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

**Faculty of Philology**

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

**COURSE SYLLABUS**

**Journalism as socio-cultural phenomenon**

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course title

**Recommended by the Didactic Council for the Education Field of:**

**42.04.02 Journalism**

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field of studies / speciality code and title

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

**Global and Digital Media**

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higher education programme profile/specialisation title

## 1. OBJECTIVE OF THE DISCIPLINE

The main goal of this course is to help students to form a critical perspective to the understanding the role that mainstream media (broadcast media, digital media, print media) and social media can play in how sociocultural phenomenon are formed, shaped, sustained and decline. The course will further encourage students to engage with the changing nature of media and through their own interaction with case studies and literature.

The main objectives are:

- to give the students a clear view of characteristics, functions and objectives of journalism as a socio-cultural phenomenon;
- to help the students develop an understanding of Mass Media as a part of the socio-cultural space that constantly interacts with political and economic systems and the technological environment;
- to equip students with understanding of the new challenges and opportunities for journalism in a new social-cultural world.

## 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-6	Able to determine and implement the priorities of his/her own activities and ways to improve them on the basis of self-assessment	UC-6.1. Knows the basics, directions, sources, and ways to improve professional activities, taking into account the conditions, means, personal capabilities, stages of career development and labor market requirements
		UC-6.2. Can correctly formulate goals, objectives, and plan time for professional development and career growth taking into account conditions, means, personal capabilities, and labor market requirements; optimally use own resources and capabilities for successful professional activity; critically assess own resources and capabilities for successful professional activity
		UC-6.3. Has the skills and techniques to identify, plan, implement and improve professional activities, taking into account the conditions, means, personal capabilities, stages of career development and labor market requirements

Code	Competence	Indicators of competence achievement (within the discipline)
GPC-3	Able to analyze the diversity of achievements of domestic and world culture in the process of creating media texts and/or media products and/or communication products	GPC-3.1. Knows the stages and trends of the domestic and world cultural process
		GPC-3.2. Demonstrates diverse erudition in the field of national and world culture in the created journalistic texts and (or) products
GPC-4	Able to analyze societal needs and audience interests in order to anticipate and meet demand for media texts and/or media products and/or communication products	GPC-4.1. Interprets sociological research data on the needs of society and the interests of individual audience groups
		GPC-4.2. Predicts the potential reaction of the target audience to the created journalistic texts and/or products

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

The discipline “Journalism as socio-cultural phenomenon” belongs to the Compulsory Module 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	Competence	Previous discipline	Subsequent disciplines
UC-5	Able to determine and implement the priorities of his/her own activities and ways to improve them on the basis of self-assessment		Intercultural communication / Межкультурная коммуникация Art and culture journalism / Журналистика культуры и искусства Modern problems and mass media agenda / Проблемы современности и повестка дня СМИ
GPC-3	Able to analyze the diversity of achievements of domestic and world culture in the process of creating media		Intercultural communication /

Code	Competence	Previous discipline	Subsequent disciplines
	texts and/or media products and/or communication products		Межкультурная коммуникация Art and culture journalism / Журналистика культуры и искусства
GPC-4	Able to analyze societal needs and audience interests in order to anticipate and meet demand for media texts and/or media products and/or communication products		Media production / Производство СМИ

#### 4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **2** 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	x	x	x
Laboratory activities			x	x	x
<i>Practical lessons/Seminars</i>	17	16	-	-	-
<i>Independent work, ac. hours</i>	22	22	-	-	-
<i>Control, ac. hours</i>	16	16	x	x	x
<b>Overall workload</b>	ac. hours	<b>72</b>	<b>72</b>		
	credits	<b>2</b>	<b>2</b>		

#### 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. Course guidelines and defining key concepts and terms in the course.	- Guidelines rules, overview and Introduction of the course. - Discussion of terms mass audience, mass culture, cultural colonialism, new cultural order, postmodern condition, media Literacy, communication overload, and glocalization.	Lecture

<b>Name of the Unit</b>	<b>Content of the Units (topics)</b>	<b>Type of activity</b>
	- Evolution of Media, its development, and relationship/influence on culture and society over time.	
Unit 2. Electronic/Digital Media and their role in the socio-cultural process	- New cultural challenges and social functions of broadcasting Media; the language of the Electronic Media. - Role of Media /Functions of Mass Media - Media Convergence(kinds of convergence, effects of convergence,)	Lecture
Unit 3. Mass Media and Mass Audience	- Relationship of media, culture and society - Model/Channels of Communication.	Lecture
Unit 4. Communication theories and the development of electronic media.	- Agenda-Settings, Framing, Gatekeeping - Technological determinism, Digital Culture, Digital Dynamic	Lecture
Unit 1	A new socio-cultural world; The role of journalism in the development, growth and decline of Cultural Phenomena	Seminar
Unit 2	Information/digital age; opportunities and challenges in the new social-cultural world for media stakeholders	Seminar
Unit 3	Mass Media and Mass Audience in a new socio-cultural world; opportunities and challenges. A case of media pluralism and proliferation.	Seminar

## 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*

<b>Type of classroom</b>	<b>Classroom equipment</b>	<b>Specialized educational/laboratory equipment, software and materials for the mastering of the discipline</b> (if necessary)
Digital Classroom	Computer, TV VCR and a transparency projector; CD players and DVD players	
Lecture room	Computer, Internet, TV VCR and a transparency projector	
Home for independent work	Computer, Internet,	

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering of the discipline (if necessary)
Library for independent work	Computer, Internet	

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

## 7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

### *Main readings*

1. Campbell, R., Martin, C. R., & Fabos, B. (2011). Media and culture: An introduction to mass communication. Macmillan.
2. Castells M.(1996). The Rise of the Network Society// The Information Age: Economy, Society and Culture. Vol. I. Malden, MA; Oxford, UK: Blackwell.
3. Straubhaar, J., LaRose, R., & Davenport, L. (2015). Media now: Understanding media, culture, and technology. Cengage Learning.
4. Communication, Cultural and Media Studies: The Key Concepts. NY, 2002
5. Curran J., Michael G.(2000). Mass Media and Society. London.
6. Douglas G.H. (1999). The Golden Age of the newspaper. Westport.
7. Fitzgerald S.W. (2012). Corporations and Cultural Industries: Time Warner, Bertelsmann, and News corporation. Lanham.
8. Innis H.(1972). Empire and Communications. Toronto.
9. Innis H. (1952) The Strategy of Culture. Toronto.

### *Other recommended readings*

1. Poepsel, M. (2018). Media, society, culture and you: An introductory mass communication text.<https://open.lib.umn.edu/mediaandculture/>
2. Webster, J., & Phalen, P. F. (2013). The mass audience: Rediscovering the dominant model. Routledge.
3. Campbell, R., Martin, C., & Fabos, B. (2014). Media & culture: Mass communication in a digital age. Bedford/St. Martin's.
4. Straubhaar, J., LaRose, R., & Davenport, L. (2015). Media now: Understanding media, culture, and technology. Cengage Learning.
5. Campbell, R., Martin, C. R., & Fabos, B. (2011). Media and culture: An introduction to mass communication. Macmillan.
6. Ryabova, M. (2013). Euphemisms and media framing. European Scientific Journal, 9(32)
7. McLuhan. The Gutenberg Galaxy(1962): The Making of Typographic Man. Toronto.
8. MediaMaking(2016). Mass Media in a Popular Culture. London.

9. Morley D. Media(2017). Modernity And Technology:The Geography of the New. New York.
10. Abramson A.(2008). Sterling C.H. History of Television: 1942 to 2000. Jefferson,.
11. Allan S.(2006). Online News: Journalism and the Internet. Berkshire.
12. Asante M.K., Yin J., Miike Y.(2007). The Global Intercultural Communication Reader. Oxford.
13. Auslander P.(1999). Liveness: Performance in a Mediatized Culture. New York,
14. Baldesty G. J.(1992). The commercialization of news in the XIX century. Madison,
15. Baran S.J., Davis D. K. (2006) Mass Communication Theory: Foundations, Ferment, and Future, Boston.
16. Berger A.A. ( 2007). Media and Society: A Critical Perspective. Lanham.
17. Boyd A.(2008). Broadcast Journalism: Techniques of Radio and Television News. Oxford.
18. Burton G. (2010). Media and Society: Critical Perspectives. Glasgow.
19. Campbell V. (2004) Information Age Journalism: Journalism in an International Context. London.

*Web-sites and online resources*

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:
  - <http://www.rad.pfu.edu.ru/>
  - [www.libfl.ru](http://www.libfl.ru)
  - [www.portalus.ru](http://www.portalus.ru)
  - [www.project.phil.pu.ru](http://www.project.phil.pu.ru)
  - [www.lib.fl.ru](http://www.lib.fl.ru)
  - [www.gutenberg.net](http://www.gutenberg.net)
  - [www.ipl.org](http://www.ipl.org)
  - [www.theeuropeanlibrary.org](http://www.theeuropeanlibrary.org); [www.epoch-net.org](http://www.epoch-net.org)
  - <http://gabro.ge/biblio/0707/3066/filosof.historic.ru/books/item/f00/s00/z00358/st000/htm/>

2. Databases and search systems:
  - web search engine google.com
  - online encyclopedia wikipedia.org
  - news aggregation website drudgereport.com
  - Google scholar.com

*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, and test assignments.

\* - all educational and methodical materials for students' independent work are published in 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 competencies) for the discipline are presented in the Appendix to this Working program of the discipline.

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