Course Co-ordinator: Terry Leahy  
Lecturer at Callaghan: Terry Leahy  
Lecturer on Central Coast: Terry Leahy  
Room: W342  
Ph: 49 216106  
Fax: 49 21 6933  
Email: Terry.Leahy@newcastle.edu.au  
Email: Mitchell.Hobbs@newcastle.edu.au  
Consultation hours Callaghan: Wed 2-3  
Consultation hours Central Coast: Monday 1-2
SOCA3081 - New Media and Society
Course Outline
2010

Course Coordinator  Terry Leahy
Lecturer at Callaghan: Terry Leahy
Lecturer on the Central Coast: Mitchell Hobbs
Semester  Semester 1 - 2010
Unit Weighting  10
Teaching Methods  Seminar

Brief Course Description
Looks at new and old popular media within a sociological and cultural studies framework. Considers a wide variety of media forms, such as mobile phones, you-tube, internet contact sites, political networking, blogs, computer games, advertising, popular TV dramas and films, romance novels and fashion.

Contact Hours
Seminar for 2 Hours per Week for the Full Term

Learning Materials/Texts

Course Objectives
On successful completion of this course students will be able to demonstrate:

1. An understanding of a sociological and cultural studies approach to media and society.
2. Ability to analyse a piece of popular media within the frameworks offered within sociology and cultural studies.
3. Ability to deal critically with social analyses of popular media.
4. Skills in writing an academic essay, in reading critically and in doing research.

Course Content
1. Does the media support dominant interests in society?
2. Does the media reinforce gender inequalities?
3. Does the new media democratize electronic communication?
4. Recognition of the key methodological approaches of media analysis within sociology and cultural studies - semiotic, ethnographic and psychoanalytic.
5. What is meant by claims that the media today embodies various aspects of postmodern culture?
6. Analysis of a wide variety of media forms.

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>Introductory report: about 1000 words, 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Major essay: about 2500 – 3000 words, 40%</td>
</tr>
<tr>
<td>Examination: Take Home</td>
<td>Complete one question: about 2500 - 3000 words, 40%</td>
</tr>
<tr>
<td>Group/tutorial participation and contribution</td>
<td>Assessed on the basis of completion of the required reading and tutorial tasks, 10%</td>
</tr>
</tbody>
</table>

Assumed Knowledge
40 units of study at 1000 level
Callaghan Campus Timetable
SOCA3081
Media and Society
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Seminar Wednesday 11:00 - 13:00 [W243]
or Thursday 13:00 - 15:00 [GP212/214]

Ourimbah Timetable
SOCA3081
New Media and Society
Enquiries: School of Humanities and Social Science
Semester 1 - 2010
Seminar Monday 11:00 - 13:00 [O_CN2106]
or Monday 9:00 - 11:00 [O_CN2106]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During assessing any assessment item the University may -
- Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

· Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS
Students can access the University’s policy at: http://www.newcastle.edu.au/policylibrary/000769.html

MARKS AND GRADES RELEASED DURING TERM
All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in Late Penalty (under student) at the link above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

· applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

· whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: http://www.newcastle.edu.au/policylibrary/000641.html

Note: different procedures apply for minor and major assessment tasks.

Students should be aware of the following important deadlines:

· Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

· Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.
Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term,** except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

## STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit: [www.newcastle.edu.au/service/studentsupport/](http://www.newcastle.edu.au/service/studentsupport/)

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Precinct</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td></td>
</tr>
</tbody>
</table>

### OTHER CONTACT INFORMATION

**Faculty Websites**

**Rules Governing Undergraduate Academic Awards**

**Rules Governing Postgraduate Academic Awards**

**Rules Governing Professional Doctorate Awards**

**General enquiries**
- **Callaghan, City and Port Macquarie**
  - Phone: 02 4921 5000
  - Email: EnquiryCentre@newcastle.edu.au
- **Ourimbah**

**Dean of Students Office**
The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.

- Phone:02 4921 5806
- Fax: 02 4921 7151
- Email: Dean-of-Students@newcastle.edu.au

**University Complaints Managers Office**
The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.

- Phone:02 4921 5806
- Fax: 02 4921 7151
- Email: Complaints@newcastle.edu.au

**Campus Care**
The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.


Phone: 02 4921 8600
Fax: 02 4921 7151
Email: campuscare@newcastle.edu.au

This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

End of CTS Entry

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://www.newcastle.edu.au/study/enrolment/regdates.html

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Faculty of Education and Arts  
School of Humanities & Social Science  
**New Media and Society SOCA3081: 2010**  
**Important Additional Information**

**Written Assignment Presentation and Submission Details**

Students are required to submit assessment items by the due date. When a student has not received an extension and an assignment is late the course coordinator may decide not to include that assignment as part of the total assessment for the course. Ensure that if you need an extension or special consideration you make an application before the due date for the assignment.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be followed – Below the 2,500 word length or 1,000 word length is not acceptable. If your essay or take home exam is longer than 3,500 words, words in excess of 3,500 will not be read in making an assessment.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah.
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Introductory Report
- Major Essay
- Take Home Exam

Students are not required to submit to Turnitin any pictorial work that accompanies an assignment (for example a magazine clipping).
Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Academic Integrity**

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) **Academic Fraud**, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) **Plagiarism**, which is the presentation of the thoughts or works of another as one’s own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - [http://www.newcastle.edu.au/policylibrary/000608.html](http://www.newcastle.edu.au/policylibrary/000608.html)

**Special Circumstances**

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Assignment Re-submission**

Students who have failed an assignment may be permitted to revise and resubmit it in this course. A mark higher than a pass cannot be granted in the case of a re-submission. Students are also welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Re-marks & Moderations**

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and
submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

Return of Assignments

The introductory report and major essay will be returned to students in their seminar. For the take home exam, students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.


Preferred Referencing Style

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ [www.newcastle.edu.au/services/library/tutorials/infoskills/index.html](http://www.newcastle.edu.au/services/library/tutorials/infoskills/index.html)

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.


Student Communication
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>Pass (P)</th>
<th>Credit (C)</th>
<th>Distinction (D)</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Seminar Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1st March</td>
<td>Popular Media as Social Commentary</td>
</tr>
<tr>
<td>2</td>
<td>8th March</td>
<td><em>Red Riding Hood as a Patriarchal Plot – CSI Miami</em></td>
</tr>
<tr>
<td>3</td>
<td>15th March</td>
<td>Facebook, Online Blogs, MySpace</td>
</tr>
<tr>
<td>4</td>
<td>22nd March</td>
<td>Buffy and Girl Power</td>
</tr>
<tr>
<td>5</td>
<td>29th March</td>
<td>YouTube and iPod</td>
</tr>
<tr>
<td>6</td>
<td>5th April</td>
<td>Semester Recess: Friday 5th April – Friday 12th April</td>
</tr>
<tr>
<td>7</td>
<td>12th April</td>
<td>Capitalist Ideology and Militarism</td>
</tr>
<tr>
<td>8</td>
<td>19th April</td>
<td>Mobile Phones, Emails and Internet Dating</td>
</tr>
<tr>
<td>9</td>
<td>26th April</td>
<td>Conspiracy, Apocalypse and Wacky Critique</td>
</tr>
<tr>
<td>10</td>
<td>3rd May</td>
<td>Gaming and Multiplayer Games</td>
</tr>
<tr>
<td>11</td>
<td>10th May</td>
<td>Why Cheap Romances are Appealing</td>
</tr>
<tr>
<td>12</td>
<td>17th May</td>
<td>Everyday Participants in Prime Time TV Shows</td>
</tr>
<tr>
<td>13</td>
<td>24th May</td>
<td>Respectable Dress and its Undoing</td>
</tr>
<tr>
<td>14</td>
<td>31st May</td>
<td>Class party and discussion of the course and seen exam topics</td>
</tr>
</tbody>
</table>
How to Write Essays for This Course:

For a pass or credit standard essay, students should read, use and put in their reference list at least 5 references from this course guide (see readings for each topic) relevant to their topic - this can and should include the readings for that week. For additional references if you want to write a more thorough essay, it’s probably safest to use other items from this topic list which are mostly from academic or at least well informed sources. Everything that is in the reading lists for these essays should be in short loans - on the shelves or on the library net for short loans. Be a bit careful with internet sources, which may include journalistic or community input as well as academic sociological treatments of topics. John Germov - How to Get Great Marks in Essays - is an excellent guide for essay writing and explains correct referencing format.

The set of essays listed for the analysis of popular media texts have a format in which you are invited to explain a point of view that is often expressed in the academic literature. This is the first half of the essay. In other words, this is where you can summarize and present the reading you have done for the essay. Do not hesitate to talk about the examples that they use in order to explain the perspective you are writing about here.

In the second half of the essay you are meant to give your own analysis of a media item that can be analysed using the approach that you have discussed in the first part of the essay. This is meant to be your own analysis of a film or tv episode that you have yourself chosen. In other words do not go on the net and find an analysis of the film or tv episode in question. This would be very obvious, would not be original, would be plagiarism if you did not give the reference, and probably would not fit the essay question you are looking at anyway.

There is no right or wrong analysis of a media item – it is up to you to come up with something that makes sense and seems to fit the item and to explain and justify your approach with examples of the plot, scenes, characters etc.

N.B. Video Resources in Library and other places:

There are a number of DVDs in the Audio Visual section of the Library that have been requested for this course. Just peruse the shelves looking for (usually pink covered) relevant DVDs of TV shows you may want to analyse. For example Desperate Housewives, The Footy Show, Ladette to Lady, Women’s Murder Club, Grey’s Anatomy, Biggest Loser, CSI and so on. You can borrow these for three days and make notes and write out useful quotes scene by scene. To record onto a computer from TV there are various bits of equipment you can buy such as EyeTV. Another good piece of software is Toast. Heaps of stuff is available in video hire shops and video shops, often cheap.
Assessment tasks

The introductory report

This is based on the material covered in the first week of the course. You will cut out 4 colour full plate advertisements from a popular magazine. You will read the set reading for week one (“Hegemonic versus Postmodernist Analysis of the Media”) and use the ideas in this reading to consider whether the ads selected are better seen as hegemonic or postmodernist – consider aspects such as social inequality and status; gender inequality; ethnic discrimination. Do the ads concerned contribute to current inequalities or provide some kind of a challenge to these inequalities? There is no need to consult any other readings for this introductory report.

The introductory report is due in week 3 (Friday 19th March 5 pm at the HUB).

The major essay and the take home exam

The major essay is due in week 7 (Friday 23rd April 5 pm at HUB) and the take home exam in Week 13 (Friday June 4th 5 pm at HUB).

These tasks are actually interchangeable. You must choose your topic for the major essay and for the take home exam from the following list of topics. There is one set of topics for Analysis of Popular Media Texts and one set of topics for New Media: Ethnographic Approaches. Basically what you need to do first is to select two topics that you are interested in writing an essay/take home exam about. One should be a topic related to the analysis of a Popular Media Text and the other a topic to do with New Media. You will do one of these topics for your major essay (due week 7) and the other for your take home exam (due week 13). It would make sense to choose something for the major essay that we will have covered in the first six weeks and something for the take home exam that we will have covered in the next seven weeks, but that is up to you.

First Set of topics for major essay and take home exam:

Analysis of popular media texts

2,500 words minimum – no more than 3,000

Please read: How to Write Essays for This Course (above)

Choose one of the following topics:

1. Explain the view that popular media is most likely to support the interests of the dominant powerful groups in current society – for example - the capitalist class /or men /or white people. Opposing this, other writers argue that popular media is quite likely to present the opinions and values of the majority - or of dominated groups in society – in other words the views and values of ordinary people, the working classes, women, ethnic minorities. How could this happen if capitalists own the media? What kinds of arguments and evidence do these other writers use?

2. There are certainly many fictional dramas in film or TV that represent a patriarchal perspective. Explain this point of view and show how a TV episode or film illustrates this perspective. The chosen media item must be your own choice and you must give it your own analysis.

3. While we might expect a male dominated media industry to turn out a patriarchal product, the reality is that many shows are aimed at a female audience. In consequence they often represent various kinds of resistance to patriarchal power or at least some kind of critique of aspects of patriarchal society. Explain this point of view and show how a TV episode or film illustrates this perspective. The chosen media item must be your own choice and you must give it your own analysis.
4. The reporting of wars, as well as popular fictional media such as war movies, action dramas, spy thrillers and the like is very often set up to support the foreign policy of the United States government and persuade ordinary people to support the interests of dominant economic and political forces in that country. Explain this perspective and show how a TV episode, news report or movie seems to fit this analysis. The chosen media item must be your own choice and you must give it your own analysis.

5. Despite the apparent consensus that capitalism is the best system, there is a great deal of popular media that suggests people’s distrust of authorities, their disillusion with modern life and their cynicism about their leaders. Show how popular media can tap into these feelings through conspiracy movies, science fiction thrillers, apocalypse movies and anime or cynical and wacky humour. Choose an example of a movie or TV episode that can be used to show how this kind of analysis can work. The chosen media item must be your own choice and you must give it your own analysis.

6. How do “conservative” and “standard” conventions of dress and makeup back up hierarchical class based society and men’s dominance. What are some examples of fashions or street style that challenge these standard codes? Illustrate your answer with examples of clothing and make up styles cut from magazines (ads, fashion spreads or real life photo images).

7. One approach to fashion is that we now live in a post-modern world where old codes representing gender and social class are being overturned by ironic pastiche and quotation of styles out of context. The motif is playful vanity and excess rather than old fashioned sex roles and upper class stuffiness. Consider both sides of this argument and give examples from clothing and make up styles cut from magazines (ads, fashion spreads or real life photo images).

8. Romance novels can be considered a great embarrassment to feminists because so many women read them and yet they seem to be so patriarchal in their viewpoint. Discuss the ways some academic authors have found feminist elements in the novels themselves or in women’s uses of them. Give examples from at least one popular romance you have read and analysed.

Second set of topics for major essay and take home exam:

New Media: Ethnographic approaches

2,500 words minimum – no more than 3,000

Please read: How to Write Essays for This Course (above)

Choose one of the following topics:

1. There seem to be more and more TV shows which invite some kind of unscripted participation by people who are not actors. Does this input allow a more participatory and democratic media than what we get from scripted dramas? Consider arguments for and against this view and use examples of popular shows to illustrate your discussion. For example - So You Think You Can Dance; The Footy Show: The Biggest Loser; Oprah Winfrey etc.

2. Participatory TV is all very well but in the end the owners of the media and the hosts of programmes dictate the messages of this media. Frequently the messages conveyed are patriarchal. Often they are intended to guide the working class, and to stigmatize working class lifestyles and culture. Sometimes they promote prejudice against marginalized ethnicities or sexualities. Consider this issue using an example from new media – such as Laddette to Lady; the Biggest Loser; What not to Wear, Oprah Winfrey, Big Brother; the Footy Show etc.

3. New media take a variety of forms. From the point of view of social scientists, the remarkable aspect of this new media is that the consumer is not merely a passive spectator of media content generated by a company but actually creates and builds their own media content and shares it with others. Consider this perspective in relation to one of the new media vehicles discussed in this course. Give
some examples of ethnographic studies that have shown how the new media is used to create social life.

4. There is a lot of hype about participation and the democratizing effects of the new media but in practice people mostly make use of media products generated by companies to entertain themselves in their leisure. They remain uncommitted politically. Discuss this position using examples from studies of new media forms considered in this course.

Week by week guide

Week One – Popular Media as Social Commentary

Week beginning Mar 1
Analysis of Popular Media Texts
New Media: Ethnographic approaches

Reading: Leahy: Hegemonic versus postmodernist Analysis (not discussed in class)
Lecture: Types of Media Analysis (20 mins) + Rambo and Star Wars (15 mins)
Viewing: Ads from TV (20 mins)
Exercise: Each group is presented with an ad cut from a magazine – they have to explain them to the class – I have put each of them in JPEG folder in advance on cd. (60 mins)

Books on analysis of popular media texts and their use - analysis of the media as hegemonic versus analysis of the media as postmodernist
Fiske, John 1989, Reading the Popular, Unwin Hyman, Boston. 3 DAY
Kellner, Douglas 1995, Media Culture, Routledge, London. 3 DAY
Leahy, Terry 1988, "Hegemonic and Post-Modernist Analysis; The Case of Rambo". (Available in Library) S/L
McGuigan, Jim 1992, Cultural Populism, Routledge, London. 3 DAY
Thwaites, Tony, Lloyd Davis &Warwick Mules, 2002, Introducing cultural and media studies: a semiotic approach, Basingstoke, Palgrave. S/L

Analysis of the new “interactive” media as alienating or as participatory- general texts on this which have chapters relevant to particular topics like face book etc.

Balmaves, Mark, O'Regan, Tom & Jason Sternberg (eds) 2002 Mobilising the Audience, University of Queensland Press 3 DAY
Buckingham, David (ed) 2007, Macarthur Foundation Series on Digital Media and Learning – Youth, Identity and Digital Media, Cambridge, MA, MIT Press S/L


Creeber, Glen., & Royston Martin (eds) 2009 *Digital cultures: Understanding New Media*, Open Uni Press. 3 DAY


Matrix, Sydney Eve 2006 *Cyberpop: Digital Lifestyles and Commodity Culture*, Routledge S/L

McPherson, Tara (ed) 2008 *Digital youth, innovation, & the unexpected*, MIT Press S/L


Sefton-Green, Julian (ed) 1998 *Digital Diversions: Youth Culture in the Age of Multimedia*, Routledge 3 DAY


Van Den Boomen, Marianne, Sybille Lammes & Ann Sophie Lehmann 2009 *Digital material : tracing new media in everyday life & technology* MIT Press. 3 DAY


**Week Two – Red Riding Hood as a Patriarchal Plot – CSI Miami**

**Week beginning Mar 8**

Analysis of Popular Media Texts

Reading: Cranny-Francis: Engendered Fiction: 71 -91
Lecture: Explaining Cranny-Francis
Viewing: CSI Miami episode


Coward, Rosalind 1984, Female Desire: Women’s Sexuality Today, Paladin, London, pp. 197-204. 3 DAY


Horrocks, Roger 1995, Male Myths and Icons: Masculinity in Popular Culture, Basingstoke, Macmillan. 3 DAY

Jeffords, Susan 1993, Hard Bodies: Hollywood Masculinity, Rutgers, New Jersey. 3 DAY


Negra, Diane(2008) 'Structural Integrity, Historical Reversion, And The Post-9/11 Chick Flick', Feminist Media Studies, 8: 1, 51 — 68 S/L


Vint, Sherryl, “The New Backlash: Popular Culture’s Marriage with Feminism or Love is all You Need”, Journal of Popular Film and Television S/L


**Week Three – Facebook, online blogs and MySpace**

**Week beginning Mar 15**

New Media: Ethnographic approaches

Reading: Harris: Young women, late modern politics etc.

Lecture: On Harris article

Viewing: A student volunteer to take us to their face book site and explain how they use it.

Exercise for other students: Each group to discuss in class their use of facebook or not and if not why not.

Aleman, Ann 2009 Online social networking on campus : understanding what matters in student culture, Routledge. 3 DAY

Baloun, Karel M., 2007 Inside Facebook : Life, Work & Visions of Greatness Self Published. 3 DAY

Blossom, John 2009, Content Nation: Surviving and Thriving as Social Media Changes Our Work, Our Lives, and Our Future, Wiley 3 DAY


Harris, Anita 2008, “Young women, late modern politics and the participatory possibilities of online cultures” *Journal of Youth Studies*, 11 (5) : 481 – 495. S/L


Kirkpatrick, David., 2010 *The Facebook Effect : & How It Is Changing Our Lives*, Simon & Schuster. 3 DAY

Liebert, Emily. 2010, *Facebook fairytales : modern-day miracles to inspire the human spirit*, Skyhorse Publishing. 3 DAY

Romm, Celia, & Kristine Setzekorn 2009 *Social networking communities & e-dating services : concepts & implications*, Information Science Reference. 3 DAY

Schmelling, Sarah., 2009 *Ophelia joined the group maidens who don’t float : classic lit signs on to Facebook*, Penguin 3 DAY


West, Anne, Lewis, Jane & Peter Currie 2009, “Students’ Facebook ‘friends’: public and private spheres”, *Journal of Youth Studies*, 12 (6) : 615-627 S/L

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**Week Four – Buffy and Girl Power**

**Week Beginning Mar 22**

Analysis of Popular Media Texts

Reading: Daugherty: Just Another Girl (from Kaveney) and Pender: I’m Buffy and You’re History (from Wilcox)
Lecture: Buffy lecture
Viewing: Buffy episode with werewolf


Nelson, Rhonda 1997, ” The Female Hero, Duality of Gender, and Postmodern Feminism in Xena Warrior Princess”, *Whoosh*, W13, October. S/L


Pender, Patricia 2002 'I'm Buffy and You're History: The Postmodern Politics of Buffy', pp. 35-45 from Wilcox


South, James. B. 2003 (ed) Buffy the Vampire Slayer and Philosophy, Open Court, Chicago. S/L

Sweeney, Kathleen., 2008 Maiden USA : girl icons come of age, Peter Lang 3 DAY


**Week Five – You Tube and iPods**

**Week beginning Mar 29**

New Media: Ethnographic approaches

Reading: Burgess: 75-99

Lecture: Moral panics and actual uses – YouTube as participatory.

Viewing: A student volunteer takes us to their You Tube favourites and explains why they like them. Has anyone posted anything to You Tube?

Exercise: Groups to discuss how they use you tube or do not use it.


Bull, Michael 2005, 'No Dead Air! The iPod and the Culture of Mobile Listening', Leisure Studies, 24: 4, 343 — 355. S/L


Burgess, Jean & Joshua Green 2009, YouTube: Online Video and Participatory Culture, Polity, 978 0 7456 4479 0 S/L

Bull, Michael 2007 Sound Moves: iPod culture and urban experience, Routledge, London S/L

Dant, Tim, 2008, iPod… iCon Studi Culturali , Vol. 5(3)): 355-373. [Downloaded from Lancaster Uni site] S/L


Goggin, Gerard 2009, “Adapting the mobile phone: the iPhone and its consumption”, Continuum 23 (2), 231 - 244. S/L
Harvey, Eric 2009, “The Social History of the MP3”


North, Sue, Snyder, Ilana and Bulfin, Scott(2008)'DIGITAL TASTES: Social class and young people's technology use',Information, Communication & Society,11:7,895 — 911 S/L

Senft, Theresa M., 2008 Camgirls : celebrity & community in the age of social networks, Peter Lang S/L

**Week Six – Capitalist Ideology and Militarism**

**Week beginning April 12**

Analysis of Popular Media Texts

Lecture: Marxist theory of ideology
Viewing: The 300 and Black Hawk Down


Giroux, Henry 2006, Beyond the Spectacle of Terrorism, Global Uncertainty and the New Media, Paradigm, Boulder. S/L

Hammond, Philip 2007, Media, War and Postmodernity, Routledge, London. S/L


Neilson, Jim 1998, "Review: Saving Private Ryan", Cultural Logic, ISSN 1097-3087, Volume 2, Number 1, Fall 1998. S/L

Rockler, Naomi, “Race, Hierarchy, and Hyenaphobia in the Lion King”. (short loans) S/L


Week Seven – Mobile Phones, Emails, and Internet Dating

Week beginning April 19
New Media: Ethnographic approaches

Reading: Bull: Sound Moves: 66-86
Lecture: Explaining Chambers, Bull and other readings.
Exercise: Groups discuss use of phones, emails and dating and report back to the class.


Chambers, Deborah 2006 New Social Ties: Contemporary Connections in a Fragmented Society Palgrave, Macmillan S/L

Chayko, Mary, 2008 Portable communities : the social dynamics of online & mobile connectedness, Albany, State University of New York. 3 DAY

Donner, Jonathon 2009 Mobile Phones and Mobile Communication, Polity 3 DAY

Goggin, Gerard 2006, Cell Phone Culture, Routledge, Oxon, [new book] 3 DAY


Horst, Heather & Daniel Miller 2006 The Cell Phone: An Anthropology of Communication, Berg 3 DAY


Miller, Daniel 2001 The Internet: An Ethnographic Approach, Berg 3 DAY

Romm, Celia, & Kristine Setzekorn 2009 Social networking communities & e-dating services : concepts & implications, Information Science Reference. 3 DAY


Week Eight – Conspiracy, Apocalypse and Wacky Critique

Week beginning April 26
Analysis of Popular Media Texts

Reading: Larsen: South Park’s Solar Anus
Lecture: Postmodernist view of the media. Why do radical messages appear and do they have any impact?
Viewing: Children of Men; V for Vendetta; Pan’s Labyrinth; X Files.


Irvine, Simon and Beattie, Natasha 1998, “Conspiracy Theory, Pre-Millenium Tension and the X-Files: Power and Belief in the 1990s, Social Alternatives, 17/4, pp. 31-34. S/L


Newman, Kim 1999, Apocalypse Movies, St Martin’s Griffin. 3 DAY


Sharrett, Christopher (ed) 1999, Mythologies of violence in postmodern media, Detroit, MI : Wayne State University Press. 3 DAY

Week Nine – Gaming and Multiplayer Games

Week beginning May 3
New Media: Ethnographic approaches

Reading: Rettberg – Corporate Ideology
Lecture: Gaming and social structures.
Viewing: A student volunteer is to take us to their favourite on line game and present it – show how they use it and talk about why they do.
Exercise: Groups are to consider whether anyone they know is addicted to gaming and what effect this has on their lives.

Boellstorf , Tom 2008 Coming of Age in Second Life: An Anthropologist Explores the Virtually Human, Princeton Uni Press S/L

Castronova, Edward., 2007 Exodus to the virtual world : how online fun is changing reality, Palgrave Macmillan. 3 DAY
Week Ten – Why Cheap Romances are Appealing

Week beginning May 10

Analysis of Popular Media Texts

Reading: Radway: 119-156.

Lecture: Explaining Radway

Exercise: Students to bring a romantic novel to class with a 500 word summary of the plot and post it notes for each of the stages listed in Radway's analysis.

Christian-Smith, Linda K 1990, Becoming a woman through romance, New York : Routledge. 3 DAY


Greer, Germaine 1972, The Female Eunuch, McGibbon & Kee, London. 3 DAY


Modleski, Tania 1984, Loving with a Vengeance: Mass-Produced Fantasies for Women, Methuen, New York. 3 DAY
Reading: Skeggs & Wood
Lecture: Explaining Skeggs & Wood
Viewing: Oprah / Biggest Loser / Lads to Ladettes
Exercise: Students in groups to discuss the social meaning of the shows in question — do they allow ordinary people to participate in media and present their culture on prime time; do they prop up or subvert conservative notions of gender and stereotypes of class, ethnicity and sexuality?

Dubrovsky, Rachel E. “FALLEN WOMEN IN REALITY TV: A pornography of emotion”, Feminist Media Studies, Vol. 9, No. 3, S/L

Kackmann, Michael et al 2009 Flow TV : television in the age of media convergence, Routledge. 3 DAY


Bignell, Jonathan 2005, Big Brother: Reality tv in the twenty first century, Palgrave Macmillan, Houndmill. 3 DAY


Hill, Annette Audiences and Pop Factual Television, Routledge, 0-415-26152-X 3 DAY

Holmes, Su, “Not the final answer: Critical approaches to the quiz show and Who Wants to be a Millionaire”, European Journal of Cultural Studies, 8 (4) :483 – 503. S/L


Holmes, Su & Deborah Jermyn Understanding Reality Television, Routledge, London 0-415-31795-9 3 DAY

Ilouz, Eva 2003, Oprah Winfrey and the Glamour of Misery, Columbia University Press, New York. 3 DAY


McRobbie, Angela “Notes on What Not to Wear and Postfeminist Symbolic Violence” Sociological Review S/L


Miller, Toby 2008, “The new world makeover” Continuum 22 (4) 585-590. S/L


Murray, Susan & Laurie Ouellette (eds) *Reality TV: Remaking Television Culture*, 3 DAY


Rosenberg, Buck Clifford 2008, “Property and home makeover television: Risk, thrift and taste” *Continuum*, 22 (4) 505 – 513. S/L


Skeggs, Beverley & Helen Wood 2008, “The labour of transformation and circuits of value ‘around’ reality television”, *Continuum* 22 (4) 559-572 S/L


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**Week Twelve – Respectable Dress and its Undoing**

**Week beginning May 24**

Analysis of Popular Media Texts

Reading: Davis: 57-77.
Lecture: Conservative and Radical dress – gender and class issues
Exercise: Students to bring cut outs from magazines to explore the social meanings of the fashions being shown.


Evans, Caroline & Minna Thornton 1989, Women and Fashion: A New Look, Quartet, UK. 3 DAY
Kennedy, Duncan 1993, 'Sexual Abuse, Sexy Dressing and the Eroticization of Domination' in Duncan Kennedy (ed), Sexy Dressing etc: essays on the Power and politics of cultural identity, Harvard University Press, Cambridge, Massachusetts. 3 DAY