

J1001  
CONTEMPORARY MASS MEDIA  
3 credits  
Fall 2010

(Aug 26 2010 edition: check CU Learn for regular updates)

**Instructor:** Professor Mody PhD  
<http://spot.colorado.edu/~mody>  
<http://www.colorado.edu/journalism/globalmedia>  
<http://multiversity.colorado.edu/>

**Class times:** Tues, Thursday 2-3.15PM Duane Physics G1B20

**Weekly review session:** Fridays 206A Armory building 10-11AM

**Professor Mody's Armory 203B office hours:** Th 4-6PM

**Teaching assistant Benjamin Thevenin's Armory 106 office hours:** T 3.45-5.45 PM

**Teaching assistant Trevor Byrne-Smith's Armory 106 office hours:** W 3-5PM

**Course email:** jour1001@Colorado.EDU

**Course description:** This course is the conceptual foundation for the undergraduate journalism curriculum. As such, it introduces you to the scholarship in the field. You will be standing on the shoulders of giants by the end of the term. The university catalog says this course will examine mass media's interaction with society. We do this in historical, intellectual, economic, political, and social terms. This investigation is organized into 5 parts: social contexts, applications, digital transformation, modes (audio, video, text) and finally, causes, consequences and consumer protection. We will go beyond the catalog and study the internet and its implications for media organizations and media users too.

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

identify, describe and label the relationship of societal contextual forces (economic, political, socio-cultural and geographic) to national media policies, ownership, financing, applications, technologies and users over time and place;  
compare, categorize and differentiate one-to-many media from many-to-many media;  
explain, discuss and interpret the strengths and limitations of different media and modes (audio, visual, text);  
evaluate different media theories, and  
prioritize and recommend different media literacy and consumer protection policies and practices.

**Course Format and Rules:**

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. A rule of thumb is to plan twice as much **out-of-class preparation** and reading time (6 hours a week for this course) as your 3 hours in class.

Every class session will consist of **three parts**: first, your presentation of major items of news on media issues that appeared since the last class session, second, your discussion of the assigned readings, and finally, instructor presentations, videos and guest lectures. The instructor will pause ever so often and ask you to discuss a particular question with your neighbors and make note of your answer as part of "collaborative learning". You may be required to email responses to [jour1001@colorado.edu](mailto:jour1001@colorado.edu) later in the day.

You are welcome to place a digital audio recorder on the instructor's desk to take **audio notes**. When so much is new in your first year, 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 the **Making Meaning of IT**:

Average % for the Entire Class versus Laptop Users  
only: 3 annual offerings

	Test average		
	Yr 1	Yr 2	Yr 3
Entire class	83	85	82
Laptop users only	71	72	69

Many students 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](http://www.pbs.org/wgbh/pages/frontline/digitalnation/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid) (copy and paste in to your browser)

There is a right time for browsing freely, doing email, texting and following social networking sites. In the short 1 hour and 15 minutes class period, I cannot accommodate these multiple tasks **and** 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. However, I have made provision for those who have a strong preference for using computers in class: you are limited to seating in the teaching assistant-supervised digital east wing or west wing of the classroom to prevent your laptop use from distracting fellow classmates. Acceptable computer use in this large lecture course is limited to taking class notes. You are not permitted to access any social networking sites, play games, do email or any activity unrelated to the course. To be allowed into a digital wing, you need to email [jour1001@colorado.edu](mailto:jour1001@colorado.edu) with a "laptop permission request" (heading of email). State your name, email account, student ID, and class level (e.g. first year, senior). If a teaching assistant observes you violating the terms of this agreement (e.g. using Facebook), you will lose in-class laptop use privileges. Please know we will be keeping track of the grades of our "digital wing" students for research purposes: we may share **averages** for each test with this and other courses.

The assigned Norlin videos for the day will be available **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 **Mody** 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: **internet**

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 30 others during "office hours", you may send email to [jour1001@colorado.edu](mailto:jour1001@colorado.edu) with "Office Hours Appointment Tues/Wed/Thurs (one)Your

First Name Last Name" in the Subject heading. If you do not hear from us in 48 hours, forward your email to me at [mody@colorado.edu](mailto:mody@colorado.edu).

I encourage study groups: Research has also shown that **those who study in groups outside class do better** in general than those who study alone. Email [jour1001@colorado.edu](mailto:jour1001@colorado.edu) with "**Study Groups Name of Residence Hall or Other Off-Campus Location**" in the subject heading. In the email text, send us your name, email address, residence hall name or neighborhood location, and good meeting times for you. Indicate if you would be willing to be one of the organizers of the group. The instructional team will compile a list of those interested by residence hall/off-campus neighborhood. We would be happy to visit study groups if invited.

#### Course requirements:

1. Attend all classes on time. Take audio and handwritten notes.

2. Read the prescribed readings and watch the videos before every class session **critically**: Use the **constantly updated electronic copy of the syllabus on CU Learn**. Your text book is John V Pavlik and Shawn McIntosh, **Converging Media**, New York: Oxford University Press, 2010, **Second edition**. (The chapters are different from the first edition: you can buy or rent the new edition from the CU bookstore on campus.) I have put one copy on Reserve in Norlin. There **are** additional required and recommended readings on CULearn. Recommended readings will help you to understand the required readings and the books you will review: they will not have questions based on their content primarily.

3. Browse the following once every week, at minimum:

<http://www.nytimes.com/pages/business/media/index.html?src=busfn>

<http://www.annenbergpublicpolicycenter.org/>

<http://www.bbc.co.uk/news/technology/>

<http://freepress.net>

**I will invite you to share the latest news about media at the beginning of each class.** Online resources are *important because even the newest edition of text books are a year old by the time they come out.*

4. Take both tests **and** write the required review of a book according to the guidelines and list on CU Learn. **I would start on the book review right away.**

5. Block out a minimum of 6 hours a week for outside-class preparation for this 3 unit course: you will have approximately 50 pages of reading a week: which 6 hours have you blocked out (ex. 4 hours on Sat-Sunday, 1 hour to review your notes before class on T and Thurs?)

6. Email [jour1001@colorado.edu](mailto:jour1001@colorado.edu) before 1PM on a T or Th if you have to arrive late or leave early.

#### Readings, reading strategies

Your text book is the new 2011 second edition of Converging Media by Professor John Pavlik and journalist Shawn Peters. Additional required readings are specified on CU Learn. Short supplementary readings from current events are provided to help connect the required readings to your daily life.

You are required to do all the **required readings** before class in preparation for discussion. Write down everything you know about this topic 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 chapter/article: Write comments or questions in the margin so you can review the chapter easily. Write up your summary of the main points to help review the chapter before the test. Feel free to bring the summary to the Friday Review session to make sure you are on the right track. There will be no reviews before the mid-term or final.

#### **Grading:**

Your grade is based on a total of **100 points**.

**80%:** 2 in-class multiple choice tests worth 40 points each on **Oct 12 and Dec 14**. Given the size of this course, I have no alternative but to use tests that the Testing and Assessment Center can handle: multiple choice tests, true-false questions and matching tests. Each test will focus on the 6-7 weeks of content that precedes it-the required **readings, videos and guest lectures**. There will be no cumulative final. Always bring No. 2 pencils and erasers to class on test days. You are not competing with every other student in the class: your test scores will not be curved to determine your grade.

**20%:** A critical book review report written to specifications posted on the CU Learn course site. Last date: Nov 18, 2010.

A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	0% - 59%

#### **Extra-credit: 5 points total.**

An additional critical book review (guidelines on CU Learn class site) will earn **3 extra-credit points**. Both book reviews are due no later than November 18<sup>th</sup> and must be submitted in class, stapled double-spaced. **A maximum of one additional extra-credit point** is saved for those who complete all CU Learn feedback questions designed to help us fine-tune the course to meet your needs, e.g. more videos? **One other extra-credit point** is reserved for write-ups analyzing special media-related events on campus: if you hear of a media-related activity on campus, feel free to suggest it for extra-credit consideration. You must follow the instructions precisely to qualify. There are no make-up possibilities or deadline extensions for extra-credit assignments.

#### **Make-up exams**

There are none. The only exception is in the case of a documented personal illness, injury, death in the family, or a pre-approved university activity. Please email [jour1001@colorado.edu](mailto:jour1001@colorado.edu) as soon as you can in each of these cases. Follow up with a member of the instructional team for approval. Thus, a make-up exam is rare. If we have to administer one, it will always be an essay question to maintain the security of the original test. Essays are more difficult to score well on, so think carefully before designing a fake death or injury document.

#### **Course policies**

This syllabus is a contract between you and the instructional team. If you choose to remain registered in this section of the course, we assume you have agreed to be governed by these policies and procedures.

**Classroom behavior:** Students and the instructional team both have responsibility for maintaining an appropriate **learning** environment. No cell phones, replying to email or playing electronic games in class please. After one warning, I will have to reluctantly ask you to leave the class if you are in violation of this request.

**Email etiquette:** please address your email to the instructional team with an opening salutation, e.g. "Dear Professor Mody, Dear Benjamin and Trevor, Dear Instructional Team." Specify all details. Within 24 hours, acknowledge that you have received our response and understand what needs to be done. Apart from individual emails, announcements will be made through CULearn and emails will be sent to the class as a whole: if you use another email address, be sure to set your account to forward to another email address. Not checking CU email is not an acceptable excuse for non-performance of scheduled activities.

### **Celebrating our diversity**

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. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences in race, culture, religion, politics, sexual orientation, gender, gender variance, and nationality. I receive class rosters with your legal name. I will gladly honor your request to address you by an alternative name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See CU policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

### **Discrimination and harassment**

The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply 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, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

### **Disability:**

If you qualify for accommodations because of a disability, please give our TAs Benjamin and Trevor the letter from Disability Services **in the first week of the term** so that we may address your requirements. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and <http://www.Colorado.EDU/disabilityservices>

### **Religious observances**

A comprehensive calendar of the religious holidays most commonly observed by CU-Boulder students is at <http://www.interfaithcalendar.org/>. 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. In your first week in this course please let the TAs know to re-schedule your test if it falls on a religious holy day. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

### Academic honesty

This course follows CU's policy on academic honesty. Plagiarism is defined as the uncredited use (both intentional and unintentional) of somebody else's words or ideas. **Students who plagiarize will receive severe grading penalties up to and including failing the course.** Review this helpful site on plagiarism several times:

[http://owl.english.purdue.edu/handouts/print/research/r\\_plagiar.html](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](mailto: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/>

### Schedule of Activities and Coming Attractions

(Subject to change, e.g. if I break a leg)

Days	Topic	Preparation before class
Aug 24	Introduction to syllabus, instructional team	
	<b>Part 1</b>	Media and convergence in societal context
Aug 26	Introduction to how social forces shape media institutions, programming	<b>Required reading (from CU Learn folders)</b> 1. Mody's Contextually Grounded Approach to Reciprocal Relations Between Social Context and Media (paper)
Aug 27	Friday Weekly Review 10-11AM	206A Armory: Bring your questions and summaries of readings for the week
Aug 31-Sep 2	The digital transformation of the "mass" media	Required: Ch 1 + 3 Pavlik text, <a href="http://www.eff.org/issues/net-neutrality">http://www.eff.org/issues/net-neutrality</a> <a href="http://www.ted.com/talks/brewster_kahle_builds_a_free_digital_library.html">http://www.ted.com/talks/brewster_kahle_builds_a_free_digital_library.html</a> (copy and paste into your browser)
Sep 3	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
Sep 7-9	Media and politics	<b>Required</b> Ch 15 Pavlik text Hijacking Catastrophe (Norlin streaming video on reserve)
Sep 10	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
	<b>Part 2</b>	Applications of media, the convergence of content and applications
Sep 14-16	Journalism	Required: Ch 10 Pavlik text, Norlin video: the Most Dangerous Man in America (online stream);  <a href="http://ec2-184-73-199-217.compute-1.amazonaws.com/wnet/need-to-know/security/video-of-julian-assange-the-elusive-figure-behind-wikileaks/2475/">http://ec2-184-73-199-217.compute-1.amazonaws.com/wnet/need-to-know/security/video-of-julian-assange-the-elusive-figure-behind-wikileaks/2475/</a> (copy and paste in to your browser)
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		Project for Excellence in Journalism <a href="http://www.stateofthemedias.org/2010/media-ownership/dashboard.php">http://www.stateofthemedias.org/2010/media-ownership/dashboard.php</a> Recommended: Outfoxed [videorecording] : Rupert Murdoch's war on journalism / PN4888.T4 O98 2004 DVD (Norlin)
Sep 17	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
Sep 21-23	Entertainment	Required: Ch 11 text, Reel Bad Arabs (Norlin streaming video) <a href="http://www.ted.com/talks/franco_sacchi_on_nollywood.html">http://www.ted.com/talks/franco_sacchi_on_nollywood.html</a> Recommended: <a href="http://www.kff.org/entmedia/index.cfm">http://www.kff.org/entmedia/index.cfm</a> Buying into sexy (Norlin video streaming on reserve)
Sep 24	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
Sep 28-30	Advertising & Public Relations	Required Pavlik text Ch 12 Recommended: First analysis of online food advertising targetting children <a href="http://www.kff.org/entmedia/entmedia071906pkg.cfm">http://www.kff.org/entmedia/entmedia071906pkg.cfm</a> <a href="http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/view/?utm_campaign=viewpage&amp;utm_medium=grid&amp;utm_source=grid">http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/view/?utm_campaign=viewpage&amp;utm_medium=grid&amp;utm_source=grid</a>
Oct 1	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
	<b>Part 3</b>	A Close up of Digital Media
Oct 5-7	Interactive Online media: overload, privacy, usability	Required: Pavlik Ch 7; Ethan Zuckerman, How social networks lead us to talk to only home town groups; <a href="http://www.ted.com/talks/lang/eng/ethan_zuckerman.html">http://www.ted.com/talks/lang/eng/ethan_zuckerman.html</a> Recommended: Norton Online Family Report, Symantec, July 2010 <a href="http://www.symantec.com/norton/theme.jsp?themeid=norton_online_family_report">http://www.symantec.com/norton/theme.jsp?themeid=norton_online_family_report</a> <a href="http://www.pbs.org/wnet/need-to-know/culture/internet-regulation-demystified/1195/">http://www.pbs.org/wnet/need-to-know/culture/internet-regulation-demystified/1195/</a> PBS Frontline 'Growing Up Online' - looks at different aspects of adolescence and digital culture (issues of privacy, online abuse, etc) <a href="http://www.pbs.org/wgbh/pages/frontline/kidsonline/view/?utm_campaign=viewpage&amp;utm_medium=grid&amp;utm_source=grid">http://www.pbs.org/wgbh/pages/frontline/kidsonline/view/?utm_campaign=viewpage&amp;utm_medium=grid&amp;utm_source=grid</a>
Oct 8	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
Oct 12	Mid term test	Bring your number 2 pencil and an eraser
Oct 14	Telecommunication	Required: Pavlik Ch 8, <a href="http://www.internetworldstats.com">http://www.internetworldstats.com</a> A cell phone call that sank a trade agreement: <a href="http://freshhealthybody.com/silvio-berlusconi-on-phone-at-nato-summit/">http://freshhealthybody.com/silvio-berlusconi-on-phone-at-nato-summit/</a>
Oct 15	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week

Oct 19-21	Content creation, collaboration, conversation	Required: Pavlik text Ch9 <a href="http://www.eff.org/deeplinks/2010/08/government-finds-uses-social-networking-sites">http://www.eff.org/deeplinks/2010/08/government-finds-uses-social-networking-sites</a> Recommended: Faux Friendship. <i>Utne Reader</i> , <a href="http://www.utne.com/Spirituality/Faux-Friendship-Facebook.aspx">www.utne.com/Spirituality/Faux-Friendship-Facebook.aspx</a>
Oct 22	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
<b>Part 4</b>	<b>Media modes: audio, visual, text</b>	
Oct 26-28	Print: books, Newspapers, Magazines	Required Ch 4 Pavlik
Oct 29	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
Nov 2-4	Audio: Music, Recordings, Radio	Required Ch 5 Pavlik; <a href="http://www.ted.com/talks/julian_treasure_the_4_ways_sound_affects_us.html">http://www.ted.com/talks/julian_treasure_the_4_ways_sound_affects_us.html</a> Recommended: Before the Music Dies: <a href="http://www.hulu.com/watch/62945/before-the-music-dies">http://www.hulu.com/watch/62945/before-the-music-dies</a> 'RIP! A Remix Manifesto' - looks at issues of intellectual property and copyright, specifically in music <a href="http://www.hulu.com/watch/88782/rip-a-remix-manifesto">http://www.hulu.com/watch/88782/rip-a-remix-manifesto</a>
Nov 5	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
Nov 9-11	Visual: Movies, TV	Required Ch 6 Pavlik text; <a href="http://www.ted.com/talks/peter_hirshberg_on_tv_and_the_web.html">http://www.ted.com/talks/peter_hirshberg_on_tv_and_the_web.html</a> Recommended: The Economist, May 1 2010, Special Report on TV, Changing the Channel (available with your vpn, go to Chinook, select e-journals, select The Economist) <b>Book Review and extra credit review due Nov 18</b>
Nov 12	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
	<b>Part 5</b>	Causes, consequences and protections
Nov 16-18	Media theory and research	Required: Ch 13 Pavlik <a href="http://www.ted.com/talks/lang/eng/james_nachtwey_s_searing_pictures_of_war.html">http://www.ted.com/talks/lang/eng/james_nachtwey_s_searing_pictures_of_war.html</a> <b>Book Review and extra credit review due TODAY</b>
Nov 19	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
Nov 23-5	Fall break	
Nov 30-Dec 2	Media theory and research <b>contd.</b>	Required: <a href="http://www.ted.com/talks/lang/eng/jeff_skoll_makes_movies_that_make_change.html">http://www.ted.com/talks/lang/eng/jeff_skoll_makes_movies_that_make_change.html</a>
Dec 3	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
Dec 7-9	Media consumer literacy	Ch 2 Pavlik Recommended: <a href="http://www.youtube.com/watch?v=J4yApagmr0s">http://www.youtube.com/watch?v=J4yApagmr0s</a>
Dec 10	Friday Weekly Review 10-11AM	206 A Armory: Bring your questions and summaries of readings for the week
<b>Dec 14 4.40-7PM</b>	<b>Final test</b>	<b>Only Class Content from Oct 14-Dec 9</b>



**Biographies of instructional team:**

Trevor Byrne-Smith recently moved to the Boulder area from Boston where he received a Bachelor's Degree with a double major in Film and Writing, Literature and Publishing and a Master's Degree in Media Studies, both from Emerson College. He is excited to be able to have the opportunity to study pop-culture, television and the entertainment industry as a PhD student in the School of Journalism and Mass Communication.

Benjamin Thevenin is a PhD student in Media Studies studying media literacy and children's media. Benjamin grew up in Atlanta, GA. He studied film at Brigham Young University and media studies at Florida State University. Benjamin enjoys hanging out with his wife, watching movies, and being outside.

Dr. Bella Mody holds the deCastro Chair in the School of Journalism and Mass Communication at the University of Colorado. An undergraduate English major, Dr Mody started out working as an advertising writer. She went to grad school at the University of Pennsylvania, and then did research to design instructional TV shows for villagers in India on a NASA-India Satellite TV Experiment. She has been a professor at US universities since 1978, starting out at Stanford University for five years, and then moving to Michigan State U for another 19 years. She specializes in the design of public service media applications, e.g. for health and education, and researches how social forces constrain or enable these possibilities. She has done research and training in South Africa, Tanzania, Kenya, Zimbabwe, Ghana, Jamaica, Costa Rica, Malaysia, Singapore, India, and Nepal. Her books focus on international and development communication.