

# MDIA 2303: Global Media – Policies and Practices

## Course Outline, 2012

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### Welcome to Global Media!

We hope you enjoy this semester and the opportunities this course provides to explore the amazing world of the global media industry. This detailed course outline should help you understand all the essential elements of the course, especially the organisation of learning and teaching, the assignments you must complete to pass the course, and important aspects of how the course is organised. Please take time to read these guidelines carefully and let us know if you have any questions.

### Course Contacts

These guidelines are quite detailed, but if you do have questions contact us at any time via email, especially if you have any problems concerning your involvement in the course. HOWEVER, you should allow at least 48 hours for us to respond to your emails, particularly if you send them outside normal business hours or during weekends. Please ask more urgent questions by telephone or in person after lectures or tutorial classes. Face-to-face discussions about your work can be arranged on an individual basis via email, but you must again allow sufficient time for us to organise this.

### Course Summary

This course examines the social and cultural institutions through which production, distribution and consumption of media are organised around the world. It pays particular attention to the working of commercial markets, public institutions (both governmental and non-governmental), and civil society organisations that influence these different aspects of our use of media. The course focuses on political, economic and sociological characteristics of media institutions and explores how these influence media content and innovation in communication technologies. An important aspect of the course is the examination of debates about normative characteristics of media with particular attention paid to how these are reflected in governments' policies on media regulation, censorship and trade. The course explores how researchers integrate an understanding of macro and micro-levels of social action into their work through the use of theories that examine institutional structures and individuals' agency. The more abstract, analytical concerns of the course are consistently examined through the use of concrete examples of the people, policies, practices and places that together make up media globally in the 21st Century. Students work individually and in groups to produce detailed case studies of media activities, which are shared to produce a vivid showcase of the incredible diversity of global media activities.

## Course Outline

Week	Lecture Topics	Tutorial Topics	Assignment Information
0.1 Familiarise yourself with the Course Outline, the Assignment requirements and how the MyUni course website works before the course starts!			
Wk 1 27 <sup>th</sup> Feb.	0.3 Introduction to the Global Media Course	0.2 NO FORMAL TUTORIALS IN WEEK 1, but consult with Course Coordinator if you have any questions	<ul style="list-style-type: none"> <li>Consultations held at regular tutorial times in Mike's office, Napier 905</li> </ul>
	1.1 Perspectives on Global Media, lecture		
Wk 2 5 <sup>th</sup> March	1.3 Perspectives on Global Media, team-based learning	1.2 Perspectives on Global Media, video and readings discussion	<ul style="list-style-type: none"> <li>Explanation of video analysis element of assignment 1</li> </ul>
	2.1 Global Technologies: Old Media, lecture		
Wk 3 12 <sup>th</sup> March	2.3 Global Technologies: Old Media, team-based learning	2.2 Global Technologies: Old Media, video and readings discussion	<ul style="list-style-type: none"> <li><b>NOTE: Public Holiday Monday 12/3; students in Monday class should attend Tuesday classes</b></li> </ul>
	3.1 Global Technologies: New Media, lecture		
Wk 4 19 <sup>th</sup> March	3.3 Global Technologies: New Media, team-based learning	3.2 Global Technologies: New Media, video and readings discussion	<ul style="list-style-type: none"> <li>Instructions on use of MyUni wiki</li> </ul>
	4.1 Global Media Industries, lecture		
Wk 5 26 <sup>th</sup> March	4.3 Global Media Industries, team-based learning	4.2 Global Media Industries, video and readings discussion	<ul style="list-style-type: none"> <li>Discussion of Assignment 1 assessment criteria</li> </ul>
	5.1 Public Media Industries, lecture		
<b>Mid-semester Break: Assignment 1 (Video case study) due Monday 16<sup>th</sup> April, 12 noon</b>			
Wk 6 16 <sup>th</sup> April	5.3 Public Media Industries, team-based learning	5.2 Public Media Industries, video and readings discussion	<ul style="list-style-type: none"> <li>Relax! You've just handed up the first assignment ;)</li> </ul>
	6.1 Regional Media Industries, lecture		
Wk 7 23 <sup>rd</sup> April	6.3 Regional Media Industries, team-based learning	6.2 Regional Media Industries, video and readings discussion	<ul style="list-style-type: none"> <li>Discussion of questions for Assignment 2</li> </ul>
	7.1 Media Convergence, lecture		
Wk 8 30 <sup>th</sup> April	7.3 Media Convergence, team-based learning	7.2 Media Convergence, video and readings discussion	<ul style="list-style-type: none"> <li>Feedback on Assignment 1</li> </ul>
	8.1 Global Media Work, lecture		
Wk 9 7 <sup>th</sup> May	8.3 Global Media Work, team-based learning	8.2 Global Media Work, video and readings discussion	<ul style="list-style-type: none"> <li>Use of evidence for Assignment 2</li> </ul>
	9.1 Alternative Media, lecture		
Wk 10 14 <sup>th</sup> May	9.3 Alternative Media, team-based learning	9.2 Alternative Media, video and readings discussion	<ul style="list-style-type: none"> <li>Use of literature sources for Assignment 2</li> </ul>
	10.1 Media Goods and Bads, lecture		
Wk 11 21 <sup>st</sup> May	10.3 Media Goods and Bads, team-based learning	10.2 Media Goods and Bads, video and readings discussion	<ul style="list-style-type: none"> <li>Discussion on question selection, multimedia presentation and submission of Assignment 2</li> </ul>
	11.1 Revision Lecture		
Wk 12 28 <sup>th</sup> May	<b>NO LECTURE</b>	11.2 Revision Tutorials	<ul style="list-style-type: none"> <li>Final chance for problem solving before Assignment 2 submission</li> </ul>
<b>Assignments 2 (Multimedia essay) and 3 (Participation Self-assessment) due Friday 15<sup>th</sup> June, noon</b>			

## How the Topics Fit into the Weekly Class Timeline

Friday 1.10 to 2 p.m.	Following Monday to Thursday	Following Friday 12.10 to 1 p.m.
x.1 Introduction to the topic in the second part of the lecture class	x.2 Discussion of the topic readings and selected video in tutorial classes	x.3 Team-based learning activity in the first part of the lecture class

## Summary of Course Learning Outcomes

Students who successfully complete the Global Media course can:

- i) **Understand** essential characteristics of global media industries;
- ii) Utilise their **study skills** effectively to analyse diverse media activities and objects;
- iii) Demonstrate high levels of competence in valued **transferable skills** and graduate attributes.

## Detailed Course Learning Outcomes

- i) Students who complete this course successfully can **understand**:
  - a) how and why media are frequently organised on a global scale through complex commercial, state and non-governmental institutions;
  - b) the historical development of media globally, and appreciate how and why media develop in different ways in different localities;
  - c) the basic principles of global media economics;
  - d) how and why states support media institutions;
  - e) the impact that media have on fundamental ethical and legal issues, including conflicts, international migration, and global structures of inequality;
  - f) how future career and work choices will be affected by the changing nature of global media industries.
- ii) Students utilise their **study skills** in order to:
  - a) Identify essential information about different media activities and objects;
  - b) Recognise the importance of quantitative and qualitative data in the description of global media;
  - c) Apply concepts learnt during the course to the analysis of real-world examples of media;
  - d) Argue from evidence in the choice of case studies used to illustrate course topics;
  - e) Present the findings of their research through different texts to a high standard of professionalism.
- iii) Students develop **transferable skills** that enable them to:
  - a) Work independently to set their own work goals and timetables to meet all deadlines;
  - b) Develop confidence in rigorous, critical self-evaluation of work to ensure high standards prior to completion of assignments;
  - c) Contribute effectively to small and large-scale group projects;
  - d) Use collaborative and participatory media technologies to facilitate group work;
  - e) Refine writing skills through the completion of the different course assignments using various media;
  - f) Develop decision making skills and an appreciation of the importance of articulating the reasons for supporting particular choices amongst possible options for action;
  - g) Appreciate social, cultural and political diversity and work ethically to ensure equity in the treatment of work colleagues and clients.

## Graduate Attributes

University of Adelaide Graduate Attributes define the philosophy underpinning the University's teaching programs. They describe the essential qualities, knowledge and capabilities to be developed by students during the course of their studies at the University. This table shows how the course learning outcomes and the assignments contribute to your development of these Graduate Attributes (numbers refer to the information on p. 3 and pp. 5-6).

University Graduate Attributes	Learning Outcomes	Assignments
Knowledge and understanding of the content and techniques of a chosen discipline at advanced levels that are internationally recognised.	i) a-f	1 and 2
The ability to locate, analyse, evaluate and synthesise information from a wide variety of sources in a planned and timely manner.	ii) a-e iii) a-b	1 and 2
An ability to apply effective, creative and innovative solutions, both independently and cooperatively, to current and future problems.	i) e ii) c iii) f	1 and 2
Skills of a high order in interpersonal understanding, teamwork and communication.	ii) e iii) c-e	3
A proficiency in the appropriate use of contemporary technologies.	iii) d-e	1
A commitment to continuous learning and the capacity to maintain intellectual curiosity throughout life.	i) f ii) c iii) b	1, 2 and 3
A commitment to the highest standards of professional endeavour and the ability to take a leadership role in the community.	iii) b, g	3
An awareness of ethical, social and cultural issues within a global context and their importance in the exercise of professional skills and responsibilities.	i) b, e ii) c iii) f-g	1 and 2

## Assignment Summary

Assignment	Weighted Mark	Due Date
1. Video Case Study Analysis	30%	<b>Monday 16<sup>th</sup> April</b>
2. Multimedia Essay	60%	<b>Friday 15<sup>th</sup> June</b>
3. Participation Self-assessment	10%	<b>Friday 15<sup>th</sup> June</b>

## Assignments

There are TWO written assignments and an individual student participation mark for this course. Read through these detailed assignment descriptions very carefully in order to prepare yourself for completing these assessed tasks. Each written assignment is submitted electronically via MyUni. Additional assessment guidance will be provided for each assignment in classes and in the *Assignments* section of the MyUni course site.

**NOTE:** The marks below are weighted marks for each assignment or assignment part. All assignments or assignment parts are marked out of 100% using the grade and mark scheme detailed at the end of this course outline (p. 11). The official notification of your weighted mark will be provided via the MyUni Grade Centre and Access Adelaide

**1. Video Case Study Analysis (30% of overall course mark; approximately 1,250 words in total; completed by noon Monday 16<sup>th</sup> April)**

Each student must choose a particular example of a video (or other audio-visual piece) that is relevant to one or several of the topics covered in weeks 1 to 4 of the course. This relevance could relate to a particular example of a technology, institution, product, policy or practice. Global media is obviously a very broad subject, so the choice is almost limitless! Nevertheless, you can narrow your selection by choosing something that you are either particularly interested in or think you should know more about to fill a gap in your knowledge. Perhaps you could select something that you think might help develop your career path and use this opportunity to deepen your understanding of a vital area of contemporary media. Needless to say we will assist you in the early classes to make your choice.

An essential element of this assignment is the clear articulation of how the chosen video case study is relevant to the topics covered in this course. You must use the topic materials (required readings and lectures) to develop an analysis of your video so that we better understand *both* the topics *and* your chosen example of how the media works. This is an exercise in the development of an argument from evidence and the identification of evidence that can support this argument. It is a challenging assignment!

You will present your video case study material in a number of ways. First, and most importantly, you will write it using the wiki application in MyUni. The wiki allows you to fully integrate any audiovisual or multimedia material into your assignment. It also allows you to collaborate with other students in the development of your assignment outside of class time.

We should immediately provide a warning that identifying plagiarism is very easy in this assignment. **This wiki must only contain your own work and/or include all the conventional referencing and acknowledgement of source material (including visual and audio content).** We will provide advice on completing the wiki via MyUni and in the classes.

**Remember that because the written elements of this assignment are completed as a wiki draft versions of your work will appear online. Therefore, the version of your wiki that is assessed is the version that is completed at the point in time of the deadline (i.e. noon Monday 16<sup>th</sup> April).**

**2. Multimedia Essay (60% of overall course mark; approximately 2,500 words in total; completed by noon Friday 15<sup>th</sup> June). Questions for this assignment will be released via MyUni after noon Friday 20<sup>th</sup> May. The assignment should be submitted via MyUni and detailed guidelines about how to do this and the assessment criteria will be provided and discussed when the questions are released.**

You must provide an essay-style answer to ONE of the questions provided, which incorporates multimedia content as evidence. The questions will be discussed in the final tutorial classes for the course to be held in the week beginning Monday 28<sup>th</sup> May

(Week 12). PLEASE NOTE that the Week 11 lecture provides revision of each topic and guidance on this assignment, but there is no lecture in Week 12, only tutorials).

3. **Participation (self-assessment) (10% of overall course mark; completed on-line via MyUni by noon Friday 15<sup>th</sup> June):** This assignment is self-assessed and the assessment criteria will be defined in first lecture and tutorial classes. Each tutorial class will produce a list of the TEN criteria by which they think INDIVIDUAL participation in the Global Media course should be assessed given the requirements of the other assignments and the weekly activities undertaken in lectures and tutorials. A draft list of the assessment criteria will be developed from these class lists and circulated in subsequent tutorials for comment prior to finalisation. Once agreement is reached a final list of participation assessment criteria will be posted on MyUni. Each student must make their own, honest evaluation of their participation against these criteria.

**NOTE:** Tutors will confirm participation MARKS for each students' self-evaluation of their participation according to the following rules:

- Tutor **agrees** with student's self-evaluation and awards STUDENT'S OWN MARK;
- Tutor **disagrees** with student's self-evaluation because it is **TOO LOW** but still awards STUDENT'S MARK;
- Tutor **disagrees** with student's self-evaluation because it is **TOO HIGH** and awards MARK LOWER BY **DOUBLE** DIFFERENCE BETWEEN STUDENT'S OWN AND TUTOR'S EVALUATION

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## Course Readings

All students MUST have a copy of the main *Course Reader*, which is available from the *Image and Copy Centre* (Hughes Building Basement, Level 1). There are several pieces of literature for each topic and you should read them BEFORE THE RELEVANT WORKSHOP. These readings are essential for successful participation in the workshops and in completing the other assignments. We have included some additional source materials as electronic versions on MyUni to provide examples of the types of literature that you can use to supplement your work; these are not required readings, but reference will be made to them in the lectures to explain their relevance.

**Background Readings:** The following readings provide an example of the kind of literature that provides a useful overview of global media. Excerpts from several of these are included in the *Course Reader*.

- Appadurai, A. (1990). Disjuncture and difference in the global cultural economy. In *Theory, Culture and Society*, 7:2-3, 295-310.
- Branston, G. and Stafford, R. (2006). Whose globalisation? In *The Media Students' Book* (4<sup>th</sup> ed.). London: Routledge, 479-504.
- Cunningham, S. and Turner, G. (2010). *The Media and Communications in Australia* (3<sup>rd</sup> ed.). Crows Nest, NSW: Allen and Unwin.
- Flew, T. (2007). *Understanding Global Media*. Basingstoke: Palgrave Macmillan.
- Grant, P.S. and Wood, C. (2004). *Blockbusters and Trade Wars: Popular Culture in a Globalized World*. Vancouver/Toronto: Douglas and McIntyre.
- Hafez, K. (2007). *The Myth of Media Globalization*. London: Polity Press.

- Herman, E. and McChesney, R. (1997). *The Global Media: The New Missionaries of Corporate Capitalism*. London: Cassell.
  - Holt, J. and Perren, A. (eds) (2009). *Media Industries: History, Theory, and Method*. Chichester: Wiley-Blackwell.
  - Mackay, H. (2000). The globalization of culture? In David Held (ed.) *A Globalizing World? Culture, Economics, Politics*. London: Routledge in association with The Open University, 48-84.
  - McChesney, R.W. (2004). *The Problem of the Media: U.S. Communication Politics in the 21<sup>st</sup> Century*. New York: Monthly Review Press.
  - Rantanen, T. (2005). *The Media and Globalization*. London: SAGE Publications.
  - Sparks, C. (2007). *Globalization, Development and the Mass Media*. London: SAGE Publications.
  - Turow, J. (2011). *Media Today: An Introduction to Mass Communication* (4<sup>th</sup> ed.). New York: Routledge.
  - Thussu, D. (ed.) (2009). *Internationalizing Media Studies*. London: Routledge.
  - **And many more!** NOTE: Independent identification and use of source material is one of the assessment criterion for the written assignments (1 and 2).
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## Topic Outlines

### Topic 0: *Introduction to the Global Media Course*

This is an 'orientation' topic designed to help you get started and understand the way the course works (particularly participation and completion of the assignments) as soon as possible.

#### Readings Topic 0:

- Silverstone, R. (1999). Globe. In *Why Study the Media?* London: SAGE Publications, 105-113.
  - *This Course Outline!*
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### Topic 1: *Perspectives on Global Media*

The first proper topic! We explain how this course provides a distinctive understanding global media, the importance of developing an international dimension to the analysis of media, and how this course fits into your own career trajectory. It looks at some of the challenges involved in media analysis and the skills needed to do this successfully. It aims to provide you with a sense of the philosophies and perspectives that underpin the course. It describes some new ways of looking at the world of media.

#### Readings Topic 1:

- Branston, Gill and Stafford, Roy (2006). Whose globalisation? In *The Media Students' Book* (4<sup>th</sup> ed.). London: Routledge, 479-504.
  - Bell, G. (2005). The age of the thumb: a cultural reading of mobile technologies from Asia. In *Thumb Culture: The Meaning of Mobile Phones for Society*. Bielefeld: Transcript, 67-87.
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**Topic 2: Global Technologies: Old Media**

The global spread of media is frequently attributed to the role that new technologies have played in interconnecting people, mass communication, and processing information. This topic examines the first wave of print and analogue technologies used in global media through historical and contemporary examples in order to assess the merits of this argument.

**Readings Topic 2:**

- Wu, T. (2010). FM Radio. In *The Master Switch: The Rise and Fall of Information Empires*. London: Atlantic Books, 125-135.
  - Starr, P. (2004). The constitution of the air (1): the origins of broadcasting. In *The Creation of the Media: Political Origins of Modern Communication*. New York: Basic Books, 327-346.
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**Topic 3: Global Technologies: New Media**

The technologies that have come to dominate the media in the past 20 years have all been based on digital formats. Many commentators have seen this technological revolution as also potentially driving forward changes in other aspects of life, politics and economics that are influenced by the media, as well as changing the media industries themselves. This topic examines whether this has been a truly revolutionary technological change or whether some old continuities and problems remain in the digital era.

**Readings Topic 3:**

- Goldsmith, J. and Wu, T. (2008). How governments rule the net. In *Who Controls the Internet? Illusions of a Borderless World*. Oxford: Oxford University Press, 65-85.
  - Goggin, G. (2010). The internet, online and mobile communications and culture. In S. Cunningham and G. Turner. *The Media and Communications in Australia* (3<sup>rd</sup> ed.). Crows Nest, NSW: Allen and Unwin, 237-258.
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**Topic 4: Global Media Industries**

Global media are dominated by a handful of key corporations that generate billions of dollars of revenue annually. A huge percentage of what we watch and listen to is made by household names like News Corporation and Disney, but also companies you might be less familiar with, like Vivendi and Bertelsmann. How did these commercial media companies achieve this domination and should we be concerned? How does oligopolistic competition amongst these few players influence the types of media products that are exchanged and consumed in global media markets? What possibilities exist for smaller independent media producers in this contemporary media environment?

**Readings Topic 4:**

- Turow, J. (2011). Understanding the strategies of media giants. In *Media Today: An Introduction to Mass Communication* (4<sup>th</sup> ed.). New York: Routledge, 192-223.
  - Spar, D.L. (2001). BSKyB and the new wave of television. In *Ruling the Waves: Cycles of Discovery, Chaos, and Wealth from the Compass to the Internet*. New York: Harcourt, Inc., 190-243.
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**Topic 5: Public Media Industries**

What role is there for publically owned media in an era of global media corporations? Do national media like the ABC in Australia or BBC in the UK have any relevance today? If they do, how have their roles changed since their inception in the first half of the Twentieth Century? Questions like these are asked in almost every country, but in recent times public media have come under intense, critical scrutiny by governments around the world.

**Readings Topic 5:**

- Simons, Margaret (2007). The commons. In *The Content Makers: Understanding Media in Australia*. Camberwell, Vic.: Penguin Books, 171-203.
  - Hesmondalgh, D. (2007). Marketisation in telecommunications and broadcasting. In *The Cultural Industries* (2<sup>nd</sup> Ed.). London: SAGE Publications, 105-136.
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**Topic 6: Regional Media Industries**

Media industries generate economic activity worth billions of dollars annually and are major employers. At the same time certain regions of the world have become integral to this vital economic and cultural production, becoming epicentres of the so-called creative industries. Notable examples are Hollywood in the USA, Hong Kong in China, and London in the UK. For this reason governments around the world have attempted to encourage the development of these industries in their regions, and private enterprises have sought to benefit from working in close proximity to or collaboration with other firms in these localities. Why is there this distinctive pattern in the geography of global media production and do governments and firms actually achieve the positive outcomes they expect? Where is the regional focus of media production in Australia?

**Readings Topic 6:**

- Dunning, J. (2000). Regions, globalization, and the knowledge economy: the issues stated. In J. Dunning (ed.) *Regions, Globalization and the Knowledge-Based Economy*. Oxford: Oxford University Press, 7-41.
  - Rice, J. and Juniper, J. (2003). The role of supportive linkage within the Nordic mobile telephone manufacturing industry: implications for Australian policy and management. In Martin Shanahan and Gerry Treuren (eds) *Globalisation: Australian Regional Perspectives*. Adelaide: Wakefield Press, 144-168.
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**Topic 7: Convergence**

The concept of convergence is most often used in relation to the merging of media technologies that previously were separate. It is a phenomenon almost entirely attributable to the advent of digital technologies and the media platforms that they enable. The many capabilities of the mobile phone that you probably have in your purse or pocket are the perfect embodiment of this phenomenon. However, we also need to focus our attention not on the technology *per se* but on the parallel processes of convergence that are seen in the activities of consumers, producers and government regulators. If techno-convergence is real it is both enabled and limited by these various attempts to organise and control the convergent potential of new digital media and communication technologies.

**Readings Topic 7:**

- Jenkins, Henry (2003). Quentin Tarantino's Star Wars? Digital cinema, media convergence, and participatory culture. In D. Thorburn and H. Jenkins (eds) *Rethinking Media Change: The Aesthetics of Transition*. Cambridge, Mass.: MIT Press, 281-312.
  - Braman, S. (2009). Globalizing media law and policy. In D.K. Thussu (ed.) *Internationalizing Media Studies*. London: Routledge, 93-115.
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**Topic 8: Global Media Work**

What is it like to work as a media professional in a global media environment? This is a question you may find yourself answering in the very near future! What will your experience of the media workplace be like in the next decades of the 21<sup>st</sup> Century? Only one thing can be guaranteed: it will be a very different world to the one experienced by those born only a generation ago. What global media will you help to create and how will you create it?

**Readings Topic 8:**

- Hesmondhalgh, D. (2005). The production of entertainment. In J. Curran and M. Gurevitch (eds) *Mass Media and Society* (4<sup>th</sup> Ed.). London: Hodder Arnold, 153-171.
  - Deuze, M. (2009). Convergence culture and media work. In J. Holt and A. Perren (eds). *Media Industries: History, Theory, and Method*. Chichester: Wiley-Blackwell, 144-156.
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**Topic 9: Alternative Media**

Previous topics introduced some ideas about how the production of media has changed in recent times. This topic extends that discussion to examine the creation of media outside of the mainstreams of corporate and public institutions. It looks at how people in communities around the world have attempted to use media to further the interests of their own communities, whether these are defined in terms of a shared locality or shared interests.

**Readings Topic 9:**

- Wilmore, M. (2008). Conceptualizing media outside the mainstream: Tansen's television. In *Developing Alternative Media Traditions in Nepal*. Lanham, MD: Lexington Books, 27-61.
  - Lessig, L. (2008). Reforming law. In *Remix: Making Art and Commerce Thrive in the Hybrid Economy*. New York: Penguin Books, 253-273.
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**Topic 10: Media Goods and Bads**

Many individuals and organisations have tried to use media to support positive economic, social and political change. Indeed, media have always held out the tantalising prospect of contributing to improvements in peoples' lives around the world. This topic examines what lies behind these hopes and the difficulties we face in making them a reality. However, it also provides a direct contrast to this guarded optimism, because it also examines what happens when media are deliberately used to cause harms or have unintended negative consequences for those who use them. We consider some of the most difficult questions raised by the media in the recent past and for our contemporary world. Perhaps the most important of these concern the evaluation of these problems' severity and whether they can be avoided if their threat to our wellbeing is judged to be real. What will you contribute to these solutions?

**Readings Topic 10:**

- Morozov, E. (2011). Why the KGB wants you to join Facebook. In *The Net Delusion: The Dark Side of Internet Freedom*. New York: Public Affairs, 143-178.
- Straus, S. (2007). What is the relationship between hate radio and violence? Rethinking Rwanda's 'Radio Machete'. In *Politics and Society* 35:4, 609-637.

**Topic 11: Revision**

We introduce no new topics this week, but spend the final hour in our final lecture reviewing the previous topics. We will talk about the questions set for the final research paper – due just over two weeks later – to ensure that everyone has a clear understanding of them. We will also hold revision tutorials the following week in which you have a final opportunity to discuss these questions with your tutor and fellow students. We will also use those last tutorials to complete the Student Evaluations of Learning and Teaching (SELTs) and complete the student self-evaluation of individual participation (Assignment 3). There is plenty to do!

**ADDITIONAL IMPORTANT INFORMATION****Attendance Guidelines**

You are expected to participate fully in the course. You should endeavour to attend all lectures and tutorials, as the activities and discussion that takes place during classes are essential to achievement of the course's learning outcomes and to complete the assignments required to pass this course. Attendance rolls may be kept during tutorials. Please inform your tutor if you cannot attend a timetabled class.

**Illness**

1. Anyone who cannot submit a major assignment due to illness must submit the appropriate University of Adelaide form.
2. Normal doctor's certificates alone do not have to be accepted.
3. Any application must be accompanied by the form, Application for Supplementary Exam on Medical Grounds, filled out and signed by a doctor whose contact details are clear.

**Grade and Mark Scheme**

High Distinction (HD)	100-85
Distinction (D)	84-75
Credit (C)	74-65
Pass (P)	64-50
Fail (F)	49-0
Fail No Submission (FNS)	0

**NOTES:**

- a) The grade of 'Incomplete Fail' (IF) is no longer awarded.
- b) All assignment marks must be finalised before an overall course mark is confirmed and included on a student's transcript. A grade of Result Pending (RP) will be listed on your transcript until the overall course mark is finalised.

## Penalties for Late or Non-Submission of Written Assignments

Please give careful attention to the following rules regarding assignment submission:

1. Assignments that are submitted late without prior written permission for an extension will receive a penalty of 5% for every day or part of a day in the FIRST WEEK beyond the deadline that they are late.
2. Assignments submitted in the SECOND WEEK beyond the deadline will only be marked on a pass or fail basis.
3. Assignments submitted MORE than TWO WEEKS beyond the deadline will receive an automatic 0% mark.
4. Failure to submit either of the written assignments for this course will lead to an overall FAIL MARK for the course irrespective of the overall course mark resulting from other submitted assignments.

## Extensions and Tutorial Non-attendance

All assignment extensions and permission to be excused from a tutorial must be made in writing (via email) to your Tutor or the Course Convenor. This permission must be sought before the deadline for assignments or the date of the relevant tutorial. Students should attempt to attend an alternative tutorial session if they are unable to attend their regular class.

## Learning and Disability Consideration

If you have a disability that you believe will affect your study, you should discuss this with the coordinator as soon as possible after enrolment. It may be necessary for you to undertake a **Learning and Assessment Agreement**. It is the student's responsibility to inform both tutors and coordinators if appropriate arrangements have to be made.

For general information on Learning and Disability matters contact the Disability Liaison Officer (Ph 83035962) and/or the Learning and Disability Access information site: <http://www.adelaide.edu.au/services/disability/>

## Occupational Health and Safety (OH&S) Information

As a student in the School of Humanities we would like to inform you of the current OH&S practices within the university to ensure your safety and that of others. It is in your interest to read the information carefully.

### Evacuation Procedures

There are two types of alarms systems used in the university, as follows:

When Alert Signal Sounds (Beep...Beep...)	When Evacuation Signal Sounds (Whoop...Whoop...)
<p><b>If In No Immediate Danger DO NOT EVACUATE!</b></p> <ul style="list-style-type: none"> <li>• Cease inter/across floor movement.</li> <li>• Secure classified material (if applicable).</li> <li>• Await further instructions via the PA or from the Warden.</li> </ul>	<p><b>DO NOT USE LIFTS!</b> <b>Evacuate safely.</b></p> <ul style="list-style-type: none"> <li>• Proceed via the safest route to the Assembly Area.</li> <li>• Follow the directions of the Warden(s).</li> <li>• Do not re-enter the building until instructed to do so by persons in authority.</li> </ul>

**Evacuation Procedures Posters**

You will notice that 'Evacuation Procedures' posters are prominently displayed in all foyer areas in all buildings in the university. The posters include the **designated evacuation area** - you must proceed to this area when you hear the evacuation signal and follow the instructions of Fire Wardens.

**First Aid****Emergency Only**

In the case of a high-level **medical emergency**, phone **8303 5444** (extension **35444**).

**First Aid Assistance**

The School has a number of First Aid Officers that are available to assist you. Please phone **8303 4249** (extension **34249**) and ask to speak to a **First Aid Officer**. First Aid kits are located in the School Office on Level 7 Napier building or in Room 713 of the Hughes building.

**Accident and Incident Reporting**

If you are involved in an accident or a near-miss incident whilst on campus it needs to be reported – preferably within 48 hours. Your cooperation is necessary in the reporting of all potential hazards, accidents and near-miss incidents to ensure that the university maintains a high standard of safety. The '**Accident & Incident Reporting**' form is available from the: **School of Humanities Office, Level 7 Napier Building** or from the Health & Safety Officer in Hughes 714.

**Reporting Property Damage**

Please report all property damage that is potentially hazardous to **Security**, phone **8303 5990** (extension **35990**).

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**FINALLY...**

Is there something missing from this course outline or something that is not clear? If you think there is please contact the course convenor with your suggestions for improvement and we will try to incorporate them for next year's course. Thanks and enjoy your studies of Global Media!