

CJT 765 Advanced Communication Research Methods: Analysis of Texts Fall 2011

Class meetings: Grehan Journalism Bldg. Rm 223

Mondays, 3:30-5:50 PM

http://jat.uky.edu/~jhertog/CJT_765/CJT_765.html

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Analysis of texts

No single term that I have run across covers all forms of analysis applied to symbolic content. Each term I have found--textual analysis, content analysis, text analysis, discourse analysis, rhetorical analysis and so on--at least implies a particular type of content, a particular form of analysis, etc. I chose analysis of texts because it comes closest to providing an umbrella term for any type of scholarly (or other) form of analysis of symbolic content. We'll be looking at analysis of texts as a family of methods aimed at evaluating the meaning of a text or group of texts. A text can be seen as an enduring bounded corpus of symbolic content. This accepts a range of phenomena as texts. Not only books, television shows, paintings or recorded conversations are considered texts but also churches, maps, responses to open-ended survey questions, fashion ensembles, store layouts and on and on. While psychologists are especially well-versed in experimentation, sociologists and political scientists in survey research, and anthropologists in ethnography, the analysis of symbolic content is a special focus of the communications discipline. A perusal of communications journals will quickly demonstrate how widely used varied forms of text analysis are within the discipline.

Because this is a seminar it is appropriate (and expected) for each of you to take responsibility for teaching as well as learning. I cannot keep up with the vast number of methods and topics that fall under this umbrella, but can provide a theoretical base, experience and examples that relate to much of this field. I'm hoping to learn a great deal from this experience as well as enjoy the opportunity to explore this extremely active and rapidly expanding area of research.

I will emphasize the inseparability of theory and method in the course, so exposure to text-related theory and research will be as prominent as discussion of methods per se. As a consequence, we will be taking a rather broad approach instead of focusing on only one or a few means of studying texts.

Grading

Grading for this course will be determined by weekly online comments via Blackboard, leadership of one discussion session, a content analysis project report and presentation and a qualitative textual analysis project report and presentation. We will be discussing the projects in the seminar as they develop.

The breakdown of the percentage contribution from each source follows:

Weekly contributions:	30%
Discussion leadership	10%
Content analysis project	30%
Qualitative analysis project	30%

Work that is not turned in on the due date will receive a 10% decrease in points awarded per weekday late, unless you provide a University-recognized excuse for the delay or you have made prior arrangements with me. Work must be made up within one week of return to class.

Weekly contribution:

Each week I will post a question on Blackboard that relates to the readings and prior discussion. You will be expected to respond to the question. Normally the response would be no more than 1,000 words but I may specify another count on occasion. Additionally, you will be asked to critique a classmate's response. I will specify what I want you to focus on each week. These critiques will be no more than 500 words in length.

Discussion leadership:

Beginning the third class period you each will lead a discussion of a short piece you selected that relates to the required weekly readings. You are responsible for proposing the piece to me (a short explanation of its relation to the readings, your reasons for choosing the particular piece and an outline of your proposed discussion). The quality and logic of your choice, as well as your preparedness in leading the discussion, will determine your grade.

Content analysis project:

Applying the knowledge gained from your text and associated readings, you will propose a content analysis project. You will specify the theoretical problem you wish to tackle, the sample to be generated, and the approach you want to use. From among these proposals, at least three will be developed into actual projects and carried out by teams of coders, etc. More on that later.

Qualitative analysis project:

To cap off the course, each of you will carry out a textual analysis of some sort on a topic of your choosing. As before, you will need to outline your theoretical approach (though those wishing to apply grounded theory approaches will be rather vague on this one), outline the sample of text you wish to analyze, and some explanation of how you will approach the texts. During the scheduled final period,

you will present your project and the findings you have generated.

Policy on diversity

All class members will be treated with respect by the instructor and students. Grading and all other instructor contact with students will be based on effort and performance alone. No discrimination against or mistreatment of students (or the instructor) for any reason will be tolerated.

The following class schedule may be adjusted according to the needs of the class as it proceeds. Any changes will be announced in class and on Blackboard.

<p>Fall 2011 Schedule, CJT 765 Advanced Quantitative Research Methods: Text Analysis</p>

<p>August 29</p>

<p>Texts and Meaning The Role of Texts in Communications Research The Varieties of Texts Symbol Volume and the Significance of Concepts</p>
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<p>Accompanying Reading:</p>

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| <ul style="list-style-type: none"> • Neuendorf, Chapters 1-3 • Hall, S. (2001). Encoding/decoding. In M. G. Durham & D. M. Kellner (Eds.), <i>Media and cultural studies: KeyWorks</i> (pp. 166-176). Malden, MA: Blackwell. • Fiske, J. (1986). Television: Polysemy and popularity. <i>Critical Studies in Mass Communication</i>, 3, 391-408. • Chandler, D. (n.d.). Semiotics for beginners, from http://www.aber.ac.uk/media/Documents/S4B/semiotic.html • Lasswell, H. D. (1953). Why be quantitative? In B. Berelson & M. Janowitz (Eds.), <i>Reader in public opinion and communication</i>. Glencoe, IL: The Free Press. |
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<p>September 5</p>

<p>Memorial Day Holiday—No Class Meeting</p>
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<p>September 12</p>

<p>Sampling and Theory Development</p>
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<p>Explication</p>

Conceptualization

Accompanying Reading:

- Neuendorf, Chapters 4-5
- [Shoemaker](#), P. J., & Reese, S. D. (1991). *Mediating the message: Theories of influences on mass media content*. New York: Longman. (Selections)
- [Altheide](#), D. L., & Snow, R. P. (1988). Toward a theory of mediation. *Communication Yearbook*, 11, 194-223.
- Hodson, R. (1999). *Analyzing documentary accounts*. Thousand Oaks, Calif.: Sage Publications. Retrieved from <http://ezproxy.uky.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=24685>
- [Berkowitz](#), D., & Beach, D. W. (1993). News sources and news context: The effect of routine news, conflict and proximity. *Journalism Quarterly*, 70, 4-12.

September 19

Developing Coding Rules

- Neuendorf, Chapters 6-7
- [Blank](#), D. M., Eeley, M. F., Gerbner, G., Gross, L., Jackson-Beeck, M., Jeffries-Fox, S., & Signorielli, N. (2009). The Gerbner Violence Profile: A public debate in four parts. In K. Krippendorff & M. A. Bock (Eds.), *The content analysis reader* (pp. 383-400). Thousand Oaks, CA: Sage.
- [Capella](#), J. N., Mittermaier, J. W., Humphreys, L., Falcone, T., & Giorno, M. (2009). Coding instructions: An example. In K. Krippendorff & M. A. Bock (Eds.), *The content analysis reader* (pp. 253-265). Thousand Oaks, CA: Sage.
- [Kunkel](#), D., Wilson, B., Donnerstein, E., Linz, D., Smith, S., Gray, T., Potter, W. J. (1995). Measuring television violence: The importance of context. *Journal of Broadcasting and Electronic Media*, 39, 284-291.
- [Lometti](#), G. E. (1995). The measurement of televised violence. *Journal of Broadcasting and Electronic Media*, 39, 292-295.
- [Staton-Spicer](#), A. Q., & Wulff, D. H. (1984). Research in communication and instruction: Categorization and synthesis. [Article]. *Communication Education*, 33(4), 377-391.
- [Waldeck](#), J. H., Kearney, P., & Plax, T. G. (2001). Instructional and developmental communication theory and research in the 1990s: Extending the agenda for the 21st century. In W. B. Gudykunst (Ed.), *Communication Yearbook* (Vol. 24, pp. 207-229). Thousand Oaks, CA: Sage.

September 26

Content Analysis Contexts

Visual Content Analysis

- Neuendorf, Chapters 8-9
- Van Leeuwen, T., & Jewitt, C. (2001). *Handbook of visual analysis*. Thousand Oaks, CA: SAGE. Read:
 - [Bell](#), P. Content analysis of visual images. (pp. 10-34).
 - [Lister](#), M., & Wells, L. Seeing beyond belief: Cultural studies as an approach to analysing the visual. (pp. 61-91).
 - [Leeuwen](#), T. v. (2001). Seeing beyond belief: Cultural studies as an approach to analysing the visual. (pp. 92-118).
- [Alcolea-Banegas](#), J. (2009). Visual arguments in film. *Argumentation*, 23, 259-275. doi: 10.1007/s10503-008-9124-9
- [Cline](#), R. J. W., & Young, H. N. (2004). Marketing drugs, marketing health care relationships: A content analysis of visual cues in direct-to-consumer prescription drug advertising. *Health Communication*, 16(2), 131-157.

October 3

Extensive v. Intensive Content Analyses

Computerized Content Analyses

- [Nacos](#), B. L., Shapiro, R. Y., Young, J. T., Fan, D. P., Kjellstrand, T., & McCaa, C. (2009). Comparing human coding and a computer-assisted method. In K. Krippendorff & M. A. Bock (Eds.), *The content analysis reader* (pp. 243-252). Thousand Oaks, CA: Sage.
- [Lowenthal](#), L. (1950). Biographies in popular magazines. In B. Berelson & M. Janowitz (Eds.), *Reader in public opinion and communication* (pp. 289-298). Glencoe, IL: Free Press.
- [Signorielli](#), N. (2009). Minorities representation in prime time: 2000 to 2008. *Communication Research Reports*, 26, 323-336. doi: 10.1080/08824090903293619
- [Hetsroni](#), A. (2007). Three decades of sexual content on prime-time network programming: A longitudinal meta-analytic review. *Journal of Communication*, 57, 318-348. doi: 10.1111/j.1460-2466.2007.00345.x
- West, M. D. (2001). *Theory, method, and practice in computer content analysis*. Westport, CT: Ablex. Read:
 - [West](#), M. D., & Fuller, L. K. Toward a typology and theoretical grounding for computer content analysis. (pp. 3-12).
 - [Stevenson](#), R. L. In praise of dumb clerks: Computer-assisted content analysis. (pp. 3-12)
- [Neuman](#), W. R. (1989). Parallel content analysis: Old paradigms and new proposals. *Public communication and behavior*, 2, 205-289.
- [Adams](#), J., & Roscigno, V. J. (2005). White supremacists, oppositional culture and the World Wide Web. *Social Forces*, 84(2), 759-778.

- [Ridder](#), J. A. d., & Kleinnijenhuis, J. (2001). Media monitoring using CETA: The stock-exchange launches of KPN and WOL. In M. D. West (Ed.), *Applications of computer content analysis* (pp. 165-184). Westport, CT: Ablex.

October 10

Develop Team Content Analysis Projects

October 17

[Rhetorical Analysis](#)

- [Foss](#), S. K. (2004). *Rhetorical criticism: Explorations & practice* (Third ed.). Long Grove, IL: Waveland. (pages 3-65)
- [Lacy](#), M. G. (2008). Exposing the spectrum of Whiteness: Rhetorical conceptions of White Absolutism. *Communication Yearbook*, 32, 277-311.
- [Conway](#), M., Grabe, M. E., & Grievess, K. (2007). Villains, victims and the virtuous in Bill O'Reilly's "No-Spin Zone". *Journalism Studies*, 8(2), 197-223. doi: 10.1080/14616700601148820
- [Cyphert](#), D. (2010). The rhetorical analysis of business speech: Unresolved questions. *Journal of Business Communication*, 47(3), 346-368. doi: 10.1177/0021943610370577
- [Katz](#), E., Gurevitch, M., Danet, B., & Peled, T. (2009). Petitions and prayers: An analysis of persuasive appeals. In K. Krippendorff & M. A. Bock (Eds.), *The content analysis reader* (pp. 269-282). Thousand Oaks, CA: Sage.
- [Hatfield](#), K. L. (2008). Communication research: Falling towers, emerging iconography: A rhetorical analysis of Twin Tower images after 9/11. [Article]. *Texas Speech Communication Journal*, 33(1), 62-73.

October 24

Introduction to the Qualitative Analysis of Texts
Framing Analysis

- [McKee](#), A. (2001). A beginner's guide to textual analysis. *Metro Magazine*, 127/128, 138-149.
- [Hackett](#), R. A. (1984). Decline of a paradigm? Bias and objectivity in news media studies. *Critical Studies in Mass Communication*, 1, 229-259.
- [Fursich](#), E. (2009). In defense of textual analysis. *Journalism Studies*, 10, 238-252. doi: 10.1080/14616700802374050
- [Stern](#), B. B. (1996). Textual analysis in advertising research: Construction and deconstruction of meanings. *Journal of Advertising*, 25(3), 61-73.
- [Matthes](#), J., & Kohring, M. (2008). The content analysis of media frames:

Toward improving reliability and validity. *Journal of Communication*, 58, 258-279.

- [Wodak](#), R., & Busch, B. (2004). Approaches to media texts. In J. Downing, D. McQuail, P. Schlesinger & E. A. Wartella (Eds.), *The SAGE Handbook of Media Studies* (pp. 105-122). Thousand Oaks, CA: Sage.

October 31

Content Analysis Reports and Discussion

Critical Discourse Analysis

- [Tracy](#), K., Martínez-Guillem, S., Robles, J. S., & Casteline, K. E. (2011). Critical discourse analysis and (U.S.) communication scholarship. *Communication Yearbook*, 35, 241-286.
- Fairclough, N. (2003). *Analyzing discourse: Textual analysis for social research*. London; New York: Routledge.
- Dijk, T. A. v. (1985). *Handbook of discourse analysis*. London ; Orlando: Academic Press.

November 7

Narrative Analysis

- [Fisher](#), W. R. (1984). Narration as a human communication paradigm: The case of public moral argument. *Communication Monographs*, 51, 1-22.
- [Franzosi](#), R. (1998). Narrative analysis—Or why (and how) sociologists should be interested in narrative. *Annual Review of Sociology*, 24, 517-554. doi: doi:10.1146/annurev.soc.24.1.517
- [Radway](#), J. A. (1991). *Reading the romance: Women, patriarchy, and popular literature*. Chapel Hill: University of North Carolina. (Ch. 4 "The ideal romance: The promise of patriarchy" p. 119-156).
- Herman, L., & Vervaeck, B. (2005). *Handbook of narrative analysis: Frontiers of narrative* Retrieved from <http://ezproxy.uky.edu/login?url=http://www.netlibrary.com/urlapi.asp?action=summary&v=1&bookid=127262>
- [Anthony](#), K. (in press) "The piece I have attached is actually a piece written by Katie Anthony, a second year Ph.D. student in our Comm department here at UK. It just got accepted for publication and is currently in press." (e-mail from Brittany Lash).

November 14

Myth and Folklore/Develop Textual Analysis Projects

- Propp, V. I. (1968). *Morphology of the folktale* (2d ed.). Austin, TX: University of Texas. (Chs. 2 & 3: "The method and material," and "The functions of dramatis personae" p. 19-65)

- [Breen](#), M., & Corcoran, F. (1986). Myth, drama, fantasy theme, and ideology in mass media studies. In B. Dervin & M. J. Voigt (Eds.), *Progress in Communication Sciences* (Vol. VII, pp. 195-223). Norwood, NJ: Ablex.
- [Cobley](#), P. (2011). Mythbusting. *Language Sciences*, 33, 511-516. doi: 10.1016/j.langsci.2011.04.006
- [Reid](#), J. (2007). Mythological representation in popular culture today. *Communicatio: South African Journal for Communication Theory & Research*, 33, 80-98. doi: 10.1080/02500160701685425

November 21

Ideological Analysis/Feminist Analysis

- [Palczewski](#), C. H. (1996). Argumentation and feminism: An introduction. *Argumentation & Advocacy*, 32(4), 161-169.
- [Mulvey](#), L. (2001). Visual pleasure and narrative cinema. In M. G. Durham & D. M. Kellner (Eds.), *Media and cultural studies: KeyWorks* (pp. 393-404). Malden, MA: Blackwell.
- [Rakow](#), L. F. (1992). "Don't Hate Me Because I'm Beautiful": Feminist resistance to advertising's irresistible meanings. *Southern Communication Journal*, 57, 132-142.
- [Hall](#), E. J., & Rodriguez, M. S. (2003). The myth of postfeminism. *Gender & Society*, 17(6), 878-902.
- [Gamson](#), W. A., Croteau, D., Hoynes, W., & Sasson, T. (1992). Media images and the social construction of reality. *Annual Review of Sociology*, 18, 373-393. doi: doi:10.1146/annurev.so.18.080192.002105
- [Selg](#), P., & Ventsel, A. (2010). An outline for a semiotic theory of hegemony. *Semiotica*, 182, 443-474. doi: 10.1515/semi.2010.067
- [Jensen](#), K. B. (1987). News as ideology: Economic statistics and political ritual in television network news. *Journal of Communication*, 37, 8-27.
- [Haney](#), C., & Manzolati, J. (1981). Television criminology: Network illusions of criminal justice realities. In E. Aronson (Ed.), *Readings about the social animal* (3rd ed., pp. 125-136). San Francisco: W. H. Freeman.
- [Tenenboim-Weinblatt](#), K. (2009). "Where is Jack Bauer when you need him?" The uses of television drama in mediated political discourse. *Political Communication*, 26, 367-387. doi: 10.1080/10584600903296960

November 28

Health and risk communication

- [Frost](#), K., Frank, E., & Maibach, E. (2009). Relative risk in the news media. In K. Krippendorff & M. A. Bock (Eds.), *The content analysis reader* (pp. 306-310). Thousand Oaks, CA: Sage.
- [Altheide](#), D. (2010). Risk communication and the discourse of fear. *Catalan Journal of Communication & Cultural Studies*, 2, 145-158. doi: 10.1386/cjcs.2.2.145_1

- [Wilce](#), J. M. (2009). Medical discourse. *Annual Review of Anthropology*, 38, 199-215. doi: doi:10.1146/annurev-anthro-091908-164450
- [Hinnant](#), A. (2009). The cancer on your coffee table. *Feminist Media Studies*, 9(3), 317-333. doi: 10.1080/14680770903068282

December 5

The interaction of method and theory

- [Gareis](#), E., & Wilkins, R. (2011). Communicating Love. *Communication Yearbook*, 35, 199-239.
- [Bell](#), J. S. C., & Avant-Mier, R. (2009). What's love got to do with it? Analyzing the discourse of hip hop love through rap balladry, 1987 and 2007. *Women & Language*, 32(2), 42-49.
- [Baruh](#), L. (2009). Publicized intimacies on reality television: An analysis of voyeuristic content and its contribution to the appeal of reality programming. *Journal of Broadcasting & Electronic Media*, 53, 190-210. doi: 10.1080/08838150902907678

Finals Week Final Project Presentations