

CJT 645-001: Proseminar in Mass Communication Theory (3 Credits)**Course Syllabus**

Class Time & Location: 3:30 pm – 6:00 pm, Tuesday @ 223 Grehan Building
Spring 2012

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Hours: TR 1:30 pm – 3:10 pm & by appointment

Course Description

This course offers a critical overview of the evolving landscape of major (selected) contemporary theories and research pertaining to a variety of manifested effects due to exposure to and/or use of a myriad of traditional (e.g., print, radio, television) as well as internetworked media platforms. In that regard, topics of interest include not only what are commonly termed mass media but also specialized/fragmented/niche media formats in relation to different communication settings. Toward that end, particular emphases will be placed on the intellectual origins, theoretical threads, methodological traditions, and emerging fronts that shape various fields of media-effects inquiries.

The course will familiarize you with both the well-established classics and the “frontier” literature in the different traditions of media-effects research, and will challenge you to identify emerging fronts/subfields, formulate state-of-the-field research questions, and develop original, innovative research designs in the areas of your individual interest(s). As part of the process, you will refine your ability to critically evaluate the theoretical and methodological merit of particular research endeavors, and translate this knowledge to your personal research projects.

Don't pretend for a moment that you will find all (or most) media effects theories and research equally appealing. However, developing an intimate understanding of a broad atlas of the field is essential for you to create your own personalized roadmap to success as a communication researcher. Therefore, through extensive discussions and deliberations in this class, each of you is expected to develop your own area of concentration, and prepare yourself to design and conduct groundbreaking research and make your own contribution to the field of media-effects research.

Required Text

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

Supplementary readings will be distributed electronically throughout the semester.

Class Format & Participation

This class is a graduate seminar, and your participation ultimately defines the success of the course. Each seminar session will be structured around an extensive, but manageable, series of readings. Given that the readings form the foundations of class discussions, you are expected to

come to class having completed the readings assigned for that week. This means that you should arrive at class prepared with questions, comments, and criticisms.

Being a valued member of the community of scholars in any particular field entails practices best summarized in these two words: collegiality and communality. We will build this course into a community and class atmosphere where everyone feels comfortable to contribute and engage themselves in all activities. Diverse, and even unorthodox opinions, are encouraged. Meanwhile, no student should refrain from criticisms and constructive comments on the work/words of others (among them, members of this class, your professor included). Yet all this should be done 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 and private conversations.

Class Attendance

Attendance is mandatory, and punctuality is expected. Participation in class discussion and activities will be counted toward your grade. Excused absences are only reserved 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 one's chance of passing the course. It is the responsibility of the individual student to find out from fellow classmates what material has been covered in the session(s) they have missed, and to make up all missed readings and assignments.

Late Assignment & Incomplete

Stick to all important deadlines. Late assignments may be accepted (possibly with a penalty), but this acceptance is not automatic. I have to be convinced why the request for extension is warranted.

An "I" (Incomplete) grade will be given only if a substantial amount of the course work has been satisfactorily completed at the time of the request. Furthermore, you have to demonstrate that insurmountable circumstances are stopping you from completing the course in the remainder of the semester. This requires submitting a written appeal with all necessary documentation at the earliest date possible.

Plagiarism/Academic Dishonesty

There is a zero tolerance policy for any form of cheating and/or plagiarism. This includes (but is not limited to) using sources without proper attribution, fabricating research data, presenting another's work as one's own, using the same assignment for more than one class, and passively allowing others to copy your work. Any offense of the aforementioned nature will lead to a zero in this course and/or other possible consequences (e.g., resulting in a grade of "XF" – failed for academic dishonesty – being put on your permanent transcript). Any question or confusion about academic integrity must be resolved before a paper is submitted to the instructor.

Grading

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

Take-home Exam (midterm)	30%
Moderation	15%
Research Paper (& Oral Presentation)	40%
Class Participation	10%
Discussion Questions	5%

Participation

This is a seminar rather than a lecture. So with the help of the assigned readings, you will critique relevant theories, analyze research designs and approaches, and brainstorm ideas. As a consequence, active participation of *all* class members is expected, and each member should be ready to answer questions posed by moderators/the instructor and provide feedback to others' answers.

Discussion Questions

To facilitate participation and discussion, you should come to class with a typed list of three to four questions each week in response to the readings and your subsequent reflections on the readings. These questions can be about any aspect of the readings or weekly topic that you find relevant and of interest. They can pertain to broad issues of theoretical assumptions or specific points of motivations, strengths or weaknesses of particular research papers. Questions that are poorly worded or don't demonstrate a desirable depth of personal reflections won't receive credit. I will collect the questions at the end of each session (so that you can keep, and refer to, the questions for discussion input during class time).

You do not have to prepare discussion questions for the week(s) you serve as a moderator.

Discussion Moderator/Leader

Each student will sign up as a weekly moderator. As a moderator, it is your responsibility to identify outstanding and prominent issues in the field, and raise important questions to involve class members in thoughtful, illuminating discussions in the class. To do that, you will need to become an expert in that particular area by demonstrating an in-depth understanding of not only the required readings but other important literature as well. Therefore, *additional* research is essential.

Each moderator should start the session with a brief (15-20 minute) overview of the weekly topic(s)/readings, and lead the class with discussions. Be reminded here that the role of a moderator is to facilitate, not dominate, discussions. A fruitful discussion necessitates identifying important issues and intriguing questions, and that should be the focus of attention in making preparations. I will take notes, make observations, and take part in the discussion/moderation whenever needed.

By Monday morning of the week, the responsible moderator should email me a list of questions and a rough outline for structuring the discussion. I will get back with my comments and suggestions before Tuesday morning. Additionally, a hard copy of annotated bibliography should be turned in as part of this assignment at the end of class. The annotated bibliography must

include at least *five* recent (that is, published in the last ten years) academic publications (i.e., journal articles or book chapters), with a paragraph of text for each indicating: first, a brief summary of the main contribution/breakthrough of this publication; and second, how it has helped you in inspiring questions and generating ideas for moderating the weekly discussion.

Each doctoral student is responsible for moderating two weekly sessions, and each Master student is responsible for moderating one session.

Mid-Term Take-Home Exam

This is an open-book, take-home exam asking class members to demonstrate an in-depth understanding of, and a competence to discern/discuss, evolving theoretical and methodological issues in relation to the topics covered up to the mid-point of the course. Questions will be distributed early in the Week of 3/12-3/16, and answers are due later that week.

Research Proposal

Each student will also complete a research proposal on a media effect topic of *their individual interest*, preferably something that can be feasibly pursued later. The proposal should be modeled after a standard journal article. 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 a final revision. Please note that the proposed research must fall within the disciplinary perspective of media effects, and methodological approaches can be quantitative or qualitative. *Also keep in mind that the proposal must be original in the sense that you may not turn in a paper (even if it involves slight modifications) that you have worked for another course or research project (thesis).* Any questions in this regard should be resolved in consultation with the instructor early on in the semester.

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 seek approval from me for topic of this proposal early in the semester. Some short meetings and conversations with the instructor are highly recommended while you are in the process of working on the 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). Only **hard copies** will be accepted.

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. There are numerous examples of these reflexive articles in your readings. Please confer with the professor on your topic of choice, and discuss with him 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	1/17	<p><u>Course introduction</u></p> <p>Carey, J. (1989). A cultural approach to communication. In J. Carey, <i>Communication as Culture: Essays on Media and Culture</i> (pp. 13-36). New York: Routledge.</p> <p>Pooley, J. (2008). The new history of mass communication research. In D. Park, & J. Pooley (eds.) <i>The History of Media and Communication Research: Contested Memories</i> (pp. 43-69). New York: Peter Lang.</p> <p>Potter, W. J. (2011). Conceptualizing mass media effect. <i>Journal of Communication</i>, 61, 896–915.</p> <p>*Donsbach, W. (2006). The identity of communication research. <i>Journal of Communication</i>, 56(3), 437-448.</p>
W2	1/24	<p><u>Agenda-setting & Priming</u></p> <p>Ch. 1 & 5 (Bryant & Oliver, 2009)</p> <p>McCombs, M. E., & 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, 142-147.</p> <p>Wu, D. H. & Coleman, R. (2009). Advancing agenda-setting theory: The comparative strength and new contingent conditions of the two levels of agenda-setting effects. <i>Journalism & Mass Communication Quarterly</i>, 84, 775-789.</p> <p>*Golan, G. J., Kioussis, S. K., & 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>
W3	1/31	<p><u>Framing</u></p> <p>Ch. 2 (Bryant & 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., & 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., & 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>Borah, P. (2011). Conceptual issues in framing theory: A systematic examination of a decade's literature. <i>Journal of Communication</i>, 61, 246-263.</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>
W4	2/7	<p><u>Cultivation & Third-person Effect</u></p> <p>Ch. 3, 12 & 13 (Bryant & Oliver, 2009)</p> <p>Banning, S. A. (2008). Introduction: Third-person effect symposium. <i>Mass Communication & 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>Golan, G. J., & 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 & Society</i>, 11(4), 539-556.</p> <p>Niederdeppe, J., Fowler, E. F., Goldstein, K. and Pribble, J. (2010). Does local television news coverage cultivate fatalistic beliefs about cancer prevention? <i>Journal of Communication</i>, 60(2), 230-253.</p> <p>Potter, J. W. (1993). Cultivation theory and research: A conceptual critique. <i>Human Communication Research</i>, 19(4), 564-601.</p> <p>Shrum, L. J., Burroughs, J. E. & Rindfleisch, A. (2005). Television's cultivation of material values. <i>Journal of Consumer Research</i>, 32(3), 473-479.</p> <p>*Gerbner, G., & Gross, L. (1976). Living with television: The violence profile. <i>Journal of Communication</i>, 26(2), 173-203.</p> <p>*Gerbner, G., Gross, L., Morgan, M., & Signorielli, N. (1980). The mainstreaming of America: Violence Profile No. 11. <i>Journal of Communication</i>, 30(3), 10-29.</p>
W5	2/14	<p><u>Media construction of reality</u></p> <p>Ch. 4 & 6 (Bryant & Oliver, 2009)</p> <p>Adoni, H., & 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>Gamson, W. A., Croteau, D., Hoynes, W., & Sasson, T. (1992). Media images and the social construction of reality. <i>Annual Review of Sociology</i>, 18, 373-393.</p>

		<p>Lipschultz, J. H., & Hilt, M. L. (1999). Mass media and the death penalty: Social construction of three Nebraska executions. <i>Journal of Broadcasting & Electronic Media</i>, 43(2), 236-253.</p> <p>Zillmann, D. (1999). Exemplification theory: Judging the whole by some of its parts. <i>Media Psychology</i>, 1(1), 69-94.</p> <p>*Gitlin, T. (1978). Media sociology: The dominant paradigm. <i>Theory and Society</i>, 6, 205-253.</p>
W6	2/21	<p><u>Active audience (Uses & gratifications, media system dependency theory)</u></p> <p>Ch. 8 (Bryant & 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 & Society</i>, 1, 5-40.</p> <p>Ball-Rokeach, S.J., & DeFleur, M.L. (1976). A dependency model of mass-media effects. <i>Communication Research</i>, 3, 3-21.</p> <p>Quan-Haase, A. & Young, A. L. (2010). Uses and gratifications of social media: A comparison of Facebook and Instant Messaging. <i>Bulletin of Science, Technology & Society</i>, 30(5) 350–361.</p> <p>Ruggiero, T. E. (2000). Uses and gratifications theory in the 21st century. <i>Mass Communication & 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> <p>*Tai, Z. & Sun, T. (2006). Media dependencies in a changing media environment: The case of the 2003 SARS epidemic in China. <i>New Media & Society</i>, 9(6), 987-1009.</p>
W7	2/28	<p><u>Individual differences (Knowledge gap, inoculation & spiral of silence)</u></p> <p>Ch. 7, 9 & 23 (Bryant & Oliver, 2009)</p> <p>Hwang, Y., & Jeong, S. H. (2009). Revising the knowledge gap hypothesis: A meta-analysis of thirty-five years of research. <i>Journalism & Mass Communication Quarterly</i>, 86(3), 513-532.</p> <p>McGuire, W. J., & Papageorgis, D. (1962). Effectiveness of forewarning in developing resistance to persuasion. <i>Public Opinion Quarterly</i>, 26(1), 24–34.</p> <p>Pfau, M., & Burgoon, M. (1988). Inoculation in political campaign communication. <i>Human Communication Research</i>, 15(1), 91-111.</p> <p>Scheufele, D. A.; Moy, P. (2000). Twenty-five years of the spiral of silence: A conceptual review and empirical outlook. <i>International Journal of Public Opinion Research</i>, 12(1), 3-28.</p> <p>Tichenor, P. J., Donahue, G.A., & Olien, C. N. (1970). Mass media flow and</p>

		<p>differential growth in knowledge. <i>Public Opinion Quarterly</i>, 34,159-170.</p> <p>*G.A. Donohue, G. A., Tichenor, P. J., & Olien, C. N. (1975). Mass Media and the Knowledge Gap: A Hypothesis Reconsidered. <i>Communication Research</i>, 1975; 2(1), 3-23.</p>
W8	3/6	<p><u>Entertainment & Enjoyment</u></p> <p>Ch. 14 & 24 (Bryant & Oliver, 2009)</p> <p>Giles, D. C. (2002). Parasocial interaction: A review of the literature and a model for future research. <i>Media Psychology</i>, 4(3), 279-305.</p> <p>Knobloch, S., & Zillmann, D. (2002). Mood management via the digital jukebox. <i>Journal of Communication</i>, 52(2), 351-366.</p> <p>Oliver, M. B. & Raney, A. A. (2011). Entertainment as pleasurable and meaningful: Identifying hedonic and eudaimonic motivations for entertainment consumption. <i>Journal of Communication</i>, 61(5), 984–1004.</p> <p>Raney, A. A., & Bryant, J. (2002). Moral judgment and crime drama: An integrated theory of enjoyment. <i>Journal of Communication</i>, 52(2), 402-415.</p> <p>Tamborini, R., Bowman, N. D., Eden, A., Grizzard, M. & Organ, A. (2010). Defining media enjoyment as the satisfaction of intrinsic needs. <i>Journal of Communication</i>, 60(4), 758–777.</p> <p>*Zillmann, D., & Cantor, J. R. (1976). A disposition theory of humor and mirth. In Chapman, A. J. & Foot, H.C. (Eds.), <i>Humor and laughter: Theory, research, and applications</i> (pp. 93-115). London: Wiley.</p>
W9	3/13	<p><u>Video Games</u></p> <p>Ch. 25 (Bryant & Oliver, 2009)</p> <p>Buckley, K. E., & Anderson, C. A. (2006). A theoretical model of the effects and consequences of playing video games. In P. Vorderer & 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 & 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 & 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 & Education</i>, 1(1), 6-30. Available: http://digitalcultureandeducation.com/cms/wp-content/uploads/2009/05/dce1011_kontour_2009.pdf</p> <p>Sherry, J. L. (2001). The effects of violent video games on aggression: A meta-analysis.</p>

		<p><i>Human Communication Research</i>, 27(3), 409-431.</p> <p><i>Midterm (Take-home) questions distributed later in the week.</i></p>
W10	3/20	<u>Spring break. No class.</u>
W11	3/27	<p><u>Political campaigns & civic engagement</u></p> <p>Ch. 10, 11 & 20 (Bryant & Oliver, 2009)</p> <p>De Zuniga, H. G., Puig-I-Abril, E., & Rojas, H. (2009). Weblogs, traditional sources online and political participation: An assessment of how the Internet is changing the political environment. <i>New Media & Society</i>, 11(4), 553 - 574.</p> <p>Graber, D. A., & 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., & 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., & Wellman, B. (2004). How does the Internet affect social capital? In M. Huysman & 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., & 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., & Hampton, K. (2001). Does the Internet increase, decrease, or supplement social capital? <i>American Behavioral Scientist</i>, 45(3), 436-455.</p>
W12	4/3	<p><u>Children and the media</u></p> <p>Ch. 18 & 19 (Bryant & Oliver, 2009)</p> <p>Brown, J. D., & 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., & Smallwood, A. M. K. (2006). IMing, text messaging, and adolescent social networks. <i>Journal of Computer-Mediated Communication</i>, 11(2). Available: http://jcmc.indiana.edu/vol11/issue2/bryant.html</p> <p>Valkenburg, P. M., & 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 & 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>
W13	4/10	<p><u>Ethnic & gender issues</u></p> <p>Ch. 15, 16 & 17 (Bryant & Oliver, 2009)</p> <p>Leaper, C. & Friedman, C. K. (2007). The Socialization of Gender. J. E. Grusec & 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., & Rosselli, F. (1996). Social psychological foundations of stereotype formation. In N. McCrae, M. Hewstone, & 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., & Stern, S. R. (2003). Representations of race in television commercials: A content analysis of prime-time advertising. <i>Journal of Broadcasting & Electronic Media</i>, 47(4), 638-647.</p>
W14	4/17	<p><u>New media & mobile communication</u></p> <p>Ch. 26 & 27 (Bryant & Oliver, 2009)</p> <p>Campbell, S. W., & 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 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, & Policy</i>, 19(1), 62-71.</p> <p>Katz, J.E. & Aakhus, M. (2002). Conclusion: Making meanings of mobile – A theory of Apparategeist. In J.E. Katz & 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 & Society</i>. <i>New Media & 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., & 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., & 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 & Society</i>, 155-178.</p>
W15	4/24	<p><u>Social media</u></p> <p>Ben Shneiderman, B., Preece, J. & Pirolli, P. (2011). Realizing the value of social media requires innovative computing research. <i>Communications of the ACM</i>, 54(9), 34-37.</p> <p>Ellison, N. B., Steinfield, C. and Lampe, C. (2007). The Benefits of Facebook “friends:” Social capital and college students’ use of online social network sites. <i>Journal of Computer-Mediated Communication</i>, 12(4), 1143–1168.</p> <p>Hampton, K. N., Sessions, L. F. & Her, E. J. (2011). Core networks, social isolation, and new media: How internet and mobile phone use is related to network size and diversity. <i>Information, Communication & Society</i>, 14(1), 130-155.</p> <p>Hjorth, L. & Kyoung-Hwa Yonnie Kim, K. Y. (2011). Good grief: The role of social mobile media in the 3.11 earthquake disaster in Japan. <i>Digital Creativity</i>, 22(3), 187-199.</p> <p>Marwick, A. E. & boyd, d. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. <i>New Media & Society</i>, 13(1), 114-133.</p>
W16	5/1	Class presentations
W17	5/8	Presentations (TBD)

Note

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