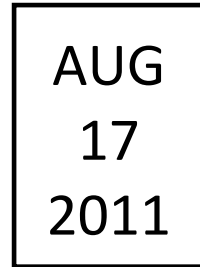


JOUR 6051 — Fall 2011
Armory 1B01

Class: Tuesdays 11-1.30PM
Bring a snack for the break

Professor Bella Mody, PhD
School of Journalism and Mass Communication
University of Colorado Boulder
Armory Second Floor 203B
mody@colorado.edu
<http://spot.colorado.edu/~mody/>
<http://www.colorado.edu/journalism/globalmedia>



Office hours: Wednesdays 2-4PM Armory 203B

This is a required course in the Master's Research Emphasis program in Mass Communication. It introduces you to ~100 years of literature to help you decide on a thesis topic. The bibliography development assignment worth 50% of your grade gets you started on an MA thesis proposal that you will complete in your third term here.

The first part of the course places mass communication processes in the context of economic, cultural and political power structures in society. The second part of the course investigates the nature of media organizations (journalism, advertising, information and communication technologies and the internet) against this backdrop. The third part introduces you to overviews of the literature on media influences on society. The fourth part shows you how milestones studies in mass communication were designed to answer particular research questions. The final section of the course introduces you to the building blocks of theory.

Learning objectives: After completing the course, you will be able to:

- identify, describe and label the influence of contextual forces (economic, political, socio-cultural and geographic) on media policies, ownership, financing, applications, technologies and users over time and place;
- distinguish between different kinds of media studies, e.g. industry studies as against ethnographies;
- present the highlights of research findings on a range of topics;
- specify how empirical studies have led to theory and conceptual arguments have led to empirical studies;
- explain the different kinds of theory, and
- specify building blocks of theory development.

Course Format:

My conception of education is "drawing out" insights from you in response to a menu of stimulating readings, lectures and videos. Education consists of two equally important parts: teaching (my responsibility), and learning (your responsibility): you will get out of the course only as much as you put in to it. At minimum, block out 8 hours of out-of-class reading time per week. Recommended reading strategies are listed at the end of the syllabus but, as MA students, I suspect you are familiar with them.

You are required to do all the readings before class in preparation for discussion. Bring your notes and assigned readings to class. Never give your instructor the only copy of anything. **The readings are completely different from last year**, so notes borrowed from a friend will not suffice: you need to take your own notes.

The course is divided into 4 sections: societal influences that shape media, the nature of media technologies and institutions that have resulted, the influences of these media on society, and the nature of theory development. Every class session will consist of two parts: first, the instructor's presentation on the topic of the day and then, your discussion (individual and group) of the assigned readings.

You are welcome to place a digital audio recorder on the instructor's desk to take audio notes. When so much is new, I appreciate your concern about not missing an important point. I encourage you to listen carefully and also make jottings on paper. Research has shown that those who actively listen and sift through what they hear before taking notes with pencil and paper do better on class tests than those who type everything into their laptop computers. Illustrative evidence below is from Professor Diane Sieber's course at CU called **Making Meaning of IT**:

Average test scores for the Entire Class versus Laptop Users
over 3 annual offerings

	Test averages		
	Year 1	Year 2	Year 3
Entire class	83	85	82
Laptop users only	71	72	69

There is a right time for browsing freely, doing email, texting and following social networking sites. In the short 2.5 hours a week in class, you and I cannot accommodate these multiple tasks and comprehend my lecture. Research has shown that students who do homework while watching television get consistently lower grades. The more we "multi-task", the less we are able to focus properly on just one thing. Our concentration is fractured, we jump between tasks in a clumsy way, and this lack of focus leads to lower performance on the many different tasks. Many complain about the "digital distraction" caused by others texting or playing games in class. Watch Digital Nation at http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid

Any assigned Norlin streaming video for the day will be available well ***before the class discussion date and must be watched online before the prescribed date.***

Go to <http://libraries.colorado.edu/>

Click on **Reserves** in the middle of the page.

Type **Mod**y on the instructor tab, and click **Submit**

Click on the name of the video you want to watch, e.g. **Reel Bad Arabs**.

Enter your identikey username and then the password for this course: **mediatheory**

Courtesies: please restrict personal conversations during class times. Do not use email, text messages or cell phones. I will show you the same respect.

Your time is as important as mine: to prevent standing in line outside my office along with 6 others during "office hours," please email me to secure a time slot. I encourage study groups: Research has shown that **those who study in groups outside class do better in general** than those who study alone.

Course requirements:

I. Reading / Participation:

1. Block out 8 hours of out-of-class time on your weekly calendar now
2. Attend all classes on time. Take audio and handwritten notes.
3. Read the prescribed readings and watch the videos before every class session. The online learning portal for this course is D2L, which can be accessed by logging in with your IdentiKey at <http://learn.colorado.edu>. Readings and other important information will appear in the content browser widget as well as the front-page news feed. Use this portal to access the **constantly updated electronic copy of the syllabus.**
4. Prepare your class presentation and handout carefully: all readings will be shared equally between course participants.

A. Required (ordered through CU Bookstore; one copy is also on 72 hour reserve in Norlin library):

James Curran, ed. Media and Society, 5th edition Bloomsbury Academic, London UK: 2010

S Lowery and Melvin DeFleur. Milestones in mass communication research. Third edition. Longman 1995.

Other required readings not in these text books are posted on the course website.

B. Recommended

Robert T Craig and Heidi L Muller, ed. *Theorizing Communication*. Los Angeles, Sage Publications 2007. (On Reserve)

Pamela J Shoemaker et al. *How to build social science theories*. Los Angeles, Sage 2004. (On Reserve)

Reading strategies

You may find the following *reading strategies* helpful:

- Write down everything you know about the topic of the reading before you start reading on it.
- Read the first paragraph, the first line of each following paragraph and the last full paragraph: now write down the outline of the paper. You should get the skeleton of the argument and how it is constructed.
- Skim through the middle of each page: speed read. Highlight interesting thoughts and possible sections you might quote. You are getting a feel for how the argument is developed, how flesh is put on the bare bones of the skeleton.
- Now read the full paper through: Write comments or questions in the margin so you can review the paper easily.
- Write up your summary of the main points.

- II. Required class presentation of assigned readings:** be sure to sign up (**10% of grade**): a handout that accompanies your talk must address the following: research objective, research method, findings, my critique

III. **Term paper and annotated bibliography with Refworks (50% of grade, final version due Nov 15)**

- a. Choose a topic on which you would like to generate knowledge through your MA thesis. Your thesis and all others are online through Norlin library for any one in the world to access, so do yourself proud. Read Chs 2-3 in Shoemaker's *How to Build Social Science Theories* in advance. Ask Martha to show you theses done by previous MA graduates.
- b. Familiarize yourself with **Refworks**; a good starting point is the following online tutorial: <http://ucblibraries.colorado.edu/how/refworks.htm?CFID=315190&CFTOKEN=37624698>
- c. Build a reading list of previous literature on your topic: you do not want to reinvent the wheel. Stephanie.Alexander@Colorado.edu is our Norlin bibliographer: email her for an appointment to develop the required annotated bibliography once you have selected a topic.
- d. *Try different combinations of search terms/keywords to review published literature.*
- e. *Search the following categories of materials through Chinook Classic in Norlin library*
 1. *books and book chapters*
 2. *journal articles and serials*
 3. *online library resources*
 4. *theses and dissertations*
- f. **Also search online outside Norlin for the really current materials available through search engines.**
- g. **After you have completed your biblio, fill in the table below on the total numbers of materials you reviewed in categories 1-4 above and recorded in Refworks as against the number you finally annotated into a Word file.**

Cover/Summary Page for Bibliography and Notes Assignment:

Bibliography with Notes from ---your name

Date: ---Nov 15, 2011

Search terms/Keywords / Search Strategy Used:

e.g. Media OR television OR TV OR press OR news*

AND

Sex OR prostitute* OR traffick* and Thailand or Bangkok or Southeast Asia and Media OR television OR TV OR press OR news*

AND

Sex workers OR prostitute* OR traffick* and Thailand or Bangkok and Media OR television OR TV OR press or news*

List of Databases Used

For Books/Book Chapters: Chinook, WorldCat

For journals and serials: ComAbstract, Communication and Mass Media Complete, Google Scholar
ProQuest Newspapers, LexisNexis Academic, Factiva, Readers Guide

Number of Sources Found (include # of each):

Sources		# Reviewed and saved in Refworks	# Considered relevant (and saved in Word)
I.	Books and Book Chapters	19	10
II.	Journals-serials	21	9
III.	Online library	20	8
IV.	MA theses and doc dissertations		

Notes for each entry to be annotated in Word:

Citation as listed in original material	
Source type	
Abstract, quotable quotes	Copy and paste abstract if available, and add to it so you do not have to re-read the piece
Methodology	
Findings	

Your research paper will have the following sections: research objective (e.g., to review previous literature related to X and Y), topic significance, search strategy, number of materials searched, illustrations of research methods used by previous researchers, findings, gaps between what you want to demonstrate and previously completed research (your thesis topic!), bibliography

IV. Mid-term (October 18) and final (December 12) tests in-class on required readings: 20% of grade each

Write *everything* you know in answer to a question. You are proving to me that you did the readings and reviewed your class notes for 8 hours a week. Be sure to draw on readings, lectures, videos and newspaper articles. Feel free to draw on materials covered in other courses and on your own general knowledge. Those who take the time to explain their thoughts at greater length generally score higher. It is wise not to make up answers when you do not know what to write--it irritates this grader.

I will read everyone's answers to a question before I start giving points to any answer: the best answer gets the highest points.

Draw my attention to what you think is important, e.g. use underlining, asterisks (*), bullets or numbers.

Number your questions/answers. You might want to outline and draft your answers before you start final writing. Review your answers before you submit them.

GRADING:

Term paper: 50% of grade
25% annotated bibliography
25% research paper

Tests: 40% of grade
20% mid-term test
20% final test

Class participation and presentations: 10% of grade

There is no curve based on some ideal in this professor's head or some "normal" curve with points fixed in advance for what is an A, B, or C.

Student scores per assignment are simply added to decide on the letter grade you earned.

I may need to change the syllabus and assignments at any time; I will email you about the change. Be sure to let me know which email address you want me to use for mailings to you.

POLICIES AND REGULATIONS

No late submission of your research paper will be accepted without evidence of a medical, family or police emergency. Email mody@colorado.edu as soon as you know you cannot turn in an assignment on time. In case of religious observances, ask for permission **in advance** to turn in work on a different date. **Late work will not be accepted and will receive a grade of ZERO** unless there is an unforeseen emergency that is subsequently documented.

No make-up exams: The only exception is a documented personal illness or injury, or a documented death in the family. In such a case, you must email mody@colorado.edu before test time. The make-up exam will be an essay question to maintain the security of the test; essays are more difficult to score well on, so think carefully before concocting an emergency.

Academic honesty: We follow CU's policy on academic honesty. Plagiarism is defined as presenting someone else's work as your own. **Students who plagiarize will receive severe grading penalties up to and including failing the course.**

The Research Misconduct report I co-authored on Ward Churchill is posted here:

<http://www.colorado.edu/news/reports/churchill/StandingCmteReport>.

The Investigative Committee report consisting of historians, lawyers and Native American specialists is posted here:

<http://www.colorado.edu/news/reports/churchill/churchillreport051606.html>

Review this helpful site on plagiarism several times:

http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to

university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

Disability: If you qualify for accommodations because of a disability, please hand me the letter from Disability Services **in your first week of class** so that I am sensitive to your needs immediately. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices

Religious observances: Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please let me know of any religious commitments that constrain your course performance in the **first week** of your participation in this course.

Classroom courtesy: Please focus on classroom instruction. This means no cell phone use and no email or electronic games. Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions.

Celebrating our differences: Courtesy and sensitivity are especially important when dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationality. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference **right now** so that I may make appropriate changes to my records.

The University of Colorado at Boulder policy on Discrimination and Harassment

(<http://www.colorado.edu/policies/discrimination.html>) the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

WEEKLY SCHEDULE

Aug 23: Introduction to course, participants, instructor

I. SOCIAL CONTEXT → MEDIA LINKAGES: The contexts that shape media

Aug 30: 1) Manuel Castells, "Communication Power: Mass Communication, Mass Self-Communication and Power Relationships in the Network Society" (in Curran text)

Sept 6: 1) Charles Kenny, "Three Cheers for Decline," Foreign Policy, Aug 9 2011 (on class website)
2) Toby Miller, "Film and Society" (Curran text)
3) Ben Dickenson, "Contemporary Hollywood radicalism" (Curran)
4) Media Education Foundation Study Guide, Reel Bad Arabs,
http://www.mediaed.org/assets/products/412/studyguide_412.pdf (also on course website)
5) Watch Reel Bad Arabs (streaming video from Norlin—see viewing instructions on Page 2 of this syllabus)

Sept 13: 1) Branko Milanovic, "Global Haves and Havenots"
<http://www.youtube.com/watch?v=OS2vuLCXVPU>
2) PBS Need to Know: In Perspective: Tricia Rose on America's growing inequality, July 29, 2011
<http://www.pbs.org/wnet/need-to-know/video/in-perspective-tricia-rose-on-americas-growing-inequality/10786/>
3) Jonathan Hardy, "The contribution of critical political economy" (Curran text).
4) Paul Solman and Elizabeth Shell, "Wealth Quiz: How Does the U.S. Slice the Pie?"
<http://www.pbs.org/newshour/runtdown/2011/08/wealth-how-does-the-us-slice-the-pie.html>
(also posted on course website)

Sept 20: 1) Sam Pizzigati, "Endless Political Paralysis: The New Normal?" August 6, 2011
<http://toomuchonline.org/inequality-and-democracy-new-normal/print/> (also on course site)
2) Aeron Davis, Media and Politics (Curran text);
3) James Curran, Entertaining Democracy (Curran text);
4) Bella Mody, The Geopolitics of Representation in Foreign News: Explaining Darfur, pp. 3-30, 342-347 (posted on course website)
5) Susan Murray, The politics of reality TV (Curran text)

Sept 27: 1) Lina Khatib, "Arab film and Islamic fundamentalism" (Curran text);
2) Lisa Nakamura, "Race and identity in digital media" (Curran text);
3) Sue Thornham, "Media and feminism" (Curran text)

II. Media institutions, technologies, applications

- Oct 4:
- 1) David Hesmondhalgh, "Media industry Studies, media production studies" (Curran text);
 - 2) Sonia Livingstone, "Interactive, engaging but unequal: critical conclusions from internet studies" (Curran);
 - 3) Michael Schudson, "Four approaches to the sociology of news revisited" (Curran text);
 - 4) Daniel Miller and Don Slater, "Comparative Ethnography of New Media" In Curran and Michael Gurevitch ed. Mass Media and Society, 4th ed 2005 (on course website)
 - 5) Tamar Liebes, "Viewing and Reviewing the Audience: Fashions in Communication Research" in Curran and Michael Gurevitch ed. Mass Media and Society, 4th ed 2005 (on course website)

III. Media-Society Relations

- Oct 11: Research Overviews:
- 1) Shanto Iyengar, "The state of media effects research" (Curran);
 - 2) Bruce A Williams and Michael X Delli Carpini, "Media regimes and democracy" (Curran);
 - 3) Yuezhi Zhao, "Chinese media, contentious society" (Curran)

Oct 18: Mid term: in-class short answers to questions about the readings and class discussions

- Oct 25: Milestone studies in mass communication and children
Lowery and DeFleur text, Chs 2, 11

- Nov 1: Milestone studies in mass communication: the part played by audiences/people
Lowery and DeFleur, Chs 4, 9

- Nov 8: A milestone study in media panics: the case of the invasion from Mars
Lowery and DeFleur, Ch 3

- Nov 15: Milestone studies in mass communication: violence and social behavior
Lowery and DeFleur, Chs 13, 14, 15

IV. Theory development

- Nov 29:
- 1) Lessons from empirical studies: Lowery and DeFleur, Chs 1, 16
 - 2) Robert T Craig and Heidi L Muller, eds. *Theorizing Communication*. Sage 2007
Ch 5: "Communication Theory as a Field" (on course website)
 - 3) Pamela J Shoemaker et al. *How to Build Social Science Theories*. Los Angeles: Sage, 2004
Chapters 2, 9 (on course website)

- Dec 6: Summing up

December 12, 4:30-7 pm: Final in-class test

About the Instructor

Professor Bella Mody joined the SJMC faculty in Fall 2004 as the first James E. deCastro Chair in Global Media. She specializes in the political economy of media in developing countries and in design research on public service applications of communication media. Her “The Geopolitics of Representation in Foreign News: Explaining Darfur” (Lexington Press, Rowman and Littlefield, Fall 2010) won the International communication Association Global division’s Best Book of 2010 award. It showcases the collaboration of eighteen students, staff and professors. Her continuing research addresses the sociology of global knowledge production (patterns of doctoral dissertation production on Asia, Africa, Latin America and the Caribbean in Journalism and Mass Communication departments at U.S. universities) and audience involvement in the design of media use against economic inequality. Her books include “International and Development Communication: a 21st Century Perspective” (ed., Sage 2003), “The Handbook of International and Intercultural Communication”(co-ed., Sage 2001), “Telecommunication Politics” (co-ed., Lawrence Erlbaum 1995), and “Designing Messages for Development Communication” (author, Sage 1991). Her research articles have been published in *Global Media and Communication*, *Communication Theory*, *The Journal of International Communication*, *The Information Society*, *The Journal of Communication*, *Telecommunication Policy*, *Media Development*, *Telematics and Informatics*, *Gazette*, *International Development Review*, *Educational Broadcasting International*, *Communication Research*, *Journal of Research in Personality* and *the Journal of Social Psychology*.

Mody has consulted for universities, UN agencies, national governments and humanitarian organizations on media applications for agriculture, health and education in India, Malaysia, Singapore, Nepal, Costa Rica, Jamaica, Barbados, Ghana, Tanzania, Zimbabwe, Kenya and South Africa. Mody’s academic degrees are from Gujarat University, the University of Pennsylvania and Ranchi University.

Prior to joining the University of Colorado, Mody was a professor and administrator at Stanford University, San Francisco State University and Michigan State University for over 25 years, a social scientist in India’s space research organization for five years, and a J. Walter Thompson Company advertising writer in Calcutta straight out of college.

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web page: <http://spot.colorado.edu/~mody>