

Class meets Tuesday, 1:30–4 p.m. in E254 AJB

Prof. Melissa Tully, [melissa-tully@uiowa.edu](mailto:melissa-tully@uiowa.edu), 335-3356

Office hours: Tuesday 11:30 a.m.–12:30 p.m. & Thursday 11:30 a.m.–1:30 p.m. or by appt.

Office: E332 AJB

SJMC DEO: Dr. David Ryfe, [david-ryfe@uiowa.edu](mailto:david-ryfe@uiowa.edu), E305B AJB

***Course Overview:***

In this graduate seminar, students will explore theoretical and methodological perspectives and techniques that allow us to study, interpret, and criticize media. We will examine the ways the media intersect with political, economic, and social shifts through analyzing scholarly works in media communication research. The goal of the class is to provide students with an understanding of how to pose original, exciting, and clear research questions that lead to rigorous and useful research in media communication.

This course serves as an introduction to research and graduate study in journalism and mass communication; it is an entry point for the M.A. thesis and Ph.D. students' degree work. More broadly, the course will provide an overview of various approaches to the study of the media, introducing students to the range of theoretical and methodological currents in our discipline as well as to the culture of academe. Naturally, more focused and specific coursework will be necessary for any student to complete her/his graduate degree and thesis.

***Course Objectives/Goals:***

- Helping students to understand the connections between the ideas covered in the class, graduate coursework, and careers
- Developing a set of common experiences for a diverse group of incoming students
- Familiarizing students with scholarly journals, organizations, opportunities to participate professionally, norms, habits, and ethics of the profession
- Introducing theorists, theories, and ideas in the field and discussing their interrelationships
- Becoming colleagues and getting to know professors in the department
- Preparing students to conduct original research
- Understanding the conventions and techniques of scholarly writing
- Preparing students for success in graduate school and an academic career

***Readings and Required Texts:***

This course has three required books. Books can be purchased through online sellers and are available in the SJMC Resource Center on reserve. The other required articles and chapters are available on ICON. Readings are to be completed by the start of class in the week indicated.

- *The Craft of Research, 4th Ed.* (2016). Wayne Booth, Gregory Colomb, Joseph Williams, Joseph Bizup, William FitzGerald. ISBN: 9780226239736
- *Canonic Texts in Media Research: Are There Any? Should There Be? How About These?* (2002). Elihu Katz, John Durham Peters, Tamar Liebes, Avril Orloff. ISBN: 9780745629346
- *Signal and Noise: Media, Infrastructure, and Urban Culture in Nigeria.* (2008). Brian Larkin. ISBN: 9780822341086

**Expectations and Grade Allocation:**

You are expected to turn in all assignments on time; late work is not accepted. Missed assignments can only be made up in case of illness or emergency with proper documentation provided. Any other occasion for absence from class or lateness with assignments (e.g., visiting family, travel, social obligations) are not sufficient reason for make-up work so plan accordingly.

In addition, final grades of “incomplete” will not be given except in dire circumstances as specified in the CLAS handbooks. The end of the semester is “crunch time” for everyone, so you are expected to manage your schedule so that you can fulfill your TA or other class responsibilities along with this one. Time pressures are not sufficient justification for an “incomplete.”

**In-class contributions: 10%**

- This is a graduate seminar. As such, I expect that you will come to class prepared to participate with thoughtful comments. This means that you have done the readings and prepared for our discussion. Attendance is expected. Simply showing up is not sufficient. You must come prepared to discuss the readings and engage in a thoughtful discussion.

**Seminar discussion leadership: 10%**

- You will be assigned to lead the class discussion about selected topics **twice** throughout the semester. This will call for careful reading of the assigned material, research into supplementary scholarship, and classroom management skills to foster discussion.

**Response papers: 15%**

- You must complete **three** response papers during the weeks listed:
  - Response 1 (weeks 3 or 4), Response 2 (weeks 5 or 6), Response 3 (weeks 7 or 11)
- Response papers should be 500 to 1,000 words and should grapple with some or all of the readings for the week. These are **NOT** summaries of the readings, but rather analytic reflections on the texts that offer insight, draw comparisons across texts, argue with evidence for or against material presented in the readings.
- Response papers are **due by 10 p.m. Monday before class**. Upload your response to the class discussion board on ICON. You are expected to read other’s responses before class.

**Research: 65%**

- For the final project in this class, you will develop and write an original research paper grounded in theory. Various parts of the project are due throughout the semester so you can receive feedback from me and your colleagues as you develop your research paper.
  - Research questions (1 page) – 5% (due week 9)
  - Bibliography and outline (2-4 pages) – 10% (due week 10)
  - Final paper proposal (5-7 pages) – 10% (due week 12)
  - Proposal peer review (1-2 pages) – 5% (due week 13)
  - Paper presentation (12 minutes) – 10% (due week 15)
  - Research paper – 25% (due finals week)

**Grading Scale:**

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

### Course Schedule (subject to change)

<p><i>Week 1 (8/22)</i></p> <p><i>Graduate school</i></p>	<p>Seligman, A. (2012). Chapter 3: Graduate expectations, (pp. 25-47). <i>Is graduate school really for you?</i></p> <p>Response paper assigned; Sign up to lead class discussion</p>
<p><i>Week 2 (8/29)</i></p> <p><i>Academic life</i></p>	<p>Seligman, A. (2012). Chapter 4: Course work is hard, (pp. 48-63) and Chapter 6: The academic culture, (pp. 82-101). <i>Is graduate school really for you?</i></p> <p>Mills, C. W. (1959). On intellectual craftsmanship, (pp. 195-226). <i>The sociological imagination</i>.</p> <p>Gardner, S. K. (2008). "What's too much and what's too little?": The process of becoming an independent researcher in doctoral education. <i>The Journal of Higher Education</i>, 79(3), 326-350.</p>
<p><i>Week 3 (9/5)</i></p> <p><i>Early mass communication scholarship</i></p>	<p>Katz et al. (2003). Introduction to The Columbia School, (pp. 10-11). <i>Canonic texts in media research</i>.</p> <p>Lazarsfeld, P. F., &amp; Merton, R. K. (1948). Mass communication, popular taste, and organized social action. <i>The communication of ideas</i>.</p> <p>Simonson, P., &amp; Weimann, G. (2003). Critical research at Columbia: Lazarsfeld's and Merton's "Mass communication, popular taste, and organized social action," (pp. 12-38). <i>Canonic texts in media research</i>.</p> <p>Katz et al. (2003). Introduction to The Chicago School, (pp. 104-104). <i>Canonic texts in media research</i>.</p> <p>Horton, D., &amp; Wohl, R. R. (1956). Mass communication and para-social interaction: Observations on intimacy at a distance. <i>Psychiatry</i>, 19(3), 215-229.</p> <p>Handelman, D. (2003). Towards the virtual encounter: Horton's and Wohl's "Mass communication and para-social interaction," (pp. 135-151). <i>Canonic texts in media research</i>.</p>
<p><i>Week 4 (9/12)</i></p> <p><i>Media and society</i></p>	<p>McQuail, D. (2010). Chapter 3: Concepts and models for mass communication, (pp. 51-78). <i>McQuail's mass communication theory</i>.</p> <p>McQuail, D. (2010). Chapter 4: Theory of media and society, (pp. 79-108). <i>McQuail's mass communication theory</i>.</p> <p>Perloff, R. M. (2015). Mass communication research at the crossroads: Definitional issues and theoretical directions for mass and political communication scholarship in an age of online media. <i>Mass Communication and Society</i>, 18(5), 531-556.</p>

<p><i>Week 5 (9/19)</i></p> <p><i>Media and culture</i></p>	<p>McQuail, D. (2010). Chapter 5: Mass communication and culture, (pp. 111-132). <i>McQuail's mass communication theory</i>.</p> <p>Durham, M. G., &amp; Kellner, D. M. (2012). Adventures in media and cultural studies: Introducing the KeyWorks, (pp. 1-23). <i>Media and cultural studies: KeyWorks</i>.</p> <p>Katz et al. (2003). Introduction to The Frankfurt School, (pp. 56-57). <i>Canonic texts in media research</i>.</p> <p>Horkheimer, M., &amp; Adorno, T. W. (1944/2012). The culture industry: Enlightenment as mass deception, (pp. 53-75). Reprinted in <i>Media and cultural studies: KeyWorks</i>.</p> <p>Peters, J. D. (2003). The subtlety of Horkheimer and Adorno: Reading "The culture industry," (pp. 58-73). <i>Canonic texts in media research</i>.</p> <p>Fuchs, C. (2017). What is a critical introduction to social media? (pp. 1-26). <i>Social media: A critical introduction</i> (2<sup>nd</sup> ed.).</p>
<p><i>Week 6 (9/26)</i></p> <p><i>Cultural studies</i></p>	<p>Katz et al. (2003). Introduction to British cultural studies, (pp. 214-215). <i>Canonic texts in media research</i>.</p> <p>Williams, R. (1980/2012). Base and superstructure in Marxist cultural theory, (pp. 115-124). Reprinted in <i>Media and cultural studies: KeyWorks</i>.</p> <p>Peters, J. D. (2003). Retroactive enrichment: Raymond William's <i>Culture and Society</i>, (pp. 217-230). <i>Canonic texts in media research</i>.</p> <p>Hall, S. (1980/2012). Encoding/decoding, (pp. 137-144). Reprinted in <i>Media and cultural studies: KeyWorks</i>.</p> <p>Gurevitch, M., &amp; Scannell, P. (2003). Canonization achieved? Stuart Hall's "Encoding/decoding," (pp. 231-247). <i>Canonic texts in media research</i>.</p> <p>Ang, I. (1991/2012). On the politics of empirical audience research, (pp. 145-159). Reprinted in <i>Media and cultural studies: KeyWorks</i>.</p>
<p><i>Week 7 (10/3)</i></p> <p><i>Digital media studies</i></p>	<p>Castells, M. (2005). Informationalism, networks, and the network society: A theoretical blueprint, (pp. 3-45). <i>The network society: A cross-cultural perspective</i>.</p> <p>Jenkins, H. (2003). Quentin Tarantino's Star Wars?: Digital cinema, media convergence, and participatory culture, (pp. 549-576). <i>Rethinking media change</i>.</p> <p>Jenkins, H., Mizuko, I., &amp; boyd, d. (2016). Defining Participatory Culture, (pp. 1-31). <i>Participatory culture in a networked era</i>.</p>

	<p>Fuchs, C. (2017). Social media as participatory culture (pp. 65-82). <i>Social media: A critical introduction</i> (2<sup>nd</sup> ed.).</p> <p>Hutchby, I. (2001). Technologies, texts and affordances. <i>Sociology</i>, 35(2), 441-456.</p> <p>McVeigh-Schultz, J., &amp; Baym, N. (2015). Thinking of you: Vernacular affordance in the context of the microsocial relationship app, Couple. <i>Social Media + Society</i>, 1(2), 1-15.</p>
<p><i>Week 8 (10/10)</i></p> <p><i>Conducting research</i></p>	<p>Booth, W. C. et al. (2016). Part I: Research, Researchers, and Readers, (pp. 1-26) and Part II: Asking Questions, Finding Answers, (pp. 27-104). <i>The craft of research</i>.</p> <p>Babbie, E. (2008). “Elements of social theory” to end of chapter 2, (pp. 44-61) and Chapter 4: Research design, (pp. 90-123). <i>The practice of social research</i>.</p> <p>McQuail, D. (2010). Chapter 13: Media content: Issues, concepts and methods of analysis, (pp. 339-366). <i>McQuail’s mass communication theory</i>.</p> <p>Durham, F. D. (1998). News frames as social narratives: TWA Flight 800. <i>Journal of Communication</i>, 48(4), 100-117.</p> <p>Young, R., Subramanian, R., Miles, S., Hinnant, A. &amp; Andsager, A. L. (2017). Social representation of cyberbullying and adolescent suicide: A mixed-method analysis of news stories. <i>Health Communication</i>, 32(9), 1082-1092.</p> <p>Guest: Rachel Young</p>
<p><i>Week 9 (10/17)</i></p> <p><i>Developing an argument</i></p>	<p><b>Research questions</b> (due by start of class)</p> <p>Booth, W. C. et al. (2016). Part III: Making an Argument, (pp. 105-172). <i>The craft of research</i>.</p> <p>Vogan, T. (2016). <i>Monday Night Football</i> and the racial <i>Roots</i> of the network TV event. <i>Television &amp; New Media</i>, 1-17.</p> <p>Oates, T. P. (2017). Selling streetball: Racialized space, commercialized spectacle, and playground basketball. <i>Critical Studies in Media Communication</i>, 34(1), 94-100.</p> <p>Guests: Travis Vogan and Tom Oates</p>
<p><i>Week 10 (10/24)</i></p> <p><i>Writing arguments</i></p>	<p><b>Bibliography and outline</b> (due by start of class)</p> <p>Booth, W. C. et al. (2016). Part IV: Writing your argument, (pp. 173-267). <i>The craft of research</i>.</p>

	<p>Dowling, D., &amp; Vogan, T. (2015). Can we “Snowfall” this? <i>Digital Journalism</i>, 3(2), 209-224.</p> <p>Dowling, D. (2017). Toward a new aesthetic of digital literary journalism: Charting the fierce evolution of “supreme nonfiction.” <i>Literary Journalism Studies</i>, 9(1), 111-117.</p> <p>Marwick, A. E., &amp; boyd, d. (2014). Networked privacy: How teenagers negotiate context in social media. <i>New Media &amp; Society</i>, 16(7), 1051-1067.</p> <p>Sinanan, J., &amp; Hosein, G. J. (2017). Non-activism: Political engagement and Facebook through ethnography in Trinidad. <i>Social Media + Society</i>, 1-10.</p> <p>Guest: David Dowling</p>
<i>Week 11 (10/31)</i> <i>Critical reading</i>	Larkin, B. (2008). <i>Signal and noise: Media, infrastructure, and urban culture in Nigeria</i> . Duke University Press.
<i>Week 12 (11/7)</i>	<b>Final paper proposal</b> (due by the start of class) workshop and peer review
<i>Week 13 (11/14)</i>	<b>Proposal peer review</b> (due by the start of class) session and revision strategies
<b><i>Thanksgiving break – no class</i></b>	
<i>Week 14 (11/28)</i> <i>Independent research</i>	<p>Bell, K. (2014, June 17). “The really obvious (but all-too-often ignored) guide to getting published,” <i>Vitae</i>.</p> <p>Bell, K. (2014, July 14). “Random reflections on getting published,” <i>Vitae</i>.</p> <p>Ekdale, B. (2017). Global frictions and the production of locality in Kenya’s music video industry. <i>Media, Culture &amp; Society</i>, 1-17. (including original submission, reviews and response)</p> <p>Hedding, K. J. (2017). Sources and framing of fracking: A content analysis of newspaper coverage in North Carolina, New York, and Pennsylvania. <i>Environmental Communication</i>, 11(3), 370-385.</p> <p>Guests: Brian Ekdale and Kylah Hedding</p>
<i>Week 15 (12/5)</i> <i>Presentations</i>	<b>Research paper presentations</b>  Final thoughts and end-of-semester celebration
<i>Finals Week</i>	<b>Final papers due by the end of our final exam time (TBD)</b>

## The College of Liberal Arts and Sciences: Policies and Resources

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### Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <https://clas.uiowa.edu/students/handbook>.

### Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2](#), k.11).

### Accommodations for Disabilities

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <https://sds.studentlife.uiowa.edu/> for information.

### Nondiscrimination in the Classroom

The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, [diversity@uiowa.edu](mailto:diversity@uiowa.edu), or visit [diversity.uiowa.edu](http://diversity.uiowa.edu).

### Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

### CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be

shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

### **Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS [Academic Policies Handbook](#)).

### **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. 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 sexual harassment should be reported immediately. See the UI [Office of the Sexual Misconduct Response Coordinator](#) for assistance, definitions, and the full University policy.

### **Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#).