Syllabus

MSS

Department of Mass Communication and Journalism

Faculty of Social Sciences
University of Dhaka
Dhaka-1000
2022

Syllabus for Master of Social Science (MSS) programme in Mass Communication and Journalism (MCJ)

The Department of Mass Communication and Journalism offers an innovative, full-immersion Master's programme that has placed the Department in the forefront of higher education in communication and journalism in the country.

The one-year programme is unique in scope, focus and intensity. It begins with immersion in communication theories and applications, media research and journalism skills, values and principles. Students learn how to navigate a significantly different media environment in contemporary times through classes and seminars focused on the future of media communication.

The Communication part of the programme is designed for students seeking higher-level and focused understanding of communication processes and phenomena to pursue communication-related careers in business, government, education and research, the communication industry. It focuses on a wide range of issues, such as, public relations, advertising, media policy, media criticism, advocacy, health, poverty and so on. It includes social level analysis of mainstream and alternative media as products of and influences on society; individual level analysis of psychological and physiological processes through which knowledge, attitudes and behaviours are shaped; and the creation of messages as well as how strategic messages campaigns can influence decision making and social development.

The journalism part puts emphasis on shaping and redefining the evolving field of journalism. Critical thinking, excellent writing and visual communicating are its principal features. It focuses on a variety of issues, such as, environment, development, cyberspace, arts and entertainment, journalism cultures, critical analyses of current issues and so on. Students become experts in gathering, organizing and presenting news in written or visual formats. They become competent journalists who are aware of the critical history of journalism and ethical norms and can successfully navigate their writing and visual skills across all platforms of media and also engage in education and research.

The programme is of 32 credit hours and divided into 2 semesters. It includes teaching of 8 course units. Of the eight courses four are core and three optional. There are two clusters of optional courses, one of communication and the other of journalism. Students will choose three courses from either of the clusters. There is an obligatory comprehensive course, divided into two parts – written and oral. Students opting for thesis will choose one optional course from either cluster. The core courses are offered in the first semester and the optional courses in the second semester.

CORE COURSES

MCJ 501: Communication and Media Thoughts

Objective

The course aims to give a broad view of the advances in communication and media thoughts.

Description

It discusses theoretically the ubiquity of communication and its ramifications in relation to the processes of permanence and change in the wider spaces of culture. It attempts to read the relationships in perspective of modernity, and its various 'posts' – chiefly post-structuralism, postmodernism, post-colonialism and post-feminism. The course looks in depth at the salience of political economy and culturalist discourses. Alongside the discussion of pertinence and potential of the perspectives, the course analyses the ambivalence and contradictoriness in some approaches.

Suggested Readings

Allan, K. (2006). *Contemporary Social and Sociological Theory: Visualizing Social Worlds*. California: Pine Forge Press.
Allen, R. C. (Ed.) (1992). *Channels of Discourse, Reassembled*. London: Routledge.
Baudrillard, J. (1994). *Simulacra and Simulation* (S. F. Blaser, Trans.). Ann Arbor: The University of Michigan Press.
Bauman, Z. (1992).*Intimations of Postmodernity*. New York: Routledge.
Gabriel, T. H. (1982). *Third Cinema in the Third World: The Aesthetics of Liberation*. Ann Arbor: The University of Michigan Press.

Gupta, S. D. (2013). *Marxism in Dark Times: Select Essays for the New Century*. London: Anthem Press.

Schirrato, T, Danaher, G., & Webb, J. (2012).*Understanding Foucault: A Critical Introduction*. California: Sage.

MCJ 502: Media Research and Cultural Analysis

Objective

This course enhances knowledge and skills of advanced research in media and cultural studies. Students will read sources detailing out methods and conduct a research project to write a monograph.

Description

It is concerned with the methods of doing different types of media research, ranging from impact/audience analysis to image analysis. Explaining the quantitative methods briefly, the course expounds the qualitative approaches. Keeping the critical and cultural approaches in perspective, it throws light on Marxist analysis, feminist methods, framing and frame analysis, psychoanalytic criticism and discourse analysis. It also addresses textual, visual and ethnographic methods including image analysis, representation, semiotics, film analysis and oral history.

Suggested Readings

Berger, A. A. (2014). *Media Analysis Technique*s (Fifth Edition). Newbury Park: Sage Publications.

Denzin, N. K. & Lincoln, Y. (Eds.) (2011). *The SAGE Handbook of Qualitative Research* (Fourth Edition).Newbury Park: Sage Publications.

Jensen, K. B (Ed.) (2012). *The Handbook of Qualitative Methodologies for Mass Communication Research: Qualitative and Quantitative Methodologies*. Oxford: Routledge.

Hall, S. (1997). *Representation: Cultural Representations and Signifying Practices.* Sage Publications.

Wimmer, R. & Dominick, J. (2006). *Mass Media Research: An Introduction*, (Illustrated Edition). Belmont, California: Wadsworth Publishing Company.

Berger, John (1972). *Ways of Seeing*. BBC Documentary

MCJ 503: Advanced Reporting

Objective

The aim of this course is to help students learn advanced techniques for reporting and writing news stories for the media.

Description

The course deals with the techniques of investigation and the ways of depth reporting. It focuses on covering events in some specific areas like parliament, election, corporate organizations. Other areas may be decided on by the course instructor as and when necessary. Students are asked to come up with ideas for investigative/interpretative stories, find sources they need, gather relevant information and write the stories in depth in a clear and compelling and fair fashion, adhering to the basic principles of accuracy and objectivity. The course lays emphasis on reporting exercises for both print and electronic media.

Suggested Readings

Bruce, I. & Anderson, D. (2007). *News Writing and Reporting for Today's Media* (7th edition). New York: McGraw Hill.

Coronel, S. S. (2009). *Digging Deeper: A Guide for Investigative Journalists in the Balkans*. Sarajevo: Balkan Investigative Reporting Network.

Ullman, J. & Colbert, J. (1991). *The Reporter's Handbook: An Investigator's Guide to Documents and Techniques*. New York: St. Martin's Press.

ফেরদৌস, রোবায়েত, চৌধুরী, সাইফুল আলম ও হক, সাইফুল (২০১৫)। *দুর্নীতি, সুশাসন ও অনুসন্ধানী সাংবাদিকতা*। ঢাকা: টিআইবি।

MCJ 504: Advanced Editing

Objective

The course aims to help the students attain maturity in editing and translating depth news and develop in them an ability to comparatively analyse news of different newspapers.

Description

It puts emphasis in its design on news editing in newspapers in view of the fact that no one but the competent newspaper copyeditor faces challenges of the ever-changing language with so much ingenuity and no one else works under so much pressure to integrate words, pictures, graphics and design to tell compelling

stories. The course enables the students to spot errors in complex copies, remove inconsistencies, redundancies and ensure clarity and cohesion. The course also focuses on the techniques of writing for electronic media, especially television, weaving the words with sounds and pictures. This necessitates understanding shots and sequences and the language of television news, guidelines for writing in television and radio, script writing techniques and preparing running order for radio and television.

The course instructor will help the students make qualitative comparative analysis of news of some newspapers to learn in depth the treatment of news, the symbiotic relationship between content and form with a view to honing the editing skills of the students.

Suggested Readings

Boyd, A., Stewart, P. & Alexander, R. (2008). *Broadcast Journalism: Techniques of Radio and Television News* (6th Edition). Oxford: Focal Press

Hyde, G. M. (2014). *Newspaper Editing: A Manual for Editor, Copyreaders, and Students of Newspaper Desk Work.* New York: Create space Independent Pub.

Ludwig, M. D. and Gilmore, G. (2005). *Modern News Editing*. New York: Wiley-Blackwell.

Newsom, D. &Wollert, J. A. (1985). *News for the Mass Media: Media Writing*. New York: Wadsworth Publishing Company.

আশরাফ, খোন্দকার আলী (২০০৩)। *সংবাদ সম্পাদনা*। ঢাকা: বাংলাদেশ প্রেস ইনস্টিটিউ।

খন্দকার, রফিকুল ইসলাম (২০১৪)। *খবর লেখা ও সম্পাদনা*। ঢাকা: বাংলাদেশ প্রেস ইনস্টিটিউট।

রায়, সুধাংশু শেখর (২০০৩)। *সাংবাদিকতা, সাংবাদিক ও সংবাদপত্র*। ঢাকা: ম্যাসলাইন মিডিয়া সেন্টার।

OPTIONAL COURSES

The optional courses are split into two clusters – **Communication and Media Studies** and **Journalism**. Students (except the thesis group) will choose three courses from either of the clusters. The thesis group students will choose one course.

Cluster: Communication and Media Studies

MCJ 505: Media Economics and Management

Objective

The course aims at familiarizing the students with the theory and practice of media economics and management.

Description

It examines the process of media economics and decision making through exploring industrial restructuring, regulatory constraints on media operations and providing insights into media business. With the structure and value of media industries changing rapidly, this course helps the students understand the mechanics of change, offering insight into the processes of reproducing trends in media economics and management. The course sheds light on different approaches to management, Fayol's14 principles, factors influencing circulation and TRP, management roles, functions and skills, ethical issues in management.

Suggested Readings

Alexander, A., Owers, J., Hollified, C. A. & Greco, A. N. (2004). *Media Economics: Theory and Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.

Lavine, J. M. & Wackman, D. B. (1988). *Managing Media Organization,* New York: Longman.

Picard, R. G. (1989). *Media Economics: Concepts and Issues*. London: Sage Publications.

Rucker, F. W. & Williams, H. L. (1979). *Newspaper Organization and Management* (3rd Edition).Iowa: Iowa State University Press.

Shindhwani, T. N. (1978). *Newspaper Economics and Management*. New Delhi: Indian Press.

MCJ 506: Communication Policy and Planning

Objective

The course gives the students a solid theoretical foundation in critical analysis of issues and trends in communication policy and planning.

Description

It is designed to teach them contemporary issues, prospects and problems of communication policy and planning in both international and national contexts. Students become familiar with scholarly literature and develop an insight into the relevant issues. The course addresses the following pertinent questions: what is the current state of global communication policy formulation process? What are the current perspectives? What can be done to bridge the gap between the ideal and the real in policy, planning at global to local levels? It helps the students learn how policy and planning are related to the multi-dimensionality of development and how it can incorporate gender issues. Emphasis is placed on the analysis of policy formulation in Bangladesh.

Suggested Readings

Chakravarty, P. & Sarikakis, K. (2006). *Media Policy and Globalization*. Edinburgh: Edinburgh University Press.

Ferguson, S.D. (1999). *Communication Planning: An Integrated Approach*. London: Sage.

Freedman, D. (2008). *The Politics of Media Policy*. Cambridge: Polity.

Hancock, A. (1981). *Communication Planning for Development: An Operational Framework*. Paris: UNESCO.

MacBride, S. et al (1980). *Many Voices One World: Communication and Society, Today and Tomorrow*. Paris: UNESCO.

McQuail, D. & Siune, K. (Eds.) (1998). *Media Policy: Convergence, Concentration and Commerce*. London: Sage.

Middleton, J. (1980). *Approaches to Communication Planning*. Paris: UNESCO.

MCJ 507: Television - Context and Content

Objective

The course aims to familiarize the students with the socio-cultural and political environment within which television works, the influences the environment has in shaping television as an institution and the nature of television content.

Description

It discusses a considerably wide range of topics – origin and growth of television; art and science of television; language of television; political economy of television; content, context and casting, television studio; satellite and cable channels; television and non stop news network, TV viewing practices and social impact of television. By studying the great variety of content it attempts to see the interrelationship between television and different aspects of society and culture - education, socialization, popular culture, entertainment, election, politics and so on. It also discusses the rapid growth of private channels, politics of media ownership and the future of television in Bangladesh.

Suggested Readings

Allen, R.C. & Hill, A. (Eds.) (2004). *The Television Studies Reader*. London: Routledge.

Buonanno, M. (2008). *The Age of Television Experiences and Theories* (Translated from Italian by Jennifer Radice). Bristol, UK: Intellect.

Gray, J. & Lotz, A. D. (2012). *Television Studies*. Cambridge, UK: Polity Press.

Janet, W. (Ed.) (2010). *A Companion to Television*. MA, USA: Wiley-Blackwell.

Kellner, D. (1990). *Television and the Crisis of Democracy*. Oxford, UK: West view Press.

Miller, T. (2010). *Television Studies: The Basics*. New York: Routledge.

Munshi, S.(2012). *Remote Control: Indian Television in the New Millennium*. India: Penguin Books India Pvt Ltd.

বেগম, শিল্পী ও আহাম্মদ, ড. আবুল মনসুর (২০১৬)। *গ্রামীণ জীবনে লোকসংস্কৃতি ও টেলিভিশন অনুষ্ঠানের সহাবস্থান*। ঢাকা : পুথিনিলয়।

MCJ 508: Film Sense and Criticism

Objective

The course aims to provide students with an informed understanding of the status of film as a technology, text and art form. Students will gain a critical knowledge of how images make a multiplicity of meanings and how film grows in the matrix of society, politics and culture.

Description

The first part of the course discusses major film theories against the backdrop of historical and contemporary debates in film studies. The lectures will focus on key theoretical approaches such as Soviet montage theory, realism, auteur theory, mise-en-scene, narrative theory, apparatus theory, Brechtian methods and self-reflexivity, post-structuralist theory, psychoanalytic criticism, feminist film theory, third cinema theory, post-colonialism, race and queer theory. The second part makes an aesthetic appreciation and analysis of some formally-innovative, experimental and socially-committed films. It throws light on specific cinematic strategies that are deployed to convey deeper meanings, enriched with the essence of socio-political realities. There will be screenings of select films throughout the semester. Students will learn how to write film criticisms.

Suggested Readings

Barsam, R. (2007). *Looking at Movies: An Introduction to Film* (2nd ed.). New York: W. W. Norton and Company.

Braudy, L. & Cohen, M.(eds.) (1999). *Film Theory and Criticism: Introductory Readings*. Oxford: Oxford University Press.

Mast, G. & Kawin, B. F. (2008). *A Short History of the Movies* (10thed.). New York: Pearson Longman.

Monaco, J. (2000). *How to Read a Film: Language, History, Theory*. Oxford: Oxford University Press.

Rodowick, D. N. (1988). *The Crisis of Political Modernism: Criticism and Ideology in Contemporary Film Theory.* Berkeley: University of California Press.

Richard, R. & Bettinson, G. (2010). *What is Film Theory? An Introduction to Contemporary Debates*. New York: Open University Press.

Wayne, M. (ed.) (2005). *Understanding Film: Marxist Perspectives*. London: Pluto Press.

আউয়াল, সাজেদুল (২০১১)। *চলচ্চিত্রকলার রূপ-রূপান্তর*। ঢাকা: দিব্য প্রকাশ।

জুনাইদ, নাদির (২০১৫)।*বাংলা রাজনৈতিক চলচ্চিত্র: সত্যজিৎ-ঋত্বিক-মৃণালের প্রতিবাদী ছবি*। ঢাকা: বিডি নিউজ পাবলিশিং লিমিটেড।

জুনাইদ, নাদির (২০১৪)। *দশটি রাজনৈতিক চলচ্চিত্র: বক্তব্য ও নির্মাণ শৈলী*। ঢাকা: জনান্তিক।

নাসরীন, গীতি আরা ও হক, ফাহমিদুল (২০০৮)। *বাংলাদেশের চলচ্চিত্র শিল্প: সঙ্কটে জনসংস্কৃতি*। ঢাকা: শ্রাবণ।

রায়, সত্যজিৎ (১৯৮৯)। *বিষয়চলচ্চিত্র*। কলকাতা: আনন্দ পাবলিশার্স লিমিটেড।

হক, ফাহমিদুল (২০১৭)। *চলচ্চিত্র পাঠ*। ঢাকা: আদর্শ।

MCJ 509: Public Relations

Objective

The course is designed to equip students with PR knowledge and skills, needed to build mutually beneficial relationship between organizations and public.

Description

It prepares them to help the organizations/industries meet specific challenges, deal with some management problems and resolve glitches in times of crisis. It also enables them to actively participate in the decision making process. The course includes a brief survey of the emergence of public relations and discusses a wide range of topics like the process of public relations, public opinion, PR advertising, PR marketing, PR campaign and issue management. It also includes some practical classes for writing press releases. An important component of this course will be students' field trips to different organizations which may provide them an exposure to actual activities of public relations sector. They will be required to make a case-study of PR practice in an organization.

Suggested Readings

Foster, J. (2008). *Effective Writing Skills for Public Relations.* London: Chartered Institute of Public Relations.

Haque, M. E. (2007). *Public Relations Handbook.* Dhaka: MRDI.

Seitel, F. P. (1984). *The Practice of Public Relations.* USA: Charles E. Merrill Publishing Company.

MCJ 510: Advertising

Objective

This course is designed to familiarize the students with the sophisticated

tools and methodologies needed to market a product/service in a constantly shifting context.

Description

It addresses past and current knowledge of diversity in advertising and application of current theories to develop a communication plan and message content. It explores the wide and varied area of advertising by detailing all the components, categories and functions and it views advertising as a communication medium as well as a marketing tool. It gives an overview of the working of an advertising agency, basic principles of advertising design, campaign and media planning, building brand identity and brand failures, TVC and RDC concept development. It evaluates advertising's role in the marketing mix, taking into account consumer behaviour and research in planning a marketing communication program; it analyses the ethical aspects of the current trends in advertising.

Suggested Readings

Bovee, L. C. & Arens, F. W. (1986). *Contemporary Advertising* (2nd ed.). Illinois: IRWIN.

David, W. N. (1980). *Advertising, planning, implementation & control* (2nd Ed.). Ohio: South Western Publishing.

Dirksen, J. C. & Kroeger, A. (1968). *Advertising Principles and Problems*. Illinois: IRWIN.

Mohan, M. (1989). *Advertising Management*: *Concepts and Cases*. New Delhi: Tata McGraw -Hill Publishing.

Tiwari, S. (2003). *The (un) Common Sense of Advertising: Getting the Basics Right*. New Delhi: Response Books, A division of Sage Publications India Pvt Ltd.

MCJ 511: Political Communication

Objective

The course attempts to examine the mediatisation of politics and the power to mould public opinion and the policy agenda which parties, pressure groups and even governments are able to wield by mounting persuasive campaigns exploiting modern communication technologies.

Description

It focuses on the essentially communicative aspects of governing processes, surveying research that analyzes the way in which political candidates at various levels of government are chosen, how they shape their personal image, the process of constructing persuasive message appeals, and their interaction with voters. It will also focus on how elected officials set political and legislative agendas, use public relations strategies to shape public policy, and otherwise engage in the process of political deliberation. The media in which these processes take place will be an additional focus, including the influence of news outlets, political campaign advertising, and the work of political advocacy groups of various kinds. This course also explores the rapidly evolving role of communication in political life, both nationally and internationally and looks at fundamental themes of political communication, such as agenda setting, framing, and branding.

Suggested Readings

Bennett, W. & Entman, R. (2001). *Mediated Politics: Communication in the Future of Democracy*. Cambridge: Cambridge University Press.

Cushion, S. & Thomas, R. (2018). *Reporting Elections: Rethinking the Logic of Campaign Coverage.* Cambridge: Polity.

Herman, E. & Chomsky, N. (1994). *Manufacturing Consent: The Political Economy of Mass Media*. New York: Vintage.

McNair, B. (2011). An *Introduction to Political Communication*. London: Routledge.

Perloff, R. M. (2014). *The Dynamics of Political Communication: Media and Politics in a Digital Age*. New York: Routledge.

Savigny, H. (2016). *Political Communication: An Introduction*. London: Palgrave.

Seethaler, J., *et. al.* (2013). *Selling War: The Role of the Mass Media in Hostile Conflicts from World War 1 to the æWar on Terror"*. Bristol: Intellect.

Semetko, H. A. & Scammel, M. (2012). *The Sage Handbook of Political Communication*. London: Sage.

Street, J. (2011). *Mass Media, Politics & Democracy* (2nd edition). New York: Palgrave Macmillan.

Trimble, L. (2017). *Ms. Prime Minister: Gender, Media, and Leadership*. Toronto: University of Toronto Press.

Wheeler, M. (2013). *Celebrity Politics: Image and Identity in Contemporary Political Communications*. Cambridge: Polity.

MCJ 512: Health and Population Communication

Objective

The course aims to make the students familiar with the issues of health and family planning and help them learn the ways of communicating the issues to people, professionals and policy makers.

Description

It addresses health and population problems and family planning programmes from the communication perspective by focusing on the issues that have direct bearing on the country's growth and development and the pertinent part of communication as a tool for treating the ticklish aspects of health and family planning. The course throws light on health and F.P. situation and government policy. It delineates the concepts, theories, models and strategies of health and FP communication. Amongst its wide range of topics are included demographic transition; three eras of FP; FP methods; taboo communication; homophily, heterophily and credibility; reproductive health; HIV/AIDS; communicating drug issues. It puts special emphasis on counselling, communication with patients, professionals and policy makers.

Suggested readings

Berry, D. (2017). *Health Communication Theory and Practice.* Berkshire, England: Open University Press.

Ministry of Health & Family Welfare (2012). *Bangladesh National Population Policy*. Dhaka: Govt. of Bangladesh.

Piotrow, P. T., Kincaid, D. L., Rimon, J. G., Rinehart, W. & Samson, K. (1997). *Health Communication: Lessons from Family Planning and Reproductive Health*. USA: John Hopkins Center for Communication Program.

Renata, S. (2014). *Health Communication: From Theory to Practice* (2nd Edition). San Francisco: Jossey.

Rogers, E. M. (1974). *Communication Strategy for Family Planning*. USA: New York Free Press.

Zope, Jr. P. E. (1984). *Population: An Introduction to Social Demography*. USA: Mayfield Publishing Co.

স্বাস্থ্য ও পরিবার কল্যাণ মন্ত্রণালয় (২০১১)। *জাতীয় স্বাস্থ্য নীতি*। ঢাকা: গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।

MCJ 513: Media Literacy and Advocacy

Objective

The course aims to examine issues of media literacy and media advocacy and the relevant approaches to raising people's critical perception of media's role, media content and presentation and ways of advancing public issues through media for social justice.

Description

This course has two parts: media literacy and media advocacy. The first part deals with the nature of education for media literacy that often uses a pedagogic model encouraging people to ask questions about what they receive from the media. The course demonstrates how media literacy enables people to critically analyze messages, broaden their experience of media, and develop creative skills in making media messages. Throwing light on the ideological underpinnings of media literacy, the course discusses different approaches like the protectionist approach, media arts education, media literacy movement and critical media literacy. It also discusses media literacy interventions and their impact on knowledge, criticism and attitudinal changes.

The second part deals with media advocacy, which involves use of media by social justice advocates and organizations to communicate with the broader sections of the people in order to promote a public policy objective or change the people's attitudes towards important public issues. It examines the relationship between advocacy, power and politics. It discusses how to broaden constituencies for support, neutralize opposition and influence decision-makers. It throws light on important elements of social justice messages, developing core and tailored messages and putting frame round the issues and cultivating good media relations. It takes into account association of media advocacy with legitimacy, credibility, transparency and accountability.

Suggested Readings

Buckingham, D. (2012). *Media Education: Literacy, Learning, and Contemporary Culture.* Cambridge: Polity.

Gregory, S. (2005). *Video for Change: A Guide for Advocacy and Activism.* London: Pluto Press in association with Witness.

Macedo, D. P. (2007). *Media Literacy: A Reader*. New York: Peter Lang.

Reinsborough, P., & Canning, D. (2010). *RE: imagining Change: How to Use Story-Based Strategy to Win Campaigns, Build Movements, and Change the World.* Oakland, CA: PM Press.

Tyner, K. R. (2010). *Media Literacy: New Agendas in Communication.* New York: Routledge.

MCJ 514: Advanced Video Production

Objective

The course aims to help the students understand the production process from both theoretical and practical perspectives and make them capable of creating videos rich in content and form.

Description

It puts emphasis on hands-on experience. It focuses on creating videos covering events like sports, natural disaster and other events of human interest. Students will produce several types of video projects such as short video, video storytelling and commercials. They will work individually as well as in groups to produce video stories. As an integral part of the course they will make a video of their own choice and submit it for evaluation towards the end of the semester.

Pre-requisite: Only those students who have completed MCJ 405 can enrol in this course.

Suggested Readings

Browne, S. E. (1999). *Video Editing: A Post-production*. New York: Focal Press.
Dancyger, K. (2014). *Technique of Film and Video Editing: Theory & Practice*. New York: Focal Press.
Reisz& Miller (2009). *The Techniques of Film Editing*. New York: Focal Press.

Cluster: Journalism

MCJ 515: Peace Journalism

Objective

This course aims to help students understand how media writing and reporting can promote peace and prevent conflict.

Description

It is concerned with the practice of peace journalism as an alternative to the prejudices of conventional conflict reporting with a value bias towards violence. This course discusses methods for correcting the bias by producing conflict sensitive journalism in both mainstream and alternative media. Alongside the critical analysis of conflicts like human rights abuse, labour-owner conflict, ethnic and religious division, inter-party conflict and other forms of conflict, the course puts adequate emphasis on reporting and writing exercises in line with the imperatives of peace journalism.

Suggested Readings

Allan, S. & Zelizer, B. (eds.) (2004). *Reporting War: Journalism in Wartime.* London & New York: Routledge.

Chomsky, N. (1991). *Media Control: The Spectacular Achievements of Propaganda.* New York: Seven Stories Press.

Hess, S. & Kalb, M, (eds.) (2003). *The Media and The War on Terrorism.* Washington D.C: Brookings Institution Press.

Hoskins, A. & O' Loughlin, B. (2010). *War, and Media: The Emergence of Diffused War.* UK: Polity Press.

Lynch, J. & Annabel, M. (2005). *Peace Journalism*. UK: Hawthorn Press.

Robinson, P. (2002). *The CNN Effect: The Myth of News, Foreign Policy, and Intervention.* New York & London: Routledge Publications.

Spencer, G. (2005). *Media and Peace.* Palgrave Macmillan, Hampshire, New York.

Tumber, H. & Palmer, J. (2004). *Media at War: The Iraq Crisis.* London: SAGE Publications.

Wolfsfeld, G. (1997). *The Media and Political Conflict*. Cambridge: Cambridge University Press, UK.

MCJ 516: Development Journalism

Objective

The course attempts to familiarize the students with contemporary trends and practices in the field of development journalism.

Description

It equips them with the knowledge, skills and techniques required for writing development reports and features. Topics such as new concepts in journalism, advocacy journalism, and grass roots journalism are broadly analysed, while the contemporary practices and concerns are examined in depth. Throughout this course students are encouraged to make frequent field visits and write reports and features on a regular basis. There are reporting assignments on a wide range of issues including gender concerns, children rights, human rights, environment, good governance, health and nutrition, micro-finance, land rights, disaster management, rural empowerment, traditional media, right to communication, and minority issue.

Suggested Readings

Gidreta, A. D. (2011). *Development Journalism: Acceptability and Implementation.* Berlin: VDM Verlag Dr. Müller

Kunkzigk, M. (1988). *Concepts of Journalism: North and South.* Bonn: Friedrich-Ebert-Stiftung (FES).

Sharma, D. C. (2007). *Development Journalism: An Introduction.* Quezon City: Ateneo de Manila University.

MCJ 517: Climate and Environment Journalism

Objective

The course familiarizes the students with different aspects of climate and environment journalism and helps them learn how to write news and features on relevant issues.

Description

It helps them gain a deeper understanding of the field of environmental journalism. Students learn how to handle stories, translate scientific jargon and find the best sources for stories and features. They will know how to look for environmental angles in a wide range of

news stories and how to conduct effective interviews with environmental experts for their own writing.

Students of this course will also get familiar with the changing trends of environment and climate in local and global perspectives by reading journalistic writings, reports, features and articles and watching documentaries. Particular emphasis will be laid on knowing and writing about global warming, renewable energy, green living and design, health and environment, recycling, biodiversity/conservation, nuclear energy and waste, activism and volunteering, environmental actions, environmental law/policy, top environmental issues of the decade, greenhouse effect and climate change. The teacher will evaluate the students' writing exercises as well as their reading of selected news, features and articles.

Suggested Readings

Acharya, K. & Noronha, F. (2010). *The Green Pen: Environmental Journalism in India and South Asia*. New Delhi: Sage Publications.
Christ, E. & Rinker, H. B. (2010). (Eds.). *Gaia in Turmoil*. Cambridge: MIT Press.
Frome, M. G. (2012). *Green Ink: An Introduction to Environmental Journalism*. USA: University of Utah Press.
Hansen, A. (2010). *Environment, Media and Communication*. London: Routledge.
Lester, L. (2010). *Media and the Environment*. Cambridge: Polity Press.
McKibben, B. (2003). *The End of Nature*. London: Bloomsbury.

MCJ 518: Arts and Entertainment Journalism

Objective

This course aims at giving the students a good grounding in different aspects of arts and entertainment reporting and criticism.

Description

Those who have a passion for theatre, film, music, television, dance and other art forms, are encouraged to take this inter-disciplinary course with a focus on reporting the cultural events, celebrated persons in the cultural sphere and reviewing cultural output. They learn how to write lively, relevant stories of arts and entertainment in national and global contexts for newspapers and

magazines. They focus on the types of stories that are most common in cultural reporting and stories that examine the connection between cultural events and the broader society.

This course attempts to give the students an insight into the philosophy of art, which may be of use in sharpening their aesthetic sense and writing snappy reviews, critical essays on arts for the press. It discusses the dominant issues at play in arts criticism today as well as the publications in which they are being addressed.

Suggested Readings

Harris, J. (2003). *The Last Party: Britpop, Blair, and the Demise of English Rock*. Notting Hill, UK: Fourth Estate.

Macdonald, I. (1994). *Revolution in the Head: The Beatles' Records and the Sixties*. New York: Henry Holt and Co.

Morgan, P. (2007). *Don't You Know Who I Am?* London: Ebury Press.

Titchener, C. (2005). *Reviewing the Arts*. NJ, USA: Lawrence Erlbaum Associates.

MCJ 519: Narrative Journalism

Objective

The course aims to familiarize the students with the form and content of narrative journalism, sharpen their sense of looking at the deeper layers of newsworthy events and enable them to write in a creative, innovative style.

Description

The narrative form differs from the structural conventions of daily news in many respects and lays emphasis on deeper and more sophisticated reporting, a perceptive recognition of storytelling and an imaginative, creative use of language. Students of this course explore the art and craft of long-form storytelling. As an integral part of the course they will write their own pieces. They study the techniques of well-known nonfiction writers and write polished news stories/articles based on character, plot, scene and dialogue. They will pay particular attention to the selection of topics, examine the practicalities of the craft and learn about the controlled delivery and interplay of the elements used in narratives. Besides writing narratives they will read selected narratives; the course instructor will evaluate the depth of their reading.

Suggested Readings

Bazalgette, P. (2005). *Billion Dollar Game: How Three Men Risked It All and Changed the Face of TV*. London: Little Brown.

Bignall, J. (2005). *Big Brother: Reality TV in the Twenty-First Century*. Basingstoke: Palgrave Macmillan.

Deery, J. (2012). *Consuming Reality: The Commercialization of Factual Entertainment*. Basingstoke: Palgrave Macmillan

Ess, C. (2009). *Digital Media Ethics.* Cambridge: Polity Press.

Frost, C. (2015). *Journalism, Ethics and Regulation*. London: Routledge.

Hill, S. & Lashmar, P. (Ed.) (2013). *Online Journalism: The Essential Guide*. London: Sage Publications.

Kilborn, R. (2003). *Staging the Real: Factual TV Programming in the Age of Big Brother*. Manchester: Manchester University Press.

Thirkell, R. (2010). *C.O.N.F.L.I.C.T.: An Insider's Guide to Storytelling in Factual/Reality TV and Film*. London: Methuen Drama.

MCJ 520: Global Journalism Cultures

Objective

The course is designed to give an understanding of the contemporary journalism practices and cultures across the world.

Description

It takes an interdisciplinary approach to studying contemporary journalism cultures. It explores the difficulties and opportunities for journalists at work in different cultural settings, patterns of their interaction at different levels of society, their professional integrity, resilience and reaction while performing their duties, their role playing within and outside the media, ambivalence between conscience and conformity to the rules of establishment, their attitudes and outlooks, the emphases they put on global and national news. To understand the state of journalism cultures in proper perspectives this course creates in the students an awareness of the social history of journalism.

Suggested Readings

Beer, A. & Merrill, J. (2009). *Global Journalism: Topical Issues and Media Systems*. USA: Pearson Education, Inc.

Herbert, J. (2001). *Practising Global Journalism*. UK: Reed Educational and Professional Publications Ltd.

Jorgensen, K. & Hanitzsch, T. (2009). *The Handbook of Journalism Studies.* New York: Routledge.

Kalyanko, Y. & Mould, D. (2014). *Global Journalism Practice and New Media Performance.* New York: Palgrave Macmillan.

MCJ 521 Court and Parliament Reporting

Objective

The objective of the course is to provide the students with knowledge and skills needed for reporting issues related to court and parliament.

Description

The course has two parts – court and parliament. The court part deals with the structure of the court system and reporting criminal and civil cases. Students will acquire good knowledge of relevant laws. They learn how to work in the background, take thorough notes in the court and make a note of the legal terms that are not easily understood. While writing reports, they will avoid using legalese and write with clarity.

In the parliament part, apart from main government bills, the course will deal with areas like select committees, question time, government statements, ministerial statements, private member's bills, parliamentary motions, state opening of parliament, addresses given by head of state, conferences, talking directly to politicians and so on. Parliament is a place where not only political and economic issues, but also a lot of human interest stories occur. Students will be systematically guided in reporting different aspects of parliament with dedication, skill and knowledge of parliamentary procedures and the constitution.

Suggested Readings

Burrows, W. E. (1977). *On Reporting the News*. New York: New York University Press.

Knapp, M. H. (1984). *The Complete Court Reporter's Handbook*. New York: Barnes and Noble Publishing.

Kocar, M. J. (1992). *Court Reporter's Language Arts Workbook*. NJ, USA: Prentice Hall.

Warren, C. (1975). *Modern News Reporting*. New York: New York University Press.

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MCJ 522: Sports Journalism

Objective

The course is designed to help the students learn the techniques of sports reporting.

Description

It is designed to help the students learn the art of reporting sports in multiple forms including narrative, with a view to giving the readers a vicarious pleasure. The course covers mainly news and features about players, places and issues related to sports. Alongside the writing exercises, the students are asked to read good stories on sports and watch sports on television. The instructor will make an evaluation of the depth and seriousness of the students in reading the stories, selected by the instructor. They will get familiar with the rules of different games and understand the politics, sociology, economics and ethics of sports.

Suggested Readings

Andrews, P. (2005). *Sports Journalism: A Practical Guide*. SAGE Publications Ltd.

Schultz, B. and Arke, E.T. (2016). *Sports Media: Reporting, Producing and Planning*. Routledge

Reinardy, S. & Wanta, W. (2015). *The Essentials of Sports Reporting and Writing* (2nd edition). New York: Routledge.

Stofer, K. T., Schaffer, J. R., & Rosenthal, B. A. (2010). *Sports Journalism.*UK: Rowman & Littlefield Publishers, Inc.

MCJ 523: Multimedia Journalism

Objective

The course aims to help the students identify and analyze storytelling techniques and tools adopted by the news industry to take advantage of the opportunities offered by digital technologies.

Description

It discusses the digital revolution and the global Information Society, with a focus on the effects these phenomena may have on the media in general, and on journalism in particular. Students grasp the nature of journalism in a new media ecosystem.

They are given access to tools to work with narratives in tune with the new media scape. They learn how to develop multimedia projects, working with different formats, such as text, hypertext, photos, video, animation, databases, etc. Digital technology training will be given in journalistic contexts, such as responsible reporting, clear writing, critical thinking and ethical issues.

Suggested Readings

Bull, A. (2010). *Multimedia Journalism: A Practical Guide*. London: Routledge.

Hernandez, R. K. & Rue, J. (2015). *The Principles of Multimedia Journalism*. London: Routledge.

MCJ 524: Science Reporting

Objective

This course discusses different aspects of science reporting and writing from a practical perspective, with a mix of information and entertainment.

Description

Students learn how to find stories and gather information through research and interview. They learn how to get started and deal with the elements of the structure of the story. The course throws light on the nitty-gritty of writing and refinement of the draft. The attitude of the science reporter is important; the quality of writing depends on how interested the reporter is in new developments, discoveries and breakthroughs in science. They are trained here in reporting local initiatives in science, environment, new technologies and human interaction with technology and so on. They will write mainly news, feature and long-form narrative. They will be required to read relevant news and features selected by the course instructor.

Suggested Readings

Blum, D., Knudson, M., & Henig, R. M. (eds.) (2005). *A Field Guide for Science Writers*. Oxford: Oxford University Press.

Hancock, E. (2003). *Ideas into Words: Mastering the Craft of Science Writing*. MD, USA: Johns Hopkins University Press.

Huff, D. (1993). *How to Lie with Statistics* (Reissue edition). New York: W. W. Norton & Company.

Kahneman, D. (2013). *Thinking, Fast and Slow*. New York: Farrar, Straus, and Giroux.

Zinsser, W. (2016). *On Writing Well* (30th Anniversary edition). New York: Harper Perennial.

MCJ 525: Advanced Photojournalism

Objective

The course aims to produce trained and skilled photo journalists who will enter the professional photography and attain a higher technical and creative level.

Description

Students will learn about all the different areas of photography from Flash Photography to Architecture and Portraiture. The course is a combination of indoor and outdoor practical exercises. Students will work on in-depth visual storytelling project and try to develop a personal style. The course will also offer hands-on training in documentary photography.

Pre requisite: Only those students who have completed MCJ 406 can enrol in this course.

Suggested Readings

Hoy, F. P. (1986). *Photojournalism: The Visual Approach*. New Jersey: Prentice- Hall.

Langford, M. (1998). *Advanced Photography*. Oxford: Focal Press.

Lester, P. (1991). *Photojournalism: An Ethical Approach*. New Jersey: Lawrence Erlbaum Associates Publishers.

Moore, J. H. (1967). *Your Book of Photography*. London: Faber and Faber Ltd.

Rose, G. (2001). *Visual Methodologies*. London: SAGE Publications

Wells, L. (1997). *Photography: A Critical Introduction*. London: Routledge.

MCJ 526: Thesis

The thesis is an important optional component of the requirements for students seeking to obtain the MSS degree. Students who opt for thesis will deal with specific research questions by making systematic queries, hypotheses, investigations and interpretations. The thesis must be original and reach the desired level of scholarly

accomplishment, demonstrating the researcher's grounding in methodology and theory.

MCJ 527: Comprehensive

Objective

This course aims to test the students' overall knowledge of the courses.

Description

This course has two parts- written comprehensive and oral examination. There is no specific course work here. The comprehensive examination is given to evaluate the cumulative knowledge the students have acquired through the two semesters.

Distribution of Marks

All the courses except MCJ 526: Thesis carry 100 marks each. The distribution is given below:

Sessional examinations: 50 marks

Final examination: 50 marks

MCJ 526: Thesis

The distribution of 200 marks allocated for thesis is given below.

Examination of dissertation: 100 marks

Supervisor's continuous evaluation: 50 marks

Viva-voce: 50 marks

MCJ 527: Comprehensive

Written comprehensive: 50 marks

Oral comprehensive: 50 marks