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**The Federal state autonomous educational institution of higher education  
«Peoples' Friendship University of Russia named after Patrice Lumumba»**

**Faculty of Philology**

(наименование основного учебного подразделения (ОУП)-разработчика ОП ВО)

## **PROGRAM OF DISCIPLINE**

**Media System**

(Name of the Discipline / Module)

**Recommended for the direction of training / specialty:**

**42.03.02 Journalism**

(Code and Name of the field of study, direction of training / specialty)

**The discipline is carried out within the framework of the main professional educational program of higher education (EP HE):**

**Multimedia Journalism**

(Name of the educational program)

## 1. OBJECTIVE OF THE DISCIPLINE

The main goal of this course is to help students to form a critical perspective to the understanding and analysis of modern Mass Media processes and their interaction with today's sociocultural space and politico-economic condition.

The main objectives are:

- to provide students with a thorough understanding of modern media systems variety, their basic characteristics, connections and functions and to develop an appreciation of cultural differences;
- to introduce students to contemporary developments in the modern media systems;
- to equip students with the background skills in primary research in critical analysis and comparing modern media systems from different parts of the world.

## 2. REQUIREMENTS TO STUDENTS ON FINISHING THE COURSE

Students are expected to master the following competencies:

*Table 2.1. The list of competencies formed in the mastering of the discipline (the results of the discipline)*

Code	Competence	Indicators of competence achievement (within the discipline)
UC-12	Able to search for necessary sources of information and data, comprehend, analyze, memorize, and transfer information using digital tools and algorithms when working with data obtained from various sources to effectively use the information to solve problems; assess information, its reliability, build logical conclusions based on the incoming information and data.	UC-12.1 - Knows basic technology, software, and hardware for digital communication (including SMAAC=Social, Mobile, Apps, Analytics, and Cloud technologies) and considers information security, confidentiality, and ethical and legal requirements
		UC-12.2 - Uses a variety of digital tools to enable interactions with others to achieve goals
		UC-12.3 - Master modern technologies, software and hardware for digital communications; communicates in the digital environment (including using SMAAC=Social, Mobile, Apps, Analytics, Cloud technologies) with consideration of information security, confidentiality, ethical and legal requirements
GPC-3	Able to use the diversity of achievements of national and world culture in the process of creating media texts and (or) media products, and (or) communication products.	GPC-3.1 - Demonstrates an awareness of the national and global cultural process
		GPC-3.2 - Applies the means of artistic expression in journalistic texts and (or) products

## 3. THE DISCIPLINE (MODULE) IN THE STRUCTURE OF EP HE

The discipline “Media System” belongs to the Variative Module of Block 1 of the curriculum. Table 1 shows preceding and subsequent subjects aimed at forming competence discipline in accordance with the matrix of competencies.

*Table 3.1. The list of components of the EP HE, contributing to the achievement of the planned results of the discipline*

Code	Competence	Previous discipline	Subsequent disciplines
UC-12	Able to search for necessary sources of information and data, comprehend, analyze, memorize, and transfer information using digital tools and algorithms when working with data obtained from various sources to effectively use the information to solve problems; assess information, its reliability, build logical conclusions based on the incoming information and data.	Software and Computing / Информатика	DATA Journalism / Журналистика данных Internet Journalism / Интернет-журналистика State Exam / Государственный экзамен Bachelor’s Degree Graduation Paper / Выпускная квалификационная работа бакалавра
GPC-3	Able to use the diversity of achievements of national and world culture in the process of creating media texts and (or) media products, and (or) communication products.	Fundamentals of Journalism Theory / Основы теории журналистики Fundamentals of Mass Communication / Основы теории коммуникации	Межкультурная коммуникация / Intercultural communication History of Journalism / История журналистики DATA Journalism / Журналистика данных Media Visualizaton / Медиавизуализация International Journalism / Международная журналистика

#### 4. THE SCOPE OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline is **5** credits.

*Table 4.1. Types of educational work by periods of study of the EP HE for the full-time mode of study*

Type of activity	TOTAL, ac. hours	Semester (s)			
		1	2	3	4
<i>Classroom activities, ac. hours</i>	60		60		
Including:					

Type of activity	TOTAL, ac. hours	Semester (s)			
		1	2	3	4
Lectures	30		30		
Laboratory activities					
Practical lessons/Seminars	30		30		
Independent work, ac. hours	102		102		
Control, ac. hours	18		18		
Overall workload	ac. hours	180	180		
	credits	5	5		

## 5. CONTENT OF THE DISCIPLINE

Table 5.1 Content of the discipline (module) by type of activity

Name of the Unit	Content of the Units (topics)	Type of activity
Media System: Main Terms and Conceptual approaches and historical perspectives	<ul style="list-style-type: none"> <li>- Introduction, Overview</li> <li>- Defining basic terms of the course (Mass Media, mass audience, media ownership, media market, convergence, new electronic Media etc.)</li> </ul>	Lecture
Media Uses and its impact	<ul style="list-style-type: none"> <li>- Agenda-Setting Theories</li> <li>- Uses and Gratification Theories</li> <li>- Social Learning Critical Theories</li> </ul>	Lecture
The Development of the Media in the XIX Century: the Press Attracts Masses	News agencies. The inverted pyramid and a new style of writing. Yellow journalism. Partisan journalism. The 1 <sup>st</sup> media empires.	Lecture
Cross-Regional and National Comparative Research: case studies from four regions in the world).	<ul style="list-style-type: none"> <li>- Hallin and Mancini's Analysis of Western Media Systems</li> <li>- the US Mass Media System.</li> <li>- European Mass Media System (France, Britain, Germany).</li> <li>- Asian Mass Media systems (China, India, Japan).</li> <li>- African Mass Media System (South Africa, Nigeria, Egypt, Ghana/ Morocco)</li> </ul>	Lecture
The role of the states: Media Policy & Law.	<p>Government plays a key role in creating and implementing good policies that will allow citizens to enjoy their basic rights and ensure they respect the rule of law. However, in a country that is being ruled by tyrants or situations where the media are in private hands, there is also the potential for abuse of power by the owners of the media and individuals. With this, the media are also guided within a fabric of policies, laws, technical standards, and self-regulation. This unit will look at how policies take place through the following topics;</p> <ul style="list-style-type: none"> <li>- Consumer Privacy and Rights (Protection of Privacy, Protecting Intellectual Property)</li> <li>- Media Ownership</li> <li>- The Policy-Making Process</li> </ul>	Lecture

Name of the Unit	Content of the Units (topics)	Type of activity
Media professionalism and Ethics	<p>In most effective democratic settings, the constitution through the United Nation declaration of human rights gives room for media professional to practice freely. However, there have been violations of freedom among some of the professionals and in the industry that questioned the standard of their conduct and moral rules. This unit will explore is expected of professionals ethically in my media system through the following;</p> <ul style="list-style-type: none"> <li>- Ethical thinking</li> <li>- Ethical Principle</li> <li>- Code of Ethics</li> <li>- Ethical Issues</li> </ul>	Lecture
Media Literacy	<p>With the advancement of technology and the rise of the multipolar world, the media system has taken another dimension with different regions possessing or practising different media systems due to differences in culture, laws and regulation, boundaries etc, this unit will use a comparative approach in exploring the following through the lenses and experiences students backgrounds;</p> <ul style="list-style-type: none"> <li>- Concepts of Media Literacy</li> <li>- Inquiry: A Cornerstone to Media Literacy</li> <li>- Sub-Fields of Media Literacy</li> </ul>	Lecture
Unit 1	Different criteria to the comparative analysis of the modern Mass Media systems. The interaction between the Media, political, economical, socio-cultural systems.	Seminar
Unit 2	The media effects theories	Seminar
Unit 3	New ways of attracting masses: yellow journalism, penny press, new styles of writing news (the inverted pyramid).	Seminar
Unit 4	A new bipolar world; The role of the state in making effective media policies and laws.	Seminar
Unit 5	The state and local regulations and their effectiveness	Seminar
Unit 6	Making ethics work	Seminar
Unit 7	Information/digital age; opportunities and challenges for media stakeholders( a case of information pollution)	Seminar

## 6. MATERIAL AND TECHNICAL SUPPORT OF THE DISCIPLINE

The discipline is implemented using e-learning and distance learning technologies

*Table 6.1. Material and technical support of the discipline*

Type of classroom	Classroom equipment	Specialized educational/laboratory equipment, software and materials for the mastering of the discipline (if necessary)
Digital Classroom	Computer, internet, TV VCR and a transparency projector; CD players and DVD players.	
Lecture room	Computer, internet, TV VCR and a transparency projector	
Home for independent work	Computer, internet,	
Library for independent work	Computer, internet	

\* The classroom for students' independent work **MUST be indicated!**

## 7. EDUCATIONAL AND METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE DISCIPLINE

### *Main readings*

1. Straubhaar, J., Larose, R., & Davenport, L. (2012). Understanding media, culture, and technology. Wadsworth, Cengage Learning ALL, 7
2. [Hallin, D., & Mancini, P. \(2004\). Comparing Media Systems: three models of media and politics. Cambridge: Cambridge University Press. \(Chapter 2\)](#)
3. Rodney Benson and Matthew Powers. 2011. Public Media Around the World: International Models for Funding and Protecting Independent Journalism. Washington, D.C.: Free Press (executive summary and introduction). <http://rodneybenson.org/wp-content/uploads/Benson-Powers-2011-public-media-and-political-independence-1-1.pdf>

### *Other recommended readings*

1. Benson, Shaping Immigration News: A French-American Comparison. Cambridge, UK: Cambridge University Press (chs. 2, 6)
2. Daniel C. Hallin and Paolo Mancini. 2004. Comparing Media Systems. Cambridge, UK: Cambridge University Press, chs. 1-4 (selections)
3. Adam Clayton Powell III. 2012. Bigger Cities, Smaller Screens: Urbanization, Mobile Phones, and Digital Media Trends in Africa. (A Report to the International Center for Media Assistance).
4. Y. Kim, ed. 2013. The Korean Wave: Korean Media Go Global. New York: Routledge (selections).
5. Castells, Networks of Outrage and Hope, ch. 1
6. W. Lance Bennett and Alexandra Segerburg. 2012. "The Logic of Connective Action: Digital Media and the Personalization of Contentious Politics." Information, Communication & Society 15, 5: 739-768.
7. David Morley. 2006. "Unanswered Questions in Audience Research." The Communication Review 9: 101-121.
8. Stephen Cushion. 2012. The Democratic Value of News: Why Public Service Media Matter. Palgrave MacMillan (selections).
9. Colin Sparks. 2010. "China's Media in Comparative Perspective." International Journal of Communication 4: 552-56.

10. Bruce Williams and Michael X. Delli Carpini. 2011. "Shaping a New Media Regime." In *After Broadcast News: Media Regimes, Democracy, and the New Information Environment*. Cambridge, UK: Cambridge University Press.
11. Frank Esser and Thomas Hanitzsch, eds. 2012. *The Handbook of Comparative Communication Research* (introduction and chapter by Livingstone). London: Routledge.
12. Potter, W. James. "Audience: Industry Perspective." *Media Literacy*. 8th ed., Sage, 2016, pp. 9-73.
13. Hallin, D., & Mancini, P. (2004). *Comparing Media Systems: three models of media and politics*. Cambridge: Cambridge University Press. (Chapter 2)
14. Carlsson, U. (2019). Media and information literacy: Field of knowledge, concepts and history. *Understanding media and information literacy (MIL) in the digital age: A question of democracy*, 37-56.
15. Silverblatt, A., Miller, D. C., Smith, J., & Brown, N. (2014). *Media literacy: Keys to interpreting media messages: Keys to interpreting media messages*. ABC-CLIO.
16. Hallin, D. C. (2016). Typology of media systems. In *Oxford Research Encyclopedia of Politics*.
17. McLuhan. *The Gutenberg Galaxy: The Making of Typographic Man*. Toronto, 1962
18. McQuail D. *McQuail's Mass Communication Theory*. London, 1983
19. Pavlik J.V. *Journalism and New Media*. New York, 2001
20. Frost C. *Journalism Ethics and Regulation (Longman Practical Journalism)*. Edinburgh, 2016
21. Hammond P. *Media, War & Postmodernity*. New York, 2007
22. Head S. *World Broadcasting Systems. A Comparative Analysis*. Belmont, 1986

*Web-sites and online resources*

1. ЭБС РУДН и сторонние ЭБС, к которым студенты университета имеют доступ на основании заключенных договоров:

- <http://www.rad.pfu.edu.ru/>
- [www.libfl.ru](http://www.libfl.ru)
- [www.portalus.ru](http://www.portalus.ru)
- [www.project.phil.pu.ru](http://www.project.phil.pu.ru)
- [www.lib.fl.ru](http://www.lib.fl.ru)
- [www.gutenberg.net](http://www.gutenberg.net)
- [www.ipl.org](http://www.ipl.org)
- [www.theeuropeanlibrary.org](http://www.theeuropeanlibrary.org); [www.epoch-net.org](http://www.epoch-net.org)
- <http://gabro.ge/biblio/0707/3066/filosof.historic.ru/books/item/f00/s00/z00358/st000/htm/>

2. Databases and search systems:

- web search engine google.com
- online encyclopedia wikipedia.org
- news aggregation website drudgereport.com
- Google scholar.com

*Teaching materials for students' independent work while mastering the discipline/module\*:*

1. A course of lectures on the discipline.
2. Practical assignments and their brief contents;

3. Questions for self-check, test assignments.

\* - all educational and methodical materials for students' independent work are published in accordance with the current order on the page of the discipline in TUIS!

## **8. GRADING MATERIALS AND GRADING-RATING SYSTEM FOR ASSESSING THE LEVEL OF COMPETENCE FORMED IN THE DISCIPLINE**

The grading materials and grading-rating system\* for assessing the level of competence (part of competences) for the discipline are presented in the Appendix to this Working program of the discipline.

\* - are formed on the basis of the requirements of the corresponding local normative act of RUDN University.

### **AUTHOR OF THE PROGRAM:**

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