

**MMC 6660: Mass Communication & Society**  
**Fall 2016**  
**Mondays**  
**Periods 6 - 8 (12:50 PM - 3:50 PM)**  
**Weimer G030**

**Dr. Ronald R. Rodgers**  
**3058 Weimer Hall, 392-8847**  
**Office hours listed on my schedule or make an appointment**  
**Link to my schedule: <http://bit.ly/1mcr63C>**  
**Graduate School Academic Calendar 2016-2017:**  
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2034>

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Favorite Saying About Communication:

[東問西答<sup>i</sup>](#)

**Course Description:**

MMC 6660 Mass Communication & Society is a graduate seminar at the University of Florida's College of Journalism and Communications. This seminar focuses on the slow reveal of the developing media of communication, the way it has changed and is changing the interactions among the members of society, and its effects on society as a vehicle of the often variously defined notion of modernity – of the modern society we now live in – in which traditions are constantly being unmoored from the past and then re-moored to the anchorages of the present through the corrosive effects of communication. To do so, we will explore the social theory of communication. As publisher of our text observes:

“What role have communication media played in the formation of modern societies? How should we understand the social impact of new forms of communication and information diffusion, from the advent of printing in fifteenth-century Europe to the expansion of global communication networks today?

“In this major new work, Thompson addresses these and other questions by elaborating a distinctive social theory of communication media and their impact. He argues that the development of communication media has transformed the spatial and temporal constitution of social life, creating new forms of action and interaction which are no longer linked to the sharing of a common locale. The consequences of this transformation are far-reaching and impinge on many aspects of our lives, from the most intimate aspects of personal experience and self-formation to the changing nature of power and visibility in the public domain.

“Combining breadth of vision with sensitivity to detail, this book situates the study of the media where it belongs: among a set of disciplines concerned with the emergence, development and structural characteristics of modern societies and their futures.”<sup>ii</sup>

### Course Goals:

The purpose of this course is to give students in journalism, advertising, public relations, telecommunications, other mass communications fields, and anyone else interested in mass communications – and that should be everyone – the opportunity to explore issues in the interaction between mass media/mass communication institutions and society. The course is aimed at helping students to develop a critical perspective on mass media and the acts of communication as they consider different ways in which media institutions and media content affect – and are affected by – individuals and society.

As [Heraclitus](#) said, it is not possible to step twice into the same river. Rather, the things in life are [liminal](#) – they are constantly at the threshold of transition to some modified reality. It is my hope this seminar will give its participants an awareness of how the past is [recombinant](#) with the present and some awareness of where we have come from, where we are now, and where we are going tomorrow.

### Required texts, equipment, etc.:

- [The Media and Modernity: A Social Theory of the Media](#) by [John B. Thompson](#)
- Assigned required readings to include, at times, videos and audios. (See schedule below)
- Bring a laptop or tablet to class, but keep it closed unless we need it for class activity. You might also want to check this out: “Want to remember lectures better? Take notes by hand”: <http://theatlntc/2aeFFRv>
- To aid in your research and writing, create a free Evernote account <https://evernote.com>
- Follow APA style for all your citations and reference lists in this course. Useful site: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Log in to Canvas at <http://lss.at.ufl.edu> If you are unfamiliar with Canvas or have any questions, check out the [e-Learning FAQs](#). If you encounter a problem while using e-Learning, you should immediately contact the Help Desk to get assistance.
- Follow me at [@ronrodgers](#) and then regularly check out the class hashtag [#MMC6660](#)

### Email Policy

- The email should be as specific as possible.
- It should include your full name.
- You should also note that I check my email **once** in the morning and **once** in the evening Monday through Friday.
- I should also note that I do not read emails of more than half a screen long. If you have that much to say, then let’s have a conversation face-to-face.

### Some Recommended Books & Websites:

- Top 20 Resources for Communications Graduate Students <http://ufdc.ufl.edu/IR00007297/00001>
- ***Communication Research: Strategies and Sources*** by Rebecca B. Rubin, Alan M. Rubin,

Linda J. Piele, and Paul M. Haridakis, 2010. (Wadsworth Cengage Learning). (If you are a new master's student, this book will help you develop your research skills to meet the expectations of the Graduate Faculty.) <http://bit.ly/2aeJ3fj>

- **Mass Communication and American Social Thought: Key Texts, 1919-1968** by John Durham Peters and Peter Simonson, 2004 • (Rowman & Littlefield). <http://bit.ly/2aeJaHv>
- **Purdue Online Writing Lab's Research and Citation Resources** is helpful with writing, research and style questions: <http://owl.english.purdue.edu/owl/section/2/>
- You also might find the following helpful regarding research and writing: **Improving your academic writing: My top 10 tips** <http://www.raulpacheco.org/2013/02/improving-your-academic-writing-my-top-10-tips/>

### **Course structure:**

Most classes will consist of some lecture and discussion, videos or audios, classroom presentations/student discussion led by a discussion leader, and work on research and writing with face-to-face small group meetings. This class is essentially an active reading of our required text and some assigned readings. In all your reading this semester, follow the concentrated, focused, and annotative active reading method outlined in the following: <http://www.cla.csulb.edu/departments/english/docs/ACTIVEREADING.pdf>

**Note:** Participants in this seminar are expected to complete all reading assignments and screenings prior to class. Participants in this seminar will be encouraged to demonstrate their understanding of the course material through a variety of evaluative measures, including:

- Contribution to class discussions
- Reading reaction essays
- The leadership of discussions of a close reading of week's readings as assigned
- Completion of a research proposal on a topic drawn from your own research interests.
- Completion of a Literature Review for your proposed research.
- Completion of a Research Paper

### **Grading:**

Grading for the course will be based on the following:

- |                                     |            |
|-------------------------------------|------------|
| • The One-Minute Twitter Paper      | 100 points |
| • Discussion leader presentation    | 100 points |
| • Research Proposal                 | 100 points |
| • Research Proposal Presentation    | 100 points |
| • Literature Review                 | 100 points |
| • Class participation/attendance    | 100 points |
| • Final Research Paper              | 200 points |
| • Final Research Paper Presentation | 100 points |
| • Reaction Essays With Vocabulary   | 100 points |

**Note:** There is no final exam.

**Final grades will be based on these standard break-points:**

A	936+	C	736-770
A-	900-935	C-	700-735
B+	871-899	D+	671-699
B	836-870	D	636-670
B-	800-835	D-	600-635
C+	771-799	E	599 or Lower

**Assignments**

**Due Dates**

- |                                     |                          |
|-------------------------------------|--------------------------|
| • One-Minute Twitter Paper          | <b>End of each class</b> |
| • Discussion leader presentation    | <b>Assigned</b>          |
| • Reaction Essays/Vocab             | <b>Sundays at 5 p.m.</b> |
| • Research Proposal                 | <b>Sept. 18 at 5p.m.</b> |
| • Research Proposal Presentation    | <b>Sept. 19</b>          |
| • Literature Review                 | <b>Oct. 2 at 5 p.m.</b>  |
| • Rough Draft                       | <b>Nov. 5 at 5 p.m.</b>  |
| • Final Research Paper              | <b>Dec. 3 at 5 p.m.</b>  |
| • Final Research Paper Presentation | <b>Dec. 5</b>            |

**The One-Minute Twitter Paper:**

Concisely express in one or more tweets that each include the hashtag [#MMC6660](#)

- What are the two or more most significant (central, useful, meaningful, surprising, disturbing) things you have learned in class or in your readings?
- What question(s) remain uppermost in your mind?
- Is there anything you did not understand?

**Note:** Replies to tweets from your fellow classmates are required and are considered a form of discussion and class participation.

**Twitter Paper is due before you leave class.**

**Discussion leader presentations:** Assigned groups – or individuals depending on size of class – will offer the rest of class a primer on the readings for the class along with at least one class activity informed by the readings. Relevant short videos or audios are encouraged as long as they help to prompt discussion. We have a great resource through the UF Library for these at <http://ufl.kanopystreaming.com/>. The primer should include a **one- to two-page worksheet** for each fellow student summarizing readings. Discussion leaders will need to do additional readings on their topics and prepare materials for the class to discuss. You can draw from the assigned readings, from previous lectures and/or discussions, from any lists of recommended readings, from links to readings on the assigned Twitter feeds, from the links to articles I tweet at [#MMC6660](#), and from your own readings in media and communications.

Creativity will be rewarded here. The discussion will take place near the beginning of class. You have one hour. Please use a PowerPoint presentation and come in early to set it up. And make sure it is in a readable style and that you follow the 10-20-30 rule. You should have 10 slides, you should take no more than 20 minutes, and all slides should employ a readable 30-point font. While the instructor will jump in and contribute to the discussion, students should be prepared to extend student interaction for the entire hour.

**Organization and Presentation will weigh heavily in your grade.** In other words: Were handouts and outlines used? Were they helpful in the presentation? Were you articulate and professional? Were audio-visual aids used appropriately, if applicable? Were you well-versed in the topic? Does the presentation have a clear, well-focused introduction, a solid middle, and a convincing conclusion? Is it audience centered, i.e. good eye contact, clear diction, and meant to be heard, not read? Did you generate discussion and were you able to answer questions?

#### **Research Proposal:**

- Follow this outline of the elements of a research proposal for your own proposal: <http://www.users.drew.edu/sjamieso/Resources/Proposal.pdf>
- Include a list of at least 10 initial annotated references.
- I like this handout on annotated bibliographies from the Purdue OWL site: <https://owl.english.purdue.edu/owl/resource/614/01/> Follow it as closely as possible.
- If scholarly research is new to you, you might find this Key to Research Papers helpful: <https://www.dropbox.com/s/wwwnvv5b3rmbz3v/Key%20to%20Research%20Paper-Linked.pdf?dl=0>

**Research Proposal Due Sunday September 18 at 5p.m.**

**Research Proposal Presentation:** Use a PowerPoint presentation. And, again, make sure it is in a readable style and that you follow the 10-20-30 rule. You should have 10 slides, you should take no more than 20 minutes, and all slides should employ a readable 30-point font.

**Organization and Presentation will weigh heavily in your grade. See note above under discussion leader presentations.**

**Research Proposal Presentations September 19**

**Literature Review:** This should include at least 30 annotated citations relevant to your research.

**Format:** 12 pt. Times-Roman, double-spaced, one-inch margins.

If you have not done one before, the following is useful:

- Handout on lit reviews. <http://writingcenter.unc.edu/handouts/literature-reviews/>
- You might also want to employ a literature review matrix, which certainly would be helpful for those writing a thesis or dissertation in corraling a wide swath of literature. See: <https://writingcenter.fiu.edu/resources/synthesis-matrix-2.pdf>

**Literature Review Due Sunday October 2 at 5 p.m.**

#### **Class participation/attendance:**

**Participation:** Students are expected to attend every class and to participate in class discussions. Windy verbosity with no point and hushed passivity will not go unnoticed and will figure in your grade. Try to find the balance ☺.

Here is part of how I also think about and evaluate your class participation re discussion:

1. You add significant, insightful content to each class discussion. But you do not dominate the conversation.
2. You speak from time to time, but look for more opportunities to add to our discussions.
3. Your perspective is important and makes up a significant part of your grade. I'd like to hear more from you!

**Attendance:** Class attendance is required. Excuses for absences must be legitimate. More than one absence will affect your final grade. Students will receive a failing grade for missing 3 or more classes. Excused absences include documented medical excuses and religious observances (with advance notice). Please contact me before class. University-approved absences must be documented (in advance, if for an approved university activity) according to official university policy. Obtaining written verification for an excused absence is your responsibility, as is arranging to complete any missed work.

### **Final Research Paper Rough Draft**

This should be at least two-thirds completed by due date.

Small-group paper confabs to be scheduled Week 12 and 13. Send to me on email attachment a Word document version of your rough draft. I may cancel one or two classes at the end of the semester so we can spend time together in these confabs. We will meet individually or in groups depending on class size. You will bring enough copies of your rough draft in so everyone in the confab has a copy. We will go over these together.

**Format:** 12 pt. Times-Roman, double-spaced, one-inch margins.

**Research Essay Rough Drafts due by or before November 5.**

**Here is a good description of a rough draft:** I work via slow accretions of often seemingly unrelated stuff. When I complete that unwieldy, puzzling first draft, I spread it out on the desk like a soothsayer viewing entrails, and try to find patterns. If asked, I might pretty up my process and call it bricolage or intellectual scrapbooking, but it really is merely the result of a magpie mind/brain, one that flits from one shiny thing to another. — *Marie Myung-Ok Lee*  
<http://opinionator.blogs.nytimes.com/2013/11/18/the-internet-a-welcome-distraction/?smid=tw-nytimes&r=0>

**Final Research Paper:** Due at noon the day before last class. The final essay is the final blog essay, but this should be a minimum of 2,000 words. This final blog essay around the topic of digital media and social change must use — and be informed by — the elements of social theory from our textbook. In other words — think about the debate posed in the readings in terms of the social theory of communications and then lay out your argument. That will be one of my measures of your mastery of the concepts in our textbook this semester. Be prepared to summarize your essay in class the last day and bring in a one-page handout (enough for each person in class) that articulates your essay's argument.

**Format:** 12 pt. Times-Roman, double-spaced, one-inch margins.

**Go to Appendix 1 at end to see Research Paper Grading Rubric. It includes the parameters I will use to evaluate for grade your paper. Appendix 2 offers a more articulate description.**

**Final Paper due Saturday December 3 at 5 p.m.**

**Final Research Paper Presentation:** This will occur on last day of class. Use a PowerPoint presentation. And, again, make sure it is in a readable style and that you follow the 10-20-30 rule. You should have 10 slides, you should take no more than 20 minutes, and all slides should employ a readable 30-point font. **Organization and Presentation will weigh heavily in your grade. See note above under discussion leader presentations.**

**Final Paper Presentation December 5**

**Reaction Essays:** These deal with topics of the week. They will be due on Sundays at 5 p.m. before the next class. They should be emailed to me as a Word document attachment. Be sure to include your full name and email address. Again, grammar and spelling count here. Most of the assignments involve critiquing the readings of that week. See below for fuller explanation. The assignments will be 2 to 3 pages. Late assignments will be docked severely.

**Vocabulary:** At bottom of essay, briefly – but fully – define terms listed for that week

**Format:** 12 pt. Times-Roman, double-spaced, one-inch margins.

**Due on Sunday before class at 5 p.m.**

**Here is how you should approach your weekly essay:**

Your essay should be about the essence of the assigned readings/screenings in which you also respond to any questions I might ask. This is followed by your explorations of the texts and would include your own experiences if relevant, lecture material – take notes – and anything you have read earlier both inside and outside class that would help inform your essay. Critical thinking is making connections. This needs to reflect your deep thinking about the readings. Points off for being superficial; overly long, complex, and convoluted; or redundant to fill space. Sometimes you will need to do some research to respond fully on these essays. I have included below a list of research resources.

**Format:** 12 pt. Times-Roman, double-spaced, one-inch margins.

**Note:** At times I might ask individual students to offer a summary of their essay in class.

**Mechanics of the Essay:**

- They are not essays in the sense that they begin with a thesis statement, etc.
- They should not sound like a book report.
- They should contain very little description of the readings.
- They should reflect your deep-thinking about the readings and your intellectual struggle with the material as you interpret the authors' meanings and/or arguments as you research and make note of terms and concepts you are not familiar with, and as you grind the concepts through the gears of your mind. How do these concepts link up to your own life?
- You should write about what you do not understand, or about what you half-understand, or how the material might connect to material from previous weeks or from your experience in whatever form that takes.
- You can spend the entire essay on one point or start anew every other paragraph.

**Grading:**

- I will read all the material, but I do not grade it weekly other than keeping track that the

work is completed and on time.

- I will give little feedback but will note if you are not on track — especially early in the semester.
- Your essays are a big chunk of your end grade, but they only get that end grade. I will evaluate these in total at end of semester.
- You can come in and talk to me if you are concerned about where your grade on your essays is headed, but otherwise I normally give very little feedback unless I see a problem arising.

#### **Some of How I Evaluate the Essays and Responses:**

1. If you produce a sufficient quantity of prose on a weekly basis in the manner requested, it will be hard for you to get below the equivalent of a B-.
2. If, in addition to (1) above, you are engaged, you struggle, you open up and you deal with the difficult, it will be hard for you to get below the equivalent of a B.
3. If, in addition to (1) and (2) above, you demonstrate significant improvement from the beginning of the semester to its end, it will be hard for you to get below the equivalent of a B+.
4. If, in addition to (1), (2), and (3) above, you demonstrate intellectual imagination, it will be hard for you to get below the equivalent of an A-.
5. If you want an A, do all the above in the extreme.

#### **Other Course Management Issues**

**Accommodation for disabilities:** Please let me know immediately if you have any kind of problem or disability that would hinder your work in this course. I will do my best to help you. Students requesting classroom accommodation must first register with the Disability Resource Center <https://www.dso.ufl.edu/drc/> as early in the semester as possible. The center will provide documentation so appropriate accommodations can be made. The center is in Reid Hall [https://www.dso.ufl.edu/documents/drc/Reid\\_Construction\\_Map\\_2.pdf](https://www.dso.ufl.edu/documents/drc/Reid_Construction_Map_2.pdf), 352-392-8565 (877-983-3326 Toll Free).

**Late assignments:** No assignment can be late under any circumstances. Work turned in late will not be accepted unless you have a legitimate and documented excuse.

**Common courtesy:** For heaven's sake, turn off your cell phone! Please also observe other rules of common courtesy, such as not speaking to your classmates (or yourself) when others are making a presentation, not falling asleep in class, not scrolling the Web, etc.

**Be Good:** And I have to say this as part of our contract: You need to conduct yourself in a courteous manner both in and out of class when it comes to dealing with fellow students or your instructor. That means any rude, obstructive or aggressive behavior will not be tolerated, and manifestations of same will mean your ouster from the class. I have a zero-tolerance policy on this. Here is a link to the UF Counseling and Wellness Center <http://www.counseling.ufl.edu/cwc/default.aspx>. The Center is located at 3190 Radio Road and the phone number for Appointments & After-Hour Assistance is 352-392-1575.



**Syllabus Changes:** The instructor reserves the right to alter, with notification, the syllabus or course schedule as the need arises. This might include the latest research and readings from popular literature and the possibility of guest speakers and special presentations, some of which may be scheduled outside of class time. **Note:** Some of the content for this syllabus was taken from syllabi from previous classes.

**Tips for getting good grades:** Come to class on time. Turn off your cellphone. Complete all of the readings before class. Write every day. The quality of your cookies.

**CAVEAT:** At times a class such as this will deal with controversial topics, so be warned words that may be considered offensive or ideological may be spoken in the context of subjects we are discussing. Despite what those higher-ed bashers on the left and right say, as a teacher I have no political or social agenda, so do not try to answer in a way you believe might comport with what I want to hear or read. Feel free to advocate any position as long as you remain respectful of others' opinions, and always be able to defend your point of view. There is nothing I dislike more than unevidenced assertions that often begin with "Well, in my opinion ... ."

### On Writing and Research

**A key to great writing:** "This Sentence Has Five Words" by Gary Provost

<http://laborenglishzone.blogspot.com/2016/04/write-music-by-gary-provost.html?spref=tw>

**Plagiarism and Academic Honesty:** For the communications professional, there hardly exists a graver crime than plagiarizing another writer's work. We acknowledge other people's work by "[standing on the shoulders of giants,](#)" as Newton put it. If you think this class, this university, this nation is "a culture of cut and paste," as two international students described to me their country, think again. In short, it is YOUR responsibility to make certain you understand what constitutes plagiarism and to ensure that you give proper credit any time you draw on someone else's writing. When in doubt, always cite.

**Note:** I have been working with words for so long that I have a sensor that can spot changes in tone or style indicative of cutting and pasting. I will often run such work through a plagiarism detector.

- You are required to read both the UF Academic Honesty policy <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx#honesty> and the Journalism Department's Academic Honesty document <http://plaza.ufl.edu/rrodgers/Academic%20Honesty.html>, which was written by Prof. Dave Carlson. I will work under the assumption that you have done so.
- Do not rely on what you think you've learned before. Prof. Mindy McAdams has put together an excellent guide: <http://www.macloo.com/cheat/index.htm>.
- If you're still not certain you understand what's acceptable and what isn't, check out this oft-cited website: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- If you have questions, ASK ME! There's no penalty for asking questions, but the penalties for plagiarism are severe, including dismissal from the program.
- Treat Internet sources like any other book, journal article or other print source. Make

CERTAIN you copy down citation information when you copy material from a website, EVEN if you're paraphrasing.

- DO NOT turn in to me ANY work you previously have submitted to another instructor or that you plan to submit for any other class at UF or any other institution. If you want to write on a topic you have worked on before, that might be acceptable IF you discuss it with me and get permission IN ADVANCE.
- Finally, all students are bound by the university's Honor Code Policy at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code> **Anyone who violates these policies in this course will receive a failing grade in this course and face further sanctions from the college and university.**

### Good sources for researching a topic

- Our journalism/communications specialist librarian April Hines can be quite helpful email: [aprhine@uflib.ufl.edu](mailto:aprhine@uflib.ufl.edu)
- Google Scholar [www.scholar.google.com](http://www.scholar.google.com) A good source for finding research studies
- Here is a list of UF Library Guides [http://guides.uflib.ufl.edu/prf.php?account\\_id=25932](http://guides.uflib.ufl.edu/prf.php?account_id=25932)
- Project Starters at UF Library [http://www.uflib.ufl.edu/ps\\_db.html](http://www.uflib.ufl.edu/ps_db.html)
- JSTOR <http://www.jstor.org/>
- Mass Comm Subject Guide <http://guides.uflib.ufl.edu/masscommgrad>
- Advertising Subject Guide <http://guides.uflib.ufl.edu/advertising>
- Broadcasting/Telecom Subject Guide <http://guides.uflib.ufl.edu/broadcastingtelecom>
- Journalism Subject Guide <http://guides.uflib.ufl.edu/journalism>

### Other Sources

- Google Scholar (Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites.) <https://scholar.google.com/>
- Google Books (Search the world's most comprehensive index of full-text books. Begin learning how to use this. **Note:** Just about anything before 1923 is out of copyright and full text is available – and it is searchable. Still, many books are limited view to one degree or another but are still searchable. You may find what you need on the view – or at least through search you can learn what pages what you seek are on and then check the book out of the library. Saves a lot of time. Also, many magazines fairly up to date are available full view – and are also searchable.) <https://books.google.com/>
- Internet Archive is another resource that includes all kinds of texts, videos, etc. <https://archive.org/>
- Benton Foundation: The Benton Foundation works to ensure that media and telecommunications serve the public interest and enhance our democracy. Great searchable data base both about the latest news in media and journalism with archives going into past <https://www.benton.org/>

## Some Recent Media Research as Models

- Do Black Lives Matter? A content analysis of New York Times and St. Louis Post-Dispatch coverage of Michael Brown protests <http://bit.ly/2b8rvXA>
- How Headlines Change the Way We Think <http://bit.ly/2b8rJO7>

## Some leading journalism and media publications on the Web

- Accuracy in Media (AIM): <http://www.aim.org/>  
A conservative watchdog organization that sets out to document the liberal bias of the news media.
- Advertising Age (MediaWorks) <http://adage.com/channel/media/1>
- Adweek <http://www.adweek.com/>
- American Society of Newspaper Editors <http://www.asne.org/> Contains reports on journalistic practices, including a compilation of newspaper codes of ethics.
- BBC College of Journalism <http://www.bbc.co.uk/academy/journalism>
- Benton Foundation – Headlines <http://feeds.benton.org/headlines/feed?q=headlines/feed>
- Benton Foundation <https://www.benton.org/>
- Broadcasting & Cable <http://www.broadcastingcable.com/>
- BuzzMachine <http://buzzmachine.com/>
- Center for Digital Democracy <https://www.democraticmedia.org/>
- Center for Media and Democracy's PRWatch <http://www.prwatch.org/>
- Columbia Journalism Review <http://www.cjr.org/>
- Digital Tampering <http://pth.izitru.com/>
- Drudge Report <http://drudgereport.com/>
- Editor and Publisher <http://www.editorandpublisher.com/>
- FactCheck.org <http://www.factcheck.org/>
- Fairness & Accuracy in Reporting (FAIR): <http://fair.org/> A liberal watchdog organization that sets out to document the conservative bias of the news media.
- Gawker <http://gawker.com/>
- Guardian (Media) <https://www.theguardian.com/us/media>
- Huffington Post <http://www.huffingtonpost.com/>
- Huffington Post's Eat The Press <http://www.huffingtonpost.com/news/eat-the-press/>
- IJPC Journal: [Image of the Journalist in Popular Culture Project](http://www.ijpc.org/) (<http://www.ijpc.org/>) <http://ijpc.uscannenberg.org/journal/index.php/ijpcjournal/index>
- [The Image of the Journalist in Popular Culture \(IJPC\) Database](http://www.ijpc.org/) with more than 87,700 items on journalists, public relations practitioners and media in films, television, radio, fiction, commercials and cartoons is now online.
- iMediaEthics <http://www.imediaethics.org/>
- Law & Disorder <http://arstechnica.com/tech-policy/>
- Media Channel <http://www.mediachannel.org/>
- Media Wire <http://www.poynter.org/tag/mediawire/>
- Mediagazer <http://mediagazer.com/> I follow this on my Feedly reader. Mediagazer presents the day's must-read media news on a single page. It includes a regularly updated media jobs board.
- Mediagazer Leaderboard <http://mediagazer.com/lb> lists the sources most frequently posted to [Mediagazer](http://mediagazer.com/).
- NewsHour Media Watch (PBS) <http://www.pbs.org/newshour/tag/media/>
- Nieman Journalism Lab <http://www.niemanlab.org/>

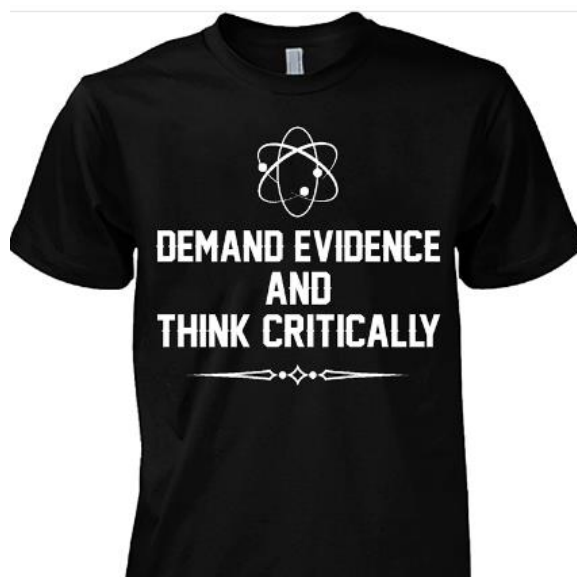
- Nieman Reports: <http://www.nieman.harvard.edu/Reports.aspx>
- NY Times Media News <http://www.nytimes.com/pages/business/media/index.html>
- Online News Association <http://journalists.org/>
- People and the Press <http://people-press.org/>  
A foundation devoted to improving the performance of the press, with some great surveys of journalists and the public
- Pressthink <http://pressthink.org/>
- Project for Excellence in Journalism <http://www.journalism.org/>
- Publisher's Weekly <http://www.publishersweekly.com/>
- Romenesko <http://jimromenesko.com/>
- The FOIA blog [http://thefoiablog.typepad.com/the\\_foia\\_blog/](http://thefoiablog.typepad.com/the_foia_blog/)
- The Newspaper Association of America

<http://www.naa.org/> A nonprofit organization representing the \$46 billion newspaper industry and over 1,500 member newspapers in the United States and Canada.

- Who owns the media <http://www.freepress.net/ownership/chart>

#### Diversity

- Forum on Media Diversity <http://www.mediadiversityforum.lsu.edu/>
- Asian American Journalists Association <http://www.aaja.org/>
- National Association of Black Journalists <http://www.nabj.org/>
- National Association of Hispanic Journalists <http://nahj.org/>
- National Lesbian and Gay Journalists Association <http://www.nlgja.org/>
- Native American Journalists Association <http://www.naja.com/>



#### MMC 6660 Tentative Schedule

**Classes Begin:** August 22

**Classes End:** December 7

#### Holidays – No classes

September 5: Labor Day

October 14 - 15: Homecoming

November 11: Veterans Day

November 23 - 26: Thanksgiving break

## Week 1 – August 22 – Course Introduction

Signing In

Introduction to Class, Text, Moi, Etc.

Media v. News Media

Mass Comm – Does it exist

History

On piece of paper list two media/communication issues or questions that you might like to research

Discussion Leaders

## Week 2 – August 29 – The New Visibility

### Read & React for Week 2

- Read the Preface to How the MASS MEDIA Really Work: An Introduction to Their Role as Agents of Control and Change  
[https://www.dropbox.com/s/61s41s5u0fbpsla/How the Mass Media Really Work-Linked.pdf?dl=0](https://www.dropbox.com/s/61s41s5u0fbpsla/How%20the%20Mass%20Media%20Really%20Work-Linked.pdf?dl=0)
- Read Reevaluating The End of Mass Communication?  
<https://www.dropbox.com/s/3d7e96r5y4qdqur/Reevaluating%20%20E2%80%98%20%80%98The%20End%20of%20Mass%20Communication%3F%E2%80%99%E2%80%99-Linked.pdf?dl=0>
- Close Reading of [The New Visibility](#) by John B. Thompson from Theory, Culture & Society December 2005 vol. 22 no. 6 31-51 <https://www.dropbox.com/s/mn26m2fxqp5wxvg/THE%20NEW%20VISIBILITY-LINKED.pdf?dl=0>
  - Include in your essay a response to this question: How does the concept of the Panopticon apply to the new visibility in the real world? Cite a couple of examples of the manifestation of the New Visibility. **Note:** The New Visibility is not all about politics. It cuts a wide swath across all our cultural artifacts and through interpretation and intent can construct realities that can differ.
- This Company Has Built a Profile on Every American Adult: Every move you make. Every click you take. Every game you play. Every place you stay. They'll be watching you. <http://bloom.bg/2b8qQFg>

### Optional Readings

Major Theories of Mass Media and Communication

<https://www.dropbox.com/s/q5ysny2wjang6x/Theories%20of%20Mass%20Media%20and%20Communication-Linked.pdf?dl=0>

**Vocab:** Briefly define the following: modernity / mediated / mediated visibility / information flow / political theater / social theory / face-to-face interaction / mediated interaction / mediated quasi-interaction / dialogical / symbolic content / symbolic forms / symbolic cues / uncanny valley (and how does this relate to symbolic cues) / Foucault / Panopticon / reflexivity / constitutive / privacy / Watergate scandal / The Enlightenment / meaning

## Week 3 – September 5 – Labor Day – No Class

## Week 4 – September 12

### Discussion leader 1

#### Read & React for Week 4

- Close Reading of: Introduction to The Media and Modernity – pp. 1-9
- Close Reading of: Chapter 1: Communication and Social Context – pp. 10-43

- [Semiotics for Beginners: Encoding/Decoding](#)
  - Include in your essay a response to this question: What are the main points of Semiotics for Beginners: Encoding/Decoding?

### Optional Readings:

#### [Encoding-Decoding by Stuart Hall](#)

Geertz, Clifford. "[Thick Description: Toward an Interpretative Theory of Culture.](#)" In *The Interpretation of Cultures*. New York: Basic Books, 1973.

#### [Media Ecology 101: An Introductory Reading List](#)

**Vocab:** Briefly define the following: semiotics / Frankfurt School / Chicago School / Erving Goffman / hermeneutics / symbolic power / pseudo event / mass communication / appropriation / Walter J. Ong and the oral tradition / media ecology / ethnography / [Clifford Geertz's wink](#) / "mediated historicity" / hegemony / Antonio Gramsci

### Research Proposal Due Sunday September 18 at 5p.m.

#### Week 5 – September 19

Research Proposal Presentations

#### Discussion leader 2

#### Read & React for Week 5

- Chapter 2: The Media and the Development of Modern Societies – pp. 44-80
- [A Cultural Approach to Communication](#) by [James Carey](#) (from *Communication as Culture*)
- **Screen:** [Jurgen Habermas and the "Public Sphere"](#)

#### Note on your essay:

- Include in your essay a response to this question: What is the cartoon linked below saying about the media and the development of modern societies?  
<https://mmc6660.files.wordpress.com/2014/03/10com.jpg>
- Also, be sure to articulate the main points of *A Cultural Approach to Communication*.

#### Optional Screen:

- [Marshall McLuhan Speaks](#) (View this link to short videos of McLuhan discussing his work.)

**Vocab:** imagined community / Habermas and the public sphere / Habermas refeudalization thesis / values / attitudes / beliefs / John Dewey / Marshall McLuhan / the Chicago School Robert Park of the Chicago School / Peter Berger and the Social Construction of Reality / Benedict Anderson and Imagined Communities

#### Week 6 – September 26

#### Discussion leader 3

#### Read & React for Week 6

- Chapter 3: The Rise of Mediated Interaction – pp. 81-118
- [The Oral World vs. The Written Word](#) by Nicholas Carr
- We're Breaking Up: Rebecca Solnit on How Modern Noncommunication Is Changing Our Experience of Time, Solitude, and Communion (Check out links) <https://www.brainpickings.org/2015/11/23/rebecca-solnit-encyclopedia-of-trouble-and-spaciousness-2/>
- [Front and Back Regions of Everyday Life](#) by Erving Goffman
  - Include in essay a response to: What are some front and back regions of your own life?

**Vocab:** monological / reciprocity / heuristic device / front region / back region / discursive elaboration / symbolic interactionism / interpolation / reflexive monitoring / deictic expressions / univocal / polysemic

## Literature Review Due Sunday October 2 at 5 p.m.

### Week 7 – October 3

#### Discussion leader 4

##### Read & React for Week 7

- Chapter 4: The Transformation of Visibility – pp. 119-148
- [Walter Lippmann, "The Nature of News: Toward a Critique of Public Opinion,"](#) *The Century Illustrated Monthly Magazine* 103 (November 1921-April 1922): (New York: The Century Co., 1922), 603-612.
- **Screen:** <http://mediaisplural.tumblr.com/post/80998476044/j-ethics-tony-schwartz-tribute-by-joe-slade>

**Vocab:** visibility the agora / mediated publicness / co-presence / fall from grace / management of visibility / the responsive chord / Tony Schwartz and the Responsive Chord / "I'm not trying to be far out, I am trying to get far in."

### Week 8 – October 10

#### Discussion leader 5

##### Read & React for Week 8

- Chapter 5: The Globalization of Communication – pp. 149-178
- **Screen:** [Network theory – Marc Samet](#) (3:31) Simple, stripped-down explanation of a complex theory, but this should give you some idea about why we need to think globally when it comes to the media: From social media to massive financial institutions, we live within a web of networks. But how do they work? How does Googling a single word provide millions of results? Marc Samet investigates how these networks keep us connected and how they remain "alive."
- **Read:** [Has TV changed Bhutan?](#)
  - Include in your essay a response to this question: How does network theory apply to your own life and your use of media?

**Vocab:** transnational communication conglomerate / asymmetrical flow of information / cultural imperialism / hybrid culture / hermeneutic character of appropriation

### Week 9 – October 17

#### Discussion leader 6

##### Read & React for Week 9

- Chapter 6: The Remooring of Tradition – pp. 179-206
- [The Reflexivity of Modernity](#) From: Anthony Giddens, *The Consequences of Modernity* (Stanford, Calif: Stanford University Press), 1990, 36-45.
  - In your essay identify in your own life the workings of the four aspects of tradition — (1) the Hermeneutic Aspect (2) the Normative Aspect (3) the Legitimation Aspect (4) the Identity Aspect.)

**Vocab:** mystification / "all that is solid melts into air" / hermeneutic aspect of tradition / relativized / reflexivity

## Week 10 – October 24

### Discussion leader 7

#### Read & React for Week 10

- Chapter 7: Self and Experience in a Mediated World – pp. 207-234
- [Langston Hughes's "The Negro Artist and the Racial Mountain" \(1926\)](#)
- [Raven-Symoné Responds To Her Critics After Saying She Wasn't African-American](#)
  - In your essay also identify the way or ways interaction – FTF, MI, MQI, CMI – have/has contributed to your own sense of identity. Be ready to speak to this in class.

**Vocab:** misogyny / misandry / reflexive / open-ended / self as reflective project / ideological / intimacy (our author's definition) / intimacy at a distance / para-social behavior or para-social interaction / desecration / refractory / lived experience / post-modernism / [liminality](#) / ["the corrosive impact of public scrutiny and debate"](#)

## Week 11 – October 31

### Discussion leader 8

#### Read & React for Week 11

- Chapter 8: The Reinvention of Publicness – pp. 235-265
- [The Enormous Radio](#) by [John Cheever](#) – summarize your reaction to this in your blog essay.
- [Target knows your secrets](#)
  - Include in your essay a response to this question: What is Godwin's Law and how does it relate to digital civic discourse?

**Vocab:** public-private dichotomy / pluralism / "principle of regulated pluralism" / "struggle for visibility" / "politicize the everyday" / extra-parliamentary institutions / deliberative democracy

## Research Essay Rough Drafts due by or before November 5.

## Week 12 – November 7 – Small Group Confabs

Get a head start on readings for Week 15 →

## Week 13 – November 14 – Small Group Confabs

## Week 14 – November 23-26 Thanksgiving Break – No Class

## Week 15 – November 28

### Discussion leader 9

#### Read & React for Week 15

["We're at a point in history that whether the Internet is going to evolve in a way that's compatible with democracy and human rights is really kind of up in the air."](#) – Rebecca MacKinnon, author of *Consent of the Networked: Digital Democracy or Not?*

The digital arena is what I call an undiscovered country. The Gladwell article and Shirky's response below try to stake out opposing claims in this arena. In doing so, they prompted a national and international debate about



the efficacy of digital and social media in the struggle for democracy and social change that is still ongoing.

- [Why the revolution will not be tweeted](#) by [Malcolm Gladwell](#)
- [The Political Power of Social Media](#) by [Clay Shirky](#)
- [How does social media use influence political participation and civic engagement? A meta-analysis](#)
- [Gladwell Gets It Wrong On Social Media](#)
- [Note to Malcolm Gladwell: \(Social\) Media Matters](#)
- [Gladwell vs. Shirky: A Year Later, Scoring the Debate Over Social-Media Revolutions](#)
- [What Shonda Rhimes Gets Wrong About Hashtag Activism](#)
- [Social Movements Need Strong and Weak Ties](#)

**Optional But Useful Reads:**

- [Weak Ties, Twitter and Revolution](#)
- [Connecting the Digital Dots From Elliot Rodger to Alyssa Funke: Slacktivism, Reductionism and the Predictable Blame Game of Tragic Death Narcotizing dysfunction taking over](#)
- [The Strength of Weak Ties](#) (Mark Granovetter’s classic 1973 paper)
- [Strong and Weak Ties](#) (A much more technical explication from the book Networks, Crowds, and Markets: Reasoning about a Highly Connected World)
- [Digital activism and organizing: Research review and reading](#) This bibliography is from [Journalist’s Resource](#), a project of the Harvard Kennedy School’s [Shorenstein Center](#) and the [Carnegie-Knight Initiative](#), an open-access site that curates scholarly studies and reports.

**Final Papers due December 3 at 5 p.m.**

**Week 16 – December 5**

**Read & React for Week 16**

In the Depths of the Digital Age <http://www.nybooks.com/articles/2016/06/23/depths-of-the-digital-age/>

**Final presentations of your papers**

**Appendix 1**

**Research Paper Rubric. This is the form AEJMC peer reviewers use to evaluate conference papers:**

Criteria	Rate	Value
<b>*Clarity of purpose</b> 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
<b>*Literature review</b> 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
<b>*Clarity of research method</b> 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor) Max: 5: (Excellent)	<input type="text"/>
<b>*Appropriateness of research method</b> 1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent	Scale Min: 1: (Poor)	<input type="text"/>

Max: **5:** (Excellent)

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**\*Evidence relates to purpose of paper**  
1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Scale Value  
Min: **1:** (Poor)   
Max: **5:** (Excellent)

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**\*Evidence is presented clearly**  
1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Scale Value  
Min: **1:** (Poor)   
Max: **5:** (Excellent)

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**\*Evidence supports conclusions**  
1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Scale Value  
Min: **1:** (Poor)   
Max: **5:** (Excellent)

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**\*Writing and organization**  
1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

Scale Value  
Min: **1:** (Poor)   
Max: **5:** (Excellent)

## Appendix 2

Your grade will also be based on the following:

**200 points:** Excellent Work: You have found material from a variety of sources that offers clear and comprehensive perspectives. Paper based on solid research. An insightful and thorough analysis provides context (political, economic, social, cultural, etc.) for an understanding of the media topic. Written clearly and correctly – free of spelling/grammatical errors. Paper includes introduction, presentation of research findings, an analysis and argument based on the findings, and a conclusion. Paper also includes any counter-arguments that exist out there – for example some research shows no harm from TV violence, and that may be the argument you want to make, but there is other research that shows the opposite. Don't ignore the counter-argument, but include it and explain why you and others who have explored this topic do not agree.

**150 points:** Satisfactory Work: You have met basic requirements, but your sources provide more limited information and insights. Your research could be better integrated. A solid examination of relevant issues, but more descriptive than analytical.

**100 points:** Below Average: Few sources and/or limited research. Little analysis. Description insufficient or superficial.

**99 points or less:** Unacceptable work. Little evidence of research. Inadequate description.

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<sup>i</sup>동문서답 East Question, West Answer

<sup>ii</sup> <http://www.sup.org/books/title/?id=2348>