



Course and Examination Fact Sheet: Spring Semester 2025

8,692: Medien/Media: From MTV to the Podcast - Intimacy or Loneliness Via Media

ECTS credits: 3

Overview examination/s

(binding regulations see below)

decentral - Audiovisual work, Digital, Group work group grade (40%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (60%)

Examination time: Term time

Attached courses

Timetable -- Language -- Lecturer

[8,692,1.00 Medien/Media: From MTV to the Podcast - Intimacy or Loneliness Via Media](#) -- English -- [Aspers Dahlberg Caroline](#)

Course information

Course prerequisites

None

Learning objectives

After the successful completion of the course, students will be able to:

- understand some of the most important economic and social meanings and uses of podcasts;
- create a simple podcast on their own (with other students);
- analyse the podcast in relation to some other media;
- understand aspects of for example "presumed intimacy", "authenticity" and "attention capital" in relation podcasts;
- analyse academic texts about the relationships between key concepts of the course, in relation to podcasts;
- use the key theoretical concepts of the course to understand examples the student finds on his/her own and to present these analyses in group presentations and in individual text assignments.

Course content

This course focuses on podcasts in professional and everyday life. Students will analyse the content of current podcasts and also produce a podcast (for the course). Understanding the podcast is important for those who want to use it as a tool either for education, entertainment or trying to reach a large audience for influence or sales. It is also important if we want to understand the social situation of people today, how we interact, learn and fulfil various existential needs, such as the need for belonging and intimacy.

This course analyses the development, production and use/consumption of podcasts. How are podcasts used socially and economically? Can the history of podcasts explain some key aspects of the human condition? How does the context of the podcast have an impact on its meaning? Concepts such as 'presumed intimacy', 'authenticity', 'attention capital' and 'gestural economies' will be discussed, also looking at historical examples. Comparisons with other types of media (social and traditional) are made, for example by looking at the phenomenon of MTV.

As well as putting podcasts into a theoretical framework through these analyses, we will have a session on the technical aspects of podcast production and how it is done in practice. We will also visit the podcast studio in the Square to see how it works technically. There will also be a session in which podcast producers from one or two companies and podcasters from the



academic world will be invited to discuss, for example, the purpose, planning, recording and editing of podcasts, the use of advertising in podcasts, as well as tips and tricks.

An important aspect of producing a podcast is analysing other podcasts and how they are made, as well as talking to people about their experiences with podcasts. Therefore, the course will include a session on podcasting and digital ethnography, which will not only look at texts on these topics, but also include a workshop with concrete analysis. This will prepare the students for their term paper, in which they will present their own (qualitative) study. The course will also include feedback from the teacher and other students during the writing process.

Course structure and indications of the learning and teaching design

The course will be structured as weekly lectures and/or seminars, with each session lasting two hours. It will include discussions of the literature, media-related exercises and assignments and individual or group presentations. The first six weeks of the course will include group work, where students will also be expected to meet outside of scheduled lecture/seminar time and produce a short podcast. Week six to twelve of the course will involve the writing, tutoring, peer-review, and presentation, of the individual home examination.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen. A detailed course outline and all relevant documents will be made available on **StudyNet**. Only the current timetable as published on **Courses** does apply.

Course literature

- Berry, R. (2006) Will the iPod Kill the Radio Star? Profiling Podcasting as Radio, *Convergence*
- Bezbaruah, S. & Brahmabhatt, K. (2023) Are Podcast Advertisements Effective? An Emerging Economy Perspective, *Journal of International Consumer Marketing*, 35:2, 215-233
- Brinson, N. & Lemon, L. (2023) Investigating the effects of host trust, credibility, and authenticity in podcast advertising, *Journal of Marketing Communications*, 29:6, 558-576
- Jones, S. (2005) MTV: The Medium was the Message, *Critical Studies in Media Communications*
- Lundström, M. and Poletti Lundström, T. (2021) Podcast Ethnography, *International Journal of Social Research Methodology*
- Mchugh, S. (2016) How podcasting is changing the audio storytelling genre, *The Radio Journal – International Studies in Broadcast & Audio Media*
- McLuhan, M. (1994) *Understanding Media: The Extensions of Man*. Cambridge Mass.: The MIT Press (p. 3-32)
- Rime, J., Pike, C., Collins, T. (2022) What is a podcast? Considering innovations in podcasting through the six-tensions Framework, *Convergence*
- Rojek, C. (2015) *Presumed Intimacy: Para-social Interaction in Media, Society and Celebrity Culture*. Hoboken NJ: Wiley & Sons
- Sullivan, J. L. (2019). The Platforms of Podcasting: Past and Present, *Social Media + Society*, 5(4)

A few more texts will be added to the list and provided on StudyNet before the course starts.

Additional course information

Dr Caroline Aspers Dahlberg is a sociologist interested in the social construction and values of knowledge and the production and consumption of media. Her postdoctoral project was on value-making in higher education and her doctoral thesis was on advertising ethics and advertising self-regulation. She is also interested in and has been involved in studies of urban sociology. She has previously taught mainly qualitative methods, sociological theory, media and advertising, and urban sociology.

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination modalities

Examination type Audiovisual work



| | |
|------------------------------|------------------------|
| Responsible for organisation | decentral |
| Examination form | Practical test |
| Examination mode | Digital |
| Time of examination | Term time |
| Examination execution | Asynchronous |
| Examination location | Off Campus |
| Grading type | Group work group grade |
| Weighting | 40% |
| Duration | -- |

Examination languages

Question language: English

Answer language: English

Remark

Students create their own podcasts in groups.

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

Students create podcasts in groups and will also, as a part of the examination, present their podcasts and how they were made, at a seminar. A Power Point presentation is required.

2. Examination sub part (2/2)

Examination modalities

| | |
|------------------------------|----------------------------------|
| Examination type | Written work |
| Responsible for organisation | decentral |
| Examination form | Written work |
| Examination mode | Digital |
| Time of examination | Term time |
| Examination execution | Asynchronous |
| Examination location | Off Campus |
| Grading type | Individual work individual grade |
| Weighting | 60% |
| Duration | -- |

Examination languages

Question language: English

Answer language: English

Remark

12,000-20,000 characters

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids



Examination content

1. Part one of the examination will require students to create a podcast in groups of three to five individuals. The process of podcast production and the podcast itself are presented in the classroom setting. Group members are assigned the same grade, with higher grades contingent upon a comprehensive and well-reasoned account of the rationale behind the chosen production approach, one that is clearly aligned with the relevant course literature. This component accounts for 40% of the overall grade.
2. The second examination component requires the student to produce a paper (individual home examination, min. 12.000 characters) for instance by analysing contemporary podcasts in relation to the course literature. The students make a study of their own including an analysis of podcasts in combination with an analysis of other media material or interviews. The term paper includes a presentation of their chosen research question, theory, method and result. In order to attain higher grades, students must demonstrate a comprehensive and nuanced understanding of the course literature, as well as the capacity to utilise theoretical concepts as analytical tools to comprehend contemporary media and select pertinent literature for their analyses. Moreover, students are obliged to present the findings of their home examination at a seminar in order to attain higher grades. This examination constitutes 60% of the overall grade.

Examination relevant literature

See Course-Literature.

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 13 (Monday, 25 March 2025) are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 23 January 2025);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 17 March 2025);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 14 (Monday, 31 March 2025);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 15 (Monday, 07 April 2025).