



ICOM811

Issues in Contemporary Global Media

S1 Day 2015

Dept of Media, Music & Cultural Studies

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General Information

Unit convenor and teaching staff

Convenor & Lecturer

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Y3A 191E

Please email for appointment.

Credit points

4

Prerequisites

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

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
<u>Participation</u>	20%	Ongoing
<u>Presentation</u>	30%	To Be Determined
<u>Essay Plan</u>	20%	Thursday 2 April 5pm
<u>Major Essay</u>	30%	Friday 5 June 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:

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

Essay Plan

Due: **Thursday 2 April 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 5 June 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. 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.

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

UNIT 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.

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.

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.

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.

Week 6: The Commercial Realm: Global Consumer 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.

Week 7: Cultural Identities

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.

Week 8: 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.

Week 9: 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.

Week 10: Neo-Orientalism

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.

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.

Week 12: Global Cultural Convergence

Week 13: Unit Review & Essay Preparation

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.m](#)

mq.edu.au.

Additional information

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

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

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.