

MMC6660 ~ MASS COMMUNICATION & SOCIETY: THE PROBLEM OF KNOWLEDGE MONDAY (PERIODS 6 - 8, 12:50 - 3:50 PM) ~ WEIM G030 FALL 2018 ~ UNIVERSITY OF FLORIDA

“Of all affairs, communication is the most wonderful.” ~ [John Dewey](#)

“Communication is ‘the most wonderful’ because it is the basis of human fellowship; it produces the social bonds, bogus or not, that tie men together and make associated life possible. Society is possible because of the binding forces of shared information circulating in an organic system.” ~ [John Carey](#)

Instructor / Contact

Instructor: Dr. Ronald R. Rodgers

Email: rrodgers@jou.ufl.edu (However, use Canvas mail.) I will respond as soon as possible within 24 hours Monday through Friday.

Office: 3058 Weimer Hall, 392-8847

Office Hours: On my schedule or make appointment. Link to schedule: <http://bit.ly/1mcr63C>

About Moi: <http://www.jou.ufl.edu/faculty/facultydetail.asp?id=rrodgers#home>

Course Description

MMC 6660 Mass Communication & Society is a graduate seminar at the University of Florida’s College of Journalism and Communications. This seminar will focus on Communication and [The Problem of Knowledge](#). Through discussions, lectures, presentations, writing, and readings in history, media ecology, social theory, media sociology, and journalism and communications studies we will explore the interface between society’s acquisition of knowledge about our world and the act of communication burdened by such influences on content as public relations, advertising, our own cognitive biases, the [“vast arsenal of truth deflection”](#) and [“the strategic use of hoaxes, lies, fake news and propaganda.”](#)

Course Objectives

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 communication institutions and society. The course is aimed at helping students to develop a critical perspective on mass media and acts of communication as they consider ways in which media institutions, media content, and our own cognitive biases disrupt the acquisition of knowledge and distort our constructions of reality.

Course Structure

1. This class involves an [Active Reading](#) of the required readings. Follow this concentrated, focused, and annotative method in all your reading this semester.
2. This course is a reading seminar built around informed discussion.

- a. You are expected to participate in this class by submitting your essays, responding to others' essays, offering your ideas about the subject in class, allowing other people to express their views, respecting others' opinions, and exchanging ideas that will make us better readers and writers.
- b. Seminar discussions require a fine balance. On the one hand, you do not want to take over the conversation. On the other, you do not want to let others do all the talking.

Textbooks / Readings & Resources

- [*Amusing Ourselves to Death: Public Discourse in the Age of Show Business*](#) by Neil Postman (**AOTD**) **Required Text**
- **Other Selected Readings/Screenings:** To be handed out in class, by web links below, or through Canvas folder.
- Follow me at [@ronroddgers](#) and then regularly check out the class hashtag [#MMC6660](#) | post items ripped from the latest news about journalism, media, and communications. Material from this will most likely become part of the discussion and Question Time in each class.
- Follow on Twitter "Disinformation Review" <https://euvsdisinfo.eu/> This website is part of a campaign to better forecast, address and respond to pro-Kremlin disinformation.

Writing & Research Resources

- Online Writing Lab (OWL) at Purdue University for resources related to conducting and writing research and for guidelines on how to use APA, MLA and Chicago styles. <https://owl.english.purdue.edu/owl/section/2/>
- Journalism Research News <http://journalismresearchnews.org/>
- Organizing Your Social Sciences Research Paper: <http://libguides.usc.edu/writingguide/researchdesigns>
- Literature Reviews, Conceptual Frameworks, and Theoretical Frameworks: Terms, Functions, and Distinctions <http://bit.ly/2Js6TGq>
- Conceptual Framework: What Do You Think Is Going On? <http://bit.ly/2Gih73D>
- Top 20 Resources for Communications Graduate Students <http://ufdc.ufl.edu/IR00007297/00001>
- UF Online Dissertations (including theses) <http://bit.ly/2lvXiRO>
- You also might find the following helpful: **Improving your academic writing: My top 10 tips** <http://www.raulpacheco.org/2013/02/improving-your-academic-writing-my-top-10-tips/>
- **Bookmark:**
 - OneLook Dictionary Search: <http://www.onelook.com/>
 - Dictionaries and Thesauri: <http://www.refseek.com/directory/dictionaries.html>
 - Thesaurus.com: <http://www.thesaurus.com/browse/asserted?s=t>
 - Common Errors in English: <http://public.wsu.edu/%7Ebrians/errors/errors.html>
 - Transitional Words and Phrases: <http://writing2.richmond.edu/writing/wweb/trans1.html>
 - Linking Words: <http://www.smart-words.org/linking-words/linking-words.pdf>
 - Linking Words and Phrases: https://www.maailmakeeled.ut.ee/sites/default/files/fl/linking_words_and_phrases.pdf
 - Reporting Verbs in Academic Writing: <https://www.uts.edu.au/sites/default/files/Reporting%20Verbs%20Reference%20Sheet.pdf>
 - Writing about others' work: verbs for citations (Harvard APA style) <http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Verbs-for-citation.pdf>
- **Recommended texts:**
 - *Writing for Academic Journals*. Third Edition (2013), by Rowena Murray. Here is a link to the Google Books preview of the text: <http://bit.ly/1sckTPB>
 - *Communication Research: Strategies and Sources* by Rebecca B. Rubin, Alan M. Rubin, Linda J. Piele, and Paul M. Haridakis, 2010. (Wadsworth Cengage Learning). (This book will help you develop your research skills to meet the expectations of the Graduate Faculty.) <http://bit.ly/2aeJ3fi>

Other Dicta

- Bring Work turned in late will not be accepted without a legitimate and documented excuse.

- Bring a laptop or tablet to class, but **keep it closed** unless we need it for class activity.
- **Except where noted, all assignments or any other written work will be filed through Canvas – no exceptions.** 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, contact the Help Desk <http://helpdesk.ufl.edu/>.
- To dispute a grade, do so within 24 hours of when the grade was posted. After that, it is final.

Email Policy

1. All email will be sent through the Canvas system – no exceptions.
2. The email should include your full name and be as specific as possible
3. I check my email **once** in the morning and **once** in the evening Monday through Friday.
4. I do not read emails of more than half a screen long. Come talk to me.

Management Issues

Syllabus Changes: I reserve the right to alter, with notification, the syllabus as the need arises.

Accommodation for disabilities: Let me know immediately if you have a life issue that would hinder your work in this course. I will do my best to help you. Students requesting accommodation must register with the Disability Resource Center <https://www.dso.ufl.edu/drc/>.

Be Good: 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. The UF Counseling and Wellness Center (<https://counseling.ufl.edu/>) is located at 3190 Radio Road and the phone number for Appointments & After-Hour Assistance is 352-392-1575.

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575.

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. 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.

Plagiarism and Academic Honesty

- 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.
- Treat Internet sources like a print source.
- Make certain you always copy down citation information, even if you're paraphrasing. When in doubt, always cite. 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.
- Also, 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.
- **I will work under the assumption that you have read:**
 - UF Academic Honesty <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>
 - Professor Mindy McAdams' plagiarism guide: <http://www.macloo.com/cheat/index.htm>.

Grading

Activity	Points	Due
1. Participation	50	
2. Attendance	50	
3. Quizzes & Conversation	100	
4. Takeaways	100	11:55 p.m. Mondays
5. Reaction Essays / Replies	200	5 a.m. Mondays
6. Paper Proposal	100	11 a.m. Sept. 17
7. Proposal Presentation	50	In Class Sept. 17
8. Introduction / Literature Review	50	11 a.m. Oct. 8
9. Methodology	50	11 a.m. Oct. 22
10. Rough Draft of Final Paper	50	11 a.m. Nov. 19
11. Portfolio-Quality Final Paper	100	11:55 p.m. Dec. 3
12. Copy of Your Synthesis Matrix	50	11:55 p.m. Dec. 3
13. Final Paper Presentation	50	In Class Dec. 3
Total	1000	

Final Grades Based on These Standard Break-Points

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

Assignments

Class Participation & Attendance

Participation: You are expected to participate meaningfully in discussions. Windy verbosity with no point and hushed passivity will not go unnoticed and will figure in your grade. This includes posting tweets to the class hash tag [#MMC6660](#)

Grading Rubric:

1. You add significant, insightful content to discussion but 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. I need to hear much more from you! **50 points**

Attendance: You are expected to attend every class. **You will receive a failing grade for missing 3 or more classes without a legitimate excuse.** Excused absences include documented medical excuses and religious observances (with advance notice). University-approved absences must be documented (in advance, if for an approved university activity). **50 points**

Weekly Quiz Warm-Up

Quiz followed by conversation. I will ask you to respond in writing (about one page) to a question I pose about the readings/screenings for the week and on any tweets using the [#MMC6660](#) hash tag.

10 points each: Totaled at end

Class Takeaways

Concisely express in assignment on Canvas in one full page at least two of the most significant (central, useful, meaningful, surprising, disturbing) things you have learned in class that day, in your readings, in my posts, or even elsewhere. Include anything you did not understand. Reveal your thinking, and avoid being superficial or perfunctory. If we have a screening fully respond to it as you would any other text. **Also, always answer these three questions:**

- How does something we discussed today connect to something you learned in another course?
- Have you had any personal experiences that connect to today's subject?
- Have you ever encountered any of today's material in a book, film, or television show?

Please note: If you are not in class, then you cannot post a Takeaway. Period.
Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.
 (5 Points off if format not followed to the letter)

**10 points each: Totaled at end
 Due 11:55 p.m. Mondays**

Deep-Think Reaction Essays

Two things here:

- a. A Reaction Essay of **at least three full pages** dealing with all readings or screenings of the week.
- b. At least two **substantive** responses to two other essays. Each week respond to someone new in class.

Your essay should not just summarize and describe the readings but instead reflect your deep thinking about the readings. Your essay should offer analysis and leap off from the readings into a brief discussion reflecting [critical thinking](#) and creative [ruminations](#). Your essay should:

- a. Be clear that you have read ALL the readings
 - b. Respond to any discussion points I list under the readings.
2. Include at least one substantive discussion question of no more than 100 words. This question cannot be perfunctory, overly broad, or unrelated to our class readings.

Format: This should be constructed as I have above. **No. 1** for your essay and **No. 2** for your question.

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.
 (5 Points off if format not followed to the letter)

Grading Rubric

10 points: Exceptional. The essay is focused and coherently integrates examples with explanations or analysis. The entry reflects in-depth engagement with the topic.	
7 to 9 points: Satisfactory. The essay is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The entry reflects moderate engagement with the topic.	
4 to 6 points: Underdeveloped. The essay is mostly description or summary, and contains few connections between ideas. The entry reflects passing engagement with the topic.	
3 points: Limited. The essay is unfocused, or simply rehashes previous comments, and displays no evidence of engagement with the topic.	
0 to 2 points: The essay is missing or consists of disconnected sentences. ⁱ	
Points Off For	
Inadequate response to discussion points I list under the readings most weeks.	
Inadequate, perfunctory replies to other discussion posts. No cheerleading please.	
Inadequate, perfunctory, overly broad, and/or unfocused question.	
Writing mechanics problems. Edit yourself before posting.	
Padding – to include one-sentence paragraphs, wide margins, extra spaces between paragraphs, and long quotes from readings to fill space.	
Un evidenced assertions that begin with “In my opinion” or some variant of this.	

**10 points for essay and 10 points for at least two substantive replies: Totaled at end
 Due at 5 a.m. Mondays**

A Final Research Paper

The paper - a **Systematic Literature Review** – will normally consist of five sections, each of which we will discuss as we go along (See: [Key to Research Papers](#)):

1. Introduction (or rationale for why your chosen topic is important to study)
2. Literature review (all relevant literature that informs your topic to include theoretical frameworks)
3. Methodology (or how you conducted the study)
4. Results (or study findings)
5. Discussion / Conclusion (connection with previous research/ theory; weaknesses or limitations; future research)

This paper will be completed in teams of two with my participation as third party.
See Appendix 1 for grading rubric

Lit Review Synthesis Matrix

You will employ the Matrix Method to conduct a **Systematic Literature Review Research Paper** that answers a focused research question and identifies the evidence to answer that question. Once you identify a manageable research topic that has significance for study, you will need to appraise and synthesize all high-quality research evidence (literature) relevant to your chosen topic. As you can tell from paper examples below, there are several ways of doing these. You can employ the method that seems most appropriate to your topic. Systematic literature reviews offer a reliable, transparent, explicit, and reproducible way of collating, appraising, analyzing, and interpreting existing evidence. Knowing how to conduct a systematic review offers numerous professional benefits including the ability to critically search for, appraise, and synthesize evidence.

50 points for Matrix from which you write your Systematic Literature Review Research Paper
Final Version Due 11:55 p.m. Dec. 3

About systematic reviews:

This form consists of an overview of existing evidence pertinent to a clearly formulated research question, which uses pre-specified and standardized methods to identify and critically appraise relevant research, and to collect, report, and analyze data from the studies that are included in the review. Typically it focuses on a very specific empirical question, often posed in a cause-and-effect form, such as "To what extent does A contribute to B?" See more at <https://libraryguides.missouri.edu/j8000/literaturereview>

"A research literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing the existing body of completed and recorded work produced by researchers, scholars, and practitioners." Fink, Arlene. *Conducting research literature reviews: From the internet to paper*. Sage, 2005. <http://bit.ly/2kM9cIY>

Examples of systematic literature reviews:

- Walsh-Childers, Kim, Folakemi Odedina, Alexandria Poitier, Ernest Kaninjing, and Greenberry Taylor III. "Choosing Channels, Sources, and Content for Communicating Prostate Cancer Information to Black Men: A Systematic Review of the Literature." *American journal of men's health* (2018) <http://journals.sagepub.com/doi/abs/10.1177/1557988318786669>
- MacDonald, Jasmine B., Anthony J. Saliba, Gene Hodgins, and Linda A. Ovington. "Burnout in Journalists: A systematic literature review." *Burnout Research* 3, no. 2 (2016): 34-44. <https://www.sciencedirect.com/science/article/pii/S2213058615300103>
- MacDonald, Jasmine B., Anthony J. Saliba, and Gene Hodgins. "Journalists and substance use: A systematic literature review." (2016): 402-411. <https://www.ncbi.nlm.nih.gov/pubmed/26453337>
- Rönkkö, Kari, Rustam Urinboyev, Måns Svensson, Lupita Svensson, and Hanna Carlsson. "Literature review of social media in professional organisations 2000-2015: work, stress, power relations, leadership, librarians, teachers, and social workers." (2017). http://portal.research.lu.se/ws/files/27122744/Litt_review_SOMPO.pdf
- Connolly, Thomas M., Elizabeth A. Boyle, Ewan MacArthur, Thomas Hainey, and James M. Boyle. "A systematic literature review of empirical evidence on computer games and serious games." *Computers & Education* 59, no. 2 (2012): 661-686. http://tecfa.unige.ch/tecfa/maltp/VIP/Ressources/Articles/Connolly_LitReview.pdf
- Ahmed, Yunis Ali, Mohammad Nazir Ahmad, Norasnitah Ahmad, and Nor Hidayati Zakaria. "Social media for knowledge-sharing: A systematic literature review." *Telematics and Informatics* (2018). <https://www.sciencedirect.com/science/article/pii/S0736585317306688#!>
- MacDonald, Jasmine B., Gene Hodgins, and Anthony J. Saliba. "Trauma Exposure in Journalists: A systematic literature." <http://www.fusion-journal.com/issue/011-dangerous-journalism/trauma-exposure-in-journalists-a-systematic-literature-review/>
- Lutz, Christoph, Christian Pieter Hoffmann, and Miriam Meckel. "Beyond just politics: A systematic literature review of online participation." *First Monday* 19, no. 7 (2014). <http://firstmonday.org/article/view/5260/4094>
- Wielstra, Sven. "Social Media and the Church: A Systematic Literature Review." (2012). <http://bit.ly/2kJ7kkj>
- Jane Pirkis, Alyssia Rossetto, Angela Nicholas, Maria Ftanou, Jo Robinson & Nicola Reavley (2017) **Suicide Prevention Media Campaigns: A Systematic Literature Review**, *Health Communication*, DOI: [10.1080/10410236.2017.1405484](https://doi.org/10.1080/10410236.2017.1405484)

- Charles-Smith, Lauren E., Tera L. Reynolds, Mark A. Cameron, Mike Conway, Eric HY Lau, Jennifer M. Olsen, Julie A. Pavlin et al. "Using social media for actionable disease surveillance and outbreak management: a systematic literature review." *PloS one* 10, no. 10 (2015): e0139701.
<http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0139701>

See Appendix 2 for Possible Ideas for a Systematic Literature Review
See Appendix 3 for Writing and Research resources

Paper Proposal

Discuss with me during Writing/Research Time a well-thought-out paper idea for vetting.

Post to canvas a paper proposal and a copy of your research matrix. Teams of 2 will write a 3- to 4-page paper proposal. It should include a brief summary of the paper you want to write, a Research Matrix with at least 10 scholarly articles relevant to your topic, the Research Question(s) you want to answer, a brief tentative outline of the proposed paper, and a description of your method – that is how you plan to answer the question(s) related to your topic. Follow this outline of the elements of a research proposal for your own proposal: <http://www.users.drew.edu/sjamieso/Resources/Proposal.pdf>

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.

Typical Research Article Structure

If scholarly research is new to you, you might find this map of a research paper helpful:

<https://umc.libguides.com/c.php?g=685373&p=4843026>

On the Research Matrix

- Writing A Literature Review and Using a Synthesis Matrix <https://writingcenter.fiu.edu/resources/synthesis-matrix-2.pdf>
- Using a Matrix to Organize Research
http://www2.smumn.edu/deptpages/tcwritingcenter/forms_of_writing/LitRevMatrix_TC.pdf
- Create Your Own matrix in MS Word
http://www2.smumn.edu/deptpages/tcwritingcenter/forms_of_writing/Matrix.doc
- Step-by-Step Approach http://guides.library.jhu.edu/ld.php?content_id=16149115

100 points

Due 11 a.m. Sept. 17

Proposal Presentation

For the brief presentation in class (no more than 10 minutes), bring in a 1-page worksheet outlining your paper and a copy of your Research Matrix – enough for all in class. **Post your presentation worksheet and any other materials you use to**

Canvas assignment

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.

50 points

Brief Paper Proposal Presentations in Class Sept. 17

Introduction / Literature Review

Post to canvas the Introduction and Literature Review sections of your paper. Must include appropriate citations.

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.

50 points

Due 11 a.m. Oct. 8

Methodology

Post to canvas the Methodology section of your paper. Must include appropriate citations.

Format: 12 pt. Times-Roman, **single**-spaced, one-inch margins, Word document.

50 points

Due 11 a.m. Oct. 22

Rough Draft of Final Paper

Post to canvas a rough draft of your paper and a copy of your research matrix to this point. This should be at least two-thirds completed by due date – at least up through the method. Must include appropriate citations. Small-group paper confabs to be scheduled. You will bring enough copies of your rough draft in so everyone in the confab has a copy. We will go over these together. I am going to set up some time to go over these with you outside of class.

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

100 points

Due 11 a.m. Nov. 19 / Small group paper confabs to be scheduled

Final Paper

Post to canvas a rough draft of your paper and a copy of your research matrix. Teams of 2 will write a final 15- to 20-page paper of sufficient quality for submission to the AEJMC Southeast Colloquium

<http://schieffercollege.tcu.edu/aejmc/papers-aejmc/>

Note: All writing is an argument to one degree or another. And arguments require evidence – not airy assertions. Because the paper should be of professional quality, grammar also matters. The paper should have a minimum of 15 citations from academic journals and other media sources. This cite is helpful: Purdue Online Writing Lab (OWL) Research and Citation Resources <https://owl.english.purdue.edu/owl/section/2/>. **Go to Appendix 1 for Research Paper Grading Rubric.**

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

Objective: The purpose of this paper is to hone:

- (1) Your skills at formulating your thoughts around a focused piece of writing.
- (2) Your skills at researching a topic.
- (3) Your skills at writing concisely and with clarity.

100 points

Due 11:55 p.m. Dec. 3

Final Paper Presentation

A Scholar-to-Scholar Poster Presentation of Your Paper: The presentation should focus on the results of your study and the implications for research and practice. You will need to be prepared for questions from your audience so preparation is the key and practice is a must.

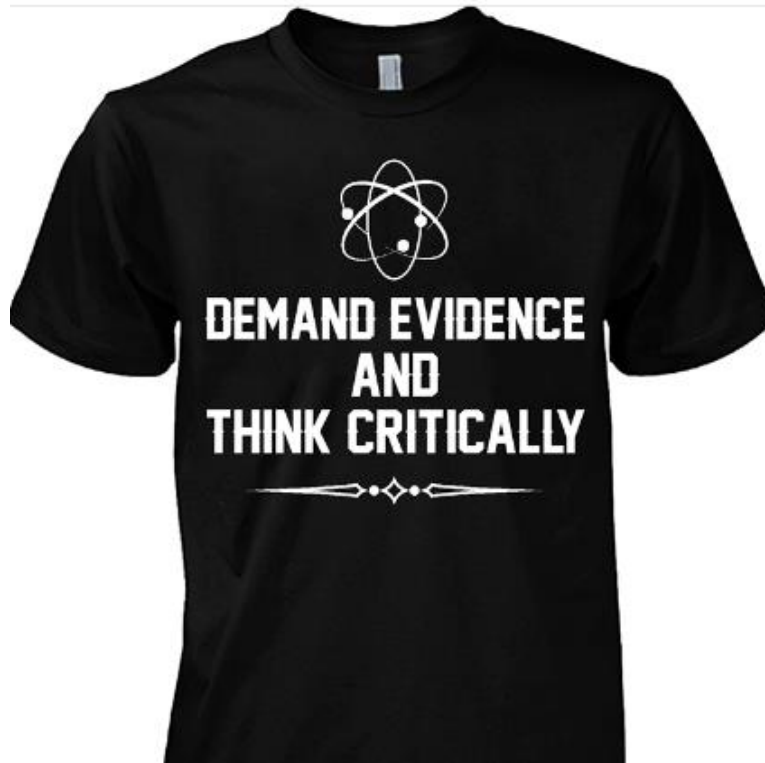
We will make the classroom into a conference hall and you will offer a brief poster presentation of your research — about 10 to 15 minutes. What does this involve? See [this link](#) about posters from AEJMC. (Note, the poster is done on a Powerpoint slide and then printed on a big printer: For this class, I don't want you to spend the money on a poster, so just do the slide and send me a version on email attachment **by Sunday before the last class. Include slide with your paper when you submit to Canvas. Be sure to have access to it for your presentation.**

See How to Make a Poster Using PowerPoint http://library.nymc.edu/access/create_PPposter.cfm (Here is some information on where you can have posters printed on UF campus if you ever need to do so:

<https://print.at.ufl.edu/computing-lab-services/print-and-plot-tips-and-requirements/> and here are some Poster Samples & Templates from UF Printing Service <https://print.at.ufl.edu/computing-lab-services/poster-samples-templates/>

50 points

Final Paper presentations in class Dec. 3



MMC6660 Course Calendar*

*This is a tentative timeline. I like to adapt work and readings to the students' skill levels once I get to know you. All assignments are subject to change and additions with notice.

Classes Begin: August 22
Classes End: December 5

Holidays – No classes
September 3: Labor Day
November 2-3: Homecoming
November 12: Veterans Day
November 21-24: Thanksgiving break

Class 1 - Aug. 27

東問西答 ~ Korean aphorism about the problems inherent in communicationⁱⁱ

“The more confident you are in a belief, the more likely you are to consider it knowledge.” ~ [Michael Buckland](#)

“It’s not a lie if you believe it.” ~ [George Louis Costanza](#)

- ✓ **Mugs / Introduction / Form Teams / Lecture /**
- ✓ Biases Chart <http://bit.ly/2E6JqXn>
- ✓ On Research / Writing (Team Meetings, Possible Paper Topics)
- ✓ The Trials of Media Research <http://culturedigitally.org/2018/07/the-trials-of-media-research/>

Class 2 – Sept. 10

What Is Mass Communication?

What Is Information?

“Distance is distance only as it means time.” ~ [Chamberlin’s Commentx](#) (1915)

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture

✓

Annotation worksheets. I will hand out a section of a reading and in groups you will annotate the heck out of it: Define keywords, identify how those words connect with other parts of the reading or other readings, consider whether they point to things outside the reading. In short, dump anything you can think of onto the annotation sheet.

- ✓ On Research / Writing (Research Notebook, Fleshing Out Ideas, Research Resources, Research Matrix)

Read for this class:

- ✓ Information Disorder: The Essential Glossary <http://bit.ly/2LzD1eT> Notice the distinction between MISinformation & DISinformation
- ✓ Biases Chart <http://bit.ly/2E6JqXn>
- ✓ “What Is Mass Communication,” from *Mass Communication: A Sociological Perspective* (1959), Charles R. Wright. <http://bit.ly/2HC1wCY> (3 pages)
- ✓ Revisiting ‘Mass Communication’ and the ‘Work’ of the Audience in the New Media Environment,” by Philip M. Napoli <http://bit.ly/2HEHXdz> (7 pages)
- ✓ “You Think You Want Media Literacy... Do You?” by danah boyd <http://bit.ly/2HBkkSV> (23 pages)
- ✓ “The Bit Bomb: It took a polymath to pin down the true nature of ‘information.’ His answer was both a revelation and a return,” by Rob Goodman & Jimmy Soni. <http://bit.ly/2E3Uep5> (9 pages)
- ✓ “Neil Postman, Revisited: Are We Having Too Much Fun?” by Megan Garber <https://theatlantic.com/2014/08/neil-postman-revisited/> (7 pages)
 - Who was Neil Postman? <http://neilpostman.org/>
 - “He mistrusted entertainment, not as a situation but as a political tool; he worried that Americans’ great capacity for distraction had compromised their ability to think, and to want, for themselves. He resented the tyranny of the lol.”
 - Regarding Postman’s concerns with fragmentation, here is a quote from the Danish philosopher [Soren Kierkegaard](#): “The daily press is the evil principle of the modern world, and time will only serve to disclose this fact with greater and greater clearness. The capacity of the newspaper for degeneration is sophistically without limit, since it can always sink lower and lower in its choice of readers. At last it will stir up all those dregs of humanity which no state or government can control.”
 - “In his essay, [The Present Age](#), Kierkegaard claimed that his age was characterized by reflection and curiosity. People took an interest in everything but were not committed to anything. He attributed this growing cultivation of curiosity and the consequent failure to distinguish the important from the trivial to the Press. Its new massive distribution of desituated information, he held, was making every sort of information immediately available to anyone thereby producing an anonymous, detached spectator. He wrote in his Journal: “...here ... are the two most dreadful calamities which really are the principle powers of impersonality--the press and anonymity” ([Journals and Papers](#) Vol. 2, p. 480). Kierkegaard thought that, thanks to these powers, the Press would complete the leveling of qualitative distinctions, distinctions of worthiness, that had been going on in the West since the Enlightenment.” – [Hubert L. Dreyfus](#), “Kierkegaard on the Information Highway.” *Lecture, October 15* (1997). <http://bit.ly/2qRPMpV>

- ✓ **Optional Reading**
- ✓ Major Theories of Mass Media and Communication <http://bit.ly/2o9e9g6>
- ✓ What is Media Ecology? http://www.media-ecology.org/media_ecology/index.html
- ✓ Media Ecology 101: An Introductory Reading List http://www.media-ecology.org/media_ecology/readinglist.html
- ✓ "The End of Mass Communication?" by Steven H. Chaffee & Miriam J. Metzger <http://bit.ly/2HBpoXA>
- ✓ "Reevaluating "The End of Mass Communication?" by Gabriel Weimann , Nirit Weiss-Blatt , Germaw Mengistu, Maya Mazor Tregerman & Ravid Oren (2014), *Mass Communication and Society* Available through UF Library at <http://www.tandfonline.com/doi/pdf/10.1080/15205436.2013.851700> (19 pages)
- ✓ "Mass Communication: Some Redefinitional Notes," by Rowland Lorimer. <http://www.cjc-online.ca/index.php/journal/article/view/1272/1286> (10 pages)

Class 3 - Sept. 17

Paper Proposal Due 11 a.m. in Canvas
Paper Proposal Presentations in Class

"The great obstacle to discovering the shape of the earth, the continents, and the ocean was not ignorance but the illusion of knowledge."

~ Daniel Boorstin

Communication History & Disruption

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture
- ✓ On Research / Writing (Proposal Presentations, What Is a Literature Review?)

Read for this class:

- ✓ AOTD: Chapter 1 – The Medium Is the Metaphor
- ✓ "American Journalism In Historical Perspective", by Michael Schudson <http://bit.ly/2jkEOoJ> (26 pages)
- ✓ "The New Visibility" by John B. Thompson. Available through UF Library at <http://bit.ly/2pQygkq> (18 pages)
- ✓ See also: "Thoreau on Knowing vs. Seeing and What It Takes to Apprehend Reality Unblinded by Our Preconceptions," by Maria Popova <http://bit.ly/2r9DhG9> (2 pages)
- ✓ "Semiotics for Beginners: Encoding/Decoding," by Daniel Chandler <http://bit.ly/2uv5hIB> Begin reading this short outline with the discussion of encoding and decoding about seven paragraphs in. (2 pages)
- ✓ "The Oral World vs. The Written Word," by Nicholas Carr <http://bit.ly/2r8U7Fh> (2 pages)

Optional Readings

- ✓ The Rise of Modern Journalism (A Brief Outline) <https://www.dropbox.com/s/nxrcwdep0flw5hv/3.%20Rise%20of%20Modern%20Journalism%20.pdf?dl=0>
- ✓ "Encoding / Decoding," by Stuart Hall. <https://faculty.georgetown.edu/irvinem/theory/SH-Encoding-Decoding.pdf>
- ✓ Notes on Stuart Hall "Encoding / Decoding" (1973) <https://archive.org/stream/ktoub2/02CHallEncodingDecoding#page/n0/mode/2up>

Writing Advice:

- ✓ How to write paragraphs – <https://medium.com/advice-and-help-in-authoring-a-phd-or-non-fiction/how-to-write-paragraphs-80781e2f3054>

Class 4 - Sept. 24

“When distant and unfamiliar and complex things are communicated to great masses of people, the truth suffers a considerable and often a radical distortion. The complex is made over into the simple, the hypothetical into the dogmatic, and the relative into an absolute.”

~ [Walter Lippmann](#)

“There can be no public without full publicity in respect to all consequences which concern it. Whatever obstructs and restricts publicity, limits and distorts public opinion and checks and distorts thinking on social affairs. Without freedom of expression, not even methods of social inquiry can be developed. For tools can be evolved and perfected only in operation; in application to observing, reporting and organizing actual subject-matter; and this application cannot occur save through free and systematic communication.”

~ [John Dewey](#)

The Problem of Knowledge: Lippmann & Dewey

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture
- ✓ On Research / Writing ([Shitty First Draft](#))

Read for this class:

- ✓ AOTD: Chapter 2 – Media as Epistemology
- ✓ Chapter 1 of Public Opinion: “The World Outside and the Pictures in Our Heads,” by Walter Lippmann. <https://at.virginia.edu/2jfUwBh> **Read just the first 3 paragraphs**
 - Who was Walter Lippmann? <http://bit.ly/2KU79xV>
- ✓ “Lippmann and the News: In the early 1900s Walter Lippmann laid the ground rules for public debate in America. Have the US media followed his prescriptions?” by Michael Schudson <http://bit.ly/2jgWiSU> (9 pages)
- ✓ “The Lippmann-Dewey ‘Debate’ Revisited,” by Tony DeCesare <http://bit.ly/2r9D1Hb> (10 pages)
 - Who was John Dewey? <https://www.iep.utm.edu/dewey/>

Optional Readings

- ✓ Excerpt from “Nature, Communication, and Meaning,” by John Dewey <http://bit.ly/2jf9GXm> (2 pages with summary)
- ✓ “The Significance of the Problem of Knowledge,” by John Dewey <http://bit.ly/2GgBUuQ>
- ✓ “The ‘Lippmann-Dewey Debate’ and the Invention of Walter Lippmann as an Anti-Democrat 1986-1996,” by Michael Schudson http://www.rcbsam.com/uploads/4/1/9/6/41960/schudson_on_dewey-lippmann.pdf

Class 5 - Oct. 1

**The Problem of Knowledge:
Public Opinion & The Function of News**

“I will add, that the man who never looks into a newspaper is better informed than he who reads them; inasmuch as he who knows nothing is nearer to truth than he whose mind is filled with falsehoods & errors. He who reads nothing will still learn the great facts, and the details are all false.”

~ [Thomas Jefferson](#)

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture

- ✓ On Research / Writing

Read for this class:

- ✓ AOTD: Chapter 3 – Typographic America
- ✓ “The Nature of News: Toward a Critique of Public Opinion,” by Walter Lippmann <http://bit.ly/2qMpKVF> Also at <https://at.virginia.edu/2r8uQLc> (9 pages)
- ✓ “A Cultural Approach to Communication,” by James Carey <http://gunkelweb.com/coms647/texts/carey.html> (25 pages)
 - Who Was James Carey? <https://pewrsr.ch/2jhjNLA>
- ✓ “Hardwired for News: Using Biological and Cultural Evolution to Explain the Surveillance Function,” by Pamela Shoemaker <http://bit.ly/2r6w3ms> (13 pages)
- ✓ “Inside the Right-Wing YouTube Empire That’s Quietly Turning Millennials Into Conservatives,” by Mark Oppenheimer. <http://bit.ly/2pXg9tK> (6 pages)
- ✓ “The Man Who Knew Too Little: The most ignorant man in America knows that Donald Trump is president — but that’s about it. Living a liberal fantasy is complicated,” by Sam Dolnick <https://nyti.ms/2I7fvAB> (6 pages)

Optional

- ✓ Theories of public opinion
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1251&context=sociologyfacpub>
- ✓ *Public Opinion*, by Walter Lippmann <http://bit.ly/2uxkOHE>
- ✓ “Liberty and the News,” by Walter Lippmann Read essay beginning on Page 69
<https://archive.org/details/libertynews00lippuoft> From contemporary publisher’s abstract of book: “This little gem of a book, which first appeared in 1920, was written in Walter Lippmann's thirtieth year. He was still full of the passionate faith in democracy that was evident in his writings before the First World War. From today's point of view, Lippmann's argument seems unusually prescient. He was troubled by distortions in newspaper journalism, but was also deeply aware of the need to protect a free press. Lippmann believed that toleration of alternative beliefs was essential to maintaining the vitality of democracy. Liberty and the News is a key transitional work in the corpus of Lippmann's writings. For it is here that he proposes that public opinion is largely a response not to truths but rather to a "pseudo-environment" which exists between people and the external world. Lippmann was worried that if the beliefs that get exchanged between people are hollow, and bear only a purely accidental relationship to the world as it truly is, then the entire case for democracy is in danger of having been built on sand. His concerns remain very much alive and important.”
<https://amzn.to/2uxlKf8>

Class 6 - Oct. 8

Introduction / Literature Review Section Due at 11 a.m. in Canvas

**The Problem of Knowledge:
The Theory of The Public Sphere**

“The transformation of social groups into persons who fuse into unity is, of course, a phantasy, and one that is always at odds with an empirical reality of conflicting social identities and interests.”

~ *Harold Mahi*

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture
- ✓ On Research / Writing

Read for this class:

- ✓ AOTD: Chapter 4 – The Typographic Mind
- ✓ “The Virtual Sphere: The Internet as a Public Sphere,” by Zizi Papacharissi <http://bit.ly/2w0EBQF> (18 pages)
- ✓ “Journalism, Publicity and the Lost Art of Argument,” by Christopher Lasch <http://bit.ly/2r8TCLn> (10 Pages)
- ✓ Facebook has become the nation’s de facto public square. It should be publicly maintained, centered on the

needs of the citizenry. <http://bit.ly/2rPVXeq> (7 Pages)

- ✓ The public square is increasingly owned by private interests. That's not good for free speech. <http://www.newsobserver.com/opinion/article211811694.html> (1 Page)

Optional Readings

- ✓ Habermas, Jürgen, Sara Lennox, and Frank Lennox. "The Public Sphere: An Encyclopedia Article (1964)." *New German Critique*, no. 3 (1974): 49-55. <http://bit.ly/2vX2GYp>
- ✓ Jürgen Habermas, Chapter 2 "Social Structures of the Public Sphere," in *The Structural Transformation of the Public Sphere* http://pages.uoregon.edu/koopman/courses_readings/phil123-net/publicness/habermas_structural_trans_pub_sphere.pdf
- ✓ "A Theory of the Public Sphere," by Ari Adut <http://bit.ly/2je6jAa> (21 pages)
- ✓ "The Press, Public Opinion, and Public Discourse," by James Carey, from *Public Opinion and the Communication of Consent*. <http://bit.ly/2jdTjKK> Download pdf and then right click and you can turn pages horizontal. (28 Pages)
- ✓ "Why Conversation is Not the Soul of Democracy," by Michael Schudson <http://bit.ly/2r92m4d> (10 pages)

Class 7 - Oct. 15

Misinformation / Disinformation / Message Control – Advertising

"I think we have created tools that are ripping apart the social fabric of how society works. The short-term, dopamine-driven feedback loops we've created are destroying how society works ... No civil discourse, no cooperation; misinformation, mistruth. And it's not an American problem — this is not about Russians ads. This is a global problem."

~ [Chamath Palihapitiya](#), former Facebook vice president for user growth

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture
- ✓ On Research / Writing

Read for this class:

- ✓ AOTD: Chapter 5 – The Peek-a-Boo World
- ✓ "Sex, Lies & Advertising," by Gloria Steinem <http://bit.ly/2jex9rj> (8 pages)
- ✓ "Tackling the Internet's Central Villain: The Advertising Business," by Farhad Manjoo. <https://nyti.ms/2r8UeRb> (4 pages)
- ✓ "Only 1 in 10 recognized native advertising." Read the Research paper: <http://bit.ly/2jgw031> Summary: <http://bit.ly/2r8HeuS> **Attach two examples of Native Ads to your essay**
- ✓ Author Bill McKibben recounts his experience watching nearly two thousand hours of television for his book, "The Age of Missing Information." <http://bit.ly/2HFEvTW> (Video - 13:52)
- ✓ Excerpt from: Bill McKibben, *The Age of Missing Information* <http://bit.ly/2HDpz8D> (7 pages)

Optional Readings

- ✓ "Criticizing the Critics of Advertising: Towards a Sociological View of Marketing," by Michael Schudson. <http://bit.ly/2r9sc86> (8 pages)

Class 8 - Oct. 22

Methodology Section Due at 11 a.m. in Canvas

Misinformation / Disinformation / Message Control –

PR & Pseudo Events & Bad Journalism

“Whatever a patron desires to get published is advertising; whatever he wants to keep out of the paper is news,” is the sentiment expressed in a little framed placard on the desk of L. E. Edwardson, day city editor of the Chicago Herald and Examiner.

~ *The Fourth Estate*, November 30, 1918

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture
- ✓ On Research / Writing

Read for this class:

- ✓ AOTD: Chapter 6 – The Age of Show Business
- ✓ “From News Gathering to News Making: A Flood of Pseudo-Events,” by Daniel J. Boorstin <http://bit.ly/2jhSjvC> (23 pages)
- ✓ “The Image in the Age of Pseudo-Reality: Daniel Boorstin’s 1962 Classic on Celebrity, Fame, and America’s Tenuous Relationship to Facts Remains As Poignant As It Is Prophetic,” by Megan Garber. <https://theatlantic.com/culture/archive/2016/05/daniel-boorstin-celebrity-fame-america/488888/> (4 pages)
- ✓ “Churnalism,” by Jane Johnston and Susan Forde. <http://bit.ly/2jhSKQc> (3 pages)
- ✓ “Front and Back Regions of Everyday Life,” by Erving Goffman <http://bit.ly/2GkRzcv> (7 pages)

Case Studies (Assigned) (Also, bring in one case study example from your own research)

1. What everybody got wrong about that viral video of a starving polar bear <http://bit.ly/2oFrcd5>
2. How brands secretly buy their way into Forbes, Fast Company, and HuffPost stories <http://bit.ly/2pLlouO>
3. Big Pharma Quietly Enlists Leading Professors to Justify \$1,000-Per-Day Drugs <https://www.propublica.org/article/big-pharma-quietly-enlists-leading-professors-to-justify-1000-per-day-drugs>
4. A Test of the News - by Charles Merz and Walter Lippmann (Read the last two-page summary under the heading of “Deductions” <https://archive.org/details/LippmannMerzATestoftheNews>)
5. This Public Relations Firm Has Been Secretly Placing Articles In Conservative Publications <https://bzfd.it/2pX9BdR>
6. How the sugar industry tried to hide the health effects of its product 50 years ago <https://www.theverge.com/2017/11/21/16684448/sugar-industry-health-effects-research-funding-project-259-heart-disease-cancer>

Optional Readings

The Book: *The Image: A Guide to Pseudo-Events in America* by Daniel J. Boorstin <http://bit.ly/2GYvbH3>

Class 9 - Oct. 29

Misinformation / Disinformation – Construction of Reality & Symbolic Annihilation

“Get the facts first. You can distort them later.” ~ Mark Twain

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture
- ✓ On Research / Writing

Read for this class:

- ✓ AOTD: Chapter 7 – “Now ... This”
- ✓ Introduction to *Covering Islam: How the Media and the Experts Determine How We See the Rest of the World* by Edward Said <http://bit.ly/2r9t7W6> (8 pages)
 - Who was Edward Said? <http://bit.ly/2r8urZ7>
- ✓ “The Dynamics of Cultural Resistance,” by George Gerbner <http://bit.ly/2r4BLoP> (5 pages)

- Who was George Gerbner? <http://bit.ly/2r4CfLF>
- ✓ “The Symbolic Annihilation of Women by the Mass Media,” by Gaye Tuchman. <http://bit.ly/2raxNul> (7 pages)
 - Who is Gaye Tuchman? <http://bit.ly/2jg39vN>
- ✓ “Symbolic Annihilation: An Analysis Behind the Obliteration of Women In Technology, Science, and the Media” <http://bit.ly/2kpVwDw> (1 page)
- ✓ “Why On-Screen Representation Actually Matters” https://www.huffingtonpost.com/entry/why-on-screen-representation-matters_us_58aee96e4b01406012fe49d (7 pages)

Optional Readings

- ✓ “Islam Through Western Eyes,” by Edward Said <https://www.thenation.com/article/islam-through-western-eyes/>
- ✓ “Women's Depiction by the Mass Media,” by Gaye Tuchman <http://bit.ly/2r9XYBG> (14 pages)

Case Studies (Assigned) (Also, bring in one case study example from your own research)

1. For Decades, Our Coverage Was Racist. To Rise Above Our Past, We Must Acknowledge It <https://www.nationalgeographic.com/magazine/2018/04/from-the-editor-race-racism-history/>
2. Toxic Twitter - A Toxic Place for Women <https://www.amnesty.org/en/latest/research/2018/03/online-violence-against-women-chapter-1/#topanchor>
3. The Symbolic Annihilation of Race: A Review of the “Blackness” Literature <http://bit.ly/2pQ79Ww>
4. News media offers consistently warped portrayals of black families, study finds https://www.washingtonpost.com/news/wonk/wp/2017/12/13/news-media-offers-consistently-warped-portrayals-of-black-families-study-finds/?utm_term=.838b88c8785a
5. “Spoiler alert: Mainstream movies get pretty short when you edit out the white people”
6. <https://www.pri.org/stories/2015-07-10/why-whiteness-default-hollywood>
7. “We still lie about slavery: Here’s the truth about how the American economy and power were built on forced migration and torture” <http://bit.ly/2J3HQvT>
8. ‘Girls Love Math. We Never Stop Doing It.’ - The New York Times <https://www.nytimes.com/2012/11/18/magazine/girls-love-math-we-never-stop-doing-it.html>
9. Symbolic Annihilation in the Media from a Native American's Perspective – YouTube <https://www.youtube.com/watch?v=D9SpTpiRXT0>
10. Invisible Women Over 40: Anti-Aging and Symbolic Annihilation <https://beautyredefined.org/anti-aging-and-symbolic-annihilation/>

Class 10 - Nov. 5

Misinformation / Disinformation &, If We Must Use The Term, “Fake News”

“Accustom your children constantly to this; if a thing happened at one window, and they, when relating it, say that it happened at another, do not let it pass, but instantly check them; you do not know where deviation from truth will end.”

~ [Samuel Johnson](#)

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture
- ✓ On Research / Writing

Read for this class:

- ✓ AOTD: Chapter 8 – Shuffle Off to Bethlehem
- ✓ Google Trends – Fake News: <http://bit.ly/2pWIKzX>
- ✓ Biases Chart <http://bit.ly/2E6JqXn>
- ✓ “Why Facts Don’t Change Our Minds,” by Elizabeth Kolbert <http://bit.ly/2ji9pmy> (10 pages)
- ✓ “The Big Picture: Misinformation Society,” by Victor Pickard (7 pages) <http://bit.ly/2l8KDjd> (7 pages)

- ✓ “Fake news. It’s complicated,” by Claire Wardle <http://bit.ly/2r90doS> (5 pages)
- ✓ The Grim Conclusions of the Largest-Ever Study of Fake News: Falsehoods almost always beat out the truth on Twitter, penetrating further, faster, and deeper into the social network than accurate information. <https://theatlantic.com/technology/2017/08/fake-news-study/574441/> (10 Pages)

Fake News Tool

“Search Engine Finds How Fake News Spread” <http://hoaxy.iuni.iu.edu/>

Optional Reading

- ✓ Combating Fake News: An Agenda for Research and Action <http://bit.ly/2jiKZJV> (10 pages)

Case Studies

1. My tweets on fake news
<https://twitter.com/search?f=tweets&q=fake%20news%20%23JOU4008%20%20&src=typd>
2. This is an assertion I hear so often and thus I wonder if we "doth protest too much" and that it is not true but an inculcation leading to belief: “Most people today have very short attention spans, so they are not looking to have to decipher the journalist’s meaning as they read.” See as counter discourse:
<http://www.bbc.com/news/health-38896790>
3. A reminder here that there is nothing new about **fake news** <http://bit.ly/2xqVMLy>

Optional Reading

- ✓ Truth Decay: An Initial Exploration of the Diminishing Role of Facts and Analysis in American Public Life | RAND
- ✓ https://www.rand.org/pubs/research_reports/RR2314.html - Free ebook
- ✓ Media Manipulation and Disinformation Online
https://datasociety.net/pubs/oh/DataAndSociety_MediaManipulationAndDisinformationOnline.pdf
- ✓ Sunstein, Cass R., Fifty Shades of Manipulation (February 18, 2015). 1 J. Marketing Behav. 213 (2016). <https://ssrn.com/abstract=2565892>
- ✓ The spread of true and false news online <http://science.sciencemag.org/content/359/6380/1146.full>

November 12 Veterans Day – No Class

Class 11 - Nov. 19

Rough Draft of Paper Due 11 a.m. in Canvas

“In capitalist usage, freedom of the press means freedom of the rich to bribe the press, freedom to use their wealth to shape and fabricate so-called public opinion.”

~ Vladimir Lenin

Controlling the Message: Influences on Media

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture
- ✓ On Research / Writing

Read for this class:

- ✓ AOTD: Chapter 9 – Reach Out and Elect Someone
- ✓ “Politics and the English Language,” by George Orwell <http://bit.ly/2jiV8Gm> (6 pages)
- ✓ Habermas – “colonization of public sphere by systems of authority.” <http://bit.ly/2jgXRjK> (1 page)
- ✓ “The Messages Behind the News,” by Herbert J. Gans <http://bit.ly/2pQaPHO> (6 pages)
- ✓ “Multiperspectival News Revisited: Journalism and Representative Democracy,” by Herbert J. Gans

<http://bit.ly/2jeD0NP> (11 pages)

- ✓ “A Media Sociology for the Networked Public Sphere: The Hierarchy of Influences Model,” by Stephen D. Reese and Pamela J. Shoemaker <http://bit.ly/2pOLrIO> (22 pages)

- **Hierarchy of Influences Model**

Levels of analysis approach: Factors affecting media content can be usefully classified at different levels of analysis, leading us to organize them into a model. The hierarchy of influences model organizes what have been laid out as various theoretical perspectives on the shaping of media content, including as follows the suggested categories of Gans (1979) and Gitlin (1980).

1. Content is influenced by media workers' socialization and attitudes. This is a communicator-centered approach, emphasizing the psychological factors impinging on an individual's work: professional, personal, and political.
2. Content is influenced by media organizations and routines. This approach argues that content emerges directly from the nature of how media work is organized. The organizational routines within which an individual operates form a structure, constraining action while also enabling it.
3. Content is influenced by other social institutions and forces. This approach finds the major impact on content lying external to organizations and the communicator: economic, political, and cultural forces. Audience pressures can be found in the “market” explanation of “giving the public what it wants.”
4. Content is a function of ideological positions and maintains the status quo. The so-called hegemony approach locates the major influence on media content as the pressures to support the status quo, to support the interests of those in power in society. ⁱⁱⁱ

Case Studies (Assigned) (Also, bring in one case study example from your own research)

1. China Presses Its Internet Censorship Efforts Across the Globe <https://www.nytimes.com/2018/03/02/technology/china-technology-censorship-borders-expansion.html>
2. What do Xi Jinping and Winnie the Pooh have in common? They're both flagged by Chinese censors <http://www.niemanlab.org/2018/03/what-do-xi-jinping-and-winnie-the-pooh-have-in-common-theyre-both-flagged-by-chinese-censors/>
3. Who's Afraid of the Big Bad Words? https://daily.jstor.org/whos-afraid-of-the-big-bad-words/?utm_source=marketing&utm_medium=social&utm_campaign=twitter
4. The Problem of Coastal Media Bias in Covering Middle America <http://bit.ly/2pLbeeF>
5. Reed Richardson, "Journalism of, by and for the Elite: How the New York Times and Wall Street Journal mirror the one percent they cover," *Common Dreams*, March 24, 2018 <https://www.commondreams.org/views/2018/03/24/journalism-and-elite>
6. [After it was purchased by Alibaba, some say the South China Morning Post is 'pioneering a new form of propaganda' by producing positive stories about China](#) (New York Times) [Alibaba purchased The South China Morning Post two years ago](#). With that purchase came a new mission for the Post, NYT's Javier C. Hernandez writes: “Improving China’s image overseas and combating what it sees as anti-Chinese bias in the foreign media.” Hernandez writes: “Every day, the Post churns out dozens of articles about China, many of which seek to present a more positive view of the country. As it does, critics say it is moving away from independent journalism and pioneering a new form of propaganda. Alibaba, which [has been open from the start about its ambitions for the newspaper](#), envisions a day when The Post is the dominant news organization in the world, riding the momentum of China’s rise as a superpower.” Earlier: [Last summer, Quartz examined how Alibaba was changing the South China Morning Post, including its mission to counter the “negative” portrayals of China in Western media](#) (Quartz)

Optional Readings

- ✓ Journalism Research and The Hierarchy of Influences Model: A Global Perspective,” by Stephen D. Reese <http://bit.ly/2pPP23e> (22 pages)
- ✓ THE BOOK: **Mediating the Message in the 21st Century: A Media Sociology Perspective** by Pamela J. Shoemaker, Stephen D. Reese <http://bit.ly/2GZ2gm7>

Class 12 - Nov. 26

The Crises of and Cures for the Failing Press

“Understanding how non-journalists see the news media is an essential step in rebuilding public trust. ... The idea that many citizens feel like David to the news media’s Goliath may be hard for journalists to stomach or believe. It is the exact opposite of how journalists normally think of themselves. If news institutions want to regain long-waning public trust, they need to address the widespread perception that the news media is more interested in serving itself than the public. They would do well to highlight not just their accuracy, but their care, empathy, and ability to listen to the little guy.”

~ [Ruth Palmer](#)

“The stories you are talking about are people’s lives. When we talk about stories mainstream media doesn’t cover, we’re talking about, ‘Can our people have water to drink?’ ‘My cousin got shot.’ ‘My cousin got deported,’” Sydette Harry says. “So, when you come into these communities and you use them as stories, as objects, you are literally dehumanizing them and this has been the history of journalism.”

~ [Sydette Harry](#)

“Every journalist who is not too stupid or too full of himself to notice what is going on knows that what he does is morally indefensible. He is a kind of confidence man, preying on people’s vanity, ignorance or loneliness, gaining their trust and betraying them without remorse. Like the credulous widow who wakes up one day to find the charming young man and all her savings gone, so the consenting subject of a piece of nonfiction learns—when the article or book appears—his hard lesson. Journalists justify their treachery in various ways according to their temperaments. The more pompous talk about freedom of speech and ‘the public’s right to know’; the least talented talk about Art; the seemliest murmur about earning a living.

~ [Janet Malcolm](#)

In Class:

- ✓ Quiz & Conversation, Annotation Worksheets & Brief Lecture

Read for this class:

- ✓ AOTD: Chapter 11 – The Huxleyan Warning
- ✓ Walter Lippmann and the Crisis in Journalism <http://bit.ly/2jheR9r> (4 pages)
- ✓ The Professors, The Press, The Think Tanks—And Their Problems <http://bit.ly/2jdWe6a> (8 pages)
- ✓ Chapter 2: The Requirements from *A Free and Responsible Press* by [The Commission On Freedom Of The Press](#) (Hutchins Commission) Pages 20-29. Do some research about the Commission and the impulse for it. <http://bit.ly/2ux6cbg> (9 pages)
- ✓ Why Do Americans Distrust the Media?^{iv} <https://theatlantic.com/2reUY7t> (6 pages)

Optional Readings

- ✓ The reconstruction of American journalism L Downie, M Schudson <http://www.mediadb.eu/fileadmin/downloads/reports/cjr-downie-schudson-20-10-2009.pdf>

Class 13 - Dec. 3

**Final Paper Due 11:55 p.m. Dec. 3 in Canvas
Paper Presentation in Class Dec. 3**

In Class:

- ✓ Annotation Worksheets

Read for this class:

- ✓ “The ‘Dewey-Lippmann, Debate and The Role of Democratic Communication In The Trump Age,” by Lance R. Mason <http://bit.ly/2jeDqnn> (32 pages)

“Of course, if your dominant metaphors for thinking about politics are sports metaphors, as seems to have become the case in this country, it will be much more difficult for you to draw such lines than it would be if you thought of politics as, say, a realm of debate and ideas; or, if that is too idealistic, then as a kind of blunt but occasionally effective tool for making the world a less unlivable place. If you’re a Giants fan you don’t frequently ask yourself, do the Giants really deserve my support? Are the arguments for why I should support the Giants and not the Dodgers cogent and based in reality? You don’t really care much what the Giants are like as people, or what they think; you just stick by them because they’re your team. This is what our politics has been for some time, not a matter of ideas but a matter of identity. If you’re on the Red side you’ll forgive the Reds for things that, were they said or done by a Blue, would render you apoplectic with rage. You make your decisions and reach your evaluations not by looking to see what was done but by looking to see who did them. If I told you that a certain politician had revealed information to the Russians, or mocked a disabled person, or stored e-mails on a private server, and I asked you how you felt about that, you would not be able to answer my question without first asking, Well, who was it that did that? Was it one of our people? Or was it somebody on the other side?” ~ [Troy Jollimore](#), [“Wallace Shawn’s Late Night”](#)

Class Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>
Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

Appendix 1

Research Paper Grading Rubric

This is the form AEJMC peer reviewers use to evaluate conference papers. So, I will read your papers as a peer reviewer would for a conference and record my evals on this form. Numbers conform to grades with 1 an “E” and 5 an “A”

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

1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

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

***Appropriateness of research method**

1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

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

***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)

***Evidence is presented clearly**

1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

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

***Evidence supports conclusions**

1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

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

***Writing and organization**

1=Poor 2=Marginal 3=Good 4=Very Good 5=Excellent

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

Appendix 2

Possible Ideas for a Systematic Literature Review

- The Demise of Local News and the Effect on Communities
- Truth Decay (See, for example: <http://bit.ly/2K2VvAB>)
- How Bad Information Spreads Online: <http://bit.ly/2NJdmy7>
- Source Credibility
- What is Interactivity?
- Social Marketing (Not marketing with social media)
- Use of Narrative Story-Telling in Advertising and/or Public Relations
- Narrative Story-Telling and Social Change
- Forms of Journalism
- Future of Journalism
- Defining Fact
- Public Relations and the Press in an Age of Technical Disruption
- The Disintermediation of Journalism
- The Disintermediation of Advertising
- The Disintermediation of Public Relations
- The Disintermediation of Broadcasting
- Cutting the Cord and the Future of Broadcast Media
- Communicating dissent and activism <http://bit.ly/2KsvFVV>
-

Appendix 3

Additional Writing & Research Resources

To Feed Your Writing Soul

- Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York: Anchor Books.
- Lamott, A. “[Shitty First Drafts](#)” from *Bird by Bird*.
- Weinstein, L. A. (2008). *Grammar for the soul: Using language for personal change*. Wheaton, IL: Quest Books.
- Zinsser, W. (2009). *Writing places: The life journey of a writer and teacher*. New York: Harper.

To Maintain Motivation

- The Academic Ladder: <http://www.academicladder.com>
- Author Aid: www.authoraid.info
- Cohen, S. (2010). *The productive writer: Tips & tools to help you write more, stress less & create success*. Cincinnati, OH: Writer’s Digest Books.
- Get A Life, PhD: <http://getalifephd.blogspot.com>
- Publication Coach: www.publicationcoach.com
- Silvia, P. J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- Steel, P. (2011). *The procrastination equation: How to stop putting things off and start getting stuff done*. New York: Harper.

To Learn More

- Writing Workshops for Graduate Students and Faculty <https://writing.ufl.edu/students/writing-workshops/>
- Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage.
- Clark, R. P. (2006). *Writing tools: 50 essential strategies for every writer*. New York: Little, Brown.
- Hartley, J. (2008). *Academic writing and publishing: A practical handbook*. New York: Routledge.

How to Handle Specific Issues/Tasks

- Cook, C. K. (1985). *Line by line: How to edit your own writing*. Boston: Houghton Mifflin.
- EndNote (reference/citation manager): <http://www.endnote.com/>
- Grammarly (grammar checker): <http://www.grammarly.com>
- OneLook Reverse Dictionary: <http://www.onelook.com/reverse-dictionary.shtml>
- RefWorks (reference/citation manager): <http://www.refworks.com>
- *Roget’s Thesaurus of English Words and Phrases*: <http://poets.notredame.ac.jp/Roget/>
- Sharp, C. (2000). *A writer’s workbook: Daily exercises for the writing life*. New York: St. Martin’s Griffin.
- Sullivan, K. D., & Eggleston, M. (2006). *The McGraw-Hill desk reference for editors, writers, and proofreaders*. New York: McGraw-Hill.
- Truss, L. (2003). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. New York: Gotham Books.

Good Sources for Researching a Topic

- Our journalism/communications specialist librarian April Hines can be quite helpful email: aprhine@uflib.ufl.edu
- Google Scholar 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
- Project Starters at UF Library 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 Leading Journalism & 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?g=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](#).
- 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/
- 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.aaaja.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/>

Endnotes

ⁱ This grading rubric is adapted from one used by Julie Meloni of the Dept. of English at Washington State Univ. <http://www.academiciansandbox.com/S10/E372/blogassignments.html>, which itself is adapted from a rubric of Mark Sample. "Pedagogy and the Class Blog." <http://www.samplereality.com/2009/08/14/pedagogy-and-the-class-blog/>

ii 동문서답 East Question, West Answer

ⁱⁱⁱ Journalism Research and The Hierarchy of Influences Model: A Global Perspective," by Stephen D. Reese <http://bit.ly/2pPP23e>

^{iv} "The media," like "technology," is not a single tangible object, but rather an information galaxy, a vast and complex star system composed of diverse and opposing organizations, which are themselves composed of a motley group of people, each of whom are neither all good nor all bad, but mostly flawed media merchants, with individual strengths, weaknesses, biases, and blindspots. According to the [Bureau of Labor Statistics](#), there are almost 200,000 Americans working for broadcast television and cable programming, 197,000 employed in digital publishing and broadcasting, 183,000 working

for newspapers, 99,000 working for magazines, 86,000 in radio, and 64,000 employed in the editing and production of books. Asking survey respondents to briefly summarize their feelings about the daily work of one million strangers is asking for an impossible, and potentially meaningless, oversimplification, like, "Do you think food is too raw?" or "Is clothing red?"