

Media Studies 9100/ Popular Music and Culture 9700
Foundations of Media Theory and Cultural Studies
Alison Hearn
Fall 2012

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This course will introduce students to foundational texts in media theory and cultural studies drawn from a range of disciplines: linguistics, political economy, women's studies, psychology, and literary theory. The course is not intended to be a comprehensive survey of the history of media theory but instead will provide students with the opportunity to engage with selected texts in an in-depth manner. We will focus on foundational work that is particularly resonant with our current political and cultural moment. As we review these seminal texts, we will also interrogate the structural parameters and institutional backdrop against which 'thinking' happens (or doesn't happen) inside the academy. The course will help students develop skills in close reading, debate and argumentation, and critical writing and research.

Students will be responsible for producing short (500 words) reading response papers every week and should come to class prepared to discuss and debate the contents of those papers. In addition, each student will be responsible for giving a lecture/presentation (45 minutes – one hour) on one of the texts at some point during the term, as well as producing a substantial (3500 words) final research paper. Research paper topics must be vetted with me in office hours and outlines constitute 10% of the final grade.

All required texts have been ordered from the bookstore, and placed on reserve at the library. Excerpted texts and articles will be on reserve at the GRC and made available to students to photocopy themselves. Recommended texts and articles have also been placed on reserve.

Evaluation Scheme

Response Papers (weekly, 500 words approx.)/ In class participation	30%
Class Presentation (45 minutes-one hour)	20%
Term Paper Outline	10%
Research Paper (approx 3500 words)	40%

Response Papers/ In-class Participation

In-class participation is a crucial component of any graduate seminar. Regular attendance is expected, although students are cautioned that attendance alone does not in itself constitute participation. Students are expected to have done the weekly readings.

In-class participation, worth 30% of your total grade, will be broken down into two portions. The majority of the grade (comprising 20% of your final participation mark) will evaluate your weekly submission of reading response papers. These small (2 page/ 500 word maximum) papers will not be graded, but you will receive written weekly feedback from me. If you complete 10 out of the 11 weekly papers, you will receive 20% of your grade no questions asked. The remaining 10% will evaluate your contributions to class discussion.

These reading responses are intended to engender discussion in class and you should always be prepared to read yours aloud when called upon. You should not simply summarize the reading, but, rather, should engage critically with any concept, element or theme of the reading you might find problematic or confusing. You may also extrapolate from the reading, making connections to other work you have read or to contemporary issues or themes you are interested in. You may wish to pose questions to the reading and raise points for further discussion.

Remember these writing responses are not places for you to simply express your 'opinions'. (You have opinions in informal social discussions and debates; in grad school, you make arguments.) These papers are intended to stimulate and exercise your writing and critical thinking skills; they are envisioned as a way for you to begin to integrate the readings in to your own scholarly interests.

Papers will be collected at the end of every class.

Class Presentation

You will be responsible for a formal 45 minute- one hour in class presentation on one of the assigned readings. You will also be asked to lead discussion after the formal presentation. You are also expected to have done the recommended readings for that week. The formal presentation should do more than simply summarize the readings, but should include examples, illustrations, extrapolations and questions. Power point presentations work well but are not required.

Term Paper Outline

Good writing produces good thinking and both are necessary prerequisites to graduate study. Your final term paper can develop from your presentation topic, but may also tackle new material. You might choose to explore one body of theory or one theoretician in depth, critically analyze compelling theoretical intersections of your own choosing between two or more authors examined in this course, or conduct an application of one body of theory to a cultural object or set of practices of interest to you. The paper cannot be simply expository but must contain a clear and developed argument. It will be marked rigorously on matters not only of analytical substance, but also on matters of form, and writing style.

Students are encouraged to start thinking early about which authors and which topics they might wish to explore. Do come visit me in office hours to sound out your thoughts.

An outline of your term paper, consisting of a well-crafted thesis paragraph, the first few paragraphs of the body of the paper, a coherent sketch of how the rest of the paper is likely to unfold, and a list of preliminary references *presented in the correct Chicago style* (see below), is due on or before November 5. This short document is worth 10% of your final mark; we will assess that mark together in office hours.

If, upon further reflection, you determine that the nature of your paper's argument must change (e.g. your analysis is shifting to another area of interest, or you have fallen in love with another writer), that's fine. All that is required is that you re-submit another paper outline, which I will re-grade accordingly.

Term paper

Your completed term paper should run between 18 and 25 pages in length, and will be due on December 3, *at the beginning of class*.

Given the tight deadlines for submitting grades, your assignments must be submitted on time. **Late assignments will not be accepted without a documented medical, legal or similar reason**, so please take careful note of the relevant deadlines. Please note, in addition, that notes merely stating that you visited a doctor or clinic on a given day do not constitute sufficient documentation.

Papers must be typed and should follow communications studies' generally adopted social sciences style and layout (parenthetical author-date citations and reference lists – sometimes called the scientific style, or the 'Harvard' or 'Chicago' style) as outlined in Kate L. Turabian, *A manual for writers of term*

papers, theses and dissertations, University of Chicago Press. Some of the basics of this style can be viewed at university style websites like www.lib.ohio-state.edu/guides/chicagogd.html. But students are cautioned that these sites tend to be inadequate by themselves. Reviewing Turabian in the library reference section or purchasing Turabian at the bookstore is by far the better choice.

Students are also cautioned that Turabian's 'Chicago Style' is itself divided into two different sub-styles – one for the social sciences and one for the humanities. Please be sure you use the right one, per above (if you are not familiar with it already). Should Turabian fail to provide an answer to a question you may have, the most recent edition of *The Chicago Manual of Style* (University of Chicago Press), which is similarly divided into the two sub-styles mentioned above, is your ultimate recourse.

NB: Do not rely on guides not suggested here for guidance on the Chicago Style as they may only outline Chicago's humanities sub-style.

OTHER IMPORTANT INFORMATION:

Laptops and other electronic devices: Students are not normally permitted to use laptops in class. Students are not permitted to videotape lectures. Students are permitted to make audio recordings of lectures only with the permission of the instructor. Please turn off your phone.

An important note regarding email: If you have questions or queries or need to set up a time outside of office hours for a meeting, email is the best way to get a hold of me. For any more substantive issues, please come to office hours, talk to me before or after class, or set up a meeting with me. Since I live in Toronto, I'm also happy to have Skype meetings if that works for you.

You are responsible for regularly checking your own UWO email account in case weather, illness or any other factor forces any change to the class schedule or requirements.

Office hours: Please consider coming to office hours for the occasional chat. This really can help you a great deal. What concepts are you having difficulty comprehending in the readings? What broader philosophical or practical issues are surfacing for you as a result of the course? Do you have concerns about writing papers, or about preparing your seminar? Are you feeling overwhelmed by grad school in general? Please use office hours and meetings to talk to me about any issues or problems you might be having. Don't suffer in silence, come and find me!

Absenteeism: Given this course's seminar format, regular attendance is crucial. Appropriate documentation is required for a student to ensure that absences do not affect his/her final grade.

Missing assignments: I strongly urge you to ensure that the occasional administrative glitches never involve you by:

- 1) Picking up all of your marked assignments promptly
- 2) Keeping all of your assignments for at least three months after your final grade is posted.

Students are strongly cautioned that their efforts to query or appeal any assignment are severely compromised in the absence of graded, initialed hard copy.

Computer/printer failure: Tech failure is not an acceptable reason for requesting an extension or handing in an assignment late. Do please back up your work and know where your nearest functioning printer is.

Appeals: Students have three weeks from the date an assignment is handed back to appeal their grade.

Support Services: Please be aware of the following support services that are available to you.

Office of the Registrar: www.registrar.uwo.ca

Student Development Centre: www.sdc.uwo.ca

Writing Support Centre: www.sdc.uwo.ca/writing

Indigenous Services: www.sdc.uwo.ca/Indigenous

International and Exchange Student Centre: www.sdc.uwo.ca/int

Learning Skills Services: www.sdc.uwo.ca/learning

Psychological Services: <http://www.sdc.uwo.ca/psych>

Services for Students with Disabilities: www.sdc.uwo.ca/ssd

Career Centre at Western: career.uwo.ca

Scholastic offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence. It is entirely the student's responsibility to be aware of the nature of plagiarism. Penalties for plagiarism include expulsion from the university.

Course Calendar:

Week 1: Sept. 10: Introduction

Week 2: Sept. 17 Where are we? The university and “thought beside itself”
Reading: Bill Readings, *The University in Ruins*.

Foundations of critical theory, political economy and cultural studies

Week 3: Sept. 24

Marx

Reading: Marx, excerpts from *The German Ideology*: Preface and Chapter One - Feuerbach:

<http://www.marxists.org/archive/marx/works/1845/german-ideology/abstract.htm>

Marx, *Preface to A Contribution to a Critique of Political Economy*:

<http://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface-abs.htm>

Karl Marx, *The 18th Brumaire of Louis Bonaparte*:

<http://www.marxists.org/archive/marx/works/1852/18th-brumaire/index.htm>

Week 4: Oct 1.

Critical Theory

Reading: Max Horkheimer, *The Eclipse of Reason*

Recommended: Theodor Adorno and Max Horkheimer, “The Culture Industry: Enlightenment as Mass Deception” in *The Dialectic of Enlightenment*.

Walter Benjamin, “The Author as Producer” in *Art after Modernism*.

Week 5: Oct 8: Thanksgiving

Signification and Power

Week 6: Oct 15

Structuralism and Semiotics

Reading: Roland Barthes, *Mythologies*,

Recommended: Jonathan Culler, *The Pursuit of Signs*, Chapters 1-3.

Excerpts from *Elements of Semiology*, available at :

<http://www.marxists.org/reference/subject/philosophy/works/fr/barthes.htm>

Levi Strauss, “Overture to Le Cru et Le Cuit” in *The Raw and the Cooked*.

Ferdinand de Saussure, excerpts from *A Course in General Linguistics* in *The Critical and Cultural Theory Reader*.

Week 7: Oct 22

Ideology/Hegemony

Reading: Raymond Williams, **Marxism and Literature**

Louis Althusser, "Philosophy as a Revolutionary Weapon" and "Ideology and Ideological State Apparatuses" in *Lenin and Philosophy and Other Essays*.

Recommended: Stuart Hall, "The rediscovery of ideology: the return of the repressed in media studies" in *Culture, Society and the Media*.

Laclau and Mouffe, *Hegemony and Socialist Strategy*

The Subject, Signification and Power

Week 8: Oct. 29

Desire, Subjectivity and Representation

Reading: Sigmund Freud, **Three Essays on the Theory of Sexuality**

Recommended: Laura Mulvey, "Visual Pleasure and the Narrative Cinema" in *Screen*, 1975

Week 9: Nov 5 ***Term paper outline due

Discourse, Subjectivity and Power

Reading: Michel Foucault, **The History of Sexuality Vol. 1**

Michel Foucault, "**The Discourse on Language**," in *The Archaeology of Knowledge*

Recommended: Michel Foucault, "**Afterword: The Subject and Power**," in *Michel Foucault: Beyond Structuralism and Hermeneutics*.

Identities, positions and 'posts'

Week 10: Nov 12

The Post-Modern?

Reading: David Harvey, **The Condition of Post-Modernity: An inquiry into the Origins of Cultural Change**

Week 11: Nov 19

Gender/Race

Reading: Gayle Rubin. "**The Traffic in Women: Notes toward a political economy of sex**" in *Toward an Anthropology of Women*

Paul Gilroy, **There Ain't no Black in the Union Jack** (omit Ch. 4 if necessary)

Recommended: Teresa de Lauretis, excerpts from **Technologies of Gender**

Stuart Hall, "**The Work of Representation**" and "**The Spectacle of the 'Other'**" in *Representation: Cultural Representations and Signifying Practices*

Technology and culture

Week 12: Nov 26

Reading: Harold Adams Innis, ***The Bias of Communication***.

Recommended: Arthur Kroker, excerpts from *Technology and the Canadian Mind*,

Dallas Smythe, "Communications: Blindspot of Western Marxism" in *Canadian Journal of Political and Social Thought*

Week 13: Dec 3

Reading: Jonathan Sterne, ***The Audible Past: Cultural Origins of Sound Reproduction***

Additional Recommended Reading for Future Use

Where are We?

Boren, Mark Edelman. (2001). Student Resistance: a history of the unruly subject. New York and London: Routledge.

Derrida Jacques. (1992). Mochlos or the Conflict of the Faculties. In Richard Rand (ed.). Logomachia: The Conflict of the Faculties. Lincoln and London: University of Nebraska Press.

Derrida, Jacques. (1983). The Principle of Reason: The University in the Eyes of Its Pupils. Diacritics. Fall.

Haskins, Charles Homer. (1957). The Rise of the Universities. London: Oxford University Press.

Kant, Immanuel. (1979). The Conflict of the Faculties. Mary Gregor. (Trans.) New York: Abaris Books.

Messer-Davidow, Ellen and David Shumway. (1991). Disciplinarity. Poetics Today, 12.

Young, Robert. (1992). The Idea of a Chrestomathic University. In Richard Rand (Ed.), Logomachia: the conflict of the faculties. Lincoln and London: University of Nebraska Press.

Marx and Critical Theory

Adorno, Theodor. (and others). 1964. The Authoritarian Personality. New York: Wiley.

Benjamin, Walter. 1969. Illuminations. New York: Schocken Books.

Benjamin, Walter. 1978. Reflections: essays, aphorisms, autobiographical writing. New York: Harcourt, Brace, Jovanovich.

Berman, Marshall. 1982. All that is Solid Melts into Air: The experience of modernity. New York; Simon and Schuster.

Brantlinger, Patrick. 1983. Bread and Circuses: Theories of Mass Society as Social Decay. Ithaca: Cornell University Press.

Engels, Friedrich. 1972 (first published 1884). The Origins of the family, Private Property and the State. London: Lawrence and Wishart.

Held, David. 1980. Introduction to Critical Theory: Horkheimer to Habermas. University of California Press.

Horkheimer, Max and Theodor Adorno. 1972. The Dialectic of Enlightenment. New York: Herder and Herder.

Huyssen, Andreas. 1986. After the Great Divide: Modernism, Mass Culture and Postmodernism. Bloomington: Indiana University Press.

Jay, Martin. 1973. The Dialectical Imagination: A History of the Frankfurt School and the Institute for Social Research 1923-1950. New York: Little, Brown

Lukacs, Georg. 1971. History and Class Consciousness. Cambridge, Mass.: M.I.T. Press.

Marcuse, Herbert. 1966. Eros and Civilization: An Inquiry Into Freud. Boston: Beacon Press.

Marcuse, Herbert. 1994. One Dimensional Man: Studies in the ideology of advanced industrial society. Boston: Beacon Press.

Signification and Power

Althusser, Louis. 1971. Lenin and Philosophy and Other Essays. London: NLB.

Attridge, Derek, Geoff Bennington, and Robert Young, eds. 1987. Post-structuralism and the Question of History. Cambridge: Cambridge University Press.

Austin, J.L. 1962, 1975. How to Do Things With Words. Eds. J.O. Urmson and Marina Sbisa. Second ed. Cambridge, Massachusetts: Harvard University Press.

Bakhtin, Mikhail. 1984. "Discourse on Dostoevsky." Problems of Dostoevsky's Poetics. Ed. Caryl Emerson. Minneapolis: University of Minneapolis Press.

Barthes, Roland. 1968. Elements of Semiology. New York: Hill and Wang.

Derrida, Jacques. 1969. "The Ends of Man." Philosophy and Phenomenological Research 30.

Derrida, Jacques. 1976. Of Grammatology. Trans. Gayatri Spivak. Baltimore: Johns Hopkins Press.

Derrida, Jacques and Christie McDonald. 1982. "Choreographies: An Interview." Diacritics 12.

Fraser, Nancy. 1997. Justice Interruptus: Critical Reflections on the 'Postsocialist' Condition. New York and London: Routledge.

Genette, Gerard. 1979. Narrative Discourse: An Essay in Method. Ithaca, New York: Cornell University Press.

Gurevitch, Michael, Tony Bennett, James Curran and Janet Woollacott. 1982. Culture, Society and The Media. London and New York :Routledge.

Hall, Stuart et. a. (eds.) 1980. Culture, Media, Language: Working Papers in Cultural Studies. London: Hutchison.

Hall, Stuart. 1978. Resistance Through Rituals: Youth Sub-Cultures in Post-War Britain. London: Hutchison.

Hebdige, Dick. 1979. Subculture: The Meaning of Style. London: Methuen.

Kurzweil, Edith. 1980. The Age of Structuralism: From Levi-Strauss to Foucault. New York: Columbia University Press

Levi-Strauss. Claude. 1969. The Raw and the Cooked; Introduction to a Science of Mythology .New York: Harper and Row.

Simon, Roger. 1991. Gramsci's Political Thought: An Introduction. London: Lawrence and Wishart.

Spivak, Gayatri Chakravorty. 1983. "Displacement and the Discourse of Woman." Displacement: Derrida and After. Ed. M. Krupnick. Bloomington: Indiana University Press

Hall, S. (1996a). Signification, Representation, Ideology: Althusser and the Post-Structuralist Debates. In J. Curran, D. Morley & V. Walkerdine (eds.) Cultural Studies and Communications (pp. 11-34). London: Arnold.

Williams, Raymond. 1980. Problems in Materialism and Culture. London and New York: Verso.

Signification, Power and the Subject

Dreyfus, Hubert and Paul Rabinow. 1982. Michel Foucault: Beyond Structuralism and Hermeneutics. Chicago: University of Chicago Press.

Foucault, Michel. 1972. The Archaeology of Knowledge. Trans. Alan Sheridan. New York: Harper and Row.

Foucault, Michel. 1977. Discipline and Punish. New York: Vintage Books.

Foucault, Michel. 1973. The Order of Things: an archaeology of the human sciences. New York: Vintage.

Freud, Sigmund. 1997. Writings on Art and Literature. Stanford: Stanford University Press.

Grosz, Elizabeth. 1980. Lacan: A Feminist Introduction. London and New York: Routledge.

Kress, Gunther. 1985. "Discourses, Texts, Readers, and the Pro-Nuclear Argument." Language and the Nuclear Arms Race Debate: Nukespeak Today. Ed. Paul Chilton. London and Dover: Frances Pinter.

Kuzweil, Edith. 1995. Freudians and Feminists. Boulder, San Francisco, Oxford: Westview Press.

Lacan, Jacques. 1948. Ecrits: A Selection. Trans. Alan Sheridan. London: Tavistock.

Martin, Biddy. 1982. "Feminism, Criticism and Foucault." New German Critique 27.

Racevskis, Karlis. 1983. Michel Foucault and the Subversion of the Intellect. Ithaca, London: Cornell University Press.

Sheridan, Alan. 1980. Michel Foucault: The Will to Truth. New York: Tavistock.

Identities and Positions

Alcoff, Linda. 1988. "Cultural Feminism versus Post-Structuralism: The Identity Crisis in Feminist Theory." Signs. 13:3.

Bordo, Susan. 1990. "Feminism, Postmodernism and Gender Skepticism." Feminism/ Postmodernism. Ed. Linda Nicholson. New York: Routledge.

Brooks, Ann. 1997. Postfeminisms: Feminism, Cultural Theory and Cultural Forms. London: Routledge.

Butler, Judith. 1997. Excitable Speech: A Politics of the Performative. New York and London: Routledge.

Butler, Judith. 1990. Gender Trouble. New York: Routledge.

Carby, Hazel V. Race Men. 1998. Cambridge, Mass: Harvard University Press.

Carby, Hazel V. 1987. Reconstructing Womanhood: The emergence of the African-American Woman Novelist. New York: Oxford University Press.

Clatterbaugh, Kenneth. 1997. Contemporary Perspectives on Masculinity. Second ed. Boulder, Colorado: Westview Press.

Connell, R.W. 1995. Masculinities. Cambridge, U.K.: Polity Press.

Doane, Mary-Anne, Patricia Mellencamp, and Linda Williams. 1984. Revision. Frederick, Maryland: University Publications of America.

Fanon, Frantz. 1991. Black Skin, White Masks. New York: Grove Weidenfeld.

Flax, Jane. 1986. "Gender as a Problem: In and For Feminist Theory." American Studies/Amerika Studien 31.2.

Gilroy, Paul. 2000. Against Race: Imagining Political Culture Beyond the Color Line. Cambridge, Mass: Belknap Press for Harvard University Press.

Gilroy, Paul. 1993. The Black Atlantic: Modernity and Double Consciousness. London and New York: Verso.

Grossberg, L. 1996. Identity and Cultural Studies: Is That All There Is? In S. Hall and P. du Gay (eds.), *Questions of Cultural Identity* London: Sage.

Hall, Stuart. 1996. Who Needs 'Identity'? In S. Hall. and P. Du Gay (eds.), *Questions of Cultural Identity*. Thousand Oaks: Sage.

Hall, Stuart (ed.). 1997. Representation: Cultural Representations and Signifying Practices. London, Thousand Oaks, New Delhi: Sage.

Harding, Sandra and Merrill Hintikka (eds.). 1983. Discovering Reality: Feminist Perspectives on Epistemology, Metaphysics, Methodology and Philosophy of Science. Dordrecht, Holland and Boston: D. Reidel Publishing Company.

Hennessy, Rosemary. 1993. Materialist Feminism and the Politics of Discourse. New York and London: Routledge.

Lauretis, Teresa de. 1984. Alice Doesn't. Bloomington: Indiana University Press.

Lauretis, Teresa de, Ed. 1986. Feminist Studies/ Critical Studies. Bloomington: Indiana University Press.

Marks, Elaine and Elaine de Courtivron. eds. 1981. New French Feminisms. New York: Schocken Books.

Mercer, Kobena. 1994. Welcome to the Jungle: New Positions in Black Cultural Studies. London and New York: Routledge.

Mercer, Kobena, and Isaac Julien. 1988. "Race, Sexual Politics and Black Maculinity: A Dossier." Male Order. Eds. Rowena Chapman and Jonathan Rutherford. London: Lawrence and Wishart

Torres, Sasha. 2003. Black, White and in Color: Television and Black Civil Rights. Princeton and Oxford: Princeton University Press.

Spivak, Gayatri Chakravorty. 1988. "Can the Subaltern Speak

Canadian communications theory/ Issues of visibility

Barthes, Roland. 1981. Camera Lucida: Reflections on Photography. New York: Hill and Wang.

Berger, John. 1972. Ways of Seeing. London: British Broadcasting Corporation and Penguin Books.

Clement, Wallace. 1975. The Canadian Corporate Elite: an analysis of economic power. Toronto: Mclelland and Stewart.

Clement, Wallace and Glen Williams (eds.) 1989. New Canadian Political Economy. Kingston, Ontario: Queens-McGill Press.

Crary, Jonathan. 1999. Techniques of the Observer. Cambridge and London: MIT Press.

Curran, James and Jean Seaton. 2003. Power without Responsibility: The press, broadcasting and new media in Britain. London: Routledge.

Debord, Guy. 1994. The Society of the Spectacle. New York: Zone Books.

Dorfman, Ariel and Mattelart, Armand. 1975. How to Read Donald Duck: Imperialist Ideology in the Disney Comic. New York: International General.

Evans, Jessica and Stuart Hall (eds.) 1999. Visual Culture: The Reader. London, Thousand Oaks and New Delhi: Sage Publications.

Golding, Peter and Graham Murdock. 1997. The Political Economy of the Media. Britain: Edward Elgar.

Innis, Harold. (1951). The Bias of Communication. Toronto: University of Toronto Press.

Jay, Martin. 1993. Downcast Eyes: The Denigration of Vision in Twentieth Century French Thought. University of California Press.

Kurasawa, F. (2003). Finding Godot?: Bringing Popular Culture into Canadian Political Economy. In W. Clement & L. Vosko (eds.), Changing Canada: Political Economy as Transformation (pp. 467-492). Montreal and Kingston: McGill-Queen's University Press

Macphee, Graham. 2002. The Architecture of the Visible. London and New York: Continuum.

Maxwell, Robert (ed.) 2001. Culture Works: The Political Economy of Culture. Minneapolis: University of Minneapolis Press.

Melody, William (ed.). 1980. Culture, Communication and Dependency: The Tradition of H.A. Innis. Norwood, N.J: Ablex.

Mitchell, W.J.T. 1986. Iconology: Image, Text, Ideology. Chicago: University of Chicago Press.

Mitchell, W.J.T. 1996. "What do pictures really want?" October #77, Summer.

Murphie, Andrew and John Potts. 2003. Culture and Technology. New York: Palgrave.

Smythe, Dallas. 1981. Dependency Road: Communication, Capitalism, Consciousness and Canada. Norwood, N.J: Ablex.

Sturken, Marika and Lisa Cartwright. 2001. Practices of Looking: An Introduction to Visual Culture. Oxford: Oxford University Press.

Wallis, Brian. 1984. Art After Modernism: Rethinking Representation. New York: The New Museum of Contemporary Art.

Useful Edited Collections and Overviews about Cultural Studies and Media Studies

Barker, Chris. 2002. Making Sense of Cultural Studies: Central Problems and Critical Debates. Thousand Oaks: Sage.

Curran, James and David Morley and Valerie Walkerdine (eds.) 1996. Cultural Studies and Communications. London: Arnold.

Donald, James and Stuart Hall. 1998. Politics and Ideology: A Reader. Philadelphia: Milton Keynes, Open University Press.

Durham, Meenakshi Gigi and Douglas Kellner. 2001. Media and Cultural Studies: Keywords. Malden, Mass.: Blackwell.

Easthope, Anthony and Kate McGown. (eds.) 2004. The Critical and Cultural Theory Reader second edition. Toronto: University of Toronto Press.

Gilroy, Paul, Lawrence Grossberg and Angela McRobbie. 2000. Without Guarantees: In Honour of Stuart Hall. London and New York: Verso.

Lewis, Justin. 2002. Cultural Studies: The Basics. Thousand Oaks: Sage.

Marris, Paul. 1996. Media Studies: A Reader. Edinburgh: Edinburgh University Press.

Miller, Toby (ed.). 2001. A Companion to Cultural Studies. Malden, Mass: Blackwell.

Munns, Jessica and Gita Rajan, 1995. A Cultural Studies Reader. New York: Longman

O'Sullivan, Tim and Yvonne Jewkes. 1997. The Media Studies Reader. New York: St. Martin's Press.

Storey, John. 2000. 3rd. edition. Cultural Theory and Popular Culture: An Introduction. New York: Longman.

Valdavia, Angharad. 2003. A Companion to Media Studies. Malden, Mass: Blackwell.

Wolfeys, Julian (ed.) 2002. The Continuum Encyclopedia of Modern Criticism and Theory. New York: Continuum .

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