

# Journalism 341: Media and Society      Spring 2008

## Dr. Tim Gleason

Clow 126A, 424-7298; Office hours: MW 9:10-10:10, 1:50-2:50; TR 8:00am-9am  
gleason@uwosh.edu; Class held TR 9:40-11:10am in N. Halsey 456

## Course Catalog Description

Relationships among the mass media, the individual and society are studied from a social scientific and humanistic vantage. Focuses on the origins, methods, and uses of communications theories, such as media effects and audience interpretation. Also investigates the social processes by which media producers, such as journalists and advertisers/public relations practitioners, decide what is media content and the society and economic forces that influence those decisions. Prerequisite: Journalism 141 with a grade of C or better and 60 units (crs.). (3+0)

## Readings

### Required; a copy of *Media and Audiences* is on reserve

Ross, K. & Nightingale, V. (2003). *Media and audiences: New perspectives*. Berkshire, England: Open University Press.

### Recommended

Hacker, D. (2004). *A pocket style manual*. Boston: Bedford/St. Martin's.

### On Desire2Learn

There are numerous readings in d2l that will help you prepare for your research projects. A special section has required readings. The following are required:

Gleason, Timothy R. (August, 2005). "The candidate behind the curtain: A three-step program for analyzing campaign images."

*SIMILE 5*: [http://www.utpjournals.com/simile/issue19/gleason\\_fulltext.html](http://www.utpjournals.com/simile/issue19/gleason_fulltext.html)

Gleason, Timothy R. (2006, November). " 'The crime is that she's so deep and complicated:' Using an online forum to generate

students' interpretations of three Kylie Minogue music videos." *SIMILE 6*: [http://www.utpjournals.com/simile/issue24/gleason\\_fulltext.html](http://www.utpjournals.com/simile/issue24/gleason_fulltext.html)

McChesney, R. (2000). The political economy of communication and the future of the field. *Media, Culture & Society* 22: 109-116.

### **Recommended in library**

Herman, E. & Chomsky, N. (1988). *Manufacturing consent: The political economy of the mass media*. New York: Pantheon Books.

Meehan, E. (2002). *Sex and money: Feminism and political economy in the media*. Minneapolis: University of Minnesota Press.

Shields, V.R. (2002). *Measuring up: How advertising affects self-image*. Philadelphia: University of Pennsylvania Press.

### **Grading**

Attendance/Participation	10%
Chapter/Article Summary	10%
Exam 1	10%
Exam 2	10%
Group Project	30%
Term Paper	30%
<b>Total</b>	<b>100%</b>

I take academic honesty very seriously. You should ask me before submitting questionable material. All submissions of work must be of your own creation. Projects require you to cite source materials. You must cite a source whether it is quoted or paraphrased. You must also cite sources that influenced your thinking. It is better to be safe than sorry. Plagiarism or a similar academic offense is punishable by an F letter grade on the project. I reserve the right to assign an F to your overall class grade when within the scope of powers granted by the university. Violations of the University academic code(s) will be reported to the University for further punishment, so be familiar with the code(s).

**Quoted from Source: UW Oshkosh Student Discipline Code**

**UWS 14.03 Academic misconduct subject to disciplinary action.**

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or student's academic performance;  
or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

**Attendance/Participation Policy**

Attendance and participation are mandatory. The class will be more enjoyable if people actively participate. Your score in this area starts at

100%. Each absence means a deduction of 10%. Your score can then increase or decrease based on your participation in class. Your group leader will submit attendance at the beginning of class. There are no accepted routine sick days, but you can make up those points via participation. I will log absences with acceptable reasons (hospitalization, class field trips, university sporting trips and other university-approved reasons) for reference and scoring adjustment.

### **Chapter/Article Summary**

You will each be assigned one chapter or article to summarize. I recommend the following structure: One paragraph intro explaining what you will be writing about; 1-3 pages of chapter/article summary; 1-2 page(s) on some aspect of the chapter/article you found especially interesting and relate it to an example not in the text; and a brief conclusion and bibliography. The summary is due at the beginning of the first class session in which the chapter is to be discussed. It should be printed out on a high-quality printer, and typed with 12-point type, double-spaced, 1" margins, and using Times or Times New Roman. It must contain a title page. You will also be responsible for being a discussant on the day(s) your chapter is examined in class. Use APA style. You will be deducted points if you do not use APA.

The chapter/article summary is due at the beginning of class to ensure that there will be competent feedback during the lecture. Failure to submit the report when it is due is an automatic zero. If you are worried about forgetting to bring it or you are seeking feedback from me, then you can email it to me ahead of time. Please slug your email headings as J341 Chapter/Article Summary. You may attach the file as a Word document or PDF file. Please bring a copy with you even if you do email it to me.

### **Exams 1 and 2**

You will take exams addressing required readings and lecture material.

### **Group Project**

The class will be broken into groups. I will select group leaders. I will assign groups based on the class dynamic. The group leaders are responsible for submitting each day's attendance for their group. The group leader is responsible for overseeing other group activities.

You will study one media product, such as a newspaper, TV show, film or magazine. I am open to other suggestions. This project should have the same research focus as a term paper but presented orally and visually. The group will make a presentation reporting the data using PowerPoint. PowerPoint presentations must be placed in the d2l dropbox. Other formats of presentation can be discussed.

Each group will make a 10-minute presentation on their findings in a 30-minute window, which includes prep and Q&A.

You will give me a printed copy of your presentation, such as the prints from PowerPoint. You will be graded on clarity of presentation, persuasiveness, professionalism, and interpretation. Every group's printed copy of your presentation is due to me on the first day of

presentations—regardless of when you present. This is to ensure fairness to all groups. There is no required group paper that must be written, although you may write one if you desire.

## **Term Paper**

### *What to give me*

Provide one printed copy and put digital copy in D2L. Provide any source material (e.g. survey questions and results, media diaries, etc.).

### *What to do*

Use a theory to explain a mass media-related phenomenon. It is better to be direct, clear and concise than to write a long paper for the sake of writing a long one. You will be the researcher who generates data and interprets and/or explains that data.

I see some mistakes repeated despite many warnings. Here are some examples of what NOT to do: (1) Don't write an opinion piece. You are not writing a movie review. I don't want 'I like this' or "I don't like this" kind of papers. Your paper is based on quantitative or qualitative evidence; (2) Avoid the use of "I think" in your papers; (3) Don't write a literature review as the topic of the paper. A literature review is an accounting of what has been written about the topic. You are doing a simplified version of this in your theory and methodology sections. Your interpretations or findings are your own. A term paper is not a laundry list of other people's opinions; and (4) Don't use the words or ideas of other people without quoting them and citing them or putting them in your own words with citing source.

The page estimates below are only a guide.

### I. Introduction (~ 1 page)

What is your thesis? What are you arguing in this paper? A good way to test if your thesis sounds right is to try to verbalize it to me in one sentence.

### II. Theory (~2-4 pages)

What theory are you using? Explain this theory to me as if I have never heard of it. Who developed the theory? Did anyone advance it? How is the theory normally used? What are the strengths and weaknesses of this theory? Why did you choose this theory?

### III. Methodology (~1-2 pages)

How are you creating your sample or identifying your units of measurement? How will you process or interpret this information?

### IV. Interpretation or Findings (~2-4 pages)

Your theory should help to explain why people used the media product as they did, or explain the media product itself. You may search for meaning as you did with the advertisement analysis.

#### V. Conclusion (~1-2 pages)

Summarize your paper. What did you learn from doing this process?

#### VI. Appendix if needed

Attach the data results here for reference.

#### VII. Works Cited

Cite any reference you used for this paper, whether it was from lecture, text or outside material. I expect there to be at least five sources from outside of the class lecture and text. If you are using online materials, then they should come from respected academic resources. These sources would be online journals and articles from databases accessed through the university library. Use APA style. You will be deducted points if you do not use APA. Do NOT use Associated Press, MLA or Chicago.

#### *Ideas for paper*

I recommend you check with me about your paper topic. I know it is hard to think of a topic, so I have thrown out some ideas just to get you thinking. You must relate your topic to a mass media theory. You do not have to choose one of these topics. You cannot use the same topic as your Group Project but you can use a similar theory and/or methodology.

- A. Media Diary. Record your media use for three weeks and analyze it.
- B. Representation of Body Image. Why do movies and TV portray so many young skinny people?
- C. Long Interview. Interview a handful of people for about 30-60 minutes about one particular media product.
- D. Ethnography. Observe how people use the media.
- E. Media Representation. How is some group portrayed on TV (such as gay, foreign, smart, heavy, etc.)?
- F. Cultural Analysis. Compare our media to those of another country.
- G. Analyze the sources in newspapers.
- H. Conduct a survey.



### Tentative Schedule

Week	Day	Topic	Read	Activity	Bring
1	Feb 5	Introduction		View examples of past projects	
	Feb 7	Origins and Development of Mass Comm Theory		Lisa Simpson's media empire. Intro to media theory. Sign up for readings and groups	

Week	Day	Topic	Read	Activity	Bring
2	Feb 12	Critical and Cultural Approaches	<i>McChesney's article on political economy</i>	Groups announced and meet	
	Feb 14	Media Audiences	<i>Chapter 1, Introduction—Audiences Today</i>		

Week	Day	Topic	Read	Activity	Bring
3	Feb 19	History of Audiences	<i>Chapter 2, Audiences in historical Perspective</i>		
	Feb 21	Interpretive Audience		Interpret ads	Bring in an advertisement that has a deeper meaning

Week	Day	Topic	Read	Activity	Bring
4	Feb 26	Politics and Society in Film		Discussion; Viewing movie TBA	Feel free to bring snack and beverage
	Feb 28	Politics and Society in Film		Viewing movie TBA; Discussion	Feel free to bring snack and beverage

Week	Day	Topic	Read	Activity	Bring
5	March 4	What do ratings mean?	<i>Chapter 3, Audience Commodities and Audience Activism</i>	Record all your own media use for two days	Bring in your media diary of your media usage
	March 6	Content analysis as a way to study media content		Practice coding media use	Bring the latest copy of the A-T

Week	Day	Topic	Read	Activity	Bring
6	March 11	How do media products affect people?	<i>Chapter 4, Cause and Effect: Theories in Flux</i>	Discuss “60 Minutes” segment on video game violence in relation to text	
	March 13	Researching magazines and the Role of Magazines		Design a way you can compare different magazines.	Each person needs to bring a magazine s/he usually reads.

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Read</b>	<b>Activity</b>	<b>Bring</b>
7	March 18	<b>Exam 1</b>		Exam covers material up to this date	On D2L
	March 20	Media and Politics; Term paper tips and warnings	<b>Chapter 5, The Audience as Citizen: Media, Politics and Democracy</b>	Guess the source of campaign photos	

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Read</b>	<b>Activity</b>	<b>Bring</b>
8	March 20	NO CLASSES-- SPRING BREAK			
	March 22	NO CLASSES			

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Read</b>	<b>Activity</b>	<b>Bring</b>
9	April 1	Media and politics	<b>Dr. Gleason's 2005 SIMILE article about pseudo-events</b>	Viewing: Journeys with George, about 79 minutes	Snacks and beverages
	April 3		<b>Dr. Gleason's 2007 Green Day CSCA paper</b>	Discuss Journeys with George and Green Day	After class go online and discuss music videos

Week	Day	Topic	Read	Activity	Bring
10	April 8	Active Audiences; media content	<i>Chapter 6, Fan Audiences: Identity, Consumption and Interactivity</i>	Lecture and clip from view Trekkies	
	April 10	Fandom	<i>Dr. Gleason's 2006 SIMILE article on Kylie Minogue</i>	Interpreting qualitative data	Each group needs to bring in print outs from April 3 music video discussion.

Week	Day	Topic	Read	Activity	Bring
11	April 15	Standards of taste; Media and morality		View two "60 Minute" segments on porn industry, and discuss	<b>Term paper due at the beginning of class</b>
	April 17	New Media	<i>Chapter 7, New Media, New Audience, New Research?</i>		

Week	Day	Topic	Read	Activity	Bring
12	April 22	Surveillance Society		James Bond, MI-5 and You	Everything that has a scanner code, chip that identifies you
	April 24	<b>Exam 2</b>		Exam covers material beginning after first exam	On D2L

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Read</b>	<b>Activity</b>	<b>Bring</b>
13	April 229	Work Time		Groups work on final presentations	
	May 1	Work Time		Groups work on final presentations	

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Read</b>	<b>Activity</b>	<b>Bring</b>
14	May 6	Presentations		Group Projects	<b>Every group needs to submit their report</b>
	May 8	Presentations		Group Projects	

<b>Week</b>	<b>Day</b>	<b>Topic</b>	<b>Read</b>	<b>Activity</b>	<b>Bring</b>
15	May 13	Presentations		Group Projects	
	May 15	Presentations		Group Projects	