

CO350 AUSTRALIAN MASS MEDIA

Spring 2020 Syllabus

Instructor Name: Michael Ward

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Contact Hours: 1 hour prior to class times.

Meetings can be arranged via email outside these hours.

Course Dates: Monday 9 March – Monday 27 April (Teaching Session 2)

Course Time & Location: Mondays, 4 pm - 8.30 pm, BUSAC Classroom 1
Tuesdays, 6.30 pm – 8.30pm, BUSAC Classroom 2.

Course Credits: 4 BU credits

Final Exam: Monday 27 April (See Examination Timetable)

Field Trips:

1. Australian Broadcasting Corporation site visit (Date 23 March 2020 [TBC].
2. *Q+A* (ABC Television) program studio audience live broadcast (Date 23 March 2020 [TBC].

Course Description

The course analyses Australian media in the context of media globalization and convergence. The academic program introduces students to these issues through an examination of Australian film, television, print, advertising and radio history to contextualize developments in digital media, media ownership and government policy.

The course contrasts the impact of globalization on national media policies, content, and business models, by comparing the US and Australia, especially the role of Australia's unique public service media, ABC and SBS.

Critical material will be introduced to discussions and examples of this material are posted on blackboard learn. Key current texts on national media and globalization (see Bibliography) will accompany audiovisual and audio content to enable description and analysis of key issues. will be presented and discussed each week to provide an insight.

Course Objectives

Students develop an understanding of:

- The history of Australian media, including film, television, radio and print, the need to promote Australian content and its importance in Australian media policy
- Media market structures and ownership and control of Australian media

- The regulatory, policy and creative environment for the Australian film, television, print and radio industries
- Media business models, including the significance of advertising, other commercial revenue models and public funding

The disrupting impact of media convergence and globalization and media fragmentation on media business models and the audio-visual sector and screen culture.

Question-driven Course Description

Students will employ a variety of strategies in answering the following questions.

- Why has Australian screen and media policy been so focused on national identity?
- How have these policies affected Australian media industries, business models and the content they produce?
- How does US media policy compare to Australian policy approaches?
- What is the impact of platform convergence and globalization on national identity policies and Australia's screen sector?
- What is the role of Australia's public media (Australian Broadcasting Corporation and Special Broadcasting Service) in meeting national identity and cultural diversity policy objectives?
- How does the US public service broadcasting sector compare in terms of presence and role to Australia's public media sector?
- What are the implications for national media industries (such as Australia and US) of continued globalization and convergence and fragmentation, especially the prominence of content services such as Netflix, Disney and Apple?
- What are the implications for national media policy (in Australia and US), especially media regulation of content delivery, of continued globalization, convergence and fragmentation?

Course strategies include: attending lectures, two industry field trips, classroom discussions, including three led by current screen industry practitioners, ungraded collaborative exercises in class, considering global and national socio-historical, political and economic contexts, and presenting and writing analytical commentary based on reading and researching.

Program Learning Outcomes

Study Abroad Sydney Program Outcome:

The student will "demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, science and technology, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising, and mass media".

Instructional Format, Course Pedagogy, and Approach to Learning

CO 350 has a minimum of **40 hours of classroom lectures, screening and seminars**, including two compulsory field trips. Classes at the BUSAC run in either 4.5-hour or 2-hour time slots according to the schedule.

The course is delivered through lectures from the professor, in-class interactive discussions with students, and presentations by individual students.

The program will be supported by field trips and an industry aligned lecture program, which will feature leading media professionals, including a Netflix executive, a former public media executive, an advertising industry representative and a leading Australian producer, working in film, television and online.

Source material will be introduced through lectures by either the course coordinator or a keynote guest lecture.

To promote confidence and establish a non-judgmental classroom environment, several group discussions and activities are not individually graded. However, they will form part of each student's contribution mark. Ungraded elements include in-class activities such as in-class research topics, short form quiz and discussions and online interaction via the Blackboard Learn Discussion platform. Students are expected to engage with and contribute to discussions which follow lectures.

All ungraded projects are intended to stimulate further discussion and in the case of the crossword introduce an element of 'the game' as a learning tool. Classroom ungraded exercises receive feedback and will prepare students for graded assessments to follow.

The course will be supported by reference material and course notes available in Blackboard Learn. This will form an essential part of the courses reading material. Relevant audio-visual and audio excerpts will also be screened and referenced during class, with media presentations related to the topic scheduled for that week.

To prepare for the session and gain maximum benefit from the course, students are expected to reference additional prescribed video, audio or written material prior to class.

Format

Discussions introduce key concepts as well as providing historical, political, economic, and cultural analysis. The student is encouraged to explore other meanings and develop their own textually-based and research-based analytical and evaluative skills. The student is expected to contribute to all discussions and will need to prepare for each class by completing the reading designated in the schedule, and by allowing all possible time for the consideration of issues raised in preparatory material provided in advance.

Bibliography (Course Books and Other Course Materials)

- Australian Competition and Consumer Commission (ACCC). (2018). Digital Platforms Inquiry Issues Paper. Industry overview (8-17).
<https://www.accc.gov.au/publications/digital-platforms-inquiry-final-report>
- Australian Competition and Consumer Commission (ACCC). (2018). Digital Platforms Inquiry Issues Paper. Regulatory overview (24-38).
<https://www.accc.gov.au/publications/digital-platforms-inquiry-final-report>
- Australian Department of Communications and the Arts. (2018). Inquiry into the Competitive Neutrality of the National Broadcasters—report by the Expert Panel, September 2018.
<https://www.communications.gov.au/documents/inquiry-competitive-neutrality-national-broadcasters-report-expert-panel>
- Broinowski, A. (2018). In a globalized landscape, how do we protect and project Australian stories?. *The Guardian*. Retrieved 30 Apr 2018
<https://www.theguardian.com/culture/2018/apr/29/the-whole-industry-will-be-gutted-why-australias-film-and-tv-industry-is-fighting-for-its-life>
- Cunningham, S. (2014). Policy and regulation. (73 – 94). Cunningham S. and Turnbull S. (eds.). *The Media and Communications in Australia*; 4th edition. Crows Nest: Allen & Unwin.
- Dibley, B., & Turner, G. (2018). Indigeneity, cosmopolitanism and the nation: The project of NITV. *Making Culture* (pp. 129-139). Routledge.
- FCC. (2019). The US Federal Communication Commission (FCC) Summary of information retrieved from FCC web-site 5 March 2019. <https://www.fcc.gov/media/radio/public-and-broadcasting#FCC>
- Flew, T. (2018). Introduction to global media : key concepts. *Understanding Global Media*. (1-17). Palgrave: London.
- Flew, T. (2014). 20 key concepts in new media – Introduction to global media : key concepts. *New Media*, (pp. 18-36). Oxford University Press, Melbourne
- Flew, T. (2011). Rethinking public service media and citizenship: Digital strategies for news and current affairs at Australia's Special Broadcasting Service (SBS). *International Journal of Communication*, 5(2011), 215-232.
- Griffen-Foley, B. (2004). The birth of a hybrid: the shaping of the Australian radio industry. *Radio Journal: International Studies in Broadcast & Audio Media*, 2(3), 153-169.
- Rios, S., & Scarlata, A. (2018). Locating SVOD in Australia and Mexico: Stan and Blim contend with Netflix. *Critical Studies in Television*, 13(4), 475-490.
- Sinclair J. (2014). The Media and Communications: Theoretical Traditions, (15 – 29). Cunningham S. and Turnbull S. (eds), *The Media and Communications in Australia*. Crows Nest, NSW: Allen & Unwin.
- Sinclair, J. (2006). Globalisation trends in Australia's advertising industry. *Media International Australia incorporating Culture and Policy*, 119(1), 112-123.
- Turner, G. (2019). Approaching the cultures of use: Netflix, disruption and the audience. *Critical Studies in Television*, 14(2), 222-232.
- Ward, M. (2020). CO350 Australian Mass Media Course Guide.

Media regulators

ACMA <https://www.acma.gov.au>

FCC (US) <https://www.fcc.gov>

Australian television and news media organisations:

ABC <https://www.abc.net.au>

SBS <https://www.sbs.com.au>

Nine <https://www.nineentertainmentco.com.au>

Seven <https://7plus.com.au>

Ten <https://tenplay.com.au>

Foxtel <https://www.foxtel.com.au/index.html>

Stan <https://www.stan.com.au>

ABC 4 Corners <https://www.abc.net.au/4corners/>

ABC Media Watch <https://www.abc.net.au/mediawatch/>

SBS OnDemand <https://www.sbs.com.au/ondemand/>

Iview <https://iview.abc.net.au>

Online, mobile, print news media organisations

The Guardian <https://www.theguardian.com/au>

SMH <https://www.smh.com.au>

News Corp <https://www.news.com.au>

Australian screen organisations

Screen Australia <https://www.screenaustralia.gov.au>

Screen NSW <https://www.screen.nsw.gov.au>

Screen industry journals and blogs

If magazine <https://www.if.com.au>

Mediaweek <https://mediaweek.com.au>

TV Tonight <https://tvtonight.com.au>

Courseware

www.bu.edu/learn/CO350

This is an active online link to all materials including course outline, criteria sheets, due dates of assignments, secondary sources, online links, and announcements.

Assignments and Grading

Final Grades

All Grades out of 100 Points			
Grade	Max	Avg	Min
F	59.4	50	0.0
D	69.4	65	59.5
C-	72.4	72	69.5
C	76.4	75	72.5
C+	79.4	78	76.5
B-	82.4	82	79.5
B	86.4	85	82.5
B+	89.4	88	86.5
A-	93.4	92	89.5
A	100	96	93.5

Assessment Weighting and due date

	Assessment	Due Date	Weighting
1	Course engagement and participation	Ongoing	10%
2	Assignment 1: Essay	Due Week 4, 8.00pm Wednesday, 1 April	25%
3	Quiz	Week 5, 4.00pm-5.30pm Monday, 6 April	20%
4	Assignment 2: Journal	Due Week 6, 8.00pm , Wednesday, 15 April	20%
5	Final Exam	1.00pm – 3.00pm , Monday, 27 April	25%

Assessment Descriptions (see attachment below – Criteria sheet)

1. Course engagement and participation

Weight: 10% of final grade. Contribution to discussions and class exercises, engagement in research sessions, field visits.

2. Assignment 1: Essay - to be submitted through Library with coversheet.

Select **one** of the topics a) – e) and write a 1,000 word paper:

a) Examine the role, functions and structure of an Australian public broadcaster, Australian Broadcasting Corporation (ABC) or Special Broadcasting Service (SBS). Compare it to an American public (e.g. PBS) or other international broadcaster that performs a similar function.

OR

b) Examine the role, functions and structure of the Australian Communications and Media Authority (ACMA) and compare to the US media regulator, the Federal Communications Commission (FCC).

OR

c) Examine the regulations relating to an element of Australian screen and media policies, such as film, radio or television content, ownership or censorship (classification). Elaborate on the perceived benefits and costs of such policy and the impact on Australian media, especially noting current and emerging global media issues.

OR

d) Most Australian screen drama receive government funding, unlike the US, where most drama is privately financed (by broadcasters, studios and increasingly OTT services like Netflix). Discuss, noting the difference to the US, why this is the case and what impact it may have on the Australian industry and the kind of content made, with reference to specific screen dramas.

OR

e) Examine the implications of changes in global media arrangements and technology (globalization, convergence, fragmentation) for Australian media and/or government policy, using an example from cinema, radio or television or print media. Contrast with a description of such changes (globalization, convergence, fragmentation) on the US media industry and/or government policy.

Weight: 25% of final grade

Length: 1000 words (please add word count)

Due Week 4, 8.00pm 1 April library (25% of grade).

3. Assessment: QUIZ Week 5, 4.00 pm, Monday, 6 April 2020.

Open book (class reader only), in class.

A one hour quiz, consisting of short answer questions, will take place in Week 4.

Weight: 20% of final grade.

4. ASSIGNMENT 2: - Journal – to be submitted 8.00pm 15 April through library with coversheet

Your journal of short statements in your own words about the ideas and concepts considered, seen and discussed in class. The journal reflects on these ideas by discussing your experiences of Australian media and the changing, globalized media environment.

You may reference your field trip experiences and observations of mass media at work in Australia.

The Journal should consist of:

- 5 quality typed entries of approximately one page in length
- an appropriate **bibliography**
- short statements (in your own words) about elements considered, seen and discussed in class, field trips or of media content or
- short statements or comments (in your own words) about issues that you note arising from the course.

The journal may include reviews, responses, attitudes, or viewpoints on films, television programs, streamed content, videos, books, articles, radio /audio/podcast programs, newspaper stories, social media, etc. The entries may be short, personal, experimental or impressionistic, but must include your thoughts on reading/viewing the item, article or program.

The journal may also include collected material (clippings, links, articles etc.).

The journal should be kept on a weekly basis and reflect this in its presentation.

Weight: 20% of final grade.

Length: 5 quality, one page entries.

Due: 8.00pm 15 April through library.

5. FINAL EXAM Monday 27 April. As per Examination Schedule

The examination will consist of up to 8 essay topics, with students to **select 3 questions** to answer. Topics will be related to material covered within the course.

Weight: 25% of final grade

Length: 2 hours

Date and Time: 1.00pm – 3.00pm, Monday 27 April

Resources/Support/How to Succeed in This Course:

There is the opportunity of students meeting professors face-to-face either ahead of or following class times; students can also make contact for longer meeting times via email or submit questions via email.

The most effective way to succeed in this course is to keep reading along the time line of required readings.

Being prepared for each scheduled class will mean students gain more from lectures and interactive class discussions. Time management is crucial to such success, as is an open and enquiring mind.

There is also ample material on the BU learn site for students to expand their contextual knowledge of set texts and the BU Sydney library has books and visual material for research.

When writing or presenting it is crucial that students are guided by the Grading Criteria Sheets provided in “Appendices” as a means to successful navigation of requirements.

Professors are notified of students with documented disabilities or special needs ahead of first classes and offer assistance to these students in line with BU policy, which is also BU Sydney policy.

Community of Learning: Class and University Policies

Course members' responsibility for ensuring a positive learning environment (e.g., participation/discussion guidelines).

It is the responsibility of both the professor and all student members of the class to ensure a positive learning environment. It is thus understood that any member of the class who demonstrates behavior which undermines this positive learning environment will: firstly, be questioned and counseled regarding this behavior, seeking a satisfactory outcome; secondly, upon further recurrence, be brought into the delivery of the class material in an effort to involve them more; lastly, in light of the behavior continuing, the student will be expelled from the learning space for the rest of that day's class, and a grade deduction will be implemented as for "missing class without verifiable extraordinary reasons". (There is no precedent for this behavioral model thus far on our programs.)

Course Matters

Attendance at all classes is mandatory.

Any absence for medical reasons or other misadventure must be supported by a medical certificate or a letter offering a satisfactory explanation. Strict penalties apply, on a pro rata basis, for any unapproved absence. Missing one class without reason would attract as much as a 10% penalty.

Statement on Plagiarism

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on examinations or for plagiarism may be "... expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".

Late Work

In general, there will be no extensions granted for any coursework. The exception is where there are clear and acceptable reasons for late submission. In this case a written statement outlining any serious illness or misadventure together with supporting documentation (e.g. medical certificates) must be provided or a strict penalty of 5% per day will apply.

Outline of Class Meetings: Date, Topic, Readings Due, Assignments Due

CLASS SCHEDULE

Although the following schedule is intended to be final, it may, from time to time, be necessary to alter it. Should changes be needed, students will be given adequate time to accommodate them. **Any student missing class without verifiable extraordinary reasons will be penalized through grade deduction (implemented by the Program's Academic Director) in fairness to those who do attend. This includes any guest speaker sessions, and field trips.**

Attachment COURSE ASSIGNMENT CRITERIA

COURSE ENGAGEMENT AND PARTICIPATION

Contribution to class discussions, and the willingness to ask questions or make comments; demonstrated ability to engage with the course materials, including prescribed readings. An ability to undertake and complete in-class assignments

ASSIGNMENT 1: Essay

Relevance of answer to question /topic

Each essay provides an opportunity to demonstrate knowledge of a component of the course. Essays should focus on how the question addresses a course objective. Essays should note components of the course that refer to the subject matter of the question.

Effective use /relevance of evidence and extent of research

Essays should provide case study examples that provide evidence of the student's understanding of the question, course issues and themes. Essays should conclude with a summary of how the examples have provided evidence of the paper's argument.

Development of argument/ Originality of argument

The essay should introduce the approach to the question. The essay should provide a description of defining elements of the question. Students should summarize arguments identified through research and present understanding of issues discussed.

Clarity and originality of expression, grammar, punctuation, spelling, proof reading

The essay should be grammatically correct with clearly written sentences in paragraphs. Essays should contain correct punctuation and spelling and be proof read prior to submission.

Referencing (extent, range, usage in text to argument)

The paper should include in-text citations for direct quotations and source material to indicate sources and research undertaken. It must also include a reference list for all work cited.

ASSESSMENT: QUIZ

Ability to provide correct answers to short answer questions about media systems, regulations, organisations, and historical dates based on key components of the course.

ASSIGNMENT 2: - Journal

Relevance of answer to question /topic

Each journal entry should provide an example of a media-related activity or event and be structured to provide an insight into the student's experience of the course.

Effective use /relevance of evidence and extent of research

Journal entries should provide evidence of the student's understanding of the example and its relevance to course issues and themes.

Development of argument/ Originality of argument

The journal should provide examples of the student's experience of the media activity, event, or other material, including their response to the material.

Clarity and originality of expression, grammar, punctuation, spelling, proof reading

The journal should be grammatically correct with clearly written sentences in paragraphs. Journals should contain correct punctuation and spelling and be proof read prior to submission.

Referencing (extent, range, usage in text to argument)

The journal should include in-text citations for direct quotations and source material to indicate sources and research undertaken. It must also include a reference list for all work cited.

FINAL EXAM

Relevance of answer to question /topic

Each exam question provides an opportunity to demonstrate knowledge of a component of the course. Essays should focus on how the question addresses a course objective. Answers should note components of the course that refer to the subject matter of the question.

Effective use /relevance of evidence and extent of research

Exam papers should provide case study examples of evidence of the student's understanding of the question, course issues and themes. They should conclude with a summary of how the examples have provided evidence of the paper's argument.

Development of argument/ Originality of argument

The exam paper should introduce and describe the approach to the question, such as comparing two broadcasters to demonstrate similarities or differences. The paper should provide a description of the defining elements of the question. Students should summarize arguments identified through research and present understanding and insight of course issues.

Clarity and originality of expression, grammar, punctuation, spelling, proof reading

The essay should be grammatically correct and consist of clearly written sentences in paragraphs that address a theme or idea. Essays should contain correct punctuation and spelling and be proof read prior to submission.

Referencing (extent, range, usage in text to argument)

Where possible, papers should include in-text citations and a reference list/bibliography.

	Class content	Required reading and viewing	Assignments/Class Preparation
<p>Monday, 9 March (1) Michael Ward</p>	<p>Part 1 (4-6.15pm) Course Outline Introduction to CO350 course outline, objectives with information on assessment and key milestones. Introduction to:</p> <ul style="list-style-type: none"> • approaches to media research • key concepts such as media policy, convergence and globalization <p>Part 2 (6.30-7.30pm) Globalization and national media Media business models and media ownership Media policy - concepts such as regulation for Australian content, children’s programs and accessibility.</p> <p>Session 3 (7.45-8.30pm) Screening – Australian television example (4 Corners)</p>	<p>Part 1: Introduction to Course and its texts. Course syllabus Session 2: Flew, T. (2018). Introduction to global media : key concepts. Cunningham, S. (2014), Policy and regulation, (pp. 73 – 94).</p>	<p>Small group activity: From class handout, online research (as group) to provide a short definition (e.g.: globalization (own words), broadcasting, Free-to-air, Subscription TV, genre, audience ratings). Report back to group. Aggregated definitions list to be developed and placed on Blackboard</p>
<p>Tuesday, 10 March Michael Ward</p>	<p>(6.30pm – 8.30 pm) Screening: Australian television drama (Mystery Road)</p>		<p>Small group activity: Research international screenings of <i>Mystery Road</i> and report back.</p>

	Class content	Required reading and viewing	Assignments/Class Preparation
<p>Monday, 16 March (2) Michael Ward</p>	<p>Part 1 (4-6.15pm) Australian media history introduction to Australian media history with a presentation on print media. The historical and contemporary context of Australia's media policy.</p> <p>Part 2 (6.30-7.35pm) Australian Television Introduction to Australian television, including analysis of the history of commercial and public television in Australia, with comparison to US. Examination of Australian broadcasting industries focus on commercial, subscription and public service broadcasting business models. Focus on the major role of public broadcasting, ABC; compared to US public broadcasting.</p> <p>Session 3 (7.45-8.30pm) Screening – Australian television (Entertainment program)</p>	<p>Part 1: Sinclair J. (2014). <i>The Media and Communications: Theoretical Traditions</i>. Ch. 1. 15 – 29.</p> <p>Part 2: Australian Department of Communications and the Arts. (2018). <i>Inquiry into the Competitive Neutrality of the National Broadcasters</i>. Flew, T. (2011). <i>Rethinking public service media and citizenship</i>. 215-232 Ward, M. (2020). CO350 <i>Australian Mass Media Course Guide. (Television section)</i></p>	<p>Small group activity: From class handout, online research (as group) to identify and summarize one of Australia's broadcasting services (commercial free-to-air, subscription, OTT). Present short description to class</p>
<p>Tuesday, 17 March Margaret Cassidy</p>	<p>(6.30pm – 8.30 pm) Guest lecture 1: Introduction to Australian radio/audio Special Broadcasting Service (SBS) and National Indigenous Television (NITV). Screening – SBS and NITV program examples.</p>	<p>Griffen-Foley, B. (2004). <i>The birth of a hybrid: the shaping of the Australian radio industry</i>. 153-169. Dibley, B., & Turner, G. (2018). <i>Indigeneity, cosmopolitanism and the nation: The project of NITV. Making Culture</i>. 129-139.</p>	<p>Small group activity: Discuss role of PSB and radio in national media.</p>

	Class content	Required reading and viewing	Assignments/Class Preparation
<p>Monday, 23 March (3) Michael Ward</p>	<p>Note this week only</p> <p>Part 1: Site Visit field trip 12.00 pm (BUSAC foyer-walk to ABC) - 2.30 pm. ABC Ultimo site (major operational center in Australia) will take approx. two hours includes access to ABC radio and television production and post-production facilities, news room and media facilities.</p> <p>Part 2 (6.30 - 8.30pm)</p> <p>Australian cinema: from silent film to “talkies”, the impact of US film on Australia in the 1930s, and the long period where Australian film disappeared (1930s-1980s).</p> <p>The significance of government policy and funding and its influence on the industry and its survival will be examined.</p> <p>Recent Australian cinema history, focussing on global film industry changes (1990s-2020).</p>	<p>Part 1: Ward, M. (2020). CO350 Australian Mass Media Course Guide. (ABC section)</p> <p>Part 2:</p> <p>Broinowski, A. (2018). In a globalized landscape, how do we protect and project Australian stories?</p> <p>Ward, M. (2020). CO350 Australian Mass Media Course Guide. (Film section)</p>	
<p>Tuesday, 24 March John Wright</p>	<p>Guest lecture 2 (6.30pm – 8.30 pm):</p> <p>History and contemporary issues in Australian and global advertising - focus on the importance of advertising revenues for media.</p> <p>Screening – Australian advertising examples.</p>	<p>Sinclair, J. (2006). Globalisation trends in Australia's advertising industry.</p>	<p>Small group activity: Develop and present an advertising pitch from a concept given by guest.</p>

	Class content	Required reading and viewing	Assignments/Class Preparation
<p>Monday, 30 March (4) Michael Ward</p>	<p>Part 1 (4pm -6.30 pm)</p> <p>Media regulation:</p> <p>The role of the Australian Communications and Media Authority in regulating Australian television, radio and online content.</p> <p>Comparison with the role of the FCC in the US.</p> <p>Class small group activity (5.30-6.15pm)</p> <p>Part 2 (8.15pm-10.30pm)</p> <p>Q+A program studio audience field trip</p> <p>BUSAC foyer- walk to ABC – 8.15 pm.</p>	<p>Part 1:</p> <p>Cunningham, S. (2014), Policy and regulation, (pp. 73 – 94).</p> <p>FCC. (2019). The US Federal Communication Commission (FCC).</p> <p>Ward, M. (2020). CO350 Australian Mass Media Course Guide. (Regulation section)</p>	<p>Small group activity:</p> <p>From class handout, online research (as group) to identify media regulators in four countries (Australia, UK, US, Canada): Name, legislation, role and functions). Report back to group</p>
<p>Tuesday, 31 March Debra Richards</p>	<p>(6.30pm – 8.30 pm)</p> <p>Globalization and National policy (Netflix perspective)</p>		<p>Assignment 1 due by 8.00pm Wed this week through library</p>

	Class content	Required reading and viewing	Assignments/Class Preparation
<p>Monday, 6 April (5) Michael Ward</p>	<p>Part 1 (4-5.30pm)</p> <p>Quiz Open book (class reader only).</p> <p>Part 2 (5.45-6.45pm) Globalization and national media</p> <p>The impact of new technologies, platforms and social media on government policies and regulation, media usage and existing media industries.</p> <p>Global industry transformations: new platforms and distribution systems; disruption to traditional media business models for the Australian film industry.</p> <p>Screening.</p> <p>Session 3 (7.00-8.30pm)</p> <p>A case study of Netflix. The disruption of new platforms by new services, especially Netflix, is introduced.</p> <p>Screening – Australian OTT (Stan) example</p>	<p>Part 2:</p> <p>Flew, T. (2014). 20 key concepts in new media – Introduction to global media : key concepts in <i>New Media</i>, (pp. 18-36).</p> <p>Turner, G. (2019). Approaching the cultures of use: Netflix, disruption and the audience</p>	<p>Quiz (in class written test) Open book - Ward M. (2020). CO350 Australian Mass Media Class reader.</p> <p>Small group activity: From class handout, online research (as group) to provide a short definition (e.g.: fragmentation, OTT, platform, convergence). Report back to group. Aggregated definitions list to be developed and placed on Blackboard</p>
<p>Tuesday, 7 April Sophia Zaccharou</p>	<p>Guest Lecture 4:</p> <p>Current Australian screen engagement in a global market, by a leading industry producer (Bunya Productions).</p>		

	Class content	Required reading and viewing	Assignments/Class Preparation
Monday, 13 April (6)	Easter Monday (no class)		
Tuesday, 14 April Michael Ward	Globalization and national film industries (Indigenous culture) Screening – Australian film : The Sapphires		Assignment 2 due by 8.00pm Wed this week through library

	Class content	Required reading and viewing	Assignments/Class Preparation
Monday, 20 April Michael Ward (7)	Globalization, new technology and media ethics Examination of the impact of media globalization and new technologies on national media policy: -media ethics, trust and privacy -national cultural policies for Australian content, children’s programming and classification. Screening – media trust and fake news.		
Tuesday, 21 April Michael Ward	The final class will include a presentation summarizing key elements of the course, focusing on recent changes in Australian media. Screening tbc		