

School of Media & Communication
Temple University

MSP 5021: Media Institutions

Times: Mondays, 5:30-8pm, AH 302
Credit Hours: 3
Prerequisite: MSP 5011; MSP 5114
Instructor: Lauren Kogen, Ph.D. – Lauren.Kogen@temple.edu
Office Hours: Mondays, 2:00 – 5:00pm
Tomlinson 228

Course Description:

Today, we have more access than ever to information and entertainment. And yet, the seemingly endless variety of media options belies the numerous limitations of what information we truly receive. This course explores how the corporate structures and legal foundations of the media industries impact the media that we consume. The course provides an overview of the history and societal role of the mass media with an emphasis on the internal structure and workings of the mass media industries and their interaction with government and the public.

Goal:

Achieve an applied understanding of how 1) media institutions impact citizens and 2) laws and practices surrounding media institutions influence the media they produce.

Objectives:

Upon completion of this course, students should be able to:

- Apply the principles of political economy to the evaluation of media texts
- Apply theory to our everyday consumption of media
- Interrogate the nature of corporate ownership and how such ownership impacts content
- Write a scholarly paper that demonstrates understanding of the literature

Readings and other course materials

1. McChesney, R.W. (2008). *The political economy of media: Enduring issues, emerging dilemmas*. New York: Monthly Review Press.
2. Other assigned readings will be posted on Blackboard

Reading assignments – Material on the reading list will complement and / or parallel class discussion. Students are expected to have these readings done *before* date of lecture. Theories, concepts, and ideas treated in the readings should be critically applied to shape and frame your discussions and papers for this course.

Written assignments

Assignment 1: Reading reflection paper

Due September 12 to November 21, 5pm (15 points possible)

Write a 2-3 page paper reflecting on the readings for any particular week. The paper should integrate all readings for the week, tying them together to a larger theme and / or discussing differences / contradictions. The paper should tie the readings back to the foundational ideas of media institutions discussed at the beginning of the course – in other words, the paper should discuss how the readings inform theory about media institutions. Students may choose any week between September 12 and November 21 to complete this assignment, though students will likely choose a week that they will be leading discussion (see below). This paper must be turned in *before* class the day that the readings are discussed. I want to hear your thoughts on the readings before they are discussed as a class. Review the APA style guide and cite your sources following the style guide. Your paper should be typed, proofread, page numbered, and turned in via e-mail.

Assignment 2: Final analysis paper

Due December 16, 5pm (40 points possible)

Write a 12-15 page paper (20 pages max) critically analyzing some aspect of one or multiple media institutions. We will discuss possible ways to approach this paper in class, but the topic is your choice. This should be a paper that is ready or close to ready for journal or conference submission. All papers should cite at least ten academic sources. Review the APA style guide and cite your sources following the style guide. Your paper should be typed, proofread, page numbered, and turned in via e-mail.

Oral assignments

Discussion leading

Over the course of the semester, each student will be required to lead discussion for one class. The discussion leader will be expected to have thoroughly read the readings for the week and thought about connections, disparities, etc. between the week's readings and readings from previous weeks. The purpose of this exercise is to encourage critical thinking and thoughtful discussion about the reading materials. No PowerPoint or formal presentation is required. Points will be awarded for clarity, thoughtfulness, professionalism, and the ability to foster and lead discussion by asking thought-provoking questions to your classmates.

Final paper presentation

December 5 (10 points possible)

You will present your final paper to the class in a 5-10 minute presentation. The use of PowerPoint or other platform is optional.

Grades

Your final grade will be calculated as follows, out of 100 possible points:

20% - Participation (20 points)

10% - Discussion leading (10 points)

15% - Reading response (15 points)

15% - Final paper presentation (15 points)

40% - Final paper (40 points)

A = 93-100 points

A- = 90-92 points

B+ = 86-89 points

B = 83-85 points

B- = 80-82 points

C+ = 76-79 points

C = 73-75 points

C- = 70-72 points

D = 63-69 points

F = 0-62 points

A note on late papers: Assignments are due at the *beginning* of the class period on the day they are due. Sometimes things (life!) arise unexpectedly, and I understand that these events sometimes inconveniently fall when assignments are due. **Late papers are accepted, but your grade will be lowered by one point every day you fail to turn in the assignment.** (Meaning, if it is turned in ten minutes late, your grade will be lowered by one point; if it is turned in anytime the following day, your grade will be lowered by two points, etc.). Medical excuses (with documentation from a hospital / doctor's office) are an exception to this. Missing an exam or presentation is *not* acceptable unless you have a *major* medical reason.

Policies and Expectations

Paper formatting and submission: All written assignments should be typed, double-spaced, with numbered pages, using APA format and style. Papers must be submitted to me electronically, via e-mail. *You should not consider your paper submitted until you have received a confirmation email from me saying that I have received it.*

Attendance: No excused absences are accepted except for medical reasons (with documentation from a hospital / doctor's office). Absences during presentation dates / activities will result in a zero for that portion of your final grade.

Class discussion: This is a graduate level seminar centered on critical discussion of media theory. The class will be primarily discussion- and participation-based. I expect you to come to every class prepared to discuss your thoughts on the readings. I hope for us to have thoughtful, lively, thought-provoking discussions each week, with contributions from everyone in the class.

Academic Integrity

All work for this class must be your own and specific to this semester. Any work recycled from other classes or from another, non-original source will be rejected with serious implications for the student. Plagiarism, that is, “knowingly representing the words or ideas of another as one’s own work in any academic exercise,” is also unacceptable.

<http://bulletin.temple.edu/undergraduate/about-temple-university/student-responsibilities/>

Freedom to teach and freedom to learn are two inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link:

http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Disability Disclosure

Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact me privately to discuss the specific situation by the end of the second week of classes or as soon as practical. If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. I will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

Calendar

Please note that the following syllabus is provisional; assigned readings may be modified as the course progresses.

August 29: Introduction to the course; Overview of media institutions and mass media business structures

McChesney: Introduction.

Silverblatt, A. (2004). Media as social institution. *American Behavioral Scientist*, 48(1), 35-41.

September 12: Introduction to political economy

Horkheimer, M. & Adorno, T.W. (2006). The culture industry: Enlightenment as mass deception. In M.G. Durham & D.M. Kellner (Eds.) *Media and cultural studies: Keywords* (pp. 41-72).

Mosco, V. (2009). *The political economy of communication*. London: Sage. CHAPTER 1.

McChesney: Chapters 1 and 2

September 19: Cultural-authority

Hesmondhalgh, D. (2006). *The cultural industries*. Thousand Oaks, CA: Sage. CHAPTERS 1 AND 2.

Jhally, S. (1989). The political economy of culture. In I. Angus and S. Jhally (Eds.) *Cultural politics in contemporary America* (pp. 65-81). New York: Routledge.

September 26: Political economy part 2 / Advertising part 1

Smythe, D. (1995). On the audience commodity and its work. In O. Boyd-Barrett and C. Newbold (Eds.) *Approaches to media: A reader* (pp. 222-228). London: Arnold.

Bagdikian, B.H. (2009). Dr. Brandreth has gone to Harvard. In J. Turow & M.P. McAllister (Eds.) *The advertising and consumer culture reader* (pp. 76-90). New York and London: Routledge.

Gandy, O.H. (2004). Audiences on demand. In A. Calabrese & C. Sparks (Eds.) *Toward a political economy of culture: Capitalism and communication in the twenty-first century* (pp. 327-341). Lanham, MD: Rowman & Littlefield.

October 3: Advertising part 2 / The news industry part 1

Garnham, N. (1995). Contribution to a political economy of communication. In O. Boyd-Barrett and C. Newbold (Eds.) *Approaches to media: A reader* (pp. 216-221). London: Arnold.

McChesney: Chapters 3 and 5

October 10: The news industry part 2

Bennett, W. L. (1990). Toward a theory of press-state relations in the United States. *Journal of Communication*, 40(2), 103-125.

Schudson, M. (2002). The news media as political institutions. *Annual Review of Political Science*, 5, 249-269. <http://doi.org/10.1146/annurev.polisci.5.11201.115816>

Boczkowski, P. J. (2009). Technology, monitoring, and imitation in contemporary news work. *Communication, Culture & Critique*, 2, 39–59.
<http://doi.org/10.1111/j.1753-9137.2008.01028.x>

October 17: The internet and digital platforms

Turow, J. (2005). Audience construction and culture production: Marketing surveillance in the digital age. *The Annals of the American Academy of Political and Social Science*, 597, 103–121. <http://doi.org/10.1177/0002716204270469>

Mitskaviets. (2010). Online African Americans, pp. 1–9.

Mansell, R. (2004). Political economy, power and new media. *New Media & Society*, 6(1), 96–105. <http://doi.org/10.1177/1461444804039910>

Castells, M. (2007). Communication, power and counter-power in the Network Society. *International Journal of Communication*, 1, 238–266.

October 24: The internet part 2: The changing nature of news

Domingo, D., Quandt, T., Heinonen, A., Paulussen, S., Singer, J. B., & Vujnovic, M. (2008). Participatory journalism practices in the media and beyond: An international comparative study of initiatives in online newspapers. *Journalism Practice*, 2(3), 326–342. <http://doi.org/10.1080/17512780802281065>

Hermida, A. (2010). Twittering the news: The emergence of ambient journalism. *Journalism Practice*, 4(3), 297–308. <http://doi.org/10.1080/17512781003640703>

Broersma, M., & Graham, T. (2012). Social media as beat: Tweets as a news source during the 2010 British and Dutch elections. *Journalism Practice*, 6(3), 403–419. <http://doi.org/10.1080/17512786.2012.663626>

October 31: Government regulations

McChesney Chapters 6, 9, 15, 16

van Dijk, T. A. (1992). Discourse and the denial of racism. *Discourse & Society*, 3(1), 87–118. <http://doi.org/10.1177/0957926592003001005>

November 7: Government regulations part 2

McChesney Chapters 17, 19

Pickard, V. (2010). Whether the giants should be slain or persuaded to be good: Revisiting the Hutchins Commission and the role of media in a democratic society. *Critical Studies in Media Communication*, 27(4), 391–411. <http://doi.org/10.1080/15295030903583523>

Galperin, H. (2004). Beyond interests, ideas, and technology: An institutional approach to communication and information policy. *The Information Society*, 20(3), 159–168. <http://doi.org/10.1080/01972240490456818>

November 14: Globalization of media

McChesney, Chapters 14, 18

Curtin, M. (2003). Media capital: Towards the study of spatial flows. *International Journal of Cultural Studies*, 6(2), 202–228.

<http://doi.org/10.1177/13678779030062004>

Wasser, F. (1995). Is Hollywood America? The trans-nationalization of the American film industry. *Critical Studies in Mass Communication*, 12(4), 423–437.

November 28: Globalization of the news industry: Coverage of conflict and disaster

Galtung, J., & Ruge, M. H. (1965). The structure of foreign news: The presentation of the Congo, Cuba and Cyprus crises in four Norwegian newspapers. *Journal of Peace Research*, 2, 64–90. <http://doi.org/10.1177/002234336500200104>

Kogen, L. (2015). Not up for debate: U.S. news coverage of hunger in Africa. *International Communication Gazette*, 77(1), 3–23.

Livingston, S. (1997). *Clarifying the CNN effect: An examination of media effects according to type of military intervention* (No. Research Paper R-18). Boston: The Joan Shorenstein Center, Harvard University.

McChesney Chapter 4

December 5: Presentations

December 12: TBD

December 16, 5pm: Final papers due!