Tutorial Letter 101/3/2018

Media studies:
Mass communication and media theory
COM2604

Semesters 1 and 2

Department of Communication Science

This tutorial letter contains important information about your module.
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Dear Student

1 INTRODUCTION

We are pleased to welcome you to this module and hope that you will find it interesting and rewarding. We shall do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignments properly.

Please make regular use of myUnisa and the internet. You must be registered on myUnisa to be able to submit assignments, gain access to the Library functions and various learning resources, download study material, and participate in online discussion forums. The discussion forums are excellent tools that enable you to “chat” to your lecturers and fellow students about your studies and the challenges you may encounter.

• Tutorial matter

You will receive a number of tutorial letters during the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

Tutorial Letter 101 (the one you are currently reading) contains important information about the scheme of work, resources and assignments for this module and assessment criteria, as well as instructions on preparing and submitting the assignments. This tutorial letter also provides all the information you need with regard to the prescribed study material and other resources, and how to obtain them. We urge you to read it carefully and to keep it at hand when working through the study material; preparing for the assignments; preparing for the examination; and posing questions to your lecturers. We have also included certain general and administrative information about this module (see the end of this tutorial letter for information on the specific lecturers for this course as well as frequently asked questions and answers). Please study this section of the tutorial letter carefully.

Make sure you read Tutorial Letter CMNALLE/301, which explains the requirements for the technical presentation of assignments.

Please read the introduction in Only study guide for COM2604/COM2059, since it gives you an overview of this module, the structure, the content, and explains the learning outcomes. Also, keep in mind that the study guide for COM2604 was finalised prior to the release of the second edition of the prescribed book. So there are a few instances where incorrect references are made to the prescribed book in the study guide. Addendum A in the back of this Tutorial Letter 101 explains exactly how you should change your study guide to ensure that it refers to the correct pages, figures and tables in the prescribed book.

We wish you all of the best with the module.
2 PURPOSE AND OUTCOMES

2.1 Purpose

This module is the first of five modules in the field of media studies. We focus on seven learning units that will introduce you to fundamental topics in media studies. These learning units will form the foundation of the more advanced modules in media studies presented by the Department of Communication Science. These modules will deal with issues related to media policy, audience research, representation, ethics, international communication, and new media technology.

2.2 Outcomes

After you have studied this module, you should be able to describe, interpret and evaluate the following:

- The history of the South African media or the media in your country of residence
- Development of challenges to the media in Africa
- Theoretical approaches from which you could research the media debate about the functions and the role of the media in society, particularly its role in developing and sustaining democracy
- The effects of the media – critical awareness of its impact, which, in many instances, form and dictate our perceptions of topics, issues and people.
- The nature of the media as an ideological instrument and its power to sustain (or question) ideology; usually that of a ruling class
- The nature of the media as culture and representation of culture
- The media in the context of globalisation

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

If you have any enquiries pertaining to academic matters, you may phone your lecturers from 08:00 to 16:00 during weekdays. Alternatively, you may send an e-mail or write a letter.

Your lecturers for this module and their contact details are as follows:

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Telephone</th>
<th>Office in TvW</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms M van der Walt Ehlers</td>
<td>012 429 8500</td>
<td>7-87</td>
<td><a href="mailto:vdwaltm@unisa.ac.za">vdwaltm@unisa.ac.za</a></td>
</tr>
<tr>
<td>Prof KB Khan</td>
<td>012 429 6549</td>
<td>7-82</td>
<td><a href="mailto:khankb@unisa.ac.za">khankb@unisa.ac.za</a></td>
</tr>
<tr>
<td>Ms L Huckle</td>
<td>012 429 2358</td>
<td>8-169</td>
<td><a href="mailto:huckll@unisa.ac.za">huckll@unisa.ac.za</a></td>
</tr>
<tr>
<td>Dr B Ngwenya</td>
<td>012 429 8893</td>
<td>6-89</td>
<td><a href="mailto:ngwenb@unisa.ac.za">ngwenb@unisa.ac.za</a></td>
</tr>
</tbody>
</table>
3.2 Department

You may contact the Department of Communication Science by sending written enquiries concerning your study of this module to the following address:

恪 The Module Coordinator (COM2604)
Department of Communication Science
PO Box 392
UNISA 0003

When writing to the department, please include all the relevant information in your correspondence such as the module code (COM2604), your name, title, student number, postal address, telephone number, and e-mail address (if you have one).

You may also contact the module coordinator, or any of the other lecturers involved in this module, by phoning one of our secretaries at the following numbers:

📞 Ms A Vermeulen 012 429 6016
📞 Ms MN Malefo 012 429 6565

Personal visits:

You are also welcome to visit us if you have any problems with the module. Lecturers are usually available in their offices from Monday to Friday between 08:00 and 16:00. You should, however, make an appointment in advance. Please make an appointment prior to your visit to make sure that the lecturer concerned is available. Also, make sure that you arrive in good time for your appointment; or phone to let us know if you are going to be late or have to postpone the appointment.

3.3 University

The contact addresses of the various administrative departments are listed in the brochure, myStudies @ Unisa, that you should have received in your study package. Direct any administrative enquiries you may have to the relevant administrative departments.

Postal address:

University of South Africa
PO Box 392
UNISA 0003

Online address: http://my.unisa.ac.za

Always have your student number at hand when contacting the university or your lecturers.
RESOURCES

4.1 Prescribed books


Since the university library does not lend out prescribed books, you need to buy the book immediately from your nearest official bookshop. If it is not available immediately, you have to order it.

You will not be able to pass the module without studying the prescribed book.

A list of official booksellers and their addresses is included in the brochure, *myStudies @ Unisa*.

If you have any difficulties in obtaining the prescribed book from these bookshops, please phone the registrar at 012 429 4152.

ETHICAL CODE OF CONDUCT FOR PRESCRIBED BOOKS

The Department of Communication Science commits itself to promoting the highest standard of professional ethical norms and values when prescribing textbooks authored and/or co-authored by staff members.

Norms and values

*Transparency* – to create a spirit of openness and trust. To this end, we will

- openly communicate to our students whenever textbooks authored by members of the department are prescribed
- publish the peer review reports for such textbooks on our departmental website
- accept constructive criticism from students and other stakeholders
- explain and take appropriate action regarding significant risks that can affect students’ perception of the department and/or our module offerings in relation to prescribed books

*Peer review* – to submit our prescribed textbooks to a peer review process by colleagues other than ourselves who are experts in a specific field of study. To this end, we will

- ensure that prescribed textbooks authored by members of staff have undergone a rigorous process of peer review to ascertain its suitability for the module and the level for which it is prescribed

*Honesty* – to be forthright in dealings with students. To this end, we will

- prescribe books of value that offer what we claim in our communications

*Responsibility* – to accept the consequences of our decisions. To this end, we will

- strive to serve the needs of students and our respective fields of research
- avoid coercion from the marketplace, including reject manipulations and sales tactics that might have a negative impact on trust
4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic reserves (e-reserves)

There are no e-reserves for this module.

4.4 Library services and resources information

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to http://www.unisa.ac.za/library. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – http://libguides.unisa.ac.za/request/undergrad
- requesting material – http://libguides.unisa.ac.za/request/request
- postgraduate information services – http://libguides.unisa.ac.za/request/postgrad
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – http://libguides.unisa.ac.za/ask

5 STUDENT SUPPORT SERVICES

For information on the various student support systems and services available at Unisa (student counselling, tutorial classes, language support), please consult the myStudies @ Unisa brochure.

- Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to provide you (as a Unisa student) with free access to computers and the internet. This access enables you to conduct academic related activities such as: registration; online submission of assignments; engaging in e-tutoring activities and signature courses. Please note that any other activities outside of these are for your own costing, for example, printing and photocopying. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

- Study groups

We advise you to have contact with your fellow students. One way to do this is to form study groups. The addresses of students in your area can be obtained from the following department: Directorate: Student Administration and Registration

PO Box 392
UNISA 0003
You can also use the discussion forum tool on myUnisa, since students regularly use this forum to form their own study groups.

Should you need further information on how to register for myUnisa or the services it offers, please refer to the brochure, *myStudies @ Unisa*.

- **myLife student account**

Once you have registered at Unisa, you will receive a myLife student e-mail account. It is very important to access this account regularly, since the university will use this as a primary method of communication with you. If you prefer using a different e-mail account – for example, an e-mail account at work – you will be able to forward your myLife account to the e-mail account of your choice. Please refer to *myStudies @ Unisa* for more information in this regard.

### 6 STUDY PLAN

See the *myStudies @ Unisa* brochure for general time management and planning skills.

Draw up your own study programme for a semester, which extends over a period of 15 weeks. Please take the examination date into account and allow yourself sufficient time to revise for the examination as suggested.

Always remember to contact the lecturers as soon as possible if you have trouble in managing your time for some or other unforeseen reason – for example, if you are not able to hand in the assignment on the due date, make sure that you contact us *before* the due date, since there is not much that we can do for you after the due date.

### 7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There is no practical work or work-integrated learning for this module.

### 8 ASSESSMENT

#### 8.1 Assessment criteria

The following criteria will be used to evaluate your assignments:

<table>
<thead>
<tr>
<th>Choose and answer any two of the five questions in Tutorial Letter 101 for COM2604 for 2018.</th>
<th>Mark</th>
<th>Mark obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction and Conclusion</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Question: see comments</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Question: see comments</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td><strong>TECHNICAL PRESENTATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Declaration of own work and correct structure</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2 All sources are referenced</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3 List of sources consulted</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4 Correct referencing techniques</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>5 Grammar, typing errors, terminology, spelling rules and so forth</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Subtotal for technical presentation</td>
<td>25 + 5</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Percentage</strong></td>
<td>%</td>
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</tbody>
</table>
Your technical presentation will be evaluated according to the following criteria:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Declaration</td>
</tr>
</tbody>
</table>
|   | • The declaration must be structured according to the guidelines in Tutorial Letter CMNALLE/301.  
|   | • The declaration must be signed and dated by the student and a witness. |
| 2 | Structure |
|   | • The structure pertains to the correct format of the headings (first order, second order and third order).  
|   | • The headings must also correspond with the table of contents and page numbers.  
|   | • The assignment must have a proper introduction, a body and a conclusion. |
| 3 | Correct referencing techniques and all sources are referenced in text. See Tutorial Letter CMNALLE/301 for the correct referencing techniques. |
|   | • The student must acknowledge ALL the sources consulted.  
|   | • Students must use the referencing techniques detailed in Tutorial Letter CMNALLE/301 to acknowledge the sources used in the text, as well as in the list of sources consulted.  
|   | • Please note, if in-text sources have been omitted, a zero mark will be awarded for technical presentation. |
| 4 | List of sources consulted. See Tutorial Letter CMNALLE/301 for the correct referencing techniques. |
|   | • A complete list of sources consulted must be included in the assignment.  
|   | • A complete list of sources consulted must be included at the end of the assignment.  
|   | • The sources have to be listed alphabetically.  
|   | • The relevant tutorial letters referred to should also be listed.  
|   | • Please note: if a list of sources has been omitted, a zero mark will be awarded for technical presentation. |
| 5 | Grammar, typing errors, terminology, spelling rules, and so forth. |
|   | • UK spelling conventions ("s" not "z").  
|   | • Spelling, typing errors, punctuation.  
|   | • Grammar and correct context of words.  
|   | • Abbreviations should, where applicable, be avoided.  
|   | • An academic writing style should be used. |

The criteria of each specific question will be demarcated in the assignment questions below.

8.2 Assessment plan

Students must submit two assignments to gain admission to the examination.

The first assignment is a written assignment, and the second one is a multiple-choice assignment.

The mark that you obtain for Assignment 01 will contribute 10% towards your final mark and, as already mentioned, it is compulsory that you submit Assignment 01. The mark that you obtain for Assignment 02 will contribute an additional 10% towards your final mark. The mark that you obtain in the examination will contribute 80% towards the final mark.
8.3 Assignment numbers

8.3.1 General assignment numbers

Assignments are numbered consecutively per module, starting from 01.

8.3.2 Unique assignment numbers

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 01</td>
<td>816731</td>
</tr>
<tr>
<td>Assignment 02</td>
<td>839615</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 01</td>
<td>698641</td>
</tr>
<tr>
<td>Assignment 02</td>
<td>780064</td>
</tr>
</tbody>
</table>

8.4 Assignment due dates

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 01</td>
<td>19 March 2018</td>
</tr>
<tr>
<td>Assignment 02</td>
<td>11 April 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 01</td>
<td>20 August 2018</td>
</tr>
<tr>
<td>Assignment 02</td>
<td>12 September 2018</td>
</tr>
</tbody>
</table>

8.5 Submission of assignments

Please note that you do not automatically qualify for admission to the examination. Assignment 01 is compulsory; you have to submit it to be admitted to the examination. If you fail to submit this assignment by the due date, you will NOT qualify to sit for the examination and will have to register again to repeat this module.

The examination statistics consistently show that students who do not submit both assignments find it very difficult to pass the examination.

Since this module is a semester module, it will be impossible for us to accept any assignments that are submitted after the due date. If your assignment is received more than two days after the due date, it will be returned to you unmarked – and you receive 0%.

Also, take note that it is your responsibility to make sure your assignment reaches the university in good time. You must also keep a copy of your assignment so that you can resubmit your assignment if it goes missing.

You may submit written assignments and multiple-choice assignments either by post or electronically via myUnisa.
Assignments may **not** be submitted by fax or e-mail.

For detailed information on the assignments, refer to the brochure, *Study @ Unisa*, which you received with your study package.

Follow the steps below to submit your assignment via myUnisa:

- Go to the myUnisa website.
- Log in using your student number and password.
- Select the module.
- Click on “Assignments” in the menu on the left-hand side of the screen.
- Click on the assignment number you wish to submit.
- Follow the instructions displayed on the screen.

If you experience any trouble with, or have queries regarding the electronic submission of assignments, please send an e-mail to bugmaster@unisa.ac.za, since the lecturers will **not** be able to help you in this regard.

**Very important:**

Assignments may be submitted only **ONCE**. Corrections and resubmissions are not accepted – therefore, you need to make sure that the assignment you submit is your **final, complete copy**.

You will receive feedback on both assignments in a tutorial letter that will be sent to you after the due date for Assignment 02. Markers will comment on your written assignments. As soon as you have received the comments, please check your answers. The assignments and the comments on these assignments are an important part of the learning process and should help you be better prepared for the next assignment.

- **Plagiarism**

Plagiarism is the act of taking words, ideas and thoughts of others and passing them off as your own. It is a form of theft and it involves a number of dishonest academic activities. The *Disciplinary code for students* (2004) is given to all students at registration. You are advised to study the *Code* (2004:3–4), especially sections 2.1.13 and 2.1.4. Also, read the university’s *Policy on copyright infringement and plagiarism*.

If you rewrite large chunks from the prescribed book in your assignment (Assignment 01) without acknowledging the author and publication from which you obtained the information, you are committing an act of plagiarism. Please do not rewrite other texts.

**You are supposed to interpret the information and make it your own, and to acknowledge the author throughout your discussion.**

Refer to *Tutorial Letter CMNALLE/301* for the correct referencing techniques.

If you commit plagiarism (if you fail to indicate references in the text or a list of sources consulted), you will be allocated 0% for your technical presentation, which constitutes the minimum penalty that will apply – plagiarism is **not** tolerated in this module.
Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words, sometimes interspersing them with relevant short quotations that are referenced properly. Students are not allowed to submit identical assignments based on the excuse that they worked together. That is copying, which constitutes a form of plagiarism, and none of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the university.

8.6 The assignments

**SEMESTER 1**

Two assignments are set for the first semester.

The first assignment consists of essay-type questions. You **have to submit** this assignment in order to qualify for admission to the examination. If you fail to submit this assignment by the due date, you will NOT qualify for the examination and you will have to register to repeat this module.

The second assignment is made up of 25 multiple-choice questions. Assignments may **not** be submitted by fax or e-mail or directly to lecturers, since the Assignment Section must keep a formal record of assignments received on the system.

**ASSIGNMENT 01**

**DUE DATE:** 19 MARCH 2018  
**UNIQUE ASSIGNMENT NUMBER:** 816731

Guidelines:

- Assignment 01 comprises five questions, which cover study units 3 to 7.
- Your assignment must have an introduction and conclusion.
- You have to **answer any two** of these questions.
- Before attempting to complete this assignment, familiarise yourself with the criteria that will be used for evaluating your assignment. See the section under heading number 8.1 Assessment plan.
- Consult Tutorial Letter CMNALLE/301 for information on technical presentation, formative assessment, plagiarism and procedures for submitting assignments.
INTRODUCTION
Start your assignment with an introduction in which you introduce the topics of the two questions that you are going to answer. (2½)

QUESTION 1
THE MEDIA IN AFRICA

1.1 In order to investigate the history of the media in Africa, it is crucial to always keep the history of the continent at large in mind. To this end:

1.1.1 Define colonialism (2)
1.1.2 Define postcolonialism (2)
1.1.3 Define African nationalism (2)

1.2 Fourie (2007:70) writes, “[T]o a large extent, the nationalist agenda of the anti-colonial period influenced much of the media in the post-colonial era.” Discuss the four postcolonial functions of the media. (8)

1.3 Currently, the media in Africa face various challenges. Discuss any three of these challenges. (6)

QUESTION 2
STUDY UNIT 3
APPROACHES TO THE STUDY OF MASS COMMUNICATION

In his definition of mass communication, Fourie (2007:97–103) discusses various elements that are important in the process.

2.1 Who is the communicator in mass communication? (4)
2.2 What is meant by “medium”? (4)
2.3 What is the message? (4)
2.4 Who is the audience in mass communication? (4)
2.5 What do we mean by “communication” in mass communication? (4)

QUESTION 3
STUDY UNIT 4
THE ROLE AND FUNCTIONS OF THE MEDIA

3.1 Normative theory is often questioned from a postmodern perspective. Briefly discuss this perspective with regard to:

3.1.1 Postmodern society (2)
3.1.2 New media environment (4)
3.1.3 Democracy (4)
3.1.4 Diversity and pluralism (2)

3.2 Critically discuss functionalism. Your discussion should include:

3.2.1 A brief explanation of what functionalism entails. (2)
3.2.2 The three main objections to functionalism. (6)

QUESTION 4
STUDY UNIT 5
THE EFFECTS OF MASS COMMUNICATION (EFFECT STUDIES)

4.1 When discussing stereotypes, the work done by Claude Lévi-Strauss and Roland Barthes is integral to understanding the topic.

4.1.1 Discuss Strauss' theory of binary oppositions. (4)
4.1.2 Discuss Barthes' theory of social myth. (4)
4.1.3 Provide an example of a stereotype that you come across often in your daily life. (1)
4.1.4 Name three ways in which people can change their stereotyped views of groups and people. (3)

4.2 According to Fourie (2007:238), “it is believed that if the media focus repeatedly and in a relatively consistent way on an issue, it can over a long period of time change people’s attitudes and behaviour”.

4.2.1 Explain the theoretical framework of the accumulation theory in detail. (5)
4.2.2 Provide an example of how the media could have changed people’s beliefs on issues such as the apartheid system (or any other political issue of your choice); gay and lesbian rights (tolerance towards it/or not); crime; or any other aspect, according to the accumulation theory. (3)

QUESTION 5
STUDY UNIT 6
MEDIA CULTURE AND THE IDEOLOGICAL POWER OF THE MEDIA

5.1 Define the following concepts:

5.1.1 Media as a reflection of culture (2)
5.1.2 Media as a reflection of ideology. (2)
5.2 Explain the process by which ideology governs the way we experience our world and establish our sense of identity. (4)

5.3 The concept of context is vitally important when analysing culturally produced texts. An individual's context will affect the reading of the text and the meaning that is interpreted by the reader. Explain this statement. (6)

5.4 According to the cultural studies approach, what is the meaning of the term polysemy and how does this help is to analyse mass media texts? (6)

CONCLUSION
Conclude your assignment by briefly referring to the topics of the two questions that you chose to answer. (2½)

TECHNICAL PRESENTATION (5)

TOTAL [50]

ASSIGNMENT 02

MULTIPLE-CHOICE QUESTIONS
DUE DATE: 11 APRIL 2018
UNIQUE ASSIGNMENT NUMBER: 839615

Enter the unique number of the assignment on the mark-reading sheet in the space that is provided when uploading your assignment on myUnisa.

QUESTIONS 1 TO 3

Match the communication culture in column A with the description of mass communication from various perspectives in column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1 Oral communication culture</td>
<td>(1) It has the ability to cross boundaries</td>
</tr>
<tr>
<td>Q2 Written and printed communication culture</td>
<td>(2) It creates a culture of binary oppositions</td>
</tr>
<tr>
<td>Q3 Electronic mass culture</td>
<td>(3) A published account was more reliable than a verbal account</td>
</tr>
<tr>
<td></td>
<td>(4) People told stories that relate their experiences</td>
</tr>
</tbody>
</table>

Q4 The cultural studies approach assumes that culture is . . .

(a) a struggle for meaning
(b) neutral and objective
(c) linked to communication
(d) static and homogenous

(1) (a) and (b)
(2) (a) and (c)
(3) (b) and (d)
(4) (c) and (d)
QUESTIONS 5 TO 7

Match the long-term media theory in column A to the description in column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5 Modelling theory (social learning)</td>
<td>(1) Much of people’s knowledge and the meaning(s) they attach to topics, concepts, objects, etc., are gained from and determined by how the media define a topic, concept object, etc.</td>
</tr>
<tr>
<td>Q6 Social expectation theory</td>
<td>(2) This theory postulates the assumptions theory regarding the role of the media in the way people adjust to innovations, new ideas and behavioural patterns.</td>
</tr>
<tr>
<td>Q7 Meaning construction theory</td>
<td>(3) In some cases, media users may adopt behaviour portrayed in the media as a model for their own behaviour.</td>
</tr>
<tr>
<td></td>
<td>(4) The emphasis of this theory is on the adoption of social norms and roles as portrayed by the media.</td>
</tr>
</tbody>
</table>

Q8 Linah is based in Toronto. She was born in South Africa, but relocated to Canada with her family a few years ago. Linah is living with her grandmother who was born in the era of the telegram. Linah was born in the era of modern technology and keeps in touch with her family and friends via e-mail, which is instant technology that breaks all the barriers of geographical boundaries.

With reference to the above scenario, answer the following question:

According to the theorist, Giddens, Linah lives in a global village. She is involved in a social process that includes people throughout the world whose lives are affected on a daily basis by disembedded organisations.

This social process is called … .

(1) glocalisation
(2) technology
(3) localisation
(4) globalisation

Q9 Identify the correct statement:

For Van Cullenburg and McQuail (2003), we are currently experiencing the third phase or paradigm of media policy. This is called The New Communications Policy Paradigm.

The emphasis of this paradigm is on … .

(1) the protection of natural monopolies
(2) re-regulation to inhibit transnational corporations
(3) deregulation and the convergence and break up of monopolies
(4) the incorporation of socialist thinking into regulation
Q10  Which one of the following economic trends has not intensified with globalisation and the development of ICT?

(1) Nationalisation
(2) Convergence
(3) Concentration
(4) Liberalisation

QUESTIONS 11 TO 13

Match the theoretical perspective in column A with the description in column B

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q11 Media-culturalist perspective</td>
<td>(1) The content of mass communication is a mix of views, entertainment and information.</td>
</tr>
<tr>
<td>Q12 Social-materialist perspective</td>
<td>(2) The function of mass communication is emphasised through social life.</td>
</tr>
<tr>
<td>Q13 Media-materialist perspective</td>
<td>(3) The context of mass communication is important and the emphasis is on the reception and content.</td>
</tr>
<tr>
<td></td>
<td>(4) Mass communication can differentiate between television and radio as each medium uses different technologies.</td>
</tr>
</tbody>
</table>

Q14  Read the following scenario and then answer the question that follows.

Jabu watches the film, *Apocalypse Now*, and realises that it refers in various ways either overtly or covertly to Joseph Conrad’s novel, *Heart of Darkness*, and that his knowledge of the novel alters his understanding of the film considerably.

This is an example of how … works in the making of meaning.

(1) intertextuality
(2) ideology
(3) hegemony
(4) polysemy

Q15  Who is the communicator in the documentary programme that you watch on television?

(1) The narrator, who addresses the audience directly and is the person identified with the programme.
(2) The whole production team, from camera and sound crew, to those mentioned in options (1), (3) and (4) here, and everyone collectively involved in the production.
(3) The researchers and scriptwriters, since they compiled the information being communicated.
(4) The director, who guides, instructs and leads the production team.
QUESTIONS 16 TO 19

Match the concepts/theorists in column A with the explications in column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q16 Ideology</td>
<td>(1) Developed the concept of hegemony to explain the power of a dominant, ruling group that continuously tries to persuade subordinate groups to accept its moral, political and cultural values.</td>
</tr>
<tr>
<td>Q17 Ideological state apparatuses</td>
<td>(2) The ruling class’s explanations that existing relations are the natural order of things and are accepted by the dominated majority, preventing the majority from seeing its own oppression.</td>
</tr>
<tr>
<td>Q18 Antonio Gramsci</td>
<td>(3) Refers to the ways in which the dominant institutions in society work through values, conceptions of the world, and symbol systems to legitimise the current order.</td>
</tr>
<tr>
<td>Q19 False consciousness</td>
<td>(4) Institutions that socialise and prepare people to accept society as it is.</td>
</tr>
</tbody>
</table>

Q20 The idea of providing people with the news and information they need to allow them to function as citizens, and to make decisions they are called on to make in a democratic society, is an example of what type of journalism?

(1) Civic
(2) Effective
(3) Normative
(4) developing

Q21 Complete the following sentence by filling in the missing words.

According to the (a) ........ theory, societies and people have certain (b) .......... to whom they defer when moulding their behaviour and developing their attitudes and ideas.

These individuals can represent a further filter and buffer when interpreting and experiencing media messages.

(1) (a) hypodermic needle (b) politicians
(2) (a) uses and gratifications (b) teachers
(3) (a) two-step-flow (b) opinion leaders
(4) (a) modelling (b) role models
Q22 Donald and Jacob both read the same newspaper article about their favourite football team. Donald thinks that the newspaper article accurately describes his team's recent performance, but Jacob feels that the article is not accurate and is biased towards his team.

Which one of the following terms explains how Donald and Jacob differently interpret their readings of the same text?

(1) Intertextuality
(2) Hegemony
(3) Stereotypes
(4) Polysemy

QUESTIONS 23 TO 25

Match the concept relating to stereotyping in column A with the description of the concept in column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q23 Archetypes</td>
<td>(1) These narratives, fables or stories are based on facts and are handed down from one generation to another.</td>
</tr>
<tr>
<td>Q24 Myths</td>
<td>(2) This refers to a narrative, fable or a story without foundation, handed down from one generation to another.</td>
</tr>
<tr>
<td>Q25 Binary oppositions</td>
<td>(3) These are primordial ideas, experiences or opinions, which are inherited and may have a genetic basis in the unconscious mind. They are an inborn orientation that we bring into the world with us.</td>
</tr>
<tr>
<td></td>
<td>(4) This relates to a collective practice of laws, rules and values that directs the individual's thinking and behaviour.</td>
</tr>
</tbody>
</table>
Two assignments are set for the second semester. The first assignment consists of essay-type questions. You have to submit this assignment in order to qualify for admission to the examination. If you fail to submit this assignment by the due date, you will NOT qualify for the examination and you will have to register again to repeat this module.

The second assignment comprises 25 multiple-choice questions. Assignments may not be submitted by fax or e-mail or directly to lecturers, since the Assignment Section must keep a formal record of assignments received on the system.

ASSIGNMENT 01

DUE DATE: 20 AUGUST 2018
UNIQUE ASSIGNMENT NUMBER: 698641

Guidelines:

- Assignment 01 comprises five questions which cover study units 3 to 7.
- Your assignment must have an introduction and a conclusion.
- You have to answer any two of these questions.
- Before attempting to complete this assignment, familiarise yourself with the criteria that will be used for evaluating your assignment. (See the section under 8.1 Assessment plan.)
- Consult Tutorial Letter CMALLE/301 for information on technical presentation, formative assessment, plagiarism and procedures for submitting assignments.

INTRODUCTION

Start your assignment with an introduction in which you introduce the topics of the two questions that you are going to answer. (2½)

QUESTION 1

STUDY UNIT 3

APPROACHES TO THE STUDY OF MASS COMMUNICATION

Our current postmodern society is characterised by rapid developments in information and communication technologies and ever-changing social, political, cultural and economic environments. Against this background, many older theories of media studies no longer seem adequate to describe the media landscape. Critically discuss the postmodern/poststructuralist approach to mass communication.

Your discussion should include the following:

1.1 An explanation of four (4) concepts used to express and describe postmodern epistemological thinking. (8)

1.2 An explanation of fragmentation as a characteristic of postmodern style. (4)
1.3 An explanation of Pierre Bordieu’s theory of structural limitations. (4)

1.4 An explanation of Neil Postman’s view of media as show business. (4)

**QUESTION 2**

**STUDY UNIT**

**THE ROLE AND FUNCTIONS OF THE MEDIA**

2.1 Political functions of the media and pluralism.

2.1.1 What are the four political functions of the media according to Cuilenburg, Scholten and Noomen (1992)? (4)

2.1.2 What does media pluralism mean? (3)

2.2 Briefly define normative theory. (3)

2.3 Critically compare and contrast the authoritarian and libertarian theories. (10)

**QUESTION 3**

**STUDY UNIT 5**

**THE EFFECTS OF MASS COMMUNICATION (EFFECT STUDIES)**

3.1 When we study media effects and media effect theories, it is clear that the media may have some influence on our thinking and, in some instances, on our behaviour. Compare and contrast the following two long-term effect theories:

3.1.1 Modelling theory (4)

3.1.2 Social expectation theory (4)

3.2 It is always important to keep the complexity and criticism of the effects of paradigm in mind. Discuss Gauntlett’s criticism of the effects of paradigm. Your discussion should focus on any six (6) of the points that he mentions in his critique. (12)

**QUESTION 4**

**STUDY UNIT 6**

**MEDIA CULTURE AND THE IDEOLOGICAL POWER OF THE MEDIA**

The cultural studies approach can be employed to analyse media texts in order to illustrate the ideological power of the media.

Critically discuss this statement by referring to the following:

4.1 Hegemony and hegemonic reproduction. (4)
4.2 The context of the text. (6)
4.3 Hall’s theory of preferred reading. (6)
4.4 Polysemy and intertextuality. (4)

QUESTION 5
STUDY UNIT 7
GLOBALISATION

Discuss Gidden’s theory of globalisation by focusing on the following:

5.1 A definition of globalisation. (2)
5.2 Three (3) outstanding features of globalisation. (6)
5.3 Six (6) characteristics of globalisation. (12)

CONCLUSION
Conclude your assignment by briefly referring back to the topics of the two questions that you chose to answer. (2½)

TECHNICAL PRESENTATION (5)
TOTAL (50)

ASSIGNMENT 02
MULTIPLE-CHOICE QUESTIONS

DUE DATE: 12 SEPTEMBER 2018
UNIQUE ASSIGNMENT NUMBER: 780064

Write this number on the mark-reading sheet you received on registration. Enter the unique number in the space provided when uploading the assignment on myUnisa.

Q1 Which effects of behavioural media are illustrated in the following scenario?

A bulimia and anorexia awareness campaign in the media intends to inform young women about the dangers of these diseases. A campaign of this nature may also pose certain risks – it may encourage antisocial behaviour in the sense that it may inform some women about how to become bulimic or anorexic.

This scenario illustrates ........... effects.

(1) intended and unintended
(2) manifest and latent
(3) socialisation
(4) time-scale
QUESTIONS 2 TO 4

Read the following scenario and answer the questions that follow.

David, Simphiwe and Kumail are watching an episode of the television series, Chicago P.D. Throughout the episode, David cheers whenever the police officers outsmart the criminals; Simphiwe is ambivalent and feels that in some cases the police’s actions are not justified, while Kumail gets excited whenever the criminals manage to outmanoeuvre the police. The basic premise of this series is that criminal activity is wrong and that in the end, “good” (represented by the police) will triumph over “evil” (represented by the criminals). On a very basic level, it could be said that David, Simphiwe and Kumail’s reactions to the film each represents a specific position in Stuart Hall’s theory of preferred reading.

Can you match the fictional characters (David, Simphiwe and Kumail) with the reading positions they each represent?

<table>
<thead>
<tr>
<th>Fictional character</th>
<th>Reading position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2 David</td>
<td>(1) negotiated reading</td>
</tr>
<tr>
<td>Q3 Simphiwe</td>
<td>(2) supportive reading</td>
</tr>
<tr>
<td>Q4 Kumail</td>
<td>(3) dominant reading</td>
</tr>
<tr>
<td></td>
<td>(4) oppositional reading</td>
</tr>
</tbody>
</table>

Q5 The lead story on the front page of a newspaper is about a hijacking. As you page through the newspaper, you find information on power cuts; places where it has snowed; crime stories; and a story about the latest orchid exhibition. In the entertainment section, you read different opinions on the latest books and shows, film stars, and pop stars and movies. This scenario refers to … .

(1) micro-plurality
(2) meso-plurality
(3) internal plurality
(4) external plurality

QUESTIONS 6 to 9

Match the concepts in column A with the definitions or concepts in column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6 National unity</td>
<td>(1) Is generally interpreted to suggest that the postcolonial ruling elites did not tolerate media content that portrayed them in a negative light.</td>
</tr>
<tr>
<td>Q7 The postcolonial media was a primary instrument of ...</td>
<td>(2) Winning support for the party and its leadership.</td>
</tr>
<tr>
<td>Q8 Nation building</td>
<td>(3) Evolution of politico-ideological slogans to rally the media.</td>
</tr>
<tr>
<td>Q9 Constructive criticism</td>
<td>(4) Mass education.</td>
</tr>
</tbody>
</table>
Q10  What types of ideology can you identify in the scenario described below?

While paging through a magazine, you see an advertisement for an off-road vehicle. A female figure is pictured in the driver’s seat and the vehicle appears to be driving through difficult jungle terrain.

(1) Marxism and humanism  
(2) Feminism and capitalism  
(3) Communism and racism  
(4) Capitalism and masculinism

Q11  “I am because we are.” This concept clearly emphasises sharing and the aspect of individual participation in a collective life. Which normative media theory is being referred to?

(1) Civic journalism  
(2) Cultural negotiation  
(3) Ubuntuism  
(4) Social responsibility

Q12  In the run-up to the first democratic elections in South Africa in 1994, an area of concern was the partisanship of the SABC towards the white minority government and the credibility of the SABC as a news and information provider. A solution was to distance the SABC from government through the creation of an independent regulator. As a result, which regulatory body was established?

(1) Independent Communication Authority of South Africa (ICASA)  
(2) Independent Broadcasting Authority (IBA)  
(3) Triple Inquiry Authority  
(4) South African Telecommunications Regulatory Authority

Q13  Which element of broadcasting was extremely influenced by the National Party government in South Africa?

(1) Sports shows  
(2) Entertainment  
(3) News  
(4) Production of music programmes

QUESTIONS 14 TO 17

Match the criteria of evaluating theory in column A with the description in column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q14 Scope</td>
<td>(1) Does the theory have practical value that helps us to control and improve the phenomenon concerned?</td>
</tr>
<tr>
<td>Q15 Testability</td>
<td>(2) Does the theory lead to new thinking?</td>
</tr>
<tr>
<td>Q16 Utility</td>
<td>(3) How well and how much the theory explains.</td>
</tr>
<tr>
<td>Q17 Heurism</td>
<td>(4) Can the theory be tested and investigated to test its accuracy?</td>
</tr>
</tbody>
</table>
Q18 Which one the following definitions best describes the concept of hegemony?

(1) The media mainly support the interests of one group at the cost of another.
(2) Through power structures we learn how to think and what to think about topics.
(3) The ideas and belief systems of a class struggle of the ruling class versus workers.
(4) The social reality is a never-ending process of meaning construction.

Q19 The author has no guardianship over a text once it is out of his/her hands.

Which theorist made this argument?

(1) Michel Foucault
(2) Neil Postman
(3) Roland Barthes
(4) Stuart Hall

QUESTIONS 20 TO 23

Match the periods in column A with the functions in column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q20 Colonial period</td>
<td>(1) Privatisation and commercialisation of state media</td>
</tr>
<tr>
<td>Q21 Post-colonial period</td>
<td>(2) The media was used as a tool to anaesthetise the natives</td>
</tr>
<tr>
<td>Q22 Globalisation</td>
<td>(3) The public broadcaster became a symbol of nationhood</td>
</tr>
<tr>
<td>Q23 African nationalism</td>
<td>(4) Expressing national and regional cultural diversity</td>
</tr>
</tbody>
</table>

QUESTION 24 AND QUESTION 25

Match the concepts in column A with the explications in column B.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q24 Ideology</td>
<td>(1) Developed the concept of hegemony to explain the power of a dominant, ruling group that continuously tries to persuade subordinate groups to accept its moral, political and cultural values.</td>
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<tr>
<td>Q25 False consciousness</td>
<td>(2) The ruling class’s explanations that existing relations are the natural order of things are accepted by the dominated majority, preventing the majority from seeing its own oppression.</td>
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<tr>
<td></td>
<td>(3) Refers to the ways in which the dominant institutions in society work through values, conceptions of the world and symbol systems to legitimise the current order.</td>
</tr>
<tr>
<td></td>
<td>(4) Institutions that socialise and prepare people to accept society as it is.</td>
</tr>
</tbody>
</table>
8.7 Other assessment methods

There are no other assessment methods.

8.8 The examination

Use your *Study @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

The following applies to your examination:

- Assignment 01 is a **compulsory** assignment. You **have to submit** it in order to be admitted to the examination. If you fail to submit this assignment by the due date, you will NOT qualify for the examination and **will have to register again to repeat this module.** Assignment 01 is compulsory and contributes 10% towards your final mark. Assignment 02 will contribute another 10% towards your final mark.

- You must achieve a subminimum of 40% in the examination, and a total of 50% is required to pass this module. This means that if you do not obtain a mark of at least 40% in the examination, you will automatically fail the module. Your module mark will be added automatically to your examination mark at the end of the module and the final mark will be converted into a percentage out of 100. However, if you obtain less than 40% in the examination, your module mark will not be taken into account.

- If you fail the examination and do **not** qualify for a supplementary examination, you will be required to re-register for the module for the following semester and to redo the examination and assignments. If you fail the examination and **do** qualify for a supplementary examination, you will be required to write the supplementary examination at the next examination opportunity. Please note that should the university grant you a supplementary examination, **your module mark will not count towards your final mark.** In other words, your examination will count 100% of the final mark and you will have to achieve a mark of at least 50% in the supplementary examination to pass the module.

However, this arrangement will not affect students who write the **aegrotat examination. Students who write this examination were ill on the day of the first examination and have a medical certificate as proof. Their module mark will count towards their final mark.**

- The supplementary and aegrotat examinations are based on the same syllabus and module content that you studied during the semester, but new information and a new scope will apply. **Please contact the lecturers before you write the supplementary or aegrotat examination and ask for the most recent tutorial letter pertaining to the supplementary examination.**

- To help you prepare for the examination, you will receive a tutorial letter in which the format of the examination paper is explained and some guidelines will be provided for preparation for the examination.
• It is very important to arrive on time for the examination. Even if you are just one minute late, you will not be admitted to the examination centre – make sure that you are seated at least 10 minutes before the examination is scheduled to commence.

• During the course of the semester, the Examination Section will provide you with information on the examination in general, examination venues, examination dates and examination times.

If you have any queries about the examination and module marks, please contact the Help Desk of the Examination Department. The contact details are as follows:

SMS  43584
E-mail:  exams@unisa.ac.za

Consult the Study @ Unisa brochure for general guidelines for the examination and examination preparation.

9  FREQUENTLY ASKED QUESTIONS

The brochure, myStudies @ Unisa, contains an A–Z guide of the most relevant study information.

10  SOURCES CONSULTED


11  IN CLOSING

We hope that you enjoy this module and that you find the content interesting and useful.

This is an important module that lays the foundation for your further and more advanced studies of the media in the remaining four modules for Media Studies offered by the Department of Communication Science.

You are welcome to contact us if you are unsure about anything related to this module. We always like hearing from our students and it will be our pleasure to help you in any way we can.

Best wishes

THE COM2604 TEAM
## ADDENDUM

### ADDENDUM A

### CHANGES IN THE STUDY GUIDE

Should you not understand any of the updates in the table below or feel that you need further explanation in this regard, you are welcome to contact any of your lecturers.

We trust that the information below will make it easier to navigate through the study guide and the prescribed book.

| STUDY GUIDE PAGE | SECTION | CHANGE TO  
|-------------------|---------|-----------------------------------------------------------|
| 4                 | Activity 2.2  
|                   | Read sections 3.1 and 3.2 in your prescribed book. | Read sections 2.1 and 2.2 in your prescribed book (Fourie 2007:60–62). |
| 7                 | Liberal-democratic rule  
|                   | Second paragraph (second line) 3.2  
|                   | Third paragraph (third line) 3.2  
|                   | Fourth paragraph (second line) 3.2 | Change all references to 3.2 on this page to 2.3.2 (Fourie 2007:71–73). |
| 8                 | Activity 2.3  
|                   | Read section 3.2.1 in your prescribed book.  
|                   | Chapter 8 … this section. | Read section 2.3.3 in your prescribed book.  
|                   | Chapter 9 … this section. |
| 8                 | Activity 2.4  
|                   | Read section 4 … Chapter 8 … this section. | Chapter 9. |
| 13                | Activity 3.1  
| 14                | Activity 3.2  
|                   | Read section 3.3.1 … | Read section 3.2.1 … (Fourie 2007:97–103). |
| 18                | Activity 3.6  
|                   | Read sections 3.5.2 … to 3.5.3 … | Read sections 3.4.2 …. to 3.4.3 …. (Fourie 2007:117–124). |
| 22                | Activity 3.9  
|                   | Read sections 3.5.3 … to 3.5.4 … | Read sections 3.4.3 …. to 3.4.4 (Fourie 2007:124–146). |
| 23                | 3.8 Mass/popular culture criticism  
|                   | The concepts of “culture, … .” in chapter 7 (“Media culture”) | The concepts of “culture, … .” in chapter 6 (“Media culture”). |
| 26                | Activity 3.13  
|                   | Read section 3.5.4 … .  
|                   | Activity 3.14  
|                   | Read section 3.5.5 … . | Read section 3.4.4 (Fourie 2007:146–151).  
|                   | Read section 3.4.5 (Fourie 2007:151–154). |
| 27                | Activity 3.15  
|                   | In section 3.5.6 … . | In section 3.4.6 (Fourie 2007:154–156). |
| 28                | Activity 3.17  
|                   | In section 3.5.8 | In section 3.4.8 (Fourie 2007:174–177). |
| 38                | Activity 4.9  
|                   | Read sections 7.2.3 to 7.2.4 | Read sections 4.1.3 to 4.1.4 (Fourie 2007:190–201). |
| 39                | Activity 4.10  
<p>|                   | Read sections 4.2.4 to 4.2.5.3 | Read sections 4.1.4 to 4.1.5.3 … (Fourie 2007:201–217). |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| 40 | **Activity 4.11**
Study section 4.2.5.3 "The case of ubuntuism … ."

| 41 | **Activity 4.12**
Read section 4.3 in … .
Read section 4.2 in … (Fourie 2007:216).

| 90 | **Activity 6.11**
Section B, 6.1 discusses the social … .
Section 2, 6.6 (Fourie 2007:285–289).

| 99 | **Activity 7.1**
Section 1 in your … .
Section 9.1 in your … (Fourie 2007:351–362).

| 101 | **Activity 7.3**
Read through section 2.1 … .

| 102 | **Activity 7.4**
Read section 3.1 in your … .
Read section 9.3 in your … (Fourie 2007:369–372).

| 103 | **Activity 7.5**
Read section 2.2 … .
Read section 9.3 in your … (Fourie 2007:373–380).

| 104 | **Activity 7.6**
Read sections 3.2 and 3.3 in your … .
Read sections 9.3.2 and 9.3.3 in your … (Fourie 2007:380–382).

**Activity 7.7**
Read sections 3.4 and 3.5 in your prescribed book.
Read sections 9.3.4 and 9.3.5 in your … (Fourie 2007:383–387).

| 105 | **Activity 7.8**
Read section 4.1 in your prescribed book.
Read section 9.4 in your … (Fourie 2007:392–396).

**Activity 7.9**
Read section 4.2 in your prescribed book.
Read section 9.4.2 in your … (Fourie 2007:396–407).

| 106 | **Activity 7.9**
3 Log onto … (see section 4.2.4 in your prescribed book).
Change to: 3 Log onto … (see section 9.4.2 in your …) (Fourie 2007:396–407).
STUDY UNIT 1

You will notice in the study guide that there is no study unit 1. We have included it below so that you can do the activities in order to familiarise yourself with the historical developments of the media in South Africa.

STUDY UNIT 1:
A SOUTH AFRICAN MEDIA MAP
(THE HISTORY OF THE SOUTH AFRICAN MEDIA)

1.1 Introduction

Study unit 1 of this module is not included in the study guide because the nature of the information you are provided with in this addendum is of a dynamic and constantly changing nature. Please read through the introduction to the study guide before you start working through this unit.

The purpose of this study unit is to provide you with the necessary historical background to enable you to contextualise your study of the media. In the first study unit (in your prescribed book it is the first chapter) we provide you with a brief overview of the history of the South African media (mainly of the press and broadcasting), followed by a brief overview or media map of what constitutes the South African media today. This knowledge is necessary for you to understand exactly what we are talking about when we refer to media or the media. As a communication student, knowledge of what is going on in the South African media or in the media in the country of your residence, is a prerequisite for being able to eventually do meaningful media research or to participate in discussions about the media. This will also be of great value to you in a career in the media industry.

Key questions

Key questions that need to be answered are the following:

- Why is it important to study the history of the media?
- Which periods can be identified in the development of broadcasting in South Africa?
- Which strands can be identified in the history of the press in South Africa?

1.2 Why is it important to study the history of the media?

A historical approach needs to be followed to understand the status quo of the media in South Africa. It is therefore important to explore how broadcasting and the press of today have been shaped by various political and economic events of the past.
ACTIVITY 1.1

1. Read the overview and introduction in chapter 1 of your prescribed book.

2. Briefly summarise the purpose of studying the historical development of the media and the problems that are involved in such a study.

As explained in the introduction to this chapter, the composition of the media in today's environment has been determined largely by what happened in the past. To arrive at a deeper understanding of the organisation of the media and how it functions, as well as its relationship with other organisations and institutions in society, we need to begin with an understanding of the roots, or historical development, of the South African media. Studying the historical development of the media is also not without its problems. We use the concept of media purely as a matter of convenience to collectively describe broadcasting and the press. While there are a number of common characteristics, the organisation and interrelationships of the sociopolitical environment differ for each medium.

1.3 Which periods can be identified in the development of broadcasting in South Africa?

Although the history of broadcasting in South Africa can be divided into several periods, it is important to remember that we cannot be too categorical about the exact date of when a period begins or ends. Different authors may also have differing opinions about the grouping of periods.

ACTIVITY 1.2

1. Read section 1.2 in the prescribed book where you are provided with an overview of the history of broadcasting in South Africa.

2. Draw up a table in which you list the periods of broadcasting development in South Africa in the first column. List the key events associated with each period in the second column.

3. Write a short paragraph in which you explain the structure of broadcasting in South Africa.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>KEY EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 1919 to 1936:</td>
<td>The first amateur broadcasts</td>
</tr>
<tr>
<td></td>
<td>Experimental broadcasts</td>
</tr>
<tr>
<td></td>
<td>The first regular broadcasts</td>
</tr>
<tr>
<td>The establishment of radio in South Africa</td>
<td>The African broadcasting company</td>
</tr>
<tr>
<td>From 1936 to 1948:</td>
<td>Formation of the SABC</td>
</tr>
<tr>
<td>The South African Broadcasting Corporation</td>
<td>Broadcasts in Afrikaans</td>
</tr>
</tbody>
</table>

The above table is an example of what your table could look like. Continue by adding the remaining periods and the key events associated with each of these periods.
Broadcasting is structured in South Africa according to a three-tier system, where the following can be identified:

- public broadcasting
- commercial broadcasting
- community broadcasting

Although this is a simplistic view, the current distinction between the various tiers is largely a financial one rather than an indication of the programming and services presented to the public.

1.4 What strands can be identified in the development of the press in South Africa?

In the development of the press we can identify four strands that developed simultaneously, in each of which we can identify specific periods.

These strands are the following:

- the English press
- the Afrikaans press
- the black press
- the alternative press

**ACTIVITY 1.3**

1. Read section 1.3 in the prescribed book.
2. Draw up four tables – one for each of the four strands that can be identified in the development of the press in South Africa. Identify the specific period in the first column, and provide a list or a summary of developments during these periods in the second column.
3. Read section 1.3.5 in the prescribed book. Draw up a table similar to the one above in which you summarise the development of the press during the apartheid years.
4. Read through section 1.3.6 in the prescribed book and write a short paragraph on the key developments in the press since democratisation.
### THE ENGLISH PRESS

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>DEVELOPMENTS</th>
</tr>
</thead>
</table>
| The early years in the Cape Colony          | - The *Cape Town Gazette and African Advertiser* were published in 1800.  
- Private newspapers were prohibited except those published by missionaries in the hinterland. |
- *The Commercial Advertiser* revived.  
- Arrival of 5,000 settlers in 1820 strongly influenced the development of the press. |
| The Newspaper Press Union                  | -                                                                                                                                              |
| Further developments of the press in South Africa | -                                                                                                                                              |

The above table is an example of what your table could look like. Continue by adding the developments for the remaining two periods. Compile a similar table for the remaining three strands in the development of the press in South Africa. Do the same for the section on the press during the apartheid years.

### ACTIVITY 1.4

1. Read section 1.4 in your prescribed book.

2. Write short notes on the cycles in the three stages of Stöber’s theory that can be identified in the history of broadcasting and the press in South Africa.

By reading this section in your prescribed book and by doing this activity, you have seen how one could use or apply a theory to try to find deeper meaning in the events of the past.

Stöber’s theory illustrates the interaction between four subsystems, namely technology, law and politics, culture, and the economy. This interaction brings about change in the media. Stöber’s theory of media evolution consists of three stages, namely, the invention stage, the innovation stage and the diffusion stage. In the history of broadcasting in South Africa we can, so far, identify five distinct cycles, but in the instance of the press, these cycles are not as easily distinguishable. These cycles do, however, parallel the development of broadcasting.
1.5 Conclusion

In this study unit we started off by highlighting the importance of studying the history of the South African media. We established that the importance of examining the history of the media lies in the need to provide a context for understanding the status quo. We provided you with a brief overview of the history of the press and broadcasting in South Africa. In conclusion, we looked at Stöber's theory of media evolution and how it can be used to develop a better understanding of the past.