Media Research' in J. Curran & M.Gurevitch (eds), *Mass Media and Society* 3rd edition

Further reading:

- Barker, M. (1997) 'The Newsom Report: A Case Study in "Common Sense"', in M. Barker & J. Petley (eds), *Ill Effects* (London: Routledge) pp.12-31.
- McRobbie, A. & Thornton, S. (1995) 'Rethinking "moral panic" for multi-mediated social worlds' *British Journal of Sociology*, 46: 4, 559-573
- Newton, K. (2006) 'May the weak force be with you: The power of the mass media in modern politics', *European Journal of Political Research*, 45, pp. 209-34
- A Davies (2007) *The Mediation of Power. A Critical Introduction* (London: Routledge)
- Adorno, T & Horkheimer, M (1995) 'The culture industry: enlightenment as mass deception' in eds O. Boyd-Barrett & C Newbold *Approaches to media. A reader*
- Althusser, L (2006) 'Ideology and State Apparatuses' in eds Durham, M &
- Bennett, W.L. and Jarol B. Manheim, "Taking the Media by Storm: Information, Cuing, and the Democratic Process in the Gulf Conflict," *Political Communication*, 10, 331-351.
- Davis, A (2007) *The Mediation of Power*, London: Routledge
- Cohen, S. [1972] (1980) *Folk Devils and Moral Panics: Creation of Mods and Rockers*. London: Routledge
- Gauntlett, D (1998), 'Ten Things Wrong with the "Effects Model"' in R. Dickenson, R Harindranath and O Linné, eds, *Approaches to Audiences: A Reader*. London: Arnold
- Hall, S. et al (1979) *Policing the Crisis: Mugging, The State and Law and Order*. London: MacMillan
- Hill, A. (1997) *Shocking Entertainment: Viewer Responses to Violent Movies*. Luton: Luton University Press.
- Marx, K & Engels (2006) 'The ruling class and ruling ideas' in eds Durham, M & Kellner, D *Media and Cultural Studies Keywords*
- .Croteau, D & Hoynes, W (2003) 'Media and Ideology' *Media/Society* 3rd edition
- Gilboa, E (2005) 'The CNN effect: the search for a communication theory of international relations' *Political communication* 22 pp27-44
- Hawkins, V (2002) 'The other side of the CNN factor: the media and conflict' *Journalism Studies* 3 (2) pp225-40
- Weaver, C.Kay, & Carter, C. (eds) *Critical Readings: Violence and the Media* (Maidenhead: Open University Press)
- Putnam, R. (2000) *Bowling Alone*, New York: Touchstone
- Norris, P. (1997) *Electoral Change since 1945*, Oxford: Blackwell
- Norris, P. et al (1999) *On Message: Communicating the Campaign*, London: Sage
- Norris, P. (2000) *A Virtuous Circle*, Cambridge: Cambridge University Press
- Newton, K & M. Brynin (2001), 'The National Press and Party Voting in the UK', *Political Studies*, 49(2), pp265-86;

Media and Society

- Negrine and J. Stanyer (eds) *The Political Communication Reader*, London: Routledge, Section 5
- Robinson, P (2002) *The CNN effect: the myth of news, foreign policy and intervention*, London: Routledge
- Livingston, S. & T. Eachus, (1995) "Humanitarian Crises and U.S. Foreign Policy: Somalia and the CNN Effect Reconsidered," *Political Communication*, Vol. 12

Lecture 26: Law and Audiences (LAW)

We consider how law (and lawyers) engage with research on audience and effects in this lecture. This can take place, as we will see, in the courtroom, in the university, and in the process of making and revising laws. Is it useful to use this research, or does it mislead? There are a number of situations where the perception of audience behaviour as reported by those involved in law is quite some distance from the reported research of others. Some areas of law, such as defamation, depend on an idealised concept of audience(s) as a part of the central definition of the harm being addressed. A particular example of the interdisciplinary approach now favoured by some regulators is assessing the impact and reception of controversial content (violent films, swearing on TV). Is it possible that a useful conversation will ultimately take place – or is making law and deciding cases a matter of principle without regarding to the audience?

Key reading:

- 'Shouting Fire: The Moral and Empirical Consequences of Free Speech' in Faigman, *Laboratory of Justice* (2004)

Further reading:

- Cohen et al, 'Perceived Impact of Defamation' (1988) 52 *Public Opinion Quarterly* 161 (no need to read in detail)
- Shelton, 'The CSI Effect: does it really exist?'
- Shelton et al: A Study of Juror Expectations and Demands Concerning Scientific Evidence *Journal of Entertainment & Technology Law* (longer version of Shelton report listed above)
- 'Audiences and Receptions of Sexual Violence in Contemporary Cinema' (2007 report by Martin Barker for British Board of Film Classification) (just read the 'Executive Summary' for an overview of this project)
- Taste, Standards and the BBC: Key Findings from the Audience Research (2009) (browse)

Lecture 27: Media Literacy (DEV)

In this lecture we will consider the role of the audience in information societies and specifically the notion of media literacy. We will consider the apparent benefits of media literacy for 'protecting' citizens from media effects or for 'empowering' them to take part in public debate.

Media and Society

Students will be introduced to the key debates in media literacy and the concept will be critiqued from a development studies perspective.

Key reading:

- Kellner, D. & Share, J. (2005) 'Toward Critical Media Literacy: Core concepts, debates, organizations, and policy', *Discourse: Studies in the Cultural Politics of Education*, 26:3, 369 — 386 (A good overview of the concept of media literacy. See additional reading by Moeller for a discussion of the relevance of media literacy to development and by Banda for a challenging critique of media education)

Further reading:

- Banda, F. (2009) Exploring Media Education as Civic Praxis in Africa. In UNESCO (2009) Mapping Media Education Policies in the World. http://portal.unesco.org/ci/en/ev.php-URL_ID=28540&URL_DO=DO_TOPIC&URL_SECTION=201.html (A challenging critique of media education)
- Dunn, H. & Johnson-Brown, S. (2007) Information Literacies and Digital Empowerment in the Global South. In *Media, Communication, Information: Celebrating 50 Years of Theories and Practice*. p. 78-103. http://portal.unesco.org/ci/en/ev.php-URL_ID=26268&URL_DO=DO_TOPIC&URL_SECTION=201.html
- Hobbs, R. (1998) The Seven Great Debates in the Media Literacy Movement. *Journal of Communication*. 48:1
- Kahn & Kellner (2007) Paulo Freire and Ivan Illich: technology, politics and the reconstruction of education. *Policy Futures in Education*, Volume 5, Number 4,
- Livingstone, Sonia (2004) What is media literacy? *Intermedia*, 32 (3). pp. 18-20. [http://eprints.lse.ac.uk/1027/1/What is media literacy \(LSERO\).pdf](http://eprints.lse.ac.uk/1027/1/What%20is%20media%20literacy%20(LSERO).pdf)
- Moeller, S. (2009) Media Literacy: Understanding the News. CIMA. [http://cima.ned.org/sites/default/files/CIMA-Media Literacy Understanding The News-Report.pdf](http://cima.ned.org/sites/default/files/CIMA-Media%20Literacy%20Understanding%20The%20News-Report.pdf) (Relevance of media literacy to development)
- OFCOM (2010) UK Adults' Media Literacy [http://stakeholders.ofcom.org.uk/market-data-research/media-literacy/medlitpub/medlitpubrss/uk adults ml/](http://stakeholders.ofcom.org.uk/market-data-research/media-literacy/medlitpub/medlitpubrss/uk%20adults%20ml/)
- Scott, M. (2009) Guidelines for Broadcasters on Promoting User-Generated Content and Media and Information Literacy. UNESCO / CBA. http://portal.unesco.org/ci/en/ev.php-URL_ID=29314&URL_DO=DO_PRINTPAGE&URL_SECTION=201.html
- UNESCO (2009) Mapping Media Education Policies in the World. http://portal.unesco.org/ci/en/ev.php-URL_ID=28540&URL_DO=DO_TOPIC&URL_SECTION=201.html (any chapter)

Part V: Lectures 28-31 – The Future

Lecture 28: Is there a future for PSB? (DEV)

Media and Society

In this lecture we will consider in depth the issue of Public Service Media. Is there still a role for Public service *broadcasting* in contemporary society? What are the models of PSB? Do we have a stark choice: education versus entertainment? Can a Public Service Media evolve from the roots of PSB?

Key reading:

- Jakubowicz, K. (2006) PSB: The beginning of the end or a new beginning in the 21st century?

Further reading:

- Bardoel, J. & d'Haenens, J. (2008) Reinventing public service broadcasting in Europe: prospects, promises and problems. *Media Culture Society* 30; 337.
- Tracey, M (1998) *Decline and Fall of Public Service Broadcasting*. O.U.P.
- Jacka, E. (2003) "Democracy as Defeat": The Impotence of Arguments for Public Service Broadcasting. *Television New Media* 4: 177.
- Green, D. 'The Public Realm in Broadcasting' in 'Can the Market Deliver? Funding Public Service Television in the Digital Age'. (2005) John Libbey Publishing

Lecture 29: The death of journalism? (PSI)

This lecture will outline how new media such as the internet both challenge and strengthen traditional media and journalists. What is "journalism" and how does it compare to so-called citizen journalism? What are the impacts of citizen journalism? What are the implications of this for democracy and accountability? Has the importance of citizen journalism been over-emphasised?

Key reading:

- Wall, M. (2004) 'Blogs as black market journalism: A new paradigm for news', *Interface* 4(2). Available at: <http://bcis.pacificu.edu/journal/2004/02/wall.php>

Further reading

- Allan, S. (2006) *Online News: Journalism and the Internet* Maidenhead: Open University Press.
- Bruns, A. (2005) *Gatewatching: Collaborative online news production* New York: Peter Lang.
- Burkeman, O. (2005, November 17), The New Commentariat, *Guardian Unlimited*. Available at: <http://www.guardian.co.uk/g2/story/0,,1644298,00.html>
- Cassidy, W. (2007), 'Online News Credibility: An Examination of the Perceptions of Newspaper Journalists', *JCMC*, 12(2). Available at: <http://jcmc.indiana.edu/vol12/issue2/cassidy.html>.

Media and Society

- Deuze, M (2003), 'The Web and its Journalisms: Considering the Consequences of Different Types of Newsmedia Online', *New Media & Society*, 5(2): 203-230.
- Flanagin, A. and Metzger, M. (2007), 'The role of site features, user attributes, and information verification behaviors on the perceived credibility of web-based information', *New Media & Society*, 9(2), pp. 319-342.
- Gillmoor, D. (2004), *We The Media: grassroots journalism by the people for the people* O'Reilly. Available at: <http://www.oreilly.com/catalog/wemedia/book/index.csp>.
- Tremayne, M. (2007), *Blogging, citizenship, and the future of media* London: Routledge. HM1206 TRE.

Lecture 30: User-created content and the law (LAW)

Websites such as YouTube, Myspace and Flickr enable individuals as well as established media players to publish video, music and photographs. With some industries already sceptical about the impact of the Internet, the popularity of user-created content poses a further challenge. Yet it is not true to say that the Internet is a completely lawless environment. This lecture considers the legal constraints relating to user-created content, and explores issues such as the status of journalists, the impact of copyright on 'remix' culture, and calls for change to various legal provisions. From all of these points, one particular question is posed: what is the future of media law, when everyone's a creator?

Key reading:

- Lessig (2008) 'Reforming Law' and 'Reforming Us' in *Remix: making art and commerce thrive in the new economy*

Further reading:

- RIP: A Remix Manifesto (film)
- Gant, 'We're All Journalists Now' (chapter 1)
- Center for Social Media (2008) Recut, Reframe, Recycle: quoting copyright material in user-generated video.
- Holmes & Ganley, 'User-generated content and the law' (2007) 2 JIPLP 338.
- Jenkins (2006) 'Quentin Tarantino's Star Wars?' in *Convergence Culture*.

Lecture 31: Re-thinking Reputation (LAW)

This lecture will examine the concept of reputation. Key questions to be addressed include: What is reputation? Why does reputation matter? Are notions of reputation changing? How can and should reputation be protected?

Key reading:

Media and Society

- Solove, The Future of Reputation, chs 1, 5 and 8. Available online at <http://docs.law.gwu.edu/facweb/dsolove/Future-of-Reputation/text.htm>

Further reading:

- Craiks, Reputation – A network interpretation (OUP 2009)
- MacNamara, Reputation and Defamation (OUP, 2008)
- Forbrun, Reputation, Realising value from the corporate image (Harvard University Press, 1996)

Media and Society

7. Assessment

Assessment of this module will be based on a course test and a project.

- 1) The three hour course test, which will contribute 25% to the overall grade, will consist of a number of questions testing your knowledge of the materials covered in the first semester. The questions will not require lengthy answers but will instead seek to assess the extent to which you have understood the subject matter of the lectures. The course test will take place on **18th January 2012 from 9:00 until 12:00.**
- 2) The project, which will contribute 75% to the overall grade, will require you to write an answer to **one** of a number of questions given below. There is a maximum word limit for this project of 5,000 words. The deadline for this assessment is **11:59pm 12th April 2012.**

Questions

1. "Regulating media content (whether it be on the grounds of decency, privacy, or anything else) was a concern of the 20th century but will not last long in the 21st". Discuss.
2. Is there a case for structural regulation of the media industries? Does the strength of the case vary between different media systems?
3. Is there a public interest in media pluralism?
4. Discuss whether the media empowers women or not. Make reference to specific media texts as part of your answer.
5. Why is it inadequate to base our understanding of media effects solely on the relationship between audiences and texts?
6. What is the future for public service broadcasting?
7. 'Early in life I noticed that no event is ever correctly reported in a newspaper' (George Orwell). Discuss.
8. Is it useful to combine different research methodologies for an analysis of media content? Support your answer by referring to evidence from your own analysis of at least one media text.

A good answer, whether for the short course test or the project will reveal a thorough understanding of the topic. The answer will have a logical development, and it will be expounded clearly and concisely. It will display constructive and critical thought, providing evidence of independent thinking and study as well as a familiarity with relevant lecture and seminar material. The use of evidence to support or challenge arguments is encouraged; the source of the evidence should be given, and its value to the argument should be explained.

Remember also that this is a module that is inter-disciplinary. As such, where appropriate, you will be given credit for considering arguments from a number of academic perspectives.

Any answer you give should make appropriate use of the materials discussed in the lectures and seminars and in the essential and also additional readings. We expect you, as

Media and Society

postgraduate students, to read and make reference to relevant articles from academic and other journals and periodicals, as well as lecture notes, books and textbooks. Useful material is not limited to the texts we draw to your attention; use the library imaginatively, and consult websites and the quality press for the latest developments in the media. For example, The Guardian has a 'media' supplement every Monday, and a Review section every Friday (which gives the latest box office returns); it also has a 'media business' section.

The Course project must be submitted by hand to the Learning and Teaching Hub, ARTS Floor 0. Coursework sent by fax or email will not be accepted. Coursework should be presented anonymously (registration number only)

A word count must be included in all assessed work for which word limits are specified. The ability to answer assessments within the specified number of words is one of the marking criteria used for assessment. As a rough guide, students can expect that around 1% point will be deducted for each 50 words above the specified limit.

The word limit includes:

- all text (other than exclusions – see below)
- footnotes,
- diagrams, maps and tables (The use of illustrative materials is encouraged, so long as they relate to the text, but these will be counted in the word count.)

It excludes:

- cover sheet
- contents page
- acknowledgements
- reference list/bibliography
- appendices

SUMMARY TABLE

ASSESSMENT:	COURSEWORK = 100%	SUMMER EXAM = 0%
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COURSEWORK				
	DEADLINE	TASK	Weighting %	Submission method
CW1	18.01.12	Course test	25%	End of test
CW2	12.04.12	Course project	75%	Learning and Teaching Hub, ARTS Floor 0

Media and Society

8. For important and fuller guidelines on

- **Plagiarism and Collusion**
- **Academic Appeals and**
- **Module Evaluation**

please refer to your DEV Postgraduate Course Guide which you should keep for reference throughout your Degree Course

Ensure that you are familiar with the information and bear it in mind throughout your course.

Please note that the University takes very seriously cases of plagiarism or collusion. Plagiarism and collusion, at any stage of a student's course, **whether discovered before or after graduation, will be investigated and dealt with appropriately by the University.** The University may even choose to re-examine all the coursework of a student if there are grounds for suspecting repeated plagiarism. Offenders are penalised whenever plagiarism is proven. A wide range of methods are used for investigating plagiarism, including electronic detection software.

Students must **keep original coursework with comments attached and the electronic copies of all work submitted** for the duration of their period of study. This is because, if plagiarism is suspected, students may be asked to re-submit the electronic versions of previous coursework (including from previous years) for screening.

Both of the above corresponding documents would be required for re-marking of coursework (see Academic Appeals).

Finding out more about plagiarism:

- Please see your DEV PG Course Guide
- The DEV intranet has a link to **plagiarism resources**, where you can find links to **build skills to avoid plagiarism**: general writing skills, correct paraphrasing, and effective use of sources. <http://www.uea.ac.uk/~d051/plagiarism/Plagiarism.htm>
- The Dean of Students also offers support through their Learning Enhancement Service www.uea.ac.uk/dos/let This site provides study guides and links to other important information. You can also seek **confidential advice** from this office.

Media and Society

9. Assessment Deadlines and Extensions

(a) Deadlines

All deadlines for coursework are at 11:59pm on the day set. Work must be submitted to the DEV/ECO teaching office before that time precisely. Students should be reminded that work can be submitted before the deadline!

(b) Extensions

If you consider that you have experienced circumstances that have affected your ability to complete a DEV coursework assignment on time, a request for an extension to a coursework deadline should be submitted to the Learning and Teaching Hub, ARTS Floor 0. Requests for extensions should be made if possible before the coursework deadline date and must be submitted **on the relevant form which is available from the Learning and Teaching Hub responsible for the module concerned**. For any DEV module all such requests must be formally approved by the School of International Development and approval will be dependent on whether you have sufficient extenuating circumstances. If you have any queries as to whether you would qualify for an extension, you should contact the Learning and Teaching Hub in the first instance. **DO NOT** contact the module convenor for extensions.

Coursework submitted after the deadline may qualify for a retrospective extension if there are acceptable extenuating circumstances. On submission please request the appropriate form which is available from the Learning and Teaching Hub. Allowance may be given if supported by a certificate or evidence and in such cases penalties for late submission would not be applied.

Please note that late submission due to failure of a personal computer will only be accepted as extenuating circumstances if supported by a reference from the UEA IT Helpdesk or written confirmation from a recognised computer repair company, detailing the nature and extent of the computer failure. **In all cases, you should ensure that you make regular back-up copies of all coursework in progress**. Further information on backing up your work can be found on the ITCS Helpsheets published on the University Intranet at:
<https://www.uea.ac.uk/is/ithelpsheets/filemanagement>

(c) Word limits

A word count **must be** included in all assessed work for which word limits are specified. The ability to answer assessments within the specified number of words is one of the marking criteria used for assessment. As a rough guide, students can expect that around 1% point will be deducted for each 50 words above the specified limit.

(d) Penalties for late submission

The deadline for submission of coursework is 11:59pm on the specified date.

If you submit coursework after the published deadline, without an approved extension, the following penalties will apply.

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Work submitted	Marks deducted – out of 100
On the day following the due date	10 marks
On either the 2nd or 3rd day after the due date	20 marks
On the 4th day after the due date and before the 20th day after the due date	All the marks the work merits if submitted on time (ie no marks awarded)
After 20 working days	Work will not be marked and a mark of zero will be entered

NB: These penalties are rigorously applied even if you are only one minute after the deadline. They are set by the Learning, Teaching and Quality Office and are non-negotiable.

The penalties for late submission of pass/fail marked coursework (I'm not sure that any of us sets work of this nature) in the absence of acceptable extenuating circumstances are: Work submitted after 11:59pm hours on the due date will be awarded a fail mark.