ICOM811

Issues in Contemporary Global Media

S2 Day 2014

Dept of Media, Music & Cultural Studies

Contents

General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
Admission to MIntComm or MIntRel or MIntCommMIntRel or MIntBusMIntComm or MA in Media Law and Culture

Corequisites

Co-badged status

Unit description
This unit canvasses several of the most compelling and contentious issues in global media. With a focus on how developments in communication technologies reframe social, cultural, political and economic phenomena, this unit surveys key historical developments to better appreciate and unpack contemporary debates in global media. The unit explores the longstanding link between modernisation, technology and globalisation and considers how communities – at local, national and regional levels – experience and respond to this link. By contextualising debates around cultural imperialism, the digital divide, and capitalist (post-) modernity, the unit explores how this link has affected conceptions of identity, citizenship and empowerment.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Analyse the role that globalised media flows play in affecting and reflecting changing conceptions of social, political and economic identity

Compare how different disciplinary scholars have analyzed the consequences of global media flows

Apply discipline-specific theories and concepts to pertinent contemporary case studies

Explain complex media phenomena with discipline-specific language, and support a discursive position with pertinent literature and evidence

Assessment Tasks

Name	Weighting	Due
Participation	20%	Ongoing
Presentation	30%	To Be Determined
Essay Plan	20%	Friday 19 September 5pm
Major Essay	30%	Friday 14 November 5pm

Participation

Due: **Ongoing**
Weighting: **20%**

Students are required to attend every tutorial and to contribute to class discussions. Contributions should engage concepts that are raised in the readings and the weekly lecture, and reflect careful consideration of the pertinent issues, debates and examples. Students are strongly encouraged to ensure their participation contributes to a lively, respectful and interesting class discussion. The seminar is the best environment to ask questions, offer examples and debate critical issues. Students are assessed on how well their contributions to class discussion reflect critical engagement with the unit.

Marking Criteria

* Communication: the effective articulation of complex ideas to a culturally diverse group

* Synthesis: careful consideration of the weekly topic and readings in terms of the unit's overarching themes and concerns

* Engagement: active and lively contribution to class discussions, showing both initiative and cross-cultural awareness

On successful completion you will be able to:

- Analyse the role that globalised media flows play in affecting and reflecting changing conceptions of social, political and economic identity
- Compare how different disciplinary scholars have analyzed the consequences of global media flows

Presentation

Due: **To Be Determined**
Weighting: **30%**

Each week, the tutorial will be led by 2-3 students (depending on class numbers) whose task is to facilitate the class discussion. Using the weekly set readings as a foundation, these students will organise the seminar discussion around the concepts, examples and debates they believe are most relevant to the weekly topic. Additional material may be used (in fact, it's encouraged) – so students can make use of existing AV/IT facilities in the room. The aim is to animate class discussion and guide debate and discussion. NB: Please note that this group exercise is marked individually.

Marking Criteria

* Communication: presenter articulates complex ideas clearly to a culturally diverse group

* Pertinence: presenter illustrate themes and concepts with relevant case studies and/or examples

* Engagement: presenter facilitates and sustains class discussion with an engaging and inclusive presentation

On successful completion you will be able to:

- Analyse the role that globalised media flows play in affecting and reflecting changing conceptions of social, political and economic identity
- Compare how different disciplinary scholars have analyzed the consequences of global media flows
- Apply discipline-specific theories and concepts to pertinent contemporary case studies

Essay Plan

Due: **Friday 19 September 5pm**
Weighting: **20%**

As preparation for the Major Essay (see below), each student must submit a two-part essay plan based on their chosen essay topic. This includes:

(1) An annotated resource list which covers the material (of part thereof) that will be used for the essay (books, media texts, reports, articles, chapters, websites etc). Each listing should provide

full bibliographical details, as well as a brief description of how it will be useful for the major essay. Each description should be approximately 100 words. There should be no less than 6 listings, and no more than 10.

AND

(2) An essay outline which presents the main argument of the essay, as well as the main points that will be discussed. This is to be approximately 250 words long and may be presented through either bullet-points or a paragraph.

Marking Criteria

* Reading and research: research choices are relevant, logical and comprehensive

* Synthesis: research choices and essay outline convey a nuanced integration of the unit's themes and concerns

* Argument: essay outline proposes a logical and demonstrable thesis

Submission

Essay Plans are to be submitted electronically to iLearn, in the 'Assessments' folder.

On successful completion you will be able to:

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- Explain complex media phenomena with discipline-specific language, and support a discursive position with pertinent literature and evidence

Major Essay

Due: **Friday 14 November 5pm**
Weighting: **30%**

3000-word essay response to one of these questions:

1. As a way to explain the similarity of cultural trends around the world, is the discourse of cultural imperialism useful and valid? Base your response on an example (or examples) from one nation.

2. How does the concept of 'glocalization' frame the relationship between globalizing forces and local agents with the global cultural economy? Illustrate your response with an example (or examples) from at least one nation.

3. How do global advertisers appeal to the cultural preferences of consumers in developing regions or emerging economic hotspots? Illustrate your response with an example (or examples) from one nation.

4. How have notions of identity and citizenship changed over the last two decades? Illustrate your response with an example of a political movement and/or event from one nation.

5. Has the growth in digital social media expanded opportunities for political expression and/or activity around the world? Illustrate your response with an example (or examples) from one nation.

Marking Criteria

* Reading & research: evidence of critical engagement with pertinent academic material; evidence of thorough research (books, journals, the internet, media sources, archives etc)

* Argument & analysis: well-articulated and well-supported argument; evidence of relational thinking

* Writing & structure: clear, logical and coherent structure; clarity of expression; correct referencing

Submission

Essays are to be submitted electronically to iLearn, in the 'Assessments' folder.

On successful completion you will be able to:

- Analyse the role that globalised media flows play in affecting and reflecting changing conceptions of social, political and economic identity
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Delivery and Resources

ICOM811 consists of a weekly 1-hour lecture & a 2-hour tutorial. All readings are in the *ICOM811 Unit Reader*. This unit makes extensive use of iLearn (Announcements, assignment information etc). It is students' responsibility to stay abreast of course developments via regular engagement with iLearn.

All required reading material can be found in the ICOM 811 unit reader.

To complete the unit satisfactorily, students must: attend all lectures and tutorials (missed seminars must be explained with proof of sickness or misadventure, such as a medical certificate); and, at the very least, meet the minimum standards to pass the assessment tasks.

Unit Schedule

LECTURE SCHEDULE

Week 1 - Introduction

This week we'll canvass the various issues and debates that we'll be studying this semester; we'll discuss the assessments for ICOM 811; and we'll organize the groups and schedule for the Presentation assignment.

Week 2 - Global Communication: paradigms & perspectives

This week we consider how communications figures within the logic and language of development. There are numerous ways that development is understood and/or endorsed, and this has important implications for the role and value of communications. As an introductory overview of this complex field, this week's reading provides the foundation for many of the debates and discussions that we'll consider this semester.

Reading

Madikiza, Lucky & Elirea Bornman (2007) 'International communication: shifting paradigms, theories and foci of interest', *COMMUNICATIO*, volume 33, number 2, pp. 11-44

Week 3 - Cultural Imperialism: a relevant discourse?

This week, we consider one of the most significant areas in the literature of international communication: the discourse of cultural imperialism. As an influential argument against the political economy of 20th and 21st century communications, this discourse renders the relationship between global media and cultural sovereignty problematic, if not untenable. We'll therefore survey its relevance, validity and influence.

Reading

Gray, Jonathan (2007) 'Imagining America: The Simpsons go Global', *Popular Communication: International Journal of Media and Culture*, volume 5, number 2, pp. 129-148

Coutas, Penelope (2006) 'Fame, Foutune, Fantasi: Indonesian Idol and the New Celebrity, *Asian Journal of Communication*, volume 16, number 4, pp. 371-392

Week 4 – Glocalization: when the global meets the local

In the past two decades, numerous researchers and theorists have discussed how globalizing forces intersect with local/national forces with unexpected and/or interesting consequences. This week we consider this phenomenon, and examine its implications in light of competing versions or perceptions of globalization.

Reading

Moran, Kristin C. (2006) 'The global expansion of children's television: a case study of the adaptation of *Sesame Street* in Spain', *Learning, Media & Technology*, volume 31, number 3, pp. 287-300

Cho, Glorya (2010) 'Hiplife, cultural agency and the youth counter-public in the Ghanian public sphere', *Journal of Asian and African Studies*, volume 45, number 4, pp. 406-423

Week 5 - The Digital Turn: inequities & opportunities

Much of the literature and research on contemporary global communications centres on the role and effects of digital technologies. This week, we'll see how key components of this discourse –

including cyber cultures, online identities, interactive and convergent media, and media mobility – have affected how local/national agents navigate 21st century conditions, and have manipulated these technologies to pursue particular types of development.

Reading

Weber, David M. and Kauffman, Robert J. (2011) 'What drives global ICT adoption? Analysis and research directions', *Electronic commerce Research and Applications*, volume 10, pp. 683-701

Gyabak, Khendum and Godina, Heriberto (2011) 'Digital storytelling in Bhutan: A Qualitative examination of new media tools used to bridge the digital divide in a rural community school', *Computers & Education*, volume 57, pp. 2236-2243

Week 6 – The Commercial Realm: advertising, consumption & culture

One of the most compelling and dominant forces in international communications is commercial media – specifically, advertising. This week, we'll see how advertising, branding, public relations and marketing generally affect citizens' loyalties, aspirations and motivations.

Reading

Li, Guoxin, Li Guofeng and Kambele, Zephaniah (2012) 'Luxury fashion brand consumers in China: perceived value, fashion lifestyle, and willingness to pay', *Journal of Business Research*, volume 65, pp. 1516-1522

Schwartz, Suzanne L. (2013) 'Girl power through purchasing? The urban, young, educated, working, Indian Woman and aspirational images in personal care and beauty aid advertisements', *Advertising & Society Review*, volume 13, issue 4, pp. 1-18

Week 7 – Identity & Empowerment: new notions of citizenship

This week, we'll explore and unpack how global communications imbue national citizens with new senses of identity, and the effects this has on empowerment – individual, national and regional. We'll integrate the various strands and examples we've considered so far in the course, to see how the communications media of the 21st century creates notions of a global citizenry, and extrapolate the consequences for different kinds of identity expression.

Reading

Abrudan, Elena (2011) 'The dynamics of postmodern identity', *Journal of Media Research*, volume 1, number 9, pp. 23-32

Croucher, Stephen M. (2008) 'French-Muslims and the hijab: an analysis of identity and the Islamic veil in France', *Journal of Intercultural Communication Research*, volume 37, number 3, pp. 199-213

Week 8 - *Kony 2012*: lessons, good & bad

Screening in tutorials: *Kony 2012* and *Kony 2012 Part 2: Beyond Famous*, with a discussion around the films' strengths and weaknesses, and critical implications thereof.

Reading

Karlin, Beth and Matthew, Richard A. (2012) '*Kony 2012* and the mediatisation of child soldiers', *Peace Review: A journal of social justice*, volume 24, number 3, pp. 255-261

Edmondson, Laura (2012) 'Uganda is too sexy: reflections on *Kony 2012*, *TDR: The Drama Review*, volume 56, number 3, pp. 10-17

Week 9 - Creative Industries: a post-industrial world?

As more nations engage with industries and endeavours commonly associated with the Information Age, the premium on creativity and innovation grows. This week, we'll see how this imperative – to exploit the economic benefits of the creative industries – has political, social and cultural consequences, and we'll identify how this process has broadened (and complicated) definitions of development.

Reading

White, Andrew and Xu, Sujing (2012) 'A critique of China's cultural policy and the development of its cultural and creative industries: the case of Shanghai', *Cultural Trends*, volume 21, number 3, pp. 249-257

Thussu, Daya Kishan (2012) 'A million media now! The rise of India on the global scene, *The Round Table: The Commonwealth Journal of International Affairs*, volume 101, number 5, pp. 435-446

Week 10 – Nation Branding: selling a competitive identity

Nation branding points to the various ways which nations 'speak' and 'behave' – or the range of contact points that link consumers with a place, and how these encounters affect perceptions of it, or its 'strategic equity'. This week, we consider how the notion of branding is being used by certain nations in their quest for a competitive identity in an increasingly globalised world.

Reading

Smits, Katherine and Jansen, Alix (2012) 'Staging the nation at expos and world's fairs, *National Identities*, volume 14, number 2, pp. 173-188

Khamis, Susie (2012) 'Brand Australia: half-truths for a hard sell', *Journal of Australian Studies*, volume 36, number 1, pp. 49-63

Week 11 – Social Media & emerging political practices

Many of us now use social media as part of everyday communication – things like Facebook, Twitter and YouTube are how many of us consume, produce and share media. However this week's discussion considers how social media has affected political activity and expression, with case studies based on the Arab Spring and Occupy Wall Street. We consider whether social media offers new opportunities for political debate and expression, or if it largely mirrors existing distributions of media and/or political power.

Reading

Miladi, Noureddine (2011) 'New media and the Arab revolution: citizen reporters and social activism', *Journal of Arab & Muslim Media Research*, volume 4, numbers 2/3, pp. 113-119

Allagui, Ilhem and Kuebler, Johanne (2011) 'The Arab Spring and the role of ICTs', *International Journal of Communication*, volume 5, pp. 1435-1442

Week 12 – News Journalism, East/West

For many of us, knowledge of global affairs and international politics comes from news media, especially about places we've never been or people with whom we've had little direct contact. This week we consider the role news and current affairs media plays in shaping perceptions of the 'Other', particularly in a post 9/11 (or September 11) world.

Reading

Nisbet , Erik C. and Myers, Teresa A. (2011) 'Anti-American Sentiment as a Media Effect? Arab Media, Political Identity, and Public Opinion in the Middle East', *Communication Research*, volume 38, number 5, pp. 684-709

Andersen, Nicole C., Brinson, Mary and Stohl, Michael (2011) 'On-screen Muslims: Media priming and consequences for public policy', *Journal of Arab & Muslim Media Research*, volume 4, numbers 2/3, pp. 203-221

Week 13 - Unit Review & Essay Preparation

This week we reflect on lessons from ICOM811, and apply these to the major essay questions.

Reading

Essay Writing: The Basics (2010), The Learning Centre, University of NSW

References/Bibliography Harvard Style (2011), University of Queensland

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of

Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Additional information

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Analyse the role that globalised media flows play in affecting and reflecting changing conceptions of social, political and economic identity
- Compare how different disciplinary scholars have analyzed the consequences of global media flows
- Apply discipline-specific theories and concepts to pertinent contemporary case studies
- Explain complex media phenomena with discipline-specific language, and support a discursive position with pertinent literature and evidence

Assessment tasks

- Participation
- Presentation
- Essay Plan
- Major Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Analyse the role that globalised media flows play in affecting and reflecting changing conceptions of social, political and economic identity
- Compare how different disciplinary scholars have analyzed the consequences of global media flows

Assessment tasks

- Participation

- Presentation
- Essay Plan
- Major Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Analyse the role that globalised media flows play in affecting and reflecting changing conceptions of social, political and economic identity
- Compare how different disciplinary scholars have analyzed the consequences of global media flows
- Apply discipline-specific theories and concepts to pertinent contemporary case studies
- Explain complex media phenomena with discipline-specific language, and support a discursive position with pertinent literature and evidence

Assessment tasks

- Essay Plan
- Major Essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Compare how different disciplinary scholars have analyzed the consequences of global media flows
- Apply discipline-specific theories and concepts to pertinent contemporary case studies
- Explain complex media phenomena with discipline-specific language, and support a discursive position with pertinent literature and evidence

Assessment tasks

- Participation
- Presentation
- Major Essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Assessment tasks

- Participation
- Presentation

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Assessment tasks

- Participation
- Presentation
- Essay Plan
- Major Essay

Changes from Previous Offering

ICOM811 is regularly updated to ensure readings, examples and course content generally reflect contemporary issues in global media. Students are encouraged to consider its implementation and suggestions about how it can be improved are welcome.