

Proseminar in Mass Communication (JRMC 8000)

Professor: Dr. Jay Hamilton
Room and time: Journalism 403, Mondays 9:05-12:05
Office and office hours: Journalism 226; MWF 3-4
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WEBCT: This course has a companion WebCT site to enable email communication and access to grades. Access it through your MyID login to the UGA website.

The University of Georgia is committed to the full inclusion of all students. Students who, by nature of a documented disability, require academic accommodations should contact me before or after class or during office hours. Students may also speak with Disability Services at 542-8719 to discuss the process for requesting accommodations.

Course description

This course introduces students to the range and process of graduate study in mass communication. Emphasis is on developing an appreciation of the scope and variety of research in mass communication and on developing skills in defining research questions, assessing various theoretical perspectives, assessing the quality of research, and building research strategies.

At the conclusion of this course, students will gain a greater awareness of the diversity of mass-communication research; be able to locate a range of interdisciplinary literature relevant to a specific topic in mass communication; write a critical review of a published study; and effectively conceptualize and write a basic research proposal.

Required books

The following materials are required and will be used extensively. I've also placed as many readings as possible on reserve in the Main Library.

Baronov, David. *Conceptual Foundations of Social Research Methods*. Boulder: Paradigm, 2004.

Davis, James P. *The Rowman & Littlefield Guide to Writing With Sources*, second ed. Lanham: Rowman & Littlefield, 2004.

Grossberg, Lawrence, Ellen Wartella, and D. Charles Whitney. *Mediamaking; Mass Media in a Popular Culture*. Thousand Oaks: Sage. 1998.

McQuail, Denis (ed.). *McQuail's Reader in Mass Communication Theory*. London: Sage, 2002.

Coursepack. Purchase at Bel-Jean Copy Print Center (163 E. Broad St., 548-3648). See a complete listing of readings on page 6. Please note that some of these readings are available as noted on electronic reserve from the UGA library. Time will be spent in the first class session describing how to access these electronic-reserve materials.

Assignments and expectations

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible for informing themselves about those standards before performing any academic work. See page 6 for more details.

All work done for this class must be typed or printed out from a computer and double-spaced in a 12-point roman typeface. *No handwritten work will be accepted. All assignments are collected at the beginning of the session in which they are due.* In addition to being evaluated for content, all work will be evaluated for cogency of argument and flawless grammar, syntax, and spelling.

- 1) Weekly short essays (8; 30%). These two-page (maximum length) essays demonstrate students' synthetic grasp of readings. Guidelines and criteria will be discussed in class.
- 2) Discussion leading (2; 30%). Each student will be a part of a small group which will lead discussions for a particular day and set of readings. Guidelines and criteria will be discussed in class.
- 3) Participation (10%). Active participation indicates responsibility taken for one's own intellectual development. As success in the class and in graduate education is primarily determined by each student's effort, the participation component encourages and recognizes such effort. It is comprised of a holistic assessment of completion of various short outside assignments; conscientious attendance and reading; weekly posting on the WebCT discussion list regarding readings; consistent and informed contributions to class discussions.

- 4) Research proposal (30%). The capstone assignment for this class is an 8-page (maximum length) research proposal. Guidelines and criteria will be discussed in class.

Computation of letter grade

Total points for the semester are located on the scale below to determine the final grade.

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
E	=	below 60

Policies

Each student is exclusively responsible for staying informed about all policies regarding the course. It's no excuse to say "I didn't know."

Electronic communication

E-mail communication is accepted at the university as an official means of correspondence. Students thus are individually responsible for checking their officially registered e-mail account and WebCT account once a day for official communication regarding this course.

Late assignments

No assignment will be accepted after its due date.

Getting help

I'm available during office hours or by appointment to talk about class content, concerns about your work, ideas, graduate education, careers, or anything else that is on your mind. If you don't ask me, I can't help you!

Course schedule

Listed below is the tentative reading and assignment schedule. The syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. *Unless otherwise noted, all readings should be completed and all assignments are due at the beginning of the session for which they are assigned.*

Key to abbreviations for readings:

B = Baronov, *Conceptual Foundations of Social Research Methods*

CP = coursepack readings

Davis = *Writing with Sources*McQ = *McQuail's Reader in Mass Communication Theory*MM = *Mediamaking*

<i>Date</i>	<i>Topic/Activity</i>	<i>Reading due</i>
Week 1: Aug. 15	NO MEETING	
Week 2: Aug. 22	Course introduction; nature and expectations of graduate education; scope of research relevant to mass communication. DUE (sent to me on WebCT email): Describe in 2-3 sentences the general method and purpose of a study in mass communication (do not do any research or reading; simply come up with one out of your head). DUE (2 pages maximum, double-spaced): Characterize three journals from <i>The Iowa Guide</i> .	McQ Pt. 1 MM preface and chpt. 1 CP#1 (Postman and Weingartner) CP#2 (table)
Week 3: Aug. 29	Positivism and its variants; the “effects tradition.” DUE: Weekly short essay (2 pages maximum, double-spaced).	Baronov chpts. 1-3 McQ reading #1 only (Gitlin) MM chpts. 10-12 CP#3 (Bryant/Zillman book chapter)
Week 4: Sept. 5	LABOR DAY HOLIDAY; NO CLASS.	
Week 5: Sept. 12	Structuralism and its variants; structural-functionalism, uses and gratifications, semiotics. DUE: Weekly short essay (2 pages maximum, double-spaced).	Baronov chpt. 4 McQ Pt. 3 and Pt. 8 MM chpt. 5, 6, and 9 CP#4 (Lasswell) CP#5 (Fico, Zeldes, Diddi) CP#6 (Vincent and Basil)
Week 6: Sept. 19	Structuralism and its variants; structural-functionalism, uses and gratifications, semiotics (cont.).	Visit “Semiotics and Ads,” at http://www.uvm.edu/~tstreet/semiotics_and_ads/
Week 7: Sept. 26	Hermeneutics; cultural approaches. DUE: Weekly short essay (2 pages maximum, double-spaced).	Baronov chpt. 5 McQ readings #2 & #3 only (Carey and van Zoonen); CP#7 (Nagel) CP#8 (Pedelty)

Week 8: Oct. 3	Antifoundationalism and its variants; poststructuralism, postmodernism. DUE: Weekly short essay (2 pages maximum, double-spaced).	Baronov chpt. 6 CP#9 (Hebdige) CP#10 (hooks) CP#11 (Driscoll)
Week 9: Oct. 10	Normative concerns; critical approaches. MID-TERM OF SEMESTER. DUE: Weekly short essay (2 pages maximum, double-spaced).	Baronov chpt. 7 MM chpts. 13 and 14 CP#12 (Smythe and Van Dinh) CP#13 (Slack and Allor) CP#14 (Haslett) CP#15 (Hamilton)
Week 10: Oct. 17	Academic writing and argument.	Davis
Week 11: Oct. 24	Historical approaches; technological determinism. DUE: Weekly short essay (2 pages maximum, double-spaced).	MM chpt. 2 McQ Pt. 4 CP#16 (Startt and Sloane) CP#17 (Nerone) CP#18 (Brennen) CP#19 (Williams)
Week 12: Oct. 31	Approaches to law and regulation. Approaches to media organizations, media economics, political economy. DUE: Weekly short essay (2 pages maximum, double-spaced).	MM chpt. 3 CP#20 (Horwitz) MM chpt. 4 McQ reading #4 (Herman) and Pt. 7 CP#21 (Cottle) CP#22 (Streeter)
Week 13: Nov. 7	Media and identity. International communication, globalization. DUE: Weekly short essay (2 pages maximum, double-spaced).	MM chpt. 8 McQ Pt. 9 McQ Pt. 6 MM chpt. 15 CP#23 (Appadurai) CP#24 (Grewal)
Week 14: Nov. 14	DUE: PRESENT RESEARCH PROPOSAL TOPIC. One paragraph on your intended topic area for your research proposal. Each student will also send their paragraph to the WebCT discussion list ahead of time and will make a short presentation.	
Week 15: Nov. 21	One-on-one meetings.	

Week 16: One-on-one meetings.
Nov. 28

Week 17: Presentation of research proposals
Dec. 5
DUE: Research proposal.

Regarding academic honesty

What is a “culture of honesty”?

This is the University of Georgia’s policy about academic honesty.¹ It applies to all academic work such as exams, term papers, and group projects.

Who is covered by this policy?

Every student who enrolls at the university agrees to be bound by this policy. This means that each student has a responsibility to read the policy and comply with it. It’s no defense to a charge of academic dishonesty to say “I didn’t know that was prohibited.”

What general conduct is prohibited?

Students must perform all of their academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from others (unless the faculty member authorizes that assistance) or using outside sources to assist in that work without giving fair, explicit attribution via footnotes, endnotes, or reference list.

Examples of academic dishonesty are copying answers from another student during an exam, giving a false excuse for failing to show up for an exam, obtaining advance exam copies by unauthorized means, or presenting others’ work as your own. Students who assist other students in academically dishonest acts are also in violation of the policy.

For more information, contact the Office of the Vice President for Instruction at 543-0690, or find information at (<http://www.uga.edu/ovpi/>).

Coursepack readings

CP#1: Neil Postman and Charles Weingartner, “1. Crap Detecting,” and “2. The Medium is the Message, Of Course,” chapters in Postman and Weingartner, *Teaching as a Subversive Activity* (New York: Delacorte Press, 1969), pp. 1-24.

¹ Adapted from material provided by the Office of the Vice President for Instruction, University of Georgia.

CP#2: “Table 1. Summary of Three Cognitive Development Models,” *Teaching at UGA* (Office of Instructional Support and Development), vol. 19, no. 1, Fall 2000, p. 5.

CP#3: Denis McQuail, “Processes of Short-Term Effect,” chapter in *McQuail’s Mass Communication Theory*, 4th edition (London: Sage, 2000), pp. 430-448.

CP#4: Harold Lasswell, “The Structure and Function of Communication in Society,” in *The Communication of Ideas; A Series of Addresses*, Lyman Bryson (ed.) (New York: Cooper Square Publishers, 1964), pp. 37-51.

CP#5: CP#5: Frederick Fico, Geri Alumit Zeldes, and Arvind Diddi, “Partisan and Structural Balance of Local Television Election Coverage of Incumbent and Open Gubernatorial Elections,” *Journalism and Mass Communication Quarterly* 81:4 (Winter 2004), pp.897-910.

CP#6: CP#6: Richard Vincent and Michael D. Basil, “College Students’ News Gratifications, Media Use, and Current Events Knowledge,” in *Sources; Notable Selections in Mass Media*, 2nd edition, Jarice Hanson and David Maxcy (eds.) (Guilford: Dushkin/McGraw Hill, 1999), pp. 69-78.

CP#7: CP#7: Chris Nagel, “Phenomenology, Authenticity, and Truth in Advertising,” in *Phenomenological Approaches to Popular Culture*, Michael T. Carroll and Eddie Tafoya (eds.) (Bowling Green: Bowling Green State University Popular Press, 2000), pp. 237-255.

CP#8: Mark Pedelty, “A Team, B Team,” chapter in *War Stories; The Culture of Foreign Correspondents* (New York: Routledge, 1995), pp. 69-83. [ACCESS ON E-RESERVE FROM UGA LIBRARY.]

CP#9: CP#9: Dick Hebdige, “Staking Out the Posts,” chapter in *Hiding in the Light; On Images and Things* (London: Routledge, 1988), pp. 181-207. [ACCESS ON E-RESERVE FROM UGA LIBRARY.]

CP#10: bell hooks, “Postmodern Blackness,” in *Cultural Theory and Popular Culture; A Reader*, 2nd. ed., John Storey (ed.) (New York: Prentice Hall, 1998), 417-424.

CP#11: Catherine Driscoll, “The Girl Market and Girl Culture,” chapter in *Girls: Feminine Adolescence in Popular Culture & Cultural Theory* (New York: Columbia University Press, 2002), pp. 264-301. [ACCESS ON E-RESERVE FROM UGA LIBRARY.]

CP#12: Dallas W. Smythe and Tran Van Dinh, “On Critical and Administrative Research: A New Critical Analysis,” *Journal of Communication* 33:3 (Summer 1983), pp. 117-127.

CP#13: Jennifer Daryl Slack and Martin Allor, “The Political and Epistemological Constituents of Critical Communication Research,” *Journal of Communication* 33:3 (Summer 1983), pp. 208-218.

CP#14: Moyra Haslett, "Culture and Society," chapter in *Marxist Literary and Cultural Theories* (London: St. Martin's, 2000), pp. 1-49. [ACCESS ON E-RESERVE FROM UGA LIBRARY.]

CP#15: James Hamilton, "Remaking Media Participation in Early Modern England," *Journalism: Theory, Practice, and Criticism* 4:3 (August 2003), pp. 293-313.

CP#16: James D. Startt and Wm. David Sloane, "The Nature of History," chapter in *Historical Methods in Mass Communication*, rev. ed. (Northport: Vision Press, 2003), pp. 1-20. [ACCESS ON E-RESERVE FROM UGA LIBRARY.]

CP#17: John Nerone, "Theory and History," *Communication Theory* 3:2 (May 1993), pp. 148-157.

CP#18: Bonnie Brennen, "Cultural Discourse of Journalists; The Material Conditions of Newsroom Labor," in *Newswriters; Toward a History of the Rank and File*, Hanno Hardt and Bonnie Brennen (eds.) (Minneapolis: University of Minnesota Press, 1995), pp. 75-109.

CP#19: Raymond Williams, "The Technology and the Society," chapter in *Television: Technology and Cultural Form* (New York: Schocken, 1974), pp. 9-31.

CP#20: Robert Britt Horwitz, "Theories of Regulation," chapter in *The Irony of Regulatory Reform; The Deregulation of American Telecommunications* (New York: Oxford University Press, 1989), pp. 22-45. [ACCESS ON E-RESERVE FROM UGA LIBRARY.]

CP#21: Simon Cottle, "Media Organisation and Production: Mapping the Field," in *Media Organization and Production*, Simon Cottle (ed.) (London: Sage, 2003), pp. 3-20.

CP#22: Thomas Streeter, "'That Deep Romantic Chasm': Libertarianism, Neoliberalism, and the Computer Culture," in *Critical Cultural Policy Studies; A Reader*, Justin Lewis and Toby Miller (eds.) (Oxford: Blackwell, 2003), 161-171.

CP#23: Arjun Appadurai, "Disjuncture and Difference in the Global Cultural Economy," chapter in *Modernity at Large; Cultural Dimensions of Globalization* (Minneapolis: University of Minnesota Press, 1996), pp. 27-47. [ACCESS ON E-RESERVE FROM UGA LIBRARY.]

CP#24: Inderpal Grewal, "Traveling Barbie: Indian Transnationalities and the Global Consumer," chapter in *Transnational America; Feminisms, Diasporas, Neoliberalisms* (Durham: Duke University Press, 2005), pp. 80-120.
