



UNIVERSITY  
OF LONDON

# Programme Regulations 2021–2022

## Global Media and Digital Cultures

MA

**Important document – please read**  
This document contains important  
information that governs your  
registration, assessment and  
programme of study



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## Important information regarding the Programme Regulations

### About this document

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As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by SOAS University of London which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at SOAS.

In addition to Programme Regulations, you will have to abide by the [General Regulations](#). These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary.

Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the University of London website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

### Terminology

The following language is specific to the Global Media and Digital Culture programme:

**Module:** Individual units of the programmes are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

**Elective modules:** Pathway specific optional modules that are studied in succession after the core module(s).

**Dissertation development stage:** A learning stage that follows each module which develops the skills needed to write and submit a final dissertation.

**Module convenor:** Programme team member who ensures that design and delivery of high quality learning opportunities are available for students on the module.

**Associate tutor:** Programme team member who delivers small group teaching, or may be used for their specialist expertise to lead online seminars.

**E-tivity:** online assessment task or tasks specified by the Programme Director.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

### Changes to Global Media and Digital Cultures regulations 2021-2022

There are no significant changes for the 2021-22 period.

## 1 Structure of the programmes

### Qualifications

#### 1.1

The following named qualifications are awarded under the Global Media and Digital Cultures programme:

- Master of Arts in Global Media and Digital Cultures

The Postgraduate Diploma (PGDip) and the Postgraduate Certificate (PGCert) are awarded as Exit Qualifications only.

- Postgraduate Diploma in Global Media and Digital Cultures
- Postgraduate Certificate in Global Media and Digital Cultures

### Qualification structure

#### 1.2

The Master of Arts (MA) programme consists of four modules and a dissertation as follows:

- Two core modules
- Two elective modules derived from the list of those available
- A dissertation

### Exit awards

#### 1.3

If you are registered on the MA and are unable to complete your studies you may be eligible for an exit award. A related Postgraduate Certificate or a Postgraduate Diploma may be awarded for the successful completion of either two modules and two dissertation development stages or four modules and four dissertation development stages respectively.

## 2 Registration

### Effective date of registration

#### 2.1

Your effective date of registration will be:

- **1 April** if you register in March/April, of the year in which you initially register
- **1 October** if you register in September/October, of the year in which you initially register.

#### 2.2

If your effective date of registration is:

- **1 April** this allows you to be assessed in August of the same year
- **1 October** this allows you to be assessed in February / March of the following year

## Period of registration

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to these programmes.

## 3 Recognition of prior learning and Credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

### Recognition of prior learning

Recognition of Prior Learning (RPL) is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at the University of London, or elsewhere, before entry onto a programme of study.

#### 3.1

Within this programme there is no provision for recognition or accreditation of prior learning.

### Credit Transfer and Blended learning

#### 3.2

You may apply to transfer to another SOAS programme. Applications will be considered by the programme convenor for the programme you are applying to.

Credits of modules already passed may be transferred. We will consider applications to transfer on an individual basis.

#### 3.3

Blended Learning study enables you to combine distance learning study with a period of full-time study at SOAS. If you are registered on the MA degree and have been allowed to proceed to the elective modules, you may study up to **two** elective modules at SOAS on an equivalent part-time basis in place of online learning modules. This is subject to meeting relevant VISA requirements. There will be restrictions on the availability of elective modules available for Blended Learning study.

## 4 Module selection

[Appendix A](#) provides details of the programme structures and module titles.

If your preferred choice of elective module is not available, you will be asked to indicate an alternative choice.

If you would like further information regarding SOAS module availability, please visit [this webpage](#).

#### 4.1

Modules are normally run in two study sessions during the year, each comprising 16 weeks of study.

#### 4.2

You may normally register for one module per study session, and up to two modules throughout the year.

#### 4.3

Where you have not yet passed a module and you are registering for it again, this may be permitted in addition to the module for that study session. This will be at the discretion of the programme director.

#### 4.4

You may apply to change your assigned module in consultation with the Programme Director up to two weeks before the start date for that module. If you have already begun studying the module your application will not be considered.

### Modules from other SOAS departments

#### 4.5

MA students may select as an elective module, a maximum of one 30 credit module offered by another SOAS distance learning programme. This will be at the discretion of the Programme Director.

#### 4.6

If you study a module offered by another SOAS department, that module will be assessed and governed by that module's corresponding programme regulations.

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## 5 Assessment for the programme

### Assessment methods

You should refer to the VLE for submission deadlines.

#### 5.1

Each module, excluding the Dissertation module, will be assessed by the completion of six e-tivities. E-tivity 6 will be a 4,500-5,000 word essay submitted through Turnitin.

#### 5.2

The **Dissertation** module will be assessed by submission of a 1,500-word dissertation proposal and the submission of a written dissertation, of approximately 15,000 words. You are required to complete the four dissertation development stages and submit both elements of assessment to complete the dissertation module.

#### 5.3

The overall mark for the dissertation module will be based on the combined marks for the dissertation, weighted at 85%, and the research proposal, weighted at 15%.

#### 5.4

In order to pass any module, including the dissertation module, you must achieve an overall mark of at least 50%.

### Submission of e-tivities and the dissertation

#### 5.5

Your completed e-tivities and dissertation must be submitted via the Virtual Learning Environment (VLE) no later than the submission dates given on the module timetables.

## 5.6

Any submission made after the published deadline will be penalised: Marks will be deducted at a rate of one mark per day to a maximum of five marks for e-tivities submitted up to 5 days after the deadline. E-tivities will not be accepted if submitted later than 5 days after the deadline.

## 5.7

With each submission you must accept the No Plagiarism declaration via the online submission procedure to confirm that the completed e-tivity is all your own work (except where the terms of the e-tivity require reference to collaborating with others) and that there has been no plagiarism.

## 5.8

Extensions to deadline dates will usually not be granted. Extensions are only permitted in cases of mitigating circumstances, and are at the discretion of the Programme Director.

For more detail see 5.13 [Mitigating Circumstances](#).

## 5.9

If an assignment exceeds the word limit by the amounts specified below, we will implement the following deductions.

For **e-tivities 2, 3 and 5** for all modules, the following deductions will apply:

<b>Excess length</b>	<b>Mark deduction</b>
Up to and including 30%	1 mark
More than 30%	It will not be marked and will be assigned a mark of zero (0)

For e-tivity 4 and e-tivity 6, in each module, the dissertation proposal and the final dissertation, the following schedule of deductions will apply:

<b>Excess length</b>	<b>Mark deduction (deductions for dissertation given in parentheses)</b>
Up to and including 10%	1 mark (5%)
More than 10% up to and including 20%	2 marks (10%)
More than 20% up to and including 30%	3 marks (15%)
More than 30%	It will not be marked and will be assigned a mark of zero (0)

The word count does not include footnotes (provided they contain a reference and are not part of the assessment), endnotes, bibliography and figures.

Tables which contain text will be included in the total word count, tables which contain numerical data will not.

### 5.10

It is your responsibility to retain a copy of your e-tivity in the event of any electronic difficulties in its submission to, or return from, us.

### 5.11

We will provide you with feedback on all of your e-tivities across all of your modules.

### 5.12

If you are submitting a dissertation you must submit an electronic copy of the completed dissertation via the VLE, to arrive no later than the relevant submission deadline.

You are strongly advised to work with your appointed supervisor in the preparation of your dissertation. Full details of the responsibility of the supervisor, including the responsibility to review draft chapters, will be provided as part of your learning materials following registration on the dissertation module.

## Mitigating Circumstances

Mitigating circumstances are any serious circumstances beyond a student's control which may have adversely affected their academic performance. For more information about mitigating circumstances, see Section 11 of the [General Regulations](#) and the [Examinations section](#) of our website.

### 5.13

You must bring any mitigating circumstances to our attention as soon as you become aware that your performance may be adversely affected by serious circumstances beyond your control. You should do this before the coursework or dissertation deadline date.

For details on how to submit notifications and evidence of mitigating circumstances, see [the assessment resources section of the student portal](#).

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## 6 Number of attempts permitted at an assessment element

### 6.1

The maximum number of attempts permitted at e-tivity 4 and e-tivity 6 for each module is **two**.

### 6.2

For all other e-tivities, a third attempt may be permitted at the discretion of the Programme Director, and subject to mitigating circumstances.

### 6.3

You will not be permitted to resit any element of assessment which you have passed.

### 6.4

If you fail a module with a mark between 45-49%, you may be awarded a condoned fail and have credit awarded in the same way as for passed courses providing the mean average mark for your modules is 55% or above. Compensation may be applied if you are entering to complete the award and is granted at the discretion of the Board of Examiners.

This does not apply to the dissertation. A fail in the dissertation cannot be condoned.



**6.5**

If a condoned fail is awarded for one module, and on both attempts your marks are between 45-49%, the condoned fail will be awarded to the higher mark.

**6.6**

You may be granted a condoned fail for **one** module only in the final assessment of a degree.

**6.7**

If you resit e-tivity 6 for any module, your e-tivity mark will be capped at 50%.

**6.8**

If you resit e-tivity 4 for any module, your e-tivity mark will be capped at 7.5.

**6.9**

If you submit a dissertation that is otherwise adequate but requires minor amendment, the Examiners may require you to make any amendments specified by them and to re-submit the dissertation within a period of **four** weeks, unless otherwise specified by them. This is still counted as your first attempt. If the dissertation module is failed completely, you will be required to submit a new dissertation proposal within a period of **four** weeks. Submission of the final dissertation will be required within a period determined by us, normally within six months of the submission of the new dissertation proposal.

**6.10**

If you make a second attempt at the dissertation module, your mark will be capped at 50%.

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## **7 Progression within the programme**

See [Section 4](#) for method of assessment.

**7.1**

You are required to study the core modules in the first study sessions following your registration on the programme.

**7.2**

You will be expected to complete the elective modules during the subsequent study sessions. Elective modules may not all be offered at every study session and may be studied in any order.

All modules are worth 30 credits. Not all modules are offered in every session. Refer to the [SOAS website](#) for more information on module availability.

**7.3**

You must attempt and pass e-tivity 6 of a module before you progress to your next module. Where this is not the case, progression will only be permitted in exceptional circumstances, at the discretion of the Programme Director and Chair of the Board of Examiners.

**7.4**

You must attempt all e-tivities of a module. If you submit e-tivity 6 for a module for which you have an incomplete e-tivity record we may determine that you have not completed the module's assessment requirements and you will receive no mark for e-tivity 6.

### 7.5

You will be expected to submit your dissertation proposal before attempting your third elective module.

The dissertation module is presented in four development stages, which will follow each of your module sessions, and you must complete each stage to pass the dissertation. The fourth and final stage of the dissertation will include a dedicated writing-up period prior to submission of the dissertation.

### 7.6

If you wish to apply to suspend your study of a module we may carry forward the mark for any e-tivity already completed for that module. This will be at the discretion of the Programme Director.

## 8 Schemes of award

### 8.1

Modules are marked according to the following scales:

<b>Mark range (E-tivity 6, Dissertation)</b>	<b>Classification</b>
70+	Distinction
60-69	Merit
50-59	Pass
0-49	Fail

<b>Mark range (E-tivity 4)</b>	<b>Classification</b>
12+	Distinction
10-11	Merit
7.5-9	Pass
0-7.49	Fail

E-tivities 2, 3 and 5 are not classified. More details on the assessment criteria can be found in [Appendix B](#).

### 8.2

The maximum marks available for e-tivities 1 to 5, subject to capping as applicable, are as follows:

- E-tivity 1 – Access and Socialisation - **0**
- E-tivity 2 – Library Information retrieval - **5**
- E-tivity 3 – Literature critique (directed) - **5**
- E-tivity 4 – Essay Proposal - **15**
- E-tivity 5 – Literature critique (bespoke) - **5**

### **8.3**

To calculate the mark for a module, excluding the dissertation, the combined marks for e-tivities 2, 3, 4 and 5, comprising 30% of the module mark, are added to the mark obtained for e-tivity 6 which is scaled to 70%.

### **8.4**

For the dissertation module, the marks obtained for the dissertation proposal and final written dissertation are combined to produce the overall mark for the module. The final dissertation is marked out of 100 and is scaled to account for 85% of the module grade. The dissertation proposal is marked out of 15 and will account for the remaining 15% of the grade.

### **8.5**

To be awarded the MA, you must have attempted and passed all four modules **and** the dissertation, with a weighted average mark of at least 50%.

### **8.6**

To calculate the final grade, all modules, with the exception of the dissertation module, are weighted equally. The dissertation is double weighted.

### **8.7**

In order to be considered for the award of a Merit you must normally obtain a mark of 50% or more in each module, a mark of 60% or more for the dissertation and a weighted average mark of 60% across all modules.

### **8.8**

If you obtain a mark of 50% or more in each module but your dissertation is <2% below the required mark of 60%, the Board of Examiners may choose to award a Merit where your weighted average across all modules is 65% or higher.

### **8.9**

In order to be considered for the award of a Distinction you must normally obtain a mark of 60% or more in each module, a mark of 70% or more for the dissertation and a weighted average of at least 70% across all modules.

### **8.10**

If you obtain a mark of 60% or more in each module but your dissertation is <2% below the required mark of 70%, the Board of Examiners may choose to award a Distinction where your weighted average across all modules is 75% or higher.

See [Appendix B](#) for information on how to achieve a particular mark.

## **Exit qualifications**

### **8.11**

At the discretion of the Board of Examiners and only in circumstances where you are unable to fulfil the criteria for the MA, an exit qualification may be awarded as follows:

- **Postgraduate Certificate in Global Media and Digital Cultures** for successful completion of two modules and two dissertation development stages;
- **Postgraduate Diploma in Global Media and Digital Cultures** for successful completion of four modules and four dissertation development stages.

**8.12**

Both the Postgraduate Certificate and Postgraduate Diploma in Global Media and Digital Cultures are provided as exit qualifications only. There is no provision for progression from the Postgraduate Certificate or Postgraduate Diploma to the MA.

**8.13**

If you accept a Postgraduate Certificate or Postgraduate Diploma offered under these regulations we will not permit you to register or re-register for the related MA at a later date.

**8.14**

Postgraduate Diplomas and Postgraduate Certificates are awarded on a Pass/Fail basis only.

**Date of award**

**8.15**

The date of award will correspond to the year that the requirements for the award are satisfied. This will be 1 May if your final assessment was in February or 1 October if your final assessment was in August.

## Appendix A – Structure of the programmes

New modules that the Programme Director deems relevant and appropriate to develop for the programme, may be introduced throughout the course of year.

An outline of the module syllabus is provided in [Appendix C](#) and further information can be found on the SOAS course page.

### MA Global Media and Digital Cultures

**One core module:**

GDM175 Global Media

+

**One core module from the following two options:**

GDM305 Digital Diplomacy

or

GDM445 Transnational Communities and Diasporic Media

+

**Two elective modules chosen from:**

The modules listed above are core modules in at least one programme, and also available as electives in programmes for which they are not already core.

There is a wider pool of elective options, and the modules listed below are indicative of what is available from this pool. These modules are generally provided each year.

For a complete list of current modules, please view the course information on [the SOAS website](#). If you would like to submit an enquiry regarding module options, please contact [genderandmediaonline@soas.ac.uk](mailto:genderandmediaonline@soas.ac.uk).

All modules will be assessed according to [Section 5](#) of these regulations.

GDM450 Contemporary Themes in Media and Religion

GDM455 Media and Development

GDM460 Contemporary Global Issues in Media and Gender

GDM365 Cultural Diplomacy

GDM375 Diplomacy and Power: International Actors in the Middle East

GDM330 Gender Conflict and the Middle East

GDM145 Global Citizenship and Advocacy

GDM115 Muslim Minorities in a Global Context

+

**One compulsory dissertation module:**

GDM200 Dissertation

## Appendix B – Assessment criteria

These guidelines reflect the standards of work expected at postgraduate level.

The following criteria will be used in determining the marks awarded for e-tivity 6, the dissertation proposal, and the final written dissertation.

The dissertation and e-tivity 6 are marked out of 100.

The dissertation proposal and e-tivity 4 are marked out of 15 and scaled accordingly.

### **Distinction 80+ / 15**

A mark of 80+ will fulfil the following criteria:

- very significant ability to plan, organise and execute independently a research project or coursework assignment;
- very significant ability to evaluate literature and theory critically and make informed judgements;
- very high levels of creativity, originality and independence of thought;
- very significant ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice;
- very significant ability to analyse data critically;
- outstanding levels of accuracy, technical competence, organisation, expression.

### **Distinction 70-79 / 12-14**

A mark in the range 70-79 will fulfil the following criteria:

- significant ability to plan, organise and execute independently a research project or coursework assignment;
- clear evidence of wide and relevant reading, referencing and an engagement with the conceptual issues;
- capacity to develop a sophisticated and intelligent argument;
- rigorous use and a sophisticated understanding of relevant source materials, balancing appropriately between factual detail and key theoretical issues. Materials are evaluated directly and their assumptions and arguments challenged and/or appraised;
- correct referencing;
- significant ability to analyse data critically;
- original thinking and a willingness to take risks.

### **Merit 60-69 / 10-11**

A mark in the 60-69 range will fulfil the following criteria:

- ability to plan, organise and execute independently a research project or coursework assignment;
- strong evidence of critical insight and thinking;

- a detailed understanding of the major factual and/or theoretical issues and directly engages with the relevant literature on the topic;
- clear evidence of planning and appropriate choice of sources and methodology with correct referencing;
- ability to analyse data critically;
- capacity to develop a focussed and clear argument and articulate clearly and convincingly a sustained train of logical thought.

**Pass 50-59 / 7.5-9**

A mark in the range 50-59 will fulfil the following criteria:

- ability to plan, organise and execute a research project or coursework assignment;
- a reasonable understanding of the major factual and/or theoretical issues involved;
- evidence of some knowledge of the literature with correct referencing;
- ability to analyse data;
- shows examples of a clear train of thought or argument;
- the text is introduced and concludes appropriately.

**Fail 40-49 / 6-7.49**

A Fail will be awarded in cases in which there is:

- limited ability to plan, organise and execute a research project or coursework assignment;
- some awareness and understanding of the literature and of factual or theoretical issues, but with little development;
- limited ability to analyse data;
- incomplete referencing;
- limited ability to present a clear and coherent argument.

**Fail 20-39 / 3-5**

A Fail will be awarded in cases in which there is:

- very limited ability to plan, organise and execute a research project or coursework assignment;
- fails to develop a coherent argument that relates to the research project or assignment;
- does not engage with the relevant literature or demonstrate a knowledge of the key issues;
- incomplete referencing;
- contains clear conceptual or factual errors or misunderstandings;
- only fragmentary evidence of critical thought or data analysis.

**Fail 0-19 / 0-2**

A Fail will be awarded in cases which there is:

- no demonstrable ability to plan, organise and execute a research project or coursework assignment;
- little or no knowledge or understanding related to the research project or assignment;
- little or no knowledge of the relevant literature;
- major errors in referencing;
- no evidence of critical thought or data analysis;
- incoherent argument.



**The following criteria will be used in determining the marks awarded for e-tivities 2, 3 and 5 for each elective module:**

**5/5**

- Thorough critical analysis of a range of arguments from a wide literature (e.g. considers criticisms and defences of positions discussed and provides a clear and convincing position of own view derived from this discussion)
- Concise and well-structured
- Provides original arguments (e.g. makes original connection to wider academic debates, formulates an innovative criticism/defence)
- Very clear expression

**4/5**

- Broad understanding of topic
- Refers to relevant wider literature
- Engagement with academic debate on topic
- Well written
- Appropriate structure
- Some critical analysis with arguments (is able to consider criticisms and defences of positions discussed)

**3/5**

- Relevant answer to topic
- Satisfactory understanding and broadly accurate understanding
- Proper referencing
- Clear expression

**2/5**

- Limited relevance to topic
- Partial/incomplete understanding
- Unclear expression
- Poor referencing

**1/5**

- Submitted according to instructions
- Shows basic academic skills such as locating relevant articles through appropriate search tools such Library catalogue
- Errors in understanding
- Absence of analysis

**0/5**

- Failure to submit in accordance with instructions

- Unable to illustrate basic academic skills in any meaningful capacity
- Absence of understanding

## Appendix C – Module Descriptions

All modules are worth 30 credits. Not all modules are offered in every session. Refer to the [SOAS website](#) for more information on module availability.

### **GDM175 Global Media**

In Global Media we will turn our critical attention to the ways in which media and communication technologies, operating amidst the complex dynamics of globalisation, can have a profound impact on our understanding and analysis of politics, social relations, identities, cultures and international relations. We will start by examining the early expansion of capitalism, and the shift from industrial to information economies, followed by the emergence of the 'cultural' as an expanding arena of production and consumption and the 'digital' as complicating western-centric media and communication approaches. The module will be punctuated with a series of important topical questions: What are the links between technology and structure, between media ownership and culture and between media and politics, and how can we think about them? Why do media matter to nations, identities and politics? Who owns the internet, and is access to information a human right? What role do media play in activism? Throughout the course, we will develop analyses of the ways in which old political, cultural and social boundaries – particularly those of the nation/state – are challenged by digital networks.. By the end of the module, you will have explored various new forms of affiliation and solidarity as well as divisions and disruptions. You would have developed the capacity to critique how these formations are supported by media and communication technologies. You will also have started to establish your own critique of the role of media in post-national cosmopolitan identifications and whether these coexist with local forms of social, political and cultural 'belonging'. Importantly, you would have achieved a critical understanding of the embeddedness of global media in social, political and cultural lives.

### **GDM305 Digital Diplomacy**

This module addresses a crucial element of contemporary diplomacy and international affairs, the role of digital technologies in practices, processes and language of diplomacy. As such, it will respond to rapidly changing environments for diplomacy, politics and international relations. It will ask whether, how and in which ways does the use of digital technologies in public diplomacy, soft power, propaganda, influence and persuasion and link these questions to trends and changes in policies and decision making. In addition, it will adopt a holistic view of processes and practices, considering how both state and non-state actors are using the expanding digital spaces and platforms and what these mean for conventional understanding of diplomacy. Students will gain an interdisciplinary social science foundation, that brings together diplomacy/international relations and media scholarship to address different perspectives on digital diplomacy. By engaging with a series of key debates related to practice and principle as they will gain an understanding of the underlying processes which are shaping societies, politics, and economies in the digital realm. The module will provide students with an overview of the key topics that they need to be acquainted with as practitioners of digital diplomacy either formally or informally. It asks students to reflect on the skills that they have and the requirements to participate in digital modes of diplomacy. The module aims to introduce students to the complexities of digital diplomacy and unpack at least some of the key issues to help them navigate their way through the digital architect of the 21st Century. The readings in the module include a mix of seminal articles/work by academics from a diversity of disciplines as well as more contemporary policy papers, media reports and academic articles.

### **GDM445 Transnational Communities and Diasporic Media**

This module addresses a central component of contemporary globalization - the mass movement of people and the consequent growth of a variety of communities and networks whose lives are played out across and beyond national borders. Media and communications are central to the lives of such collectivities and serve many different purposes: political, cultural, economic. The course takes a transdisciplinary and historical approach to these issues. It introduces students to the key theoretical debates around transnational collectivities, including networks and diasporas, their media practices and uses of communication. It explores issues around identity-formation and representation and the debates about the rise of populist xenophobia after multiculturalist politics for decades in the UK and elsewhere. The course also invites students to think reflexively about their own life trajectories, cultural consumption and identity-formation.

Students will gain an interdisciplinary social science foundation, that brings together theoretical grounding in anthropology, sociology and media studies. By engaging with a series of key debates related to transnational communities and their media practices, the students will gain an understanding of the underlying processes which are shaping personal identities and global cultures.

The readings in the module include a mix of seminal articles/work by academics from a diversity of disciplines including media reports and academic articles.

The modules listed above are core modules in at least one programme, and also available as electives in programmes for which they are not already core.

There is a wider pool of elective options, and the modules listed below are indicative of what is available from this pool. These modules are generally provided each year.

For a complete list of current modules, please view the course information on [the SOAS website](#). If you would like to submit an enquiry regarding module options, please contact [genderandmediaonline@soas.ac.uk](mailto:genderandmediaonline@soas.ac.uk).

All modules will be assessed according to [Section 5](#) of these regulations.

### **GDM450 Contemporary Themes in Media and Religion**

The recent 'media turn' in religious studies has drawn attention to the different ways contemporary religious practice has become inextricably linked to its mediation, especially through digital media. Examples abound from resurgent Islamist radicalism to virtual churches in Second Life. Digital media have been celebrated as empowering lay believers to bypass traditional systems of legitimation and gatekeepers, enabling formation of horizontal networks, and creating opportunities to transcend limits of time and space. To study these and other new developments, this module will explore the role of the media in relation to key themes in the study religion, such as authority, identity, (ritual) space, community, marketization, and emergent religious publics, including gendered and sexual minorities. Each theme is explored through case studies, mainly from the Global South, to examine how different religious collectivities engage with a variety of media technologies, from audiotapes to satellite television, the internet and mobile phones. The case studies cover all five major world religions, namely Buddhism, Islam, Christianity, Hinduism, and Judaism as well as select other religious movements. These studies also help us better explore theoretical debates in contemporary media studies and their potentially Eurocentric underpinnings. The readings in the module include a mix of seminal articles/work by academics from a diversity of disciplines as well as major reports about global trends in religious practice.

### **GDM455 Media and Development**

This module provides an introduction to the history of debates around the relationship between media and development. The course challenges the assumptions behind the media and development industries, as well as development studies, and offers new ways of addressing and analysing about these issues. The approach balances critical theoretical analysis of the hegemony implied by the ideas and practices of development with the practical issues surrounding the use of contemporary media, including notably digital technologies, for a range of developmental purposes.

By the end of the module, students would have acquired knowledge and understanding of the dynamics and debates about the role of media and Information Communication Technologies in development processes. Specifically they should be able to critically examine the discourses of development, the role of national and international organizations, NGOs, citizens in defining and producing development, and the emergence of critical and alternative paradigms for sustainable societies. In addition, students will acquire critical knowledge of the key theoretical issues surrounding the role of media and Information Communication Technologies in development processes; be able to analytically disaggregate economic, political, social and cultural strands of development and the nature of mediated practices within each.

The readings in the module include a mix of media and development theory with a good mix of case studies that would be useful for analysis.

### **GDM460 Contemporary Global Issues in Media and Gender**

This module introduces students to the main theoretical arguments, approaches and debates at the intersection of global media and gender studies. It will explore the history of the field rooted in Western feminist media studies, postcolonial as well as intersectional critiques, and contemporary debates in global media and gender studies.

Case studies and examples may address the following topics and issues: the online presence of feminist Afropolitan identities and the case of writer Chimamanda Ngozi Adichie; secular Iranian feminist hashtags such as #MyStealthyFreedom and Western right-wing and Islamophobic re-appropriations; the dominance of white men in war reporting; the role of algorithms in upholding racist and sexist beauty norms; ISIS online propaganda and exploitation of women; virtual dating and game apps in East Asia with a particular focus on the highly successful Chinese mobile game Love and Producer; post-feminist Muslim empowerment and international marketing campaigns such as the Nike Pro Hijab; women's media uses in the Arab Spring; gendered representations and polymedia uses by Filipina labour migrants as well as Syrian refugees.

By addressing such case studies, and linking them to theories from cultural, gender and global media studies, this module aims to critically explore a) the gendered, racial and capitalist dimensions of whose voices – discursive and embodied – are heard, silenced or misused in diverse global media; and b) the role of (digital) media in shaping, upholding or contesting dominant gender ideals.

### **GDM365 Cultural Diplomacy**

This module will tackle the important topic of Cultural Diplomacy, an increasingly vital component of public diplomacy and international relations. The module will investigate the role of culture as a soft power tool to be used as a solution for bridge building and international dialogue, with the consideration that the 21st Century world's challenges, such as migration, radicalization and climate change are largely culture based.

The module will address the theories of culture and diplomacy and their relationship to one another, whilst asking the questions: 'how has globalization changed the way in which diplomacy is practiced?' and 'how can the use of culture foster more effective diplomatic practices?'

The Cultural Diplomacy module will focus on a study of the key traditional building blocks of cultural diplomacy – public diplomacy, propaganda and soft power – to enable students to gain an in depth understanding of where cultural diplomacy fits within the larger international affairs arena, and to equip them with the skills they need to develop as cultural diplomacy practitioners.

Students will additionally gain an understanding of the non-state actor led practice of cultural relations and the key actors engaged in this field, including artists, citizens, NGOs, corporates and academics, allowing students to develop a well rounded academic foundation in the complex field of cultural diplomacy.

### **GDM375 Diplomacy and Power: International Actors in the Middle East**

The Middle East has long been an area of interstate conflict and an important area for proxy conflict of global great powers as well as regional actors. This module will investigate the Diplomacy and Power politics of key regional and Global actors in the Middle East region and how they leverage these to achieve their national objectives. This module will also engage with key international organisations such as the UN and Arab League. It will focus on the region from the End of the Cold War to the present day.

### **GDM330 Gender Conflict and the Middle East**

This module offers insight into key issues in the study of gender and conflict in the Middle East. It provides a focus for students interested in women's studies, feminism, sexuality and gender, while also offering a gendered approach to the study of conflict in the Middle East. The module will introduce key issues in relation to the gendered dynamics of violence, conflict, and security. While focusing on conflict, the course will explore gendered mobilization for peace and wider political participation. We will be looking carefully at women's roles and agency, but also address the role of men and contestations of masculinities. Although the focus is on empirical case studies, we will also cover other relevant issues such as representation, knowledge production and artistic productions. In highlighting important issues in the study of gender and conflict in the Middle East, the module aims to challenge prevailing stereotypes about women and gender in the region, while fostering critical reflection via the use of multimedia, in-depth case studies and cross disciplinary materials. While engaging in theoretical debates, this course mainly provides empirical examples of certain core themes.

### **GDM145 Global Citizenship and Advocacy**

This module provides students with an understanding of the theories and skills that allow students to be a more effective in achieving advocacy objectives. This module demonstrates how to influence policy at the international, rather than national, level. The module equips the student to effect the policy changes necessary to meet the aims of the non-governmental and international organizations. This module focuses upon advocates who wish to achieve change at the global level, networking across national boundaries and on global issues.

### **GDM115 Muslim Minorities in a Global Context**

This module gives students an insight into the diversity of Muslim minority communities at a time when political shifts in Muslim majority countries – such as Turkey, Afghanistan, Iran and

across the MENA region – have put Muslim minorities into the spotlight and impacted upon their relationship with their host countries. The module traces the emergence and development of Muslim minorities in both Western and non-Western contexts, and examines how Muslims have forged new identities as they have negotiated their places within their host societies.

The objective of the module is to enable students to understand the interconnecting variables with respect to class, gender and regional location, as well as religious interpretation and practice, which have resulted in issues arising uniquely within different Muslim minority communities. They will consider the ways in which Muslim minorities impact national policies in non-Muslim states and engage with terms such as ‘integration’, ‘assimilation’, ‘multiculturalism’ and ‘islamophobia’ within different contexts. The course includes an historical overview of Muslim migrations, aspects of civil society, the interaction of Muslim laws and the state laws of various jurisdictions, and the role of the media in shaping Muslims’ relationship with their host environment.