

MMC6660 Mass Comm & Society-Section 2985-Rodgers-F14

“Communication is the process by and through which reality is created, sustained, repaired and transformed.” — [James Carey](#)

Class Mechanics

Instructor: [Dr. Ronald R. Rodgers](#)

Meeting Time: Monday: Periods 6-8 (12:50-3:50)

Classroom: Weimer G030

Office: 3058 Weimer Hall Office phone: 392-8847

Office Hours: I am available to you this semester – and beyond – to talk about this class, to talk about journalism and communications, to talk about your career, or to just talk. My office hours are listed on my schedule: [Link to my schedule](#). Or just stop by – my door is pretty much always open, and if I am in and I am free, we can talk.

Email: rr194602@gmail.com I will respond as soon as possible within 24 hours Monday through Friday. And for those students who still believe email is old hat (like this cliché), read: [Email Is Still the Best Thing on the Internet](#)

Email Policy: The email should be as specific as possible and 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.

Be Concise: 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 face-to-face conversation.

[More about moi if you are interested](#)

Some of My Favorite Sayings:

“Think for yourself. Ask questions. Read widely” — [Rui Chenggang](#)

Four kinds of persons: zeal without knowledge; knowledge without zeal; neither knowledge nor zeal; both zeal and knowledge. – Pascal, [Pensées](#)

I really enjoyed your class. I don't often sit in the front of the room, but you made a class that I feared would suck the life out me interesting and engaging. – A former cheeky student.

[東 \(east\) 問 \(question\) 西 \(west\) 答 \(answer\)](#)

My Teaching Philosophy and One of My Favorite Jokes About Teaching

I believe it best to lean toward a method of teaching that aims for awareness rather than knowledge. This is not my invention. Others have recognized the distinction. One is the late writer [David Foster Wallace](#) who once said: “The real value of a real education ... has almost nothing to do with knowledge and everything to do with simple awareness.” To make his point, Wallace repeated an old joke:

“There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, “Morning, boys, how’s the water?” And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, ‘What the hell is water?’”

Of course, this joke appears to have its origins in the work of a communications scholar: “One of the major problems one encounters in talking about communication is that the noun refers to the most common, mundane human experience. There is truth in [Marshall McLuhan’s](#) assertion that the one thing of which the fish is unaware is water, the very medium that forms its ambience and supports its existence. Similarly, communication, through language and other symbolic forms, comprises the ambience of human existence. The activities we collectively call communication – having conversations, giving instructions, imparting knowledge, sharing significant ideas, seeking information, entertaining and being entertained – are so ordinary and mundane that it is difficult for them to arrest our attention. Moreover, when we intellectually visit this process, we often focus on the trivial and unproblematic, so inured are we to the mysterious and awesome in communication.” — [James Carey](#)

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. This class will employ myriad thought probes or thought experiments intended to pry loose constructed reality notions embedded in our common sense view of the way of the world. [More about this class](#)

Requirements for Class

Tools

A package of 100 ruled index cards – 5” by 8” only: <http://bit.ly/HILcXP>

Bring a laptop or tablet to class, but keep it closed unless we need it for class activity. You might also want to check this out: [Want to remember lectures better? Take notes by hand](#)

Books

Required Text: [The Media and Modernity: A Social Theory of the Media](#) by [John B. Thompson](#), Stanford, CA: Stanford University Press, 1995. (Abbreviated MM)

FYI: Here is [review](#) of The Media and Modernity

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NOTE: One of the first assigned readings due by Class 2 is: [The New Visibility](#) by the author of our textbook, John B. Thompson. It is from Theory, Culture & Society, December 2005 vol. 22 no. 6 31-51

From [abstract](#) to paper: “A new form of visibility has become a pervasive feature of the modern world and is linked to the development of communication media. With the development of the media, the visibility of individuals, actions and events is severed from the sharing of a common locale: one no longer has to be present in the same spatial-temporal setting in order to see the other or to witness an action or event. The rise of this new form of mediated visibility has transformed the relations between visibility and power. Thanks to mediated visibility, political rulers are able to appear before their subjects in ways and on a scale that never existed previously. Skilful politicians exploit this to their advantage; with the help of their PR consultants and communications advisers, they seek to create and sustain a basis of support by managing their visibility in the mediated arena of modern politics. But mediated visibility is a double-edged sword: it also creates new risks for political leaders, who find themselves exposed to new kinds of dangers. Hence the visibility created by the media becomes the source of a new and distinctive kind of fragility. However much political leaders try to manage their visibility, they cannot completely control it: mediated visibility can slip out of their grasp and can, on occasion, work against them.”

This new visibility also has another, more malfeasant manifestation. For

example: <http://sportsillustrated.cnn.com/more/news/20140330/race-sports-media-panel-racism-sexism/>

FYI: The links to our text above are to a preview only version on Google Books. One research trick to keep in mind with many Google Books is that you can search for words or terms within the book and your search should take you to the page where those words or terms appear. Other Readings as assigned.

Stylebook You are required to follow [APA style](#) for all your citations and reference lists in this course. *Purdue Online Writing Lab's Research and Citation*

Resources <http://owl.english.purdue.edu/owl/section/2/> is helpful with writing, research and style questions.

Other Required Materials in the Cloud

- Set up a [WordPress](#) blog for MMC6660 using the [The Able Theme](#). Send me the url for your blog to me at rr194602@gmail.com Your blog's name should be your last name followed by your first name. Be sure to activate the link. **I am sorry, but I take off points for failing to follow instructions – here and with other instructions.**
- Also, file a first post with (1) a bio, (2) some indication of your future plans career-wise, (3) your research interests as a grad student (4) a mugshot with this post. **Note: This first post will be graded just as I would later essay posts, so make the deadline at noon before next class.**

- Here is an excellent WordPress worksheet from UF Journalism Prof. Mindy McAdams on the basics of setting up a blog: http://www.jtoolkit.com/bloggng/wp_tips.html
- Go to [my Twitter](#) (ronrodgers) and follow me. Look at it before each class. Material from this will possibly be on the quiz at beginning of each class.
- Follow the Tumblr blog for this class – [Media Is Plural](#). Material from this will possibly be on the quiz at beginning of each class.
- 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.

Course Objectives

By the time you complete this course, you should have: the ability to be much more aware about [The Matrix](#) of media we are awash in and its effect on both you and the society you live in; the ability to critically evaluate competing perspectives on the many issues surrounding mass communication and its relation to society using the tools of a social theory of media; the ability to use the tools of a social theory of media to generalize to the fast-paced changes in the media landscape; the ability to analyze research literature and media products relevant to the impact of mass communication on culture and society; and completed two-thirds of a research paper in the area of your research interests that is informed by the social theory of media.

Course Structure

This class is essentially an **active reading** of our required text and readings. Follow this concentrated, focused, and annotative method in all your reading this semester. See: [Active Reading Note](#):

Participants in this seminar are expected to complete all reading assignments and screenings prior to class. Participants in this seminar will be encouraged to demonstrate their understanding of the course material through a variety of evaluative measures, including, but not limited to:

- Quizzes at the beginning and Take-aways at end of class.
- Contribution to class discussions
- The leadership of discussions of a close reading of week's readings as assigned and of presentations on your writing.
- Essays on your blogs and the quality of your responses to other items included with blog essay assignments
- A final 2,000-word essay that explores your argument about the effects on society of [computer-mediated interaction](#), which our text's author only briefly discusses.
- Completion of two-thirds of an original research paper on a topic drawn from your own research interests. See [Key to Research Papers](#)

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](#), 352-392-8565 (877-983-3326 Toll Free).

Class attendance: Class attendance is required. More than one unexcused absence will result in a minimum deduction of one-half letter grade from your overall grade. 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.

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

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

Be Good: And I have to say this as part of our contract: You need to conduct yourself in a courteous manner both in and out of class when it comes to dealing with fellow students or your instructor. That means any rude, obstructive or aggressive behavior will not be tolerated, and manifestations of same will mean your ouster from the class. I have a zero-tolerance policy on this. Here is a link to the [UF Counseling and Wellness Center](#). 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](#) — [Here is a roundup of articles on plagiarism](#) 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.
- **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.

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 unevidenced assertions.

Grading

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

Activity	Maximum Points
Class Participation	100
Leading Class Discussion	100
Blog Essays	300
Quizzes & Take-Aways – 20 pts. total each	200
Annotated Bibliography	100
Research Paper Proposal	100
Final Paper	100
Total	1000

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

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

Assignments

1. Research Paper Proposal – Follow this [outline of the elements](#) of a research proposal for your own proposal. Include a list of at least 10 initial annotated references. I like this handout on [annotated bibliographies](#) from the Purdue OWL site. Follow it as closely as possible. **Time will be set aside in Class 3 to discuss your proposal with class.**

DUE: Post to your blog by noon Sunday before Class 3

2. Rough Draft of Research Paper – Send me draft on email attachment. Send me the draft on email attachment as a Word document. See: [Key to Research Papers](#) We also will be reviewing research papers during the semester as a way of understanding how these are properly assembled. I plan to schedule individual face-to-face meetings around week 12 and 13 to review these drafts.

DUE: Rough Draft due Sunday at noon before Class 12.

3. Annotated Bibliography – The annotated bibliography of at least **three dozen** sources should directly relate to the topic of your research paper and should provide a foundation on which you can build that and future papers – and your future thesis or project or dissertation. 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. I like this handout on [annotated bibliographies](#) from the Purdue OWL site. Follow it closely. You can also check with [Communications reference librarian April Hines](#) or the communications subject guides to get started on this.

DUE: Sunday Sunday before Class 7 at any time that day as a post to your blog slugged (titled) Annotated Bibliography.

4. Class Participation – This is a graduate reading seminar, so 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. You might also want to check this out: [Want to remember lectures better? Take notes by hand](#)

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

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

5. Leading Class Discussion – Depending on the size of class, one or more students will be assigned each week to lead discussion of a close reading of that week’s readings/screenings. You can draw on the assigned readings, previous lectures and/or discussion, from posts to [Media Is Plural](#), from Discussion Questions in the blog essays, or from videos or other visuals you know of that might be relevant. Have fun. Be creative in your presentation. Bring in your own life experience to this discussion. You can offer up your summary of the week’s readings/screenings in any format from PowerPoint to videos or short theatrics. **How do I grade?** How well your presentation clearly exemplifies a distillation of the week’s assignments & how well you garner class participation in a discussion.

- To aid your discussion, please provide each member of the class with a 1-2 page outline summarizing each of the readings. (Be sure to also post this to your blog.)
- Focus on one or two main ideas and build on them in class discussion. You have already done much of this work in your weekly essays.
- The purpose of this exercise is **(1)** to focus your energy on thought in a close reading of the material, **(2)** make connections among the works and theories reflective of your critical thinking, and **(3)** to add more to the discussion than is covered in the reading on the face or in my own lectures – which are, essentially, just one point of view.
- You should also include discussion questions with your outline to help guide the conversation. And note, I expect conversation from the rest of the class and will note its absence.
- You might also consider employing a thought probe or thought experiment intended to pry loose constructed reality notions embedded in our common sense view of the way of the world.

Please note: The presentation of your research paper and CMI essay at end of semester are also considered part of your Leading Class Discussion Grade.

6. Quizzes and Take-Aways:

Quizzes – You can expect 10 quizzes on the readings for that class and previous screenings and lectures. This will occur at the beginning of class. **Use the front of a 5X8 index card and include your printed name along with your email address and the date.** If I can’t read the name and/or the contents, that is a zero.

30-Second Take-Away – You will write a brief summary of the main point or points you took away from that day’s class. Read this: [The 30 second habit with a lifelong impact](#). Use the back of a 5X8 index card and include your printed name along with your email address and the date. If I can’t read the name and/or the contents, that is a zero. Hand in at end of class. If your take-away is off point, from another universe, or nonsensical gobbledygook, it gets a zero.

7. Final Draft of Research Paper A total of 10 to 15 pages of text not including references or tables. 12 pt. Roman type and double-spaced with one-inch margins. This should be at least two-thirds of a Research Paper through Methods.

See this page [On Research](#) and this [Research Paper Worksheet](#) for advice on the research process. You are researching and writing at least two-thirds of a research paper. This would include **(1)** Introduction **(2)** Literature Review (Read: [What is a lit review](#)) **(3)** Research Question and/or Hypothesis **(4)** Method. See: [Key to Research Papers](#). We also will be reviewing research papers during the semester as a way of understanding how these are assembled.

DUE: Research Paper due **Sunday at noon before Class 15**. Send me the final paper on email attachment as a Word document and a PDF version. Be prepared to offer a short presentation on your research paper. Others in class must ask at least one question.

EVALUATION: Here is how I will evaluate your grade. Use this as a guide in your research and writing: [Research Paper Rubric](#). This is the form we use in peer reviews of research papers for AEJMC's annual conference.

8. Blog Essays

DUE: One due each at noon the day before next 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. Here is how your blog post should be arranged and titled with bold subheads before each class:

1. **Blog Essay:** This should begin with a brief outline of the assigned chapter noting the key elements and arguments. Then the outline is followed by an essay that is your explorations of the chapter and all readings or screenings for the week with anything you have read earlier both inside and outside class informing your essay. They should be 1,000 words at a minimum. This needs to reflect your deep thinking about the readings. Points off for being superficial; overly long, complex, and convoluted; or redundant to fill space. Sometimes you will need to do some research to respond fully on these essays. Here is a link to [library resources](#).
2. **My Questions to you:** I will also, at times, post some questions with the reading assignments about the readings that you need to briefly answer below your essay.
3. **Media Issue Link:** item related to this week's readings – add a short discussion of why this is relevant. Activate the link please so that I can just click on it.
4. **Vocab:** Briefly – but fully – define terms listed for that week
5. **Discussion Question:** 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. The DQ should be keyed to the readings and not overly broad and general. These are limited to 140 characters – just as if you were tweeting them. Points off for being either superficial, perfunctory, or overly long or complex or convoluted.

How the Blog Essays work (READ THIS TO UNDERSTAND HOW THESE ARE GRADED):

Blog Essay:

- Your blog essays are your way of struggling with the material.
- 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 contain very little **description** of the readings.
 - Instead they should reveal your struggle with the material as you interpret the authors' meanings, as you research and make note of terms and concepts you are not familiar with, and as you grind the concepts through the gears of your mind. How do these concepts link up to your own life?
 - 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 material from previous weeks or from your experience in whatever form that takes.
- You can spend the entire essay on one point or start anew every other paragraph.
- 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.

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

Some of How I Evaluate the Essays and Responses:

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

8.1 CMI Essay: A final 2,000-word essay posted on your blog that explores your argument about the effects on society of [computer-mediated interaction](#), which our text's author only briefly discusses. Draw on evidence from our text, our many readings, and your own research. For more explanation, see below:

From [Teaching the Digital Media Revolution Without Disregarding the Past](#)

Thom Gencarelli of Manhattan College described the four revolutions in the history of human communication and wondered if we are in the middle of the fifth (Your task is to write about this fifth revolution):

1. The first revolution was the invention of spoken language, perhaps 40,000 years ago. It allowed us to invent, to share inventions, to trade, to learn. Storytelling became a way of describing who we were, how the world worked, what we valued, what we did (ritual, art, religion, poetry). There were some arts — dance and music — that even preceded the invention of language, as described by Susanne K. Langer in [Philosophy in a New Key](#) (1957).
2. The second was written language, about 5,000 years ago, driven in part by the invention of agriculture some 5,000 years before that. With written language, we now had to rely less on memory, Gencarelli pointed out in his talk, and could devote ourselves to thinking. This led to

the codification of civil law and religion, the history of peoples, new kinds of literature (prose), philosophy, the sciences, and mathematics.

3. The third was movable type and the printing press, which Gutenberg developed into an industrial model in about 1450. Printed material now became cheaper and available to more people. The invention promoted literacy, democratized learning, and led to violent revolutions against the Church of Rome and the monarchical system of government.
4. The fourth revolution was electronic communication, starting with the telegraph in the early 19th century, followed by radio and television in the early and middle 20th century, respectively. These inventions effectively destroyed the barriers of time and space so that almost anyone anywhere on the planet could know the latest news as it happened. Television went a step further and made information visual. So, as Postman observed, we now had television evangelists, news presenters and politicians who had to be visually appealing (no more fat presidents from the age of print like William Howard Taft).
5. If we are in a fifth revolution, how is it different? **(That, then, is your task in this essay.)**

DUE: Sunday before Class 14 **(This is a fish-coming-to-recognize-water sort of thought-probe essay, and I would suggest you create a document now and begin assembling your thoughts and notes as we proceed through the semester. Talk to others about this, about how they see the world changing around them.)**

Course Schedule

CLASS 1:

In Class: Introduction to Class, Syllabus, Text, Moi, Etc.

What are your research interests – what are [two media issues or questions](#) that interest you?

[Communications reference librarian April Hines on research](#)

Screen: [Encoding, Decoding and the Construction of Meaning \(video 4:36\)](#)

Re Encoding, Decoding: [Is that leg loaded? Ai Weiwei starts web craze with mysterious 'leg-gun' pose](#)
[Re Encoding, Decoding: Things You Cannot Unsee \(and What They Say About Your Brain\)](#)

Handout: Chapter 10 Chapter Summary of *Sociological Theory*, 6/e: http://highered.mcgraw-hill.com/sites/0072817186/student_view0/chapter10/chapter_summary.html

Handout: [Key to Research Papers](#)

Quiz: [Which 19th Century Press Baron Are You?](#)

[Media is Plural](#)

[On Media and Communication](#)

What would normally be Class 2 on Sept. 1 is Veterans Day – No Class

CLASS 2 – Sept. 8:

Before Class:

Close Reading of [The New Visibility](#) by John B. Thompson from Theory, Culture & Society December 2005 vol. 22 no. 6, 31-51

Close Reading of: Introduction to The Media and Modernity – pp. 1-9

Read: [Confidentially Yours: The Banality of the Celebrity Profile, and How It Got That Way](#) by Anne Helen Peterson: This is a nice distillation of celebrity journalism, its history, its connection to the public sphere, and a manifestation of The New Visibility. You do not have to close read this. Just note how media expanded the margins of who was visible and how that relates to the reading above.

Read: [How YouTube and Internet Journalism Destroyed Tom Cruise, Our Last Real Movie Star](#) by Amy Nicholson: The New Visibility is not all about politics. It cuts a wide swath across all our cultural artifacts and through interpretation and intent can construct realities that can differ. See, for example, the comments at end.

Read: [Technology and Ideology: The Case of the Telegraph](#) by James W. Carey — This essay explores the telegraph and its largely unexplored role in future developments in communication. This essay argues that the telegraph ‘...permitted for the first time the effective separation of communication from transportation...’. Think about the telegraph in relation to modern communication technologies and their effects on you and society as a whole. In other words, begin to extrapolate from the telegraph to the smart phone. This is the focus of your final essay.

Screen: [‘I Dare You to Watch This Entire 3-Minute Video’](#): It’s an era of great attentional need. Tweets, texts, sexts, and open browser tabs: They clamor for our limited attention, and we flit from one to the other, never quite focusing on any of them. Or so the maker of this video insists.

Read on Research: [On Reviewing and Writing a Scholarly Article](#)

And then scan this with above in mind: [The Laptop and the Lecture](#)

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**
2. **Blog essay**
3. **My Question:** How does the concept of the Panopticon apply to the new visibility in the real world? Cite a couple of examples.
4. **Media Issue Link**
5. **Vocab:** modernity / mediated / mediated visibility / information flow / political theater / social theory / face-to-face interaction / mediated interaction / mediated quasi-interaction / dialogical / symbolic content / symbolic forms / symbolic cues / uncanny valley (and how does this relate to symbolic cues) / Foucault / Panopticon / reflexivity / constitutive / privacy / Watergate scandal / The Enlightenment / meaning
6. **Discussion Question**

In Class:

Class Discussion – Leader(s)

Interaction Example: [Jimmy Dean Sausage Complaint call](#)

Research Paper: [The Laptop and the Lecture](#)

[On Reviewing and Writing a Scholarly Article](#)

[Media is Plural](#)

[On Media and Communication](#)

CLASS 3 – Sept. 15:

DUE: Research Paper Proposal due at noon Sunday before Class 3. Post to your blog. Slug (title) Research Paper Proposal.

Before Class:

Read: Chapter 1: Communication and Social Context – pp. 10-43

Read: [Semiotics for Beginners: Encoding/Decoding](#)

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

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

Scan this with the [elements of a scholarly paper](#) in mind: [Ideological Segregation Online and Offline](#)

Optional Reading: [Encoding-Decoding by Stuart Hall](#)

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**
2. **Blog essay**
3. **My Question:** What are the main points of [Semiotics for Beginners: Encoding/Decoding](#)? Offer some examples from your own life.
4. **Media Issue Link**
5. **Vocab:** semiotics / Frankfurt School / Chicago School / Erving Goffman / hermeneutics / symbolic power / pseudo event / mass communication / appropriation / Walter J. Ong and the oral tradition / media ecology / ethnography / [Clifford Geertz's wink](#) / “mediated historicity” / hegemony / Antonio Gramsci
6. **Discussion Question**

In Class:

Class Discussion – Leader(s):

Research Paper Proposal Presentation

Research Paper: [Ideological Segregation Online and Offline](#)

[On Reviewing and Writing a Scholarly Article](#)

[Media is Plural](#)

[On Media and Communication](#)

CLASS 4 – Sept. 22:

Before Class:

Read: Chapter 2: The Media and the Development of Modern Societies – pp. 44-80

Read: The Pace of Modern Life

Read: [A Cultural Approach to Communication](#) by [James Carey](#) (from Communication as Culture)

Screen: [Jurgen Habermas and the “Public Sphere”](#)

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

Scan this with the [elements of a scholarly paper](#) in mind: [Identity Construction on Facebook](#)

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**
2. **Blog essay**
3. **My Question:** What is the cartoon below saying about the media and the development of modern societies. Also, what are the main points of [A Cultural Approach to Communication](#)?
4. **Media Issue Link**
5. **Vocab:** imagined community / Habermas and the public sphere / Habermas refeudalization thesis / values / attitudes / beliefs / John Dewey / Marshall McLuhan / the Chicago School Robert Park of the Chicago School / Peter Berger and the Social Construction of Reality / Benedict Anderson and Imagined Communities
6. **Discussion Question**



In Class:

Class Discussion – Leader(s):

Research Paper: [Identity Construction on Facebook](#)

[On Reviewing and Writing a Scholarly Article](#)

[Media is Plural](#)

[On Media and Communication](#)

CLASS 5 – Sept. 29:

Before Class:

Read: Chapter 3: The Rise of Mediated Interaction – pp. 81-118

Read: [The Oral World vs. The Written Word](#) by Nicholas Carr

Read: [Front and Back Regions of Everyday Life](#) by Erving Goffman

Scan this with the [elements of a scholarly paper](#) in mind: [The Ethical Principles of News Corrections](#)

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**
2. **Blog essay**
3. **My Question:** What are some examples from your own life regarding the front and back regions of your everyday life?
4. **Media Issue Link**
5. **Vocab:** monological / reciprocity / heuristic device / front region / back region / discursive elaboration / symbolic interactionism / interpolation / reflexive monitoring / deictic expressions / univocal / polysemic /
6. **Discussion Question**

In Class:

Class Discussion – Leader(s):

Research Paper: [The Ethical Principles of News Corrections](#)

[On Reviewing and Writing a Scholarly Article](#)

[Media is Plural](#)

[On Media and Communication](#)

CLASS 6 – Oct. 6:

Before Class:

Read: Chapter 4: The Transformation of Visibility – pp. 119-148

Read: A review of [Two Views of Communication: Transmission & Ritual](#) by James Carey

Read: [Walter Lippmann, "The Nature of News: Toward a Critique of Public Opinion," *The Century Illustrated Monthly Magazine* 103 \(November 1921-April 1922\): \(New York: The Century Co., 1922\), 603-612. \[PDF Version\]\(#\)](#)

Read: [Nixon Is Gone, but His Media Strategy Lives On](#)

Optional but Elucidating: [The Presidency and the Press](#) by Reid Cherlin

Screen: [Rashomon](#) (1:22:51)

Read and screen accompanying videos: [A History of Campaign Advertising](#)

Scan this with the [elements of a scholarly paper](#) in mind: [Is Google Making Us Stupid?](#)

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**
2. **Blog essay**

3. **My Question:** What is meant by synoptic as it relates to communication and the construction of meaning and achieving some semblance of truth?
4. **Media Issue Link**
5. **Vocab:** visibility the agora / mediated publicness / co-presence / fall from grace / management of visibility / the responsive chord / Tony Schwartz and the Responsive Chord /
6. **Discussion Question**

In Class:

Class Discussion – Leader(s):

Screen: <http://mediaisplural.tumblr.com/post/80998476044/j-ethics-tony-schwartz-tribute-by-joe-slade>

Research Paper: [Is Google Making Us Stupid?](#)

[On Reviewing and Writing a Scholarly Article](#)

Screen: Marshall McLuhan on: [Transformation theory of communication \(1974\)](#) vs. Transportation Theory

[Media is Plural](#)

[On Media and Communication](#)

CLASS 7 – Oct. 13:

“A good thing about reading is that you can rove. You don’t have to be provincial, no matter where you live.” – [William Stafford](#)

DUE: Sunday before Class 7 at any time that day as a post to your blog slugged (titled) Annotated Bibliography.

Before Class:

Read: Chapter 5: The Globalization of Communication – pp. 149-178

View: [Media Giants](#) chart

Screen: [Network theory – Marc Samet](#) (3:31) Simple, stripped-down explanation of a complex theory, but this should give you some idea about why we need to think globally when it comes to the media: From social media to massive financial institutions, we live within a web of networks. But how do they work? How does Googling a single word provide millions of results? Marc Samet investigates how these networks keep us connected and how they remain “alive.”

Read: [Has TV changed Bhutan?](#)

Read: [The 6 Graphs You Need to See to Understand the Economics of Awful Blockbuster Movies](#)

Screen: [Eterna](#) (6:10) and **Read** comments

Screen: [Long Island Landscapers, Trailer](#)

Screen: [Meet The Tanners, Trailer](#)

Screen: [Clam Kings, Trailer](#)

Scan this with the [elements of a scholarly paper](#) in mind: [Public Relations Students’ Ethics](#)

Optional Reading: [The Reality Principle: The rise and rise of a television genre](#) A New Yorker review essay of three books on reality television. From the above article: Andrejevic’s contribution to the field, “Reality TV: The Work of Being Watched,” arrived in 2004, relatively **early in** the reality boom, by the

slow-motion standards of academe. For Andrejevic, reality television is a logical outgrowth of the rise, in the nineteen-nineties, of “interactive media,” which made it easier for consumers to provide instant and constant feedback to corporations. In this way, commercial advertising was joined with its obverse, commercial surveillance: in one, companies pay to have you watch; in the other, companies pay to have you watched. The reality era began in earnest just as the dot-com boom peaked, and if the shows felt uncannily “real,” Andrejevic says, it was not because they depicted behavior that was somehow authentic but because they were structured in a way that mirrored viewers’ lives.

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**
2. **Blog essay**
3. **My Question:** How does network theory apply to your own life and your use of media?
4. **Media Issue Link**
5. **Vocab:** transnational communication conglomerate / asymmetrical flow of information / cultural imperialism / hybrid culture / hermeneutic character of appropriation / globalization /
6. **Discussion Question**

In Class:

Class Discussion – Leader(s):

[Pop culture in the Arab world:](#) At TEDGlobal University, Shereen El Feki shows how some Arab cultures are borrowing trademarks of Western pop culture — music videos, comics, even Barbie — and adding a culturally appropriate twist. The hybridized media shows how two civilizations, rather than dividing, can dovetail.

Research Paper: [Public Relations Students’ Ethics](#)

[On Reviewing and Writing a Scholarly Article](#)

[Media is Plural](#)

[On Media and Communication](#)

CLASS 8 – Oct. 20:

“You’re born into a society and you are shaped by it whether you know it or not, whether you like it or not. Each of us is born into a prison of received opinion, of superstition, and of prejudices.” — Gore Vidal speaking with Studs Terkel on WFMT in 1961 <http://www.thestory.org/stories/2013-08/gore-vidal-america>

Before Class: Read: Chapter 6: The Remooring of Tradition – pp. 179-206

Read: [The Reflexivity of Modernity](#) From: Anthony Giddens, *The Consequences of Modernity* (Stanford, Calif: Stanford University Press), 1990, 36-45.

Read: [Hams Without Ends and Cats Tied to Trees: How We Create Traditions With Dubious Origins](#)

Read and Answer Questions: [Culture Questions](#) (Hand in at end of class.)

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**

- Blog essay:** What are some traditions within your own social or cultural circle. With the [Hams Without Ends and Cats Tied to Trees](#) reading in mind, identify in your own life the workings of the four aspects of tradition — (1) the Hermeneutic Aspect (2) the Normative Aspect (3) the Legitimation Aspect (4) the Identity Aspect.)
- My Question:** What is the cartoon (from: <http://bit.ly/11ORbe4>) below saying about media and identity?
- Media Issue Link**
- Vocab:** mystification / “all that is solid melts into air” / hermeneutic aspect of tradition / relativized / reflexivity
- Discussion Question**



In Class:

Class Discussion – Leader(s):

Read and Answer Questions: [Culture Questions](#) (Hand in at end of class.)

Assign Groups for next class's Group Assignment: Each group will identify a video dealing with communications and its effects on identity and be able to discuss it in some detail. Send me a link before class to video and a short outline of your discussion points regarding the video.

CLASS 9 – Oct 27:

Before Class:

Read: Chapter 7: Self and Experience in a Mediated World – pp. 207-234

Read: [Charles Horton Cooley: The Looking-Glass Self](#)

Read: [The Looking Glass Self: How Our Self-image is Shaped by Society](#)

Read: George Herbert Mead. “[The Social Foundations and Functions of Thought and Communication](#)”

Optional for further study if your research interests tend toward such things: [Mind, Self, and Society](#)

Read: [Outline of The Social Construction of Reality by Peter L. Berger and Thomas Luckmann](#) Here is [link to book](#)

Read: [Walt Whitman’s “The Child That Went Forth”](#) a late nineteenth-century poem that speaks to the formation of identity.

Read: Langston Hughes’s “[The Negro Artist and the Racial Mountain](#)” (1926)

Group Assignment: Each group will identify a video dealing with communications and its effects on identity and be able to discuss it in some detail. Send me a link before class to video and a short outline of your discussion points regarding the video.

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**
2. **Blog essay** (Here-in also identify the way or ways interaction – FTF, MI, MQI, CMI – have/has contributed to your own sense of identity. Include in essay and be ready to speak to this in class.)
3. **My Question:** What are the three stages of the Looking Glass Self? What are the similarities between the Mead and Cooley essays and the [Outline of The Social Construction of Reality](#) and how do you see their positions situated in the theory of symbolic interactionism?
4. **Media Issue Link**
5. **Vocab:** misogyny / misandry / reflexive / open-ended / self as reflective project / ideological / “interplay of complexity and expertise” / intimacy / intimacy at a distance / para-social behavior or para-social interaction / deinstitutionalization / refractory / lived experience / post-modernism / [liminality](#) / “[the corrosive impact of public scrutiny and debate](#)”
6. **Discussion Question**

In Class:

Class Discussion – Leader(s):

Group Assignment: Each group will identify a video dealing with communications and its effects on identity and be able to discuss it in some detail. Send me a link before class to video and a short outline of your discussion points regarding the video.

[Media is Plural](#)

[On Media and Communication](#)

CLASS 10 – Nov. 3:

Before Class:

Read: Chapter 8: The Reinvention of Publicness – pp. 235-265

Read: [The Mass Media and Democracy: Between the Modern and the Postmodern](#) by James Carey

Read: [The Enormous Radio](#) by [John Cheever](#) – summarize your blog essay reaction

Screen: [Target knows your secrets](#)

Optional But Elucidating: [10 Brilliant Quotes by Noam Chomsky on How Media Really Operates in America](#)

Optional But Elucidating: [How the history of electricity explains municipal broadband](#)

Screen: [Susan Crawford, “Captive Audience: The Telecom Industry and Monopoly Power in the New Gilded Age,” hosted by Andrew Blum, Wired Magazine](#) (Video 57:24)

About the Program: Ms. Crawford argues that the U.S. has lost its competitive advantage in the knowledge-based economy, because it is no longer at the forefront of the internet revolution. Other countries have internet capabilities that are significantly faster and less expensive to use than in the States. This puts U.S. consumers at a distinct disadvantage and, she argues, it also threatens America’s economic future. She discusses her findings with Andrew Blum, author of “Tubes: A Journey to the Center of the Internet.” **About the Author:** Susan Crawford is a fellow at the Roosevelt Institute, who, in 2009, served as Special Assistant to the President for Science Technology, and Innovation Policy. Ms. Crawford is a professor in Cardozo Law School’s Intellectual Property & Information Law program and a member of New York Mayor Michael Bloomberg’s Council on Technology and Innovation. She is also a contributor to Bloomberg View and Wired.

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**
2. **Blog essay**
3. **My Question:** What is deliberative democracy, what is an example of it, and how do you think it can it be achieved in the 21st Digital Century? Also, what is Godwin’s Law and how does it relate to digital civic discourse? Do you see how [Susan Crawford](#)’s arguments and the concept of the [Filter Bubble](#) can affect democracy — let alone deliberative democracy?
4. **Media Issue Link**
5. **Vocab:** public-private dichotomy / pluralism / “principle of regulated pluralism” / “struggle for visibility” / “politicize the everyday” / extra-parliamentary institutions / deliberative democracy
6. **Discussion Question**

In Class:

[FB Filtering Experiment](#)

Class Discussion – Leader(s):

[Media is Plural](#)

[On Media and Communication](#)

CLASS 11 – Nov. 10:

[“We’re at a point in history that whether the Internet is going to evolve in a way that’s compatible with democracy and human rights is really kind of up in the air.”](#) – Rebecca MacKinnon, author of *Consent of the Networked*

Digital Democracy or Not? The digital arena is what I call an undiscovered country. The Gladwell article and Shirky’s response below try to stake out opposing claims in this arena. In doing so, they prompted a national and international debate about the efficacy of digital and social media in the struggle for democracy that is still ongoing and manifested in many new forms and debates.

Before Class:

Do This: [FB Filtering Experiment](#)

Read: [Research chat with Talia Stroud on how to de-polarize news audiences.](#)

Read: [Why the revolution will not be tweeted](#) by [Malcolm Gladwell](#)

Read: [The Political Power of Social Media](#) by [Clay Shirky](#)

Read Some Responses:

[Gladwell Gets It Wrong On Social Media : NPR](#)

[Note to Malcolm Gladwell: \(Social\) Media Matters](#)

[Gladwell vs. Shirky: A Year Later, Scoring the Debate Over Social-Media Revolutions](#)

Read: [How the #YesAllWomen Hashtag Began](#)

Read: [Twitter hashtags are finally neutralizing the Israeli government’s propaganda](#)

Read: [What Shonda Rhimes Gets Wrong About Hashtag Activism](#) — This is a more recent articulation of debate.



On

Strong Ties vs. Weak Ties

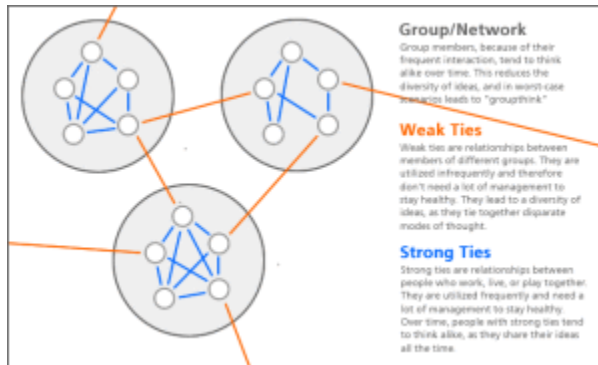
Read the following:

[Social Movements Need Strong and Weak Ties](#)

[Weak Ties, Twitter and Revolution](#)

[Connecting the Digital Dots From Elliot Rodger to Alyssa Funke: Slacktivism, Reductionism and the Predictable Blame Game of Tragic Death](#)

[Narcotizing dysfunction taking over](#)



Optional but Useful:

[The Strength of Weak Ties](#) (Mark Granovetter's classic 1973 paper)

[Strong and Weak Ties](#) (A much more technical explication from the book *Networks, Crowds, and Markets: Reasoning about a Highly Connected World*)

Online war of words: To amplify message, Israel and Hamas fire up social media

[Digital activism and organizing: Research review and reading](#) This bibliography is from [Journalist's Resource](#), a project of the Harvard Kennedy School's [Shorenstein Center](#) and the [Carnegie-Knight Initiative](#), an open-access site that curates scholarly studies and reports.

[The Viral Kony 2012 Video](#) The 30-minute video released by the San Diego-based group Invisible Children calling for action against Ugandan warlord Joseph Kony provided striking evidence that young adults and their elders at times have different news agendas and learn about news in different ways.

1. **Brief outline of main points of MM chapter and short summaries of main points of readings listed by title followed by:**
2. **Blog essay:** The blog essay must use — and be informed by — many of the elements of social theory from our textbook. In other words — think about the debate here in terms of social theory. That will be one of my measures of your mastery of the textbook this semester.
3. **My Question:** Who is Evgeny Morozov and what is his thesis regarding whether the digital arena is a panacea for deliberative democracy and the overthrow of authoritarian regimes? Also: How would you rate the efficacy of The [#YesAllWomen Hashtag?](#) Does hashtag activism mean anything, do anything? Or do you tend to agree with [Shonda Rhimes?](#)
4. **Media Issue Link**
5. **Vocab:** strong ties/weak ties
6. **Discussion Question**

In Class:

Class Discussion – Leader(s):

[Media is Plural](#)

[On Media and Communication](#)

CLASS 12 – Nov. 17:

NCA conference Nov. 20-23 (Thursday-Saturday)

DUE: Rough Draft of Research Paper – Send me draft on email attachment Sunday at noon before Class 12. Send me the draft on email attachment as a Word document.

Individual Meetings Scheduled This Week

Before Class:

[The Judgment of Thamus](#) by [Neil Postman](#), from Technopolopoly: the surrender of culture to technology (Knopf, 1992)

[The Rise of Glocality: New Senses of Place and Identity in the Global Village](#) by [Joshua Meyrowitz](#)

[The Generalized Elsewhere](#) by Joshua Meyrowitz

1. **Short summaries of main points of readings listed by title followed by:**
2. **Blog essay:** The blog essay must use — and be informed by — many of the elements of social theory from our textbook. In other words — think about the debate here in terms of social theory. That will be one of my measures of your mastery of the textbook this semester.
3. **My Question:**
4. **Media Issue Link**
5. **Vocab:**
6. **Discussion Question**

In Class:

Class Discussion – Leader(s):

[Media is Plural](#)

[On Media and Communication](#)

CLASS 13 – Nov. 24: (No class meeting this week to make time for Individual Meetings.)

Individual Meetings Scheduled This Week

Read and discuss in your blog these two essays:

- [An Early Information Society: News and the Media in Eighteenth-Century Paris](#)
- [Journalism in the Global Age: Between Normative and Empirical](#)

CLASS 14 – Dec. 1:

Before Class: CMI Essay: A final 2,000-word essay posted on your blog that explores your argument about the effects on society of [computer-mediated interaction](#), which our text's author only briefly discusses. Draw on evidence from our text, our many readings, and your own research.

DUE: Sunday before Class 14 as post to your blog. Slug it CMI Essay.

In Class: Class Presentation of CMI Essay: Be prepared to offer a 10-minute presentation on your essay. This can take any form you like. Others in class must ask at least one question. This presentation is part of your Leading Class Discussion Grade.

In Class:

Class Discussion – Leader(s):

[Media is Plural](#)

[On Media and Communication](#)

CLASS 15 – Dec. 8:

Final Research Paper due Sunday at noon before Class 15. Send me the final paper on email attachment – both a Word document and a PDF version. Here is how I will evaluate your grade for. Use this as a guide in your research and writing: [Research Paper Rubric](#).

In Class: Class Presentation of Paper: Be prepared to offer a 10-minute presentation on your research paper. Others in class must ask at least one question. This presentation is part of your Leading Class Discussion Grade. Here is [a short note](#) on presenting papers.

In class:

[Media is Plural](#)

[On Media and Communication](#)

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 near the end 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>