

## Syllabus – Summer 2013 – Section 2985

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**Instructor:** Ronald R. Rodgers

**Email:** Because I find both the UF and Sakai email systems clunky, for this class let's use my Gmail account only. It is [rr194602@gmail.com](mailto:rr194602@gmail.com)

I will respond as soon as possible within 24 hours Monday through Friday

### Email Policy

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

### Meeting Time:

**Monday:** Periods 6, 7 and 8 (12:50 p.m.-3:50 p.m.)

**Classroom:** Weimer G030

**Office:** 3058 Weimer Hall **Office phone:** 392-8847

**Office Hours:** XXXXXXXXXX

**Favorite Saying:** [東 \(east\) 問 \(question\) 西 \(west\) 答 \(answer\)](#)

### Course Description

The purpose of this course is to give students in journalism, advertising, public relations, telecommunications, other mass communications fields, and anyone else interested in mass communications – and that should be everyone – the opportunity to explore issues in the interaction between mass media/mass communication institutions and society.

The course is aimed at helping students to develop a critical perspective on mass media as they consider different ways in which media institutions and media content affect – and are affected by – individuals and society. In particular, students will engage in evaluation and discussion of the responsibilities media practitioners and media organizations have toward the larger society and how those responsibilities should be translated into individual behavior and organizational (or governmental) policies.

Because the focus of the course is on contemporary issues and problems involving mass media institutions and professions, readings are largely drawn from recent works rather than classic or seminal ones, although we will read some of the classic works because they still inform the debate.

### Requirements for Class

#### Tools

- A laptop computer with a fully charged battery – bring to every class.
- Set up a free [WordPress.com](#) blog for **MMC 6660 Mass Media & Society** class using the Twenty Twelve theme (<http://theme.wordpress.com/themes/twentytwelve/>).
- When you set up blog, make sure the comments do not have to be moderated by you before anyone else can see them.
- Put a test post on your blog so that my reader will accept your RSS feed.
- Send the url for your blog to me through email. Be sure to activate the link. **Deadline:** By end of first class.
- Here is an excellent WordPress worksheet from Prof. Mindy McAdams on the basics of setting up a blog: [http://www.jtoolkit.com/bloggin/wp\\_tips.html](http://www.jtoolkit.com/bloggin/wp_tips.html)

## Books

**Mediatization: Concept, Changes, Consequences** (Paperback) Edited by Knut Lundby – Google Books link: <http://bit.ly/12htHhH> Bring this book to ever class.

**Here are some links to cheap books:** abebooks <http://www.abebooks.com/> & half.com by ebay <http://www.half.ebay.com/>

Follow my Tumblr blog **Media Is Plural:** <http://mediaisplural.tumblr.com/>

**Communications-Related Headlines** from the Benton

Foundation: <http://benton.org/help/subscriptions> Subscribe to either e-mail or RSS feed to your reader and review each day. This offers you a view of breaking media issues. I will often refer to this in our discussions.

**Log in to Sakai** at <http://lss.at.ufl.edu> If you are unfamiliar with Sakai or have any questions, check out the [e-Learning FAQs](#). If you encounter a problem while using e-Learning, you should immediately contact the Help Desk to get assistance.

## Stylebook

You are required to follow APA style for all your citations and reference lists in this course. Thus, you will need a stylebook or some access to one. Either:

**Publication Manual of the American Psychological Association.** [Link to Google Books](#)

Or

**A Pocket Style Manual** by Diana Hacker. [Link to Google Books.](#)

## Some Recommended Books & Websites:

**Communication Research: Strategies and Sources** by Rebecca B. Rubin, Alan M. Rubin, Linda J. Piele, and Paul M. Haridakis, 2010. (Wadsworth Cengage Learning). (If you are a new master's student, this book will help you develop your research skills to meet the expectations of the Graduate Faculty.) [Link to Google Books](#)

**Mass Communication and American Social Thought: Key Texts, 1919-1968** by John Durham Peters and Peter Simonson, 2004 (Rowman & Littlefield). [Link to Google Books](#)

**Purdue Online Writing Lab's Research and Citation**

**Resources** <http://owl.english.purdue.edu/owl/section/2/>

**All other readings for the course are available through on this site. (Let me know if you encounter any dead links.)**

## General Information

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### Course Objectives

By the time you complete this course, you should have:

- the ability to critically evaluate competing perspectives on the many issues surrounding mass communication and its relation to society;
- the ability to analyze research literature and media products relevant to the impact of mass communication on culture and society – especially as it relates to the sustenance of democracy and the construction of reality;
- completed a research paper introduction, literature review, and method section that is connected to your own research interests that critically examines a critical mass communication method, issue or trend affecting media, culture and society.

### Course Structure

**Format:** The class will rely on this blog and UF's Sakai e-learning site (<https://lss.at.ufl.edu/>) and email for course assignments, discussions, assignment submission, assessments, etc. You MUST have regular access to a computer and the Internet in order to function successfully in this course. The course work will consist of weekly in-class analyses, lectures, class discussions, screenings, and readings. **Note: Students are expected to complete all reading assignments prior to class.** Class discussions will be guided by a combination of topic-specific lectures, assigned readings, and course-related media intended to contribute to students' understanding of the subject matter. Students will be encouraged to demonstrate their understanding of the course material through a variety of evaluative measures, including, but not limited to:

- Contribution to class discussions
- A minimum of five contributions to [Media Is Plural](#) – a Tumblr blog I maintain for this class
- Weekly essays on their blogs
- Responses to reading group members' weekly essays
- The quality of their weekly discussion/debate questions
- In-class presentations on mass communication issues
- Completion of the first parts of an original research project up through the method that is geared to individual students' research interests that critically examine a mass communication issue or trend affecting society. See [Assignments](#) for fuller explanation about this and other assignments.

**Class participation:**

- Class discussion and debate are crucial to the success of this class.
- To help achieve success, **you are expected to read or screen all assigned materials BEFORE the class period to which they relate.**
- One purpose of class discussion is to reveal multiple perspectives on and understandings of course topics. (This is what is called the [synoptic method](#) and is especially important in a class that often consists of students from many nations.)
- Think about it for a second: You are all longtime users of and the products of the media. The [media to you is like water to fish](#), as [James Carey](#) quotes [Marshall McLuhan](#) in [A Cultural Approach to Communication](#). It is so [ubiquitous](#) you have no idea how it sustains you and your perception of reality.
- In addition, you are graduate students taking a course in a college that deals with media of various stripes. Thus, each of you has informed perspectives about the media from both your personal experience and through your interest in advertising or public relations or journalism/telecommunications or any other communications-related field that you can bring to the class.

Still, a note of caution related to this pooling of media interests. I have heard, for example, about some classes where PR majors regularly unfairly criticize the journalism profession as unprofessional and the enemy – and vice versa. In this class, you are expected to show professional courtesy to all other students at all times during the course. Differences of opinion are not only expected but healthy, and disagreement with others' statements and reasoning may occur. However, NO ONE will be allowed to engage in personal attacks on other students. This isn't the [Jerry Springer Show](#). No academic food fights allowed. Here is an [example](#) of a polite – I hope – critique of the media. Look for my comment below this transcript.

**Contribute to Class:** One way students can contribute to class discussion is to identify and share relevant articles, photographs, website materials or videos you have come across that relate to course concepts and topics – as I just did above. When students bring in these materials, we will try to find time to discuss them. I encourage you to submit such materials to [Media Is Plural](#).

**Your Professor's Bias**

I come to this class with more than 20 years of newspaper experience working in Asia – where I saw up close the overt hand of propaganda and press censorship – and in five Western states – where I saw the more covert influences on journalistic conduct and content such as commercialism, entertainment, advertising, and public relations. Both sides of that communication continuum are examples of a sociological perspective of the media – [structure and agency](#) – which will inform this class. Thus, I should note that my bias lies in that subset of the media – journalism through the venues of print, online, or over the airwaves – both in its attempt to reveal out of the chaos of dissimilar claims and assertions some semblance of what is true and in its attempt to achieve the journalistic ideal of acting as a venue for rational, critical, and untainted discourse – the ground from which democracy grows. But in the process of talking about the media, I acknowledge that we cannot ignore those other powerful structural media institutions – advertising and public relations – which certainly exist outside the realm of journalism but are also very much embedded in and a major influence on the practice of journalism.

### **Other Course Management Issues**

**Accommodation for disabilities:** Please let me know immediately if you have any kind of problem or disability that would hinder your work in this course. I will do my best to help you. Students requesting classroom accommodation must first register with the [Disability Resource Center](#) as early in the semester as possible. The center will provide documentation so appropriate accommodations can be made. The center is in Reid Hall, 392-8565.

**Class attendance:** Class attendance is required. More than one unexcused absence will result in a minimum deduction of one letter grade from your attendance and participation grade. More than two will result in the same deduction from your overall grade. Hey, this class only meets **twice** a week. Arriving or leaving early will be considered an absence. Excused absences include documented medical excuses and religious observances (with advanced notice). Please contact me before class. University-approved absences must be documented (in advance, if for an approved university activity) according to official university policy. Obtaining written verification for an excused absence is your responsibility, as is arranging to complete any missed work.

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

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

### **Plagiarism and Academic Honesty:**

Begin by listening to this: [Who Makes Stuff Up, And Why They Do It](#)

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

- You are required to read both the UF [Academic Honesty](#) policy and the Journalism Department's [Academic Honesty](#) document, which was written by Prof. Dave Carlson. I will work under the assumption that you have done so.

- **Do not rely on what you think you've learned before.** Prof. Mindy McAdams has put together an excellent guide: <http://www.macloo.com/cheat/index.htm>.
- If you're still not certain you understand what's acceptable and what isn't, check out this oft-cited website: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
- **If you have questions, ASK ME!** There's no penalty for asking questions, but the penalties for plagiarism are severe, including **dismissal from the program**.
- **Treat Internet sources like any other book, journal article or other print source.** Make CERTAIN you copy down citation information when you copy material from a website, EVEN if you're paraphrasing.
- **Upload ALL papers to the Sakai e-learning site and know that I will submit them to Turnitin.com to check for plagiarism.** I'll also want hard copies of all your papers.
- **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've worked on before, that may be acceptable IF you discuss it with me and get permission IN ADVANCE.

**CAVEAT:** Sometimes a class such as this will deal with controversial topics, so be warned that words that may be considered offensive or ideological may be spoken in the context of the 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. There is nothing I dislike more than unevicenced assertions.

**A Note about Office Hours:** As much as humanly possible, I will be available during my office hours. If you come by during office hours and I'm not in, look for a note – I'm very likely to be back in 5 minutes or less. If you cannot meet with me during my office hours, please make an appointment. Unless you have made an appointment in advance, please respect the fact that I need to attend to other tasks – research, writing, planning for class, grading papers, meeting with other students, conducting committee work, etc., etc., etc. – during my non-office hours. So please do not be offended if you drop by unexpectedly and I ask you to make an appointment or come back during office hours. If you make an appointment and then can't keep it, please call or email me as soon as possible to let me know. I have an answering machine on my office phone, and remember, if the answering machine picks up and you don't leave your telephone number or speak so rapidly that I can't decipher the number, I can't call you back!

**Late Assignment Policy:** No assignment can be late under any circumstances. Work turned in late will not be accepted unless you have a legitimate and documented excuse. **This is not negotiable, so please plan ahead!**

### Grading

**Your final grade for the course will be determined as follows:**

Activity	Maximum Points
Class Participation	5%
Analyze This	10%
Blog Essays	20%
Reading Group Responses to Essays	20%
Discussion topic proposal/presentation	10%
Research paper proposal	5%

Annotated bibliography	5%
Research Paper & Poster Presentation	25%
<b>Total</b>	<b>100%</b>

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

A	93.6%+	C	73.6-77%
A-	90-93.5%	C-	70-73.5%
B+	87.1%-89.9%	D+	67.1%-69.9%
B	83.6-87%	D	63.6-67%
B-	80-83.5%	D-	60-63.5%
C+	77.1%-79.9%	E	59.9% or lower

It is unlikely that the grades will be curved.

## Course Schedule Page

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“There can be no liberty for a community which lacks the information by which to detect lies.” – Walter Lippmann, [Liberty and the News](#) (1920)



**The State of the News Media 2013:** <http://bit.ly/YJt6CS>

### Class 1 - May 13

Read the following essay before class: [The Corporate Media Crisis](#): This essay is excerpted from the foreword of [Prophets of the Fourth Estate: Broad­sides by Press Critics of the Progressive Era](#), editors Amy Reynolds and Gary Hicks. This is essentially about the sociological concept of **Structure & Agency** as applied to journalism and the media.

#### Introduction

**Be prepared to answer: What are two media issues or questions that most interest you?**

Readings for this class come from links noted below under each class and our one required text:

[Media and Society, 5th Edition](#), edited by James Curran, 2010 (Bloomsbury Academic).

### Class 2 – May 16

View before Class 2: Rashomon at [this post](#)

#### [Rashomon PowerPoint](#)

Read (with a pen in hand) for Class 2:

**G. Stuart Adam – A Preface to the Ethics of Journalism** ( It is the first of three essays on this article. Look especially at his distinction between journalism and the media. Read this [short interview](#) with Professor Adam regarding that distinction. )

### **Churnalism Tutorial**

**James Carey – A Cultural Approach to Communication** (pdf) Be ready to discuss in class the difference between a transmission and cultural view of communications.

### **Chapter 14: The State of Media Effects Research**

#### **Historical Summary of Effects Research**

And scan through one of the critiques of media effects: [Ten things wrong with the media 'effects' model](#) by **David Gauntlett**

**Read one [Media Is Plural](#) article related to this week's readings – mine or one you have found and posted.**

- Continue work on discussion topic proposal that is due before Class 3. Post to your blog.
- To help, under Class Info is the Discussion Topic Presentation Handout that covers both Proposal and Presentation.

#### **Analyze This**

[Class 2 Lecture Notes](#)

#### **Class 3 – May 20**

*"We derive our own identities from the act of hating. We connect on the things we are disappointed in."*

Fall Out Boy frontman **Patick Stump** [speaks up against the culture of hate.](#)

#### **Read (with a pen in hand) for Class 3:**

- [Anita Sarkeesian, Video Game Rape Culture, and Why Online Harassment Is Not a Joke](#)
- [Harassment, Misogyny and Silencing on YouTube](#)
- [Big Bang Theories: Violence on Screen](#) (<http://nyti.ms/10mkSEj>)
- [13-Year-Old Girl Asks Easy Bake Oven To End Sexist Ads: 'I Want My Brother To Know That It's Not Wrong' To Cook](#) & [Sweet Victory: Sexism-Free Easy Bake Oven On The Way](#)
- **(the United States are),(the United States is)** This is an example what is know as a "**critical juncture**" – which are often prompted by the media. What do you think is going on here?

#### **Chapter 3: Entertaining Democracy**

#### **Chapter 17 The Politics of Reality TV: An Overview of Recent Research**

View: [Merchants of Cool](#)

**Read one [Media Is Plural](#) article related to this week's readings – mine or one you have found and posted.**

#### **Optional but Interesting**

[Mass Comm, Pop Taste, Social Action Lazarsfeld & Merton](#)

#### **Discussion Topic**

- Discussion topic proposal due before Class 3. Post to your blog.
- To help, under Class Info is the Discussion Topic Presentations handout that covers both Proposal and Presentation
- Also to help is an example of a Discussion Topic Proposal under Class Info.

Round-robin discussion of proposals in class – five minutes each team.

#### **Research Paper**

- Full Research Paper proposal due Sunday before Class 3 class at 6 p.m. as post to your class blog.

#### **Analyze This**

## [Class 3 Lecture Notes](#)

### **Class 4 – May 23**

**One Quick Assignment:** Before this class, would you please go to Google and search for the word **Syria**. Take a screen shot of the first page, and then post it to your blog.

**Check out:** [The glass-ceiling index](#): To mark International Women's Day, *The Economist* compiled its own "glass-ceiling index" to show where women have the best chance of equal treatment at work. Think about how the media is employed in the discourse and counter-discourse surrounding this issue. The "Day" and the "Index" — both are constructions aimed at creating "communities of discourse." What are some other communities of discourse? What communities do you belong to?

**Read (with a pen in hand) for Class 4:**

- [Communities of Discourse](#)
- ["The problem that has no name."](#)
- [Women Who Paved the Way](#)
- [Counterframing Effects: Political Messages, Competition and Uncertainty](#)
- [He Said He Said](#)
- [The Media and Iraq War 10 Years After](#)
- [10 Brilliant Quotes by Noam Chomsky on How Media Really Operates in America](#)
- [Who is Noam Chomsky?](#)
- From [Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture](#) by Stuart Ewen

#### **Chapter 5: Media and Politics**

**Read one [Media Is Plural](#) article related to this week's readings — mine or one you have found and posted.**

[Benedict Anderson's Imagined Communities](#): Optional but you might find this helpful in your own research regarding discourse communities and social change. Written long before the digital age, it is certainly applicable in many complex ways to our own times.

**Analyze This**

#### **Discussion Topic 1: (tentative)**

## [Class 4 Lecture Notes](#)

### **Class 5 – May 27**

- **No class – Memorial Day**

### **Class 6 – May 30**

"You should be greatly concerned by the notion that press freedom nowadays hangs not by a stout cord between publisher and reader, but rather by a more tenuous thread connecting advertisers and the media." – *Harper's* publisher John MacArthur in essay titled: "The Publisher's Role: Crusading Defender of the First Amendment or Advertising Salesman?"

**Read (with a pen in hand) for Class 6:**

- [Shoemaker and Reese's Hierarchy of Influences](#)
- [Shifting Circles: Reconceptualizing Shoemaker and Reese's Theory of a Hierarchy of Influences on Media Content for a Newer Media Era](#)
- [Excerpts from The Mind Managers](#) by [Herbert I. Schiller](#) – a book that analyzes the ways in which information is controlled and manipulated in the United States.
- **View** this 1997 Interview with Dr. Schiller: <http://www.youtube.com/watch?v=G7vpgXGW9sE> – **Be sure to make notes on Dr. Schiller's key points as regards the media and journalism.**
- Regarding Dr. Schiller's discussion of power and media conglomeration, you might find this [Media Giants](#) chart informing. I find it a bit scary.



- From [Captains of Consciousness: Advertising and the Social Roots of the Consumer Culture](#) by Stuart Ewen  
**Chapter 9: Four Approaches to the Sociology of News Revisited**  
**Chapter 10: The Contribution of Critical Political Economy CANCELLED**  
 Read one [Media Is Plural](#) article related to this week's readings – mine or one you have found and posted.  
**Analyze This**  
**Annotated Bibliography:** This is due by 6 p.m. Wednesday before Class 6. Post to your blog.

[Class 6 Lecture Notes](#)

### Class 7 – June 3

Read (with a pen in hand) for Class 7:

Digital Democracy or Not?

- [Has the Internet Changed the Propaganda Model?](#)
- [Why the revolution will not be tweeted](#) by Malcolm Gladwell
- [Gladwell Gets It Wrong On Social Media : NPR](#)
- [Note to Malcolm Gladwell: \(Social\) Media Matters](#)
- [The Political Power of Social Media](#) – Clay Shirky
- [Summary & Critiques of Shirky Article](#)

**Chapter 1: Communication Power: Mass Communication, Mass Self-Communication, and Power Relationships in the Network Society**

**Chapter 7: Interactive, Engaging but Unequal: Critical Conclusions from Internet Studies**

Read one [Media Is Plural](#) article related to this week's readings – mine or one you have found and posted.

**Analyze This**

[Class 7 Lecture Notes](#)

### Class 8 – June 6

### Discussion Group A

Read (with a pen in hand) for Class 8:

[Toward a New World Media Order](#)

With this reading above explain in your essay how you decoded it and possibly why:

- **dominant (or 'hegemonic') reading:** the reader fully shares the text's code and accepts and reproduces the *preferred reading* (a reading which may not have been the result of any conscious intention on the part of the author(s)) – in such a stance the code seems 'natural' and 'transparent';
- **negotiated reading:** the reader partly shares the text's code and broadly accepts the preferred reading, but sometimes resists and modifies it in a way which reflects their own position, experiences and interests (local and personal conditions may be seen as exceptions to the general rule) – this position involves contradictions;
- **oppositional ('counter-hegemonic') reading:** the reader, whose social situation places them in a directly oppositional relation to the dominant code, understands the preferred reading but does not share the text's code and rejects this reading, bringing to bear an alternative frame of reference (radical, feminist etc.) (e.g. when watching a television broadcast produced on behalf of a political party they normally vote *against*).

**Encoding , Decoding** by [Stuart Hall](#) (one of the major figures in [Cultural Studies](#).) [James Carey](#), whom we have already read, was another.

Here is a word version of [Encoding, Decoding](#) if it is easier to read.

**Semiotics for Beginners** Daniel Chandler offers a clear explication of Hall's thesis of encoding/decoding

**Chapter 6: Western Media Systems in Comparative Perspective**

Read one **Media Is Plural** article related to this week's readings — mine or one you have found and posted.

Analyze This

[Class 8 Lecture Notes](#)

**Class 9 – June 10**

**Discussion Group B**

**Read (with a pen in hand) for Class 9:**

These two readings are simply my attempt to introduce you to the kind of research going on re digital democracy and the use of the Internet and social media:

**The Arab Spring and the Internet: Research roundup**

**Twitter, politics and the public: Research roundup**

~~Chapter 11 canceled: Chapter 11: Beyond the Global/Local: Examining Contemporary Media Globalization Trends Across National Contexts~~

**Chapter 15: Media Regimes and Democracy**

- Re emerging new info systems discussed in chapter: **Amateur journalists create jobs for professional ones**
- Re Pluralism in this chapter – see as example: <http://nytimes.blogrunner.com/>
- Re Transparency in this chapter – see as example:
  - <http://churnalism.com/> in UK
  - <http://churnalism.sunlightfoundation.com/> in U.S.

**Optional re Multiaxiality and the Circumvention of Disrupted Media Regimes:**

1. **Who Needs Reporters?**
2. **New Outlet for Sharing Science** Many daily newspapers that once had science reporters or science pages have eliminated them, and many traditional print publications are these days struggling to survive. So the university administrators decided to create a Web site in which they could distribute writing about their researchers and their work directly to the public — without counting on journalists. The result is **Futurity**.
3. **Walter Lippmann and John Dewey Debate the Role of Citizens in Democracy**: This is a work in progress but briefly sums up the general understanding of the debate, which informs discussion and debate about the media's and citizens' role in a democracy.
4. **The "Lippmann-Dewey Debate" and the Invention of Walter Lippmann as an Anti-Democrat 1986-1996**: Here Michael Schudson argues that there really was no debate as it is called today.

**Another example of a shift – a slow reveal – of a new norm and practice of a new media regime:**

The Interview of the "expressive individual" is the Key: **Hutchins Hapgood, A New Form of Literature**, Bookman 21 (1905): 424-427. This opens in Google Books. Just click on page.

Times in history are periodic when new literary forms have made people aware of the vitality really always existing, but incapable of being expressed in the old ways. Many forms may be at the present moment about to appear. To point out one of those possible forms is the purpose of this article. It is my hope to show one way in which our contemporary literature may be made more vital, and more expressive of our nation's life.

A method is always based upon conditions widely existing in the community at the time. And the new method that I desire to describe would be a development of one aspect of the daily

newspaper. The “interview,” if carried to the point of literature, is that feature of the newspaper which I have in mind.

**From fear to fury: how the Arab world found its voice:** For years, musicians in Tunisia and Egypt were terrified of aggravating the authorities. Then a song by a little-known rapper showed it was possible to protest and survive

**An Early Information Society: News and the Media in Eighteenth-Century Paris**

- **Note these charts on early and contemporary information systems**

**Optional:**

1. **Cabaret lecture, satirical chansons**
2. **An Electronic Cabaret: Paris Street Songs, 1748–50**

Read one **Media Is Plural** article related to this week’s readings – mine or one you have found and posted.

**Analyze This**

[Class 9 Lecture Notes](#)

**Class 10 – June 13**

**Discussion Group C**

Read (with a pen in hand) for Class 10:

**Banned in China: Bloomberg and New York Times say they had no choice**  
**China’s Black PR**

**How Censorship in China Allows Government Criticism but Silences Collective**

**Expression** (Just read the abstract and concluding remarks of this paper.)

**Chapter 13: Chinese Media, Contentious Society**

**Be ready to thoroughly summarize Chapter 13 in class and also identify a relevant article from Media Is Plural.**

This article by [Yuezhi Zhao](#) can be a hard slog – not because of the subject matter but because of a very smart academic’s turgid writing style. Check out the length of some of her sentences. Please do not write like this!

That aside, I like this this article because it distills and puts into [stark relief](#) many of the issues of the media also facing the West that have come up this semester.

At one point, she uses the term “Polanyian,” which refers to Austrian economist [Karl Polanyi](#).

Here is a relevant quote from him that applies to the article’s discussion of media in China – or elsewhere: “*To allow the market mechanism to be sole director of the fate of human beings and their natural environment, indeed, even of the amount and use of purchasing power, would result in the demolition of society.*” Continued at: <http://bit.ly/13PuKE9>

More vocab: knowledge capitalism: <http://bit.ly/119JdfO> & <http://bit.ly/119Jxv3>

Read one **Media Is Plural** article related to this week’s readings – mine or one you have found and posted.

**Analyze This**

[Class 10 Lecture Notes](#)

**Class 11 – June 17**

**Discussion Group D**

**Chang’s Research Presentation**

Read (with a pen in hand) for Class 11:

**Journalism in the Global Age**

**Review of Media Ethics Beyond Borders** (This short review is an attempt to show how the communication field in the West is just beginning to think globally.)

**The Internet, Globalization and the Media Future** (Video 6:34)

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Read Chapter 19 while keeping in mind the earlier reading: [An Early Information Society: News and the Media in Eighteenth-Century Paris](#)

### **Chapter 19: The Rise of Internet News Media and the Emergence of Discursive Publics in South Korea**

Read one [Media Is Plural](#) article related to this week's readings — mine or one you have found and posted.

Analyze This

[Class 11 Lecture Notes](#)

**Class 12 – June 20**

**Read (with a pen in hand) for Class 12:**

With the culmination of semester, I am much interested in your thoughts on the following article regarding the theory of mediatization – a fairly new way of thinking about media's affect on society: [The Mediatization of Society: A Theory of the Media as Agents of Social and Cultural Change](#)

### **Chapter 20: The Future of the News Industry**

Read one [Media Is Plural](#) article related to this week's readings — mine or one you have found and posted.

**Research Paper:** This is due Sunday before last class. Send me final paper on email attachment, and bring a hard copy to class.

**In class:**

- **A scholar-to-scholar poster presentation of your research:** We will make the classroom into a conference hall and you will offer a poster presentation of your research. What does this involve? See [this link](#) and [this link](#) about posters from AEJMC. (note, the poster is done on a Powerpoint slide and then printed on a big printer: See [How to Make a Poster Using PowerPoint](#) Here are [some images](#) from poster sessions. I want you to go as far as putting your poster on a PowerPoint slide. You don't have to make the poster. Send slide to me on Wednesday, June 19, as attachment to email.
- **During last class. Bring food and drink of your choice to share.**

**Classes End on Friday, June 21**

## **Assignments**

April 9, 2011 [Ronald R. Rodgers](#) [Edit](#) [Leave a comment](#) [Go to comments](#)

[Syllabus](#) | [General Information](#) | [Course Schedule](#) | [Assignments](#)

### **1. Class Participation**

Because student involvement is vital to the success of this course, you are expected to play an active part in shaping this course and keeping it focused on the broad objectives. Obviously, this means you are expected to attend class regularly, to be in the classroom by the time class begins, to contribute to identifying relevant readings and other resources and to participate meaningfully in class discussions. In addition to being physically present in class, I expect you to be mentally present. That means you will NOT be texting, emailing or using your laptop or phone to Web-surf, work on assignments for another class or interact with any social networking site during class time. Unless there's a specific need for someone in the class to get online, leave your laptop closed and your phones turned off during class.

**Here are some other ways I will measure your participation:**

1. At least five posts this semester to the Tumblr blog Media Is Plural: <http://mediaisplural.tumblr.com/>
2. Here is part of how I also think about and evaluate your class participation re discussion:
  - You add significant, insightful content to each class discussion. But you do not dominate the conversation.
  - You speak from time to time, but look for more opportunities to add to our discussions.
  - Your perspective is important and makes up a significant part of your grade. I'd like to hear more from you!

## 2. Analyze This

To kick start discussion, expect a question or two, three or more at the beginning of each class drawn from assigned readings and previous lectures and/or discussion and/or from [Media Is Plural](#). I normally allow only 15 minutes for this.

## 3. Blog Essays With Deep-Thinking Discussion Questions at End.

These are your explorations of any and all readings for the week with anything you have read earlier both inside and outside class informing your essay.

Points off for being either superficial or overly long, complex and convoluted. Sometimes you will need to do some research to respond fully on these essays. Here is a link to [library resources](#).

**One due before class. Post to your blog.** Please title your posts **Blog Essay Class 2 etc.** and sign each of your posts with your full name and email address. You will need to do these earlier enough so your Reading Group members have time to respond.

**Include DQ:** Also, at end of essay add a discussion/debate question derived from the readings assigned for the day. The questions should be original to you alone and manifest deep, critical thinking on your part. These are limited to 140 characters – just as if you were tweeting them. Points off for being either superficial or overly long or complex or convoluted.

Your Reading Group cohort for the week should attempt to answer your question. The question can target a point or points that you believe constitute a real strength of the material. Or it can deal with a criticism of the material. Just make sure you stay on point to the subject of the material. Points off for not doing so.

## 4. Reading Group Response to Blog Essays

Each week you will respond to your Reading Group members' essays. The list of peers' blogs will be under **Class Info** on the right side of this page.

### How the Blog Essays and Reading Group Responses work:

#### Blog Essay:

- You will write a two-page – about 500 words – blog essay informed by the readings/screenings for each class, informed by earlier readings inside and outside of class, and informed by your own experience with the media. **Include your full name at top along with your email link activated so by clicking on it one can send you a message.** Here is an example of what I mean: [rr194602@gmail.com](mailto:rr194602@gmail.com)
- These are not essays in the sense that they begin with a thesis statement, etc.
  - They should not sound like a book report.
  - They should reflect your deep-thinking about the readings and your intellectual struggle with the material.
  - You should write about what you do not understand, or about what you half-understand, or how the material might connect to last week's.
  - You can spend the whole two pages on one point or start anew every other paragraph.
- These are posted to your blog for this class and should be titled **Essay Class 2 ... etc.**

o It is best to write these on a Word document first and then paste to your blog. Save the Word doc as a record just in case. **Be sure to click the Word icon in the banner above or your essay will include a bunch of html code.**

• **DQ:** Each essay should end with a **discussion/debate question** of no more than 140 characters informed by your readings/screenings. This should be in a separate paragraph and labeled clearly.

### Reading Group Responses to Essays:

- We will form Reading Groups the first day, and then regroup them once or twice during the semester.
- You will send a link to your essay to your Reading Group members and they will do the same.
- o Once I have all blog links I will create a list on the right side of this blog so you can check your group's blogs.
- You will write one-page responses to each other's essays on a Word document.
- Also, respond to the discussion/debate question.
- Title your response post so it is clear what/who you are responding to. **Include your full name at top along with your email link activated so by clicking on it one can send you a message.**
- Then copy and paste the response as a comment to the respective Reading Group member's essay.

### Grading:

- I will read all the material, but I do not grade it weekly other than keeping track that the work is completed. I will give no feedback. All your feedback comes from your peers. Please keep in mind you are responding to your peers, not me.
- Your Essays and Readings Responses are a big chunk of your end grade, but they only get that end grade. I will evaluate these at end of semester.
- You can come in and talk to me if you are concerned about where your grade is headed, but otherwise I don't give any feedback.

### Some of How I Evaluate:

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

### 5. Discussion Topic Proposal

Each student will be assigned to a discussion topic team. The **Discussion Topic Presentation Handout linked under Class Info** covers both Proposal and Presentation. The Proposal is a brief (2-3 pages) summary of an issue, challenge or problem in the interaction of mass media with society. The discussion topic proposal should include a background statement or introduction, and summaries of any **opposing views**. Each team will make a 5-minute (maximum, I will cut you off) oral presentation of their proposal in **Class 3**.

**Discussion topic proposal due before Class 3. Work with your team to come up with this proposal. Post to your blog.**

### 6. Discussion Topic Presentation

Each student will be assigned to a discussion topic team. More information about the discussion topic presentation is provided under **Class Info**.

- Here is link to an example: <http://mmc6660.wordpress.com/2013/03/06/discussion-topic-proposal-example/>

- More on Discussion Topic Presentations: <http://mmc6660.wordpress.com/2013/03/06/discussion-topic-presentations/>

**Presentations to be scheduled.**

### 7. Research Paper Proposal

Research paper proposal with a list of 10 initial annotated references. See references at end of [Discussion Topic Proposal Example](#) linked under **Class Info** as one example of annotation. Also, here is an excellent [outline of the elements](#) of a research proposal. Follow it closely. **Post to your blog.**

**Due dates for this and annotated bibliography on [Course Schedule](#)**

**See this page [On Research](#) and this [Research Paper Worksheet](#) for advice.**

### 8. Annotated Bibliography

The annotated bibliography of at least two dozen sources should directly relate to the topic of your research project and should provide a foundation on which you can build that and future papers – and your future thesis or project or dissertation. See references at end of Topic Proposal Example linked under Class Info as one example. It should include a synopsis of the key literature related to your topic of interest. It should include full citations in reference note APA style and your own evaluative summation of what you see as the relevant points from each source. This should be an individually generated assignment. Here is an excellent UNC handout on [annotated bibliographies](#). **Post to your blog.**

### 9. Research Paper

Each student will research and write the first three-quarters of a 20-page (**about 15 pages**) conference-quality research paper on a topic selected by the student and approved by the professor. **Due Sunday before last class. Send me final paper on email attachment, and bring a hard copy to class.**

See: [General Grading Criteria for Research and Analysis Papers](#) In general, your research paper should be organized thusly (For this class you will complete the first four elements):

1. **Introduction:** An introduction that outlines the study. This normally answers the question, “Why should we care about this?” or “Why is this an important problem/issue?” The introduction should manifest deep, critical thinking on your part about this subject. Students often choose to write a paper on the topic they propose for a discussion topic, but that is not a requirement. To get you thinking about this and your research in the future, I suggest you check out past [master theses](#) or [dissertations](#). These links will take you to titles only. Full text is available through the library.
2. **Literature review:** The introduction should then be followed by a review of the relevant literature that has been done on your subject. This is the meat of your research project as it sets up the context of your study in relation to earlier research and is the ground from which your research question or questions come. Here is an excellent UNC handout on the [literature review](#); if appropriate, the paper may include original research (for instance, interviews, survey evidence, case studies). This paper should also include at end a reference bibliography presented in scholarly form – APA style.
3. **Research questions:** Then list your research question or questions.
4. **Method:** You then explain the methodology and procedures you would use to gather your data. This should be explained well enough that another researcher could replicate the study.
5. **Findings/Results:** If you were completing this paper, the method section would be followed by a results section that explains what you found.
6. **Discussion and/or conclusion:** Then the paper would end with a discussion/conclusion section that argues about what your results show and lays out recommendations for a policy alternative or a specific call for future research on the subject.

## The Keyhole

Basically, there are two kinds of structures one can use to write a paper about a study:

**Thesis:** Begins with the basic points that are going to be explored, leading up to the thesis in the last sentence of introductory paragraph. This is a centuries-old structure.

**Scientific:** Then came the Scientific Revolution. This structure poses a question or questions or hypothesis or hypotheses.

**Introduction:** Things of the world; make a link to the rest of the world; starts broad

**Literature Review:** Related research; theory

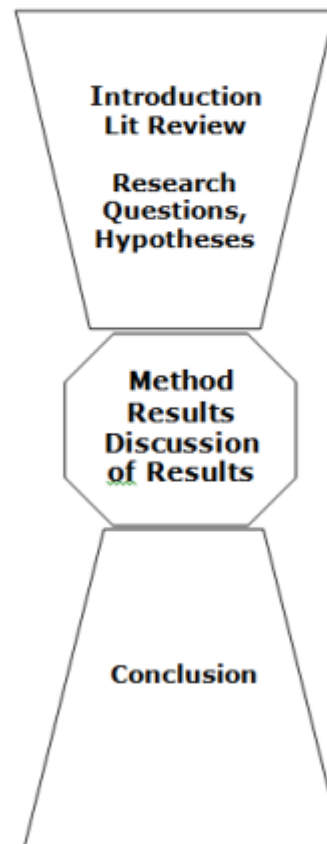
**Research questions (RQ) or hypothesis (H1,....):** State what RQ you are trying to answer or what H you are trying to explore

**Method:** How are you going to answer your RQs or Hs

**Results:** Overall this study found ... Themed presentation & findings linked to tables

**Discussion:** What does this mean re your own thoughts  
Theories that apply.

**Conclusion:** Here you can present you own opinion. Why study is important. What are limitations of study. Note that more research needed – give some indication of what that might involve.



### 10. A Scholar-to-Scholar Poster Presentation of Your Research

We will make the classroom into a conference hall and you will offer a poster presentation of your research. What does this involve? See [this link](#) and [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 just do the slide and send me a version on email attachment **by 6 p.m. Wednesday, June 19.**

For FYI: See [How to Make a Poster Using PowerPoint](#) (Here is some information on where you can have posters printed on UF campus if you ever need to do so. <http://print.at.ufl.edu/printplottips.shtml>)

**During last class. Bring food and drink of your choice to share.**