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**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
RUDN University**

Faculty of Philology

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Stereotypes in international journalism

course title

Recommended by the Didactic Council for the Education Field of:

42.04.02 Journalism

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Global and Digital Media

higher education programme profile/specialisation title

1. OBJECTIVE OF THE DISCIPLINE

The goal of the discipline is to provide students with theoretical and practical knowledge of stereotypes and stereotyping in international journalism and mass communication.

The main objectives are:

- learning of basic concepts and terminology on stereotypes and stereotyping in international journalism and mass communication;
- awareness of stereotypes and stereotyping in international journalism and mass communication;
- being able to identify stereotypes and stereotyping in international journalism and mass communication;
- development of ability to analyse stereotypes and stereotyping;
- being able to oppose creativity and critical thinking to stereotypes and stereotyping;
- learning a difference between stereotypes and many other related terminology as archetypes, prejudices, self/auto stereotypes, etc.;
- learning different types/kinds/categories of stereotypes (social stereotypes; ethnic stereotypes; political stereotypes; gender stereotypes, etc.);
- development of critical thinking.

2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)

Code	Competence	Indicators of competence achievement (within the discipline)
UC-4	Able to use modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction	UC-4.1. Knows the basic principles and rules of business, academic and professional ethics; basic means of information and communication technology
		UC-4.2 Can present scientific and professional information in Russian and foreign (-s) languages intelligently, clearly and accessible in written and/or oral form; create texts of official and scientific style of speech in Russian and foreign (-s) languages when presenting professional issues; edit and proofread official, scientific and professional texts in Russian and foreign (-s) languages; use modern information and communication technologies for academic and professional interaction
		UC-4.3 Knows the skills of effective oral and written communication in the process of academic and professional interaction in Russian and foreign language(s), including the

Code	Competence	Indicators of competence achievement (within the discipline)
		use of modern information and communication technologies
UC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	UC-5.1 Knows the basic concepts, interpretations, and components of the concepts of "culture" and "intercultural communication"
		UC-5.2 Can communicate and create official business, scientific and professional texts, taking into account the civilizational, national, ethnocultural and confessional characteristics of the audience / interlocutor / opponent
		UC-5.3 Has skills and techniques for effective intercultural communication based on knowledge of the diversity of cultures

3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “Stereotypes in international journalism” belongs to the Part formed by participants of educational relations of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline in accordance with the matrix of competencies.

Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline

Code	Name of competence	Previous discipline	Subsequent disciplines
UC-4	Able to use modern communication technologies in the state language of the Russian Federation and foreign language(s) for academic and professional interaction	PR and media relations / PR и медиарелейшенз Modern mass communication theories / Современные теории массовой коммуникации	Media production / Производство СМИ Propaganda in mass media / Пропаганда в СМИ Research practice / Научно-исследовательская практика
UC-5	Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	Modern mass communication theories / Современные теории массовой коммуникации Intercultural communication / Межкультурная коммуникация Art and culture journalism / Журналистика	Modern problems and mass media agenda / Проблемы современности и повестка дня СМИ Propaganda in mass media / Пропаганда в СМИ Research practice / Научно-исследовательская практика

Code	Name of competence	Previous discipline	Subsequent disciplines
		культуры и искусства	

4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **4** credits.

Table 4.1. Types of educational work by periods of study of the EP HE for the full-time mode of study

Type of activity	TOTAL, ac. hours	Semester (s)			
		1	2	3	4
<i>Classroom activities, ac. hours</i>	34		34		
Including:					
Lectures	17		17		
Laboratory activities					
<i>Practical lessons/Seminars</i>	17		17		
<i>Independent work, ac. hours</i>	92		92		
<i>Control, ac. hours</i>	18		18		
Overall workload	ac. hours	144		144	
	credits	4		4	

5. CONTENT OF THE DISCIPLINE

Table 5.1 Content of the discipline (module) by type of activity

Name of the Unit	Content of the Units (topics)	Type of activity
Unit 1: General theory of Stereotypes and Stereotyping	<p>Topic 1: American journalist Walter Lippmann (1889 – 1974) and his theory of stereotypes and stereotyping. Definition and etymology of the term “stereotype” and fields of its usage.</p> <p>Topic 2: Different types/kinds/categories of stereotypes. Stereotyping as a cultural, social, political, etc. phenomena. Difference between stereotypes and other related terminology as archetypes, prejudices, self/auto stereotypes, etc.</p> <p>Topic 3: Why mass communication (journalism; public relations/PR; advertising; main stream films; comics, etc.) are source of stereotypes and stereotyping?</p>	Lectures, Seminars, Individual work
Unit 2: Stereotypes about Russians and Russian Stereotypes about Foreigners. How do Stereotypes Influence Business, Politics and Journalism? (Stereotypes vs. Archetypes)	<p>Topic 1: Some Russian ethnic/cultural motives can influence business communications with foreigners. What do Russians look forward to? What do “Russian Values” mean?</p> <p>Topic 2: What is the difference between Russian and Western written and oral communications in business? How do Russians prefer to communicate?</p> <p>Topic 3: Time, distance and money in Russia. Time is money but not necessarily for Russians. (There are some cultural differences in time-management.) What does ‘All and Now’ mean? There are some Russian ethnic/cultural difference of time, distance etc.</p>	Lectures, Seminars, Individual work

Name of the Unit	Content of the Units (topics)	Type of activity
	perception that can influence the effectiveness of business and intercultural communications.	
Unit 3: Some Stereotypes in Russian Mass Media and Russian Media Techniques Compared to Foreign Ones	Topic 1: General review of Russian mass media and their stereotypes, the analysis of some specific points compared to foreign ones. Topic 2: Review of some Russian newspapers, journals and magazines. Some of their stereotypes and how to work with them compared to foreign ones. Topic 3: Russian television and radio. A review of some main TV channels and radio stations; how to work with them compared to foreign ones.	Lectures, Seminars, Individual work

6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

Table 6.1. Material and technical support of the discipline

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering of the discipline (if necessary)
Class	A classroom is equipped with a computer, TV VCR and a transparency projector. CD players and DVD players are available upon request.	

* *The classroom for students' independent work **MUST be indicated!***

7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

Main readings

1. Devito J. (2009). Human Communication. The Basic Course. New York: Pearson Education.
2. Gudykunst (2005). W. B. ed. Theorizing About Intercultural Communication. Thousand Oaks CA: Sage.
3. Hofstede G. G. J. Hofstede and Michael M. (2010) Cultures and Organizations: Software for the Mind. 3rd ed. New York NY: McGraw-Hill. <http://bookre.org/reader?file=1408174>
4. Lippmann, Walter (1922) Public Opinion, N.Y.: Harcourt, Brace and Company. And LibriVox recordings are Public Domain in the U.S.A.: <https://librivox.org/public-opinion-by-walter-lippmann/>

Other recommended readings

1. Axtell R. Gestures: The Do's and Taboos of Body Language Around the World N.Y.: John Wiley&Sons. Inc. 1998.
2. Bennett T. and J. Frow. (2008) The SAGE Handbook of Cultural Analysis. London UK: Sage.

3. Barkai J. What's a Cross-cultural Mediator to Do - <http://www.cojcr.org/vol10no1/43-90.pdf>.
4. Bennett T. and J. Frow (2008). *The SAGE Handbook of Cultural Analysis*. London UK: Sage.
5. Jandt F. E. (2010). *An Introduction to Intercultural Communication: Identities in a Global Community*. 6th ed. Thousand Oaks CA: Sage.
6. Jung, Carl (1968) *Man and His Symbols*, U.S.A.: Dell Publishing.
7. Logan R.K. *The Extended Mind: The emergence of Language the human Mind and Culture*. University of Toronto Press.2007
8. Marsen S. (2006) *Communication Studies* London. Palgrave Macmillan.
9. Martin J.N. Nakayama T.K. (2010) *Intercultural Communication in Context*. Fifth edition. N.Y.: McGraw-Hill.
10. Phillipson R. (2008) *Linguistic Imperialism*. Oxford University Press. Samovar L. A. R. E. Porter and E. R. McDaniel eds. (2008). *Intercultural Communication: A Reader*. 12th ed. Belmont CA: Wadsworth
11. Rapaille, Clotaire (2007) *The Culture Code: An Ingenious Way to Understand Why People Around the World Buy and Live as They Do*, New York: Broadway Books.
12. Spencer-Oatey H. Franklin P. (2009). *Intercultural Interaction: A Multidisciplinary Approach to Intercultural Communication*. L.: Palgrave MacMillan.
13. Wilcox, Dennis L. (2001) *Public Relations Writing and Media Techniques*, Addison-Wesley: Longman.

Web-sites and online resources

- Kwintessential- Intercultural communication- <http://www.kwintessential.co.uk/cross-cultural/cross-cultural-courses.html> -
- <http://www.kwintessential.co.uk/cultural-services/cross-cultural-communication.html>.
- Geert Hofstede's web-site <http://www.geerthofstede.nl/media/1230/research>.
- Hampden-Turner C. & Trompenaars F. Articles available online at <http://www.7d-culture.nl/index1.html>.
- Professor George P. Lakoff's website with the links to his publications <https://georgelakoff.com/writings/>
- WorldWork Ltd. London. Available at: <http://www.worldwork.biz/legacy/www/docs3/competencies.html>.
- WorldWide Classroom: About Culture Shock http://www.worldwide.edu/travel_planner/culture_shock.jsp.

Databases and search systems:

- The Stanford Encyclopedia of Philosophy <https://plato.stanford.edu/>

Teaching materials for students' independent work while mastering the discipline/module:*

1. A course of lectures on the discipline.
2. Practical assignments and their brief contents;
3. Questions for self-check, test assignments.

* - all educational and methodical materials for students' independent work are published in accordance with the current order on the page of the discipline in TUIS!

8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE

The grading materials and grading-rating system* for assessing the level of competence (part of competences) for the discipline are presented in the Appendix to this Working program of the discipline.

* - are formed on the basis of the requirements of the corresponding local normative act of RUDN University.