



ERASMUS UNIVERSITY ROTTERDAM

Erasmus School of History, Culture and Communication

International Bachelor in Communication and Media

Course Manual

## **Media Systems in Comparative Perspective**

**CM1008**

Academic Year 2010/2011, Term 3

**Lecturers:**

Dr. Erik Hitters

Amanda Brandellero, MSc.

Dr. Payal Arora

Johannes von Engelhardt, MSc.

Dr. Patrick McCurdy



## 1. COURSE DETAILS

<b>Course title</b>	Media Systems in Comparative Perspective
<b>Course identifier</b>	CM 1008
<b>Contact person</b>	Dr. Erik Hitters Room L2-42 / <a href="mailto:hitters@fhk.eur.nl">hitters@fhk.eur.nl</a> / 408 2503
<b>Lecturers</b>	Dr. Erik Hitters (lectures) Amanda Brandellero MSc (lectures and tutorials) Dr. Payal Arora (tutorials) Dr. Patrick McCurdy (tutorials) Johannes von Engelhardt, MSc (tutorials)
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<b>Period</b>	2011, Term 3
<b>ECTS</b>	5
<b>Structure</b>	Weekly 2 hour lecture + 3 hour tutorial/workgroup
<b>Assessment</b>	Final exam, written assignments (individual and team), team presentation, and class participation
<b>Compulsory readings</b>	1) Textbook: Robert McKenzie. <i>Comparing Media from Around the World</i> (Pearson 2006). (ISBN: 0-205-402429) 2) Other articles (see Section 9 of this Course Guide) 3) Lecture notes

### Workload

This is a 5 ECTS course. According to the norms of the European Credit Transfer System, this course thus involves a  $5 \times 28 = 140$  hours workload for students. The course runs for 10 weeks (8 weeks containing lectures/tutorials and 2 weeks for assessment). Hence, you are expected to spend on average 14 hours per week on this course (more than 1.5 working day!).

<b>Task</b>		<b>hours</b>
Attending lectures	8 meetings x 2hrs	16
Attending tutorials	8 meetings x 3hrs	24
Studying the McKenzie text book, additional readings, and lecture notes	410 pages (± 6 pages per hour)	68
Individual assignments (4)	4 x 2,5 hr	10
Team assignments (3)	3 x 6 hrs	18
Team presentation (1)	1 x 1 hr	1
Exam	3	3
<b>Total</b>		<b>140</b>

## 2. COURSE OVERVIEW

Date	Week	Session	Topics covered	Reading preparation	In Class	Prepare & Submit
4-2	<b>1</b>	Lecture	What are media systems? (EH)	McKenzie 1,2, 3		
		Tutorial	Country characteristics		<ul style="list-style-type: none"> <li>Formation of 11 teams &amp; assignment of cases (countries) to teams</li> <li>Instruction for team assignment A</li> <li>Primer questions and in class assignment</li> </ul>	
11-2	<b>2</b>	Lecture	Media Systems in Comparative Perspective (AB)	McKenzie 4, 5 Hardy 4		
		Tutorial			<ul style="list-style-type: none"> <li>Presentation teams 1,2,3</li> <li>In class assignment</li> </ul>	<b>Team assignment A</b>
18-2	<b>3</b>	Lecture	Regulation and Financing (EH)	McKenzie 6, 7 Becker & Vlad		
		Tutorial			<ul style="list-style-type: none"> <li>Presentation/discussion individual assignment 1</li> <li>In class assignment</li> </ul>	<b>Individual assignment 1</b>
25-2	<b>4</b>	Lecture	Accessibility & Democracy (AB)	McKenzie 8 Fuchs & Horak		
		Tutorial			<ul style="list-style-type: none"> <li>Presentation/discussion individual assignment 2</li> <li>Instruction for team assignment B</li> <li>In class assignment</li> </ul>	<b>Individual assignment 2</b>
4-3	<b>5</b>	Lecture	Media Content & Diversity (EH)	McKenzie 9 Essner		
		Tutorial			<ul style="list-style-type: none"> <li>Presentation teams 4,5,6,7</li> <li>In class assignment</li> </ul>	<b>Team assignment B</b>
11-3	<b>6</b>	Lecture	News & Press (AB)	McKenzie 10 Curran et al.		
		Tutorial			<ul style="list-style-type: none"> <li>Presentation/discussion individual assignments 3</li> <li>Instruction for team assignment C</li> <li>In class assignment</li> </ul>	<b>Individual assignment 3</b>
18-3	<b>7</b>	Lecture	Imports, Exports and Globalisation (AB)	McKenzie 11 Liebes & Livingstone		
		Tutorial			<ul style="list-style-type: none"> <li>Presentations teams 8, 9,10,11</li> <li>In class assignment</li> </ul>	<b>Team assignment C</b>
25-3	<b>8</b>	Lecture	Media Audiences (EH)	McKenzie 12,13		
		Tutorial			<ul style="list-style-type: none"> <li>Presentation/discussion individual assignments 4</li> <li>In Class assignment</li> <li>Instruction final exam</li> <li>Evaluation</li> </ul>	<b>Individual assignment 4</b>
30-3			Written exam	9.30-12.30		
27-6			Resit exam	1330-1630		

## TIMES AND LECTURE ROOMS

Below you find the timetable for the course.

**Important:** Any updates on times and locations of Lectures and Tutorials will be communicated through the Channels in SIN-Online and the Blackboard site.

### TIME TABLE

LECTURES	FRIDAY	13.00-14.45	4/2 – 25/2 4/3 – 25/3	CB-017 CB-109	ERIK HITTERS AMANDA BRANDELLERO
TUTORIAL GROUP A	MONDAY	15.00- 17.45	ALL DATES	G2-29	PATRICK MCCURDY
TUTORIAL GROUP B	MONDAY	9.00-11.45	ALL DATES	G2-29	PATRICK MCCURDY
TUTORIAL GROUP C	TUESDAY	12.00-14.45	ALL DATES	G2-29	PAYAL ARORA
TUTORIAL GROUP D	TUESDAY	15.00-17.45	ALL DATES	G2-29	PAYAL ARORA
TUTORIAL GROUP E	TUESDAY	15.00-17.45	ALL DATES	G2-35	JOHANNES VON ENGELHARDT
TUTORIAL GROUP F	MONDAY	15.00-17.45	ALL DATES	G3-35	AMANDA BRANDELLERO
PRE-MASTER MEDIA & CUL- TURE (S1)	WEDNESDAY	13.00-15.45	ALL DATES	G2-35	JOHANNES VON ENGELHARDT

### **3. INTRODUCTION TO THE COURSE**

This course introduces you to major theoretical perspectives and methodological approaches in the study of media systems and media industries. The course offers a wide-ranging survey of media systems across different regions of the world. You will be familiarized with comparative research as well as the economic, social, political, regulatory and cultural aspects of media systems.

Course activities include in-depth discussion of key issues and questions, in-class assignments, presentations and discussions of student assignments and coursework.

### **4. COURSE AIMS AND OBJECTIVES**

*Upon completion of this course, you will have knowledge and understanding of:*

- The main theoretical perspectives, approaches, and issues in the comparative study of media systems and media industries;
- Principal dimensions of variation in media systems and the complex of forces shaping their evolution.

*and you will be able to :*

- Analyze and reflect upon changes and cross-national differences in media systems and media industries;
- Formulate your own viewpoints and research questions, using relevant theoretical insights, concepts and research findings.

This course is integrated into the IBCoM program in different ways.

- 1) It builds on IBCoM's first and second term courses. In particular, CM 1008 assumes students' familiarity with core issues in communication and media studies covered in CM 1001 (Introduction to Human Communication), CM 1002 (Introduction to Social Science Research), CM 1013 (Key Concepts in the Social Sciences) and CM 1004 (Media Processes and Influences). Likewise, the course requires students to apply the different skills taught in CM 1003 (Communication Workshop 1: Information & Communication Skills).
- 2) It has been designed in coordination with the other two courses that IBCoM students take during the 3rd term: CM 1014 (Communication and Organizations) and CM 1009 (Communication as Social Force). The coordination of the three courses is aimed at underscoring the connections between them as well as the specificity of their approaches. Furthermore, specific assignments and in-class discussions will encourage students to integrate what they learn in the different courses.

- 3) It is a required course, which constitutes an important basis for the courses that students take later in the program. CM 1008 is particularly relevant for the Research Workshop on Cross-national Comparative Research that students take in term 4 (1st year).

## 5. COURSE ELEMENTS

### *Lectures*

The weekly 2 hour lecture on Friday is meant to introduce you to the topics and issues covered in the textbook chapters and the extra readings scheduled for that particular week (see the Module overview in Section 2) and to provide you with a more in-depth understanding of particular issues. The lecture is always selective; it will focus on some of the important issues, but will not cover all of the reading materials. It may also expand on particular themes. The lecture is always closely related to the tutorials on Monday through Wednesday. If you have any questions about the book or the readings, the tutorials offer ample opportunity to ask them.

You are expected to have read the literature prior to the lecture. Please note that the written examination will also contain questions on the subjects and issues that are featured in the lectures. We strongly advise you to take detailed notes (or ask a fellow student to do so), because the PowerPoint slides will only cover part of the lecture.

### *Tutorials*

You will participate in a 3 hour weekly tutorial (also known as a *workgroup*). The tutorial is the principal didactic tool to engage you in deep processing of the course material. Therefore, active participation is compulsory. It requires a thorough preparation of the chapters and readings at home.

You will be asked to complete various kinds of assignments to focus your preparations. In class, we will make use of individual and group exercises, questions and discussions to enhance the engagement with the course material.

### *Blackboard*

We will use the Blackboard online learning environment to communicate additional information before and during the course, including:

- Teaching materials (such as slides and hand-outs) will be posted onto Blackboard. The *Powerpoint slides* of each lecture will be published on Blackboard after each lecture.
- Information concerning the administrative running of this module (assignments, readings, changes and additions) will be communicated via Blackboard.
- Additional information relevant to the course, such as links to online resources will be made available via Blackboard.
- All assignments should also be handed in on Blackboard (as well as at the beginning of each tutorial meeting).
- The *Group Pages* (under the button COMMUNICATION) provide the link to each tutorial-group. Here, you will find an option to send emails to group members.



## 6. ASSIGNMENTS AND ASSESSMENT CRITERIA

### *General*

- Attending the weekly lecture is strongly advised, but not compulsory. The lectures start at 13.00 hrs. promptly. Please make sure that you arrive on time.
- It is compulsory to attend the 8 tutorial meetings, arrive on time, and to participate actively in the discussions. This obligation includes the preparation and timely submission of all assignments (individual work and teamwork).

### *Rules about absence*

- If you are unable to attend a tutorial meeting, you must inform the lecturer of your tutorial in advance by email or telephone.
- Absence is only allowed for legitimate reasons. Judgments about the validity of the reason for your absence are the prerogative of the lecturer.
- If you have missed two tutorials for valid reasons, we may ask you to produce an extra assignment, which is to be submitted at the end of the term.
- Missing three tutorial meetings will result in exclusion from the course.
- That is why it is absolutely essential to contact your lecturer **immediately** if there are any circumstances that might seriously affect your work!

### *Elements of the assessment*

During the course, you are required to make four individual assignments (A), three team assignments (B) (in teams of max. two students) and a team presentation (C). A written exam concludes the course (D).

Of course, you are also required to participate actively in class. This implies a good preparation and the active sharing of well argued views, ideas, experiences and knowledge in class.

### **A. Individual Assignments**

You will be required to complete four individual assignments for this course. The individual assignments aim to train you to properly and creatively apply the concepts and insights covered in the lectures and the readings for this course. The assignments will be diverse. For example, you may be invited to relate what you read in the textbook to personal experiences, or you will be asked to defend a particular thesis, or you are supposed to explain a particular concept or theory in detail. During the tutorial, the lecturer will invite a few students (5-7) to present their work.

*General guidelines for all individual assignments:*

Make sure not to exceed the maximum number of words set for the assignment.

- Line spacing: 1.5
- Be clear and neat in your exposition;
- Check the spelling (use spell check in Word);
- Keep it simple: no cover page, no graphic illustration, no plastic folders, etc.;

- State in a first line / header line:
  - your name
  - student number
  - course code > CM1008
  - word count ;
- Submit a file of your work to (SAFE) ASSIGNMENT on Blackboard before the tutorial;
- Hand in a printout of your work at the beginning of the tutorial;
- Prepare yourself in such a way that you are able to present your assignment in class in a 5 minute talk. This implies that you should bring two copies of your assignments to class: one to hand in at the beginning of the tutorial and one you can draw on if you are invited to give a presentation.

### **B. Team Assignments**

The course includes three team assignments, which seek to train you in finding and using relevant resources (research articles, databases, websites, etc.) to answer specific research questions, to develop your own research questions, and to properly and creatively apply the concepts and insights which are discussed in the lectures, the McKenzie textbook and the additional readings. You are expected to refer explicitly (themes, positions, views, quotes) to the above readings and content of the lectures.

#### *General guidelines for all team assignments:*

- Make sure not to exceed the maximum number of words set for the assignment;
- Line spacing: 1.5;
- Be clear and neat in your exposition;
- See also the guidelines in the *Writing Guide Culture & Media*;
- Use correct references to sources you use and make a correct reference list at the end of your text;
- Check the spelling (use spell check in Word);
- Keep it simple: no cover, no graphic illustration, no plastic folders, etc;
- State in a first line / header line:
  - your name
  - student number
  - course code > CM1008
  - word count;
- Submit a file of your work to (SAFE) ASSIGNMENT on Blackboard before the tutorial;
- Hand in a print of your work at the beginning of the tutorial.

### **C. Team presentation**

Your team will be required to give an in-class presentation about one of the three team assignments. This will give you the opportunity to train in being selective and focused when communicating scientific information and responding to questions from your audience.

#### *Practical guidelines:*

- The presentation should take no longer than 10 minutes. Please make sure to stick within the time limit.
- Stick to the common criteria for presentations (from arguing clearly to volume/tone of voice).
- You are allowed to use PowerPoint, but it is not compulsory. Keep in mind that form must not supersede content in the presentation.
- Supply the lecturer at the beginning of the meeting with a print of your presentation (notes, or hand out, or PowerPoint print).

### **D. Exam**

A written examination of your knowledge and understanding completes this course. It covers:

- the 13 chapters from the McKenzie textbook;
- the extra readings;
- the content of the lectures (which may involve a lot more than what is mentioned on the lecture slides). Hence, if you unable to attend one or more lectures make sure to ask one of your fellow students for a copy of his or her notes.

The exam has two parts:

- Two open questions test your knowledge and understanding of general, overarching issues with respect to media systems and comparative research.
- Twenty multiple choice questions test your accumulated knowledge in more detail.

## 7. Assessment criteria

The course is graded on a scale from 0 points (theoretical minimum) to 100 points (theoretical maximum). Table 1 below shows the relative weight of the assignments during the course and the exam at the end of the course. The final grade is 10 percent of the points obtained. So, 79 points results in a grade of 7.9.

*Table 1. Overview of the different elements*

	Course element	Frequency	points	total
A	Individual assignment	4	5	20
B	Team assignments	3	5	15
C	Team presentation	1	5	5
D	Exam	2 open questions	10	20
		30 multiple-choice questions		40
	Sum			100

A final grade below 5.5 means that you have failed the course and that you have to take a resit of the exam on 12 July 2010. If you also fail the resit you must take the course once more in 2010-2011 academic year. A final grade of 5.5 or higher means that you have passed the course. A grade of 7.0+ is satisfactory, a grade of 8.0+ is good and a grade of 9.0+ is excellent.

All assignments and the team presentation are graded on a scale from 0 to 5 points: 0 = not submitted on time; 1 = very poor; 2 = poor; 3 = satisfactory; 4 = good; 5 = excellent. There is no resit for any of the assignments for this course.

### *Criteria for the grading of assignments*

The following criteria are used for grading the assignments and the presentation.

1. Literature & sources: appropriate discussion of relevant parts of the textbook and additional readings and/or appropriate use of information sources and data.
2. Analysis: interpretation of the literature and sources with respect to the issue addressed.
3. Reasoning: proper construction of the argument (sentences, sections, chapters).
4. Neatness: spelling, grammar, writing style, lay out, and references.

The following weights are given to the criteria:

	Max	Literature & Sources	Analysis	Argumentation	Neatness
Assignments	5	1	2	1,5	0,5

	Max	Structure	Clarity	Argumentation	Attractiveness of Presentation	Handling of Questions
Team Presentation	5	1,5	1	1	1	0,5

### *Plagiarism*

The individual assignments are individual products. It is not allowed to use work from other students. There is a serious penalty if you claim other people's material as your own without explicit citation. It is permitted, though, to discuss each other's work.

The team assignments and presentation are a product of teamwork. It is not allowed to use work from other teams. All assignments must refer carefully to the (scientific) sources used. Copying the ideas and results of other authors (either word for word, or as a paraphrase) without explicit reference to the source is considered to be plagiarism.

The submission of electronic versions of the assignments in Blackboard's SAFE ASSIGNMENT is necessary to facilitate (automatic) checks on plagiarism. It is your responsibility to familiarise yourself thoroughly with the faculty's policy on unfair practices, fraud and plagiarism.

More information on this policy can be found at

[http://www.fhk.eur.nl/english/ibcom/student\\_information\\_2009\\_2010/oer/plagiarism/](http://www.fhk.eur.nl/english/ibcom/student_information_2009_2010/oer/plagiarism/)

Plagiarism is reported to the *Examination Board*, which may decide to expel a student from this course, or from the curriculum.

## 8. Course outline and week-by-week description

### WEEK 1: What are Media Systems? (EH)

The first week will provide a general introduction to the concept of media systems. What are the elements of such a system? We will introduce and exemplify related concepts such as media landscapes, media industries, globalization and media convergence. We will also introduce the most important theoretical and research traditions in media systems research.

#### Required reading

McKenzie Chapters 1, 2, and 3 (pp.1-38) Also available via Repub.

#### Tutorial

- In-class assignment: primer questions Chapter 3
- Formation of 11 teams (max 2 students each) & assignment of cases (countries) to teams
- Guidelines for Team assignment A

#### Assignment for next week:

#### **TEAM ASSIGNMENT A. Philosophy of Media Systems**

*Readings to be used: McKenzie Chapters 3 and 5*

In the first tutorial meeting, teams of (max) 2 students have been formed. Your team has already signed up for one of the countries listed below and has explored the cultural characteristics of this country.

For this assignment, you are asked to:

1. Draw up a ranking of the 25 most useful sources (academic books and articles, trade publications, websites) to learn more about the media system in this country (max 2 A4). You are required to include your Top 25 of sources in an Appendix in which you:
  - motivate your ranking of sources
  - provide a brief report of your search strategy.
2. Prepare a paper ( $\pm 1500$ ) in which you
  - a. concisely characterize the philosophy of this country's media system;
  - b. clarify the most important features of this philosophy in terms of the country's cultural characteristics;
  - c. develop a set of three interrelated research questions with respect to this country's media system which in your view are the most interesting/relevant ones to examine (don't forget to make clear why you consider them interesting/relevant).
  - d. provide a concise, motivated outline of the sources and methods you would use to answer your questions.

The following parts of the world should be covered by the 11 teams in your tutorial.

For the countries suggested below, it should be possible to find ample sources to complete this assignment. You are not allowed to do your assignment on the Netherlands or on one of the countries that are covered in the McKenzie book.

- Team 1. Africa:** Egypt, Morocco, South Africa
- Team 2. America (Latin):** Argentina, Brazil, Chile
- Team 3. America (Northern):** Canada
- Team 4. Asia (Eastern):** Japan, Korea, Taiwan
- Team 5. Asia (South-Central):** India
- Team 6. Asia: (South-Eastern):** Indonesia
- Team 7. Asia (Western):** Iran, Israel, Turkey
- Team 8. Europe (Western):** Germany, Denmark, Finland, Norway
- Team 9. Europe (Eastern):** Estonia, Hungary, Latvia, Lithuania, Poland, Russia
- Team 10. Europe (Southern):** Greece, Italy, Portugal, Spain
- Team 11. Oceania:** Australia, New Zealand

*The 1500 word limit only refers to the paper (excluding the Appendix)*

*Please consult the general guidelines for team assignments on pp 10-11 of this course guide.*

## **WEEK 2: Media Systems in Comparative Perspective (AB)**

In this week we will take a closer look at the differences between media systems in terms of their foundations. What are the purposes of media systems and how free are they in different countries and/or regions? We will investigate different theoretical approaches to understand such differences.

### **Required reading**

- McKenzie Chapters 4 & 5 (33+17 pages). Also available via RePub (4) & Blackboard (5)
- Hardy, J. (2008) *Western Media Systems*. From this book: Chapter 4. Media Theory: Paradigms and Power (pp. 79-96). London: Polity. Available via Blackboard

### **Tutorials:**

- Team assignment A has to be handed in at the beginning of the meeting (and via Blackboard before the meeting)
- Teams 1,2 and 3 present assignment A in class
- In class assignment

## Assignment for next week:

### INDIVIDUAL ASSIGNMENT 1. Regulation and Financing

#### *Readings to be used: McKenzie Chapters 6 and 7*

The European Union has become an increasingly relevant body of media regulation for its member countries. When it comes to content regulation of broadcast media, the main regulatory instrument of the EU is the Television without Frontiers Directive. One of the aims of this directive is to safeguard cultural diversity in the EU and to "promote the distribution and production of European audiovisual programs" by introducing certain "quotas", effectively restricting the amount of non-European content broadcasted in the EU. (see McKenzie, p. 91, and

[http://europa.eu/legislation\\_summaries/audiovisual\\_and\\_media/l24101\\_en.htm](http://europa.eu/legislation_summaries/audiovisual_and_media/l24101_en.htm))

At the same time, the Directive has also been under constant attack (mainly from the US) for hindering international trade, fostering European protectionism and even violating international trade agreements. In short, the Directive has been seen by some as going against the principle of a Free Market Place, where imports and exports are regulated by demand and supply as opposed to political interference.

Write an essay (750- 1000 words) on this controversial issue. Draw on McKenzie (e.g. the philosophies of media systems) and additional relevant sources (e.g. on the actual / alleged dominance of US media content in Europe).

The essay consists of three parts:

- Start by presenting a case in favor of the Directive.
- Then move on to arguments against this instrument of regulating media content.
- Finally, conclude by formulating your own position based on the presented arguments.

*Please consult the general guidelines for individual assignments on pp. 10-11 of this course guide.*

### WEEK 3: Regulation and Financing (EH)

Media are always regulated by governments. This week we will explore the reasons behind and the extents to which media systems and their constitutive sectors are controlled and governed. A central aspect of such government intervention deals with ruling and controlling of the financing of the media.

#### **Required reading**

- McKenzie Chapters 6 & 7 (30 & 19 pages)
- Becker, L.B. & Vlad, T. (2008). Freedom of the Press around the World. In A.S. de Beer (ed.) *Global Journalism. Topical Issues and Media Systems* (pp. 65-84). Boston: Pearson. Available via Blackboard



## Tutorial

- Individual Assignment 1 has to be handed in at the beginning of the meeting (and via Blackboard before the meeting).
- Presentation/Discussion Individual Assignment 1.
- In-class assignment

## Assignment for next week:

### INDIVIDUAL ASSIGNMENT 2. Accessibility and Democracy

#### *Readings to be used: McKenzie Chapters 8*

You are a reputed and established think tank focused on information access as a basic human right. You have been contracted by the United Nations to go to Tunisia to document and analyze how the media was used in the uprising, celebrated as the first secular democratic uprising in the modern Arab world. This has been called the "wikileaks revolution" much like how Iran uprising of 2009 was called the "twitter revolution."

Marc Lynch has some sharp thoughts on the subject:

Calling Tunisia a "Twitter Revolution" is simplistic, but even sceptics have to recognize that the new media environment mattered. I would suggest that analysts not think about the effects of the new media as an either/or proposition ("Twitter vs. al-Jazeera"), but instead think about new media (Twitter, Facebook, YouTube, SMS, etc) and satellite television as collectively transforming a complex and potent evolving media space.

Without the new social media, the amazing images of Tunisian protestors might never have escaped the blanket repression of the Ben Ali regime --- but it was the airing of these videos on al-Jazeera, even after its office had been shuttered, which brought those images to the mass Arab public and even to many Tunisians who might otherwise not have realized what was happening around their country. This is similar to how the new media empowered Egyptian "Kefaya" protestors in the early 2000s and Lebanese protestors in 2005, but in a significantly changed media space.

For your assignment, you will critically assess what this "new Arab media space" is and how this facilitates democracy. Compare the Tunisia uprising with the Iran uprising of 2009 to come up with a larger framework of the range of media used and its influence on the process and practice of democracy through information sharing. (750-1000 words).

*Please consult the general guidelines for individual assignments on pp. 10-11 of this course guide.*

## **WEEK 4: Accessibility & Democracy (AB)**

In this week, we will focus on the differences between the accessibility of the media in different countries and regions. We will investigate to what extent such differences are related to the philosophies of media systems and their regulatory characteristics. We will discuss the importance of accessibility to democracy and to other political systems.

### **Required reading**

- McKenzie Chapter 8 (47 pp)
- Fuchs, C. & Horak, E. (2008). Africa and the Digital Divide. *Telematics and Informatics*, 25 (2), 99-116. Accessible via EUR Library > <http://dx.doi.org/10.1016/j.tele.2006.06.004>

### **Tutorials:**

- Individual Assignment 2 has to be handed in at the beginning of the meeting (and via Blackboard before the meeting)
- Presentation/discussion Individual Assignment 2
- Guidelines for Team Assignment B: Inventory of TV Content
- In-class assignment

### **Assignment for next week:**

#### **TEAM ASSIGNMENT B Television Content & Diversity**

*Readings to be used: McKenzie Chapters 8 and 9*

In the first tutorial meeting, teams of (max) 2 students have been formed. Your team has already signed up for one of the countries listed in Team Assignment A.

For this assignment, you are asked to:

- 1) Find out what are the largest public and private broadcasters and their networks in your selected country. You are required to provide an Appendix containing an overview (max. 1 A4) .
- 2) Make a list and present an overview of the television programmes on offer on two weekdays in the current week for the main public network and the main private network. To do so, use TV listings, a TV overview from a newspaper or from the networks' websites. Also, systematically compare the types of programmes and the broadcast time of the various types of programmes for the two networks and the two days. All of the above should be in tables or graphs, which should be listed in an Appendix (max. 3 A4).

Programme types are:

#### **A. Scripted entertainment**

- Dramatic television series (including police procedural, serial drama, sci-fi, soap, medical drama, legal drama)
- Comedy series (including comedy-drama, situation comedy or sketch comedy)
- Animated television series (including children's tv)
- Miniseries / Movies
- Other

#### **B. Unscripted entertainment**

- Talk shows

- Reality television

- Game shows

- Talent shows

- Other

**C. Informational**

- News

- Documentary

- Television news magazine, current affairs

- TV infomercials, paid advertising

- Lifestyle (including health, travel, home& garden, cooking)

- other

**D. Sports (including live and taped events, sports magazines, commentary)**

**3) Prepare a paper (±1500 words) in which you**

**a) discuss the similarities and differences between the networks.**

**b) explain these similarities and differences;**

**c) develop a set of three interrelated research questions regarding the country's television content and diversity which you consider worthwhile and make clear why you are intrigued by these questions.**

**d) provide a concise, motivated outline of how you would proceed to answer your questions.**

*The 1500 word limit only refers to the paper (excluding the two Appendices)*

*Please consult the general guidelines for team assignments on pp 10-11 of this course guide.*

***Note:** Some of the students may experience a language barrier when trying to complete this Team Assignment. Consequently, for this assignment only, we are offering the opportunity to switch countries. It is not mandatory that you switch countries and you can continue with the one you were assigned. However, if you do switch, you can choose from the following countries.*

*1. United States*

*2. UK*

*3. France*

*4. Netherlands*

*5. Belgium*

*6. Jamaica*

*7. Ireland*

*8. Suriname*

*If you select any of the above countries, you are expected to be familiar with the broadcasting context and will be marked according. So, keep in mind that this will likely require additional research.*

## **WEEK 5: Media Content & Diversity (EH)**

In this week, we discuss differences in the form and substance of media content. We will look at ways to investigate such content by distinguishing between formats, themes, styles, genres etc. A central concern in most media systems is the issue of content diversity and the pressures and threats thereon.

### **Required reading**

- McKenzie Chapter 9 (63 pages)
- Essner, F. (1999). Tabloidization of News. A Comparative Analysis of Anglo-American and German Press Journalism. *European Journal of Communication*, 14 (3), 291-324. Accessible via EUR Library > <http://ejc.sagepub.com/cgi/content/abstract/14/3/291>

### **Tutorials:**

- Team assignment B has to be handed in at the beginning of the meeting (and via Blackboard before the meeting).
- Teams 4,5,6 and 7 present assignment B in class.
- In-class assignment.

### **Assignment for next week:**

#### **INDIVIDUAL ASSIGNMENT 3. News and Press**

##### ***Readings to be used: McKenzie Chapter 10***

For this individual assignment (750-1000 words), you are asked to compare the content from three online news sites: CNN, BBC News and Al Jazeera English. Making sure to reference concepts from the book, how would you classify, in general, the types of news stories on each website (politics, crime, current events etc)? What are the 'meta messages' of each website and what are the similarities and differences between them? Drawing on arguments from the book, how can these be explained in academic terms? As an appendix to your assignment, please include a screenshot of each website.

If you do not know how to take a screen shot, information can be found here:

<http://www.wikihow.com/Take-a-Screenshot-in-Microsoft-Windows>

##### **Websites for comparison:**

- 1) CNN (US domestic site): <http://www.cnn.com/>
- 2) BBC News (UK domestic site): <http://news.bbc.co.uk/>
- 3) Al Jazeera English (AJE): <http://english.aljazeera.net/>

***Please consult the general guidelines for individual assignments on pp. 10-11 of this course guide.***

## **WEEK 6: News & Press (AB)**

In this week we will focus on the importance of news and press to societies. What is the role of the press in different media systems and to what extent does it exert an influence on political and cultural developments? We will look at content and forms in journalism and explore theories and research approaches in this field.

### **Required reading**

- McKenzie Chapter 10 (53 pages)
- Curran, et al. (2009). Media System, Public Knowledge and Democracy. *European Journal of Communication*, 24 (1), 5-26  
Accessible via EUR Library > <http://ejc.sagepub.com/cgi/content/abstract/14/3/291>

### **Tutorials:**

- Individual Assignment 3 has to be handed at the beginning of the meeting (and via Blackboard before the meeting)
- Presentation/discussion Individual Assignment 3
- Guidelines for Team assignment C: Media Imports and Exports
- In-class assignment

### **Assignment for next week:**

#### **TEAM ASSIGNMENT C . Media Imports and Exports**

##### **Readings to be used: McKenzie Chapter 11**

For this third team assignment, you are asked to:

1. Make an inventory of media imports and exports for your country case (that is. the country which you examined in your previous assignment) and summarize your findings in an Appendix with tables and figures (max 2 A4).
2. Provide an Appendix with a brief outline of your search strategy (max 1 A4).
3. Draw up a list (1 A4) of the 25 most useful sources (academic books and articles, trade publications, websites) to learn more about media imports and exports of this country.
4. Prepare a paper ( $\pm 1500$  words) on your case country, in which you
  - a. give a grounded qualification of this country's media imports and exports in terms of Table 11.1 referring to the above mentioned data;
  - b. explain why this country has relatively few/many imports and exports (in general and/or in particular media fields);
  - c. develop a set of three interrelated research questions regarding the country's media imports and exports which you would like to examine and make clear why you are intrigued by these questions;
  - d. provide a concise, motivated outline of how you would proceed to answer your questions.

*The 1500 word limit only refers to the paper (excluding the two Appendices)  
Please consult the general guidelines for team assignments on pp 10-11 of this course guide.*

## **WEEK 7: Imports, Exports and Globalisation (AB)**

This week we turn to the transnational flows of media content across the globe. Media forms and contents are not restricted by national barriers but are able to travel between and across nations and regions. We will discuss the importance of such media flows, imports and exports in an era of increasing globalization and investigate the economical, political and cultural consequences of these flows.

### **Required reading**

- McKenzie Chapter 11 (23 pages)
- Liebes, T. & Livingstone, S. (1999). European Soap Operas: the Diversification of a Genre. *European Journal of Communication*, 13 (2), 147-180.  
Accessible via EUR Library > <http://ejc.sagepub.com/cgi/content/abstract/13/2/147>

### **Tutorials:**

- Team Assignment C has to be handed in at the beginning of the meeting (and via Blackboard before the meeting).
- Teams 8, 9,10 and 11 present Team Assignment C in class
- In-class assignment

### **Assignment for next week:**

#### **INDIVIDUAL ASSIGNMENT 4. Media Audiences**

**Readings to be used: McKenzie Chapters 12 en 13**

For this final individual assignment, you are asked to :

- Prepare a short paper (750-1000 words) on your country case in which you:
  - a. describe/characterize the media audiences in that country
  - b. Connect the characterization of these audiences to the country's cultural characteristics, media philosophy and accessibility.
  - c. Clarify how do these elements of the media system influence the media audiences in this particular case?

*Please consult the general guidelines for individual assignments on pp. 10-11 of this course guide.*

## **WEEK 8: Media Audiences (EH)**

This week we will look at the ways in which individuals interact with media. Such interactions make up audiences and the understanding of audience behavior and habits is central to the functioning of media systems. We will explore theories and approaches in audience research. We will also draw conclusions to what has been learned in this course.

### **Required reading**

McKenzie Chapter 12 (29 pages) & Conclusion (5 pages)

### **Tutorials:**

- Individual Assignment 4 has to be handed in at the beginning of the meeting (and via Blackboard before the meeting).
- Presentation/discussion Individual Assignment 4
- Discussion sample exam questions / instruction final exam
- Evaluation

## **Week 9**

Final exam: Wednesday 30-3-2011, 9:30-12:30.

## 9. Overview of compulsory literature

### Mandatory Text Book

- McKenzie, R. (2006). *Comparing Media from Around the World*. Boston: Pearson. (ISBN: 0-205-402429)

### Other compulsory readings

- Becker, L.B. & Vlad, T. (2008). Freedom of the Press around the World. In A.S. de Beer (ed.) *Global Journalism. Topical Issues and Media Systems* (pp. 65-84). Boston: Pearson.
- Curran, et al. (2009). Media System, Public Knowledge and Democracy. *European Journal of Communication*, 24 (1), 5-26  
Accessible via EUR Library > <http://ejc.sagepub.com/cgi/content/abstract/14/3/291>
- Essner, F. (1999). Tabloidization of News. A Comparative Analysis of Anglo-American and German Press Journalism. *European Journal of Communication*, 14 (3), 291-324.  
Accessible via EUR Library > <http://ejc.sagepub.com/cgi/content/abstract/14/3/291>
- Fuchs, C. & Horak, E. (2008). Africa and the Digital Divide. *Telematics and Informatics*, 25 (2), 99-116.  
Accessible via EUR Library > <http://dx.doi.org/10.1016/j.tele.2006.06.004>
- Hardy, J. (2008) *Western Media Systems*. From this book: Chapter 4. Media Theory: Paradigms and Power (pp. 79-96). London: Polity.
- Liebes, T. & Livingstone, S. (1999). European Soap Operas: the Diversification of a Genre. *European Journal of Communication*, 13 (2), 147-180.  
Accessible via EUR Library > <http://ejc.sagepub.com/cgi/content/abstract/13/2/147>

**Please note that the final exam may also contain questions about the topics and issues which are discussed in the lectures and tutorials.**



## **Additional materials/websites**

(during the course more materials will be posted on Blackboard)

### **Accessibility Digital Media / Digital Divide**

<http://www.itu.int/ITU-D/ict/publications/idi/2009/index.html>

[http://www.itu.int/ITU-D/ict/publications/idi/2009/material/IDI2009\\_w5.pdf](http://www.itu.int/ITU-D/ict/publications/idi/2009/material/IDI2009_w5.pdf)

### **Freedom of the Press Indicators**

- Puddephat, A. (2007). *Defining Indicators of Media Development: Background Paper*. Paris: UNESCO. Available from <http://unesdoc.unesco.org/images/0016/001600/160017eb.pdf>
- Freedom House <http://www.freedomhouse.org/template.cfm?page=251&year=2009>
- Reporters without Borders <http://www.rsf.org/en-classement1003-2009.html>
- The IREX Media Sustainability Index: <http://www.irex.org/msi/index.asp>
- AfroBarometer : <http://www.fesmedia.org/african-media-barometer-amb>

### **Tabloidization Online News**

<http://gnovisjournal.org/journal/there-tabloidization-online-news-content-analysis-traditional-news-websites>