

COURSE DESCRIPTION

MEDIA REPRESENTATIONS OF IDENTITY

Academic year 2025-2026

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University, Cluj-Napoca
1.2. Faculty	College of Political, Administrative and Communication Sciences
1.3. Doctoral School	SDSPC
1.4. Field of study	Communication Sciences
1.5. Level of study	Doctoral Studies

2. Course-related data

2.1. Course title	Media Representations of Identity			Course code	SDSPC8
2.2. Course coordinator	Associate Professor Ramona Hosu, PhD, Habil.				
2.3. Seminar coordinator	Associate Professor Ramona Hosu, PhD, Habil.				
2.4. Year of study	1	2.5. Semester	1	2.6. Type of assessment	Exam
2.7. Course status	Optional			2.8. Course type	Core subject

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	3	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	1
3.4. Total of hours in the curriculum	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					44
Additional research in the library, on subject-specific electronic platforms, and on-site					26
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					36
Tutoring (professional guidance)					
Examinations					2
Other activities					
3.7. Total hours of individual study (IS) and self-taught activities (ST)				108	
3.8. Total hours per semester				150	
3.9. Number of credits				10	

4. Prerequisites (where applicable)

4.1. curriculum-related	
4.2. skills-related	

5. Specific conditions (where applicable)

5.1. course-related	Computer, Screen/ Projection System, Sound System, Internet connection, Board
5.2. seminar/laboratory-related	Computer, Screen/ Projection System, Sound System, Internet connection, Board

6. Subject-specific learning outcomes

Knowledge
1. Knowledge about media studies, the content and impact of diverse media with focus on mass communication issues
2. Observation of political, economic and societal development in the various countries and corresponding media communities
3. Monitoring of relevant public actors, trends and phenomena in the media
4. Knowledge about systematic research methods and communication with relevant parties in order to find specific information and evaluate research results to assess the relevance of information
5. Knowledge about the methodology used in scientific research involving doing background research
Skills
1. The student is able to analyze and critique media content, with special focus on media representations of cultural and social identities, by means of interdisciplinary approaches
Responsibility and autonomy
1. The student has the ability to work independently to obtain pertinent scientific results while conducting research in the field of communication sciences

7. Contents

7.1. Course	Teaching and learning methods	Remarks¹
1. Introductory Course: Media Representations of Class, Race, Gender, Religion, Nationality, Ethnicity, Sexuality, Generation, Locus etc.	Presentation. Discussion.	2 hours
2. Theoretical Framework: Cultural Studies and Cultural Politics	Lecture. Multimedia presentation. Discussion. Debate.	2 hours
3. Theoretical Framework: Identity.	Lecture. Multimedia presentation. Discussion. Debate.	2 hours
4. Theoretical Framework: Communication & Representations & Media	Lecture. Multimedia presentation. Discussion. Debate.	2 hours
5. Theoretical Framework: Power & Politics & Media	Lecture. Multimedia presentation. Discussion. Debate.	2 hours
6. Theoretical Framework: Media Cultural Studies	Lecture. Multimedia presentation. Discussion. Debate.	2 hours
7. Case Study 1 - 7	Lecture. Multimedia presentation. Discussion. Debate.	14 hours
8. Conclusions	Discussion. Debate.	2 hours
Bibliography <ul style="list-style-type: none"> • Durham, Meenakshi Gigi and Douglas M. Kellner, <i>Media and Cultural Studies. Keywords</i>, Blackwell Publishing, 2006 • Foucault, Michel, <i>Discipline and Punish</i>, London, Penguin, 1991 • Foucault, Michel, <i>The History of Sexuality</i>, Vol. 1, Pantheon Books, 1978, p. 92-102 		

¹ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

- Gans, Herbert J., *Popular Culture and High Culture*, BasicBooks, 1974
- Hall, Stuart and Paul du Gay, *Questions of Cultural Identity*, Sage, 2003
- Hall, Stuart, "Cultural Identity and Diaspora", in Rutheford, Jonathan, *Identity: Community, Culture, Difference*, Lawrence & Wishart, 1990
- Hall, Stuart, "Cultural Studies: Two Paradigms" in *Media, Culture, Society 2*, 1980, pp. 57-72
- Hall, Stuart, "Encoding, Decoding" in During, Simon, *The Cultural Studies Reader*, Routledge, 2007
- Hall, Stuart, "The Origins of Cultural Studies", Transcript
- Hall, Stuart, "The Question of Cultural Identity" in Hall, Stuart et al *Modernity. An Introduction to Modern Society*, Blackwell Publishing, 1996
- Hall, Stuart, "The Work of Representation" in Hall, Stuart (ed.) *Representations. Cultural Representations and Signifying Practices*, Sage, 1997
- Hall, Stuart, *Race – The Floating Signifier*, Transcript, Media Education Foundation
- Hall, Stuart, *Representation and the Media*, Transcript, Media Education Foundation
- Kellner, Douglas, *Media Matters: Cultural Studies, Identity and Politics Between the Modern and the Postmodern*, Routledge, 1995
- Ricoeur, Paul, *Oneself as Another*, The University of Chicago Press, 1992
- Turner, Graeme, *British Cultural Studies. An Introduction*, Routledge, 2003
- Weedon, Chris, *Identity and Culture. Narratives of Difference and Belonging*, Open University Press, 2004
- Williams, Raymond, *On High and Popular Culture*

7.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Case Studies	Presentation. Discussions.	2 hours
2. Case Studies	Presentation. Discussions.	2 hours
3. Case Studies	Presentation. Discussions.	2 hours
4. Case Studies	Presentation. Discussions.	2 hours
5. Case Studies	Presentation. Discussions.	2 hours
6. Case Studies	Presentation. Discussions.	2 hours
7. Case Studies	Presentation. Discussions.	2 hours

Bibliography

- Durham, Meenakshi Gigi and Douglas M. Kellner, *Media and Cultural Studies. Keywords*, Blackwell Publishing, 2006
- Foucault, Michel, *Discipline and Punish*, London, Penguin, 1991
- Foucault, Michel, *The History of Sexuality*, Vol. 1, Pantheon Books, 1978, p. 92-102
- Gans, Herbert J., *Popular Culture and High Culture*, BasicBooks, 1974
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- Hall, Stuart, "The Work of Representation" in Hall, Stuart (ed.) *Representations. Cultural Representations and Signifying Practices*, Sage, 1997
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8. Evaluation

Type of activity	8.1 Evaluation criteria ²	8.2 Evaluation methods ³	8.3 Percentage in the final grade
8.4. Course	-	-	-
8.5. Seminar/ laboratory	Research Paper assignment	E	100%
8.6 Minimum standard for passing			
The acquisition of the course concepts and theories in a research paper in which the student analyses the cultural content and discourse of media products, with focus on cultural identity construction issues (paper to be written in advance and presented at the assigned meetings).			

9. SDG labels (Sustainable Development Goals)⁴

 <input type="radio"/> Sustainable Development Generic Label								
								
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
								No label applies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Date of entry:
29.09.2025

Signature of course coordinator

Signature of seminar coordinator

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Date of approval in the department:

Signature of the head of department

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² The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

³ Both final evaluation methods and ongoing evaluation strategies should be established.

⁴ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."