

Unit outline for HSW110.8 Media Culture and Meaning

Name of unit
Media Culture and Meaning (HSW110.8)

Unit description
This unit enables students to pursue their creative practice from the perspective of media and cultural studies. It traces key ideas from the fields of media ecology, sociology, philosophy, theology and psychology in order to provide a critical understanding of the role of language and media in shaping human thought and culture. It enables students to function within and be in a position of informed understanding of the complex media landscape. Students research and appraise key issues in media and culture, such as news reporting, surveillance, and media narratives, and apply their understanding to the development and appraisal of new media products, including their own creative artefacts.

SECTION 1 – GENERAL INFORMATION (CORE)

Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1 st year, 2 nd year, 3 rd year)	Unit coordinator
Graduate Certificate Graduate Diploma Masters	One semester	Intermediate	Pete Court

Core or elective unit

Indicate if the unit is a:

- core unit (for Graduate Diploma and Masters students)
- elective unit (for Graduate Certificate students)
- other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
<input type="text" value="6"/>	<input type="text" value="24 (Grad Cert)"/> <input type="text" value="48 (Grad Dip)"/> <input type="text" value="96 (Masters)"/>

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
<input type="text" value="3"/>	<input type="text" value="6"/>	<input type="text" value="9"/>

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: hours per week

Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes No

SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit On successful completion of this unit students will be able to:
1. Critically evaluate the impact of media in cultural and identity development
2. Compare and contrast current media and their impact on creative industries
3. Synthesise media theories to develop and evaluate potential media products/devices/texts of the future
4. Demonstrate an advanced understanding of commercial and ideological motivators in contemporary media and in their own creative practice and product

Topics included in the unit
What is the media?
Who controls the media, how, why and so what?
Making news: the changing face of journalism
Another Prime Minister? Politics in the age of digital media
What sells? Sex and manipulating by desire
Faith as feature, and failing
Selling the gospel: Church media
Stories of science: TWOD and the search for 'truth'
Food porn: getting noticed in the competition era
The war for the climate: marketing 'issues'
Making music: industry, art or advertising?

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
Workshop Presentation (1000 words equiv.) Appraise a commercial text, deconstruct it and facilitate discussion on how it achieves, or fails to achieve, its aims.	Weeks 2-10	20%	1,2
Deconstruction Paper (1500 words) Present a deconstruction of a commercial advertising text, as per workshop, utilising theoretical foundations from media studies to explore the text and its meanings, and present a consideration of how this may change in the future.	Week 8	20%	1,2
Product Development (2000 words) Present a concept for a media product/device/text of the future and explore how it will work, why it is needed, what historical precedence underpins your belief in this product. What do you believe may be the cultural and social benefits of this product and why?	Week 12	40%	2, 3, 4
Critical Evaluation Paper (1000 words) Research and critically appraise a not for profit media text and explain its ideological position, highlighting how this is expressed in the text and in the media platform.	Week 14	20%	3, 4

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

Key Texts:

- Branston, G. & Stafford, R. (2006). *The media student's book* / 4th ed. Abingdon, Oxon. ; New York, N.Y. : Routledge.
- Derrida, J. (2001). 'Above All, No Journalists!' Hent de Vries and Samuel Weber (Eds.), *Religion and Media*. Stanford: Stanford Univ. Press.
- Derrida, J. & Stiegler, B. (2002). *Echographies of Television*, trans. Jennifer Bajorek. Cambridge, UK: Polity Press.
- Dreier, T. (2019). 'The State of Media and Entertainment.' *Streaming Media*, Vol. 47 Issue 4, p14-20. 4p. Apr 2019.
- Hall, S. (1997). 'The Work of Representation'. *Representation: Cultural Representations and Signifying Practices*. London: SAGE Publications, 1997, 15-73.
- Jones, R.H. & Hafner, C.A. (2012). *Understanding digital literacies : a practical introduction* . Milton Park, Abingdon, Oxon ; New York : Routledge
- Mackenzie, E. (2016). 'The future of radio'. *B&T*, No. 2814, 79-82, 84, 86. Feb 2016
- Mayer, J. (2019). 'The Making of the Fox News White House'. *New Yorker*. March 11, 2019
- Mazzoli, E.M. (2015). 'Post-TV: Piracy, Cord-Cutting, and the Future of Television' (Book review) *Cinej cinema Journal*. Volume 5.1 (2015).
- Perreault, G. & Stanfield, K. (2019). 'Mobile Journalism as Lifestyle Journalism?' *Journalism Practice*, 13:3, 331-348.
- Postman, N. (1987). *Amusing ourselves to death: public discourse in the age of show business*. London, UK : Methuen.
- Scheibe, K., Fietkiewicz, K.J. & Stock, W.G. (2016). *Information Behavior on Social Live Streaming Services*. 4(2):6-20.
- TV Trade Media, Inc. (2015). 'The future of television revealed in ten steps.' *Video Age International*, Vol 35 No 6. Oct. 2015.
- Whyte, J. (2018). 'A new geography of defence: The birth of psychological warfare.' *Political Geography*, Volume 67, Pages 32-45. November 2018.

Further Reading:

- Althusser, L. (1998). 'Ideology and Ideological State Apparatuses', in Julie Rivkin and Michael Ryan, eds., *Literary Theory: an Anthology*, Malden, Massachusetts: Blackwell, 1998, 294-304.
- Deleuze, G. & Guattari, F. (1993). 'Introduction: Rhizome', in *A Thousand Plateaus: Capitalism and Schizophrenia*, Minneapolis: University of Minnesota, 1993, 3-25.
- Fombad, M.C. & G.V. (2016). 'The role of community radios in information dissemination to rural women in South Africa'. *Journal of Librarianship and Information Science* Vol. 51(1) 47-58.
- King, G. (2000). 'Seriously Spectacular: 'Authenticity' and 'Art' in the War Epic'. *Spectacular Narratives: Hollywood in the Age of the Blockbuster*, London and New York: I.B. Taurius.
- Lovink, G. (1996). 'Civil Society, Fanaticism, and Digital Reality: a Conversation with Slavoj Žižek'. *CTHEORY*. 21 February 1996. http://www.ctheory.net/text_file.asp?pick=79
- Perreault, G. & Stanfield, K. (2019). 'Mobile Journalism as Lifestyle Journalism?' *Journalism Practice*, 13:3, 331-348
- Pluskota, J.P (2015). 'The Perfect Technology: Radio and Mobility'. *Journal of Radio & Audio Media*, 22:2, 325-336
- Žižek, S. (2002). 'The Matrix: Or, the Two Sides of Perversion'. *The Matrix and Philosophy: Welcome to the Desert of the Real*, William Irwin, ed. Chicago and La Salle: Open Court, 240-266.