

**London South Bank**  
University

# Current Issues in Journalism Studies

Module Guide

Faculty of Arts and Human  
Sciences

2011-12

Level 5

AME\_5\_CJS

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## 1. MODULE DETAILS

<b>Module Title:</b>	Current Issues in Journalism Studies
<b>Module Level:</b>	Level 5
<b>Module Reference Number:</b>	AME_5_CJS
<b>Credit Value:</b>	20 credits
<b>Student Study Hours:</b>	200 hours
<b>Contact Hours:</b>	36 hours
<b>Private Study Hours:</b>	164 hours
<b>Pre-requisite Learning (If applicable):</b>	N/A
<b>Co-requisite Modules (If applicable):</b>	N/A
<b>Course(s):</b>	BA Print and Online Journalism BA Media and Cultural Studies BA English and Media Studies BA Film Studies and Media Studies BA Media Studies and English Studies BA Media Studies and Film Studies.
<b>Year and Semester</b>	2011-12, Semester 2
<b>Module Coordinator:</b>	Dr Jenny Owen
<b>MC Contact Details (Tel, Email, Room)</b>	<a href="mailto:owenjs@lsbu.ac.uk">owenjs@lsbu.ac.uk</a>
<b>Teaching Team &amp; Contact Details (If applicable):</b>	CWP staff
<b>Subject Area:</b>	Culture, Writing and Performance
<b>Summary of Assessment Method:</b>	1 x Essay of 3000 words

## 2. SHORT DESCRIPTION

This Module extends students' understanding of journalism as an object of analysis and critique, through a theoretically-informed exploration of current issues and debates in journalism studies. The overall framework for the Module is an examination of the relationship between journalism as a professional practice and as an object of academic study. Issues addressed will include (depending on editorial judgement and topical relevance): the future of investigative journalism, the media and humanitarian intervention, trivialisation and news values, privacy and the public interest, mobile culture and witnessing, the representation of women in the news and the media and war reporting and propaganda.

### 3. [AIMS OF THE MODULE](#)

- Extend students' understanding of journalism as an object of analysis and critique
- Engage students in a theoretically-informed exploration of current issues and debates in journalism and journalism studies
- Further develop appropriate and relevant academic skills

### 4. [LEARNING OUTCOMES](#)

On successful completion of this Module, you will have developed:

#### **Knowledge and Understanding:**

- Understanding of journalism as an object of analysis and critique, in relation to current issues and debates in journalism studies.

#### **Intellectual Skills:**

- Critical awareness of current issues and debates in journalism studies

#### **Practical Skills:**

- Appropriate and relevant academic skills in reading and writing

#### **Transferable Skills:**

- Demonstrate interactive group work, through workshop activities
- Demonstrate competency in oral communication, through workshop discussions
- Demonstrate good written communication skills appropriate to academic study

## 5. [ASSESSMENT OF THE MODULE](#)

The pass mark for this Module is 40%.

You will be required to choose a recent/current news story. In your essay/report you will need to discuss how, when and where your chosen story emerged. You will need to explore whether its treatment differed across different news media (online, print, broadcast) or across different publications. You will need to identify which topic in the Module Contemporary issues in Journalism Studies you can identify in your particular story and link your story to the literature on that issue.

### **Essay Checklist**

- Describe how your story emerged into the news sphere. Did it originate online and end up in mainstream news or vice versa? Was it heavily covered or barely at all? How long did the story run for (days/weeks). How much 'space' did your story occupy relative to other stories?
- Analyse the different approaches to your story as it appeared in different formats eg. was online coverage different to tabloid or broadsheet or broadcast coverage.
- Did your story generate opinion pieces and other attention across the news media (or even in the political arena?)
- Did your story raise issues to do with the following: privacy, contempt of court, the dominance of public relations, the representation of women in the news (and gender/age discrimination of older women journalists), the 'mediatisation' of war, the impact of mobile phones and social technologies on news or compassion fatigue or any other important contemporary issue which you have clearly identified.
- Link your chosen news story with a detailed discussion of one of the key issues identified above, drawing on a wide range of reading from both the core texts which are in the Module Reader and from the additional reading lists for each topic (listed in the Module Guide).

An example of an appropriate news story to explore in your assignment would be the media coverage of the murder of Bristol landscape architect, Jo Yeates in December 2010 and the subsequent trial of Vincent Tabak in October 2011.

The story began as a missing person item and quickly developed into a murder story. Yeates' body was found on Christmas Day and in the holiday news vacuum coverage was extensive. Critics claimed there had been a blurring of the lines between fiction and reporting and that the case was being presented as a kind of 'whodunnit' on a par with the rest of Christmas television crime drama.

After the arrest of a possible suspect (Christopher Jeffries), the Attorney General issued a statement reminding journalists not to flout the Contempt of Court Act by speculating wildly about the suspect's possible guilt. Roy Greenslade, Professor of Journalism at City University (*London Evening Standard*, 5/01/11) noted both the 'casual cruelty' of newspapers and the character assassination of Jeffries by the press and broadcasters.

Further events during this part of the case included ITN news - which was critical of the Avon and Somerset Police's handling of the case – being temporarily excluded from police press conferences; and the use by the police of social media (Facebook) to contact the general public for further information about Yeates' disappearance. This one case therefore raises several important issues for contemporary journalism.

Remember, as well as a case study your essay will need to include references to the recommended key texts (located in the Current Issues in Journalism Studies Reader) as well as other relevant texts from the Module Guide or from your own research activities. In your essay, you must refer clearly to relevant academic work addressed during this Module, summarising the main arguments in your own words. You must utilise the Harvard system of referencing at all times (see 9.1 Core Materials in Module Guide).

## Proposed structure for your Current Issues in Journalism Studies Essay/Report

You should ensure that your assignment covers all the following areas. You may use subheadings if you wish – they are in bold. You may alter them to fit with your story if you can think of areas that are more appropriate to focus upon.

**Example Title:** An analysis of a current issue in Journalism Studies – case study: the Egyptian revolution from January 2011 to May 2011 and the use of social media by participants and the mainstream media.

- **Context to the story – some broad background** to your story (this might focus on the country where the story happens eg. Egypt or UK, the media coverage (national or international attention) the history/politics of the country/region or even similar stories that have happened previously. For example, murder of Sian O’Callaghan and similarities/differences to murder of Jo Yeates. Or – Libyan military intervention and previous coverage of Gulf War or Invasion of Iraq etc.
- **How the story began – web, twitter, broadsheet, tabloid, broadcast news** – how did you as a viewer/reader/social networker engage with the story in the first instance? What were your initial thoughts and understanding of what was going on? How did your understanding of the story develop over time?
- **How much relative space the story occupied on the news agenda/in a particular publication/s** – you might want to conduct a content analysis to establish this.
- **Look at the language used in your newspaper articles** – what kinds of words are used to describe the key players? Emotive, provocative, sympathetic, exploitative? Can you see differences in treatment between/across media forms?
- **The story and opinion – look at opinion pieces and analysis** – leader columns particularly good in broadsheet newspapers like the Guardian, The Times, Telegraph, Independent etc. Or compare with tabloid ‘leaders’. You may also want to follow **twitter feeds/blogs** from well-known journalists or commentators.
- **Explore/analyse the way in which your story connects with a current issue in Journalism Studies** (this section needs to be clearly related to academic material) – contempt of court, ethics, privacy, stereotypical representations of gender or suffering, churnalism, mobile witnessing, reports on impact of social media on journalism.
- **Use Sage online/electronic journals to access articles on these current issues** – ideally you should look for 2 or 3 journal articles to supplement reading from the Module Reader and the book list in the Module Guide.

**The essay must be submitted to the Faculty Office (FAHS), Borough Road, Room B266 by Wednesday 16 May 2012.**

***NB:*** *Two copies of the essay are required. One will be returned to you with tutor's comments; one is for our records. If you do not submit two copies you will only get the feedback sheet and not the essay.*



## Essay writing check list

Essay writing is a complex juggling act



### Writing the essay will test many different skills:

- Your use of language
- Your ability to present your work clearly
- Your ability to research your topic
- Your mastery of academic writing
- Your ability to think critically
- Your levels of knowledge about the subject

### General advice on academic essay writing:

N. Williams (2004) *How to get a 2:1 in Media, Communication, Cultural Studies*, London, Sage

S. Cottrell (1999) *The Study Skills Handbook*, London, Macmillan.

### **What is expected from your essay/report.**

- (1) 3000 words – word processed – with bibliography.
- (2) 2 copies handed in by the deadline.
- (3) Each essay should contain a reference to at least five readings either from the recommended list or from your own research activities. In addition you should include at least ONE detailed news case study – refer to the essay checklist on page 7 of this Module Guide.
- (4) You will need to summarise and analyse the academic texts (where appropriate) in relation to your chosen case study.
- (5) Make sure you refer to the texts you have read by citing their bibliographical details

### **What we DO NOT want from your essay**

- (1) Over-dependence on lecture material.
- (2) Over-dependence on case studies used in lectures. You may make reference to case studies referred to in lectures but we will also expect that your main case study is your own work.
- (4) Writing which merely states your opinions, without reference to the academic literature.

### **FEEDBACK**

Written feedback will normally be given to students 20 working days after the submission of an assignment. Ongoing feedback will be available in class as the semester progresses. In Week 9 we will have a session to ensure all students are engaged effectively in essay/report preparation.

## 6. [INTRODUCTION TO STUDYING THE MODULE](#)

### 6.1 Overview of the Main Content

Issues addressed will include (depending on editorial judgement and topical relevance): the future of investigative journalism, impact of social media, the media and humanitarian intervention, trivialisation and news values, privacy and the public interest, mobile culture and witnessing, the representation of women in the news, representation of Africa in the media, and the media and war reporting and propaganda.

### 6.2 Overview of Types of Classes

The Module will be delivered over 12 weeks in a lecture/workshop environment.

### 6.3 Importance of Student Self-Managed Learning Time

Managing your own study is a central part of undergraduate life. To help you do this you must make every effort to attend the lectures and to read the core texts which are provided for you in the Module Reader. These have been chosen to complement the lectures and to help you prepare for writing your essay and choosing your case study. We expect to see reference to the core texts in your essays, as well as references to other reading outlined in the Module guide.

You will need to read the core texts carefully, taking notes and underlining key passages. You will also need to explore a case study to illustrate your understanding of some of the key issues facing journalism in the 21<sup>st</sup> century.

### Useful Texts

Three books written by professional journalists:

Davies, Nick (2009) *Flat Earth News*, London: Vintage.

Lloyd, John, (2004) *What the media are doing to our politics*, London: Constable.

Mason, Paul (2011) *Why it's kicking off everywhere: the new global revolutions*, London, Verso.

## Academic texts and Journals

Calcutt, A and Hammond, P (2011) *Journalism Studies: A Critical Introduction*, London, Routledge is also highly recommended.

There are also a range of journals that you might find helpful in researching your essay: *Media, Culture and Society*, *Journalism Studies*, *Journalism: Theory, Practice and Criticism*, *Journalism Practice*, *Ethical Space*, *European Journal of Communication*, *Journal of Media Practice*, *Journalism and Mass Communication Quarterly*.

Many of these are available through the Core-E Resources page on the Perry Library website.

In addition, there are a number of organisations with which you should become familiar:

**Press Complaints Commission** (an independent body which administers the system of self-regulation for the press. It does so primarily by dealing with complaints, framed within the terms of the Editors' Code of Practice, about the editorial content of newspapers and magazines (and their websites, including editorial audio-visual material) and the conduct of journalists. It can also assist individuals by representing their interests to editors in advance of an article about them being published). [www.pcc.org](http://www.pcc.org)

**PCC Watch** is maintained by the Media Standards Trust, a registered charity committed to improving the quality, transparency and accountability of the press on behalf of the public.

The Media Standards Trust ([www.mediastandardstrust.org](http://www.mediastandardstrust.org)) offered a critique of press self-regulation in February 2009. It then brought forward recommendations for reform of the current system, as its contribution to the PCC's governance review, in spring 2010.

PCC Watch is intended to provide regular scrutiny of the work of the PCC and press self-regulation. Whilst other websites, such as Media Guardian and [journalism.co.uk](http://journalism.co.uk) also cover the PCC, they do not have the same focus or perspective. PCC Watch is rooted in the principles set out in the MST's research and will endeavour to be

objective. Each blogpost is categorised according to whether it is in praise of the PCC, criticism or merely highlighting its challenge. You can judge for yourself.

[www.pccwatch.co.uk](http://www.pccwatch.co.uk)

In addition to the Module Reader you are advised to make regular visits to the Blackboard Module site. Blackboard is a virtual classroom that you can access to exchange information with staff and other students. The Module guide, lectures and information relating to writing the assignment will all be posted on Blackboard for you to access. To do this successfully you will need your LSBU username and password. Please check the Blackboard announcement page regularly as this is the main way in which staff can communicate with students during term-time.

### **Leveson Inquiry** (<http://www.levesoninquiry.org.uk>)

The Prime Minister announced a two-part inquiry investigating the role of the press and police in the phone-hacking scandal, on 13 July 2011.

Lord Justice Leveson was appointed as Chairman of the Inquiry. The first part of the inquiry will examine the culture, practices and ethics of the media. In particular, Lord Justice Leveson will examine the relationship of the press with the public, police and politicians. He is assisted by a panel of six independent assessors with expertise in key issues being considered by the Inquiry.

The Inquiry has been established under the Inquiries Act 2005 and has the power to summon witnesses. It is expected that a range of witnesses, including newspaper reporters, management, proprietors, policemen and politicians of all parties will give evidence under oath and in public.

It will make recommendations on the future of press regulation and governance consistent with maintaining freedom of the press and ensuring the highest ethical and professional standards.

Lord Justice Leveson opened the hearings on Monday 14 November 2011, saying: *"The press provides an essential check on all aspects of public life. That is why any failure within the media affects all of us. At the heart of this Inquiry, therefore, may be one simple question: who guards the guardians?"*

The inquiry's remit is divided into four Modules.

Module 1: The relationship between the press and the public and looks at phone-hacking and other potentially illegal behavior.

Module 2: The relationships between the press and police and the extent to which that has operated in the public interest.

Module 3: The relationship between press and politicians.

Module 4: Recommendations for a more effective policy and regulation that supports the integrity and freedom of the press while encouraging the highest ethical standards.

**LSE lecture programme** – Wednesday 29 February 2012 – 6.30pm to 8pm – Free Public Lecture – Professor Simon Cottle, *Demos, Riots, Uprisings – mediated dissent in a changing communications environment*. Those interested in attending please let me know. We will need to be at the LSE (New Theatre, East Building) by 6pm at latest to ensure getting a seat.

#### **6.4 Employability**

Graduates entering the workplace seeking jobs in journalism will be expected to display a thorough-going grasp of the issues facing contemporary journalism professionals. Current Issues in Journalism Studies is designed to equip Print and Online Journalism students with the requisite contextual and intellectual skill-base necessary to work in the contemporary fields of print and online journalism. This Module is also designed for students studying Media and Cultural Studies and Media Combined degrees – as a good grasp of the issues facing contemporary journalism professionals is also appropriate.

## 7. [THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT](#)

### **Week 1 – Wednesday February 1st 2012**

**Title:** Introduction to the Module/Key debates in Journalism Studies (Dr Jenny Owen)

In this lecture we will identify some of the key debates in Journalism Studies and how these will be addressed in the forthcoming Module. We will ask: what is the future of journalism in a multi-media, multi-platform, converged media world? What is meant by 'brand, trust and content' or, for that matter, churnalism? Can journalism ever hope to 'tell the truth?' What are the main challenges facing Journalism in the 21<sup>st</sup> Century?

#### **Core Reading:**

Cole, Peter and Harcup, Tony (2010) 'Newspapers and the crossroads' in *Newspaper Journalism: Journalism Studies – Key texts*, London: Sage.

#### **Additional reading:**

Calcutt, A and Hammond, P (2011) *Journalism Studies: A Critical Introduction*, London: Routledge.

Zelizer, B (2004) *Taking Journalism Seriously: News and the Academy*, London: Sage.

Zelizer, B et al (2000) 'Symposium: What is Journalism Studies?' *Journalism*, Vol. 1, No.1.

## **Week 2 – Wednesday February 8<sup>th</sup> 2012**

**Title:** News in the age of social media (Dr Jenny Owen)

Social media are increasingly used in newsrooms as a tool for newsgathering. Facebook has become the most 'important social network for referring traffic but Twitter has become a crucial tool for journalists' (Newman, 2011,p6). The rise of global social networks and the rapidity with which they operate are accelerating pre-existing trends – from a speeded up, 24 hour news cycle, to problems with business models. In addition it is social media which have been at the heart of worldwide protests against governments from Tunisia to Romania. What is going on here? What is the role of social media in changes both in newsgathering but also in the wider society?

### **Core Reading:**

Extract from Nic Newman (2011) *Mainstream media and the distribution of news in the age of social discovery: How social media are changing the production, distribution and discovery of news and further disrupting the business models of mainstream media companies*, Reuters Institute for the Study of Journalism, Oxford.

Extract from Paul Mason (2011) '*Twenty reasons why it's kicking off everywhere*', BBC Newsnight blog, 5/02/11 accessed on 12/01/12.

### **Additional reading:**

Calcutt, A and Hammond, P (2011) *Journalism Studies: A Critical Introduction*, London: Routledge.

Cole, Peter and Harcup, Tony (2010) *Newspaper Journalism: Journalism Studies – Key texts*, London: Sage.

Davies, Nick (2009) *Flat Earth News*, London: Vintage.

Lloyd, John, (2004) *What the media are doing to our politics*, London: Constable.

Mason, Paul (2011) *Why it's kicking off everywhere: the new global revolutions*, London, Verso.



Shirkey, Clay (2008) *Here comes everybody: the power of organising without organisations*, London, Allen Lane.

### **Week 3 – Wednesday February 15<sup>th</sup> 2012**

**Title:** Privacy and the public interest (Dr Terry Daniels)

Should we be concerned over appropriate and excessive media coverage of private lives? Should newspapers restrict their coverage? When can coverage be seen to have gone too far? This lecture looks at claims that journalists often breach reasonable expectations of privacy in the drive to sell newspapers and boost careers. It looks at privacy laws and codes of conduct that have been established for journalists. It asks whether more should be done to protect private lives from media intrusion.

#### **Reading**

Drake, P (2007) 'Who owns celebrity? Privacy, publicity and the legal regulation of celebrity images' in S Redmond and S Holmes (Eds) Stardom and Celebrity: A Reader London: Sage

#### **Additional reading:**

Archard, D (1998) 'Privacy, the public interest and a prurient public' in M Kieran (Ed.) Media Ethics London and New York: Routledge

Campbell, V (2004) Information Age Journalism: Journalism in an International Context chapter 6. London: Arnold

Carter, C and S Allen (2000) "'If it bleeds, it leads": ethical questions about popular journalism' in D Berry (Ed.) Ethics and Media Culture: Practices and Representations Oxford: Focal Press

Chambers, D (2000) 'Critical approaches to the media: the changing context for investigative journalism' in H de Burgh (Ed.) Investigative Journalism: Context and Practice London: Routledge

De Burgh, H (2000) 'Some issues surrounding investigative journalism' in H de Burgh (Ed.) Investigative Journalism: Context and Practice London: Routledge

Frost, C (2000) Media Ethics and Self Regulation chapters 4, 6 & 7. Harlow: Longman

Harcup, T (2007) The Ethical Journalist chapters 4, 6 7, 8, 9 & 10. London: Sage

Hargreaves, I (2003) Journalism: Truth or Dare? Chapter 6. Oxford: Oxford University Press

Hirst, M (2005) Journalism Ethics Oxford: Oxford University Press

Jempson, M (2000) 'And the consequence was...Dealing with the human impact of unethical journalism' in D Berry (Ed.) Ethics and Media Culture: Practices and Representations Oxford: Focal Press

Keeble, R (2001) Ethics for Journalists chapters 2 & 4. New York: Routledge

Kieran, M (2000) 'The regulatory and ethical framework for investigative journalism' in H de Burgh (Ed.) Investigative Journalism: Context and Practice London: Routledge

Moore, G (2000) 'The English legal framework for investigative journalism' in H de Burgh (Ed.) Investigative Journalism: Context and Practice London: Routledge

O'Malley, T (2000) 'A degree of uncertainty: aspects of the debate over the regulation of the press in the UK since 1945' in D Berry (Ed.) Ethics and Media Culture: Practices and Representations Oxford: Focal Press

## **Week 4 – Wednesday February 22 2012**

**Title:** Mobile Witnessing, Ethics and Journalism (Dr Jenny Owen)

How have mobile phones and social technologies impacted on the ways in which news stories of terrorism are reported? What ethical issues are raised by this? This lecture examines the changes to journalism with the advent of 'mobile witnessing' looking at the London Bombings of 2005, the Mumbai Attacks of 2008 and the Bombing of the Moscow Metro in 2010.

### **Core Reading**

Reading, Anna. (2009) 'Mobile Witnessing: ethics and the Camera Phone on the 'War on Terror' *Globalisations* Volume 6 Number 1 March 61-76

### **Additional Reading**

Reading, Anna. (2008) 'Memobilia: The Mobile Phone and the Emergence of Wearable Memories' in *Save As: Digital Memories* Edited by Anna Reading, Andrew Hoskins and Joanne Garde-Hansen. Basingstoke: Palgrave.

Reading, Anna (2010) in 'Globalization and digital memory: Globital Memory's Six Dynamics' *On Media Memory* Basingstoke: Palgrave edited by Motti Neiger.

Reading, Anna (2010) 'The London Bombings: Mobile Witnessing, Mortal Bodies and Globital Time' *Journal of Memory Studies*, 2011.

Hoskins, A. and B. O'Loughlin (2010) *War and Media: The Emergence of Diffused War*. Cambridge: Polity.

Matheson, D. and S. Allan (2009) *Digital War Reporting*, Cambridge: Polity.

Barlow, Aaron (2007) *The Rise of the Blogosphere* (Westport: Greenwood Publishing).

Barnier, Amanda J. (2010) Memories, Memory Studies and my iphone: Editorial. *Journal of Memory Studies*. 3 (4) 293-297

Allen, Stuart (2006) *Online News: Journalism and the Internet* (Maidenhead: McGraw Hill).

Belam, Martin; Carrell, Severin, Hartley, Sarah and Hepburn, Ian. (2010) Journalism in the Digital Age. Trends, Tools and Technologies. Inside Guardian.

<http://www.guardian.co.uk/help/insideguardian/2010/apr/14/journalism-trends-tools-technologies>. Accessed on November 24th 2010.

Brown, Steve and Hoskins, Andrew (2010) 'Terrorism in the New Memory Ecology: Mediating and Remembering the 2005 London Bombings' *Behavioural Sciences of Terrorism and Political Aggression* 2 (2) : 87-107

Frosh, Paul and Pinchevski, Amit. (2009a) Introduction : Why Media Witnessing? Why Now? (pp.1-22) *Media Witnessing: Testimony in the Age of Mass Communication*, ed. by Paul Frosh and Amit Pinchevski, Basingstoke: Palgrave Macmillan

## **Week 5 – Wednesday 29 February 2012**

**Title:** Representation of Women in the News (Dr Donatella Maraschin)

The relationship between women and media is contentious. Media coverage of stories involving women has traditionally led to some disproportionate and (often) misleading attention. The lecture draws on a number of case studies including the coverage of Maxine Carr and Ian Huntley in the Soham murder cases; the coverage of Kate and Garry McCann in relation to their daughter Madeleine's disappearance; and the coverage of Amanda Knox and Raffaele Sollecito in the Meredith Kercher murder case. The lecture also assesses the role and status of women journalists with a consideration of what difference gender can and does make. We will look at the cases of BBC newscasters Emily Maitlis, Miriam O'Reilly and Moira Stuart.

### **Core Reading:**

Jones, P. J. and C. Wardle, 'No emotion, no sympathy': The visual construction of Maxine Carr, *Crime Media Culture* 2008 4: 53 [<http://cmc.sagepub.com/content/4/1/53>]

Chambers D., L. Steiner and C. Fleming (2004) 'Challenges to sexism and discrimination' in *Women and Journalism*. London and New York: Routledge, pp. 125-144

### **Additional reading:**

Armstrong, C. L., M L.M. Wood, and M R. Nelson (2006) Female news professionals in local and national broadcast news during the buildup to the Iraq War, *Journal of Broadcasting & Electronic Media* 50.1: 78-95. *Academic OneFile*. [<http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A147216160&source=gale&srcprod=AONE&userGroupName=lsbu&version=1.0>]

Broomfield, N. and J. Churchill (2004), *Aileen: life and death of a serial killer* (Channel 4)

Bystrom, D G., T. A. Robertson, and M. C. Banwart (2001) Framing the Fight: An Analysis of Media Coverage of Female and Male Candidates in Primary Races for Governor and U.S. Senate in 2000, *American Behavioral Scientist* 44.12: 1999-2015. *Academic OneFile*.

[<http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A77185395&source=gale&srprod=AONE&userGroupName=lsbu&version=1.0>]

Carilli, T. and J. Campbell (Eds.) (2005) *Women and the Media: Diverse Perspectives*. Lanham, MD: University Press of America.

Chambers D., L. Steiner and C. Fleming (2004) *Women and Journalism*. London and New York: Routledge

Cole E. and J. H. Daniels (Eds) (2005) *Featuring Females: Feminist Analyses of Media*. American Psychological Assn

Greer C., J. Ferrell and Y. Jewkes (2008), Investigating the crisis of the present, *Crime Media Culture* 4: 5 [<http://cmc.sagepub.com/content/4/1/5>]

Consalvo, M. (1997) Cash cows hit the web: gender and communications technology, *Journal of Communication Inquiry* 21.1 (1997): 98-116. *Academic OneFile*.  
[<http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A20009239&source=gale&srprod=AONE&userGroupName=lsbu&version=1.0>]

Darling-Wolf, F. (1998) White bodies and feminist dilemmas: on the complexity of positionality, *Journal of Communication Inquiry* 22.4: 410-26. *Academic OneFile*.  
[<http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A21171156&source=gale&srprod=AONE&userGroupName=lsbu&version=1.0>]

Farr, K. A. (2000) Defeminizing and dehumanizing female murderers: depictions of lesbians on death row, *Women & Criminal Justice* 11.: 49-61. *Academic OneFile*.  
[<http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A65334473&source=gale&srprod=AONE&userGroupName=lsbu&version=1.0>]

Machado H. and F. Santos (2009), The disappearance of Madeleine McCann: Public drama and trial by media in the Portuguese Press, *Crime Media Culture* 5: 146

[<http://cmc.sagepub.com/content/5/2/146>]

Mansfield, L. and H. Curtis (2008), Competing women: media representations of femininity and national identification at the Olympic Games in Athens 2004, *Proceedings: International Symposium for Olympic Research*: 391-404. *Academic OneFile*. [[http://0-](http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-)

[find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-](http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-)

[Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A197599092&source=gale&srcprod=AONE&userGroupName=lsbu&version=1.0\]](http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-)

Sreberny-Mohammadi, A. and K. Ross (1996) Women MPs and the media: representing the body politic.(Women in politics), *Parliamentary Affairs* 49.1: 103-16. *Academic OneFile*.

[<http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC->

[Documents&type=retrieve&tabID=T002&prodId=AONE&docId=A18209924&source=gale&srcprod=AONE&userGroupName=lsbu&version=1.0\]](http://0-find.galegroup.com.lispac.lsbu.ac.uk/gtx/infomark.do?&contentSet=IAC-)

## **Week 6 – Wednesday March 7<sup>th</sup> 2012**

**Title:** Investigative Journalism? Is there a future after wikileaks? (Visiting lecturer: Solomon Hughes)

Solomon Hughes is an investigative journalist. He works for *Private Eye* magazine, as well as the *Guardian*, *Sunday Times*, *Morning Star* and elsewhere. He will discuss some of his own articles – how they were written, how they were sold – in the context of the UK market for investigative journalism.

### **Core Reading:**

Ellison, Sarah, “The man who spilled the secrets”, *Vanity Fair* February 2011.  
(An article on the Wikileaks/Guardian collaboration, [www.vanityfair.com](http://www.vanityfair.com). Accessed 14 January 2011 )

“Ex-defence minister joins arms firm behind MoD £1.5bn overspend” /  
Rajeev Sanyal, Rajeev and Hughes, Solomon, *The Guardian*, 17 Dec 2010  
([www.guardian.co.uk](http://www.guardian.co.uk). Accessed 14 January 2011)

“Money men enter the civil service” / Solomon Hughes. *Morning Star* Thursday 23 December 2010 (can be accessed by searching [www.morningstaronline.co.uk](http://www.morningstaronline.co.uk) )

### **Additional reading:**

De Burgh, Hugo (ed) (2008) *Investigative Journalism*, London: Routledge

Davies, Nick (2009) *Flat Earth News*, London: Vintage.

Monbiot, George (2001) *Captive state: the corporate takeover of Britain*, London: Pan, 2001.

Current edition of *Private Eye* – see in particular “*HP Sauce*”, “*News*” and “*In the Back*” sections.



Probably more useful than any of these books would be time spent looking at the “Company & Industry Information” pages on the London South Bank University website. Look in particular at *Amadeus*, *Ebsco Plus*, *Proquest Newspapers*.

Also look at the websites of the Electoral Commission – in particular the register of donations. Look at the “Register of Members Interests” and the “Register of Lords Interests” on the Houses of Parliament website. Look at the website of the “Advisory Committee on Business Appointments”. Look at the website of the National Audit Office.

## **Week 7 - Wednesday 14 March 2012**

**Title:** News of War and Terror (Dr Phil Hammond)

Critics from a variety of perspectives have suggested that warfare has become a 'mediatized' spectacle, in which image and presentation are paramount considerations. At the same time, terrorist and insurgent groups have also used new media to engage in forms of 'public diplomacy' and display. This lecture asks what is distinctive about the role of the media in contemporary war and conflict.

### **Core Reading**

Cottle, S. (2006) *Mediatized Conflict: Developments in Media and Conflict Studies*. Maidenhead: Open University Press. (Chapter 2)

[<http://0-www.lisa.lsbu.ac.uk.lispac.lsbu.ac.uk/coursereadings/A418.pdf>]

### **Background Reading**

Baudrillard, J. (1995) *The Gulf War Did Not Take Place*. Bloomington: Indiana University Press.

Baudrillard, J. (2002) *The Spirit of Terrorism*. London: Verso.

Christensen, C. (2008) 'Uploading dissonance: *YouTube* and the US occupation of Iraq', *Media, War and Conflict*, Vol. 1, No. 2, pp.155—75.

Curtis, N. (2007) 'The Military, the Media and Mimesis', in S. Maltby and R. Keeble (eds.) *Communicating War: Memory, Media and Military*. Bury St. Edmunds: Arima Publishing.

Der Derian, J. (2001) *Virtuous War: Mapping the Military-Industrial-Media-Entertainment Network*. Boulder, CO: Westview Press.

Hammond, P. (2007) *Media, War and Postmodernity*. London: Routledge.

Hammond, P. (2007) *Framing post-Cold War Conflicts*. Manchester: Manchester University Press.

Keeble, R. (2007) 'The Necessary Spectacular "Victories"', in S. Maltby and R. Keeble (eds.) *Communicating War: Memory, Media and Military*. Bury St. Edmunds: Arima Publishing.

Kellner, D. (2005) *Media Spectacle and the Crisis of Democracy*. Boulder: Paradigm Publishers.

Khoury-Machool, M. (2007) 'Kidnap Videos: Setting the Power Relations of New Media', in S. Maltby and R. Keeble (eds.) *Communicating War: Memory, Media and Military*. Bury St. Edmunds: Arima Publishing.

Matheson, D. and S. Allan (2007) 'Truth in a War Zone: The Role of Warblogs in Iraq', in S. Maltby and R. Keeble (eds.) *Communicating War: Memory, Media and Military*. Bury St. Edmunds: Arima Publishing.

Pickerill, J. and F. Webster (2006) 'The Anti-War/Peace Movement in Britain and the Conditions of Information War', *International Relations*, Vol. 20, No. 4, pp.407—23 [<http://www.jennypickerill.info/International%20Relations%202006%20.pdf>].

Wall, M. (2005) "'Blogs of War": Weblogs as News', *Journalism*, Vol. 6, No. 2 [<http://jou.sagepub.com/cgi/reprint/6/2/153>].

## **Week 8 – Wednesday 21 March 2012**

Title: Journalism and the representation of suffering (Dr Jenny Owen)

This lecture will explore the ways in which journalism presents us with relentlessly provocative and emotionally manipulative images and narratives of disaster and suffering. Do these images and narratives of long distance suffering foster global compassion or 'compassion fatigue'? To what extent does the reporting of the suffering of others contribute to a debased or an enhanced public sphere?

### **Core Reading**

Birgitta Hoijer (2004) 'The discourse of global compassion: the audience and media reporting of human suffering', *Media, Culture and Society*, 26 (4) 513-531

### **Background Reading**

Boltanski, L. (1999) *Distant Suffering: Morality, Media and Politics*, Cambridge University Press

Benthall, Jonathan (1993) *Disasters, Relief and the Media*, London, IB Tauris.

Chouliarki, L (2008) 'The mediation of suffering and the vision of a global public' in *Television and New Media*, 9 (4) 371-391

Cohen, S. (2001) *States of Denial: Knowing about Atrocities and Suffering*, Polity; Cottle, S.(2006) *Mediatized Conflict*, OUP.

Hall, S. (1997) *Representation: Cultural Representations and Signifying Practice*, Sage; Macdonald, M. (2003) *Exploring Media Discourse*, Arnold;

Moeller, S. D. (1999) *Compassion Fatigue: How the media sell disease, famine, war and death*, London, Routledge

Moeller, S. D (2006) 'Regarding the pain of others: media bias and the coverage of international disaster' in *Journal of International Affairs*, 59 (2) 173-196.

Nash, Kate (2008) 'Global citizenship as showbusiness: the cultural politics of Make Poverty History' in *Media, Culture and Society*, Vol 30 (2) 167-181.

Pickering, M. (2001). *Stereotyping: The Politics of Representation*, Palgrave

Said, E. (1985) *Orientalism*, Penguin

Taylor, J (1998) *Body Horror: Photojournalism, catastrophe and war*.

### **Week 9 – Wednesday 28 March 2012**

Title: Preparing for presentations and assignment (Dr Jenny Owen)

In this class you will work in small groups to ensure that you are on track for the presentations that will be taking place in Weeks 11 and 12 and for the assignment which is due on May 16 2012. You will receive peer and tutor feedback on the progress of your case study.

### **Easter Vacation (from 2 April to 20 April 2012)**

## **Week 10 – Wednesday 25 April 2012**

Title: Reporting Africa: The mechanics and dynamics of Western Media imaging and representation of Africa: (Dr Vincent Magombe)

This interactive lecture will address a number of questions. First it will explore the mechanics and dynamics of Western Media imaging and representation of Africa – how they do it? Secondly, the lecture will address the “WHY” Question – Why does Western Media cover, image and represent Africa the way it does? We will explore who are the Western Media? Whose voice are they? Which and whose agendas define and shape the images they portray? And finally, we will ask - Is there a Different Way for the Western Media?

**Vincent Magombe** is a Broadcast journalist, who has been featuring as an African Affairs Analyst on mainstream Western media networks, such as the BBC, CNN, Voice of America and SKY TV, for over 20 years. He is also the Director of Africa Inform International, a global network of African journalists, and a lecturer at London South Bank University, where he teaches the Third Cinema Module.

### **Core Reading**

Franks, Suzanne (2005), *Reporting Africa: Problems and Perspectives* (Westminster Papers in Communication and Culture, 2005, Special Issue, November 2005: 129-134.

Michada, James (December 23, 2002) *Images of Africa in the Western Media* [http://www.teachingliterature.org/teachingliterature/pdf/multi/images\\_of\\_africa\\_michira.pdf](http://www.teachingliterature.org/teachingliterature/pdf/multi/images_of_africa_michira.pdf)  
Accessed 17/01/12

### **Background reading**

Ngugi wa Thiong'o, *Moving the Centre: The Struggle for Cultural Freedom*, Heinemann, 1993

Ngugi wa Thiong'o, *Decolonising the Mind: The Politics of Language in African Literature*, 1986

Walter Rodney. *How Europe underdeveloped Africa*, Howard University Press; revised edition (November 1981)

Franz Fanon, *The Wretched of the Earth* (first published as *le damnés de la terre*, 1961). [November 1981 | edition: revised]

Chancellor Williams, *The Destruction of Black Civilization: Great Issues of Race From 4500 B.C. To 2000 A.D.*, Third World Press, Chicago, Illinois, USA, 1987, P 22.

## **Articles, Essays and Reports**

Hiding the Real Africa: Why NGOs prefer bad news

By Karen Rothmyer (Columbia Journalism Review. Reports — March / April 2011)

This article was adapted from a paper ([pdf](#)) written for Harvard's Joan Shorenstein Center on the Press, Politics and Public Policy.

[http://www.cjr.org/reports/hiding\\_the\\_real\\_africa.php?page=all](http://www.cjr.org/reports/hiding_the_real_africa.php?page=all)

"Media and Conflict in Africa: Annual Report, 2000," Conciliation Resources, [www.c-r.org/pubs/annreps/annrep2000/african.shtml](http://www.c-r.org/pubs/annreps/annrep2000/african.shtml) and [www.c-r.org/progs/africmed.shtml](http://www.c-r.org/progs/africmed.shtml)

## **Images of Africa in the Western Media**

JAMES MICHIRA / DECEMBER 23, 2002

[http://www.teachingliterature.org/teachingliterature/pdf/multi/images\\_of\\_africa\\_michira.pdf](http://www.teachingliterature.org/teachingliterature/pdf/multi/images_of_africa_michira.pdf)

## **The Western Media and Its Exploitation of Africa**

- Raymond Tarek Belleh - November 2006

ABOUT THE AUTHOR: Raymond Tarek Belleh writes from Baden-Wurttemberg, Germany

<http://www.africanevents.com/Essay-RaymondTB-WesternMedia.htm>

## **Western Media's Coverage of Africa Biased**

Ayinde: Sifelani Tsiko - Harare

<http://www.africaspeaks.com/reasoning/index.php?topic=3072.0;wap2>

<http://allafrica.com/stories/200508050476.html>

**Western Media and Africa: Balanced Reporting?** Opinion] Negative news dominates African coverage. By Salisu Ahmed Koki - Reporter. (Copyright - ©2006 OhmyNew) (Published - 20-06-2006)

[http://english.ohmynews.com/articleview/article\\_view.asp?menu=c10400&no=299914&rel\\_no=1](http://english.ohmynews.com/articleview/article_view.asp?menu=c10400&no=299914&rel_no=1)

**A Survey of American Media Coverage of African Democracies: 1994 – 2004** (*The African Presidential Archives and Research Center*)

*African Presidential Roundtable 2005. Johannesburg, South Africa. April 8, 2005)*  
**Published on - 6/28/2005**

<http://www.bu.edu/aparc/resources/studies/mediacoverage062805.pdf>

#### **Week 11 – Wednesday 2 May 2012 (Dr Jenny Owen)**

This week there will be in-class presentations. These presentations will provide an opportunity for you to share your essay research and conclusions and gain valuable feedback from peers and your tutor – this feedback will prepare you for successful completion of the assignment.

#### **Week 12 – Wednesday 9 May 2012 (Dr Jenny Owen)**

This week there will be in-class presentations. These presentations will provide an opportunity for you to share your essay research and conclusions and gain valuable feedback from peers and your tutor - this feedback will prepare you for successful completion of the assignment.

### **8. [STUDENT EVALUATION](#)**

The university operates a system of Module Evaluation at the end of each Module. The questionnaire provides the student with the opportunities to feedback on the learning and teaching process, with ideas for improvement which might be adopted in the future. Module Evaluations are monitored carefully by the Head of Department and the Course team and external examiners – and student feedback treated seriously so that we can continuously improve the learning and teaching experience.



## 9. [LEARNING RESOURCES](#)

### 9.1 Core Materials

Allan, S., ed. (2009) *The Routledge Companion to Journalism Studies*. London: Routledge.

Cottle, S. (2009) *Global Crisis Reporting: Journalism in the Global Age*. Maidenhead: Open University Press.

Cox, R. (2006) *Environmental Communication and the Public Sphere*. London: Sage.

Higgins, M. (2008) *Media and their Publics*. Maidenhead: Open University Press.

Maltby, S. and R. Keeble, eds. (2007) *Communicating War: Memory, Media and Military*. Bury St. Edmunds: Arima Publishing.

Marsh, I. and G. Melville (2009) *Crime, Justice and the Media*. London: Routledge.

McNair, B. (2006) *Cultural Chaos: journalism, news and power in a globalised world*. London: Routledge.

Meikle, G. (2008) *Interpreting News*. Basingstoke: Palgrave Macmillan.

Paterson, C. and D. Domingo, eds. (2008) *Making Online News: The Ethnography of New Media Production*. Oxford: Peter Lang.

Thurman, N. (2007) 'The globalization of journalism online: a transatlantic study of news websites and their international readers', *Journalism*, Vol. 8, No. 3.

Zelizer, B. (2004) *Taking Journalism Seriously: News and the Academy*. London: Sage.

Zelizer, B. (2009) *The Changing Faces of Journalism*, London, Routledge.