Global Media Seminar: Britain & Europe

MCC-UE 9400 L01 Autumn 2020

NYU London: Fall 2021

Instruction Mode: In-person

If you are enrolled in this course 100% remotely and are not a Study Away student at NYU London, please make sure that you’ve completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact nyul.academics@nyu.edu if you have trouble accessing the Brightspace site.

Instructor Information

● Instructor office hours & location: office hours will be held on Zoom and times will be confirmed in class. Please book in advance via the tutorial hours document on Brightspace and alert me via email at least a few hours before if you need to cancel.

Course Details

● Tuesdays, 6pm – 8.45pm, 6 Bedford Sq

● All times are Greenwich Mean Time (Daylight Saving Time ends 31 October).

● Location: Classrooms are provided in Albert

● Remote Participants: Zoom links are provided in Brightspace.

● Seat Assignments: If you are attending in person, you will be assigned a seat on the
first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol.

Course Description

This course will explore, through a series of formal lectures, seminar presentations and discussions, how the process of globalization is transforming media, with a particular emphasis on British/European journalism and news media. It will consider the impact of new technologies, such as the Internet, and diasporic and transnational communities, as well as the role of international institutions, such as NGOs, on global communications. Part of our task is to ask how these networks and organisations are challenging, re-imagining, and reshaping social, cultural, and geographic boundaries via mediated discourse. Emphasizing the transnational context of British/European media and culture, the course will take an interdisciplinary approach to global media and cultural production from a wide range of theoretical frameworks relevant to the contemporary condition - from political economy and cultural analysis to theories of representation, identity, journalism, cultural production, critical race and postcolonial studies.

Course Objectives

Upon Completion of this Course, students will be able to:

- Understand key concepts/theories taught and apply them to analyse examples of news media and wider journalistic practice.

- Explore the complex nature of the globalization process, and consider the role of British/European media and communications within it.

- Discuss the changing nature of global communications and the critical role played by
international organisations, such as NGOs.

- Engage in critical analysis of theoretical debates surrounding globalization, journalism and about national, diasporic, and transnational identities and their expression via mediated discourse.

Assessment Components

If you are an NYU London study-away student, you are expected to attend in person. If you are accessing the class remotely, you must attend synchronously.

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<tr>
<th>Activities</th>
<th>Assignment</th>
<th>Grade</th>
<th>Due</th>
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<tr>
<td>Assignments / Description of</td>
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<td>Class attendance,</td>
<td>participation, and weekly</td>
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<td>Active participation is the</td>
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<td>30% Throughout the</td>
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<td>media blog cornerstone of this course.</td>
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<td>Students are required to come prepared to class, having read</td>
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<td>at least one of the required readings and be ready to discuss them. Students must complete any tasks listed on the seminar topic sheet on Brightspace, and may use the questions beneath each topic</td>
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<td>semester/ weekly</td>
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<tr>
<td>Assignments / in Global News Media’) where students</td>
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<tr>
<td>Activities</td>
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<tr>
<td>Description of Assignment</td>
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<td>to aid their reading.</td>
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<td>Participation will also be assessed via a weekly blog</td>
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<td>required readings in each</td>
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<td>(500 max) and must include tools/concepts drawn session to critically engage with examples of news media and other journalism. Weekly blog entries should be no more than a few hundred words</td>
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thoughts on how the week’s required readings help students think about a specific example(s) of news media/journalism that engaged students

from readings before applying some or all of them to consider news media content you’ve

with, or you may want to do a summary of the reading before applying it, or select a quote from the reading that resonates with you and discuss this.

IMPORTANT: Where you see a *Task for all* on the seminar topics list, please respond to this task in your blog entry.

Entries must be submitted no later than 1pm BST every Monday before class and can % of Final

Assignments /
Activities
Description of Assignment
be in the form of responses to
key theory using a media
everything that students feel
supports or disproves the
theory; reflections – a more
thoughtful piece of writing
which reflects on learning from
the reading and uses a media
everything to illustrate
understanding of the reading;
writing which may pose
questions about theory using
practical examples, or vice versa.

% of Final Grade
Due

private class WordPress site to post
their blog entries so posts will
be visible to everyone in the
class, but not elsewhere and
must remain private.

Students will use a
10-minute individual Giving a presentation on a 20% All presentations chosen theme/issue relevant to the course. The presentation should distil one of the week’s required readings, articulate clear topic/theory and offer applicable examples by applying the theory to illuminate journalistic/media practice.

understanding of the
Mid-term assignment

This assignment is related to the final paper. Students are required to submit a synopsis (one A4 page max.) that outlines their ideas and approach for the final paper.

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<tr>
<th>Assignment / Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Assignments / Activities</td>
<td>Students also need to submit an annotated bibliography of their main (3-5) sources, which should offer a summary of the source and a reflection on its usefulness to their research for the final paper.</td>
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<td>20% Mid-term paper due October 19th</td>
<td>20%</td>
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<td>Students can include additional sources that aren’t from the supplied reading list. Students can also see the additional reading list on Brightspace.</td>
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<td>At least two sources they are relevant to</td>
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Final paper Students may select an essay question from the list supplied, or formulate their own in consultation with their lecturer, to show a focused and well-researched piece of work which demonstrates a good understanding of the course and relevant theory studied. The essay should demonstrate sophisticated analysis, an argument supported by evidence, and not simply unsubstantiated opinion or description of theory. Detailed research is
expected. Students may draw on examples used in the class blog should they wish, but should not plagiarize other students work. 30% (3000 words, including any footnotes Excludes bibliography) Final paper due on Dec 14th

Assessment Expectations

<table>
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<tr>
<th>Letter Grade</th>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A-range</td>
<td>A</td>
<td>93-100%</td>
<td>A- = 90-92%</td>
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A-range A = 93-100%
To gain an A-range grade, your work will demonstrate the overall achievement of the appropriate learning outcomes to an excellent level. Candidates show consistency and fluency in critically discussing and evaluating reading from a range of sources, and in relating it to the assessment topic. There is an advanced or very sophisticated level of understanding, with very few or no inaccuracies. There is good evidence of independent reasoning and thought, and the application of theoretical/methodological ideas in

**B-range**

- B+ = 87-89%
- B = 84-86%
- B- = 80-83%

**C-range**

- C+ = 77-79%
- C = 74-76%
- C- = 70-73%

To gain an A-range grade, your work will demonstrate the overall achievement of the appropriate learning outcomes to an excellent level. Candidates show consistency and fluency in critically
original and independent ways. Referencing is of a consistently high standard. The written submission is ambitious research, and excellent application of extremely clearly structured and carefully argued, and appropriate theory to illuminate examples of news is likely to draw on a range of evidence.

Intellectual coherence, originality of argument, media/journalistic practice will be appraised.
A B-range grade represents the achievement of the learning outcomes to a very good level. Candidates show some confidence in using and evaluating appropriate reading from a range of sources. They will demonstrate an ability to relate reading to the assessment topic, and to structure their written assignment appropriately. They will clearly have understood, assimilated, and responded to the relevant literature and concepts, and there will be very
few inaccuracies or areas of confusion. The written submission will demonstrate the effective application of appropriate knowledge, understanding and skills specified in the learning outcomes. At this level, there will be some critical commentary and evaluation, arguments are well supported by evidence, and there will be some originality and independence of thought.
A C-range grade represents the achievement of the learning outcomes to a good level. Candidates show evidence of knowledge and understanding of key themes and ideas, but there may be some areas of misunderstanding, and limited development of ideas or critical comment. Work will demonstrate an overall satisfactory application of knowledge, understanding.
and skills specified in the learning outcomes.

Letter  Grade
Grade
**Percentage**

organization in written assignments, although introductions and conclusions may be somewhat basic. There will be some indication that the candidate has grasped relevant reading, and evidence of having understood it, though not necessarily critical commentary or evaluation. The range of sources drawn upon may still be relatively narrow. Within these limitations there will

**Description**

will be a solid level of internal organization in written assignments, although introductions and conclusions may be somewhat basic. There will be some indication that the candidate has grasped relevant reading, and evidence of having understood it, though not necessarily critical commentary or evaluation. The range of sources drawn upon may still be relatively narrow. Within these limitations there will

### D-range

**D+** = 67-69%
**D** = 65-66%

A D-range grade represents the achievement of the relevant learning outcomes to a threshold or fair level. Candidates show some evidence of having grasped key ideas and or appropriate/recommended texts, but understanding is limited or contradictory, or they may rely mainly on lecture notes. The organisation of the written submission is likely to be weak, and introductions and conclusions may be inadequate. The appropriate learning outcomes may be achieved to a satisfactory level, but the point of the question or task is not fully understood, or knowledge for responding to it is lacking. The submission is mostly descriptive and there is no critical evaluation of reading, or evidence of originality and independence of thought. Referencing is likely to be weak and inconsistent.

### F

**F** = below 65% F indicates failure. You will be given this grade if you fail to achieve the majority of the appropriate learning outcomes. There may be some recognition of the question/task at hand, or unfocused comment on the topic or literature, but the work lacks clarity, is
Course Materials

Required Text(s) & Materials

There is no set text for this course. However, you may find the following books helpful for handling some of the key themes and issues we will discuss:


Optional Text(s) & Materials

- Please see class page on Brightspace

Resources

- Access your course materials: Brightspace
Course Schedule

Topics & Assignments

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>Session 1 [Sept 7th]</td>
<td>Course overview and introductions</td>
<td>N/A</td>
<td>Mid-term paper due October 19th</td>
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<tr>
<td>Session 2 [Sept 14th]</td>
<td>Introduction to key theories in globalization</td>
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<td>Mid-term paper due October 19th</td>
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<td></td>
<td>What is new about globalization? History &amp; definitions.</td>
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<td>*10-minute individual presentations 8</td>
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<tr>
<td>Additional reading:</td>
<td>media/journalism using Scholte, J. A. *What is this week’s required</td>
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Session 3 What is news? Required reading: Mid-term paper due


to journalism, and thus much global media.
But what constitutes news? We will look at sociological
approaches to news production to develop our understanding of
how events become news (news values), and how those events
are presented (framing theory) to influence understanding.

News Defined, Journalism in Context, Routledge.

Entman, R. Framing: towards clarification of a fractured

Additional reading:

function of mass

*10-minute individual presentations

*Weekly blog responding/reflecting/reacting to news
media/journalism using this week's required reading and the
additional reading should you wish.
Please check the seminar topics list and respond to the task for media. *Public opinion* all on your blog if quarterly, 36: 176-187. required.


**Week/Date Topic Reading Assignment Due**

Session 4 *Interesting to the Required reading*: Mid-term paper due

[Sept 28th] **public or in the** Lunt, P. & Livingstone, October 19th

interests of the public, what is journalism for?

Journalism has a dual role: it’s a means by which people and institutions can tell us the things they want us to know (or the things they think we should know), and also a means by which we find out about things that amuse, interest, scare or amaze us. Journalism also enables citizens emerging debates’, in *Media, Culture and Society*, 35 (1). pp. 8796. Sage.

S. (2013) ‘Media studies’ fascination with the concept of the public sphere: critical reflections and

10-minute individual presentations

Weekly blog responding/reflecting/reacting to news media/journalism using this week’s required reading and the additional reading should you wish. Please check the seminar topics list and respond to the task for all on your blog if required.

to participate in Additional reading: democracy and hold power to account. But who has mass media access and who gets heard?

‘Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy’. Social Text, No. 25/26, pp.56-80. Duke University Press.


[Oct 5th] **sphere? Who gets heard?**

Last week we discussed the public sphere, today we will think about how broadening access works in practice via the work of our guest speaker, Daniel Trilling. Einashe, I & Rouche, T (2019). Lost in Media: Migrant Perspectives and the Public Sphere. Valiz, Amsterdam. (p.9 – 28)

**Additional reading:** Sparks, C. ‘Is there a global public sphere?’

*Weekly blog responding/reflecting/reacting to the below: **In advance of today’s session, everyone must read Einashe, I & Rouche, T (2019). Lost in Media: Migrant Perspectives and the Public Sphere. Valiz,
and write a diary style blog entry reflecting on the following quote from the book: ‘The migrants journey is a physical and legal quest, but it is also a journey into another culture where the idea of ‘them’ meets the idea of ‘us’’. How does this quote speak to your journey to Britain, or elsewhere? How do you position yourself within the public sphere, and how do you see yourself/those from your country/community reflected in global news media? Be ready to discuss your blog.
entry in class.

You may want to build on this exercise for your final paper, particularly if you select a question related to identity, representation, public sphere theory or othering.

Session 6 Global media and the Required reading: Mid-term paper due

[Oct 12th] politics of Hall, S. 'The work of October 19th representation. What theoretical tools can we use to analyse how people and places are represented and why representation matters?

Second Edition. Los Angeles: Milton Keynes, UK: Sage; The Open University. The whole chapter is worth reading, but particularly focus on this week’s required reading and the section titled: ‘Discourse, Power and the Subject’. additional reading should you wish.

Please check the seminar topics list and respond to the task for

Heard in the 

Muhammed Cartoons Debate? 

Brookes, H.J. (1995.)

‘Suit, Tie and a Touch of Juju - The Ideological Construction of Africa: A Critical Discourse Analysis of News on Africa in the British Press.’ Discourse and

Week/Date Topic Reading Assignment Due

Society 6 (4) pp. 461-494.


‘Racial Histories and
Session 7 **Britain/Europe Required reading:** Mid-term paper due today

[Oct 19th] **covering the world.** International news, media-NGO relations, journalist-source relations, and who sets the global news agenda.

**Additional reading:**


*Weekly blog responding/reflecting/reacting to news media/journalism using this week’s required reading and the additional reading should you wish. Please check the seminar topics list and respond to the task for all on your blog if required.

**Week/Date Topic Reading Assignment Due**

Large, loyal, lingering?

An analysis of online overseas audiences for UK news brands. Sage
Session 8 The organisational Required reading: Final paper due

[Oct 26th] and production contexts of producing news. The political-economic context of global communication within Britain/Europe. Do market rationalities take precedence over ethical rationalities in media spaces?


December 14th

*10-minute individual presentations

*Weekly blog responding/reflecting/reacting to news media/journalism using this week’s required reading and the additional reading should you wish.

Please check the seminar topics list and respond to the task for all on your blog if required.
Session 9 Contra-flow in global media South-North media flows. Does the growth of southern media systems challenge European Media on the Move.

Thussu, D.K. “Mapping global media flow and contra-flow”, in Thussu, December 14th

*10-minute individual presentation*

January 14th

Week/Date Topic Reading Assignment Due

media market logic? Routledge

*Weekly blog*

**Additional reading:**


responding/reflecting/reflecting/reflecting acting to news media/journalism using this week’s required reading and the additional reading should you wish.

Please check the seminar topics list and respond to the task for all on your blog if required.
Session 10 Field theory and Required reading: Final paper due
Benson, R. & Neveu, (December 14th)

Mapping connections between cultural and economic capital (2005) Bourdieu and agency in British

Mapping connections between cultural and economic capital (2005) Bourdieu and agency in British (Introduction & *10-minute individual presentations

E. 'Introduction: Field theory as a work in progress', in Benson, R & Neveu, E (eds.)

How does power work in MA: Polity Press. acting to news media spaces. How responding/reflecting/re

global newsrooms? How does media/journalism using this week’s required reading and the additional reading class/status impact on Benson, R & Neveu, E should you wish.

Bourdieu, P. 'The political field, the social science field, and the journalistic field', in

agency and (eds.) (2005) Bourdieu Please check the

storytelling in these and the Journalistic seminar topics list and embodied worlds? Field. Cambridge; Malden, MA: Polity Press.

Session 11 Global communities Required reading: Final paper due
and the Internet. December 14th

[Nov 16th]

How is the internet Tufekci, Z. (2017)

used as a tool by social movements and global networks? What Twitter and Tear Gas: The Power and Fragility of Networked does social media Protest (Introduction &

*10-minute individual presentations
actually deliver, and A Protester’s Tools). *Weekly blog

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<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading Assignment Due</th>
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<tr>
<td>Press</td>
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<td>2018</td>
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Bearing Witness Whilst

Black: African Americas, Smartphones, and the

New Protest responding/reflecting/reacting to news

media/journalism using this week's required reading and the additional reading
should you wish. Please check the seminar topics list and respond to the task for all on your blog if required.

16

Week/Date Topic Reading Assignment Due

#Journalism. Oxford University Press.

Shaw, M. Western

wars and peace
activism: social movements in global mass-mediated politics’, in de Jong, W.

Stammers, N and Shaw, M. Global Activism, Global Media, Pluto Press, 2004


Session 12 Harnessing online Required reading: Final paper due [Nov 23rd] tools to affect change: guest lecture.

Following last week’s class where we discussed what social media/online activism actually delivers and for whom, this week we will hear from Oxford City Cabinet Member, journalist and social justice Shaista Aziz on her drive to rid English

https://www.theguardian.com/world/2021/jul/16/theres-no-excuse-shaista-aziz-on-her-drive-to-rid-english
football-of-racism

https://www.theguardian.com/world/2021/jul/14/social-networks-anti-racism-policies-belied

December 14th

*10-minute individual presentations

*2 questions each for Shaista

*Weekly blog responding/reflecting/acting

Week/Date Topic Reading Assignment Due

Aziz, on her campaign by-users-experience reading and the campaigner, Shaista

additional reading to drive racism out of https:// should you wish.

football following the www.theguardian.com/politics/2021/jul/14/Euro 2020 final. Her work offers a powerful keir-starmer-accuses respond to the task for example of how digital media can be boris-johnson-of-trying to-stoke-culture-war over-taking-a-knee all on your blog if required.

change. Her https:// campaigning also www.theguardian.com/world/2021/jul/13/tech

sphere theory and using media as a space where citizens views may be heard https://

and acted upon by www.bbc.co.uk/news/explainers-53098516
power, the British PM

in this case.

Session 13 **Identity and self in** Required reading: Final paper due

[Nov 30th] **the globalized** media environment. What does it mean to inhabit multiple identities?

Who do we connect with, why and how do we see ourselves reflected, or try and reflect ourselves, in global media?


London: Lawrence and Wishart, pp.222-37.


**Additional reading:**

Yue, M-B, 'On not looking German: Ethnicity, Diaspora and the Politics of Vision', European Journal of December 14th

*10-minute individual presentations*

*Weekly blog responding/reflecting/reflecting to news media/journalism using this week’s required reading and the additional reading should you wish.*

Please check the seminar topics list and respond to the task for all on your blog if required.

Week/Date Topic Reading Assignment Due

Cultural Studies, 2000,

3,2, 173-194


‘Migration, diaspora


Session 14 Revision of topics & Final paper due

[Dec 7th] reflections on blogs **December 14th**

*10-minute individual presentations

*Weekly blog responding/reflecting/reacting to news media/journalism using this week’s required reading and the additional reading should you wish.*
Week/Date Topic Reading Assignment Due

Classroom Etiquette

Final Assessment
Final paper due
December 14th
at 6pm BST.

Course Policies

● Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).

● Make sure to let your classmates finish speaking before you do.

● Students should be respectful and courteous at all times to all participants in class.
● Please arrive on time so as not to disturb your classmates and miss any teaching.
● Please observe NYUL Covid-19 rules regarding mask wearing

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the London Academics team (nyul.academics@nyu.edu). Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Academic Honesty, Plagiarism and Late Work

Students at Global Academic Centers must follow the University and school
policies. You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester academic-year-study-away/academic-resources/policies-and-procedures.html).

Attendance

Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)

To ensure the integrity of the academic experience, class attendance is required and expected promptly when class begins. These rules apply to class excursions and activities as well.

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations, but must follow NYU London’s 20 absence reporting procedure. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also University Calendar Policy on Religious Holidays

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Inclusivity Policies and Priorities

NYU’s Office of Global Programs and NYU’s global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of
pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

**Pronouns and Name Pronunciation (Albert and Zoom)**

You can edit your pronoun and name pronunciation information on your Albert account, making it visible for faculty and staff. Information on how to do this can be found on the Pronouns and Name Pronunciation web page, and for more information on how to make these changes in Zoom, please see the Personalizing Zoom Display Names website.

**Bias Response**

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community. For more information, including how to report an incident, visit the Bias Response Line website.

**Your Lecturer**

Dr Omega Douglas has practiced as a journalist and editor for national British magazines and newspapers, as well as digital and broadcast media, for two decades. Organisations worked for include Conde Nast, The Guardian, IPC Media, Hearst, The Voice, and the BBC. She has also worked as a media consultant for various organisations, including the UN, and as a journalism educator at the University for the Creative Arts.

Dr Douglas is a lecturer in the Media, Communications and Cultural Studies Department at Goldsmiths College, University of London, where she also completed an ESRC funded PhD. Her research addresses the racialisation of news reporting on sub-Saharan Africa, the role of journalists of colour and INGOs in this process and the agenda produced. Through in-depth interviews with journalists of colour and INGO press officers who work for some of Britain’s largest news and aid organisations, the innovative concept of postcolonial journalistic field theory is developed. This interdisciplinary framework importantly adds to theories of 21 representation, black (British) identity, journalism, race and cultural production studies, by
showing how methods and critiques that are part of critical race and postcolonial theories enable theoretically grounded accounts of how and why mediated racial discourses occur. Dr Douglas is currently co-authoring a book, *Journalism, Culture, Society*, for Routledge, and recently completed work on a transnational research project for UNESCO, which addresses the online safety of women journalists.