| Module | ***Media and Texts (Culture)*** |
| --- | --- |
| **Module code** | F50FC8 |
| **Module convenor** | Julian Hopkins |
| **Module tutors** | Julian Hopkins |
| **Location** | F1A09 (Lecture) |
| **Time** | 11-12.00 |
| **First lecture** | 13 Feb 2012 |
| **Any queries?** | julian.hopkins@nottingham.edu.my |
| **Tutorials** | Group 1: 12-13.00, F1A09<br>Group 2: 11-12.00, EA51<br>Group 3: 12-13.00, EA51 |
| **Office hours** | Monday & Tuesday, 16-17.00, B1B18 |

This booklet contains information on:

- Module outline
- Programme overview
- Schedule of classes and reading lists
- Assessment

**Module outline**

This module will introduce students to the analysis of contemporary media and culture. It will also explore ways in which media texts can be treated as a means to gain insights into the dynamic relation of media and culture through examining a range of communicative contexts, diverse media and texts such as film, music, print media and the internet.  It focuses on three main approaches: the high and low culture divide, ideology and political economy, and the concepts of field and practice.

The module therefore further develops students' skills and techniques for analysing media texts in order to increase their knowledge and understanding of media representations within and across cultures. Students will also develop intercultural awareness through a comparative approaches to the analysis of media texts drawn from different cultural contexts both globally and in Malaysia.

**Module programme**

This module is taught via ten one-hour lectures and ten one-hour tutorials. The tutorials will practice media analysis and introduce skills relevant to completing the group research project.

Classes are compulsory. Students MUST let the module convener know **by email** if they expect to miss or have missed a class because of illness or any other good reason. The overall grade for the module may be affected by poor attendance.

**Aims**
- To introduce basic concepts of media and culture.
- To develop the students' critical and interpretative skills in analyzing and debating media texts.
- To examine the relationship between culture and contemporary media in order to gain an insight into aspects of society such as the high and low culture divide, ideology and political economy, concepts of field and practice, global versus local, and multiculturalism.

**Assessed learning outcomes**

*Knowledge and understanding:*

> This module develops students' knowledge and understanding of some of the basic concepts of, and the relationship between, media and culture. This will enable insight into aspects of society such as the high and low culture divide, ideology and political economy, concepts of field and practice, global versus local, and multiculturalism.

*Intellectual skills*

> This module develops analytic, critical and interpretative skills as well as an ability to apply skills and techniques to the analysis of a variety of media texts from varying cultures.

*Transferable/key skills*

> This module develops skills in reading, listening, writing, speaking, collaborative learning and critical thinking.

**Reading**

The following will be used during particular lectures and it would be beneficial for students to have access to them for their own study purposes. Further readings will be provided with the lectures.

Childs, P. (2006) *Texts: contemporary cultural texts and critical approaches*. Edinburgh, Edinburgh University Press.

During, S. ed. (1993) *The Cultural Studies Reader*. New York & London, Routledge.

Grossberg, L. (2006) *Mediamaking: mass media in a popular culture*. Thousand Oaks, CA, SAGE.

Hartley, J., Montgomery, M. & Brennan, M. (2002) *Communication, cultural and media studies: the key concepts*. London & New York, Routledge.

Marris, P. & Thornham, S. (2000) *Media studies: a reader*. 2nd ed. New York, New York University Press.

O'Shaughnessy, M. & Stadler, J. (2008) *Media & Society*. 4th ed. South Melbourne, Vic., Oxford University Press.

Stokes, J.C. (2003) *How to do media & cultural studies*. London, SAGE.

**Programme overview**

| Dates | Lecture topic & readings |
|---|---|
| **Week 3 (20-24 Feb)** | Lecture 1: *Introduction to media & culture*<br>• This lecture provides an overview of what culture and its relation to media. It introduces some of the key concepts, theories and skills which the module will teach.<br>*Readings*<br>• O'Shaughnessy & Stadler: Chapters 1 & 2<br>• *Cultural studies* and *Culture* in: Hartley *et al.* (2002) |
| **Week 4 (27 Feb – 2 Mar)** | Lecture 2: *Textual analysis: analysing media texts*<br>• This lecture looks at techniques and methodology of textual analysis. The group project will also be discussed.<br>*Readings*<br>• O'Shaughnessy & Stadler: Chapter 8<br>• McKee, A. (2001) A beginner's guide to Textual Analysis. *Metro*, (127/128), p.138. |
| **Week 5 (5-9 Mar)** | Lecture 3: *High and low cultures: mass media and the culture industry*<br>• This lecture looks at the development of mass media, mass culture, and the culture industry.<br>*Readings*<br>• O'Shaughnessy & Stadler: Chapter 3<br>• Adorno, T. & Horkheimer, M. (1999) 'The culture industry: enlightenment as mass deception'. In: S. During ed. *The cultural studies reader*. London & New York, Routledge, pp.31-41. |
| **Week 6 (12-16 Mar)** | Lecture 4: *Ideology & power 1: media, public sphere & the free market*<br>• This lecture looks at the ideological role of the media, the historical development of the public sphere, and the role of the free market.<br>*Readings*<br>• O'Shaughnessy & Stadler: Chapter 11 & 12<br>• Habermas, J. (2000) 'The Public Sphere'. In: P. Marris & S. Thornham eds. *Media studies: a reader*. New York, New York University Press, pp.92-97.<br><br>**Deadline for draft proposal: Tuesday 13 March, 3pm** |
| **Week 7 (19-23 Mar) (aka Reading Week)** | Lecture 5: *Ideology & power 2: subcultures & culture jamming*<br>• This lecture looks at the limits of dominant ideology theories through a discussion of contestation, subcultures and 'culture jamming'.<br>*Readings*<br>• O'Shaughnessy & Stadler: Chapter 13 & 14<br>• Morley, D. (2000) 'Cultural Transformations: The Politics of Resistance'. In: P. Marris & S. Thornham eds. *Media studies: A Reader*. New York, New York University Press, pp.471-81. |

| Week 8 (26-30 Mar) | Lecture 6: *Field & practice 1: sports and pop music* <br> • This lecture introduces the concepts of field and practice. Sports and pop music are discussed as examples. <br> *Readings* <br> • O'Shaughnessy & Stadler: Chapter 23 <br> • Thomson, P. (2008) 'Field'. In: M. Grenfell ed. *Pierre Bourdieu: Key Concepts*. Acumen Publishing, pp.67-81. |
|---|---|
| Week 9 (2-6 Apr) | Lecture 7: *Field & practice 2: literacies and taste* <br> • This lecture focuses on the importance of cultural and digital literacies, and the role of taste in influencing audience interpretations. <br> *Readings* <br> • O'Shaughnessy & Stadler: Chapter 16 <br> • Ang, I. (1993) '"Dallas" and the ideology of mass culture'. In: S. During ed. *The Cultural Studies Reader*. New York & London, Routledge, pp.403-420. |
| Week 10 (9-13 Apr) | Lecture 8: *New media & globalisation: the internet in the world* <br> • This lecture discusses how the new media and the internet intersect with globalisation and localisation. <br> *Readings* <br> • O'Shaughnessy & Stadler: Chapters 7 & 25 <br> • Miller, D. (2000) 'The Young and the Restless in Trinidad: A Case of the Local and the Global in Mass Consumption'. In: P. Marris & S. Thornham eds. *Media studies: A Reader*. New York, New York University Press, pp.503-515. |
| Week 11 (16-20 Apr) | Lecture 9: *New media & multiculturalism* <br> • This lecture discusses how the new media and the internet intersect with cultures and ethnicity. <br> *Readings* <br> • O'Shaughnessy & Stadler: Chapters 22 <br> • Spivak, G.C. & Gunew, S. (1993) 'Questions of multiculturalism'. In: S. During ed. *The Cultural Studies Reader*. New York & London, Routledge, pp.193-202. |
| Week 12 (23-27 Apr) | Lecture 10: *Overview & revision* <br> • The lecture provides an overview of the course, and revises key points. <br><br> **Deadline for group project: Tuesday 24 April, 3pm** |
| | **Written Examination** <br> (1 hour 30 minutes) <br> Date to be confirmed |

**Assessment**

| | Method of Assessment | % |
|---|---|---|
| Assessment | Group project<br>(2,500 words)<br><br>*For this group project, students will be required to select two media texts that refer to the same event/story, and analyse these using the concepts and theories covered in the course.* | 50 |
| | Written Examination (1 hour 30 minutes) | 50 |

Essays in both forms (hard copy and soft copy) should be submitted. You are required to submit a soft copy of your essay into the plagiarism detection software *Turnitin* through WebCT. The hard copy should be handed in at Room GD26 (Block G).

**Presentation and scholarly conventions**
Please use the referencing system recommended in the School handbook. Those essays which fail to do so will be penalised.

All written work must be typed, in at least a 12 point font, double-spaced and with margins of at least 1".

**Plagiarism**
Plagiarism is defined by the University as an academic offence in which a student uses another person's work and submits it with the intent that it should be taken as his or her own work. Plagiarism would consist of any of the following:

- Quoting any part of a printed or electronic source without enclosing the quotation in quotation marks and providing the reference for the source.
- Paraphrasing any part of a printed or electronic source without acknowledging the source.
- Presenting the point of view stated in a printed or electronic source without acknowledging your reliance on the source.
- Copying phrases and sentences from a printed or electronic course that is paraphrased without enclosing the cited text directly in quotation marks.
- Copying work submitted by another student.
- Submitting work written by someone else as if it is your own.

Unintentional plagiarism can occur when writing up an essay from notes or even memory, by reproducing sentences, phrases, or a general line of discussion or point of view from the sources you have studied as if they are your own work, though these passages are in fact borrowed from other sources. To avoid suspicion of plagiarism under these circumstances, it is advisable to take care when taking notes to enclose any text copied verbatim from a source in quotations marks (making a note of the page number).

Plagiarism is an academic offence. The penalties for an academic offence such as plagiarism range from receiving a written warning to being awarded a mark of 0 for your work. In extreme cases, plagiarism can even lead to being excluded from the University.

For more information, see the School handbook. For examples, see this webpage:
http://www.nottingham.ac.uk/nursing/sonet/rlos/studyskills/harvard/index.html

**Marking Criteria**

| Classification | Mark | Comments |
|---|---|---|
| Distinction | 80+ | Outstanding piece of work<br>• *Question covered thoroughly*<br>• *Demonstrates thorough understanding of general field. A fluent and sophisticated textual analysis presented with confidence and skill appropriate to the foundation level*<br>• *Very proficient comparison of messages, values or social signification of social groups where relevant*<br>• *Use of terminology – very proficient and accurate*<br>• *Offers frequent and detailed textual evidence from the given text or chosen texts*<br>• *Demonstrates substantial work, good understanding of source material and some originality*<br>• *Free from errors*<br>• *A very strong sense of coherence and logical development of argument*<br>• *Full and accurate use of academic conventions and formats, especially with regard to referencing.*<br>• *Demonstrates excellent grasp of academic style* |
| | 70-79 | Good piece of work<br>• *All major and some minor aspects of the question covered*<br>• *Demonstrates thorough understanding of general field. A fluent and very proficient textual analysis – mostly analytical, few gaps*<br>• *Very proficient comparison of messages, values or social signification of social groups where relevant*<br>• *Use of terminology – very proficient and accurate*<br>• *Offers frequent and detailed textual evidence from the given text or chosen texts*<br>• *Demonstrates good understanding of source material*<br>• *No major errors and only occasional minor errors*<br>• *A good sense of coherence and logical development of argument*<br>• *Full use, with only occasional minor errors, of academic conventions and formats, especially with regard to referencing*<br>• *Demonstrates good grasp of academic style with rare and non-intrusive inappropriacies* |
| Merit | 60-69 | Careful and clear piece of work<br>• *Most major aspects of the question covered*<br>• *Demonstrates understanding of general field. A sustained and proficient textual analysis – mostly analytical, occasional gaps*<br>• *Proficient comparison of messages, values or social signification of social groups where relevant*<br>• *Use of terminology – proficient, some inaccuracies*<br>• *Offers frequent textual evidence from the given text or chosen texts*<br>• *Demonstrates adequate understanding of the source material*<br>• *No major errors though some minor errors*<br>• *An adequate overall sense of coherence and logical development of argument*<br>• *Mostly full and accurate use of academic conventions and formats, especially with regard to referencing.*<br>• *Demonstrates mostly good grasp of academic style with occasional inappropriacies* |
| Pass | 50-59 | Middle of the range piece of work<br>• *Basic question covered*<br>• *Demonstrates understanding of general field. Attempts a balanced and competent textual analysis – descriptive in places with some gaps* |

| | | |
|---|---|---|
| | | • *Competent comparison of messages, values or social signification of social groups where relevant*<br>• *Use of terminology – competent, some inaccuracies*<br>• *Offers textual evidence from the given text or chosen texts*<br>• *Demonstrates superficial understanding of source material and/or poorly focused*<br>• *Rare major and some minor errors*<br>• *Some sustained patches of coherence and logical development of argument*<br>• *Evidence of developing awareness of academic conventions and formats, especially with regard to referencing, but with a number of errors or omissions*<br>• *Demonstrates emerging grasp of academic style with some inappropriacies* |
| | 40-49 | Adequate if flawed piece of work<br>• *Few major aspects of the question covered*<br>• *Demonstrates understanding of general field. Basic textual analysis – very descriptive with significant gaps*<br>• *Basic comparison of messages, values or social signification of social groups where relevant*<br>• *Use of terminology – some inaccuracies*<br>• *Offers occasional textual evidence from the given text or chosen texts*<br>• *Demonstrates limited reading/preparation*<br>• *Occasional major and some minor errors*<br>• *Some sense of coherence and logical development of argument in places but not sustained*<br>• *Evidence of some awareness of academic conventions and formats*<br>• *Initial indications of grasp of academic style but still containing a number of inappropriacies* |
| Fail | 30-39 | A failed piece of work<br>• *Not an answer to the question set but …*<br>• *Still demonstrates some understanding of the general field. Minimal textual analysis – mostly descriptive*<br>• *minimal comparison of messages, values or social signification of social groups where relevant*<br>• *Use of terminology – frequent inaccuracies*<br>• *Offers minimal textual evidence from the given text or from chosen texts*<br>• *Demonstrates inadequate reading/preparation*<br>• *Major errors*<br>• *Only sporadic sense of coherence and logical development of argument*<br>• *Limited evidence of awareness of academic conventions and*<br>• *Poor grasp of academic style overall* |
| | 0-29 | A badly failed piece of work<br>• *No real attempt to answer the question*<br>• *Demonstrates little or no understanding of the general field. No textual analysis – purely descriptive*<br>• *No comparison of messages, values or social signification of social groups where relevant*<br>• *No use of terminology or use mostly inappropriate*<br>• *Offers no textual evidence from the given text or from chosen texts*<br>• *Demonstrates completely inadequate reading/preparation*<br>• *Full of errors and generally unsound*<br>• *Little or no sense of coherence and logical development of argument*<br>• *Unaware of academic conventions and formats*<br>• *Mostly or completely inappropriate in style* |