

## **CJT 645: Proseminar in Mass Communication Theory**

Spring 2011

Wednesday 1:00- 3:30 p.m.

223 Grehan Building

### Instructor

Dr. Phil Hutchison

[phillip.hutchison@uky.edu](mailto:phillip.hutchison@uky.edu) or [uofuhutch@hotmail.com](mailto:uofuhutch@hotmail.com)

112 Grehan Building

323-3663 (no answering machine)

TH 7:30-10:30; W 12-1 or by appointment

### **Course Description**

This course offers a critical overview of evolving theories and research into “media effects,” which we will loosely define as the social impact of media exposure. In this context, we will examine an array of media forms ranging from traditional media (e.g., print, radio, television) to internetworked media platforms. Thus, this course will address only what are commonly termed “mass media” but also specialized/fragmented/niche media forms as they impact diverse social settings. To gain these insights, we will explore the intellectual origins, theoretical threads, and methodological traditions that shape various traditions of media-effects inquiry.

The course will familiarize you with both the well-established classics and the “frontier” literature relating to media effects research, and it will challenge you to identify and question important issues related to the social impact of media technology. The overarching goal will be to provide a foundation of knowledge that will help you develop your own research programs. Ideally this course will help you formulate state-of-the-field research questions and develop original, innovative research designs. As part of this process, you will refine your ability to critically evaluate the theoretical and methodological value of particular research orientations, and translate this knowledge to your personal media-effects scholarship.

Don’t pretend for a moment that you will find all (or even most) media effects theories and research equally appealing. However, by better understanding the scope of media-effects research, you will be able create a personalized roadmap to success as a communication researcher. Therefore, as we examine these diverse approaches to media research, you should prepare yourself to achieve a key professional objective: the ability to design and conduct groundbreaking research that will expand the scholarly community’s understanding of media effects.

### **Required Text**

Jennings, B., & Oliver, M. B. (2009). *Media effects: Advances in theory and research* (3<sup>rd</sup> ed.). New York: Routledge.

Supplementary readings will be distributed electronically throughout the semester.

### **Class Format & Participation**

This class is a graduate seminar, consequently, your participation ultimately will define the success of the course. The seminar sessions will be structured around an extensive, but manageable, series of readings. Given that these readings form the foundation of class discussions, you are expected to come to class having completed the readings assigned for that week. This means you should come to class prepared with questions, comments, and criticisms.

Being a valued member of the community of scholars entails values and practices best summarized in these two words: collegiality and communality. We will build this seminar into a community, one in which everyone feels comfortable to contribute and engage in all activities. Diverse, and even unorthodox opinions, are encouraged. You should feel free to offer criticism and constructive comments on the work/words of others (to include members of this class—and your professor). Yet all critiques should be offered in a respectful manner.

As a courtesy to all members of this class, you should avoid any type of disruptive behaviors, such as cell phone rings or private conversations.

### **Class Attendance**

Attendance is mandatory, and I expect you to be punctual. Participation in class discussions and activities will be counted toward your grade. Excused absences are reserved only for personal emergencies, as defined by the University Senate, at the discretion of the professor. Excessive (i.e., three or more) absences, even if they are for emergency purposes, will jeopardize your chance of passing the course. In the case that you miss a class, it is your individual responsibility to both find out from classmates what material you have missed and to make up any missed assignments.

### **Late Assignment & Incomplete**

I am pretty inflexible about deadlines. In some circumstances, I MIGHT accept late assignments (possibly with a penalty), but this acceptance certainly is not automatic. You will need to convince me why any requests for extensions are warranted.

I give “I” (Incomplete) grades only if you have completed a substantial amount of the course work at the time of the request. Furthermore, you must demonstrate that insurmountable circumstances have prevented you from completing the course during the remainder of the semester. This requires submitting a written appeal with all necessary documentation at the earliest date possible.

### **Plagiarism/Academic Dishonesty**

I have a zero tolerance policy for any form of cheating and/or plagiarism, including, but not limited to, using sources without proper attribution, fabricating data or information, presenting another’s work as one’s own. Engaging in any of these activities will result in a zero for this course and/or other possible consequences.

## Grading

Your final grade for this course is based on the following percentage breakdown:

Take-home Exam (midterm)	20%
Moderation and CRFs	30%
Research Paper	40%
Class Participation	10%

Each student will sign up as a moderator for two of the topics to be covered in the course. As a moderator (or in some cases co-moderator), it is your responsibility to identify significant issues related to the topic, and raise important questions. Your goal is simple: to involve class members in thoughtful, illuminating discussions. To accomplish that, you will need to become an expert in that particular field by demonstrating an in-depth understanding of not only the required readings but other important literature as well. Therefore, additional research is essential.

To support your class presentation, you will prepare a Critical Reading Form (CRF) for each assigned reading associated with your topic. At the beginning of each class you will distribute hard copies of your CRFs to each of your classmates and me, then we will use these forms as the basis for our discussion. You will find these forms extremely valuable both as reference material and to help you prepare for comprehensive examinations. For that reason, you will also provide electronic copies of these completed forms to your classmates and to me.

Each Master's student will also complete a research proposal on a media-effect topic of *their individual interest*, preferably something that can be feasibly pursued later. In the proposal, you will have to include a statement of the problem, a brief review of pertinent literature, identification of relevant theories, conceptual and operational definitions of key variables (with specific measures if possible), and the potential value of the proposed research. Each student has the opportunity to submit their proposal for critique by the professor prior to the due date, and to make necessary revisions for a better grade. Students will also present their proposals in class and thus get peer feedback for the final revision.

A typical research proposal contains the following components:

- **Introduction.** Here you identify a problem, and convince your reader (me in this case) why this is an important one in mass communication research.
- **Review of literature.** This is a thorough review of prior, related research that forms a solid rationale for your project. What theoretical perspective(s)/framework(s) is the most relevant to your topic? What outstanding issue(s) will your proposed research address? How does your research, when carried out, will make a significant contribution to the field?

- **Research Questions or Hypotheses.** This is a natural step from the previous section. What do you try to find out in your research?
- **Methodology.** Here is an explanation of your intended approach to the problem. How are you going to measure the variables, and test your hypotheses or answer your research questions? What kind of sample are you going to use? How to get the sample? How to gather the data? If you are going to do a survey, complete the actual questionnaire you are going to use. For an experiment, develop the measurement tools that will be used. For a content analysis design, finish the coding sheet and the coding criteria.
- **Data Analysis.** What kind of approach will you use to analyze the data to answer the research questions and/or test the hypotheses?
- **Bibliography.** A list of references cited.

You must use at least six recent (i.e. published since 2000) journal article sources in the research proposal. I recommend that you meet with me and maintain a dialogue with me as you develop your proposal.

The proposal should be about 12-15 double-space pages strictly following the latest APA style. *It is due in the finals week* (with the specific date to be announced later). I will grade only **hard copies**, but also please provide me with an emailed copy of your papers (I use these to protect you in case your hard copy is lost or encounters some other problem).

Instead of a research proposal, doctoral students will finish a state-of-the-field type of paper concentrating on a particular field of media-effects research. In the paper, you will conduct extensive literature review, identify specific issues, and suggest directions for future research. You will find many examples of these sorts of reflexive articles in your readings. Please confer with me on your topic of choice, and discuss the particular approaches you want to proceed with in the paper later into the semester.

## Course Schedule (Subject to Change)

Week	Date	Topic/Readings
W1	1/12	<p><b><u>Course introduction</u></b></p> <p>Course overview            Meet your seminar mates            Assign seminar topics            Familiarize yourself with the Critical Reading Form</p>
W2	1/19	<p><b><u>An introduction to media-effects theory</u></b></p> <p>Carey, J. W. (1989). A Cultural approach to communication. In <i>Communication as culture: Essays on media and society</i>. (pp. 13-36). New York and London: Routledge.</p> <p>Carey, J. W. (1989). Technology and ideology: The case of the telegraph. In J. W. Carey (Ed.), <i>Communication as culture: Essays on media and society</i> (pp. 201-230). New York and London: Routledge.</p> <p>Carey, J. W. (1997). The Chicago school and the history of mass communication research. In E. S. Munson &amp; C. Warren (Ed.), <i>James Carey: A critical reader</i> (pp. 13-33). Minneapolis: University of Minnesota Press.</p> <p>R. T. Craig (2007). Pragmatism in the field of communication theory. <i>Communication Theory</i>, 17(2), 125-145.</p> <p>Donsbach, W. (2006). The identity of communication research. <i>Journal of Communication</i>, 56(3), 437-448.</p> <p>*R. T. Craig (1999). Communication theory as a field. <i>Communication Theory</i>, 9(2), 119-161.</p>
W3	1/26	<p><b><u>Agenda-setting &amp; Priming</u></b></p> <p>Ch. 1 &amp; 5 (Bryant &amp; Oliver, 2009)</p> <p>Golan, G. J., Kiouisis, S. K., &amp; McDaniel, M. L. (2007). Second-level agenda setting and political advertising: Investigating the transfer of issue and attribute saliency during the 2004 US presidential election. <i>Journalism Studies</i>, 8(3), 432-443.</p> <p>McCombs, M. E., &amp; Shaw, D. L. (1972). The agenda setting function of the mass media. <i>Public Opinion Quarterly</i>, 36, 176-87.</p>

		<p>Tai, Z. (2009). The structure of knowledge and dynamics of scholarly communication in agenda setting research, 1996–2005. <i>Journal of Communication</i>, 59(3), 481-513.</p> <p>Weaver, D. H. (2007). Thoughts on agenda setting, framing and priming. <i>Journal of Communication</i>, 57(1), 142-147.</p> <p>**McCombs, M. (2004). <i>Setting the agenda: The mass media and public opinion</i>. Malden, MA: Polity.</p>
W4	2/2	<p><b><u>Framing</u></b></p> <p>Ch. 2 (Bryant &amp; Oliver, 2009)</p> <p>Entman, R. M. (1993). Framing: Toward clarification of a fractured paradigm. <i>Journal of Communication</i>, 43(4), 51-58.</p> <p>Pan, Z., &amp; Kosicki, G. M. (1993). Framing analysis: An approach to news discourse. <i>Political Communication</i>, 10(1), 55–75.</p> <p>Reese, S. D. (2007). The framing project: A bridging model for media research revisited. <i>Journal of Communication</i>, 57(1), 148-154.</p> <p>Scheufele, D. A. (2000). Agenda-setting, priming, and framing revisited: Another look at cognitive effects of political communication. <i>Mass Communication &amp; Society</i>, 3(2/3), 297–316.</p> <p>Scheufele, D. A., &amp; Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. <i>Journal of Communication</i>, 57(1), 9-20.</p> <p>*Van Gorp, B. (2007). The constructivist approach to framing: Bringing the culture back in. <i>Journal of Communication</i>, 57(1), 60-78.</p> <p>**Goffman, E. (1974). <i>Frame analysis: An essay on the organization of experience</i>. New York: Harper &amp; Row.</p>
W5	2/9	<p><b><u>Cultivation &amp; Third-person Effect</u></b></p> <p>Ch. 3, 12 &amp; 13 (Bryant &amp; Oliver, 2009)</p> <p>Banning, S. A. (2008). Introduction: Third-person effect symposium. <i>Mass Communication &amp; Society</i>, 11(4), 467-469.</p> <p>Davidson, W. P. (1983). The third-person effect in communication. <i>Public Opinion Quarterly</i>, 47(1), 1-15.</p>

		<p>Gerbner, G., Gross, L., Morgan, M., &amp; Signorielli, N. (1980). The mainstreaming” of America: Violence Profile No. 11. <i>Journal of Communication</i>, 30(3), 10-29.</p> <p>Golan, G. J., &amp; Day, A. G. (2008). The first-person effect and its behavioral consequences: A new trend in the twenty-five year history of third-person effect research. <i>Mass Communication &amp; Society</i>, 11(4), 539-556.</p> <p>Potter, J. W. (1993). Cultivation Theory and Research: A Conceptual Critique. <i>Human Communication Research</i>, 19(4), 564-601.</p> <p>*Gerbner, G., &amp; Gross, L. (1976). Living with television: The violence profile. <i>Journal of Communication</i>, 26(2), 173–203.</p> <p>*Van den Bulck, J. (2003). Is the mainstreaming effect of cultivation an artifact of regression toward the mean? <i>Journal of Broadcasting &amp; Electronic Media</i>, 47(2), 289-295.</p>
W6	2/16	<p><b><u>Media construction of reality</u></b></p> <p>Ch. 4 &amp; 6 (Bryant &amp; Oliver, 2009)</p> <p>Gamson, W. A., Croteau, D., Hoynes, W., &amp; Sasson, T. (1992). Media images and the social construction of reality. <i>Annual Review of Sociology</i>, 18, 373-393.</p> <p>Gitlin, T. (1978). Media sociology: The dominant paradigm. <i>Theory and Society</i>, 6, 205-253.</p> <p>Lipschultz, J. H., &amp; Hilt, M. L. (1999). Mass media and the death penalty: Social construction of three Nebraska executions. <i>Journal of Broadcasting &amp; Electronic Media</i>, 43(2), 236-253.</p> <p>Adoni, H., &amp; Mane, S. L. (1984). Media and the social construction of reality: Toward an integration of theory and research. <i>Communication Research</i>, 11(3), 323-340.</p> <p>* *Bandura, A. (1976). <i>Social learning theory</i>. Englewood Cliffs, NJ: Prentice Hall.</p> <p>**Berger, P. L., &amp; Luckmann, T. (1967). <i>The social Construction of reality: A treatise in the sociology of knowledge</i>. New York: Anchor Press.</p>
W7	2/23	<p><b><u>Active audience (Uses &amp; gratifications, media system dependency theory)</u></b></p> <p>**Note, class will start 20 to 30 minutes late**</p> <p>Ch. 8 (Bryant &amp; Oliver, 2009)</p>

		<p>Ball-Rokeach (1998). A theory of media power and a theory of media use: Different stories, questions and ways of thinking. <i>Mass Communication &amp; Society</i>, 1, 5-40.</p> <p>Ball-Rokeach, S.J., &amp; DeFleur, M.L. (1976). A dependency model of mass-media effects. <i>Communication Research</i>, 3, 3-21.</p> <p>Ruggiero, T. E. (2000). Uses and gratifications theory in the 21<sup>st</sup> century. <i>Mass Communication &amp; Society</i>, 3(1), 3-37.</p> <p>*Ball-Rokeach, S. J. (1985). The origins of individual media-system dependency: A sociological framework. <i>Communication Research</i>, 12(4), 485-510.</p>
W8	3/2	<p><b><u>Individual differences (Knowledge gap &amp; inoculation)</u></b></p> <p>Ch. 7, 9 &amp; 23 (Bryant &amp; Oliver, 2009)</p> <p>Hwang, Y., &amp; Jeong, S. H. (2009). Revising the knowledge gap hypothesis: A meta-analysis of thirty-five years of research. <i>Journalism &amp; Mass Communication Quarterly</i>, 86(3), 513-532.</p> <p>McGuire, W. J., &amp; Papageorgis, D. (1962). Effectiveness of forewarning in developing resistance to persuasion. <i>Public Opinion Quarterly</i>, 26(1), 24–34.</p> <p>Pfau, M., &amp; Burgoon, M. (1988). Inoculation in political campaign communication. <i>Human Communication Research</i>, 15(1), 91-111.</p> <p>Tichenor, P. J.; Donahue, G.A.; &amp; Olien, C. N. (1970). Mass media flow and differential growth in knowledge. <i>Public Opinion Quarterly</i>, 34,159-170.</p> <p>*G.A. Donohue, G. A., Tichenor, P. J., &amp; Olien, C. N. (1975). Mass Media and the Knowledge Gap: A Hypothesis Reconsidered. <i>Communication Research</i>, 1975; 2(1), 3-23.</p>
W9	3/9	<p><b><u>Media Effects and the problem of temporality</u></b></p> <p>Time Machine Exercise and discussion</p> <p><i>Midterm (Take-home) questions distributed at the end of class.</i></p>
W10	3/16	<i>Spring break. No class.</i>
W11	3/23	<p><b><u>Entertainment &amp; Enjoyment</u></b></p> <p>Ch. 14 &amp; 24 (Bryant &amp; Oliver, 2009)</p> <p>Giles, D. C. (2002). Parasocial interaction: A review of the literature and a</p>

		<p>model for future research. <i>Media Psychology</i>, 4(3), 279-305.</p> <p>Knobloch, S., &amp; Zillmann, D. (2002). Mood management via the digital jukebox. <i>Journal of Communication</i>, 52(2), 351-366.</p> <p>Raney, A. A., &amp; Bryant, J. (2002). Moral judgment and crime drama: An integrated theory of enjoyment. <i>Journal of Communication</i>, 52(2), 402-415.</p> <p>Zillmann, D., &amp; Cantor, J. R. (1976). A disposition theory of humor and mirth. In Chapman, A. J. &amp; Foot, H.C. (Eds.), <i>Humor and laughter: Theory, research, and applications</i> (pp. 93-115). London: Wiley.</p>
W12	3/30	<p><b><u>Video Games</u></b></p> <p>Ch. 25 (Bryant &amp; Oliver, 2009)</p> <p>Buckley, K. E., &amp; Anderson, C. A. (2006). A theoretical model of the effects and consequences of playing video games. In P. Vorderer &amp; J. Bryant (Eds.), <i>Playing video games: Motives, responses, and consequences</i> (363-378). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.</p> <p>Calvert, S. L. (2005). Cognitive effects of video games. In J. Raessens &amp; J. Goldstein (Eds.), <i>Handbook of computer game studies</i> (pp. 125-131). MIT Press.</p> <p>Gunter, B. (2005). Psychological effects of video games. In J. Raessens &amp; J. Goldstein (Eds.), <i>Handbook of computer game studies</i> (pp. 145-160). MIT Press.</p> <p>Kontour, K. (2009). Revisiting violent videogames research: Game Studies perspectives on aggression, violence, immersion, interaction, and textual analysis. <i>Digital Culture &amp; Education</i>, 1(1), 6-30. Available: <a href="http://digitalcultureandeducation.com/cms/wp-content/uploads/2009/05/dce1011_kontour_2009.pdf">http://digitalcultureandeducation.com/cms/wp-content/uploads/2009/05/dce1011_kontour_2009.pdf</a></p> <p>Sherry, J. L. (2001). The effects of violent video games on aggression: A meta-analysis. <i>Human Communication Research</i>, 27(3), 409-431.</p> <p>**Sutton-Smith, B. (2001). <i>The ambiguity of play</i>. Harvard University Press.</p>
W13	4/6	<p><b><u>New media &amp; mobile communication</u></b></p> <p>Ch. 26 &amp; 27 (Bryant &amp; Oliver, 2009)</p> <p>Campbell, S. W., &amp; Russo, T. C. (2003). The social construction of mobile telephony: An application of the social influence model to perceptions and uses of mobile phones within personal communication networks. <i>Communication</i></p>

		<p><i>Monographs</i>, 70(4), 317-334.</p> <p>Katz, J. E. (2006). Mobile communication and the transformation of daily life: The next phase of research on mobiles. <i>Knowledge, Technology, &amp; Policy</i>, 19(1), 62-71.</p> <p>Katz, J.E. &amp; Aakhus, M. (2002). Conclusion: Making meanings of mobile – A theory of Apparategeist. In J.E. Katz &amp; M. Aakhus (eds.), <i>Perpetual Contact: Mobile Communication, private talk, public performance</i> (pp. 301-318). Cambridge: Cambridge University Press.</p> <p>Lievrouw, L. A. (2004). What’s changed about new media? Introduction to the fifth anniversary issue of <i>New Media &amp; Society</i>. <i>New Media &amp; Society</i>, 6(1), 9-15.</p> <p>Schmidt, J. (2007). Blogging practices: An analytical framework. <i>Journal of Computer-Mediated Communication</i>, 12(4), 1409-1427.</p> <p>Joseph B. Walther, I. B., Gay, G., &amp; Hancock, J. T. (2005). How do communication and technology researchers study the Internet? <i>Journal of Communication</i>, 55(3), 632-657.</p> <p>*Harrison, T., &amp; Barthel, B. (2009). Wielding new media in Web 2.0: Exploring the history of engagement with the collaborative construction of media products. <i>New Media &amp; Society</i>, 155-178.</p> <p>**Katz, J. E., &amp; Rice, R. E. (2002). <i>Social consequences of Internet use: Access, involvement, and interaction</i>. MIT Press.</p> <p>**Reeves, B., &amp; Nass, C. (2003). <i>The media equation: How people treat computers, television, and new media like real people and places</i>. Stanford, CA: CSLI Publications.</p>
W14	4/13	<p><b><u>Political campaigns &amp; civic engagement</u></b></p> <p>Ch. 10, 11 &amp; 20 (Bryant &amp; Oliver, 2009)</p> <p>De Zuniga, H. G., Puig-I-Abril, E., &amp; Rojas, H. (2009). Weblogs, traditional sources online and political participation: An assessment of how the Internet is changing the political environment. <i>New Media &amp; Society</i>, 11(4), 553 - 574.</p> <p>Graber, D. A., &amp; Smith, J. M. (2005). Political communication faces the 21st century. <i>Journal of Communication</i>, 55(3), 479-507.</p> <p>Haythornthwaite, C. (2002). Strong, weak, and latent ties and the impact of new media. <i>The Information Society</i>, 18(5), 385-401.</p>

		<p>Iyengar, S., &amp; Simon, A. F. (2000). New perspectives and evidence on political communication and campaign effects. <i>Annual Review of Psychology</i>, 51, 149 - 169.</p> <p>Quan-Haase, A., &amp; Wellman, B. (2004). How does the Internet affect social capital? In M. Huysman &amp; V. Wulf. Social (Eds.), <i>Social capital and information technology</i> (pp. 113-132).</p> <p>*Pruijt, H. (2002). Social capital and the equalizing potential of the Internet. <i>Social Science Computer Review</i>, 20(2), 109-115.</p> <p>* Shah, D. V., McLeod, J. M., &amp; Yoon, S. (2001). Communication, context, and community: An exploration of print, broadcast, and Internet influences. <i>Communication Research</i>, 28(4), 464-506.</p> <p>*Wellman, B., Quan Haase, A., Witte, J., &amp; Hampton, K. (2001). Does the Internet increase, decrease, or supplement social capital? <i>American Behavioral Scientist</i>, 45(3), 436-455.</p> <p>**Putnam, R. D. (2000). <i>Bowling alone: The collapse and revival of American community</i>. New York: Simon &amp; Schuster.</p>
W15	4/20	<p><b><u>Children and the media</u></b></p> <p>Ch. 18 &amp; 19 (Bryant &amp; Oliver, 2009)</p> <p>Brown, J. D., &amp; Witherspoon, E. M. (2002). The mass media and American adolescents' health. <i>Journal of Adolescent Health</i>, 31(6), 153-170.</p> <p>Bryant, J. A., Sanders-Jackson, A., &amp; Smallwood, A. M. K. (2006). IMing, text messaging, and adolescent social networks. <i>Journal of Computer-Mediated Communication</i>, 11(2). Available: <a href="http://jcmc.indiana.edu/vol11/issue2/bryant.html">http://jcmc.indiana.edu/vol11/issue2/bryant.html</a></p> <p>Valkenburg, P. M., &amp; Peter, J. (2009). Social consequences of the Internet for adolescents: A decade of research. <i>Current Directions in Psychological Science</i>, 18(1), 1-5.</p> <p>Villani, S. (2001). Impact of media on children and adolescents: A 10-year review of the research. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i>, 40(1), 392-401.</p> <p>*Strasburger V. C. (2004). Children, adolescents, and the media. <i>Current Problems in Pediatric and Adolescent Health Care</i>, 34(2) 54-113.</p>

W16	4/27	<p><b><u>Ethnic &amp; gender issues</u></b></p> <p>Ch. 15, 16 &amp; 17 (Bryant &amp; Oliver, 2009)</p> <p>Leaper, C. &amp; Friedman, C. K. (2007). The Socialization of Gender. J. E. Grusec &amp; P. D. Hastings (Eds.), <i>Handbook of socialization: Theory and research</i> (pp. 561-587). New York: Guilford Publications.</p> <p>Mackie, D. M., Hamilton, D. L., Susskind, J., &amp; Rosselli, F. (1996). Social psychological foundations of stereotype formation. In N. McCrae, M. Hewstone, &amp; C. Stangor (Eds.), <i>Foundations of stereotypes and stereotyping</i> (pp. 41-78). New York: Guilford.</p> <p>Malamuth, N. M. (1996). Sexually explicit media, gender differences and evolutionary theory. <i>Journal of Communication</i>, 46(3), 8-31.</p> <p>Mastro, D. E., &amp; Stern, S. R. (2003). Representations of race in television commercials: A content analysis of prime-time advertising. <i>Journal of Broadcasting &amp; Electronic Media</i>, 47(4), 638-647.</p>
-----	------	--

## **Notes**

\*Required readings for doctoral students only, but are recommended for master students.

\*\*Books that are recommended for doctoral students interested in this particular area.

## **Seminar Format:**

Although the seminar format is fairly flexible, I do provide a basic structure to facilitate consistency across presentations. In general, will follow the sort of format you might find at a professional conference: The moderator will open the session with a brief (not exceeding about 10 minutes) overview of the topic and what she or he sees as the key issues and problematics it represents. Much of this overview can be a summary of the textbook's discussion of these issues.

I will serve as both a respondent and facilitator for the ensuing discussion. I will point out some key issues (from my perspective) that the moderator has raised and either underscore the moderator's observation, or provide some divergent perspective. As a discussion facilitator, my role largely consists of adding insights and other information that I think may enliven the discussion, or to helping maintain the flow of the discussion. Be sure to email me the CRFs NLT the day before your session.

During the discussion, the moderator will address each of the readings by working through the CRFs. Typically, she/he will walk through the CRF and then raise the discussion questions at the end. Participants should feel free to contribute to the discussion at any point.

## Critical Reading Form Example

Endres, F. F. (1984). Frontier obituaries as cultural reflectors: Toward operationalizing Carey's thesis. *Journalism History* 11: 3-4. 54-60

### Author's Purpose

To demonstrate how quantitative content analysis of appropriately selected historical newspaper content can address elusive issues regarding culture.

### Central Thesis

Because of their standardized content, obituaries are a particularly valuable source of cultural insights into both cultural and news values of the frontier press during the first half of the 19<sup>th</sup> Century.

### Author's approach to history (or media effects, in this class)

The author employed a content analysis of 19<sup>th</sup> Century frontier newspapers that focused on revealing journalistic, cultural and social patterns of the era.

### Key Terms

- Cultural history (how people "grasped" reality)
- Content analysis
- Gender roles
- Cultural roles
- Standardized newspaper content (placement and form)

### Key claims or propositions (10-15)

- News items that reflect standardized formats are particularly valuable artifacts for reflecting a cultural approach to press history.
- Traditional historical methods, as Carey noted, have not adequately conveyed the cultural dimension of journalism history.
- Focusing on routine historical items can reveal deep insights about cultural values.
- Obituaries reflected myriad cultural values ranging including journalistic, occupational, religious and gender values.
- The values reflected by seemingly cryptic obituaries paint a clear picture of the different gender roles of the early 19<sup>th</sup> Century.
- The content analysis reveals that women were largely viewed in terms of traditional, family centered roles. In effect, they were viewed as second-class citizens.
- The standardized form and consistent placement of obituaries reveals the extent to which news and cultural values were socialized among editors.

- The insights gained by such an analysis represent significant foundation for more focused follow-up research.

**Favorite Quotations (2)**

- Focusing on such common, standardized news items will lead the historian into such fruitful areas as item subjects, sources of information, placement, story structure, form and layout. (54)
- Men were respected and esteemed, women were beloved and well liked. (57)

**Three discussion questions grounded in the question stems\***

- What is an example of Endres utilizing other historical documents to triangulate his findings in the content analysis of newspapers?
- What are the strengths and weaknesses of employing a comparatively rigid quantitative methodology such as content analysis can address elusive issues involving culture and values?
- What is the difference between “newspaper reality” and “social reality?”

**\*Question stems for facilitating discussion** (Please develop all questions from these stems—and do not answer the questions on the form)

1. How would you use \_\_\_\_\_ to \_\_\_\_\_?
2. What is an example of \_\_\_\_\_?
3. Explain why \_\_\_\_\_?
4. What do you think would happen if \_\_\_\_\_?
5. What is the difference between \_\_\_\_\_ and \_\_\_\_\_?
6. How are \_\_\_\_\_ and \_\_\_\_\_ similar?
7. What is a possible solution to the problem of \_\_\_\_\_?
8. What conclusions can you draw about \_\_\_\_\_?
9. How does \_\_\_\_\_ affect \_\_\_\_\_?
10. In your opinion, which is best, \_\_\_\_\_ or \_\_\_\_\_? Why?
11. What are the strengths and weaknesses of \_\_\_\_\_?
12. Do you agree or disagree with the statement: \_\_\_\_\_? Support your answer.
13. How is \_\_\_\_\_ related to \_\_\_\_\_ that we studied earlier?