GLOBAL COMMUNICATIONS, CITIZENS AND CULTURAL POLITICS (IR140)

Course duration: 54 hours lecture and class time (Over three weeks)

Summer School Programme Area: International Relations, Government and Society

LSE Teaching Department: Department of Media and Communications

Lead Faculty: Dr Nick Anstead (Dept. of Media & Communications)

Guest faculty: Dr Sam Mejias, Dr Rafal Zaborowski (Dept. of Media & Communications)

Pre-requisites: None.

Course Content:

How do films, television, music and new media impact on and shape the lives and politics of diverse groups of citizens and, in turn, what role do they play in urban, regional and global processes of cultural change? Is new media being used to build up or break down social and community ties? Global Communications, Citizens and Cultural Politics will explore the role of media and communications in relation to contemporary issues of democracy, identity, citizenship, culture and conflict. The course is framed within lively debates over popular culture, politics, nationalism, imperialism, technology and globalisation.

Examples used will encompass such phenomena as online 'ethical' and political marketing, the role of films in society, cities as centres of technological and media power and changes wrought in interpersonal and political relationships by social networking, censorship and regulation of the internet. The course neatly illustrates critical theoretical, methodological and policy-relevant considerations which will be extremely useful to those wishing for a better understanding of the changing relationships between media, citizens and learning in a globalising world.

Texts:

There is no set text for this course. Course materials will be distributed during the first lecture. If you wish to do some background reading then try: Van Zoonen, L. (2005) *Entertaining the Citizen: When Politics and Popular Culture Converge*. Lanham, MD: Rowman & Littlefield or Banaji, S. and Buckingham, D (2013), *The Civic Web: Young People, the Internet and Civic Participation*. Boston, MA: MIT Press.

Course format:

Lectures: 36 hours   **Classes:** 18 hours

Assessment: Written work (50%) and one written examination (50%)

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Course Content:

- 12 x 3 hour lecture sessions; and 12 x 1.5 hour afternoon seminars.
- Summative assessment will be by **a case-study based essay of 2000 words (worth 50% of the final marks) to be submitted on a topic of students' choice on Thursday 19th July** and **an exam of 2 hours with questions on aspects of the course (50% of the final marks) on Friday 27th July**. Students will be expected to demonstrate an understanding of the theoretical background to studying media and communications in the context of citizen participation and globalisation as well as relate this to case studies from their own national contexts. **The precise time and location of the final exam will be circulated during the programme.**
- The course will also contain two formative assessment elements, where students can submit work and get feedback from faculty. **The first formative assessment will be a 500-word review of the film shown in the first lecture. This should be submitted through Moodle. The second formative assessment is a small-group presentation (3-4 people) on a political narrative.** This is a topic we will discuss in lecture 9 (20/7). Presentations will occur in the seminars on 24/7.
- Further details of both summative and formative assessment will be provided in the first lecture of the course.

Course Preparation:

Students are expected to:

- read the required texts for each lecture supplied in the course pack
- bring examples of any debates they have participated in or find relevant for discussion
- focus on and prepare case studies on a topic of their choice to discuss in seminars
- participate in discussions with invited speakers and about the films and documentaries screened in lectures.

All lectures start at 10.00 am and run until 13.00 in TBC, some will have a guest speaker or a screening in the second half and all will include a comfort break of at least 10 minutes.

Seminars:

All seminars are likely to be held in TBC. The exact timetable depends on the number of groups we have, but may look something like this:

- Group 1 Session: 2.00-3.30 (14.00-15.30)
- Group 2 Session: 3.30-5.00 (15.30-17.00)
- Group 3 Session: 5.00-6.30 (17.00-18.30)

NB. All groups will rotate over the 3 week period. If you are in the 2.00- 3.30 group on Day 1, you will be in the 3.30-5.00 group on Day 2, the 5.00-6.30 group on day 3 and then the cycle will start again.

You stay with the same group members, but you rotate times so everyone gets a chance to go home earlier or to go off sightseeing or to study more on some days and to have a long lunch-break and catch up on reading on other days!

Thematic session 1: Lectures 1-6

An accessible introduction to key issues and tensions among prominent strands of communication research, focusing on media institutions, technologies, texts and audiences in context, particularly the context of cities. As well as introducing students to interesting theoretical and research perspectives, this section of the course will encourage an examination of the intersection of the themes media, globalisation and citizenship. For instance, we will look here at how media – such as films, popular music, advertisements, websites and television programmes – represent issues such as urbanisation, poverty, migration, gender and nationalism. We will also ask questions about the ways in which different audiences respond to these representations.

Lecture 1: Introduction to the course: Key debates, theories and methods (9/7)

Dr Nick Anstead

Summary: This lecture provides an overview of the course. It begins by asking questions about the role that media and communications play in debates around globalisation, citizenship, culture and international political relations. Particular attention is paid to significant debates that have framed research on media, communications and global cultural politics in recent decades. While the session will refer to and draw on major international incidents, events and crises that have been in the news, it will concentrate equally on practices in fiction and non-fiction media, as well as on issues relating to audiences; thus it will address issues such as violence and effects, international migration, development aid and ownership of media industries and corporations.

Screening: the session will involve the showing of media clips; a documentary film examining a particular case study in media and communication will be screened during the second half of the lecture.

Questions addressed will include:

1) What are some of the big debates that citizens interested in comparative media, communications and culture do and should pay attention to? Why?

2) What are the key theories and ideas that are applied both in academic and in practitioner discussions of the field?

3) What methods have been used to gather data on these subjects and how can we evaluate the usefulness and reliability of different methodologies?

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Practical Issues: the session will also address issues of methodology, and practical issues such as essay-writing and referencing for those taking the course for credit, and academic standards and expectations.

Required Reading for Seminar: None, this is the first session and questions raised in the lecture and by viewing material will be discussed during the seminars.

Additional Reading:

- Silverstone, R. (1999) Why Study the Media? London: Sage (Chapter 1) pp. 1-12. CC P91.3 S58
- Banaji, S. and Al-Ghabban, A. (2006) '"Neutrality comes from inside us": Indian and British-Asian Perspectives on Television News "After September 11" Journal of Ethnic and Migration Studies Vol. 32. No. 3, June 2006
- Bauer, M.W. & Gaskell, G. (Eds) (2000) Qualitative Researching with Text, Image and Sound: A practical handbook. Chapter 1 (Quality, Quantity and Knowledge Interests, pp. 3-18). London: Sage.
- Rose, G. (2007) Chapter 1. Visual Methodologies: An Introduction to the Interpretation of Visual Materials. Second edition. London, Thousand Oaks, New Delhi: Sage
- Fairclough N. (1995) Media Discourse. Chapters 1 and 2 Cambridge: Polity pp. 1-32. P96.L34 F16 Read chapter 1 here

Lecture 2: Representation and Global Media (10/7)

Dr Sam Mejias

Summary: This lecture introduces the concept of representation and notes its potential double meaning – as 'image/reflection' and as 'voice/advocacy'. In doing so it makes a case for locating the study of representations – and any symbolic media content – in a global context. While the notion of 'messages' carried by particular representations is increasingly significant across all media genres and formats, this session emphasises the need for the study of representation in historical global contexts, in textual forms but also via studies of media producers and audiences. Among examples of representation discussed from all three perspectives during the session will be those of poverty, place and childhood in the 2008 hit British film Slumdog Millionaire; and ethnicity, gender and power in the 'Star Wars' Hollywood film franchise and the US television shows 'Atlanta,' 'Master of None,' 'Insecure' and 'Jessica Jones'.

Questions addressed will include:

1) How do global media industries commonly represent sameness and difference?

2) Why is representation such an important concept in relation to global communication and who has shown an interest in it?

3) How is media representation commonly studied and how might we conduct better research in this area?

Required Reading for seminar

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- Hall, S. (1997) 'Chapter 4: The spectacle of the 'other'', in Representation: Cultural Representations and Signifying Practices. London: Sage. HM132 H17. Read Here.

Formative Assignment 1 due

Using the theories from Lectures 1 and 2, write a 500 word critical analysis of the documentary we watched.

Additional Reading

- Novo, Carmen Martínez. (2003).The 'Culture' of Exclusion: Representations of Indigenous Women Street Vendors in Tijuana, Mexico. Bulletin of Latin America Research. Volume 22. Issue 3, 249-268. Read Here.
- hooks, b. (2015 [1992]). Chapter 11: Representation of Whiteness in the Black Imagination. *Black Looks: Race and Representation.* New York: Routledge.
- Banaji, S. (2010) '"Seduced Outsiders" versus "Sceptical Insiders?": approaching Slumdog Millionaire through its Re/Viewers', in Participations: Journal of Audience and Reception Studies, 7(1), NP. Read Here.
- Carney, N. (2016). All lives matter, but so does race: Black lives matter and the evolving role of social media. *Humanity & Society*, 40(2), 180-199.

Lecture 3: Genre and Film: Horror as social critique (11/7)
Dr Sam Mejias
(Session includes a screening of a horror film).

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Summary: This lecture engages with the apparently simple notion of film genre and critically examines the assumptions that underlie particular film categorisations across the globe. Who decides whether a film is successful or belongs to a particular genre: is it the audience, the critics or academics? Looking at literature on the horror genre from modernity to post-modernity and at particular examples of horror, the lecture outlines formal and psychological features that make this genre distinct, financially viable and popular. Alongside, it also asks how far theorisations of specific genres such as horror are limited to particular cultural and cinematic traditions.

Questions addressed will include:
1) How has the horror genre been discussed in different historical and social contexts?
2) In what ways do popular horror films provide a critique of contemporary gender or economic social relations?
3) Can other genres such as 'Action Adventure' and 'Science Fiction' be discussed in similar ways?

Required Reading:
- Tudor, A. (1997). Why horror? The peculiar pleasures of a popular genre. In Cultural Studies, 11: 3, 443 — 463. Read here

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Additional Reading:
- Neale, S. (2000). 'Questions of Genre'. In (eds) Stam, R. and Miller, T. Film theory: An Introduction, pp 157-78, Oxford: Blackwell.
- Donald, J. (1985). What's at stake in vampire films?. In Sentimental Education, London: Verso.
- Kapur, J. (2009). There Once Was a Maiden and a Middle Class: The making of a neoliberal thriller. Visual Anthropology, 22(2), pp155 — 166.

Lecture 4: Young people, organisations and democratic citizenship on and off-line (12/7)
Dr Sam Mejias

Summary: This lecture moves us from discussions of how media formats and communications tools are shaping and shaped by aspects of social and cultural politics to discussions of how global communications and media tools are being used by young people and civic organisations to bring about social change. This lecture draws on recent research about youth-led online and offline campaigns driving youth engagement in the UK's Brexit negotiation process and the UK national election of 2017, and on recent studies exploring young people's use of media and online tools for civic participation in countries as diverse as Spain, Turkey, and Hungary. The session will question assertions about young people's supposed lack of interest in politics internationally, and explore the Internet's potential – and its problematics – for re-engaging citizens with those in power.

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Questions addressed will include:
1. Are young people across the globe really the least engaged and active generation when it comes to volunteering, civic activity and politics?
2. What do the terms 'engagement' and 'participation' mean?
3. What role is played by old media and new media in educating young people about cultural, political and civic action at a local, national and international level and how are different media being used by groups of young people?

Required Reading:
- Banaji, S. (2008) 'The Trouble with Civic: A Snapshot of Young People's Civic and Political Engagements in Twenty-first Century Democracies', Journal of Youth Studies 11(5), 543-560.

Additional Reading:
- Aleksander Sašo Brlek-Slaček & Maja Hančič Turnšek. Utopia and Its Discontents: How Young People Are Making Sense of the Public Sphere in International Journal of Learning and Media, Volume 2, Issue 1:25-37
- W. Lance Bennett & Alexandra Segerberg (2012): The Logic of Connective Action, Information, Communication & Society, 15:5, 739-768
- Fadi Hirzalla & Liesbet Van Zoonen. Affective Political Marketing Online: Emotionality in the Youth Sites of Greenpeace and WWF in International Journal of Learning and Media, Volume 2, Issue 1:39-54

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- Fredrik Miegel & Tobias Olsson. Surveillance and File-Sharing: Two Issues Engaging the Unengaged in International Journal of Learning and Media, Volume 2, Issue 1:55-66
- Judit Szakács & Éva Bognár. Making Sense of Zhoriben: The Story of a Romani Social Networking Site in Hungary International Journal of Learning and Media, Volume 2, Issue 1:67-80
- Vromen, A., Xenos, M. A., & Loader, B. D. (2014). Young people, social media and connective action: from organisational maintenance to everyday political talk. *Journal of Youth Studies, 18*(1), 80-100.

Lecture 5: Cultural Industry and the Media City (13/7)

Dr Rafal Zaborowski

Summary: In this lecture we will examine approaches to media and communications that emphasise the role of culture. As different paradigms may see culture as a tool of manipulation or a site of resistance, we will discuss how contemporary media industries fit in this picture. Then we will look at classic approaches contrasting high and low culture and we will see whether these distinctions can still be useful – if they ever were. The second part of the lecture focuses on global cities as centres of concentrated media power. We will discuss the ways in which the combination of technological infrastructure, concentration of capital and longstanding symbolic power reaffirm the power of global cities. We will also explore the ways in which media industries have become directly associated with core global cities.

Questions addressed will include:
1. Is culture still a central concept in media and communications?
2. Why should we study the global city in the context of media and communications research?
3. How important is technological infrastructure in developing sustainable media industries?
4. Why are some cities more successful than others in maximizing their media power?

Required Reading:
- Curtin, M. (2003) Media capital: Towards the study of spatial flows. *International Journal of Cultural Studies*, 6(2), pp.201-228.

Additional Reading:
- Binne, J., J. Holloway, S. Millington and C. Young (eds.) (2006) *Cosmopolitan Urbanism*. London and New York: Routledge (any of the book's chapters).
- Hall, Stuart (1997) 'The centrality of culture'. In K. Thompson (ed.) *Media and Cultural Regulation*, London: Sage, pp. 208-238.
- Sassen, S. (2001) *The Global City*. New York: Princeton University Press, especially Chapter 2 (pp. 23-36) and Chapter 7 (pp. 171-196).
- Shiel, M. And T.Fitzmaurice (eds.) (2001) *Cinema and the City: Film and Urban Societies in a Global Context*. Oxford: Blackwell (any of the book's chapters).
- Zukin, S. (1995) Chapter 1: Whose Culture? Whose City?. In *Cultures of Cities*. Wiley-Blackwell: New York, pp. 1-48.

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Lecture 6: Audiences and Fans (17/7)

Dr Rafal Zaborowski

Summary: This lecture focuses on modern media audiences and the idea of media reception in the digital age. We will look at people's everyday encounters with media and discuss different ideas about the audience engagement and activity. With music streaming services, immersive game technologies and interactive visual media, is the concept of a media 'user' still applicable? With a particular attention to music, we will discuss whether the increased media activity by fans signals a change in the relation between audiences and producers. Finally, using examples from UK, US and Japan, we will further discuss the challenges of studying non-visual media and ways we may think about overcoming those challenges.

Questions addressed will include:
1. Does the notion of 'the audience' remain useful in the era of user-generated content?
2. In which ways does personal music technology relate to social relationships and individuals' space in the city?
3. What can we learn from the study of fans and fandom about media more generally?
4. In a predominantly visual world, what new insight can analysis of sound offer to researchers, stakeholders, producers, audiences?

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Required Reading:
-   Bull, M. (2005) No Dead Air! The iPod and the Culture of Mobile Listening. *In Leisure Studies*, 24(4): 343-355.

Additional Reading:
-   DeNora, T. (2000). *Music in everyday life*. Cambridge, UK: Cambridge University Press.
-   Hosokawa, S. The Walkman effect. *Popular Music*, 4, 165-180.
-   Perullo, A. (2005). Hooligans and Heroes: Youth Identity and Hip-Hop in Dar es Salaam, Tanzania. *Africa Today* 51(4), 75-10
-   Jenkins, H. (1992). *Textual Poachers: Television Fans and Participatory Culture*. Cambridge: Cambridge University Press. Chapter 1 ("Get a life': Fans, Poachers, Nomads" pp. 9-50 Zaborowski, R. (2016). Hatsune Miku and Japanese Virtual Idols. In: Whiteley, S. and Rambarran, S. (eds). *The Oxford Handbook of Music and Virtuality*. Oxford: Oxford University Press.

Lecture 7: Migration and diaspora (18/7)

Dr Rafal Zaborowski

Summary: The influence of mainstream media, both in terms of production and consumption, is increasingly challenged by culturally diverse audiences. Diasporas have become producers and consumers of media on

national and transnational level with consequences for global mediascapes and for identity construction. At the same time, mainstream, national media still play a leading role in framing discourses of migration for audiences and policymakers, as we could recently observe during the so-called "refugee crisis". In this lecture we will try to investigate these tensions and discuss their consequences for contemporary societies and for the media.

Questions addressed will include:
1. In which ways do communication technologies change the ways transnational communities communicate across space?
2. How is migration represented in media platforms in different cultural contexts?
3. Are diasporic and migrant audiences really empowered by new media and communication technologies?

Required reading for the seminar:
Georgiou, Myria (2012). 'Between strategic nostalgia and banal nomadism: Explorations of transnational subjectivity among Arab audiences', In *International Journal of Cultural Studies,* 16(1): 23-39

Additional readings:
- Brinkerhoff, J. (2009). *Digital Diasporas: Identity and Transnational Engagement*. Cambridge: Cambridge University Press
- Matsaganis, M., V.S.Katz and S.J.Ball-Rokeach (2011)*. Understanding Ethnic Media: Producers, Consumers and Societies*. London and Los Angeles: Sage.
- Molina Guzman, I. (2006). Mediating Frida: Negotiating Discourses of Latina/o Authenticity in Global Media Representations of Ethnic Identity. *Critical Studies in Media Communication* 23(3), 232-251.
- Moorti, S. (2003) 'Desperately Seeking an Identity: Diasporic Cinema and the Articulation of Transnational Kinship' in *International Journal of Cultural Studies* 6(3), pp. 355-376.

Lecture 8: Citizen protests, mediation and the public sphere (19/7)

Dr Nick Anstead

Summary: Using examples from mediated protests of the last decade, we will first discuss the mainstream media representations of public spaces in the context of human rights and freedoms. We will particularly look at a number of set frames in which such events can be seen in the media and contrast these frames with alternative media representations of protests. We will then discuss more broadly the consequences of such representational practices for citizenship and civil engagement, talking especially about young people and minorities.

Required Reading:

Any two mainstream newspaper articles about any protests taking place in the past two years and any two alternative accounts of the same protests drawn from YouTube or from an alternative news hub such as Rabble.Ca, Alternet or Democracy Now.

Summative Assignment 1 due
Write a case-study based essay of 2000 words (worth 50% of the final marks) to be submitted on a topic of students' choice on Thursday 19th July. Please hand this into your seminar tutor.

Additional Reading
- Fairclough N. (1995) Media Discourse. Chapter 1. Cambridge: Polity pp. 1-32. P96.L34 F16 Read chapter 1 here
- Wolfsfeld, Shegev and Sheafer (2013) Social Media and the Arab Spring: Politics comes first. The International Journal of Press/Politics. 18(2) 115-137
- Smith, J., McCarthy, John D., McPhail, C. and Augustyn, B. (2001) 'From Protest to Agenda Building: Description Bias in Media Coverage of Protest Events in Washington D.C.' Social Forces Vol. 79, No. 4 (Jun., 2001), pp. 1397-1423 Read Here
- Thompson, J. (1995) The Media and Modernity: A Social Theory of the Media, Cambridge: Polity Press. Chapter 1.
- Cushion, S. (2007) Protesting their Apathy? An Analysis of British Press Coverage of Young anti-Iraq War Protestors. Journal of Youth Studies, 1469-9680, Volume 10, Issue 4, 2007, Pages 419 – 437.
- Pickard, Victor W. (2006) United yet autonomous: Indymedia and the struggle to sustain a radical democratic network. Media, Culture & Society, Vol. 28, No. 3, 315-336.

Reminder: coursework assignment is due in on this day

Lecture 9: Dramatising the political class – on political narrative and the imagination (20/7)
Dr Nick Anstead

Summary: This lecture builds on questions about identity, politics and fiction to link fictional and non-fiction narratives that focus on the governing class in the political capitals of various societies. Representations of politicians and the environments that they occupy – whether in Washington, London or other world cities – both reflect popular conceptions and play a role in constructing them at home and abroad. Using a variety of case studies, including fictionalized versions of US and Scandinavian politics, this lecture explores questions about the line between politics and entertainment. If this line becomes increasingly blurred, what does it mean for democracy and how citizens think of it?

Questions addressed will include:
1. To what extent is the way we understand politics based on recurring stories or narratives?
2. How do we define a political narrative?
3. How do fictional political narratives in film and television relate to the real world?
4. How do political narratives shape power dynamics and political debate?
5. Is the line between entertainment and politics being increasingly blurred?

6. What impact does this have on democracy? Is it a good or bad thing?

Required Reading:
- Street, J. 2004. Celebrity politicians: popular culture and political representation. The British Journal of Politics & International Relations, 6, 435-452.

Additional Reading
- Bennett, L. & Edelman, M. 1986. Toward a New Political Narrative. Journal of Communication, 35, pp. 156-171.
- Holbert, R. L., Pillion, O., Tschida, D. A., Armfield, G. G., Kinder, K., Cherry, K. L. & Daulton, A. R. 2003. The West Wing as Endorsement of the U.S. Presidency: Expanding the Bounds of Priming in Political Communication. Journal of Communication, 53, pp. 427-443.

Lecture 10: Political campaigns – a history of political communication (23/7)
Dr Nick Anstead

Summary: In a liberal democracy, elections are in theory the moment when all members of the political system – both the governing and the governed – act together to ensure stable and legitimate rule. Additionally, they are a communicative moment, where politics is at the forefront of the popular imagination. As such, great resources have been invested in distributing messages to the public and also understanding how those messages are received – in other words, how can politicians persuade the public to support them? This lecture will offer an historical overview of these developments and look at the current state of electoral communication, including key techniques, such as branding, narrative, focus groups and opinion polling. Furthermore, it will ask what impact do contemporary political communication techniques have on the quality of our democracy?

Questions addressed will include:
1. Do elections campaigns matter? Why?
2. What are politicians trying to achieve during an election campaign?
3. How has campaign communication evolved historically?
4. How do politicians understand the public?
5. Case study: UK election 2010; electoral politics in democratising countries.

Required Reading:
- Norris, P. Chapter 8: The Rise of the Post-Modern Campaign? In "A Virtuous Circle: Political Communications in Post-Industrial Societies." (NY: Cambridge University Press, 2000).

Additional Reading:
- Schmitt-Beck, Rudiger and Farrell, David M. (2002) "Studying political campaigns and their effects" in Do Political Campaigns Matter? Campaign Effects in Elections and Referendums, London: Routledge, pp. 1-22.

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- Smith, G., (2009) 'Conceptualizing and Testing Brand Personality in British Politics'. Journal of Political Marketing. 8: pp. 209–232.

Lecture 11: New Media and political communications: democracy reborn? (24/7)
Dr Nick Anstead

Summary: Building on debates about citizens, politics and global media, this lecture asks questions about how traditionally powerful social actors such as governments, political parties and politicians have been using media to communicate their politics and policies. As communication tools have evolved, so too has the way in which politicians communicate with the public. This is not new, and was the case when the telegraph, film, radio and television were invented. Most recently, however, the development and proliferation of the internet has led to arguments that politics is fundamentally changing – and even has the potential to serve citizens better. In this lecture we will consider the validity and limits of these claims.

Questions addressed will include:
1. Communication technology and political communication.
2. Why does the internet and web 2.0 matter for politics?
3. Can technology fix broken politics?
4. What has changed and what remains the same in political communication?
5. Case studies: Barack Obama in 2008; new media in developing world politics.

Required Reading:
- Chadwick, A. 2011. Britain's First Live Televised Party Leaders' Debate: From the News Cycle to the Political Information Cycle. Parliamentary Affairs, 64, 24-44.

Formative Assignment 2 due
Small group (3-4 people) presentations on example political narratives. Feedback given in class.

Additional Reading:
- Hindman, M. S. (2009). The Myth of Digital Democracy, Princeton, Princeton University Press (especially introduction).
- Margolis, M. & Resnick, D. (2000) Politics As Usual: The Cyberspace Revolution, Thousand Oaks, CA, Sage (especially introduction).
- Wesch, M. (2007). The Web Is Us/ing Us. YouTube. YouTube (this is a video, available here: http://www.youtube.com/watch?v=NLlGopyXT_g).

Lecture 12: Regulating the Internet + Revision (25/7)
Dr Nick Anstead

Summary: This lecture addresses the question of how different types of states in different geographical regions are attempting to regulate and/or censor the internet and how citizens are responding. Policy and

practitioner implications of censorship, surveillance and internet use for civic and political purposes will be explored. The first part of this lecture will look at the development of policy and interventions in the area of the internet in the past two decades across an international sample of countries. Policy and research about internet censorship and regulation has become increasingly complex, particularly in states which have traditionally attempted to control information flows to their populations.

Questions addressed will include:
1. How can we prevent the replication of offline patterns of social exclusion in the use of the internet across the globe?
2. Where should the limits of government and market intervention lie in creating an information society for all?
3. Is it likely that all countries will follow the same paths towards digital inclusion or are there different routes for, for example, the Global South and the Global North.

The second part of the lecture will cover revision of the course in particular addressing the issue of the exam.

Required Reading:
- Gomez, J. (2004) Dumbing down democracy: Trends in internet regulation, surveillance and control in Asia in PACIFIC JOURNALISM REVIEW 10 (2): 130-150.

Possible Additional Readings:
- Chattopadhyay, S. (2011) Online Activism for a Heterogeneous Time: The Pink Chaddi Campaign and the Social Media in India. Proteus: A Journal of Ideas, Volume 2 7(1): 63-68. [Full journal pdf included here]
- Talib, S. (2011) Pakistani Students' Uses of New Media to Construct a Narrative of Dissent. pp 221-234 in Banaji, S. (ed.) South Asian Media Cultures: Representations, Audiences, Contexts, London and New York: Anthem Press.

Note there is no teaching on Thursday 26th July. This time is for personal revision

Summative assessment 2 occurs
Friday 27th July. Exam on course content. The precise time and location of the exam will be circulated during the programme.

Credit Transfer: If you are hoping to earn credit by taking this course, please ensure that you confirm it is eligible for credit transfer well in advance of the start date. Please discuss this directly with your home institution or Study Abroad Advisor.

As a guide, our LSE Summer School courses are typically eligible for three or four credits within the US system and 7.5 ECTS in Europe. Different institutions and countries can, and will, vary. You will receive a digital transcript and a printed certificate following your successful completion of the course in order to make arrangements for transfer of credit.

If you have any queries, please direct them to summer.school@lse.ac.uk