

SEMESTER -V

[UG Programme for Bachelor in Journalism (Honours) degree in three years]

DISCIPLINE SPECIFIC CORE COURSE 13- (DSC-13) : Global Media and Politics

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 13: Global Media and Politics	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To get an over view of the politics of news dissemination and the dynamics of reporting international issues and events. To understand the use of media by different countries during war times. To grasp the turning points and changing boundaries of journalism with the evolution of technology.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to comprehend the impact of globalization on media and cultural implications.

SYLLABUS OF DSC-13:

UNIT – I (15 hours)

UNIT I: Media and International Communication

- Propaganda in the inter-war years: Nazi Propaganda
- Radio and international communication

- Media during the Cold War, Vietnam War, Disintegration of USSR;
- Radio free Europe, Radio Liberty and Voice of America
- Communication debates: NWICO, McBride Commission and UNESCO
- Unequal development and Third World concerns: North-South, Rich – Poor

UNIT – II (15 hours)

UNIT II: Conflict and Rise of Global Media

- World Wars and Media Coverage post 1990: Rise of Al Jazeera
- The Gulf Wars: CNN's satellite transmission, embedded Journalism
- 9/11 and implications for the media

UNIT – III (15 hours)

Unit III: Media and Cultural Globalization

- Cultural Imperialism, Cultural politics: media hegemony and
- Global cultures, homogenization, Local/Global, Local/Hybrid
- Discourses of globalization: barrier-free economy, digital divide
- Media conglomerates and monopolies: Ted Turner/Rupert Murdoch
- Global and regional integrations: Zee TV as a Pan-Indian Channel; Bollywood Entertainment: Local adaptations of global programmes: KBC/Big Boss etc.

Practical component: (30 hours)

The students will prepare case studies of the media at various points in time and highlight the turning points and changing boundaries of journalism during each evolving phase of the history of the media. The students will also analyse the changing content of media for international communication in the pre and post globalization phases. The students must compare the entertainment and other cultural products produced by international giants and media conglomerates.

Essential/recommended readings:

1. Yahya R. Kamalipour and Nancy Snow. *War, Media and Propaganda-A Global Perspective*, Rowman and Littlefield Publishing Group, 2004.

2. Communication and Society, Today and Tomorrow “*Many Voices One World*” UNESCO Publication, Rowman and Littlefield publishers, 2004.
3. Barbie Zelizer and Stuart Allan. *Journalism after 9/11*, Taylor and Francis Publication, 2012.
4. Stuart Allan and Barbie Zelizer. *Reporting war : Journalism in war time*, Routledge Publication, 2004.
5. Lee Artz and Yahya R. Kamalipor. *The Globalization of Corporate Media Hegemony*, New York Press, 2003.
6. Zahida Hussain and Vanita Ray. *Media and communications in the third world countries*, Gyan Publications, 2007.

Suggestive readings:

1. Choudhary, Kameswar (ed) *Globalisation, Governance Reforms and Development in India*, Sage, New Delhi, 2007.
2. Yadava, J.S, *Politics of news*, Concept Publishing and Co.1984.
3. Daya Kishan Thussu, *War and the media: Reporting conflict 24x7*, Sage Publications, 2003.
4. Patnaik, B.N & Imtiaz Hasnain (ed). *Globalisation: language, Culture and Media*, Indian Institute of Advanced Studies, Shimla, 2006.
5. Monroe, Price. *Media Globalisation’ Media and Sovereignty*, MIT press, Cambridge, 2002.
6. Singh, Yogendra. *Culture Change in India: Identity and Globalisation*, Rawat Publication, New Delhi, 2000.
7. Lyn Gorman and David McLean. *Media and Society into the 21st Century: A Historical Introduction*. (2nd Edition) Wiley-Blackwell, 2009 .pp.82-135, 208-283.

DISCIPLINE SPECIFIC CORE COURSE-14 (DSC-14) : Development Communication

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 14: Development Communication	4	3	0	1	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To develop an understanding and sensitivity towards developmental concerns.
- To understand the issues and factors that help in development through effective tools of communication.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be equipped with critical skills to understand the importance of effective development communication strategies to spread development messages among the poor and weaker sections of society.

SYLLABUS OF DSC-14:

UNIT – I (15 hours)

UNIT 1: Introduction to Development Communication

- Development – Genesis, Meaning, Concept & Measurement (PQLI, HDI, GDI)
- Economic Growth vs. Development

- Human Development
- Development as Freedom
- Models of Development – Basic Needs, Nehruvian, Gandhian Model
- Development communication: Concept and approaches - Diffusion of innovation, Empathy, Magic multiplier
- Paradigms of development: Dominant paradigm, dependency, alternative/new paradigm
- Sustainable Development
- Gender and development
- Development support communication – Definition, genesis, Woods triangle

UNIT – II (15 hours)

UNIT 2: Role of Media in Development Communication

- Use of folk media for development
- Overview and Critical Appraisal of Development Communication Programmes of All India Radio and Doordarshan: Radio Rural Forum, Farm & Home Unit, Krishi Darshan, SITE, Kheda Communication Project.
- Case Studies of Community Video: SEWA, Video Volunteers and Community Radio in India
- ICT for development, e-governance, e-chaupal, national knowledge network
- Using New Media Technologies for Development
- Strategies for designing messages for Print, Radio, Television, New media.

UNIT – III (15 hours)

UNIT 3: Communication for Development and Social Change

- Information needs in rural areas; rural newspapers
- Critical appraisal of mainstream media's reporting of rural problems and issues

- Tribal society: Features, Information needs, Communication Programmes
- Role of development agencies and NGOs in development communication
- Development support communication endeavours in India: Programmes and Communication Strategies
- Health & Family welfare: National Rural Health mission; Ayushman Bharat Yojana.
- Poverty: Jan Dhan Yojna; MGNREGA.
- Education: Beti Bachao Beti Padhao; Mid-day meals scheme.

Practical component: (30 hours)

Students under the guidance of the faculty must undertake visits to mohalla clinics, NGOs, Women's Self-Help groups, Special schools for underprivileged students and other such initiatives in the city to develop content for blogs/ newsletters/magazines from the visits. Interaction with rural journalists and video volunteers (eg. Khabar Lehariya) must be arranged. The students must participate pro-actively to design and execute a development project for a near by village with development support communication techniques.

Essential/recommended readings:

1. Rogers Everett: *Communication and Development- Critical Perspective*, Sage, New Delhi, 2000
2. Srinivas R. Melkote & H. Leslie Steeves: *Communication for Development in The Third World*, Sage Publications, 2001
3. Belmont CA: *Technology Communication Behavior*, Wordsworth Publication, New Delhi, 2001.
4. D V R Murthy: *Development Journalism, What Next?* Kanishka Publication, New Delhi, 2007.

5. Amartya Sen: *Development as freedom*, Alfred A Knopf, New York, 1999.

Suggestive readings:

1. UNDP: Human Development Report (published every year), Oxford University Press, New Delhi.

2. *World Bank: World Development Report* (published every year) Oxford University Press, New Delhi.

3. Wilbur Schramm: *Mass Media and National Development- the role of information in developing countries*, UNESCO/ Stanford University Press, 1964.

4. Ghosh & Pramanik: *Panchayat System in India*, Kanishka Publication, New Delhi, 2007.

5. Shivani Dharmarajan: *NGOs as Prime Movers*, Kanishka Publication, New Delhi, 2007.

6. What Do We Mean By Development: An Article by Nora C Quebral in *International Development Review*, Feb, 1973, P-25.

DISCIPLINE SPECIFIC CORE COURSE 15- (DSC-15) : Media Ethics and the Law

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 15: Media Ethics and the Law	4	3	1	0	Passed Class XII with English	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand the contemporary media practices through contemporary debates.

Learning outcomes

The Learning Outcomes of this course are as follows:

- By studying this course, students will be able to grasp the nuances and the legal provisions laid down in the Constitution of India.

SYLLABUS OF DSC-15:

UNIT – I (15 hours)

UNIT I: Ethical framework and media practice

- Freedom of expression (Article 19(1) (a) and Article 19(1)2)
- Freedom of expression and defamation- Libel and slander, Issues of privacy and surveillance in society
- Right to Information Idea of Fair Trial/Trial by Media
- Issues of Copyright

- Media ethics and cultural dependence
- Live reporting and ethics Legality and Ethicality of Sting Operations,
- Phone Tapping etc. Ethical issues in Social media (IT Act 2000, Sec 66 A and the verdict of The Supreme Court)

UNIT – II (15 hours)

UNIT II: Representation, Regulation and ethics

- Advertisement and Women
- Pornography related laws and case studies- Indecent representation of Women (Prohibition) Act,1986 and rules 1987, Protection of Women against Sexual Harassment Bill, 2007, Sec 67 of IT Act 2000 and 292 IPC etc
- Regulatory bodies, codes and ethical guidelines
- Self-regulation, media content- Debates on morality and accountability: taste, culture and taboo, censorship and media debates

UNIT – III (15 hours)

UNIT III: Media and Social Responsibility

- Media reportage of marginalized sections- children, Dalits, tribals, gender, differently-abled, old-aged persons.
- Media coverage of violence and related laws - inflammatory writing (IPC 353), Sedition- incitement to violence, hate Speech.

Practical component (if any) - NIL

Essential/recommended readings::

1. Thakurta, Paranjoy Guha, *Media Ethics*, Oxford University Press, 2009
2. Barrie mc Donald and Michel petheran *Media Ethics*,mansell, 1998.

3. Austin Sarat *Where Law Meets Popular Culture* (ed.), The University of Alabama Press, 2011.
4. Vikram Raghvan, *Communication Law in India*, Lexis Nexis Publication, 2007
5. Iyer Vekat, *Mass Media Laws and Regulations in India*-Published by AMIC, 2000
6. William Mazzarella, *Censorium: Cinema and the Open Edge of Mass Publicity*, 2013

Suggestive readings:

1. Raminder Kaur, William Mazzarella, *Censorship in South Asia: Cultural Regulation from Sedition to Seduction*, 2009
2. Linda Williams, *Hard Core: Power, Pleasure, and the "Frenzy of the Visible"*, 1999

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.