ABOUT THIS COURSE: Scholarly research involves asking interesting questions, effectively probing for answers and communicating what is learned. But so does writing a story for a newspaper. Or trying a case in court before a jury. Or diagnosing and prescribing medical treatment for a sick patient. Or many other forms of gathering, processing and sharing information. What sets the scholar’s version apart is the connection to more broadly useful explanatory ideas and concepts – that is, to theory.

This course explores a set of useful theories commonly used by social scientists in general and media researchers in particular. They stem from a variety of fields, including psychology, sociology and linguistics, and over the years, people seeking to understand how and why mediated communication works have found their explanatory power to be useful. There is nothing so practical as a good theory.

In this course, you will explore the process of building, adapting and applying theory; dig into specific theories widely used in our field; and expand your ability to think about interesting ideas as the scholars you are on your way to becoming. Enjoy the journey!

REQUIRED BOOK: Communication Theories: Origins, Methods, and Uses in the Mass Media
Werner J. Severin and James W. Tankard Jr. (5th edition, 2001; Longman)

READINGS: There will be supplemental readings each week, typically including both seminal work(s) and relatively recent applications of the theory or theories in the textbook.

WEBSITE: This syllabus (including reading links) along with assignments and other class info can be found on our WordPress site: MediaCommTheory.wordpress.com

INSTRUCTOR Dr. Jane B. Singer
W341 Adler Journalism Building
jane-singer@uiowa.edu; 335-3431
Office hours: 1:30 to 3 pm Tuesdays and Wednesdays, or by appointment

About your instructor: Jane's research is primarily in the area of digital journalism, particularly the sociology and norms of digital news work. Her recent articles have appeared in Journalism & Mass Communication Quarterly, Journalism Practice and the Journal of Mass Media Ethics; she is a member of the editorial board of all three journals, among others. She has co-authored two books, Participatory Journalism (2011) and Online Journalism Ethics (2007), and is the general editor of the International Encyclopedia of Journalism Studies (forthcoming, eventually). In a previous life, she spent 15 years as a print and online journalist; she managed the first national digital newsroom in the country, for Prodigy Services Company in the 1980s. Jane holds a Ph.D. in journalism from the University of Missouri; an M.A. in liberal studies from New York University; and a bachelor's degree in journalism from the University of Georgia. From 2007 to 2010, while on leave from Iowa, she worked in the UK as Johnston Press Chair in Digital Journalism at the University of Central Lancashire.
School of Journalism and Mass Communication
Main office:  E305 Adler Journalism Building
Office phone:  335-3401 (Michele Ketchum or Rosemary Zimmerman)
Director:  David Perlmutter, E305B Adler Journalism Building
david-perlmutter@uiowa.edu; 335-3383

The School is part of the College of Liberal Arts and Sciences (clas.uiowa.edu), which is our administrative home. In addition, you are members of the Graduate College (grad.uiowa.edu).

Learning Enablement: Accommodations can be made for anyone with a disability that may require modification of seating, grading or other class requirements. Please register with Student Disability Services (www.uiowa.edu/~sds), then meet privately with Jane to make specific arrangements.

Additional Class Policies

Academic integrity: Please refer to the College of Liberal Arts and Sciences Student Academic Handbook (available online) for information about academic honesty. University penalties for plagiarism – defined in Webster’s New World Dictionary as taking ideas, writings and so on from another and passing them off as one’s own – range from grade reduction to dismissal from the University. Put simply: Do not go there. It is also dishonest to turn in the same (or a substantively similar) paper or other work for multiple classes.

Attendance: This is a once-a-week doctoral seminar, and active class participation, including presenting and discussing original ideas, is an important component. In case of a dire emergency that prevents your being with us, please let Jane know why you were absent within 24 hours of the missed class period. (E-mail is fine.) Unexcused absences will affect your grade.

“Attendance” involves attending mentally as well as physically. During class, cell phones must be turned off and stored, and laptops or tablets may be used only for taking notes. Please, no email, FB, Twitter, etc., etc. Their use in the classroom is rude, annoying and distracting … and it turns out the human brain really doesn’t do multi-tasking very well at all.

Email: University policy specifies that students are responsible for all official correspondence, including class info, sent to their University of Iowa e-mail address (NAME@uiowa.edu).

Severe weather: Not uncommon in Iowa! If threatening weather occurs during class, seek appropriate shelter immediately. Class will continue if possible when the event is over. The Hawk Alert site (hawkalert.uiowa.edu) has details about notification of weather and other emergencies.

Student rights and responsibilities: You have the right to expect an environment that enables you to learn. You have a responsibility to colleagues and the instructor to help create an environment in which others may learn. If you have a complaint against any member of the teaching staff, you are responsible for following the Grad College Academic Grievance Procedures (www.grad.uiowa.edu/academic-policies/academic-grievance-procedure). However, please try to work out a solution with the individuals involved first.

The University also has an explicit policy related to sexual harassment, which subverts the mission of the institution and threatens the well-being of its members. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of harassment should be reported at once.
GRADING

Your grade in Media Communication Theory I will come from your written work, your ability to enhance others’ understanding, and your contributions to the class community each week. You must complete all written work on time to receive full credit. Details about each assignment will be provided in class.

THREE SHORT PAPERS—45 percent of total grade (15 percent each)
Although the topics could change, here are proposals for three mid-semester papers, each three to five pages long, designed to help you step back from the readings and connect ideas in a way that makes sense to you. The due dates correspond roughly to the three main course segments.

* Paper One (due September 10): There is nothing so practical as a good theory -- but why? Why does theory matter? What does it do for us?

* Paper Two (due October 8): You’re getting graduate degrees in either “mass communication” or “journalism.” Why bother learning about theories of cognition, interpersonal communication and so on? You may have been asking yourself (or each other) that very question! So here’s a chance to come up with a viable answer.

* Paper Three (due November 12): Two options here. (Others may arise as we go along.)
  Option A) Think about a subject that has been getting news coverage lately. As a scholar, how would you go about studying it? What questions does it raise? In particular, what theory or theories would you apply, and why would they be useful?
  OR
  Option B) As the media continue to undergo dramatic change, what theory (or, better, theories) would be most useful in understanding those changes? Why?

ONE LONGER PAPER—25 percent of total grade
This course does not really lend itself to development of a complete study -- but it is perfect for creating the theoretical component of a literature review for, say, a thesis or dissertation proposal. In this paper, roughly 15 pages in length, you will explore a theory of your choice in depth, researching its foundations, examining contemporary applications, and tying what you find together into a cohesive literature review. This paper will be due on November 30, the Friday after Thanksgiving.

TEACHING THEORY—20 percent of total grade
You will identify one theory that interests you and teach the rest of us about it. You will select a scholarly article that explores or applies your theory in interesting and effective ways, make it available to the rest of the class, post talking points about it to the class website (MediaCommTheory.wordpress.com) and incorporate it (along with readings from the syllabus) in your lesson. Creativity is welcome in finding ways to engage your “students” in the material and to help us remember the key concepts. You will turn in a written outline of key points, discussion topics and questions for the class; handouts also are encouraged. Although the choice of theory is yours, think about picking one you’re not already familiar with so we can all learn something new. These teaching/discussion sessions will begin September 10.

PARTICIPATION—10 percent of total grade
Read the material by Monday’s class each week, and post your thoughts to the website (MediaCommTheory.wordpress.com) before we meet. Come to class prepared to discuss what you have read, challenge it, ask questions about it or whatever. One helpful starting point for thinking about possible discussion topics is the list of questions at the end of each chapter of the textbook, especially the ones that require more than basic content recall. Thoughts about readings also are most welcome.

PLUS-MINUS:
We will use plus-minus indications for final grades.

GRADE CHANGES:
If you believe a grade is wrong, you must see Jane within one week after the graded item has been returned to you. After that, the grade stands.
PROPOSED SCHEDULE OF CLASSES, READINGS and ASSIGNMENTS

After the first week, **readings should be completed before class on Monday**. Readings are subject to addition, subtraction and/or substitution as new materials become available and as our interests dictate. Most supplemental readings include classic and contemporary pieces.

Some weeks, two (or even three) topical options are offered; read the classic/contemporary set of greater interest to you. Similarly, if more than one option for a “classic” or “contemporary” reading is given, you only need to read one … unless, of course, you're interested in digging deeper.

Most weeks, class members also will provide additional supplemental readings.

**Readings are available online**, either as .pdf links from our website (MediaCommTheory.wordpress.com), through InfoHawk (the UI Library website) or through the Google Scholar search engine, among other ways. The last page of the syllabus offers several options.

**PART ONE: THEORIES, METHODS AND MODELS**

**WEEK ONE: Introductions**
**August 20**  
**Spotlight on: Prospectus and groundwork**

**READ:**  
- Severin and Tankard, Chapter 1 (“Intro to Mass Comm Theory,” skim 1-10, read 11-21)
- Chaffee, “Concept Explication: An Overview”  
- Popper, “Science: Conjectures and Refutations”  
- Schramm, “The Challenge To Communication Research”  

**WEEK TWO: Scientific Methods and Models**
**August 27**  
**Spotlight on: The scientific method (as opposed to other kinds), evolution of communication models**

**READ:**  
- Severin and Tankard, Chapter 2 (“Scientific Method,” 23-46)
- Severin and Tankard, Chapter 3 (“Models in Mass Communication Research,” 47-70)
- CLASSIC (METHODS): Westley, “Scientific Method and Communication Research”  
- CLASSIC (MODELS): Westley and MacLean, “A Conceptual Model for Communication Research”  
  *Journalism Quarterly* 34 (1957): 31-38
- CONTEMPORARY: Hermida, “Twittering the News: Emergence of Ambient Journalism”  
  *Journalism Practice* 4 (3, 2010): 297-308
- OPTIONAL CONTEMPORARY: Borgatti, Mehra, Brass and Lablanca  
  “Network Analysis in the Social Sciences”  
  *Science* magazine, February 2009: 892-895
  www.sciencemag.org/content/323/5916/892.full
PART TWO: INDIVIDUALS AND GROUPS

WEEK THREE: Labor Day holiday!

WEEK FOUR: Perception
September 10 Spotlight on: Schema theory and general semantics

Co-instructor(s): 

DUE: First short paper

READ: Severin and Tankard, Chapter 4 (“The Role of Perception in Communication,” 71-90)
Severin and Tankard, Chapter 5 (“Problems in Encoding,” 91-107)

* If you’re more interested in schema theory, read these:

CLASSIC: Gruber, “Schema Theory” and “Thinking Categories”

CONTEMPORARY EMPIRICAL: Quiring, “What Do Users Associate with ‘Interactivity’?”
New Media and Society 11 (6, 2009): 899-920

* If you’re more interested in general semantics, read these:

CLASSIC: Hayakawa, “Symbols,” “Language of Reports,” “How We Know What We Know”
In Language in Thought and Action (1949): 24-53, 165-185

CONTEMPORARY EMPIRICAL: Lasorsa and Dai,
“When News Reporters Deceive: The Production of Stereotypes”
Journalism & Mass Communication Quarterly 84 (2, 2007): 281-298

WEEK FIVE: Propaganda and Persuasion
September 17 Spotlight on: Motivational communication

Co-instructor(s): 

READ: Severin and Tankard, Chapter 6 (“Analysis of Propaganda,” 108-130)
Severin and Tankard, Chapter 8 (“Theories of Persuasion,” 151-184)

* If you’re more interested in propaganda, read these:

In The Fine Art of Propaganda: A Study of Father Coughlin’s Speeches (1939): 14-25

… Or CLASSIC OPTION B: Lasswell, “Matter in Hand” and “Conditions and Methods”
In Propaganda Technique in the World War (1927): 1-18, 185-213

CONTEMPORARY EMPIRICAL: Wolfgram, “Democracy and Propaganda: NATO’s War…”
European Journal of Communication 23 (2, 2008): 153-171

* If you’re more interested in persuasion, read these:

Public Opinion Quarterly 24 (1960): 163-204

… Or CLASSIC OPTION B: Perloff, “Introduction to Persuasion”

CONTEMPORARY EMPIRICAL: Weber, Dillow and Rocca,
“Developing and Testing the Anti-Drinking and Driving PSA”
Communication Quarterly 59 (4, 2011): 415-427
WEEK SIX: Social Psychology and the Spiral of Silence
September 24 Spotlight on: The self … and everybody else

Co-instructor(s):

READ: Severin and Tankard, Chapter 7 (“Cognitive Consistency and Mass Comm,” 131-150)
Severin and Tankard, Chapter 9 (“Groups and Communication,” 185-200)
Severin and Tankard, “The Spiral of Silence” section of Chapter 13 (272-274)

* If you’re more interested in cognition, read these:

CLASSIC: Festinger, “Introduction to the Theory of Dissonance”
and “Consequences of Decisions: Theory”
In A Theory of Cognitive Dissonance (1957): 1-47

CONTEMPORARY EMPIRICAL: Collins, “Cognitive Dissonance on U.S. Supreme Court”
Political Research Quarterly 64 (2, 2011): 362-376

* If you’re more interested in the influence of groups, read these:

“Introduction” and “The Nature of Personal Influence”
In The People’s Choice: How the Voter Makes Up His Mind

CONTEMPORARY EMPIRICAL: Hogg and Reid,
“Social Identity, Self-Categorization and the Communication of Group Norms”
Communication Theory 16 (1, 2006): 7-30

* If you’re more interested in the spiral of silence theory, read these:


NEWER CLASSIC: Scheufele and Moy: “Twenty-five Years of the Spiral of Silence:
A Conceptual Review and Empirical Outlook”

CONTEMPORARY EMPIRICAL: Priest, “Public Discourse and Scientific Controversy:
A spiral-of-silence analysis of biotechnology opinion in the United States”
Science Communication 28 (2, 2006): 195-215

WEEK SEVEN: Interpersonal Communication
October 1: Spotlight on: Intricate interactions

Co-instructor(s):

READ: Severin and Tankard, Chapter 10 (“Mass Media and Interpersonal Comm,” 201-216)


Public Opinion Quarterly 21 (1, 1957): 61-78

CONTEMPORARY EMPIRICAL: Bennett / Manheim: “One-Step Flow of Communication”

OPTIONAL CONTEMPORARY: Berger, “Interpersonal Communication:
Theoretical Perspectives, Future Prospects”
WEEK EIGHT: Diffusion of Innovations  
October 8 Spotlight on: A theory about change

Co-instructor(s): ____________________________

DUE: Second short paper


PART THREE: THE “MASS” MEDIA

WEEK NINE: Agenda Setting, Framing and Priming  
October 15 Spotlight on: Media and Public Opinion

Co-instructor(s): ____________________________

READ: Severin and Tankard, Chapter 11 (“Agenda Setting,” 217-244)  
Severin and Tankard, “Media Framing” section of Chapter 13 (277-280)


THREE FOR ONE: Scheufele and Tewksbury, “Framing, Agenda Setting and Priming…: Journal of Communication 57 (1, 2007): 9-20

* If you’re interested in an empirical agenda-setting article:


* If you’re interesting in framing theory:


* If you’re interested in priming theory:


WEEK TEN:  Media Effects: Third-Person Effects and the Knowledge Gap  
October 24  Spotlight on: The media and democracy, a pre-election special

Co-instructor(s):  

READ:  
Severin and Tankard, Chapter 12 ("The Knowledge-Gap Hypothesis," 245-261)  
Severin and Tankard, Chapter 13 ("Effects of Mass Communication," 262-292)

* If you're more interested in third-person effects, read these:  
CLASSIC: Davison, “The Third-Person Effect in Communication”  
*Public Opinion Quarterly* 47 (1, 1983): 1-15  
CONTEMPORARY: Perloff, “Mass Media, Social Perception and the Third-Person Effect”  

* If you're more interested in the knowledge gap, read these:  
CLASSIC: Tichenor, Donohue and Olien,  
“Mass Media Flow and Differential Growth in Knowledge”  
*Public Opinion Quarterly* 34 (2, 1970): 159-70  
CONTEMPORARY EMPIRICAL: Jeffres, Neuendorf and Atkin,  
“Acquiring Knowledge from the Media in the Internet Age”  
*Communication Quarterly* 60 (1, 2012): 59-79

WEEK ELEVEN:  Media Effects: Cultivation Theory (Halloween special, with guest scholar Julie Andsager!)  
October 29  Spotlight on: Freddie, Jason et al. … plus a peek into the scary world of feuding theorists

READ:  
CLASSIC: Gerbner and Gross, “Living with Television: The Violence Profile”  

CONTEMPORARY: Jeffres, Neuendorf, Bracken, Atkin, “Integrating Theoretical Traditions in Media Effects: Using Third-Person Effects to Link Agenda-Setting and Cultivation”  

CONTEMPORARY EMPIRICAL: Kahlor and Eastin, “Television’s Role in the Culture of Violence toward Women: … TV Viewing and Cultivation of Rape Myth Acceptance …”  

RECOMMENDED READING:  What happens when scholars disagree about theory? Enter if you dare …

Hirsch, “The ’Scary World’ of the Nonviewer and Other Anomalies:  
A Reanalysis of Gerbner et al.’s Findings on Cultivation Analysis, Part 1”  
*Communication Research* 7 (4, 1980): 403-56

Hirsch, “On Not Learning from One’s Own Mistakes:  
A Reanalysis of Gerbner et al.’s Findings on Cultivation Analysis, Part II”  
*Communication Research* 8 (1, 1981): 3-37

Gerbner, Gross, Morgan and Signorielli, “Curious Journey into Scary World of Paul Hirsch”  
*Communication Research* 8 (1, 1981): 39-72

Hirsch, “Distinguishing Good Speculation from Bad Theory: Rejoinder to Gerbner et al.”  
*Communication Research* 8 (1, 1981): 73-95

Gerbner, Gross, Morgan and Signorielli, “Final Reply to Hirsch”  
*Communication Research* 8 (3, 1981): 259-280
WEEK TWELVE: Uses and Gratifications and Play Theory
November 5  Spotlight on: The active audience

Co-instructor(s):  

READ:  
Severin and Tankard, Chapter 14 (“Uses of the Mass Media,” 293-305)  
Stephenson, “Play Theory”  
In The Play Theory of Mass Communication (45-65)  

* If you're more interested in uses and grats, read these:  
CLASSIC: Blumler, “The Role of Theory in Uses and Gratifications Studies”  
Communication Research 6 (1, 1979): 9-36  
CONTEMPORARY EMPIRICAL: Campbell and Kwak, “Mobile Communication and Civic Life: Linking Patterns of Use to Civic and Political Engagement”  
Journal of Communication 60 (3, 2010): 536-555

* If you're more interested in play theory, read these:  
CLASSIC: Stephenson, “The Ludenic Theory of Newsreading”  
Journalism Quarterly 41 (3, 1964): 367-74  
CONTEMPORARY EMPIRICAL: Zhang, Sung and Lee: “To Play or Not to Play: An Exploratory Content Analysis of Branded Entertainment in Facebook”  
American Journal of Business 25 (1, 2010): 53-64

WEEK THIRTEEN: Journalism Studies
November 12  Spotlight on: Making news

Co-instructor(s):  

DUE:  Third short paper  

READ:  
Severin and Tankard, Chapter 16 (“Media Chains and Conglomerates,” 347-365)  
Lasswell, “The Structure and Function of Communication in Society”  
In Mass Communication (1960): 117-30  

* If you're more interested in newsroom studies, read these:  
CLASSIC: White, “The ‘Gate-Keeper’: A Case Study in the Selection of News”  
CONTEMPORARY: Shoemaker and Vos, “Gatekeeping in the 21st Century”  
In Gatekeeping Theory (2009): 130-135 (available as e-book from UI library)  
CONTEMPORARY EMPIRICAL: Singer, “Quality Control: Perceived Effects of User-Generated Content on Newsroom Norms, Values and Routines”  
Journalism Practice 4 (2, 2010): 127-142
* If you're more interested in media economics, read these:

(UPDATED) CLASSIC: Bagdikian, “Preface to the First Edition” and “Common Media for an Uncommon Nation”
In *The New Media Monopoly* (2004): xv-xix, 1-26

CLASSIC: McManus, “A Market-Based Model of News Production”

CONTEMPORARY: Picard and van Weezel, “Capital and Control: Consequences of Different Forms of Newspaper Ownership”
*International Journal on Media Management* 10 (1, 2008): 22-331

CONTEMPORARY EMPIRICAL: Lowrey and Woo, “The News Organization in Uncertain Times: Business or Institution?”
*Journalism & Mass Communication Quarterly* 81 (1, 2010): 41-61

**WEEK FOURTEEN: Thanksgiving Break!**

**PART FOUR: CHANGING TIMES, CHANGING THEORIES?**

**WEEK FIFTEEN: Paradigm Shift**

**November 26**  
*Spotlight on:* The evolution of theory in a changing media environment

**DUE FRIDAY, November 30:** Longer paper (literature review)

**SKIM:**
Severin and Tankard, Chapter 17 (“Theories of Cyber Communication,” 366-388)

**READ:**
CLASSIC: Kuhn, *The Structure of Scientific Revolutions* (1963)  
A dandy little synopsis of the book is online at: www.des.emory.edu/mfp/kuhnsyn.html

CLASSIC (pre-Internet): McLuhan, “The Medium is the Message”

CLASSIC (post-Internet): Fidler, “Principles of Mediamorphosis”

*Journal of Communication* 58 (4, 2008): 707-731

**WEEK SIXTEEN: Conclusions**

**December 3**  
*Spotlight on:* Conceptualizing and reconceptualizing

**READ:**
Severin and Tankard, Chapter 18 (“The Overall Picture,” 389-399)

*Public Opinion Quarterly* 23 (1, 1959): 1-6

OPTIONAL CLASSIC: Schramm, “Comments” (Reply to Berelson)
*Public Opinion Quarterly* 23 (1, 1959): 6-17

*Journal of Broadcasting & Electronic Media* 36 (1, 1992): 105-10

CONTEMPORARY: Deuze, “Media Life”
*Media, Culture & Society* 33 (1, 2011): 137-148

**HAPPY HOLIDAYS!!**
SYLLABUS SUPPLEMENT: ADDITIONAL RESOURCES

The great majority of scholarly articles are available free online, one of the joys of studying at a top-tier research university such as Iowa. Most require access through a computer connected to a UI server. Here are a few handy references:

* **InfoHawk Gateway** (infohawk.uiowa.edu)
  Access to the university’s extensive holdings, including thousands of online articles, as well as the ability to request items from any other Big Ten university
  
  Defaults to book search. Click on “Journal Title Search” if you’re looking for a journal article.
  
  Guide to resources, including “our” librarian, Ericka Raber: guides.lib.uiowa.edu/jmc
  
  Lots, lots more under “Find Resources” tab.

* **Google Scholar** (scholar.google.com)
  Includes direct link to articles, as well as access through UI library database where available

* **CiteULike** (www.citeulike.org)
  A community of scholars … and their favorite articles

* **Communication Institute for Online Scholarship** (www.cios.org/www/opnab.htm)
  Search abstracts, organized by date, from lengthy list of journals in our field

* **Lexis-Nexis** (web.lexis-nexis.com/universe)
  Extensive archive, mostly of mainstream media articles (and, through Lexis, law journal stuff)

Most (though not all) of the journals in our field use American Psychological Association citation style. You can find more information about it here: www.apastyle.org

  The Purdue University Online Writing Lab also has a nice online guide:
  owl.english.purdue.edu/owl/resource/560/01

You’ll also want to keep up with the leading scholarly organizations in our field (and join one or two!). The four below are listed in sequence from most to least direct relevance to our academic community:

- **Association for Education in Journalism and Mass Communication** (aejmc.org)
  Conference paper submission deadline: April 1
  Site of 2013 convention: Washington, DC (August 2013)

- **International Communication Association** (icahdq.org)
  Conference paper submission deadline: November 1
  Site of 2013 convention: London (June 2013)

- **International Association for Media and Communication Research** (iamcr.net)
  Conference paper abstract submission deadline: Late January / early February
  Site of 2013 convention: Dublin (June 2013)

- **National Communication Association** (www.natcom.org/nca)
  Conference paper submission deadline: Generally late March
  Site of 2013 convention: Washington, DC (November 2013)
THE IOWA DOZEN

The mission of our School is to educate journalism and mass communication professionals, scholars and faculty. Through professional and creative research activities, we enhance a continually growing and evolving understanding of the social and cultural roles, responsibilities, and contexts for communicators in a democratic society, as well as in diverse global contexts.

To accomplish that mission:

We learn to …
1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value …
6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore …
10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.