

# MMC6402: Mass Comm Theory: Perspectives

**TIME:** Mon/Wed: 9:30 - 11:30 A.M.  
**PLACE:** Weimer 3024  
**WEBSITE:** CANVAS class site  
**OFFICE:** Mon/Wed: 1:00 - 3:00 P.M.  
**HOURS:** other times by appointment.

## What's in this syllabus

Objectives 1  
Readings 2  
Requirements 3  
Policies 3-4  
Help& Resources 5  
About your professor 6  
Detailed schedule 7-10



## COURSE OBJECTIVES

### COURSE DESCRIPTION:

This doctoral-level course provides an advanced introduction to the philosophy of science and mass communication theory, designed to build the conceptual thinking skills essential for scholarly research in the field.

Students will investigate the nature of scientific inquiry, the formulation and assessment of theory, and the creation of conceptual models and typologies through critical engagement with foundational texts, theoretical discussions, and important intellectual traditions.

The course is designed to prepare students for additional doctoral coursework, independent research, and professional scholarly contribution by emphasizing rigorous academic writing. To this end, Ph.D. students enrolled in the course will complete an original scholarly paper of conference quality that advances knowledge in the field.

### LEARNING GOALS:

**By the end of this course,  
you will be able to:**



Think conceptually  
and approach research  
like a social scientist.



Understand and apply  
key ideas from the  
philosophy of science  
to mass communication.



Evaluate and create  
theories by recognizing  
what makes them strong,  
relevant, and impactful.



Design conceptual models  
or typologies that address  
important communication  
problems.



Write and present scholarship  
clearly, persuasively, and in  
professional academic style

## ADACEMIC RESOURCES

### REQUIRED READINGS:

1. Godfrey-Smith, P. (2021). *Theory and reality: An introduction to the philosophy of science* (2<sup>nd</sup> edition). University of Chicago. ISBN: 022661865X.
2. Baran, S. J., & Davis, D. K. (2021). *Mass communication theory: Foundations, ferments, and future* (8<sup>th</sup> edition). Oxford University Press.
3. Shoemaker, P.J.; Tankard, J.W., Jr. & Lasorsa, D.L. (2004). *How to build social science theories*. Sage. ISBN: 0-7619-2667-4.

*Other Readings: Journal articles and other assigned readings are available on Canvas.*

### RECOMMENDED BOOKS - THEORY:

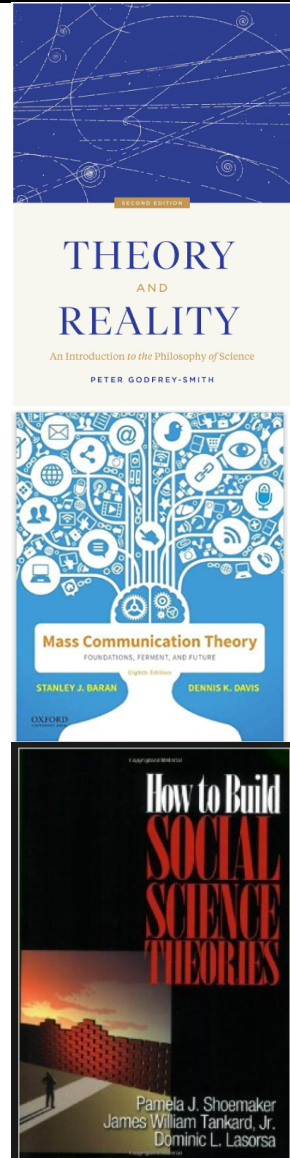
- Stacks, D. W. Salwen, M. B., & Eichhorn, K. C. (2019). *An Integrated Approach to Communication Theory and Research* (3rd Ed.). Routledge.
- DeFleur, M. L. & DeFleur, M. H. (2022). *Mass Communication Theories: Explaining Origins, Processes, and Effects*. (2<sup>nd</sup> ed.). Routledge.
- Oliver, M. B., Raney, A., & Bryant, J. (2020). *Media Effects: Advances in Theory and Research* (4th Ed.). New York, NY: Routledge.
- McQuail, D. (2010). *McQuail's Mass Communication Theory* (6<sup>th</sup> Ed.) Thousand oaks, CA. Sage Publications.
- Bryant, J., & Oliver, M. B. (2008). *Media effects: Advances in theory and research* (3<sup>rd</sup> Ed.). New York: Routledge.
- Berger, A. A. (2012). *Media and society: a critical perspective* (3rd ed). Lanham, MD: Rowman & Littlefield Publisher.
- Ott, B. L. & Mack, R. L. (2014). *Critical media studies: An introduction* (2<sup>nd</sup> edition). Malden, MA: Wiley-Blackwell.
- Griffin, E., Ledbetter, A., & Sparks, G. (2014). *First Look at Communication Theory* (9<sup>th</sup> edition). McGraw-Hill Education. ISBN: 9780073523927

### RECOMMENDED BOOKS – ACADEMIC WRITING:

- Publication manual of the American Psychological Association, 7th edition* (2020). ISBN for spiral-bound version: 978-1-4338-3217-8. [If you are in legal studies, the APA style manual is optional, and you can use [Bluebook](#) instead.]
- Turbian, K. L. (2007). *A manual for writers of research papers, theses, and dissertations* (7th edition). The University of Chicago Press.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd edition). The University of Chicago Press.
- Yan, Zh. (2020). *Publishing journal articles: A scientific guide for new authors worldwide*. Cambridge university press.

### RECOMMENDED ACADEMIC ASSOCIATIONS:

- Join at least one of the three leading academic associations in our field. Each offers reduced student rates. In alphabetical order:
- Association for Education in Journalism and Mass Communication, or [AEJMC](#). Mostly for mass communication.
  - International Communication Association, or [ICA](#). Addresses both interpersonal and mass communication.
  - National Communication Association, or [NCA](#). Mostly for interpersonal communication.



# COURSE REQUIREMENTS



Assignments	Weight	Due Date
Theory Review paper	25%	Sep. 22
Exam	25%	Oct. 27
Explication Pitch	10%	Oct 15
Explication Paper	30%	Dec. 7
Discussion Forum	10%	Weekly
Total	100%	

## Theory Review Paper (20%):

The purpose of this paper is to (a) define and justify a mass communication theory, (b) trace its development and ongoing debates, and (c) advance an argument about future use of the theory.

## Exam (20%):

This exam will simulate a comprehensive exam on theory. It will concentrate on the materials and lectures from the first and second module of this class.

## Explication Pitch (10%):

Explaining why you selected a topic for research and the purpose of that study will be an important element of many academic presentations.

## Explication Paper (30%):

Part of this advanced course, you will be required to complete an original scholarly paper that advances knowledge in the field.

## Discussion Leadership (10%):

This is a discussion-based course, and your involvement is essential. Students are required to come to class having read/watched/listened to the class materials for that meeting. On most days, students will be scheduled to head the class discussion for half the class period.

*\*Detailed handouts with requirements and guidelines for the assignments to follow.*

# CLASS & UNIVERSITY POLICIES

## WORK EXPECTATIONS

As a doctoral-level seminar, this course depends on your active engagement and intellectual curiosity. You are expected to come to every class fully prepared, having **completed** the assigned readings and reflected on their implications **before class**. Our discussions will be driven by your informed perspectives, and your role is to contribute meaningfully, pose critical questions and challenge assumptions (including your own).

## CLASSROOM CULTURE

This class is designed to be a welcoming and inclusive space where a wide range of perspectives can be shared, explored, and thoughtfully discussed. My goal is for students from all backgrounds and experiences to feel valued, respected, and fully supported in their learning. We will engage in open, respectful dialogue, embracing our differences as opportunities to deepen our understanding. My goal is to maintain a classroom environment free from disrespectful language or behavior. If there's a way I can make this space more supportive, I welcome your ideas and feedback.

## ATTENDANCE EXPECTATIONS

Attendance is **MANDATORY**.

Your presence and participation is expected at each class meeting. Treat the class **like a job**. If you know you will be late, need to leave class early, or must miss class for any reason, contact me ahead of time via email. One absence without justification is tolerated, if you contact me ahead of time.

After this, your course grade will be deducted 10% for each unexcused absence. Please read the full policy for details regarding reasons for excused absences, the approval process, and extended absences for [Graduate Students](#).

## CELL PHONES & LAPTOPS

Screens are a distraction from conversations in class. It is also disrespectful to the instructor and other students to text or take calls during class, or to be distracted by your cell phone. **NO CELL PHONE** use is allowed during class. While you can use your laptop to take notes, if I see that you are surfing the web, shopping, using social media, doing work for another class, or not paying attention, I will ask you to leave class and you will be considered absent for the day.



## **GRADING POLICIES**

In this course we will use a 4.0 GPA scale with letter grades that range from A+, A, A–, B+, B, B–, C+, C, C–, D+, D, D– and F. To learn about the [UF grading policies for assigning grade points, please, check the link to the University grades and grading policies.](#)

## **SYLLABUS CHANGE POLICY**

Please note that the instructor may need to make modifications to the course syllabi at any time. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice via email.

## **STUDENT ACOMODATIONS**

Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the [University of Florida Disability Resource Center](#) to learn more about academic accommodations available to them. Students seeking academic accommodations will need to register as soon as possible and it is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Please contact the Disability Resource Center by visiting the website: <https://disability.ufl.edu/> calling (352) 392-8565, or emailing [DRC@ufsa.ufl.edu](mailto:DRC@ufsa.ufl.edu).

## **COURSE EVALUATIONS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## **Title IX/Sexual Misconduct**

Per the UF Sexual Misconduct Policy, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where you can make a report in confidence. You can find more information about resources on the Title IX website at <https://titleix.ufl.edu/about/title-ix-rights/>

# **ACADEMIC HONESTY**

## **Plagiarism**

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor. All students and faculty of the University of Florida are responsible for being familiar with this policy.

## **Artificial Intelligence (AI) Use Policy**

There are situations within this course where you will be allowed to use AI tools to explore how they can be used for academic purposes. For permitted assignments, any student work submitted using AI tools should clearly indicate what work is generated by the AI. Outside of those circumstances, you are discouraged from using AI tools to generate content that will end up in any student work that is part of your evaluation in this course.

Any text-generating software (such as ChatGPT, iA Writer, Gemini, Copilot) is not permitted when **writing** your reflection papers and research project and it will be treated as plagiarism under UF policies and result in an F in the course!! The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, the information derived from these tools is often inaccurate or incomplete. If any part of this is confusing or uncertain, please reach out to me!



## HELP & RESOURCES

### ACADEMIC RESOURCES

#### 1. Come see me

One of the keys to student success is regular contact with faculty. You are encouraged make an appointment to meet during my office hours. Many questions and issues can be easily resolved this way.

#### 2. Resources for Online Learning

The University of Florida is committed to student success, and provides information to optimize the online learning experience. Please visit this website E-learning technical support: [Contact the UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

#### 3. Career Connections Center

Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

#### 4. Library Support

Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email [ask@ufl.libanswers.com](mailto:ask@ufl.libanswers.com) for more information.

#### 5. Teaching Center

1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

#### 6. Writing Studio

Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

#### 7. Academic Complaints

Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information. Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

### MENTAL HEALTH AND WELLNESS RESOURCES

#### 1.U Matter, We Care

If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

#### 2. Counseling and Wellness Center

Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

#### 3. Student Health Care Center:

Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).

#### 4. UF Health Shands Emergency Room / Trauma Center

For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

#### 5. GatorWell Health Promotion Services

For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273- 4450.

#### 6. University Police Department

Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

**For more resources, [click here](#).**

## ABOUT YOUR PROFESSOR



My name is **Dr. Lindita Camaj** and I am an associate professor in the Journalism Department, College of Journalism and Communications at the University of Florida. I have a doctoral degree from Indiana University and a research agenda at the intersection of journalism, technology, and political communication. Taking a comparative approach, my broad research focuses on digital communication, media effects, access to information, and global journalism. As a multi-method scholar, I explore structural and individual factors that determine how citizens engage with political information in mature and emerging democracies, and how that shapes their communication patterns, perceptions, and behavior.

My scholarly work has been awarded by the Association for Education in Journalism and Mass Communication (AEJMC) and published at numerous high impact journals at the intersection of mass media, technology, politics, international communication and journalism studies. Before entering the academia, I worked as a journalist for multiple national and international media organizations in Southeast Europe, specializing in public affairs reporting, electoral coverage, and judiciary affairs.

Learn more about my research and teaching at [www.linditacamaj.com](http://www.linditacamaj.com)

**OFFICE: 3040B**

**E-MAIL: [lindita.camaj@ufl.edu](mailto:lindita.camaj@ufl.edu)**

**OFFICE HOURS: Mondays & Wednesdays: 1:00-3:00 P.M.**

**Other times by appointment**

## Tentative Schedule

The following is a tentative outline of lecture topics, readings and assignment due dates. Based on student interest and progress through the course, the assigned readings and topics may change.

**DISCLAIMER: I do NOT necessarily endorse all the opinions expressed in the assigned readings. They have been selected to reflect the major debates in the field!**

Module 1: Science & Theory			
Goal: Develop an understanding of how science works, how social science fits within it, and how philosophical perspectives shape research in mass communication.			
Day	Date	Class agenda	Assignments/Due Dates
Mon	Aug. 25	Introductions & Expectations	
Wed	Aug. 27	Science Defined	
<b>Readings</b> Godfrey-Smith, Chapter 1: Introduction Shoemaker, P.J.; Tankard, J.W., Jr. & Lasorsa, D.L. (2004). Chapter 1: Introduction. <i>The Nature of Science</i> Wimmer, R.D., & Dominick, J.R. (2014). <i>Mass media research: An introduction</i> (10th ed.). Wadsworth. [pp. 10-13] Anderson, J.A., & Baym, G. (2004). Philosophies and philosophic issues in communication, 1995-2004. <i>Journal of Communication</i> 54(4), 589-615. <a href="https://doi:10.1111/j.1460-2466.2004.tb02647.x">https://doi:10.1111/j.1460-2466.2004.tb02647.x</a> Science Timelines & Bios handout (Canvas)			
Mon	Sep. 1	Happy Labor Day	No Class!
Wed	Sep. 3	Epistemology	Reading portfolio
<b>Readings</b> Godfrey-Smith, Chapter 2: Empiricism; Chapter 3: Evidence & Induction Ritchie, D. (2003). Statistical probability as a metaphor for epistemological probability. <i>Metaphor and Symbol</i> 18(1), 1-11. Godler, Y., Reich, Z., & Miller, B. (2020). Social epistemology as a new paradigm for journalism and media studies. <i>New Media &amp; Society</i> , 22(2), 213-229. <a href="https://doi.org/10.1177/1461444819856922">https://doi.org/10.1177/1461444819856922</a>			
Mon	Sep.8	Competing Views of Science: Popper & Kuhn	Reading portfolio
<b>Readings</b> Godfrey-Smith, Chapter 4: Popper: Conjecture and Refutation; Chapter 5: Kuhn's Revolution <a href="#">Stanford Encyclopedia of Philosophy entry on Thomas Kuhn</a>			
Wed	Sep. 10	Reality, Truth, and Systemic Challenges	Reading portfolio
<b>Readings</b> Godfrey-Smith, Chapter 10: Scientific realism, Chapter 11: Explanation, Laws and Causes; Chapter 12: Bayesianism and new views of evidence			
Mon	Sep. 15	Advances and Flaws in Social Science	Reading portfolio
<b>Readings</b> Rosenberg, A. (2016). Chapter 2: The methodological divide: Naturalism versus Interpretation. In <i>Philosophy of social science</i> (5th ed.). Westview.			

Scriven, M. (1994). A possible distinction between traditional scientific disciplines and the study of human behavior. In Michael Martin & Lee C. McIntyre (Eds.), *Readings in the philosophy of social science* (pp. 71-77).

Edelmann, A., Wolff, T., Montagne, D., & Bail, C. A. (2020). Computational social science and sociology. *Annual review of sociology*, 46 (1), 61-81.

Ioannidis, J.P.A. (2012). Why science is not necessarily self-correcting. *Perspectives on Psychological Science*, 7: 645-654.

John, L. K., Loewenstein, G., & Prelec, D. (2012). Measuring the prevalence of questionable research practices with incentives for truth telling. *Psychological Science*, 23(5), 524-532. <https://doi.org/10.1177/0956797611430953>

<b>Wed</b>	Sep.17	<b>Mass Communication as a Scientific Endeavor</b>	<i>Reading portfolio</i>
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### Readings

Craig, R.T. (1999). Communication theory as a field. *Communication Theory*, 9(2), 119–161.

Zelizer, B. (2016). Communication in the fan of disciplines. *Communication Theory*, 26(3), 213–235. <https://doi.org/10.1111/comt.12094>

Simonson, P., Morooka, J., Xiong, B., & Bedsole, N. (2019). The beginnings of mass communication: A transnational history. *Journal of Communication*, 69(5), 513–538, <https://doi.org/10.1093/joc/jqz027>

Wahl-Jorgensen, K. (2004). How not to found a field: New evidence on the origins of mass communication research. *Journal of Communication*, 54(3), 547-564.

## Module 2: Theory Building

*Goal: Learn how to define, evaluate, and develop theories that make meaningful contributions to mass communication research.*

<b>Mon</b>	Sep.22	<b>Why theory matters?</b>	<i>Reading portfolio</i>
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### Readings

Neuman, W.R., Davidson, R., Joo, S., Park, Y.J., & Williams, A.E. (2008). The seven deadly sins of communication research. *Journal of Communication*, 58(2), 220-237. <https://doi.org/10.1111/j.1460-2466.2008.00382.x>

Chaffee, S.H., & Metzger, M.J. (2001). The end of mass communication? *Mass Communication and Society*, 4(4), 365-379. [https://doi.org/10.1207/S15327825MCS0404\\_3](https://doi.org/10.1207/S15327825MCS0404_3)

Weimann, G., Weiss-Blatt, N., Mengistu, G., Tregerman, MM., & Oren, R. (2014). Reevaluating “The end of mass communication?” *Mass Communication and Society*, 17(6), 803-829. <https://doi.org/10.1080/15205436.2013.851700>

<b>Wed</b>	Sep. 24	<b>What makes a good theory?</b>	<i>Reading portfolio</i>
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### Readings

Baran, S. J., & Davis, D. K. (2021). Ch.1: Understanding and evaluating mass communication theory

Neuman, W.R., & Guggenheim, L. (2011). The evolution of media effects theory: A six-stage model of cumulative research. *Communication Theory* 21(2), 169-196. <https://doi.org/10.1111/j.1468-2885.2011.01381.x>

DeAndrea, D. C., & Holbert, R. L. (2017). Increasing clarity where it is needed most: Articulating and evaluating theoretical contributions. *Annals of the International Communication Association*, 41(2), 168-180.

Holbert, R. L., & Park, E. (2019). Conceptualizing, organizing, and positing moderation in communication research. *Communication Theory*. Advance online publication. <https://doi.org/10.1093/ct/qtz006>

<b>Mon</b>	Sep.29	<b>The Building Blocks of Theory: Variables &amp; linkages</b>	
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### Readings

Shoemaker, P.J.; Tankard, J.W., Jr. & Lasorsa, D.L. (2004). Chapter 2: Theoretical Concepts. The Building Blocks of Theory; Chapter 3: Theoretical Statements Relating Two Variables; Chapter 4: Theoretical and Operational Linkages; Chapter 5: Theoretical Statements Relating Three Variables.

<b>Wed</b>	Oct. 1	<b>Models</b>	<b>Theory Review due</b>
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### Readings



Shoemaker, P.J.; Tankard, J.W., Jr. & Lasorsa, D.L. (2004). Chapter 6: Theoretical Statements Relating Four or More Variables; Chapter 7: Theoretical Models.

Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173–1182. <https://doi.org/10.1037/0022-3514.51.6.1173>

Greenberg, B. S., & Salwen, M. B. (2010). Mass Communication research: concepts & models (chapter 5 in Salwen & Stacks book, pp.61-75)

<b>Mon</b>	Oct.6	<b>Typologies</b>	
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### Readings

Lehnert, M. (2007). Typologies in social inquiry. In: Gschwend, T., Schimmelfennig, F. (eds) *Research design in political science*. Palgrave Macmillan, London. [https://doi.org/10.1057/9780230598881\\_4](https://doi.org/10.1057/9780230598881_4)

Collier, D., LaPorte, J., & Seawright, J. (2012). Putting Typologies to Work: Concept Formation, Measurement, and Analytic Rigor. *Political Research Quarterly*, 65(1), 217-232. <https://doi.org/10.1177/1065912912437162>

Xu, K., & Liao, T. (2020). Explicating cues: A typology for understanding emerging media technologies, *Journal of Computer-Mediated Communication*, 25(1), 32–43. <https://doi.org/10.1093/jcmc/zmz023>

<b>Wed</b>	Oct. 8	<b>Evaluating theory</b>	
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### Readings

Shoemaker, P.J.; Tankard, J.W., Jr. & Lasorsa, D.L. (2004). Chapter 8: Creativity and Theory Building; Chapter 9: Using and Evaluating Theory

<b>Mon</b>	Oct. 13	<b>Explication as a research method</b>	
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### Readings

Chaffee, S. H. (1991). *Explication*. Sage Publications, Inc.

Kiousis, S. (2002). Interactivity: a concept explication. *New Media & Society*, 4(3), 355-383  
<https://doi.org/10.1177/146144480200400303>

<b>Wed</b>	Oct. 15	<b>Explication Pitch</b>	<i>Explication paper abstract due</i>
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Student will discuss their ideas on the explication paper and get feedback.

## Module 3: Trends in Mass Communication Theory

*Goal: Apply philosophical and theoretical tools to explore, critique, and innovate within major mass communication theories.*

<b>Mon</b>	Oct. 20	<b>Conceptual Issues and Variety of Approaches</b>	<i>Reading portfolio</i>
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Baran, S. J., & Davis, D. K. (2021). Ch.2: Establishing the terms of the debate over the media; Ch.3: Normative theories of mass communication; Ch.4: The Media effects trend; & Ch.5: The emergence of critical cultural trend in north America

Walter, N., Cody, M. J., & Ball-Rokeach, S. J. (2018). The ebb and flow of communication research: Seven decades of publication trends and research priorities. *Journal of Communication*, 68(2), 424-440.

<b>Wed</b>	Oct. 22	<b>Current Debates in Mass Comm Theory &amp; Research</b>	<i>Reading portfolio</i>
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### Readings

Deuze, M. (2021). Challenges and opportunities for the future of media and mass communication theory and research: Positionality, integrative research, and public scholarship. *Central European journal of communication*, 14(1 (28), 5-26.

Lang, A. (2013). Discipline in crisis? The shifting paradigm of mass communication research. *Communication Theory*, 23(1),10–24.

Chakravartty, P., Kuo, R., Grubbs, V., & McIlwain, C. (2018). #CommunicationSoWhite. *Journal of Communication*, 68(2), 254-266.

Ewoldsen, D. R., Just, N., Lee, C. J. C., & Tenenboim-Weinblatt, K. (2023). Navigating the seas of inclusivity: a collaborative voyage at the helm of a communication flagship journal. *Journal of Communication*, 73 (6), 533-538.

<b>Mon</b>	Oct. 27	<b>Exam</b>	<b>Exam due</b>
<b>Wed</b>	Oct. 29	<b>Mass Comm theory</b>	
TBA			
<b>Mon</b>	Nov. 3	<b>Mass Comm theory</b>	
TBA			
<b>Wed</b>	Nov.5	<b>Mass Comm theory</b>	
TBA			
<b>Mon</b>	Nov. 10	<b>Mass Comm theory</b>	
TBA			
<b>Wed</b>	Nov. 12	<b>Mass Comm theory</b>	
TBA			
<b>Mon</b>	Nov. 17	<b>Mass Comm theory</b>	
TBA			
<b>Mon</b>	Nov.19	<b>Mass Comm theory</b>	
TBA			
<b>Mon/ Wed</b>	Nov 24-28	<b>Happy Thanksgiving!</b>	<b>No Classes!</b>
<b>Web</b>	Dec. 3	<b>Class Presentations</b>	
Students will present their Midwinter conference/ Southeast Colloquium submissions			
Finals Week	<b><i>Final Research Papers due: December 7th</i></b>		