
Mass Communications & Society **CJT 608**

The Details

Course Title: CJT 608

Fall 2013

Classroom: KAS 210

Time: Tuesday, 3:30 to 6 p.m.

Professor: Dr. Deborah S. Chung

Office Hours: Tuesday 10:30-12 p.m. or by appointment

Required Text

•McQuail, Denis. *McQuail's Mass Communication Theory*. 6th ed. London: Sage, 2010.

•Various readings from established and emerging media scholars!

About the Course

This graduate seminar is designed to introduce students to various approaches to the study of mass communication. In this class, students will address the strengths and weaknesses of major theoretical approaches, their usefulness and validity, as well as their potential for practical application to media studies.

Broadly speaking, this is a course that examines the influence of mass media on social life. To make progress toward unraveling this intricate relationship between members of a society and the media they interact with, we will focus on issues that have received considerable attention in research and public debate. These are topics that relate to mass media content and the effects of these messages on the audiences as well as historical and organizational matters concerning media institutions.

Objectives: Students will focus on integrating theory with practice, will synthesize and analyze the work of media scholars and articulate those key discussions, and will learn how to complete an extensive literature review and fully develop relevant and meaningful research questions/hypotheses of their choice.

About Learning

Learning happens when there is interaction and mutual care between the student and the teacher. As the instructor of this course, I hope to communicate with each and every one of you and get acquainted with you on an individual basis. I do not anticipate depositing knowledge into empty vessels. Instead, I will guide you throughout the course, so you can master the information learned and take off from there into more creative avenues. I hope to learn as much from you as you hope to learn from this course.

Teaching, and learning, is a joint effort. I believe that your personal level of effort, mastery and motivation all affect how much you learn. I also believe that the overall classroom climate and the interaction among the classroom members will influence these factors. So let's work together as a group to experience the most fun that we can in learning about media studies and the various theories and conceptual frameworks to examine their benefits, shortcomings applications and implications.

Disability

If you have a documented disability that requires academic accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Diversity

As with any course at the University of Kentucky, this class will be conducted with respect for each individual and with an appreciation of diverse points of view. We at the UK School of Journalism and Telecommunications believe that it is vitally important to promote a diverse educational environment and society. People of all ages,

ethnicities, races, religions, sexual orientations, identities, socioeconomic circumstances, abilities, talents, occupations, political persuasions, and beliefs have much to share with us, as we have much to share with them. We believe that our lives are fuller, and that our society is stronger and more just, from such diverse and mutually beneficial encounters. Protecting our diversity is at the very core of our country's ideals as expressed in the Constitution of the United States of America.

About the Readings

Readings that are not available through the textbook will be provided through the CJT608 Blackboard site.

Course Calendar

Please note that the Course Calendar is a guideline. We will try to stick to it, but it is also not set in stone. Please note that the schedule may change, and if so, will be announced in class. Readings should be completed before the class for which they are assigned.

Assignments and Grading

Discussant and Seminar Facilitations (x2)	20%
Critical Reading Form (x2)	20%
Seminar Participation	10%
Proposal	10%
Annotated Bibliography	10%
Final Paper	30%

1) Discussant and Seminar Facilitations: Students will be paired to lead class discussions for two sessions. Discussants should also help facilitate classroom engagement. Discussion leaders should address the following general questions:

- What contribution has this approach made to the field of mass communication?
- What are the theory's strengths and weaknesses? or What are the argument's strengths and weaknesses?
- What is the (theoretical) significance of the research?

•What are the practical applications of this approach to media studies?

By 9 p.m. Sunday before presentations, each discussion leader pair must provide me with an annotated bibliography, in APA style, of 3-5 additional readings on the topic(s) that will be discussed. The readings may address further discussion/explanation regarding the theoretical approach, or they may be representative examples of research using the concepts under discussion. The annotated bibliography must include: author(s), title of article, chapter, or book, publication name, volume and/or issue of publication, page numbers, date published, and two paragraphs of commentary for each source included. The first paragraph should summarize the article, chapter, or book and the second paragraph should explain the usefulness of the source to the research topic.

During the presentations, each group must provide the class with a brief overview of the topic, address the assigned readings and other related research, and should help lead the class in a group discussion of the main themes. Remember, discussion leaders must go beyond the assigned readings for the week and should consider using related audio-visual materials to enhance the class session. Handouts and PowerPoint presentations are also useful.

2) Critical Reading Form (excluding the McQuail text): By Monday at 12 p.m., discussion leaders must submit their responses to the Critical Reading Form. These exercises are designed to help students better understand the readings by breaking down the articles into their specific purpose, thesis, key terms and claims, etc. Please bring copies for the class the following day during the presentations.

3) Seminar Participation: You are expected to have completed the readings before class and to actively take part in the discussions even if you are not the discussion facilitator.

4) Project Proposals: A proposal that addresses the research topic that you would like to study is due at the beginning of class on September 24. All students must have their proposals approved by the instructor before they can proceed with their literature reviews.

The proposal in brief should include a development of your research idea, significance of project, introduction of theoretical/conceptual framework and possible research questions/hypotheses.

5) Literature Review/Final Paper: The literature review will help students to synthesize a variety of material on a particular topic. I will discuss the mechanics of completing a successful literature review in class. Many of the readings for this course include excellent reviews of relevant literature, which may be used as a model for this assignment.

An annotated bibliography of the sources used in the literature review is due at the beginning of class on November 12. The annotated bibliography must include: author(s), title of article, chapter, or book, publication name, volume and/or issue of publication, page numbers, date published, and two paragraphs of commentary for each source included. The first paragraph should summarize the article, chapter, or book and the second paragraph should explain the usefulness of the source to the research topic.

Each student's final paper is due at the beginning of the class session on December 10. Your final paper should include a detailed description of the topic, further developed significance section of your research as it relates to the mass communication concepts and frameworks discussed in class, extensive literature review, statement of fully developed research questions/or hypotheses based on the literature review, and a methods section that addresses how to systematically answer the critical questions raised. Please follow APA Style 6th edition.

Message from GSA

The annual Communication Graduate Student Association Symposium is a student-sponsored event designed for graduate students to gain experience delivering a conference-style presentation of their research. Original research (completed studies and proposals), thematic reviews of literature, and theoretical essays/position papers may be submitted for presentation. This is also an excellent opportunity

to receive additional feedback on your work prior to submitting to a professional conference. (NCA's deadline is usually the end of March!) Dates and submission information are below.

Deadline for Submissions: 11:59 p.m., Friday, January 17th, 2014.

Date of Symposium: Friday, February 21, 2014.

How to Submit: Send blind manuscripts (i.e., all author identifying information has been removed from the document) to marjorie.buckner@uky.edu.

About the Professor

Deborah joined UK in 2004, and she loves it here! She received her bachelor's degree from the University of Missouri-Columbia with a concentration in magazine design. She received her master's degree from the University of Illinois at Urbana-Champaign and doctoral degree from Indiana University at Bloomington.

Deborah's research focuses on the changing dynamics between communication professionals and their audiences through emergent information communication technologies (ICTs), and she further examines ways through which ICTs empower information consumers. The practical significance of her research program is to help newspapers make better use of new interactive tools and in the process, make news more meaningful for their audiences. Her most recent research investigates the growing role of citizen journalists and their content contributions through online sources focusing on their motives for partaking in such reporting activities, perceived role conceptions, credibility and social capital.

Deborah's research appears in *Journalism & Mass Communication Quarterly*, *Journal of Computer-Mediated Communication*, *Convergence: The International Journal of Research into New Media Technologies*, *Journal of the Society for Information Science and Technology*, *Newspaper Research Journal*, *Journalism: Theory, Practice and Criticism*, and *Mass Communication and Society* among others.

You can reach Deborah at: 257-3021, dchung@uky.edu, or stop by on Tuesdays between 10:30-12 p.m. at Grehan 215.

Course Calendar

Session	Topic/Deadlines/Guests
1 / Sept. 3	Intro to media studies / Definitions Getting acquainted
2 / Sept. 10	Approaches to studying media and communication: The rise of mass media <i>Initial proposals brief</i> McQuail Chp. 1-2 •Sreberny, A. (2004). Society, culture and media: Thinking comparatively. In J. D. H. Downing, D. McQuail, P. Schlesinger, & E. Wartella (Eds.), <i>The Sage handbook of media studies</i> (pp. 83-103). Thousand Oaks: Sage. •Flichy, P. (2002). New media history. In L. Lievrouw & S. Livingstone (Eds.), <i>Handbook of new media: Social shaping and consequences of ICTs</i> (pp. 136-151). London: Sage. •Morris, M., & Ogan, C. (1996). The Internet as mass medium. <i>Journal of Communication</i> , 46(1), 39-50.
3 / Sept. 17	Media theories I: Concepts and models for understanding media and society McQuail Chp. 3-4 •Fenton, N. (2007). Bridging the mythical divide: Political economy and cultural studies approaches to the analysis of media. In E. Devereux (Ed.), <i>Media studies: Key issues and debates</i> (pp. 7-31). London: Sage. •Corner, J. (2007). Media, power and culture. In E. Devereux (Ed.), <i>Media studies: Key issues and debates</i> (pp. 211-230). London: Sage. •Webster, F. (2002). The information society revisited. In L. Lievrouw & S. Livingstone (Eds.), <i>Handbook of new media: Social shaping and consequences of ICTs</i> (pp. 22-33). London: Sage.
4 / Sept. 24	Media theories II: Concepts and models for understanding media and society & normative theories McQuail Chp. 6-7 •Jensen, J.F. (1998). Interactivity: Tracking a new concept in media and communication studies. <i>Nordicom Review</i> , 1, 185-204.

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Session

Topic/Deadlines/Guests

- Bentivegna, S. (2006). Rethinking politics in the age of ICTs. *European Journal of Communication*, 21(3), 331–44.
- Christians, C. (2004). Ethical and normative perspectives. In J. D. H. Downing, D. McQuail, P. Schlesinger, & E. Wartella (Eds.), *The Sage handbook of media studies*, (pp. 19-40). Thousand Oaks: Sage.
- Proposals due

5 / Oct. 1

The media organization and production of media culture

Annotated bibliography brief

McQuail Chp. 11 -12

- Schudson, M. (1989). The sociology of news production. *Media, Culture and Society*, 11(3), 263-282.
- Tuchman, G. (1972). Objectivity as strategic ritual: An examination of newsmen's notions of objectivity. *American Journal of Sociology*, 77(4), 660-679.
- Carlson, M. (2007). Order versus access: News search engines and the challenge to traditional journalistic roles. *Media, Culture and Society*, 29(6), 1014–30.

6 / Oct. 8

Mass communication and culture

Guest speaker: Margaret McGladrey, Assistant Dean for Research, University of Kentucky, College of Public Health (Critical cultural approaches)

McQuail Chp. 5

- Carey, J. W. (1975/2002). A cultural approach to communication. Reprinted in D. McQuail (Ed.), *Reader in Mass Communication Theory*. (pp. 36-45). London: Sage.
- Hermes, J. (2007). Media representations of social structure: Gender. In E. Devereux (Ed.), *Media studies: Key issues and debates* (pp. 191–210). London: Sage.
- McGladrey, M. L. (in press). Becoming tween bodies: What preadolescent girls in the U.S. say about beauty, the “just-right ideal,” and the “Disney Girls”. *Journal of Children and Media*, DOI:10.1080/17482798.2013.805305

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Session

Topic/Deadlines/Guests

7 / Oct. 15

Media structures and institutions: Media economics and governance/globalization

McQuail Chp. 8-10

- Bar, F., & Sandvig, C. (2008). US communication policy after convergence. *Media, Culture and Society*, 30(4), 531–550.
- Albarran, A. B. (2004). Media economics. In J. D. H. Downing, D. McQuail, P. Schlesinger, & E. Wartella (Eds.), *The Sage handbook of media studies* (pp. 291-308). Thousand Oaks: Sage.
- Mansell, R. (2004). Political economy, power and new media. *New Media and Society*, 6(1), 96-105.
- Sinclair, J. (2004). Globalization, supranational institutions and media. In J. D. H. Downing, D. McQuail, P. Schlesinger, & E. Wartella (Eds.), *The Sage handbook of media studies* (pp. 65-82). Thousand Oaks: Sage.

8 / Oct. 22

Media content and representation I: Visual Communication

Guest speaker: Dr. Yung Soo Kim (Photography, photojournalism)
Review Content Analysis PowerPoint prior to start of class.

McQuail Chp. 13

- Grabe, M. E. (1996). The South African Broadcasting Corporations' Coverage of the 1987 and 1989 Elections: The matter of visual bias. *Journal of Broadcasting and Electronic Media*, 40(2), 153-179.
- Anden-Papadopolous, K. (2008). The Abu-Ghraib torture photographs: News frames, visual culture and the power of images. *Journalism*, 9 (1), 5–30.
- Kim, Y. S., & Kelly, J. D. (2008). A matter of culture: A comparative study of photojournalism in American and Korean newspapers. *International Communication Gazette*, 70(2), 155-173.
- Kim, Y. S., & Kelly, J. D. (2012). Presidential portrayal: Photographic coverage of two presidents. *Iowa Journal of communication*, 44(2), 249-267.

9 / Oct. 29

Media content and representation II: Race and ethnicity

Content Analysis: research, resources

Meet in Media Center for the Future/Theater (room 23 in Grehan basement:

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Session Topic/Deadlines/Guests

Scott Johnson, Director of Research and Instructional Technology)

Content analysis brief

McQuail Chp. 14

- Entman, R.M. (1992). Blacks in the news: Television, modern racism, and cultural change. *Journalism Quarterly*, 69(2), 341-361.
- Avraham, E. (2013). Changes in the news representation of minorities over the course of 40 years of research. In A. N. Valdivia (Gen. Ed.) & S. R. Mazzarella (Ed.), *The international encyclopedia of media studies. Vol. 3: Content and Representation*. Oxford, UK: Wiley-Blackwell.

10 / Nov. 5

Media audiences: Theory and research traditions

Literature review and final paper brief

McQuail Chp. 15

- Bakker, P. & 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.
- Kitzinger, K. (2004). Audience and readership research. In J. D. H. Downing, D. McQuail, P. Schlesinger, & E. Wartella (Eds), *The Sage handbook of media studies* (pp. 167-182). Thousand Oaks: Sage.
- Thiel-Stern, S. (2013). Beyond the active audience: Exploring new media audiences and the limits of cultural production. In A. N. Valdivia (Gen. Ed.) & R. Parameswaran (Ed.), *The international encyclopedia of media studies. Vol. 4: Audience and interpretation*. Oxford, UK: Wiley-Blackwell.

11 / Nov. 12

The active audience

IRB

McQuail Chp. 16

- Livingstone, S. (2007). From family television to bedroom culture: Young people's media at home. In E. Devereux (Ed.), *Media studies: Key issues and debates* (pp. 302–321). London: Sage.
- Chung, D. S., & Kim, S. (2008). Blogging activity among cancer patients and their companions: Uses, gratifications and predictors of outcomes. *Journal of the American Society for Information Science and*

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Technology, 59(2), 297-306.

•Haridakis, P. (2013). Uses and gratifications: A social and psychological perspective of media use and effects. In A. N. Valdivia (Gen. Ed.) & E. Scharrer (Ed.), *The international encyclopedia of media studies*. Vol. 5: *Media effects/media psychology*. Oxford, UK: Wiley-Blackwell.

•MacBeth, T. (2004). Psychology of media use. In J. D. H. Downing, D. McQuail, P. Schlesinger, & E. Wartella (Eds.), *The Sage handbook of media studies* (pp. 201-226). Thousand Oaks: Sage.

••Annotated bibliographies due

12 / Nov. 19

Media effects I: Processes and models

Guest speaker: Dr. Anthony Limperos (Video games and effects research)

McQuail Chp. 17

•McDonald, Daniel G. (2004). Twentieth century media effects research. In J. D. H. Downing, D. McQuail, P. Schlesinger, & E. Wartella (Eds.), *The Sage handbook of media studies* (pp. 183-200). Thousand Oaks: Sage.

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

•Limperos, A. M., Downs, E., Ivory, J. D., and Bowman, N. D. (in press). Leveling up: A review of emerging trends and suggestions for the next generation of communication research investigating video games' effects. *Communication Yearbook*.

13 / Nov. 26

Media effects II: Social-cultural effects

McQuail Chp. 18

•Gerbner G, Gross, L, Morgan, M., Signorielli, N., & Shanahan, J. (2002). Growing up with television: Cultivation processes. In J. Bryant & D. Zillman (Eds.), *Media effects: Advances in theory and research* (pp. 69-95). Mahwah, NJ: Lawrence Erlbaum.

•Segrin, C., & Nabi, R. L. (2002). Does television viewing cultivate unrealistic expectations about marriage? *Journal of Communication*, 52(2), 247-263.

•Smith, S. L., Moyer-Gusé, E., & Donnerstein, E. (2004). Media violence and sex: What are the concerns, issues and effects? In J. D. H. Downing,

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D. McQuail, P. Schlesinger, & E. Wartella (Eds.), *The Sage handbook of media studies* (pp. 541-568). Thousand Oaks: Sage.

•Nabi, R. L., So, J., & Santos, T. (2013). Tracing the course of reality TV effects research. In A. N. Valdivia (Gen. Ed.) & E. Scharrer (Ed.), *The international encyclopedia of media studies. Vol. 5: Media effects/media psychology*. Oxford, UK: Wiley-Blackwell.

• Krcmar, M. (2013). Selective exposure to violent media: A Synthesis of the Research and Theoretical Overview. In A. N. Valdivia (Gen. Ed.) & E. Scharrer (Ed.), *The international encyclopedia of media studies. Vol. 5: Media effects/media psychology*. Oxford, UK: Wiley-Blackwell.

14 / Dec. 3

Media effects III: News, public opinion and political communication

McQuail Chp. 19

•McCombs, M. E., & Shaw, D. L. (1972). The agenda setting function of mass media. *Public Opinion Quarterly*, 36 (2), 176-187.

•Semetko, H. A., (2004). Media, public opinion, and political action, In J. D. H. Downing, D. McQuail, P. Schlesinger, & E. Wartella (Eds.), *The Sage handbook of media studies* (pp. 351-374). Thousand Oaks: Sage.

•Scheufele, B., & Scheufele, D. (2013). Framing and priming effects: Exploring challenges connected to cross-level approaches in media effects research. In A. N. Valdivia (Gen. Ed.) & E. Scharrer (Ed.), *The international encyclopedia of media studies. Vol. 5: Media effects/media psychology*. Oxford, UK: Wiley-Blackwell.

15 / Dec. 10

What's next: future of media studies and participation

McQuail Chp. 20

•Debatin, B., & Lovejoy, J. P. (2009). Facebook and online privacy: Attitudes, behaviors, and unintended consequences. *Journal of Computer-Mediated Communication*, 15, 83-108.

•Spry, D. (2013). Fear and hope: The politics of childhood and mobile media. In A. N. Valdivia (Gen. Ed.) & K. Gates (Ed.), *The international encyclopedia of media studies. Vol. 6: Media studies futures*. Oxford, UK: Wiley-Blackwell.

•Consalvo, M. (2013). The future of game studies. In A. N. Valdivia (Gen. Ed.) & K. Gates (Ed.), *The international encyclopedia of media studies*.

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Vol. 6: Media studies futures. Oxford, UK: Wiley-Blackwell.

•Eide, M. (2013). Reconstructing accountability: Essential journalistic reorientations. In A. N. Valdivia (Gen. Ed.) & K. Gates (Ed.), *The international encyclopedia of media studies. Vol. 6: Media studies futures.* Oxford, UK: Wiley-Blackwell.

••Final papers due

***This syllabus is an active document and may be changed at any time. The instructor will notify students of any changes.**