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| **Course Name: Sociology of Media** | | |
| **Course Code: SOCL 355** | **Course Type (elective)**  **Pre Rec.: SOCL100** | **Course Credits: 3** |
| **Class Timings (Room No.):**  10:00 AM - 10:50 AM (E244) | **Section:**  A | **Student Meeting Hours/ Office Hours:**  11 AM - 2 PM (TR) |
| **Instructor Name: Mohammad Vaqas Ali** | | |
| Email: vaqasali@fccollege.edu.pk  Office Hours (face to face): 11 AM - 2 PM (TR)  NOTE: If you want to schedule a meeting at some other time or an online meeting, then please make an appointment via email. The online meeting platform can be SKYPE, MS Teams and WHATSAPP (only in cases where SKPYE or MS Teams meeting is not possible)  Guidelines for contacting instructor: | | |
| **Course Description**:  Pre-requisites if any: N/A  Mode of Instruction (Asynchronous/Synchronous): Both Synchronous and Asynchronous  This course looks at the role of media as a social institution and explores within the existing social science theoretical framework the relationship between media and society. On the one hand, the creation, production, presentation of media content is a mirror of or is at least influenced by society's understanding of reality which in turn is a product of dominant social forces, and on the other hand is also an instrument through which dominant social forces construct or shape reality. In short the course will look at 1) how media influences society, 2) how society influences media and 3) how the confluence of both influences beliefs and behaviors of individuals.  *Note*: The term media here mainly signifies mass media, yet now and again we will look at literature that explores the role and influence of social media).  We will examine the how different media industries (radio, TV, motion picture, print etc.) function and are influenced/transformed by regulations, market forces, social currents & movements, local & global hegemony and/or technology. We will learn to analyze and decipher media content and investigate ways through which it may promote stability, change or diversity in a society. We will inspect how consumers utilize and are influenced by the media product. We will also focus on specific methodologies to provide students an insight into how theoretical ideas translate into empirical research and how research in turn informs theories.  In pursuance of this final goal, it is hoped that by the end of this course students will develop an applied understanding of media sociology. | | |
| **Learning outcomes**   1. Students will be able to demonstrate a basic understating of the central theories relating to the sociology of media. 2. Students will be able to demonstrate knowledge of different sociological approaches to the study of the role of media in society   3. Students will be able to apply different theories and methods to understand media content and interpret media content and events | | |
| **Main Mode of Instruction:** *(Moodle, Zoom, MS teams, etc.)*  **Technology Requirements**: Any smart device that you can use to access Moodle and the Internet  **Considerations for Students with Limited Internet/Technology Access: Students that so not have a laptop or a smart device are requested to contact the instructor as soon as possible** | | |
| **Reading Materials**  Shaughnessy, M. and Stadler, J. (2005). **Media and Society.** Victoria, AU: Oxford University Press.  **Note: Other required readings will be provided in class** | | |
| **Course Requirements and important things to know**   * Students are required to do relevant readings. They are also required to watch online videos as instructed. * Due Dates: * All assignments are to be submitted by 12 in the evening on the due date. * In case of late activities students will lose marks. * Academic Honesty:   The goal of this course is to foster your own learning of the material. Plagiarism is a serious offense and would result in an F grade in the course.  *“Plagiarism, or literary theft, is defined as appropriating the literary composition of another person, including parts, passages, or language of the writing, and passing off the appropriate material as one’s own. Plagiarism is the failure to give proper credit or citation to one’s sources of information. It includes the failure to use conventional methods of documentation for material quoted or paraphrased. Additionally, plagiarism includes allowing someone else to compose or rewrite an assignment for a student.”*  Please refer to university policy for more information. If plagiarism is observed disciplinary action will be taken. | | |

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| **Wk** | **Topic/ Title** | [**Teaching-Learning Activities**](https://docs.google.com/document/d/1jY2UWb3QuOogkiSMdPvZd33eKe2kRpfzsTm2LSrnLko/edit#heading=h.4dy4q49omahn) | | | [**Assessment**](https://docs.google.com/document/d/1Z4W_utaHpwMJP6B2jJlb9ofxFHmcagrWWOT5cUM9lj4/edit?usp=sharing)  **&**[**Rubrics**](https://docs.google.com/document/d/1IdFfZ8WRSRKSceBYC4jfAyKEYdb1M6Z4GSSLueP8HD0/edit)  (with the due date) |
| **Synchronous**  **(Simultaneously conducted)**  *Presentation / Lecture*  *Live Video-Audio*  *Small Group Discussion/ Breakout Rooms*  *In-class quiz*  *Q&A/ Live Chat* | | **Asynchronous**  (postal/ Moodle/ email)  *Discussion blogs*  *WhatsApp*  *Readings*  *Moodle Quizzes*  *Assignment Submission*  *Online Content/ Recordings*  *Lecture notes/ Annotated PPT*  *Experiential learning* |
| In-Person | Online | Off-campus and offline |
| 1 | Introduction | Course outline | Course outline | Course outline will be posted on Moodle |  |
| Defining media and media studies | Lecture and Slides | \_ | Slides can be downloaded from Moodle | Shaughnessy Chapters 1 and 2 |
| 2 | The media effect: Media and society | Lecture and Slides | - | Slides can be downloaded from Moodle | Shaughnessy Chapter 3  (Quiz; Online) |
|  |  |  |  |  |
| 3 | Language, media and representation | Lecture and Slides | - | Slides can be downloaded from Moodle | Shaughnessy 4 and 5  (Quiz; Online) |
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| 4 | Texts, meaning and audiences | Lecture and Slides | - | Slides can be downloaded from Moodle | Shaughnessy Chapter 6  (Quiz; Online) |
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| 5 | Semiology and reading images | Lecture and Slides | - | Slides can be downloaded from Moodle | Shaughnessy Chapters 7 and 8 |
|  |  |  |  |  |
| 6 | Reading images contd. and | Lecture and Slides | - | Slides can be downloaded from Moodle | Shaughnessy Chapter 8  (Movie papers due) |
|  |  |  |  |  |
| 7 | Genres, codes and conventions | Lecture and Slides | - | Slides can be downloaded from Moodle | Shaughnessy Chapter 9  (Quiz; Online) |
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| 8 | Narrative structures and binary oppositions | Lecture and Slides | - | Slides can be downloaded from Moodle | Shaughnessy Chapter 10  (Quiz; Online) |
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| **MIDTERM** | | | | |  |
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| 9 | Narrative structures and binary oppositions contd. and  Joseph Campbell and Carl Jung | Lecture and Slides | - | Slides can be downloaded from Moodle | Shaughnessy Chapters 10 and 11  **(Reflection Paper of chapter 11 due before Class)** |
|  |  |  |  |  |
| 10 | Analyzing Propaganda | Lecture and Slides | - | Slides can be downloaded from Moodle | (Chapter 6) Jowett, G. S., &O'donnell, V. (2018). *Propaganda & persuasion*. Sage publications.  **(Reflection Paper Due Before Class)** |
| Nazi Propaganda | Lecture and Slides | - | Slides can be downloaded from Moodle | Welch, D. (2004). Nazi propaganda and the Volksgemeinschaft: Constructing a people’s community. *Journal of contemporary history*, *39*(2), 213-238.  **(Reflection Paper Due Before Class)** |
| 11 | The propaganda model | Lecture and Slides | - | Slides can be downloaded from Moodle | Goodwin, J. (1994, March). What's right (and wrong) about left media criticism? Herman and Chomsky's propaganda model. In *Sociological Forum* (pp. 101-111). Eastern Sociological Society.  **(Reflection Paper Due Before Class)** |
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| 12 | Critical Perspective | Lecture and Slides | - | Slides can be downloaded from Moodle | Kellner, Douglas. "Frankfurt School, Media, and the Culture Industry." *The International Encyclopedia of Media Studies* (2012).  **(Reflection Paper Due Before Class)** |
| Feminist perspective | Lecture and Slides | - | Slides can be downloaded from Moodle | Valdivia, A. N. (Ed.). (2008). *A companion to media studies*. John Wiley & Sons. [pg. 35 - 55]  **(Reflection Paper Due Before Class)** |
| 13 | Postmodernist perspective | Lecture and Slides | - | Slides can be downloaded from Moodle | Harms, J. B., & Dickens, D. R. (1996). Postmodern media studies: Analysis or symptom?. *Critical Studies in Media Communication*, *13*(3), 210-227.  **(Reflection Paper Due Before Class)** |
| Post Colonial Perspective | Lecture and Slides | - | Slides can be downloaded from Moodle | Fernandez, M. (1999). Postcolonial media theory. *Art Journal*, *58*(3), 58-73.  **(Reflection Paper Due Before Class)** |
| 14 | Media Ecology | Lecture and Slides | - | Slides can be downloaded from Moodle | Gencarelli, T. F. (2000). The intellectual roots of media ecology in the work and thought of Neil Postman. *Atlantic Journal of Communication*, *8*(1), 91-103.  **(Reflection Paper Due Before Class)** |
|  |  |  |  | Final Paper Due |
| 15 | **Extra week** | | | |  |

**Course Requirements [Tentative]:**

**Class Participation/Attendance (5%)**

Class participation will include attendance and your level of participation in class. When attending classes online students will be graded on their attendance.

### **Assignment 1: Movie Paper (5%)**

### Description and directions are attached in a separate document

### **Assignment 2: Propaganda (5%)**

### The backdrop of this assignment is the cold war. You will choose 5 images that represent either US propaganda against the Soviet Union or Soviet propaganda against the US. You will present an analysis of these images and show how the enemy was the negatively portrayed in the image. This will include analysis of individual symbols, text, etc. in the images and the overall message conveyed through the image.

### **Assignment 3: Semiology Assignment (5%) (To be announced in class)**

### **Assignment 4: Cultural Jamming Assignment (5%) (To be announced in class)**

### **Quizzes (15%)**

There will be total of five quizzes. The quizzes will be submitted online.

### **Midterm (25%)**

The midterm will be essay-type, however some MCQs or true false questions may also be included

**Final Exam (25%)**

The Final exam will be essay-type, however some MCQs or true false questions may also be included

### **Final Term Paper (15%)**

### Description and directions are attached in a separate document

The breakup is as follows:

**Class Participation 5%**

**Assignments:** **20**%

**Quizzes:**  **15**%

**Midterm exam**: **25**%

**Final exam**: **25**%

**Final Term Paper:**  **15**%

**TOTAL 100%**

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### **[OPTIONAL] Missed Assignments/ Make-Ups**

- *There will be no makeup assignments unless the student can prove to the instructor that the assignment was not submitted to the instructor due to an emergency*

**Attendance Policy:**

-If you attendance falls below 70% (including both online and face to face classes) you will not be allowed to take the final exam.

**Grade Determination & Course Assessment as per FCC Policy:**

*- Provide a statement of your grading approach or philosophy that explains why you grade the way you do and offers some detail about how you will assess student work.*

*- Indicate your policy on late work, missed exams, and regrading.*

**Grading Legend**

Below is the grading legend of FCCU (published in all catalogues and available on the FCCU website) as approved by the Academic Council and applies for Fall as well

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| **Grade** | **Point Value** | **Numerical Value** | **Meaning** |
| A | 4.00 | 93-100 | Superior |
| A- | 3.70 | 90-92 |
| B+ | 3.30 | 87-89 | Good |
| B | 3.00 | 83-86 |
| B- | 2.70 | 80-82 |
| C+ | 2.30 | 77-79 | Satisfactory |
| C | 2.00 | 73-76 |
| C- | 1.70 | 70-72 |
| D+ | 1.30 | 67-69 | Passing |
| D | 1.00 | 60-66 |
| F | 0.00 | 59 or below | Failing |

**Student Conduct & Other Issues:**

*- Consider including ground rules for appropriate classroom interactions, as well as a clear statement of expectations that classroom interactions will remain civil, respectful, and supportive.*

- If any student faces any issues or has any concerns regarding the classroom climate and interactions, please feel free to contact VR office [gloriacalib@fccollege.edu.pk](mailto:gloriacalib@fccollege.edu.pk)

**Changes to the Syllabus:**

This syllabus was designed to convey course information and requirements as accurately as possible. It is important to note however that it **may** be subject to change during the course depending on the needs of the class and other situational factors. Such changes would be for your benefit and you will be notified of them as soon as possible.

**Student Support Services**

[Student Counseling Services](https://www.fccollege.edu.pk/ccc/campus-counseling-center/)

[Writing Center](https://www.fccollege.edu.pk/faculty-of-humanities/writing-center/)

[Mercy Health Center](https://www.fccollege.edu.pk/mercy-health-center/)

**Other Useful Policy Documents:**

[Sexual Harassment Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Doc1.pdf)

[Anti-Corruption Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Anti-corruption.pdf)

[Academic integrity](https://www.fccollege.edu.pk/policy-on-academic-integrity/)

[Plagiarism Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/FCCU-Plagiarism-Policy.pdf)

[Academic Calendar](https://www.fccollege.edu.pk/academic-calendar/)

*I expect that you will strictly follow the core values of FCCU and put your entire efforts to learn as per the course requirements, attend classes, read the textbook(s)/other assigned reading material and do the assignments in the stipulated time period*

**Developed by CLT (2020) from:**

[FCC Policy for Fall Semester 2020](https://docs.google.com/document/d/1DT4BSJD6eqy8rwyNEsFF6PPL5DLkSuMwpLGFpN69Y_4/edit)<https://www.aascu.org/>

<https://blended.online.ucf.edu/>

**Note:**

Pl see <https://unitguides.mq.edu.au/> for additional options. Macquarie University has their syllabus online (called Unit Guides and are publicly viewable)

See additional information for [Syllabus Checklist](https://ctaar.rutgers.edu/teaching/syllabus/) and for [How to Create a Syllabus](https://www.chronicle.com/article/how-to-create-a-syllabus/?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1411850_nl_Academe-Today_date_20200804&cid=at&source=ams&sourceId=30292&cid2=gen_login_refresh)

Please also consider [High Impact Practices](https://www.aacu.org/node/4084) for your classes