

TEACHING PLAN FOR ACADEMIC YEAR 2017-2018

Course Name	Year (2018-2019)	Paper Name	Semester	Core/ Elective
B.A. Hons Journalism	July 2017 - November 2017	Introduction to Media and Communication	I	Core
B.A. Hons Journalism	January 2018 - April 2018	Media and Cultural Studies	II	Core

CORE PAPER DSC-1: Introduction to Media and Communication**SEMESTER: I****Session: July 2017 - November 2017****TEACHER NAME: Nazish Hena Khan****SYLLABUS**

Unit I Media and Everyday Life

Mobile phones, Television, Ring tones, Twitter

The Internet- discussion around media and everyday life

Discussions around mediated and non-mediated communication

Unit II Communication and Mass Communication

Forms of Communication, Levels of Communication

Mass Communication and its Process

Normative Theories of the Press

Media and the Public Sphere

Unit III Mass Communication and Effects Paradigm

Direct Effects; Mass Society Theory, Propaganda

Limited Effects; Individual Difference Theory, Personal Influence Theory

Unit IV Cultural Effects and the Emergence of an Alternative Paradigm

Cultural Effects: Agenda Setting,

Spiral of Silence, Cultivation Analysis

Critique of the effects Paradigm and emergence of alternative paradigm

Unit V Four Models of Communication

Transmission models

Ritual or Expressive models

Publicity Model

Reception Model

COURSE DESCRIPTION

Objective: The Course is designed to familiarize students with the concept of Mass communication as central to media practice. It will help them locate the very process in

a long history of human communication, technological changes and the shifting contours of this process. It also helps them to abstract this process into models and theories. The module will introduce them to prominent theoretical paradigms in the discipline in its early years as well as its contemporary manifestations. The course is thus an introduction to theories of media and communication in its historical landscape.

Learning Outcome: The course will facilitate a deep understanding of the role and influence of the media in an individual's life. It will help the student to critically perceive the effects of media in our daily life.

TEACHING TIME (No. of Weeks) - Approximately 12 Weeks

CLASSES

The course is organized around daily lectures and tutorials as per the time table as it is a core paper. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

UNIT WISE BREAK UP OF SYLLABUS

UNIT - I (Week 1 - 2)

Media and Everyday Life

This unit will ideally help students identify media's communicative potential through everyday examples such as mobile phone, television shows and other media use. It also help students to think retrospectively of media use and its effects through live and vibrant examples from everyday experience.

- a) Mobile phones
- b) Television
- c) Ring tones
- d) Twitter
- e) The Internet
- f) Mediated and non-mediated communication

UNIT - II (Week 3 - 5)

Communication and Mass Communication

In this unit, students will understand the different levels and forms of communication. They will be able to identify the basic elements of the communication process through the help of models like SMCR model, Osgood and Schramm model, Gerbner's model, Laswell's model and Shannon and Weaver Model. Students will also be introduced to the concept of Normative Theories of the Press.

- a) Forms of Communication
 - b) Levels of Communication
 - c) Mass Communication and its Process
 - d) Communication Models
 - e) Authoritarian theory
 - f) Libertarian theory
 - g) Social responsibility theory
 - h) Soviet media theory
 - i) Democratic participant theory
 - j) Developmental theory
- Media and the Public Sphere

UNIT - III (Week 6 - 8)

Mass Communication and Effects Paradigm

In this unit, students will be taught to inculcate the ability to critically understand media use through class room discussions. With a strong historical reference, class discussions which include a range of topics such as propaganda during Nazi era, Soviet Republic and other regimes, cold war propaganda, agenda setting during election campaigns, digital influencers in new media and so on.

- a) Direct Effects Paradigm
- b) Mass Society Theory
- c) Propaganda
- d) Limited Effects Paradigm
- e) Individual Difference Theory
- f) Personal Influence Theory

UNIT - IV (Week 9 - 10)

Cultural Effects and the Emergence of an Alternative Paradigm

Students will understand the difference between the different media effects and paradigms. This unit will help them in understanding the level of paradigm development in the domain of media studies by studying theories defining the dominant paradigm that emphasised the role of mass communication in this process. Students will be introduced to the concept of culture and its role in media studies. There will be a class presentations about the alternative paradigm where students will discuss different theories.

- a) Agenda Setting Theory
- b) Spiral of Silence
- c) Cultivation Analysis
- d) Critique of the effects Paradigm

- e) Emergence of alternative paradigm

UNIT - V (Week 10 - 12)

Four Models of Communication

In this unit, students will understand more complex models of communication that enumerate the process of communication generating, encoding, transmitting, receiving, decoding, providing information and providing feedback.

- a) Transmission models
- b) Ritual or Expressive models
- c) Publicity Model
- d) Reception Model

ASSESSMENT

Internal Assessment: 25 Marks

Internal Assessment of 25 marks will be in the form of written assignments, mid semester test and presentations.

ESSENTIAL READINGS

1. Michael Ruffner and Michael Burgoon, Interpersonal Communication (New York, Holt, Rinehart and Winston 1981, 21-34; 59-72
2. John Fiske, Introduction to Communication Studies, (Routledge 1982), pp 1-38
3. Dennis McQuail, Mass Communication Theory, (London, Sage, 2000), pp 1-11; 41-54; 121-133 (fourth Edition)
4. Baran and Davis, Mass Communication Theory, Indian Edition, (South West Coengage Learning, 2006) pages 42-64; 71-84; 148-153; 298-236
5. Kevin Williams, Understanding Media Theory, (2003), pp. 168-188

SUGGESTED READINGS

1. Robin Jeffrey, Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India. New Delhi: Hachette (2013)
2. Ravi Sundaram, The Art of Rumour in the Age of Digital Reproduction, The Hindu, August 19, 2012 <http://www.thehindu.com/news/national/the-art-of-rumour-in-the-age-of-digitalreproduction/article3792723.ece> (Unit 1)

3. Maya Ranganathan." Commercial FM radio takes over Indian cities.",Ranganathan, Maya, and Usha M. Rodrigues. Indian media in a globalised world.SAGE Publications India, 2010.
 4. ShreyaMitra, The Show of the millennium: Screening the big money quiz show and the Bollywood Super star, in Punathambekar, Aswin, and Shanti Kumar. "Television at large."South Asian History and Culture 3, no. 4 (2012): 483-490.
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CORE PAPER DSC - 4 : MEDIA AND CULTURAL STUDIES

SEMESTER: II

Session: January 2018 - April 2018

TEACHER NAME: Nazish Hena Khan

SYLLABUS

Unit I Understanding Culture
Mass Culture, Popular Culture, Folk Culture
Media and Culture

Unit II Critical Theories
Frankfurt School, Media as Cultural Industries
Political Economy
Ideology and Hegemony

Unit III Representation
Media as Texts
Signs and Codes in Media
Discourse Analysis
Genres
Representation of nation, class, caste and gender issues in Media

Unit IV Audiences
Uses and Gratification Approach
Reception Studies
Active Audiences
Women as Audiences
Sub Cultures; Music and the popular
Fandom

Unit V Media and Technologies

Folk Media as a form of Mass Culture, live performance; Audience in live Performance Media technologies; Medium is the Message; Technological Determinism; New Media and Cultural forms

COURSE DESCRIPTION

Objective: The course builds upon the introductory course media and communication and history of media. The familiarity with the debates on history of media forms, modernity, democracy and communication processes would ideally help them appreciate the critical theoretical frameworks that develop across disciplines. The course thus would enable them understand key concepts in political economy, critical theory, cultural studies, audience studies and gender studies and critically analyze contemporary media culture.

Learning Outcome: The course will help the student to attain familiarity with the historical evolution of the media. It will enable the student to contextualize the developments of the media and its role through political and economic changes across the world.

TEACHING TIME (No. of Weeks) - Approximately 12 Weeks

CLASSES

The course is organized around daily lectures and tutorials as per the time table as it is a core paper. Students will be given reading assignments each week to help them follow the course content. These readings will be discussed in class in detail. There are 5 marks for attendance as part of Internal assessment.

UNIT WISE BREAK UP OF SYLLABUS

UNIT - I (Week 1 - 2)

Understanding Culture

Students will be introduced to different cultural and ideological contexts in which media operate. Concept and linkage of culture and media will be discussed in detail. Evolution of the concept of high and low culture, rise of mass culture will be explained through presentations and videos.

- a) Media and Culture
- b) Mass Culture
- c) Popular Culture
- d) Folk Culture

UNIT - II (Week 3 - 5)**Critical Theories**

This unit is based strongly on the understanding of critical theory, it requires the ability to breakdown the concepts for students through relevant examples. Students will be introduced to topics like The Frankfurt School and the theorists related to it, they will be taught the concept of Culture Industry given by Adorno and Horkheimer. They will also understand the concept of Ideology and Hegemony given by Antonio Gramsci. Students will also be taught the concept of Critical Political Economy of the Media which will provide a clear, comprehensive and insightful introduction to the political economic analysis of contemporary media.

- a) Frankfurt School
- b) Media as Cultural Industries
- c) Political Economy
- d) Ideology and Hegemony

UNIT - III (Week 6 - 8)**Representation**

In this unit, students will be taught how media texts deal with and present gender, age, ethnicity, national and regional identity, social issues and events to an audience. The following concepts and keywords will be discussed in order to elucidate the concept of representation: Construction, Mediation, Selection, Anchorage, Stereotypes. Students will also watch TV programmes and movies to understand visual codes. Presentations on representation of caste, gender and nation in contemporary media will be done by students.

- a) Media as Texts
- b) Signs and Codes in Media: Barthes Code
- c) Discourse Analysis
- d) Genres
- e) Representation of nation, class, caste and gender issues in Media

UNIT - IV (Week 9 - 10)**Audiences**

This unit helps the students to engage with very contemporary themes, the classroom will be mobilized towards live debates on the nature, effect and complexity of media and audiences. A whole range of teaching materials like films, posters, blogs and other media will be used in the classroom for this purpose. Students will be given readings on various topics like Audience Analysis, Active Audiences, Subcultures and Rise of Fandom.

- a) Uses and Gratification Approach
- b) Reception Studies
- c) Active Audiences

- d) Women as Audiences
- e) Sub Cultures; Music and the popular
- f) Fandom

UNIT - V (Week 10 - 12)

Media and Technologies

This unit assesses different ways of making sense of media convergence and digitalization, media power and influence, and transformations across communication markets. The course demands an active engagement with contemporary media forms in its diversity of music, films, graffiti, new media and folk media in order to enable the students to engage with omnipresence of media critically. The students will get an opportunity to place key developments in media technologies across history. Classroom learning will include visual and audio material, periodicals and films. Student presentations and projects this can be based on a range of themes based on emerging media technologies.

- a) Folk Media as a form of Mass Culture
- b) Live performance
- c) Audience in live Performance
- d) Medium is the Message
- e) Technological Determinism
- f) New Media and Cultural forms

ASSESSMENT

Internal Assessment: 25 Marks

Internal Assessment of 25 marks will be in the form of written assignments, mid semester test and presentations. Assignments can take creative forms like group blogging, journal entries, short films and posters. Students will be encouraged to do projects on analysis of TV shows, cultural symbols, folk performances and music shows. They can also take up challenging themes like the representation of caste, gender and nation in contemporary media. There are 5 marks for attendance as part of Internal assessment.

ESSENTIAL READINGS

1. AS Media Studies: An Essential Introduction Edited by Philip Rayner, Peter Wall and Stephen Kruger, Routledge (Covers Unit II, III, IV and V)
2. John Fiske, 1982, Introduction to Communication Studies, Routledge (Covers Unit II, Ideology and Meanings and Unit III Signs and codes)
3. Dennis McQuail, 2000, (fourth Edition) Mass Communication Theory, London, Sage (Covers Unit IV, Media Technologies)
4. Baran and Davis, Mass Communication Theory (covers Unit II, III and IV)

5. John Storey. Cultural Theory and Popular Culture: An Introduction. London: Pearson Longman. 2009 (Covers Unit 1 and II and IV)
6. Kevin Williams, Understanding Media Theory (Covers Unit II, III and IV)

SUGGESTED READINGS

1. Media Cultures by Nick Stevenson, 2002, Second Edition, SAGE.
 2. Short Extracts from writings by Adorno and Horkheimer, Radway, Roland Barthes, McLuhan
 3. Parmar S. Traditional Folk Media in India, 1975, New Delhi, Geka Books
 4. Chatterji, Roma. "Folklore and the construction of national tradition." Indian Folklife 19 (2005). Rege, Sharmila.
 5. "Conceptualising Popular Culture: 'Lavani' and 'Powada' in Maharashtra." Economic and political weekly (2002): 1038-1047.
 6. Uberoi, Patricia. "Feminine identity and national ethos in Indian calendar art." Economic and Political Weekly (1990): WS41-WS48.
 7. Punathambekar, Aswin. "Reality television and the making of mobile publics: The case of Indian Idol." in The Politics of Reality Television, pp. 154-174. Routledge, 2010.
 8. Ranganathan, Maya. "The archetypes of Sita, Kaikeyi and Surpanakha stride the small screen." In Rodrigues, Usha M., and Maya Ranganathan. Indian news media: From observer to participant. SAGE Publications India, 2014.
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