

UNIVERSITY OF SWAZILAND
FACULTY OF HUMANITIES
DEPARTMENT OF JOURNALISM AND MASS COMMUNICATION
2017/2018 EXAMINATION QUESTION PAPER: MAIN

TITLE OF PAPER: MASS COMMUNICATION THEORY

COURSE CODE: JMC 231

TIME ALLOWED: THREE (3) HOURS

INSTRUCTIONS:

1. ANSWER ANY FOUR QUESTIONS
2. ALL QUESTIONS CARRY 25 MARKS

Question One

Discuss the contributions of the ritual school/model of communication in our understanding of mass communication today. Demonstrate how the school of thought closes the gaps left open by the transmission view. [25]

Question Two

Define and discuss the following terms and concepts;

- (a) Mass society
- (b) Mass culture
- (c) Mass media
- (d) Mass audience
- (e) Popular culture

[25]

Question Three

Using Christians *et al* (2009), critically discuss the normative roles of the media today and show how their conceptualisation addresses the loose ends left idle by Siebert *et al* (1956). How relevant are their theses in understanding the media in Swaziland? [25]

Question Four

Critically discuss the conception of the media as a 'mirror to reality'. In your answer, provide the shortcomings of the Pluralist and Marxist traditions in their understanding of 'objective reality'. [25]

Question Five

"The press may not be successful much of the time in telling people what to think, but is stunningly successful in telling its readers what to think about. And it follows from this that the world looks different to different people, depending not only on their personal interests, but also on the map that is drawn for them by the writers, editors and publishers of the papers they read" (Cohen 1963). Using local examples, critique the above argument as it relates to the agenda-setting role of the mass media. [25]

Question Six

"The repetitive pattern of television's mass-produced-messages and images forms the mainstream of the common symbolic environment that cultivates the most widely shared conceptions of reality" (Gerbner *et al* 1978). Using this argument as an example, explain and critically discuss the cultivation theory. [25]