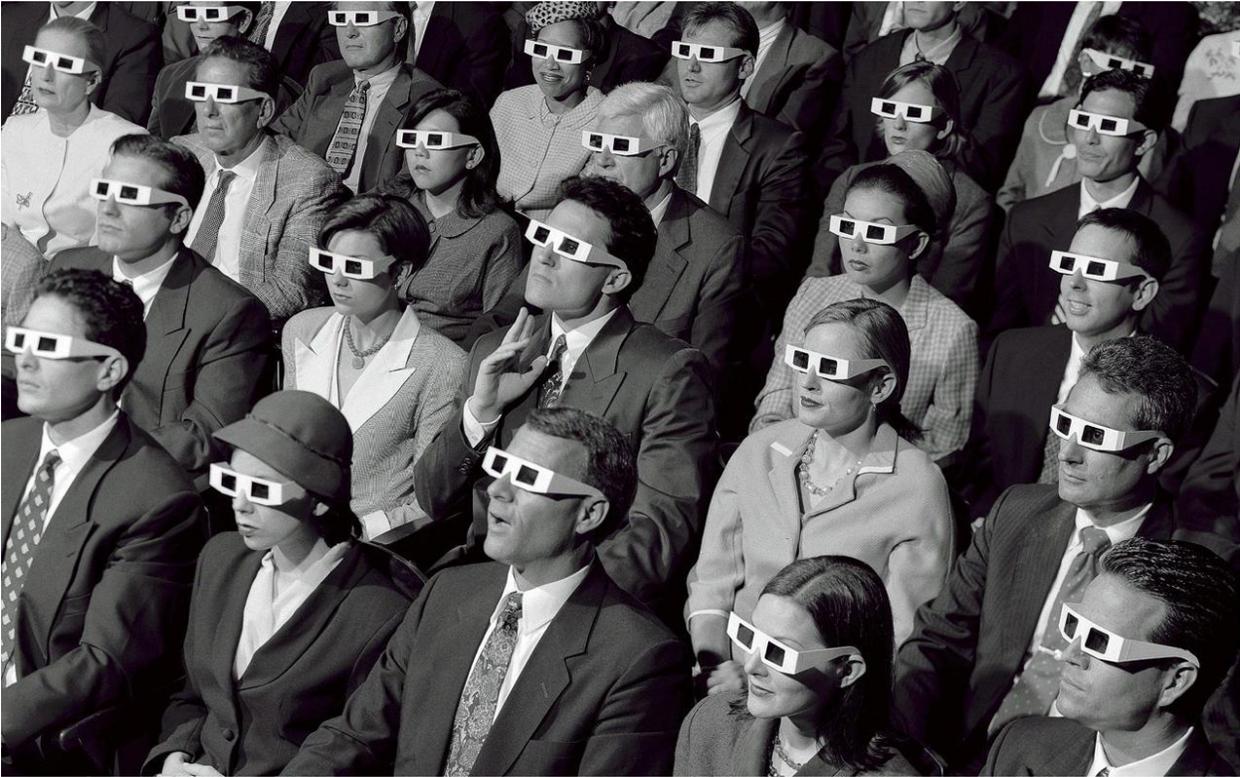# CJT-608-001—Fall 2014
Mass Communication and Society
Tuesdays 3:30-6:00 p.m., Room 223, Grehan Building (EGJ)

"Societies have always been shaped more by the nature of the media by which people communicate than by the content of the communication."
--Marshall McLuhan

Instructor: Mark Stuhlfaut, PhD, associate professor
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Office Hours: 10 to 11 am, or 1 to 3 pm, on Tuesdays and Thursdays, or make appointment
                    by sending me an email to request a day and time.

Course description

CJT 608 examines mass communication through the media from a theoretical perspective to explain and predict its function and effects upon society. Conducted as a seminar, the course will focus on the relationships between the media, its stakeholders, and its audiences across various disciplines in the communication field.

Course objectives (learning outcomes)

1. To achieve a broad understanding of media, its functions, its effects and its role in society, so that students become scholars of media rather than consumers of media
2. To develop critical thinking skills
3. To improve the understanding of mass communication theories as the foundation for empirical learning
4. To improve academic writing skills
5. To improve research skills
6. To improve presentation skills
7. To learn about the culture, history, and influential people and theories in the field for the purpose of developing a sense of context

Required text

McQuail's Mass Communication Theory, 6th edition (McQ), by Denis McQuail, available at the UK bookstore or from Amazon for about $35 to $80 (new) or $22 (used)

Additional readings are on line at the Sage Publications website: www.sagepub.com/mcquail6/glanllbltpspb7.htm.

Other readings may be assigned.
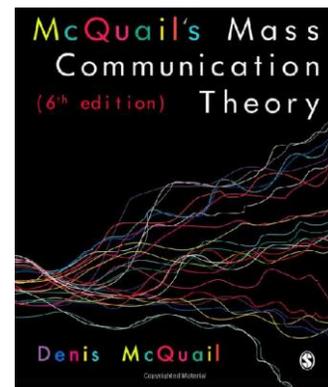
Elements and purposes of course work

1. A term paper requires you to investigate and become familiar with a key concept or theory in the field from its germination to the present day. You will trace the conversation that other academicians have had about it. The purpose is to give you a deep understanding of a particular topic, and to develop your research and writing skills. Essentially, the paper represents a literature review that could be the foundation for your future research.
2. Two take-home exams will require you to respond to a focused question. Their purposes are to engage you in a topic, to develop your critical thinking, and to improve your written communication skills.
3. Two in-class presentations provide another method to have you learn more deeply about key topics in the field. They also provide you the opportunity to practice your presentation and leadership skills. Your written reports about the subjects will not only help improve your writing skills, they also will communicate the salient information to your colleagues for their benefit.

Performance evaluations

See the schedule on pages 18 through 19 for key dates.

Measures	Percent	Points	Grading Scale	
Presentation 1	10%	20	A	90 – 100% (180+ points)
Report 1	5	10	B	80 – 89.9% (160 – 179 points)
Presentation 2	15	30	C	70 – 79.9% (140 – 159 points)
Report 2	5	10	D	60 – 69.9% (120 – 139 points)
Take-home exam 1	10	20	E	0 – 59.9% (0 to 119 points)
Take-home exam 2	15	30		
Term paper	30	60		
Participation	10	20		
Total Possible	100%	200		

Note: Small, extra assignments may be given during the semester.

Grading criteria

> A = Work that is original, insightful, well substantiated, appropriate, and well crafted. The work should show the author has put considerable effort into the activity and has gone beyond the expected.
> B = Work that essentially fulfills the assignment without any major problems
> C = Work that is going in the right direction but that has some significant deficiencies
> D = Work that is off target, carelessly produced, and has serious deficiencies
> E = Work that does not fulfill the assignment, or work that is late without making arrangements with the instructor

Completion policies

<u>Your instructor sincerely wants you to succeed</u> in this course and will do anything legally and ethically possible to help you. Your instructor is available to critique your work and to offer suggestions before the assignments are due. Please feel free to discuss the content, readings, assignments and your performance before or after class, during office hours, or by special appointment.

Assignments must be turned in at the start of class on the day they are due. Directions and written instructions for the two take-home exams will be given during a scheduled class period, and your responses will be due at the next class periods. Make-up exams will not be allowed and late assignments will not be accepted, except for the following reasons: a documented illness or injury, death in the family, major religious holidays as defined by the university, or a university-related trip or activity. If you fail to turn in an exam or to give a presentation on its due date, you will receive zero points, **unless you make prior arrangements** with the instructor.

If you have any questions about the course or its policies, you should first contact this course's instructor. If you have any unresolvable concerns about the course or the performance of the instructor, you may contact the college's director of the graduate education, Dr. Bobi Ivanov, at bobi.ivanov@uky.edu.

Fair Notice
The topics, assignments, and schedule for the course are subject to change depending on the flow of the course. You are responsible for keeping up with any changes in the schedule or

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assignments that might be announced in class or communicated via e-mail to your UK student email account.

Course conduct

This course will be conducted in a professional manner to promote the educational goals and academic standards of the university. It is expected that you give your instructor and fellow students the respect and courtesy that they deserve.

Class will start promptly at the scheduled time. Please arrive beforehand and stay through the end of class, so you do not disrupt the discussion. Turn off or silence all cellular phones, pagers and other electronic devices.

Attendance

As a graduate course that meets once a week, your attendance is critical. Any absences will be noticed, and unless you have a valid reason, **you are expected to attend every session.**

Students may be asked to withdraw from the class if the miss more than 20% of the classes (3) scheduled for the semester (excused or unexcused) per university policy.

Students anticipating an absence for a MAJOR religious holiday must notify the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding the class. Information regarding dates of major religious holidays may be obtained through the university's religious liaison, Mr. Jake Karnes (257-2754).

Cancellation of class or office hours

In the event that class or the instructor's office hours cannot be held, you will be notified through your UK e-mail account. It is your responsibility to check your e-mail for the latest information.

Diversity

As with any course at the University of Kentucky, we will conduct this class with respect for each individual and with an appreciation of diverse opinions, backgrounds and life experiences. We in the UK College of Communication and Information believe that it is vitally important to promote a diverse educational environment. People of all ages, ethnicities, races, religions, gender orientations, sexual identities, socio-economic circumstances, abilities, occupations, political persuasions, and beliefs have much to share with us, as we have much to share with them..

We believe that understanding and appreciating the rich tapestry of our society, which is woven with threads of many colors, is especially important to students of communication, because the media play a pivotal role in our society. If we are to succeed in our profession, we must move beyond our prejudices and preconceptions to a broader view of a diverse society.

Academic integrity

All assignments and projects are expected to be your original work that is properly annotated with citations to source material. In the professional world, plagiarizing and cheating gets you fired. Here, the minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, including suspension from the university, may be imposed.

Plagiarism occurs when work is submitted that is purported to be original but that actually uses ideas, wording, visuals, formatting and styles from another source without proper credit. Plagiarism includes reproducing someone else's work or having someone else do the work for you. Be especially careful in using reference material from the internet.

Please note: Any written assignment that you submit may be processed through an electronic database to check for plagiarism.

Special needs

Please talk privately with your instructor if you have a documented condition that requires personal accommodations for you to participate in this course. Your special needs will be handled as discretely as possible. In order to receive such accommodations, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2,

Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Presentations

You will prepare and lead two discussions during the semester based upon the supplemental readings related to the main subject of each session. See the following list of readings at www.sagepub.com/mcquail6/glanllbltpspb7.htm. Readings for media policy session (October 28) will be posted on Blackboard.

Research the topic online to find at least one additional related article that offers either illuminating information or counterpoint views. Consider contacting the author of that article and the primary reading to engage them in a conversation, so that you might have any new thoughts or perspectives.

> **One week before you present your topic,
> tell the name and author of the article that
> you have selected to your instructor
> and colleagues, so they may read the article
> and be prepared for an active discussion.**

Begin your presentation in class by quickly summarizing the main argument of the article. Then discuss the salient points and an issue of controversy. Consider these questions:
What are the assumptions that the author makes?
What is the author's bias and point of view?
What is the key conflict?
What is an alternative point of view?
Offer a critique of the article based upon McQuail's text or other readings and, most importantly, your own opinions. Bring in information and opinions from the related article. Pose a question to your colleagues that requires more than a yes-or-no answer. Encourage discussion.

Write a brief summary—no more than two pages copied onto the front and back of a single sheet of paper—that summarizes the article and your critique. Keep the summary to a minimum (one paragraph of five or six sentences). Emphasize your discussion, opinions, and critique. Bring copies of your summary to class for the instructor and your colleagues.

Term Paper

Here is your opportunity to align this course with your current or future research. This paper could serve as narrowly as a literature review for a paper to be submitted to a journal, or as broadly as a launching pad for your academic career.

1. Pick a particular and specific theoretical construct from this course that relates to your interests.

2. Find a key journal article or book from the past that is based upon a theory, that could be considered the seminal or foundation article for that topic of academic study. Here are several examples:

> **Third-person effect** – Davison, W.P. (1983). "The third-person effect in communication." *Public Opinion Quarterly* 47:1-15.

> **Para-social interaction** – Horton D. and Wohl, R. (1956) "Mass communication and para-social interaction." *Psychiatry* 19:215-229

> **Global media** – McLuhan, M. (1964) *Understanding Media*. New York: McGraw Hill.

> **Reception** – Hall, S. (1980) "Coding and decoding in the television discourse." In S. Hall et al. Culture, Media and Language, pp 197-208, London: Hutchinson.

   To find the seminal article for a subject, search the topic via an online academic database. Peruse several of the found articles, and examine their references to find the seminal article on which everyone has based their research.

3. Find 10 to 15 articles between the time that the seminal article was published and today that trace the conversation between subsequent authors, as they theorize, test, develop, illuminate and extend the topic.

4. Write a 15-to-20-page paper that explicates how the topic has developed over time. Consider the following questions:
   a. What is its definition or description?
   b. What observation or impetus sparked its genesis?
   c. What are its antecedents, moderators and effects?
   d. How has the topic evolved?
   e. Has it been organized into categories or divided into multiple streams of research?
   f. How does it relate to the body of knowledge about mass communication?
   g. Is there a model based upon the theory?
   h. How is it operationalized or measured?
   i. Why is it important?
   j. What are its implications (theoretically and practically)
   k. What is the main controversy or issue related to its study?
   l. **What is the state of the theory now? What is the cutting edge?**
   m. What are its limitations or opposing theories?
   n. What is the potential for future research? How could the stream of research be moved forward?

   Suggested outline:
   Introduction

> Objective of the paper
> Key reason why the reader should care about the topic
> Explain theory
> Trace its development
> Discussion
> Implications
> Limitations
> Future research

5. **Climb to a high level of analysis.** In tracing its development, organize your paper around the ideas and subtopics. **DO NOT** organize your paper around authors by writing "(Author) found…", "(Author) reported…", etc. In most cases, unless you are writing about the seminal author and how he or she came upon the theory, restrict the mention of authors to citations and references.

6. Use APA style for citations and references. Reference pages do not count toward the total number of required pages.

7. Include:
   a. a cover page with a title, your name, course name, and date
   b. an abstract
   c. table of contents.

8. Write a one-page proposal for the paper to sell the topic to your instructor. Due in Class on October 21.
   a. Briefly describe the topic
   b. How does it relate to your interests?
   c. How does it relate to mass communication?
   d. Why is it important to study?

9. Set up a meeting with your instructor during the week of November 10 to discuss your topic and your progress.

Supplemental Readings

Supplemental readings are available at www.sagepub.com/mcquail6/glanllbltpspb7.htm.

Part I Preliminaries

Chapter-1 Introduction to the Book

Castells, M. (2007) 'Communicative power and counter power in the network society', *International Journal of Communication*, 1: 238–66. link to an open access journal pdf: http://ijoc.org/ojs/index.php/ijoc/article/view/46/35]

Sreberny, A. (2004) 'Society, culture and media, thinking comparatively', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 83-103. Thousand Oaks: Sage.

Journal Articles

Flichy, P. (2002) 'New media history', in L. Lievrouw and S. Livingstone (eds), *The Handbook of New Media*, pp. 136-151. London: Sage.

Gunaratne, S. A. (2001) 'Paper, printing and the printing press', *The International Communication Gazette*, 63 (6): 459-479.

Lehman-Wilzig, S. and Cohen-Avigdor, N. (2004) 'The natural life cycle of new media evolution', *New Media and Society*, 6 (6): 707–30.

Rössler, P. (2001) 'Between online heaven and cyberhell: the framing of 'the internet' by traditional media coverage in Germany', *New Media and Society* 3 (1): 49-66.

Stober, S. (2004) 'What media evolution is: a theoretical approach to the history of new media', *European Journal of Communication*, 19 (4): 483–505.

Part II Theories
Chapter-3 Concepts and Models for Mass Communication

Journal Articles

Ball-Rokeach, S.J. (1985) 'The origins of individual media-system dependency', *Communication Research*, 12 (4): 485–510.

Fenton, N. (2007) 'Bridging the mythical divide: political economy and cultural studies approaches to the analysis of media', in E. Devereux (ed.), *Media Studies*, pp. 7–31. London: Sage.

Jankowski, N. W. (2002) 'Creating community with media: history, theories and scientific investigations', in L. Lievrouw and S. Livingstone (eds), *The Handbook of New Media*, pp. 34-49. London: Sage.

Chapter-4 Theory of Media and Society

Corner, J. (2007) 'Media, power and culture', in E. Devereux (ed.), *Media Studies*, pp. 211–30. London: Sage.

Hermes, J. (2O07) 'Media representation of social structure: gender', in E. Devereux (ed.), *Media Studies*, pp. 191–210. London: Sage.

Klaehn, J. (2002) 'A critical review and assessment of Herman and Chomsky's propaganda model', *European Journal of Communication*, 17 (2): 147–83.

Webster, F. (2002) 'The information society revisited', in L. Lievrouw and S. Livingstone (eds), *The Handbook of New Media*, pp. 22-33. London: Sage.

Chapter-5 Mass Communication and Culture

Hermes, J. (2007) 'Media representations of social structure: gender', in E. Devereux (ed.), *Media Studies*, pp. 191–210. London: Sage.

Vyncke, P. (2002) 'Lifestyle segmentation', *European Journal of Communication*, 17 (4) 445-464.

Leonhardt, D. (2014) "In one America, guns and diet. In the other, Cameras and 'Zoolander". New York Times, August 18, 2004. **Posted on Blackboard**

Chapter-6 New Media - New Theory?

Baym, N. (2002) 'Interpersonal life online', in L. Lievrouw and S. Livingstone (eds), *The Handbook of New Media*, pp. 62-76. London: Sage.

Bentivegna, S. (2006) 'Rethinking politics in the age of ICTs', *European Journal of Communication*, 21 (3): 331–44.

Fortunati, L. (2005) 'Mediatizing the net and internetizing the media', *The International Communication Gazette*, 67 (6): 29–44.

Koolstra, C.M. and Bos, M.J.W. (2009) 'The development of an instrument to determine different levels of interactivity', *The International Communication Gazette*, 71 (5): 373–91.

Lüders, M. (2008) 'Conceptualising personal media', *New Media and Society*, 10 (5): 683–702.

Chapter-7 Normative Theory of Media and Society

Bardoel, J. and d'Haenens, L. (2008) 'Re-inventing public service broadcasting: promises and problems', *Media, Culture and Society*, 30 (3): 295–317.

Christians, C. (2004) 'Ethical and normative perspectives', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 19-40. Thousand Oaks: Sage.

Gunaratne, S. A. (2002) 'Freedom of the Press: a world system perspective', *The International Communication Gazette*, 64 (4): 342-369.

Laitila, T. (1995) 'Journalistic codes of ethics in Europe', *European Journal of Communication*, 10 (4): 527–44.

Part III Structures
Chapter-8 Media Structure and Performance: Priniciples and Accountability

Bar, F. and Sandvig, C. (2008) 'US communication policy after convergence', *Media, Culture and Society*, 30 (4): 531–50.

McDonald, D. G. and Dimmick, J. (2003) 'The conceptualization and measurement of diversity', *Communication Research*, 30 (1) 60-79.

Puppis, M. (2008) 'National media regulation in an era of free trade'*, European Journal of Communication*, 23 (4): 405–24.

van Cuilenburg, J.J. and McQuail, D. (2003) 'Media policy paradigm shifts', *European Journal of Communication*, 18 (2): 181–207.

Verhulst, S. (2002) 'About scarcities and intermediaries: the regulatory paradigm shift of digital content reviewed', in L. Lievrouw and S. Livingstone (eds), *The Handbook of New Media* pp. 432-447. London: Sage.

Chapter-9 Media Economics and Governance

Albarran, A. B. (2004) 'Media economics', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp.291-308. Thousand Oaks: Sage.

Croteau, D. and Hoynes, W. (2007) 'The media industry: structure, strategy and debates', in E. Devereux (ed.), *Media Studies*, pp. 32–54. London: Sage.

Fengler, S. and Russ-Mohl, S. (2008) 'Journalists and the information-attention markets: towards an economic theory of journalism', *Journalism*, 9 (6): 667–90.

Fuchs, C. (2009) 'Information and communication technologies and society: a contribution to the critique of the political economy of the Internet', *European Journal of Communication*, 24 (1): 69–87.

Mansell, R. (2004) 'Political economy, power and the media', *New Media and Society*, 6 (1): 96–105.

Chapter-10 Global Mass Communication

Arcetti, C. (2008) 'News coverage of 9/11 and the demise of the media flows,   globalization and localization hypotheses', *The International Communication   Gazette*, 70 (6): 463–85.

Biltereyst, D. (1991) 'Resisting American hegemony: a comparative analysis of the   reception of domestic and US fiction', *European Journal of Communication,*   6 (4): 469–97.

Chang, T.-K., Himelboim, L. and Dong, D. (2009) 'Open global networks, closed   international flows'*, The International Communication Gazette*, 71 (3): 137–59.

Ferguson, M. (1992) 'The mythology about globalization', *European Journal of   Communication*, 7 (1): 69–93.

Sinclair, J. (2004) 'Globalization, supranational institutions and media', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 65-82. Thousand Oaks: Sage.

Part IV Organizations

Chapter-11 The Media Organization: Pressures and Demands

Aday, S., Slivington, M. and Herbert, M. (2005) 'Embedding the truth: a crosscultural   analysis of objectivity and TV coverage of the Iraq war', *Harvard   International Journal of Press/Politics*, 10 (1): 3–21.

Carlson, M. (2007) 'Order versus access: news search engines and the challenge   to traditional journalistic roles', *Media, Culture and Society*, 29 (6): 1014–30.

Deuze, M. (2005) 'Popular and professional ideology: tabloid reporters and   editors speak out', *Media, Culture and Society*, 27 (6): 801–22.

Chapter-12 The Production of Media Culture

Machill, M., Beiler, M. and Zenker, M. (2008) 'Search engine research: a European–American overview and systematization of an interdisciplinary and international research field', *Media, Culture and Society*, 30 (5): 591–608.

Schatz, T. and Perren, A. (2004) ' Hollywood', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 495-516. Thousand Oaks: Sage.

Vasterman, P. (2005) 'Media hype: self-reinforcing news waves', *European Journal of Communication*, 19 (4): 449–645.

Wu, H. D. (2003) 'Homogeneity around the world? Comparing the systemic determinants of international news flow between developed and developing countries, *The International Communication Gazette* 65 (1): 9-24.

Part V Content

Chapter-13 Media Content: Issues, Concepts and Methods of Analysis

Deacon, D. (2007) 'Yesterday's news and today's technology', *European Journal of Communication*, 22 (1): 5–25.

Hellman, H. (2001) 'Diversity: an end in itself?' European Journal of Communication, 16 (2): 281-208.

Philo, G. (2007) 'News content studies, Media Group methods and discourse analysis: a comparison of approaches', in E. Devereux (ed.), *Media Studies*, pp. 103–33. London: Sage.

Smith, P. and Bell, A. (2007) 'Unravelling the web of discourse analysis', in E. Devereux (ed.), *Media Studies*, pp. 78–100. London: Sage.

Wodak, R. and Busch, B. (2004) 'Approaches to media texts', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 105-122. Thousand Oaks: Sage.

Gitlin, T. (2013) *How WikiLeaks Beat the Mainstream Media*, Takepart, http://www.takepart.com/article/2013/10/15/why-wikileaks-won

Chapter-14 Media Genres and Texts

Akass, K. and McCabe, J. (2007) 'Analyzing fictional television genres', in E. Devereux (ed.), *Media Studies*, pp. 283–301. London: Sage.

Anden-Papadopolous, K. (2008) 'The Abu-Ghraib torture photographs: news frames, visual culture and the power of images', *Journalism*, 9 (1): 5–30.

Brants, K. (1998) 'Who's afraid of infotainment?', *European Journal of Communication*, 13 (3): 315–36.

Newcomb, H. (2004) 'Narrative and Genre', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 413-428. Thousand Oaks: Sage.

Reese, S.D., Rutigliano, L., Hyun, K. and Jeong, J. (2007) 'Mapping the blogosphere', *Journalism*, 8 (3): 235–61.

Part VI Audiences

Chapter-15 Audience Theory and Research Traditions

Bakker, P. and Sadaba, C. (2008) 'The impact of the Internet on users', in L. Küng et al. (eds), *The Internet and the Mass Media*, pp. 86–101. London: Sage.

Bermejo, F. (2009) 'Audience manufacture in historical perspective: from broadcasting to Google', *New Media and Society*, 11 (1/2): 133–154.

Finn, S. (1997) 'Origins of media exposure: linking personality traits, TV radio, print and film use', *Communication Research*, 24 (5): 507–29.

Kitzinger, K. (2004) 'Audience and readership research', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 167-182. Thousand Oaks: Sage.

Vandebosch, H. (2000) 'A captive audience? The media use of prisoners', *European Journal of Communication*, 15 (4): 529-544.

Chapter-16 Audience Formation and Experience

Elvestad, E. and Blekesaune, A. (2008) 'Newspaper readers in Europe: a multilevel study of individual and national differences', *European Journal of Communication*, 23 (4): 425–48.

Livingstone, S. (2007) 'From family television to bedroom culture: young people's media at home', in E. Devereux (ed.), *Media Studies*, pp. 302–21. London: Sage.

McBeth, T. (2004) 'Psychology of media use', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 201-226. Thousand Oaks: Sage.

Peter, J. and Valkenberg, P. (2006) 'Individual differences in perception of internet communication', *European Journal of Communication*, 21 (2): 213–26.

Part VII Effects

Chapter-17 Processes and Models of Media Effects

De Vreese, C. (2006) 'Media message flows and interpersonal communication', *Communication Research*, 33 (1): 19–37.

Graber, M. E., Lang, A, and Zhao, X. (2002) 'News content and form: implications for memory and audience evaluation', *Communication Research*, 30 (4): 387-413.

McDonald, D. G. (2004) 'Twentieth century media effects research', in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 183-200. Thousand Oaks: Sage.

Schulz, W. (2004) 'Reconstructing mediatization as an analytic concept', *European Journal of Communication*, 19 (1): 87–102.

Chapter-18 Social-Cultural Effects

Krcmar, M. and Vierig, E.V. (2005) 'Imitating life, imitating television', *Communication*

*Research*32 (3): 267–94.

Van den Bulck, J. and Beullens, K. (2007) 'The relationship between Docu-Soap exposure and adolescents' career aspirations', *European Journal of Communication*, 22(3): 355–366.

Smith, S. L., Moyer-Gusé, E. and Donnerstein, E. (2004) 'Media violence and sex: what are the concerns, issues and effects?' in J.D.H. Downing, D. McQuail, P. Schlesinger and Ellen Wartella (eds), *The Sage Handbook of Media Studies*, pp. 541-568. Thousand Oaks: Sage.

Valkenburg, P. Cantor, J. and Peeters, A. L. (2000) 'Fright reactions to TV, *Communication Research*, 27 (1): 82-94.

Chapter-19 News, Public Opinion and Political Communication

Curran, J., Iyengar, S., Lund, A.B. and Salovaara-Moring, I. (2009) 'Media system, public knowledge and democracy: a comparative study', *European Journal of Communication*, 24 (1): 5–26.

Iyengar, S., Hahn, K.S., Bonfadelli, H. and Marr, M. (2009) 'Dark areas of ignorance revisited: comparing international affairs knowledge in Switzerland and the United States', C*ommunication Research*, 31 (3): 341–58.

McQuail, D. (2006) 'The mediatization of war', *The International Communication Gazette*, 68 (2): 107–18.

Moy, P., Torres, M., Tanaka, K. and McClusky, R. (2005) 'Knowledge or trust? Investigating linkages between media reliance and participation', *Communication Research*, 32 (1): 59–86.

Pasek, J., Kensler, K., Romer, D. and Jamieson, K.H. (2006) 'America's media use and community engagement', *Communication Research*, 33 (3): 115–35.

Snow, N. and Taylor, P.M. (2006) 'The revival of the propaganda state', *The International Communication Gazette*, 68 (5/6): 389–407.

Van Aelst, P., Maddens, J., Noppe, J. and Fiers, S. (2008) 'Politicians in the news: media logic or party logic?', *European Journal of Communication*, 23 (2): 193–210.

Class Schedule

(As of September 2, 2014)
SUBJECT TO CHANGE

Date	Topic	Reading	Events
Week 1 Tuesday Sept. 2	*Session 1* Introduction to Course Foundations of Media Theory and the Study of Media	McQ 1	
Week 2 Tuesday Sept. 9	*Session 2* Media past, present, and future	McQ 2	
Week 3 Tuesday Sept. 16	*Session 3* Media concepts and models	McQ 3	Presentation 1
Week 4 Tuesday Sept. 23	*Session 4* Media Theory and Normative Theory	McQ 4 and 7	Presentation 2
Week 5 Tuesday Sept. 30	*Session 5* New Media Theory and Global Mass Communication	McQ 6 and 10	Presentation 3
Week 6 Tuesday Oct. 7	*Session 6* Mass communication and culture	McQ 5 and 12	Presentation 4 Take-home Exam 1 distributed
Week 7 Tuesday Oct. 14	*Session 7* Media Structures and pressures	McQ 8 and 11	Presentation 5 Take-home Exam 1 due
Week 8 Tuesday Oct. 21	*Session 8* Media economics	McQ 9	Presentation 6 Term paper topics due
Week 9 Tuesday Oct. 28	*Session 9* Media policy		Presentation 7 Network neutrality
Week 10 Tuesday Nov. 4	*Session 10* Media content	McQ 13 and 14	Presentation 8
Week 11 Tuesday Nov. 11	*Session 11* Media audiences	McQ 15 and 16	Presentation 9 Meet with instructor about term paper topic
Week 12 Tuesday Nov. 18	*Session 12* Media effects: processes and models	McQ 17	Presentation 10 Take-home Exam 1 distributed

Week 13 Tuesday Nov. 25	Session 13 Media effects: socio-cultural issues	McQ 18	Take-home Exam 1 due Presentation 11
Week 14 Tuesday Dec. 2	Session 14 Media effects: News, opinions and politics	McQ 19	Presentation 12
Week 15 Tuesday Dec. 9	Session 15 Future of media studies Reflection on the semester	McQ 20	Term paper due

NO FINAL EXAM