PhD Program in Communication, Information and Library Studies

Course Syllabi – Doctoral Classes

Spring 2014

Course syllabi included here:

1. Qualitative Research Methods (16:194:603)
2. Interpretive Research Methods (16:194:605)
3. Human Information Behavior (16:194:612)
5. Theories & Issues in Library Studies (16:194:656)
6. Media Criticism (16:194:662)
7. Media and Culture (16:194:664)
8. Media and Politics (16:194:665)
12. Topics in Communication Process IV: Organizational Leadership (16:194:673)

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Last revised 3/30/14
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Qualitative Methods
16:194:603
Spring 2014 – Tuesdays 3:10-5:50 CIL rm. 203

Instructor: Dr. Jenny Mandelbaum, Department of Communication
Office hours: Mondays 12:30-2 pm, and after class; and other times by appointment
Office: SC&I, 4 Huntington St., rm. 211
E-mail: j.mandelbaum@rutgers.edu (best way to reach me)
Phone: 848-932-8722
Class website: https://sakai.rutgers.edu

Books:

Required Readings: All other readings are posted at our Sakai website under Resources

Course Description
This course introduces students to qualitative research. Reading assignments expose students to various approaches, assumptions, and theoretical foundations in qualitative research, including ethnography, grounded theory, interviewing, ethnomethodology, discourse analysis, and conversation analysis. Hands-on research assignments provide experience with research design, data collection, and the representation, analysis, and interpretation of data collected.
Communication, information, and media processes and products, the key phenomena studied by faculty and students at SC&I, are emphasized in readings, discussions, and research.

Course Objectives
• To foster an appreciation of research generally, and of common problems, motives and commitments involved in both quantitative and qualitative research
• To gain familiarity with qualitative research approaches and the theoretical foundations and working assumptions of qualitative research
• To develop the ability to appreciate the value, and to critically evaluate published qualitative research
• To develop the ability to conduct meaningful research using qualitative methods through direct experience
  o Designing qualitative research
  o Collecting data using basic tools of qualitative research
  o Analyzing data in qualitative study
  o Reporting qualitative research
  o Contrasting qualitative and quantitative approaches

• To understand critical choices and key methodological issues involved in conducting qualitative research and the advantages, appropriateness and limitations of qualitative methods

**Participation and Attendance (20%)**
Your consistent attendance and active participation are essential for your success in the class! Your knowledge of the readings, as displayed through your informed participation in class discussions, will form an important component of this part of your grade. Most of our readings are “primary sources”, and may require some serious time and attention. Because of this, comparatively few readings are assigned. I expect you to master them thoroughly and come to class prepared to engage in active discussions about them. This includes raising detailed questions and pointing out puzzles relevant to our discussions.

**Assignments**
Assignments combine a “taster menu” of the qualitative methods covered in the class with other opportunities designed to consolidate your understanding of the different methods discussed this semester.

1. **Report on an ethnography (10%)**
   Choose an ethnography and read it. Report in class on 2/11 on the ethnography you read, discussing
   1. What the field site was
   2. What the researcher found
   3. What larger themes emerged
   4. What practical challenges the ethnographer faced

2. **Mini-ethnography (10%)**
   Find a PUBLIC place (e.g., a mall, a food court in a mall, a dining hall, a park, the student center) where you can observe unobtrusively for approximately two hours. Make detailed field notes. Write them up. Extract from them some substantive observations about the social world of the site you chose to observe. Write a 2-page paper summarizing your findings. Append your field notes (both from the site, and written up). **Due 2/18.**

3. **Thinking ethnomethodologically (10%)**
   **What Do You Mean By That?** – In an interaction of your choice, don’t take for granted your understanding/the meaning of anything your interlocutor says. For each thing they say, ask, “What do you mean by that?”. e.g., “How are you today?” “What do you mean by that?”; “What would you like for dinner?” “What do you mean by that?”’. Be ruthless, and keep it up for as long as you can. Hand in a (rough, remembered) written version of the conversation
(written up like a play), and write one page describing how it felt to do this, what the reactions were of the other person, and what you learned from doing this about how people normally talk to each other. **Due in class and uploaded to your Sakai Drop Box on 3/25**

4. **Video collection, Mini-transcription (10%) and brief analysis (10%)**

Use a recording you have made (using directions and consent forms distributed in class and on Sakai) to transcribe and briefly analyze a piece of interaction using CA methods. Can you find a possible practice for which you could collect instances? (More detailed instructions will be distributed and discussed in class).

5. **Putting it all together (25%; project workshop 5%)**

Choose a journal article in an area of interest to you that uses quantitative methods to analyze something that could be studied using qualitative methods. Briefly summarize your article. How would a qualitative researcher critique the article showing his or her understanding of the epistemology and underlying presuppositions discussed early in the semester? Choose one of the qualitative methods examined this semester, and suggest how it could be applied to the phenomenon. (It is possible that the phenomenon will need to be adjusted a bit to be studied qualitatively). What might you discover using qualitative methods that might be overlooked using quantitative methods? Be sure to show a thorough understanding of the method(s) you have chosen. Show (off) your knowledge of the semester’s readings and discussions by referring to them whenever they are relevant. We will hold a final project workshop in class on 5/6.

All written assignments must be BOTH uploaded to your Sakai Drop Box, AND brought to class in a printed version.

Tentative Schedule

(May be adjusted for time considerations and/or student interests)

1/21 Introduction to the class and to each other

What is qualitative research? Principle tenets and concerns

- **Complete Human Subjects certification** (if you have not already done so). Go to [http://orsp.rutgers.edu/index.php?q-content/hscp-instructions-and-link-online-exam](http://orsp.rutgers.edu/index.php?q-content/hscp-instructions-and-link-online-exam). Follow the link under number 1. This will take you to a login that will take you to a Sakai website. Read the Modules (on the left hand side), then take the Human Subjects Research Certification Test, available under Tests and Quizzes. Email the date of completion to me at j.mandelbaum@rutgers.edu by Tuesday, January 28 at 10 am, and print and bring certificate of completion to class that day. (The certification will take roughly 3 hours to complete, and is necessary because of the naturally-occurring interaction data we will be working with this semester).
Readings - due on the day they are noted

1/28 History of qualitative methods

What problems are they designed to solve?

Blumer
Matza
Garfinkel

Sign up for an ethnography to be presented on 2/11
Send Human Subjects certification to j.mandelbaum@rutgers.edu by 10 am


2/4 Epistemology of qualitative methods

Mills
Becker (in Emerson)
Geertz (in Emerson)
Peräkylä


2/11 What do we learn from ethnographies?

Students will present the ethnography for which they signed up on 1/28, discussing
1. What the field site was
2. What the researcher found
3. What larger themes emerged
4. What practical challenges the ethnographer faced
2/18  Practical challenges of ethnography


Mini-ethnography due in class: Find a PUBLIC place (e.g., a mall, a dining hall, a park, the student center) where you can observe unobtrusively for approximately two hours. Make detailed field notes. Write them up. Extract from them some substantive observations about the social world of the site you chose to observe. Write a 2-page paper summarizing your findings. Append your field notes (both from the site, and written up).

2/25  Professor Lisa Mikesell – Tales from the field


3/4  Interviewing

*Qualitative research: Theory, method and practice* (pp. 113-129). Thousand Oak, CA: Sage Publications.

3/11  **Grounded Theory**  
Glaser & Strauss pp. 1-115  
Charmaz (in Emerson)

3/18  **HAVE A GREAT SPRING BREAK!**

3/25  **The ethnomethodological critique of social science and the Linguistic Turn**  
**Brief transcription workshop**  
*Glaser & Strauss* pp. 1-115  
Charmaz (in Emerson)

**Try out the transcription workshop at**  
http://www.sscnet.ucla.edu/soc/faculty/schegloff/TranscriptionProject/


**Video-recordings due in class.** Bring in your borrowed cameras and tripods, and an envelope containing your video-recording(s) on a thumb drive, your explanatory cover sheet, signed consent forms, and a sheet of paper with the time stamp of one or more short clips containing something you would be interested in analyzing further, and a brief paragraph characterizing the thing you would interested in analyzing further. Be sure to keep a copy of the video(s) on your computer or external hard drive!

**What Do You Mean By That? Assignment due 3/25**

4/1  **Introduction to conversation analysis**  
Clayman & Gill  
Sacks  
Jefferson  
Pomerantz  
Transcription symbols


**Brief transcription of a segment of your video due 4/1**

4/8 Analyzing actions and structures in interaction

Mandelbaum

Pomerantz & Mandelbaum

Bolden


4/15} No class – work on brief analysis assignment, and final project

4/22}

4/29 Conversation analysis and discourse analysis

Land & Kitzinger

Schegloff

Tracy

Hammersly


Brief analysis of a segment of your recorded conversation due in class and in your Sakai Drop Box on 4/29.

5/6 Final project workshop
Choose a journal article in an area of interest to you that uses quantitative methods to analyze something that could be studied using qualitative methods. Briefly summarize your article (no more than 1 page). How would a qualitative researcher critique the article showing his or her understanding of the epistemology and underlying presuppositions discussed early in the semester? Choose one of the qualitative methods examined this semester, and suggest how it could be applied to the phenomenon. (It is possible that the phenomenon will need to be adjusted a bit to be studied qualitatively). What might you discover using qualitative methods that might be overlooked using quantitative methods? Be sure to show a thorough understanding of the method(s) you have chosen. Show (off) your knowledge of the semester's readings and discussions by referring to them whenever they are relevant. Read and integrate at least 3 other related readings (you can use more) either regarding the qualitative method you have chosen, or the phenomenon that you are studying. For today's class, briefly summarize your article and your critique of it. What method(s) are you proposing to use to study the phenomenon? What problems are you having in developing this paper that the class could help you with? Be sure to read carefully the full description of the project that will be distributed in class.
Final paper due via email to j.mandelbaum@rutgers.edu on Thursday, 5/8 by 12 noon.

Grading policy
Assignments cannot be accepted late unless prior arrangements are made. Students must complete all assignments in order to pass the class. Never miss class or arrive late in order to finish an assignment!

Grading Criteria
An A grade will be awarded to an assignment that both fulfills the terms of the assignment and shows evidence of out-of-the-ordinary original, creative, analytical, and interesting thought. A B grade will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a C grade. Assignments that fail to fulfill the terms of the assignment will receive a D. An assignment that does not approximate the terms of the assignment will receive an F.

Scholastic Dishonesty – Plagiarism
Avoid plagiarism by being very careful that it is clear to the instructor that your work is your own and not anyone else's. Among other things, this means writing up your own assignments (including reading summaries), not looking over at the exams of others, and showing in detail where the materials you use in your papers come from. Be sure always to show source and page number (e.g., Sacks, 1984, p. 43, and then a list of references at the back of the paper). If you find yourself paraphrasing an author, include a footnote or some other reference to show the source of the material you are using, also citing source and page number. If you are doubtful about issues regarding plagiarism or scholastic dishonesty, please feel free to discuss them with the instructor. The consequences of scholastic dishonesty are very serious.
Syllabus for the Course

16:194:605  INTERPRETIVE RESEARCH METHODS

Professor Marija Dalbello
SCI -- Rutgers University

I. Catalog Description

This course will look at how the epistemological and ontological assumptions of interpretive research differ from traditional empirical/analytic research. It will present the historical development and epistemological foundations of such methods and what constitutes interpretive methodologies, and how they are distinguished from other forms of qualitative research in the social sciences. It will survey a range of commonly employed approaches such as ethnography, historical methods, the analysis of visual texts, cultural analysis, discourse analysis, semiotics. Particular attention will be paid to the self-reflexivity of the researcher, ethical concerns, and pragmatic techniques. Students will become familiar with interpretive research traditions and how they are applied to real life phenomena, and understand the criteria for evaluating interpretive research. Students will develop their own research project using interpretive methodologies.

II. Prerequisites

16:194:601 Information and Communication Processes
16:194:602 Research Foundations

III. Course Objectives

• Examine epistemological and ontological assumptions of interpretive inquiry

• Undertake an overview of diverse theories and approaches related to interpretive inquiry and the context in which they evolved

• Compare interpretive and traditional qualitative research in terms of methodological assumptions and methods

• Discern the contemporary directions, and identify disciplinary and interdisciplinary relationships and applications of such research

• Outline the problems and issues addressed over time and contemporarily in interpretive inquiry, with emphasis on the approaches and methods used

• Prepare to undertake research in this area
At the end of the course, students should be able to:

- Understand the evolution, directions, and interdisciplinary nature of interpretive approaches
- Understand what differentiates interpretive from traditional qualitative methodologies
- Understand the criteria for evaluating interpretive research and analyze critically works and trends in interpretive and constructivist approaches
- Practice key methods of interpretive analysis and develop their own research project

**IV. Organization of the Course**

Part I – Interpretive Paradigm


Part II – Key Approaches

4. Phenomenological Inquiry

5. Ethnography

6. Methods in Cultural Studies

7. Discourse Analysis

8. Semiotics and Ideological Analysis

9. Textual Analysis

10. Historical Methods

11. Other (Visual Analysis, ANT)

Part III – Re-cognizing the Human Sciences Through Interpretive Methodologies
12. Doing social science in a humanistic manner – why does it matter? Seeing the world in “a grain of sand.”

V. **Major Assignments**

REQUIRED TEXT:

Interpretation and Method: Empirical Research Methods and the Interpretive Turn. 2014. Edited by Dvora Yanow and Peregrine Schwartz-Shea. 2nd ed. (M.E. Sharpe)

ADDITIONAL TEXTS (as assigned for presentations):


Bachelard, Gason. 1964. *The Psychoanalysis of Fire*. Tr. Alan C.M. Ross (Beacon)


Eichhorn, Kate. 2013. *The Archival Turn in Feminism: Outrage in Order* (Temple U P)


Sokolowski, Robert. 2000. *Introduction to Phenomenology*. (Cambridge U P)

VI. **Methods of Assessment**

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Class Discussion and Critical Summaries</td>
<td>40%</td>
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<td>Presentation</td>
<td>10%</td>
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<tr>
<td>Research Project Paper</td>
<td>40%</td>
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<tr>
<td>Research Project Presentations</td>
<td>10%</td>
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16:194:605  INTERPRETIVE RESEARCH METHODS (3)

Professor Marija Dalbello
SCI -- Rutgers University

(848) 932-8785
dalbello@rutgers.edu

Office hours: Tuesdays 3-5 & Wednesdays 6-7 (by appointment)

Class time: Tuesdays, 3:10-5:50
Huntington House, 101

Course website:
http://Sakai.rutgers.edu

Course electronic list:
You are automatically subscribed to a listserv with your official Rutgers account. To send a message, address it to: interpretive_2014@sakai.rutgers.edu. (If you are using another account, please change your email address via the Rutgers directory.)

Textbooks:
The readings are available through sakai.rutgers.edu. Some of the assigned readings will be distributed by the instructor; some additional readings may be assigned.

Weekly schedule:

Week 1       Jan. 22
Introduction to the class
Overview of course and expectations

Part I – THE INTERPRETIVE PARADIGM

Week 2       Jan. 29
Introducing Interpretive Research
Interpretive Paradigm

DISCUSSION

Week 3       Feb. 5
Thinking Interpretively
The Work of Writing

DISCUSSION
Interpretation & Method, Introduction, Ch. 1, 4 & 6 (2014)
Week 4  Feb. 12  Methodology and Interpretive Analytic Methods
Evaluative Criteria

DISCUSSION
Interpretation & Method, Ch. 7 (2014)

Part II – KEY APPROACHES

Week 5  Feb. 19  Phenomenological Inquiry

DISCUSSION
Kearney (2008), Merleau-Ponty (2012)
Smith, Flowers & Larkin (2009), Sokolowski (2000),

Presentations
Bachelard (Flame or Fire) Merleau-Ponty, Sokolowski,
Smith, Flowers & Larkin

Preliminary Research Project Proposals

Week 6  Feb. 26  Ethnography
Guest speaker – Regina Marchi

DISCUSSION
Brenner (1996), Clifford & Marcus (2010), Fetterman (2010),

Week 7  March 5  Methods in Cultural Studies
Guest speaker – Aaron Trammell

DISCUSSION

Week 8  March 12  Ethnographic approaches revisited
Guest speakers: Gaëlle Béquet, Lisa Mikesell

DISCUSSION
Orr (1996), Suchman (2007)
Additional readings to be assigned

March 19  (no class – Spring break)
Week 9  March 26  Discourse Analysis
Guest speaker – Iulian Vamanu

DISCUSSION
Keller (2013), Rose (2011)
Additional readings to be assigned

Week 10  April 2  Visual Analysis

DISCUSSION
Christman (2008), Rose (2011)

Project Progress Reports

Week 11  April 9  Historical Methods
Guest speaker – to be announced

DISCUSSION

Presentations
Eichhorn, Landes

Week 12  April 16  Textual Analyses

DISCUSSION
Additionally, read two studies of your choice

Presentations
Chaudhuri, Derrida, Hayles

Week 13  April 23  Semiotics
Ideological Analysis/Ideological Criticism

DISCUSSION
Additionally, read two studies of your choice

Week 14  April 30  Material Studies

DISCUSSION
Eichhorn (2013), Hinterwaldner (2013)
Additionally, read two studies of your choice

**Presentations**
Baudrillard, Chaudhuri, Moretti

Part III – Re-cognizing the Human Sciences Through Interpretive Methodologies

Week 15       May 7       Conclusion

**DISCUSSION**
Interpretation & Method, Ch. 24, 25 (2014)

**Research Projects Due**
Project Presentations

**Selected Background Readings:**

These readings include your weekly assigned reading. Additional titles may be added or substituted as the course progresses. In addition to these readings, guest speakers and students will be selecting additional readings for select weeks.

**Weekly Assigned Readings:**

Part I – INTERPRETIVE PARADIGM

**Week 2: Introducing Interpretive Research; Interpretive Paradigm**


Week 3: Thinking Interpretively; The Work of Writing


Week 4: Methodology and Interpretive Analytic Methods; Evaluative Criteria


Week 5: Phenomenological Inquiry

Bachelard, Gaston. 1961. The Flame of a Candle. Tr. Joni Caldwell (The Dallas Institute of Humanities and Culture)
Bachelard, Gason. 1964. *The Psychoanalysis of Fire.* Tr. Alan C.M. Ross (Beacon)


**Week 6: Ethnography**


**Week 7: Methods in Cultural Studies**


Week 8: Ethnographic approaches revisited

Orr, J. 1996. Talking about Machines: An Ethnography of a Modern Job (Cornell U) (selections will be assigned)

Suchman, Lucy. 2007. Human-Machine Reconfigurations: Plans and Situated Actions. 2nd ed. (Cambridge U P) (selections will be assigned)

Additional readings will be assigned by speaker.

March 19 (no class – Spring break)

Week 9: Discourse Analysis


Additional readings will be assigned by speaker.

Week 10: Visual Analysis

Arnheim, Rudolf. 1969. Visual Thinking (U of California P) (read: Ch. 2, 5, 8)


Week 11: Historical Methods

Ch. 4: Historical Analysis, pp. 138-189

Eichhorn, Kate. 2013. The Archival Turn in Feminism: Outrage in Order (Temple U P)


Landes, Joan. 2001. Visualizing the Nation: Gender, Representation, and Revolution in Eighteenth-Century France. (Cornell U P)


Week 12: Textual Analysis

Chaudhury, Sukanta. 2010. The Metaphysics of Text. (Cambridge U P)


Week 13: Semiotics; Ideological Analysis/Ideological Criticism


Week 14: Material Studies

Eichhorn, Kate. 2013. The Archival Turn in Feminism: Outrage in Order (Temple U P) (read: Introduction, pp. 1-23)


Read two additional studies of your choice

Week 15: Doing social science in a humanistic manner – why does it matter?

Assignments:

Discussion

In a course that is largely discussion-based, combining lectures by course instructor or guest lecturers (as outlined in the course outline and schedule) with readings on topics outlined in the syllabus, it is required that each student participate in discussions and critical observations either during the lectures or during set discussion periods that are focusing on a survey and critical analysis of readings.

Critical Summaries (Due each week as assigned)

In addition to discussion, students will be required to submit for each topic—starting with the fifth week of class—a critical summary of assigned readings. Students will choose an additional reading of their own choice that questions, expands or reinforces the ideas presented in core readings assigned for the class and connected to the student’s proposed study. The summaries will follow the schedule of classes. Assigned readings from the textbook (Interpretation and Method) do not have to be summarized, but they will help to present a broader view on the assigned readings and it is expected that they will be integrated in other summaries in the form of reflections and referencing. The students should attempt to provide connections and link summaries of assigned readings and they may choose to provide an additional meta-summary page for each topical session. That will help you integrate, synthesize and train meta-analysis skills.

Additional notes on summaries and criteria for evaluation and grading:

The goal of the summaries is to reinforce learning by means of description and exposition (understand the content of the reading by writing); critical analysis and evaluation (critique, synthesize and integrate with previous knowledge and framework); critically evaluate and/or relate the content (or part thereof) to own context, experiences, other readings, or practical applications; and possibly to provide basis for planning your own research. Summaries are not intended to be mere abstracts. They integrate exposition and opinion with critical thinking.

How do you proceed? Read the assigned reading carefully and identify the main assumptions and arguments of this work, assess the major theme(s), connect to a body of work or tradition of scholarship to provide the basis for interpretations, add your own assessments. Your opinion matters but it is applied in the form of argument (i.e. with justification and evidence, bringing in counter-examples as necessary). Analyze and connect! The emphasis is not on the summary by and for itself but on critical evaluation and/or drawing of relations. Higher grades in summaries relate to the extent to which contents are critically evaluated or to which relations are drawn, and not to mere repetitions of contents.

Form requirements: The summaries must follow the prescribed format (see instructions below). Each summary needs to conform to uniform style and form including a heading with student’s name, course information, weekly topic and a full citation for each of the reading on the title page. Use essay form and avoid lists.
**Presentation** (Due: February 19 and April 9, 16 and 30 as assigned)

Students will choose a monograph from the list of additional readings that represent general theories and approaches and prepare a presentation that will last 30-35 minutes, in which they will present the main arguments of the work, critical assessment of ideas presented, and the theoretical assumptions, and contextualize in relevance to interpretive inquiry. Make connections to your own research. Integrate your own view of the material with other sources that record the reception of this work and its integration in the fields of knowledge. You will also write an essay to accompany the talk (4-6 pages), and hand two copies in on the day of your scheduled presentation.

The presenters will craft a series of critical points to initiate the discussion with the class following the presentation; the questions and the slides’ outline should be handed in to the instructor on the day of the presentation. The speakers are encouraged to use multimedia if needed to efficiently convey their ideas (this may range from web installations, PowerPoint, sound and video clips, to transparencies and handouts), and do not read from the text of the presentation.

**Guidelines for Preparing a Presentation:**

- Summarize the work in an expository fashion: how is it structured, what are the main arguments and how are they related to each other
- Identify the theoretical assumptions
- Describe and present the limitations of its methodological approaches
- Give your own interpretation and reactions to this work (be evaluative and critical but argue your points from literature)
- Survey the reception of this work
- Prepare a bibliography of reviews and possibly other relevant literature that you have consulted in preparing the presentation
- Structure your presentation as a talk and prepare a draft outline that you will submit to the instructor and handouts for your audience as needed
Term Project and Presentation

(Due: May 7 (paper and presentation); proposals for term papers due by Feb. 19; in-progress report April 2)

Each student shall select a research topic or issue covered in the course for an in-depth study of related works and produce a critical, scholarly overview of the literature (to be submitted to the instructor by February 19), AND on this basis propose own research in this area - the proposed research could be a theoretical or empirical study.

Thus, the final report must be in two related parts: critical summary of a topic and a proposal for a specific research study on that topic. The report should be in a form of a preliminary dissertation proposal, as if it is prepared for a submission to the dissertation committee (for guidelines find examples of proposals in Ph.D. program files). Thus, by definition, the report shall involve a thorough literature search and critical analysis (i.e. it must NOT be relegated to a simple bibliographic essay of literature review/rehash - who said what). On the basis of a critical appraisal of literature, which identifies a gap in current literature, a proposal for conducting an own study should be developed. The study could be an original undertaking, tests of a theory, further theoretical extension, or a replication of an existing study for further validation. The report should elaborate on:

1. Critical examination of major points in contents of selected topics, organized according to some common problem areas addressed, and/or theories or models employed including relationships between different studies, approaches, or research areas and/or between underlying theories or models, if applicable.

2. General relationships between studies in the selected topic and broader studies in other fields (for instance in: history, gender studies, audience studies, and other fields or research areas where interpretive inquiry would be applicable).

3. On the basis of the review, you will identify and formulate a research problem to be addressed, followed by specific research objectives, questions.

4. For each research objective, question suggestions for methods to be used; preliminary interpretive work could be conducted, but does not have to be finalized.

5. Address possible and expected findings and their significance.

Early in selection of the topic the student shall obtain consent and advice from the instructor, to insure appropriateness and fruitfulness of the chosen topic, and to avoid unnecessary grief afterwards.

At scheduled times during the semester students shall present to the instructor:

(1) Short description of the preliminary selection of the topic to be covered in the term paper (statement of intent to be submitted on Feb. 19, after consultation with the instructor)

(2) Preliminary bibliography of literature covered, a preliminary design for the study (to be presented in the form of a written document to the instructor and presented on April 2)
(3) Final presentation of the topic as if prepared for a committee and public presentation (May 7).

Please note that critical review approach is required for successful completion in answering a question in the qualifying exam, or in preparation for the dissertation proposal. This is a general approach to any scholarly review and any preparation for research. For suggestions on the content and organization of a proposal see “Thesis proposal questions” (at: http://www.scils.rutgers.edu/~tefko/Courses/612/Thesis%20proposal%20questions.htm) developed by Tefko Saracevic and used by generations of students who have successfully passed their qualifying examinations, conducted research, and defended their theses.

Format
The preferred style manual for critical summaries and the final paper is American Psychological Association (APA) (latest ed.). The manual will be indispensable in your work and it provides style and form instructions on how to approach writing reports and articles.

Methods of Assessment
Class Discussion and Critical Summaries 40% of final grade
Presentation 10% of final grade
Research Project Paper 40% of final grade
Research Project Presentations 10% of final grade

Academic Integrity
Scholastic dishonesty (including, but not limited to plagiarism and using the same paper for more than one class) will not be tolerated and will result in a minimum of zero for the assignment in question. All material quoted or paraphrased from another source must be properly cited. Also university policy on academic integrity and violations is quite strict and may result in suspension/termination from the program. For guidelines see: http://academicintegrity.rutgers.edu. You may also wish to consult Graduate School-New Brunswick brochures at http://academicintegrity.rutgers.edu/document-library. You will be required to attend an academic integrity workshop organized by the PhD Program each semester.
Spring 2014: PhD 612: Human Information Behavior

Class meetings: Tuesday, 6:20pm-9:00pm, CI-304.
Instructor: Dr. Chirag Shah
Email: chirags@rutgers.edu
Phone: (848) 932-8807
Office: Room 334 in SC&I
Office hours: Tuesday 5pm-6pm, or by appointment

Course Description
This course will focus upon the relations between information behavior and information systems design. Students will analyze philosophical, cognitive, interpersonal, organizational, social, political and cultural theories and empirical investigations, within the framework of the following topics:

- Understanding why and how humans engage in information behaviors
- Characterizing human information behaviors
- Relating information use to other forms of information behavior
- Relating information behavior to information system design (both social and technical)
- Analyzing existing information systems according to these relations

Prerequisites
16:194:610 or the instructor's permission

Course Materials
Many readings for this course will be posted on Sakai. Readings which are directly available electronically (e.g. web sites, electronic journals) will be listed in the course schedule with appropriate location information. There are a couple of books which students should seriously consider purchasing for this course:


There is one other book which I highly recommend for purchase:

- Boulding, K.E. (1956) The image: knowledge in life and society. Ann Arbor: University of Michigan Press. The first five chapters will be on Sakai, but since it is a rather inexpensive paperback, and well worth reading in too (it’s also rather short), please do consider it for purchase.
**Learning Objectives**

In this course, students learn, read original research, discuss and write about the practice, study and theory of human information behavior. Human information behavior is the study of the interactions between people, the various forms of data, information, knowledge and wisdom that fall under the rubric of “information” and the situations (contexts) in which they interact. This course provides students an introduction to the human aspects of the world of library and information services, feedback on how to interact with the literature in our field, a greater awareness of the human information behavior around us and an opportunity to work with peers to analyze and present additional relevant research.

Specific objectives of this course are to:

- Provide a perspective on the wide range of processes involved in human information behavior;
- Undertake an overview of diverse theories and models related to human information behavior, and the context of their evolution;
- Outline the problems and issues addressed over time and contemporarily in empirical research, stressing the approaches and methods used;
- Discern the contemporary directions, and identify disciplinary and interdisciplinary relationships and practical applications of such research, particularly in design of information systems; and
- Prepare to undertake research in this area.

**Instructional Methods**

Class meetings will be in the format of a seminar. After the first few class meetings, students will each lead a seminar discussion on the topic at the beginning of class. This will be followed by a general discussion of readings and the topic. Finally, the instructor will provide an introduction to the readings for the following week.

Our campus classes will be supported by Sakai, where all course resources, learning materials, readings will be housed. Weekly learning tasks will be posted so that you are well prepared for weekly class sessions.

**Assignments**

There are four types of assignment for this course. The first, and perhaps most important, is to be prepared for, and actively to participate in the weekly discussions.

The second type of assignment is related to the first. No later than 5pm on the day prior to the next class meeting, each student will submit through Sakai a paper, two pages in length, single spaced, discussing the readings for that week. The discussion should include, but not be limited to, a summarization of the main points made in the readings. In addition, when appropriate, it should try to relate the readings to one another and to the topic of the week. Most importantly, it should include questions, problems, arguments you have with the readings. The function of the paper is to guide discussion during the class meeting. APA citation and reference style should be used in all submitted work for this course.

The third assignment is to lead the discussion for one week’s topic. This will require reading at least a couple of papers other than those assigned as required reading. Those
leading the discussion are not required to submit a review paper that week.

The fourth assignment is to plan, conduct and present a small research project investigating some aspect of human information behavior. This can be a group project (no more than two people per group), and, in general, the appropriate scale and goals are of a pilot project for a larger subsequent investigation. In order to complete this assignment, students need to:

- Formulate a research problem
- Choose a methodology to pursue an investigation
- Design the data collection or research strategy
- Carry out the project
- Analyze the results
- Write up the results in the form of a conference paper in this area (maximum 20 pages)
- Present the results in class (20 minutes maximum) and
- Entertain questions/discussion on the project as part of the presentation (five minutes).

Please note that completion of this assignment may require approval or exemption from the Institutional Review Board for Research on Human Subjects. Obtaining this approval or exemption may take up to six weeks. In order to support the research projects, students will be expected to report weekly on their progress after the spring break. The research projects will be presented on April 30th, and the final papers will be due May 5th.

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**Assessment**

Grading is based on four aspects of the course described below.

- Class participation, including weekly assignments and online threaded discussions (40%)
- Seminar presentation (10%)
- Research project presentation (10%)
- Research project paper (40%)

Course grades are assigned according to the following:

- **A (91-100%)**: Outstanding and excellent work of the highest standard, mastery of the topic, evidence of clear thinking, good writing, work submitted on time, well organized and polished.
- **B+ (85-90%)**: Very good work, substantially better than the minimum standard, very good knowledge of the topic; error free.
- **B (80-84%)**: Good work, better than the minimum standard, good knowledge of the topic.
- **C+ (74-79%)**: Minimum standard work, adequate knowledge of the topic.
- **C (70-73%)**: Work barely meeting the minimum standard, barely adequate knowledge of the topic; errors.
- **D (65-69%)**: Writing not up to standard, disorganized, many errors
• F (< 65%): Unacceptable, inadequate work

Please note that only alpha grades will be assigned, and not numerical points. A brief note about grades: Incomplete grades will not be given for this class. Depending on negotiated circumstances, incomplete work will receive a Temporary Grade (usually an F, D, or C) that will change after you submit the required work. It is your responsibility to check with the registrar’s office and the department to ensure you meet the deadlines for this type of grades.

Course Policies

Announcements: Students are responsible for all announcements made in class, whether or not they are present when the announcements are made.

Late submissions: Deadlines are your responsibility. Late submissions may be accepted with a penalty. In the case of unforeseen emergencies (e.g. with a doctor’s note), or with a prior permission from the instructor (obtained before the due date), late submissions will be graded normally. Late submissions will not receive any verbal or written feedback.

Communication: For emails, Rutgers accounts preferred. Always include your name (esp. if emailing from non-Rutgers account) and always include the course number (PhD 612) in subject line. If you don’t, your email most likely will not be read. This course uses Sakai, primarily for submitting assignments and posting grades. Speaking of communication, please turn off or silent your cellphones and anything that can spontaneously make noise before entering the class.

Attendance: Students are expected to attend all classes. If you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me. Note that class participation accounts for 5% of the final grade (see the grading policy above). You are responsible for obtaining any material that might have been distributed in class the day when you were absent.

Academic Integrity

Academic integrity means, among other things:

• Develop and write all of your own assignments.
• Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a bibliography in the back.
• Do not look over at the exams of others or use electronic equipment such as cell phones or MP3 players during exams.
• Do not fabricate information or citations in your work.
• Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

If you are doubtful about any issue related to plagiarism or scholastic dishonesty, please discuss it with the instructor.
The consequences of scholastic dishonesty are very serious. Rutgers’ academic integrity policy is at http://ctaar.rutgers.edu/integrity/policy.html. An overview of this policy may be found http://cat.rutgers.edu/integrity/student.html. Multimedia presentations about academic integrity may be found http://academicintegrity.rutgers.edu/multimedia.shtml and http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html.

How to Succeed in this Course

• Successful students will attend class regularly. If you know you must miss a class, please contact the instructor in advance, either by phone or email. You can obtain assignments or notes from a fellow classmate or from the instructor. In the case of a prolonged absence from class, you should schedule an appointment with the instructor so we can discuss the course material and concepts that you missed.
• Successful students will pay close attention to the course goals and objectives, because they will help you master the course material. If you have any questions about any of the objectives, please ask the instructor. Questions are encouraged during class for clarification. Remember that you’re probably not the only one in the class with the same question. If you have questions about material from previous classes, please email me prior to the next class session, and I’ll address your question at the beginning of the class session, prior to any quizzes.
• Successful students will talk to their classmates about the course material. You will find that they can help you understand many complex issues.
• Successful students will come prepared to the class with assigned readings for that class. This will help you comprehend the material for that class better. Regular assignments will also be given at the end of each class. Doing these assignments and turning them on time (typically before the next class), will help you obtain higher-order learning goals for this course.

Professionalism

1. Access the class material promptly and on time.
2. Respect yourself, classmates, and the instructor.
3. Participate in class discussions.
4. Display preparedness for class through completing reading assignments.
5. Present content knowledgeably with supported reasoning.
### Schedule (Tentative)

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<th>Date</th>
<th>Topics and Readings</th>
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| January 21 | Introduction to the course. The concept of information, the relationships between information and human behavior, and the notion of human information behavior. Levels at which information behavior may be analyzed. Relations between information behavior and social, political and technical systems. Information systems as responses to information behavior, and as environments for information behavior. Introduction to Schutz & Luckmann, *The structures of the life world.*  
  
  **Readings for the next two weeks:**  
  Boulding, K. (1956) *The image: Knowledge in life and society.* Ann Arbor, MI: University of Michigan Press. (Chapters 1-5 required)  
| January 28 | Self, society, knowledge and information behavior. Why people engage in information seeking behavior, and how these conditions can be characterized and classified. |
| February 4 | The communicative framework of information behavior. Individual and social levels of this behavior.  
  **Readings for this week:**  
| February 11 | Classifying information-related behaviors: rationales and methods. The abstract/theoretical schemes that can be used to organize and understand information-related behavior; classification as the first step in relating behavior to prospective information systems.  
  **Readings for this week:**  

**Initial discussion of research project proposals**

| February 18 | No Class – Instructor away for CSCW conference |
| February 25 | The systems concept: behavioral constraints on information systems. Ideal information systems and real-world contexts: implications for design. Situated versus planned information behavior. |

**Readings for this week and next:**


| March 4 | How people and society in general interpret and construct the systems in which they live and act. |
| March 4 | Readings for this week: |
| March 11 | Research project proposal presentations and discussions |
| March 18 | No class – Spring break |
| March 25 | Influence of information-related behavior on information system components. How people behave within the context of information systems, how systems evolve under the influence of this behavior. |
| March 25 | Readings for this week: |
| March 25 | Recommended additional readings: |
| April 1 | Influence of information-related behavior on information system components. Information behavior in groups. |
| April 1 | Readings for this week: |


**Recommended additional readings:**


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**April 8**

Human responses to existing information systems: how people get around them, and why. Information-related behavior and social change: how individuals and groups invent and re-invent systems to support their information behaviors.

**Readings for this week:**


**Recommended additional readings:**


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**April 15**

Assessment of information systems I: Human-computer interaction and computer-mediated human interaction

**Readings for this topic:**


**Recommended additional readings for this topic:**


Assessment of information systems II: Complex, large-scale systems

**Readings for this topic:**

Fischer, C.S. (1992) *America calling: a social history of the telephone to 1940*. Chapter 2, The telephone in America (only pp. 54-59); Chapter 3, Educating the public (pp. 60-85, plus illus.); Chapter 6, Becoming commonplace (pp. 175-192); Chapter 8, Personal calls, personal meanings (pp. 222-254); Chapter 9, Conclusion (pp. 255-272). Berkeley, CA:

Recommended additional readings for this topic:

April 22  Context and information system design

Readings for this week:


Recommended additional readings for this topic:

Ng, K.B. (2002). Toward a theoretical framework for understanding the relationship between situated action and planned action models of behavior in information retrieval contexts: contributions from phenomenology. Information Processing and Management, v. 38: 613-626.

April 29  Presentation of research projects

May 5  Research project paper due
COMM 633 MEDIATED COMMUNICATION  
Rutgers, The State University of New Jersey  
Spring 2014  
Mon 6:20-9:00pm (CI 212)  

Prof. Keith Hampton  
Email: keith.hampton@rutgers.edu  
Office Hours: By appointment, or on Mondays 1:30-2:30 (SC&I Annex, Room 204)  

All course correspondence, including posted grades, announcements, additional readings, etc. will be posted on the Sakai website for this course: http://sakai.rutgers.edu

COURSE DESCRIPTION  
This course examines how newly emerging mediated communication technologies (e.g., mobile phones, Internet and social media) affect social relationships, and how social forces affect adoption and usage patterns of mediated technologies.

This course provides an overview of recent research on how new information and communication technologies – such as social networking services, video games, and mobile devices – influence community, social relationships, and public and private spaces. The course is heavily weighted towards the evaluation of empirical work, the study of social networks, and research that address sociological research questions. Examples of questions that will be explored in this course include:

- Are new mediated forms of communication responsible for large-scale social change? That is, are they undermining morality, destroying institutions, increasing surveillance and control, and advancing the decline of community?
- Will new media replace existing forms of communication, such as face-to-face and telephone contact?
- Does the use of mobile information and communication technologies increase privatism?
- Are people cut off from their social networks as a result of in-home computer and Internet use?
- Will public participation, democratic engagement or civil society atrophy as a result of new media use?

PREREQUISITS  
No prerequisites.

LEARNING OBJECTIVES  
At the end of the course students will be able to critically review the theory, methodology, and findings of a research study published on the topic of new information and communication technologies; contribute to a blog; describe the history of studies on new media; and determine and apply appropriate theory and methodologies to the study of new forms of mediated communication.

ASSESSMENT  
Students are not expected to have personal experience with the technologies discussed in this course. A major component of the course will involve the development and use of a personal blog. Students will receive access to the necessary blogging software and will be provided with basic instruction on how to maintain a blog.

Final grades will be based on an evaluation of 10 blog postings on the subject of the weekly course readings (20%), 20 comments on other students’ blog postings (10%), a presentation outlining the final project (10%), a final group project (50%), and class participation (10%). Students are urged to pay close attention to due dates, late assignments will not be graded. A grade of “incomplete” will not be assigned except in the most unusual, extreme (and generally emergency) circumstances.
Final grades will be assigned according to the following scale:

- **A**: 90-100%
- **B+**: 85-89%
- **B**: 80-84%
- **C+**: 75-79%
- **C**: 70-74%
- **D**: 60-69%
- **F**: below 60%

**Participation**

Class meetings will be in a seminar format, there will be a limited amount of lecturing, instead students and instructor will explore key concepts through a guided dialogue. Students are expected to have read all of the week’s readings in advance of the course meeting. Participation grades will be based on demonstrated familiarity and critical reflection on the readings, involvement in classroom activities and exercises, and engagement in discussions. You can expect that I will call on students at random to provide a summary of specific readings and to provide a basic comparison to prior course content.

Use of mobile phones and computing devices in class, for purposes unrelated to note taking and direct class participation, will adversely affect your grade (I do notice and I will keep track). Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website – [https://sims.rutgers.edu/ssra/](https://sims.rutgers.edu/ssra/) – to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. Note that if you miss classes for longer than one week, you should contact a dean of students to help verify your circumstances. Students are never granted permission to make audio or video recordings of the class.

**Blogs**

Students are responsible for submitting short commentaries on 10 of the weeks’ readings (500-700 words). Blog posts are intended to be less formal than a class paper (but must follow traditional guidelines for academic integrity). Students are encouraged to include pictures, videos, and links to external content. Commentaries should focus on a minimum of 4 of the readings from each week and should consist of limited summary; focusing on an evaluation of the readings and identifying 2-3 questions for discussion during the class meeting (focus on the papers’ key issues, strengths and limitations, and a comparison to previous weeks’ readings). Each commentary must be submitted as a post to the student’s personal class blog by 5:00pm the day before class meeting. Students are welcome to make additional posts on their blog on class related subjects.

Each student is responsible for contributing 20 comments on fellow students’ blogs. Comments should be a minimum of 200 words and offer a critique of that week’s posting, seek clarification, compare or contrast postings, or provide additional evidence or new information (such as a link to a related article, website, etc.). Each student must contribute a minimum of 20 comments, credit will be given for a maximum of two comments per blogging assignment, students will not receive credit for commenting on the same blog more than three times over the duration of the course. Comments must be posted by noon on the day of class for posts related to that week’s readings. Students are encouraged to reply to comments and discuss with their classmates.

Blogs are graded as pass/fail. If you submit your blog post on time, if it meets the minimum requirements for length, and it fulfills the terms of the assignment (i.e., commentary not summary!) you will receive 100%. If the blog post is not submitted, submitted late, does not meet the minimum length, is not on the assigned subject matter, or otherwise does not meet the terms of the assignment, you will get a zero. I will occasionally send you feedback on your blog posts to let you know how you are doing, but given the volume of posts/comments and the size of the class, do not expect feedback on all of your posts. Blogs are intended to be a peer driven and a peer evaluated exercise. To receive credit for blog posts/comments, before the last day of class students must submit a log with permalinks to all posts/comments using the online form provided by the instructor.
Proposal Presentation
The in-class presentation is as an opportunity for students to explore individual interests and to receive immediate feedback from the instructor and classmates on plans for their final project. The presentation should be 10 minutes long, use PowerPoint (or something similar), and follow the format of a formal conference presentation. A copy of your presentation (on paper) must be given to the instructor at the time of your presentation. Presentations should include the following elements:

- A research question.
- A justification for why the question is of sufficient social importance and/or scientific relevance.
- Three citations and a brief review of key research in the area.
- Hypotheses (if appropriate).
- Research methods and procedure.
- Main strengths and weaknesses of your methods.

Final Project
The final project can take on one of a number of different forms to be negotiated individually with the instructor. Projects should deal with course themes focusing on a topic of interest to the student. Possibilities for the final paper/project include a full research proposal, software or a website, or a paper of near publishable quality based on the analysis of existing data or data collected as part of an original research project (20-25 double spaced pages).

Academic Integrity
The consequences of scholastic dishonesty are very serious. Evidence of plagiarism, cheating, fabrication, facilitation of dishonesty, academic sabotage, criminal activity, or other violations of research or professional ethics will be dealt with severely – at a minimum students will receive a grade of “F” in the course. Rutgers academic integrity policy is at http://academicintegrity.rutgers.edu.

COMMUNICATING WITH THE INSTRUCTOR
I’m here to help, please ask questions, share your ideas, and visit me often during office hours. However, keep in mind that when seeking advisement and support, email is no substitute for an in person meeting. Students seeking help with the content of this course should consult with me at the start of class, during office hours, or by requesting a separate appointment. Plan ahead and consult with me in advance of any due dates. Do not expect a detailed response by email to requests for advice or review of materials (some things are still best done in person!)

COURSE MATERIALS
The following book is on reserve at Alexander Library and available for purchase at the Rutgers bookstore, on Amazon and at other outlets.


All other readings, files, and grades will be available from the course website (generally in the form of a PDF or a link to content): http://sakai.rutgers.edu.
COURSE OUTLINE
This portion of the syllabus is subject to change as the course evolves. I may add or remove material based on the 
interests and pace of the class. At times, I will distribute new and timely material that appears in the news or has been 
recently published. It is your responsibility to learn of any changes by regularly attending class, visiting the course 
website, and reading your email.

WEEK 1: Introduction and Blogging 101
Jan 27
Readings: None

WEEK 2: Harmful Effects?
Feb 3


Wallsten, Scott (2013). What are we not doing when we’re online. NBER Working Paper no. 19549.

WEEK 3: Foundations: A History
Feb 10


WEEK 4: Close Relationships / Intimacy
Feb 17


WEEK 5: Close Relationships / Intimacy II
(Note: This week’s class meetings deal with controversial issues about sex and pornography. If you are likely to be offended by this topic, you should contact the instructor before the start of the class).
Feb 24

WEEK 6: Mobile Life
Mar 3


Hampton, Keith, Lauren Sessions Goulet, & Garrett Albanesius. (working paper). Changes in the Social Life of Urban Public Spaces Over Thirty Years.


WEEK 7: Time, Place and Space
Mar 10


One of these two:


WEEK 8: Spring Break – no class.
Mar 17

WEEK 9: Presentations
Mar 24

Presentation of final project proposal.
WEEK 10: Presentations
Mar 31
Presentation of final project proposal.

WEEK 11: Social Media I
Apr 7
Readings: Facebook 'linked to rise in syphilis'. (2010). The Telegraph.
http://www.telegraph.co.uk/technology/facebook/7508945/Facebook-linked-to-rise-in-syphilis.html
http://www.bbc.co.uk/news/technology-23709009

WEEK 12: Social Media II
Apr 14
WEEK 13: Political Engagement and Activism
Apr 21

WEEK 14: Video Games
Apr 28
WEEK 15: Locative Media  
May 5  

WEEK 16: Final projects due  
May 12  
Catchup and discussion of final projects.
SYLLABUS

Professor: Ross J Todd, Ph.D., Associate Professor
Office: Huntington House, Room 201
Telephone: 848 932 7602(o)  Fax: 732 932-6916 (Dean’s office)
Email: rtodd@rutgers.edu (best way to contact me)

Location: Huntington House Room 101
Office Hours (Rm HH 201): Wednesday. 3:00-5:00 pm & by appointment.

Course Description: This seminar-based course examines the intellectual foundations for librarianship as a discipline, and pertinent allied fields, and the development of a broadened understanding of pervasive theories and research issues, and the identification and exploration of research literature in librarianship and these allied fields. (Rutgers SCILS Catalog, 2003-2005, p. 50).

This course will focus on classic and contemporary theories in library and information science, as considered in the context of the research process. Emphasis will be placed on the importance of theoretical constructs as the basis for original research in various aspects of the discipline.

Goals: This seminar will offer students:

1. A broad understanding of the theoretical underpinnings of the discipline of librarianship and its allied disciplines.
2. Familiarity with the historical, contemporary, and anticipated future development of research issues.
3. Opportunities to critically analyze, evaluate, and initiate research in the field.

Objectives: Upon completion of course, students should be able to:

- Demonstrate familiarity with a variety of theoretical approaches in LIS.
- Provide an in-depth description and critique of one or more theoretical approaches in LIS, as pertinent to own PhD directions.
- Discuss a variety of philosophical approaches to theory.
• Demonstrate understanding of theory development in LIS and allied fields.
• Demonstrate knowledge of how concerns with theory and method have taken shape.
• Identify a wide variety of the important research fronts in LIS and cognate disciplines.

**Required Text:**

**Highly Recommended Text:**

**Structure:** This course is a seminar-based course consisting of mini-lectures, discussions, guest lectures, and student presentations. Students are expected to complete all assigned readings and to come to class prepared with questions and comments on readings and to actively participate in this seminar course. Guest speakers will present specific theoretical perspectives, methodological approaches and identify significant issues for librarianship. When guest speakers are scheduled, be sure to have ample questions and comments on their work, especially the theoretical framework(s). Their visits are meant to be discussions not lectures.

**Course Requirements:**

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<td>Issues Paper and Presentation</td>
<td>20%</td>
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<tr>
<td>Testing Theory Critique and Presentation</td>
<td>20%</td>
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<tr>
<td>Theory Literature Review and Presentation</td>
<td>25%</td>
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<tr>
<td>Theory Identification Paper and Presentation</td>
<td>35%</td>
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<td>Total</td>
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**Assignments**

**Issues Paper & Presentation**
Due **Wednesday February 19, 2014** [3-4 page paper and class presentation]. Find and read 3-4 scholarly journal articles from the LIS literature on a current research issue that is central to your PhD journey. Hand in a 3-4 page paper that briefly summarizes the issue and ancillary
issues and compares/contrasts the articles. Give a 20 minute presentation to the class that: 1) introduces the issue, 2) summarizes the articles you read, 3) offers possible directions for future research on this issue, and 4) poses some questions for discussion.

**Testing Theory Critique & Presentation**

Due Monday March 26, 2014 [3-4 page paper and class presentation]. You will identify a scholarly (refereed) journal article or doctoral dissertation that describes a research study in which a theoretical model is proposed, tested, or refuted, and of course one that you are interested in. In the article or dissertation, the theory must be clearly identified and must be an integral part of the research discussion. Provide a critical analysis of the approach taken by the author. Discuss whether the theory was appropriately considered in the context of this research. Was the theory developed or tested in a way in which the author can justify the conclusions about the theory? What comments would you provide as a reviewer, in relation to the approach, conclusions, and the extent to which the conclusions accomplish what has been posited by the author? What other literature might support your critique?

You will also give a 20 min. presentation to the class on March 26th. Your presentation should briefly summarize the article or dissertation, describe the theoretical model, and hit the high points of your critique. The focus is a careful critique, rather than descriptive. Be prepared to answer questions posed by classmates and professor.

**Theory Literature Review & Presentation**

Due Monday, April 16th, 2014. [2-3 page summary plus list of categories and articles, and class presentation]. The goal of this assignment is to deeply familiarize yourself with current research regarding an LIS (or affiliated field) theory that is of interest to you. The topic will be negotiated with the professor. Hopefully this will be based on your PhD directions. After identifying an issue related to theory, you will identify three peer-reviewed journals (including at least one LIS journal), which include articles on the topic.

Review the three pertinent journals over at least the last five years and group the articles in a way that represents the sub-categories of the issue. It might be beneficial to photocopy or print out the abstracts of the articles, if they are available, and sort them into sub-categories. Write up the categorization in a way that is logical based on the topic selected. This should include the sub-headings and the articles listed under each sub-heading. Use APA style for references for the articles. Also, prepare 2-3 pages, summarizing the importance of the issue, the nature of the
discussion of the issue, the sub-categories, and the characterization of the literature. The characterization of the literature should include a discussion of what aspects of the discussion are prominent in the literature, how the theory has been considered by researchers, what types of research methodologies have been used, populations studied, what is missing in the literature, etc. Thus, a very important component of the project is your critical analysis of the issue. You will submit the following:

- Nature of the issue, the discussion in the literature, characterization of the literature, and your critique (2-3 page summary).
- Categorization--List of categories and articles, in APA format.

You will also give a 20 minute presentation to the class on April 9th, 2014. Your presentation should briefly summarize the above. Be prepared to answer questions posed by classmates and professor.

Theory Identification Project & Presentation
[8-10 page paper due on April 29th, 2014, and the class presentations.]

The goal of this assignment is to familiarize yourself and your colleagues with 3-4 theoretical approaches that are potential approaches related to an aspect of LIS research which is of interest to you. The topic will be negotiated with the professor and can be the same area as your Theory Literature Review Assignment, or a different one.

- Identify an issue in LIS that you are interested in studying (one that is or might evolve into your dissertation topic). Provide a brief description of the issue and a statement of the significance of this issue in LIS.
- Identify 3 established theories (i.e., theoretical constructs) in LIS or in affiliated discipline(s) which could serve as the theoretical framework for your proposed dissertation research. Your theories could be from the Fisher et al. text, or from another (or a variety of) discipline(s).
- You will lead a class discussion addressing the following:
  - An identification of your research issue and its significance.
  - A brief description of the nature of each theory, discussing how the theory has been tested (in which contexts, in relation to which populations or circumstances) and the competing ideas in the discipline(s) that you selected.
  - Then, describe your rationale for determining that the theoretical construct, which you have selected, would be appropriately identified as a basis for your research.
  - Briefly discuss a research proposal for each theory that would be appropriate for your area, noting what the theoretical approach has to offer for your potential investigation.
e. End with a discussion of which theory you would choose as the most appropriate among the three and your rationale for this choice.

Submit an 8-10 page paper, which summarizes the content of your presentation, including a bibliography in APA format.

Guidelines for Written Work:

- Papers will be prepared in accordance with the APA (American Psychological Association) Style (5th edition) available at [http://www.apastyle.org](http://www.apastyle.org) and at [http://www.apastyle.org/apa-style-help.aspx](http://www.apastyle.org/apa-style-help.aspx). Although APA requires an abstract, since all your papers are short, no abstract is required. Additional information with sample citations for citing print as well as electronic sources is provided at [http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html](http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html) and at [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).
- Keep second copies of all assignments. In case a piece of written work is lost, regardless of fault, it is the responsibility of the student to provide a second copy.
- Assignments are to be typed in 12 point type, double spaced with at least 1” margins on all sides of the paper, with pages numbered.
- Papers are to be free from spelling, grammatical, and typographical errors. Please printout your paper and proof carefully before submitting.
- Assignments are to be handed in as hard paper copies only. No faxed or emailed papers will be accepted unless prior permission is given.
- Include a cover sheet for all assignments with name of class/section, student and paper plus semester and date. A blank page at the end is not required.
- Papers are due at the beginning of class on the dates noted. Late papers will be marked down unless the student has obtained prior permission of the professor (in the case of illness, etc.).

AV for Presentations: Please alert the professor 1 week in advance if you need any AV equipment (laptop, LCD projector, VCR, etc.) for your presentation(s). Practice your presentation and adhere to time limits. Also please provide handouts for the class including bibliography for each presentation. Professor with help with photocopying if arranged in advance.
**Cell Phone Policy:** Cell phones are to be set to vibrate or turned off during class unless you are using your phone to take notes. If this is the case, please inform instructor.

**Student Agreement:** Attendance at this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the class.

**Contact Details**
Dr. Ross J. Todd  
Associate Professor  
School of Communication & Information (SC&I)  
Rutgers, The State University of New Jersey  
4 Huntington Street  New Brunswick  
New Jersey USA 08901  
Tel: 848 932 7602  Fax: 732 932 6916  
Email: rtodd@rutgers.edu  
Web: http://comminfo.rutgers.edu/~rtodd

**Office**
Room 201, Huntington House (across the road from the SCI Building)  
184 College Avenue, New Brunswick.

**Office Hours**
Wednesdays 3.00 pm – 5.00 pm

**Support Sites for Students**
You are expected to take the initiative in the form of opportunities and services that will help you succeed in your learning and your doctoral studies. This includes knowing and complying with university policy, having the information literacy skills needed to succeed in academics, seeking advisement when needed, and taking advantage of Rutgers’ support services. The following websites are recommended for these purposes

**Academic Integrity**
The consequences of scholastic dishonesty are very serious. Rutgers’ academic integrity policy is at http://ctaar.rutgers.edu/integrity/policy.html. An overview of this policy may be found at http://cat.rutgers.edu/integrity/student.html. Multimedia presentations about academic integrity may be found at http://academicintegrity.rutgers.edu/multimedia.shtml and

**Students with Disabilities**
Students with documented disabilities who wish accommodations in this class must do so through the Rutgers Disabilities Services Office. See [http://disabilityservices.rutgers.edu/](http://disabilityservices.rutgers.edu/) for details. Student who develop disabling medical problems or other issues during the semester that affect your ability to complete coursework should request advising from Dr. Marija Dalbello (dalbello@rutgers.edu), Director of the PhD program, or Karen Novick (knovick@rutgers.edu), SC&I Associate Dean.

**Rutgers University Libraries**
Academic librarians are available to assist you in finding and accessing resources: [http://www.libraries.rutgers.edu/](http://www.libraries.rutgers.edu/)

**WEEKLY SCHEDULE AND READINGS**
<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
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</table>
| January 22\(^{nd}\) Week 1 | **Introduction**  
**Overview**  
**Approach to learning**  
**Assessment**  
**Learning support** |
| January 29\(^{th}\) Week 2 | **Coming to terms with terms**  
We will also consider the question: *What constitutes Library Science?* (We will discuss this throughout the semester as well).  

**Required Readings:**  
Available at: [http://sunsite.berkeley.edu/Literature/Library/Services/index.html](http://sunsite.berkeley.edu/Literature/Library/Services/index.html)  
| February 5\(^{th}\) Week 3 | **Theory and Theoretical Constructs in LIS.**  
What is theory? Discussion of the role and importance of theory, and identification of a variety of theoretical approaches in LIS |
**Required Readings:**


Fisher, et al. text. Chapters 1-3 (pp. 1-36) and at least 8 of the theories chapters of your choice.


**Supplemental Readings:**


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<table>
<thead>
<tr>
<th>February 12th</th>
<th>Testing Theory</th>
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<tbody>
<tr>
<td><strong>Week 4</strong></td>
<td>Criteria for selection and evaluation of theory</td>
</tr>
</tbody>
</table>

**Required Readings:**


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<table>
<thead>
<tr>
<th>February 19th</th>
<th>Issues Presentation</th>
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<tr>
<td><strong>20 minutes, as per guidelines in syllabus</strong></td>
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<table>
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<tr>
<th>Week 5</th>
<th>Testing Theory Case Study: Ross Todd and the Fundamental Equation of Information Science</th>
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</thead>
</table>
| February 26th | Required Readings:  
| Week 6  | |
| March 5th: Week 7 | Theory Development & Research Agendas  
Guest Lecture Dr Marie Radford (I will be away as I am attending the iSchools Conference in Berlin) |
| March 12th: Week 8 | Preparation for 2nd Assignment  
No formal class |
| March 19th | Spring break – No class |
| March 26th: Week 9 | Assignment 2 Due: Testing Theory Critique & Class Presentations |
| April 2nd: Week 10 | Theory Development & Research Agendas  
Case study: Information literacy  
Readings to be provided |
<p>| April 9th: | Theory Development &amp; Research Agendas |</p>
<table>
<thead>
<tr>
<th>Week 11</th>
<th>case study</th>
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</thead>
<tbody>
<tr>
<td>April 16&lt;sup&gt;th&lt;/sup&gt;: Week 12</td>
<td>Assignment 3 Due: Presentations</td>
</tr>
<tr>
<td>April 22&lt;sup&gt;nd&lt;/sup&gt;: Week 13</td>
<td><strong>Assignment:</strong> Work on essential background in preparation for your theory identification and project paper and presentation.</td>
</tr>
<tr>
<td>April 29&lt;sup&gt;th&lt;/sup&gt;: Week 14</td>
<td>Assignment 4 Due: Presentations</td>
</tr>
</tbody>
</table>
Description

Today, for the first time in history, computer-mediated culture has become mainstream for a majority of individuals in technologically developed societies. From email to texting, from online gaming to online banking, from YouTube to Hulu, from DDoS attacks to #Occupy Minecraft forums, nearly every traditional aspect of our lives has found a new expression in its digital proxy.

In order to understand the cultural, social, political and economic consequences of this development, we must look to the origins of today’s cyberculture, in the futuristic visions (both dystopian and utopian) that shaped the development of today’s networked technologies. We will trace the genealogy of these visions, as they developed in tandem with the growing digital communications infrastructure over the past three quarters of a century, and evolved into new forms that even the most forward-thinking of visionaries could not have predicted. Ultimately, one can argue that the Internet has both exceeded and fallen short of the hype that surrounded its birth and development, and, by comparing the myth to the reality, we may better understand what aspects of the human condition are likely to persist regardless of technological development.

Class will be conducted as a seminar. Students will be responsible for leading discussions on the readings, and are encouraged to critically engage the readings and class conversations.

Course Objectives

By the end of the course, students will understand:

- The utopian and dystopian social visions that helped shape today’s communications technologies
- The roots of modern cyberculture, among the hackers and gamers of the ‘70s and ‘80s.
- The historical relationship between Internet technology and business and financial
innovation, specifically the “dot-com” and “Web 2.0” periods of the late ‘90s and mid ‘00s, respectively.

- The political consequences of Internet policy, as an ever greater portion of public and private speech and commerce move on to Internet-based platforms
- The latest developments in online culture and technology, and the new visions that will shape tomorrow’s technological development

**Methods of Evaluation**

**Attendance and Participation**

30%

Because this class is a graduate seminar, attendance and participation are of paramount importance: they are the best way to demonstrate what you have been learning as well as fine tune your ideas in dialogue with your classmates. This means regular and prompt attendance, coming to class having done the work, speaking when you have something to say, and listening respectfully when you don’t. An excess of three absences over the course of the semester will negatively impact your grade.

**Reading Presentations**

15%

Each text we read will be presented to the class by a student. This means that each student will be responsible for several reading presentations over the course of the semester. Please come equipped with notes/synopses on paper, to hand out to your classmates.

**Reading Blog**

15%

Prior to each class meeting, you should post 1-2 paragraphs to the reading blog (http://mediacrit2014.blogspot.com), asking questions or making observations about the readings and/or class discussions thereof. These will be due by the night before class. They will be used frequently to guide our discussions. These assignments are not graded individually, and you cannot make them up.

**Final Paper and Presentation**

40%

The final paper, due on May 8th, will be 15-20 pages (or 5,000-6,000 words). You will be responsible for generating your own paper topic, related to our readings and class discussions. However, I will be available to consult on the paper topic, and to evaluate early drafts. Your final presentation, which will last roughly 20 minutes during the last day of class, will be based upon an early draft of your final paper. Part of your presentation grade is the active participation (questions, respectful listening, attendance) in the presentations of others.

**Written Work**

All submitted work must be typed, double spaced, and paginated in 12-point Times New Roman or Arial font, and submitted digitally, to my email address, in Microsoft Word, WordPerfect, or OpenOffice format. The student's name, date, and essay title should appear on the first page, and pages should be numbered. Consult the American
Psychological Association (APA) formal style manual or Chicago Manual of Style for proper citation and quotation formatting.

Online and encyclopedic sources such as Wikipedia are excellent starting points for your research. They offer a valuable overview of specific subjects, and link to vital primary and secondary sources for your work. However, you are not permitted to quote or cite the Wikipedia pages themselves as references in your work.

**Plagiarism**

Regardless of the cultural value of “creative reappropriation,” academic plagiarism is a serious offense. If you do it, in any form, you will fail the entire course. Just to be clear, this includes every unacknowledged use of materials written by others (even sentences or obvious paraphrases without quotes). Rutgers’ academic integrity policy is at http://ctaar.rutgers.edu/integrity/policy.html. An overview of this policy may be found at http://cat.rutgers.edu/integrity/student.html. Multimedia presentations about academic integrity may be found at http://academicintegrity.rutgers.edu/multimedia.shtml and http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html

**Late Assignments**

Late assignments will be marked down one letter grade for every day they are overdue. If you think you are going to be late with an assignment, you must notify me before the assignment is due (and this does not mean an email an hour before class). Please respect yourself and me. Lame excuses and lying will not be tolerated.

**Students With Disabilities**

Students with documented disabilities who wish accommodations in this class must do so through the Rutgers Disabilities Services Office. See http://disabilityservices.rutgers.edu/ for details. Student who develop disabling medical problems or other issues during the semester that affect your ability to complete coursework should request advising from SC&I Associate Dean Karen Novick (knovick@rutgers.edu).

**Evaluation**

- A = outstanding – excellent, exceptional, superior.
- B+, B = good – competent, respectable, solid.
- C+, C = satisfactory – adequate, average, acceptable.
- F = failing – inadequate, pervasive problems.
- T/ grade = temporary grade, e.g., T/F is a temporary F, T/C is a temporary C. A temporary grade becomes permanent in one semester unless the instructor puts through a Change of Grade. Except in very unusual circumstances, we urge you to use a temporary grade rather than Incomplete if you want to give a student additional time to complete work.
• IN = incomplete – this grade should almost never be used. Please discuss with your program director if you want to assign an IN rather than a temporary grade. An IN is used only for students who have specific types of emergencies; it must be changed to an actual grade within one year in order for the student to receive credit for the class.

Texts:

Many of the texts on our syllabus are available freely on the Internet, and are hyperlinked from this document. Some of the other short texts will be emailed to you in PDF format, a week prior to the class discussion. Additionally, the syllabus contains a number of books. While they may not be available at the campus bookstore, they can easily be purchased online. Please purchase them as quickly as possible, to avoid last-minute delays.

Additional Class Resources:

The following resources contain a wealth of information about the history and future of cyberspace:

- http://www.livinginternet.com
- http://www.archive.org
- http://www.isoc.org
- http://www.eff.org

Schedule:

The following is a “working schedule.” Class materials are subject to change based on the interests, understanding, and general pace of the class. It is your responsibility to keep on top of any schedule changes, whether you are in class or not. If you have a concern about any of the materials, please speak to me.

1/23: Introduction

1/30: The Memex and the Mushroom Cloud

- Borges, J. L. (1941). *The library of Babel*.

2/6: The Metaverse


• **Stallman, R.** (1985). *GNU manifesto*
• Christopher Kelty (2005). *Geeks, Social Imaginaries, and Recursive Publics*

2/20: Cyber-bubbles


2/27: Remixes and Mashups


3/6: Networked Politics


3/13: Digital Backlash

• Levine, R. (2011). *Free ride: How digital parasites are destroying the culture business, and how the culture business can fight back.* Introduction & Chapter 10

**SPRING BREAK**

3/27: Rules and Regulation


4/3: Surveillance and Resistance
Guest: Jessa Lingel, Microsoft Research

- Bossewitch & Sinnreich (2012). The end of forgetting: Strategic agency beyond the panopticon. *New Media & Society*.
- WNYC: A *Running List of What We Know the NSA Can Do. So Far*.

4/10: Big Data, Big Dreams


4/17: Singularity and Fracture

- Vinge, V. (1993). *What is the Singularity?*
- Kurzweil, R. (2010). Q&A on The Singularity (pdf)

4/18: Class trip to see “Transcendence” (Optional)

4/24: NO CLASS

5/1: Presentations

**FINAL PAPER DUE: 5/8, 11:59pm**
Media/Culture
16:194:664
Spring 2014

Class Time: Tuesdays, 6:20 – 9 pm
Class Location: SC&I 337
Credits: 3 credits

Course Instructor: Professor Melissa Aronczyk
Email: melissa.aronczyk@rutgers.edu
Office hours: Tuesdays 4-6 pm, or by appointment

Course Website: on Sakai

*****

COURSE DESCRIPTION:

This doctoral-level course looks at the social and cultural construction and measurement of status, value, and reputation in mediated environments. We will adopt a variety of approaches to make sense of these elusive terms. Some weeks we take a historical lens, looking at codes of honor in nineteenth-century realist novels and genres of credit in eighteenth-century British financial writing. In other weeks we focus on contemporary interventions into reputation, delving into online reputation management systems.

We take a broad view of “media” in this course, moving this term beyond communications systems, patterns or infrastructures and toward different kinds of devices such as rankings, markets, or prizes.

The course is not a survey or a primer of major theories and thinkers. Instead, we will use a variety of methodological and analytical approaches to make sense of diverse ways that media and reputation are conceptualized and made mutually constitutive. Our goal is to find ways to think creatively yet methodically about the politics of value, status and reputation in contemporary life.
SCHEDULE
Texts are subject to modification. Changes to this schedule will be announced at least 3 days prior to class.

21 January: Introduction – Epistemologies of Reputation


28 January: Recognition


4 February: Manners and Morals


Recommended:

11 February: Codes of Honor


**Recommended:**


Shakespeare, *Othello*


**18 February: Status and Stigma**


**Recommended:**


**25 February: Social Capital**


**Recommended:**

4 March: Awards and Rewards


*Recommended:*

11 March: Midterm presentations

18 March: SPRING BREAK

25 March: Managing Uncertainty


1 April: Creditworthiness


8 April: Reputational Entrepreneurs


**Recommended:**

**15 April: Online Reputation**

Masum, Hassan and Mark Tovey, eds. (2012) The Reputation Society: How Online Opinions are Reshaping the Offline World. MIT Press.

**Recommended:**


**22 April: Complex Equality**


**29 April: Final presentations**

*****
EVALUATION

There are 5 components to students’ work in this class:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation (x 2)</td>
<td>10%</td>
</tr>
<tr>
<td>Response papers (x 4)</td>
<td>20%</td>
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<tr>
<td>Midterm presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>10%</td>
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<tr>
<td>Final paper</td>
<td>50%</td>
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</table>

**Participation:** At least twice over the course of the semester, students will prepare a short presentation of the course material to the group. This should not be a summary (we have already read the texts) but an evaluation of key concepts and an account of the work’s relationship to other course ideas/texts. The schedule of presentations will be determined during the first class meeting.

**Response papers:** Students will select any four texts and write a short (1-2-page) response paper that briefly summarizes the work’s thesis and relevance to the student’s ongoing research and writing. Response papers are due the week following our class discussion of that text.

**Midterm/Final presentations:** These sessions have a double pedagogical function. They are intended as a) an opportunity for students to workshop ideas for their final paper and gain valuable peer commentary; b) a chance to assimilate course material and begin to build it into a relevant narrative structure. Presentations will be relatively short (approx. 15 min) and should be carefully prepared in advance.

**Final paper:** The final paper should be standard academic length (+/- 7000-8000 words). It can be on an original topic or on a research topic connected to the student’s ongoing thesis/dissertation work. In both cases the paper must present significant engagement with course texts and discussions.
Media & Politics
Spring 2014

Class Time: Monday 10:00AM-12:40PM
Class Location: SCI 304
Instructor: Prof. Lauren Feldman (Rogers)
Email: lauren.feldman@rutgers.edu
Office Hours: Mon & Wed 1pm-2pm and by appointment in SC&I Annex B (Annex Addition), Room 253; to book an office hours appointment, visit http://laurenfeldman.youcanbook.me/

CATALOG DESCRIPTION
Theories and research relating old and new media to political decision-making. Topics include public attitudes and opinion, media policy, interest articulation, political culture, ideology, rhetoric and content analysis, framing, agenda-setting.

COURSE DESCRIPTION AND OBJECTIVES
This doctoral-level seminar will cover research and theory regarding the role of media and communication in the political process, with particular attention to how media help to create or inhibit active, informed and critical citizenship in the United States. We will consider such questions as: What role should the media play in a well-functioning democracy, and does our contemporary media system fulfill that role? How are politics covered in the media, and what norms and practices govern this coverage? What is public opinion, how is it constructed, and how does it influence political behavior and decision-making? How do news and entertainment media shape what people know and how they think about politics? How do political actors use media strategically and with what effect on citizens? What are the political implications of our changing media environment? How do the Internet and digital media affect how citizens gather, discuss and make sense of political information; how citizens organize politically; and how citizens conceptualize their role in the democratic process?

The aim of the course is to offer a broad overview of the state of the field of political communication and help students identify topics and methods for future independent research projects concerning media and politics. Political communication is an interdisciplinary field that resides at the intersections of communication, journalism and media studies, political science, sociology, and psychology, among other disciplines. Its theoretical foundations and empirical approaches are diverse, drawn as they are from those different intellectual traditions. We will consider a wide range of theories and methods, and classic as well as contemporary works, but the breadth and diversity of political communication make it difficult to claim any kind of comprehensiveness. Thus, the topics covered in the course necessarily reflect the interests and expertise of the instructor.
SAKAI COURSE MANAGEMENT SYSTEM

I will be using Sakai to post course materials, including the syllabus, most readings, discussion questions, and other resources. You will also submit all assignments online using Sakai. If you have not used Sakai before, you should log in and become familiar with this system during the first week of class.

Use the following URL to log into Sakai: http://sakai.rutgers.edu
- Enter your Net ID and Net ID Password.
- 16:194:665:01 S14 should appear at the top near the “My Workspace” tab.

If you have any problems with Sakai, contact the Sakai helpdesk at 848-445-8721 (Mon-Fri 8am-6pm) or at sakai@rutgers.edu.

READINGS

There are three required books for the course, listed below. All other readings will be available on Sakai or on the Web.


COURSE REQUIREMENTS AND GRADING

Course grades will be determined on the basis of seminar participation (20%), short writing assignments (25%), discussion leadership (10%), and a final paper (45%) and presentation (5%).

Attendance and Active Participation (20%): As a graduate seminar, the focus of the class will be on discussion and debate and less so on lecture. You will be expected to keep up with the readings and come to class prepared to actively engage with the material. Because this is a discussion-based learning environment, attendance is required. If you must miss class, please email me in advance. In case of severe illness or other extraordinary events that necessitate repeated absences, you must provide documentation. Please let me know in advance if you have religious observances that conflict with class; you will not be penalized for these absences.

Weekly Response Papers (25%): Discussion questions covering the assigned readings for each class will be posted at least a week in advance on Sakai. Your weekly response papers should address one of these questions, or you may pose your own question and answer that question. Papers should be approximately two-pages double-spaced. These papers will be graded, although they are intended primarily to encourage focused reading, discussion, and to help you generate ideas. Papers should be submitted to Sakai by 9am on the morning of class. You do not need to submit a response paper on the day that you are a discussion leader, and you may opt out of this assignment one additional time over the course of the semester. Thus, you will write ten response papers in total.
**Discussion Leadership (10%)**: Each student will have the opportunity to lead a class discussion at some point during the semester. This will typically take place during the last 30-45 minutes of class. The use of PowerPoint (or other visual presentation aid) is welcome but not required. Sign-up for presentation dates will take place on Sakai during the first week of class. Discussion leaders will choose from one of the following two options:

*"State of the field" presentation.* Students choosing this option will select a recent article (published in 2012-2014) not on the syllabus that builds on the literature and themes of the week’s readings (note that you may select an article from those listed for “further reading,” as long as it meets the date requirement). You will have 10-15 minutes to present the article, which will be followed by questions and discussion—similar to a conference presentation, but presenting another’s work. In your presentation, you should summarize the theoretical and empirical advancements made in the article, provide a critique of the article’s arguments and methods, connect the article to the ideas in the week’s readings, and then lead a class discussion on general ideas that emerged from the article.

--OR--

*"Research idea" presentation.* Students choosing this option will present an original research idea to the class. In a 10-15 minute presentation, you should demonstrate how the research idea is connected to and advances beyond the readings for that week, formulate research questions or hypotheses developed as a result of the readings, and propose a methodology for answering the research questions or hypotheses. Your ideas should be doable. The presentation will be followed by class discussion and reflection about your ideas. Note that although you have the option of using the research idea you present as the basis for your final paper, you are not obligated to do so.

**Final Paper (40%) and Presentation (5%)**: Students will write an original research paper (approx. 20-25 pages) on a topic of particular interest to them in the area of media and politics. The paper may take one of three forms: (1) a theoretical, argumentative essay reviewing and integrating research on some particular issue; (2) a proposal for an original research project; or (3) a report of an original, empirical research project. This original paper should be of high quality and ready for submission to a conference or journal. Students will submit a brief proposal (2 – 4 pages) on March 31 by 5pm. The proposal is not graded but required. You are also strongly encouraged to meet with me to discuss your ideas. On the last day of class (May 5), students will offer a 10-15 minute presentation of their research. The final papers are due on May 7 at 5pm.

**For all assignments**: Please submit assignments to Sakai as a Word document (no PDFs) using Assignments 2. This allows me to provide feedback electronically. It is not necessary to turn in a hard copy. Please save your document as LastName_AssignmentName (e.g., Smith_Week1Response). **No late assignments will be accepted without permission**.

All written assignments should be double-spaced, using a readable 11 or 12-point font and 1-inch margins, and include page numbers. Be sure to proofread! Papers should be formatted according to APA (American Psychological Association) guidelines. For guidance on APA style,
Human subjects and institutional review: If you plan to do a final paper that involves human subjects, you will need to submit your IRB (Institutional Review Board) application in time to get approval to do the research and analysis before the end of the semester. It generally takes 4-5 weeks to get approval through expedited review, and the deadline is the 12th of each month. Some types of human subjects research, such as online surveys and experiments, may qualify as exempt and use a rolling deadline. See: http://orsp.rutgers.edu/Humans/default.php

Academic Integrity: Academic integrity means, among other things, that you develop and write all of your own assignments, show where the materials you use in your papers come from using appropriate citations, and do not fabricate information or citations in your work. The consequences of scholastic dishonesty and academic plagiarism are very serious. You can find Rutgers’ academic integrity policy at http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/. If you have any questions as to what constitutes plagiarism or how to properly cite information and ideas used in your writing, see me and/or turn to these helpful online resources: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml, http://cte.umdnj.edu/traditional_teaching/traditional_relations_plagiarism_studentguides.cfm, or http://www.lib.berkeley.edu/TeachingLib/Guides/Citations.html.

Student Writing Support: Plangere Writing Center: http://plangere.rutgers.edu/

COURSE CALENDAR AND READINGS

The following is a “working schedule.” While we will likely stick fairly closely to the syllabus, readings and other assignments are subject to change based on the interests, understanding, and general pace of the class. In the event of any changes, sufficient notice will be given to students in class and on Sakai.

*Readings denoted below with an asterisk are students’ responsibility to obtain (either via purchase or the library). All other required readings will be posted on Sakai. Required readings are listed in the order in which I recommend reading them. Sources for “further reading” will not be posted on Sakai.

Week 1 / Jan 27

Origins and Evolutions
Week 2 / Feb 3

Press, Politics, & Power: The Failure of Accountability Journalism

Further reading:

Week 3 / Feb 10

Audience Preferences and the Economics of Political Media
Hamilton, J. (2004). All the news that’s fit to sell. Princeton, NJ: Princeton University Press. (Chs. 1, 3, 6, 9)

Further reading:
Entman, R. (1989). Democracy without citizens: Media and the decay of

**Week 4 / Feb 17**

**Blurred Boundaries: A New Paradigm of Political Media?**

*Baym, G. (2010). From Cronkite to Colbert. (Chs. 1-3, 6-9)

*Further reading:*

**Week 5 / Feb 24**

**Media and Political Knowledge**

Delli Carpini, M. X., & Keeter, S. (1996). *What Americans know about politics and why it matters.* New Haven, CT: Yale University Press. (read Intro, Ch. 1; skim Chs. 2, 4-5)

*Further reading:*

**Week 6 / Mar 3**

**Information Processing and Biases**

*Further reading:*

**Week 7 / Mar 10**

**Audience Fragmentation and Partisan Selective Exposure**


Further reading:


**Week 8 / Mar 17**

No class – spring break

**Week 9 / Mar 24**

**Partisan Media and Polarized Politics**

Sobieraj, S., & Berry, J. M. (2011). From incivility to outrage: Political


Further reading:


**Week 10 / Mar 31**

**Agenda Setting and Priming**


Further reading:


Week 11 / Apr 7 Perspectives on Framing (**Paper Proposals due by 5pm**)


Further reading:

Week 12 / Apr 14

Media and the Evolving Practice of Citizenship

Further reading:

**Week 13 / Apr 21**

**The Internet and Democratic Discourse: An Online Public Sphere?**


**Further reading:**


Wojcieszak, M. & Mutz, D. (2009). Online groups and political discourse: Do online discussion spaces facilitate exposure to political disagreement?

**Week 14 / Apr 28**

**Digital Media and Collective Action**


organizations: Interacting and engaging in an era of technological change. New York: Cambridge University Press. (Chs. 2-3)


Further reading:


**Week 15 / May 5**

**Student Presentations**

**Wed., May 7**

**Final papers due by 5pm**
Course Director: Jennifer R. Warren, Ph.D, CTTS
Assistant Professor of Health Communication
Director, Community Engagement Laboratory
Rutgers University School of Communication and Information
Associate Member, Cancer Institute of New Jersey
Vice Chair, Housing Authority of Trenton, NJ

Class Hours: Monday 6:20-9:00pm
Location: College Ave Campus - CI 201
Office Hours: By Appointment Only
Office: 1 Richardson House
Phone: 609-577-0904 (text if immediate response is needed or if you need call right back)
Email: jrwarren@rutgers.edu (checked every Monday and Wednesday 11-12pm)

Course Description

Community Health: Taking an Engaged and Ecological Communication Approach

This course is designed to introduce students to the field community-engaged prevention and methods of inquiry. Students will be invited to apply a multilevel communication approach (e.g., intrapersonal, interpersonal, etc) to understanding community health the conduct of community-based research. All research draws upon a community of participants for which ‘recruitment’ is engagement – usually a means to an end. So not only is this course seeking to understand the role of communication in community engagement to address health, it will also take a critical look at methods of inquiry and their relationship you as a researcher and to community health. In the process this course also takes a special interest in working with underserved communities. Overall the relationship between communication, community engagement, and health is integral to research as well as through enhancing the capacity of communities to ‘do’ health through their involvement in the development of health information interventions and programs, messaging, dissemination, and evaluation. By the end of this course students will have an ecological understanding of the synergy between communication and community engagement in health and research, with an emphasis on health equity promotion. Students will apply this understanding to real world situations.

We will be helping the Colorado Department of Public Health and Environment by developing a white paper based on application of the ecological model of communication in the investigation of collaborative practices at the state level outlining impacts on engagement and health at the community level and communication focused recommendations.
Course Learning Objectives

After completing the course, students will be able to:

1. Describe the relationship between community health, community engagement and communication.
2. Identify and explain communication theories, models, and concepts of that influence community engagement practices.
3. Differentiate community-based practices, methods and methodologies to assess diverse community health impacts.
4. Appraise epidemiological data to determine fit and effectiveness for addressing community health in real-world contexts for targeted populations.
5. Identify and evaluate the effectiveness of the ecological model of communication as a tool to determine the optimal approach in community engagement, including community-based research strategies.
6. Construct a report using community/organizational level data that organizes and explains findings according to the ecological communication model, discussing implications for community health and health equity.

Sakai Course Management System

This course includes course materials that will be available on the Sakai course management system. You need access to Sakai in order to do work in the course, as well, such as discussion boards. Log onto and become familiar with this system during the first week of class.

Use the following URL to log into Sakai: http://sakai.rutgers.edu

- Enter your Net ID (the first part of your eden email address (before the @ sign) and Net ID Password.
- Community Health should appear at the top near the “My Workspace” tab.

How Sakai will be utilized during the semester:

- To access details about assignments, class slides
- To submit assignments in Drop Box (see course outline for which assignments).
- To post and access assignment/test grades which will be posted and be available on a biweekly basis.
- To send critical Announcements, such as urgent updates.

Problems with Sakai?

If you have any problems with Sakai, contact the Sakai helpdesk at sakai@rutgers.edu or 848.445.8721. Monday through Thursday 8:00AM-10:00PM, Friday 8:00AM-6:00PM.
Reading Materials

All the required readings are outlined on the syllabus and on the course Sakai site. Required readings for each week will be an assembled package of selected articles, articles or other book chapters for each class day posted on Sakai.

There will be assigned readings and other assignments students are expected to have completed prior to class. Material covered in the required readings and other assignments will be discussed in class and students are encouraged to participate. Selected content from the readings and lectures will be included in each test in the course.

YOU ARE RESPONSIBLE FOR ALL READINGS, WEBPAGES, AND VIDEOS ASSIGNED ON THE COURSE OUTLINE WHETHER OR NOT THEY ARE COVERED IN LECTURE. YOU ARE ENCOURAGED TAKE NOTES, MAKING SURE YOU ASK QUESTIONS ABOUT ANYTHING YOU MAY NOT UNDERSTAND. INFORMATION CONTAINED IN READINGS, ON WEBPAGES AND IN VIDEOS MAY BE INCLUDED

Course Delivery

This class meets Monday 6.20 to 9.00 pm. In this seminar style course, it is anticipated that students will actively engage course material in lectures, discussion, role plays, and group activities. All students are perceived as being experts in their own right, having a body of knowledge and experience that can only enhance understanding of the readings and lectures. All viewpoints are valid and welcome. Students will be expected to take ownership over their learning.

Lectures

Lectures will be presented with Power Point slides. There will also be assignments, group activities and discussions that are designed for you to participate in during class. If you miss a class and a graded activity was completed, you will not receive any points. Students are expected to review lecture notes uploaded to Sakai ‘Resources’ after the class in which it was presented. Content on Power Point slides may be included in the quizzes.
## Methods of Assessment and Grading

**Attendance & In-Class Participation:** .........................................................20%
- 1- Reading Report & Critique (100 points)..........................10%
- 5 - Self-Assessments (evidence completion) ..............5%

**Quizzes (3):** ..........................................................................................15%
- Quiz 1 (10 questions/10 points)..........................5%
- Quiz 2 (10 questions/10 points)..........................5%
- Quiz 3 (10 questions/10 points)..........................5%

**Reading Synthesis** (individual, 5; 1-page single spaced): ..................15%
- Paper 1 (100 points)............................................5%
- Paper 2 (100 points)............................................5%
- Paper 3 (100 points)............................................5%
- Paper 4 (100 points)............................................5%
- Paper 5 (100 points)............................................5%

**Community Health Data Analysis Project:** ........................................30%
- Themes (100 points)..............................................5%
- Community & Communication Link (100 points).........10%
- Final Report (100 points)......................................15%

**TOTAL** ..........................................................................................100%

**Important!** There will be NO EXTRA CREDIT assignments given. Also, key assessments are graded based on custom grading rubrics. Students who fail to meet “Beginning” criteria as specified in a rubric will be subject to a failing grade (i.e., lower than Beginning mastery level; e.g., 0-60) in a given criteria and/or overall grade for the assignment.
Grading Scale - Percentage/Grade Equivalencies

Grades will be assigned according to the following percentage-based scale:

A = 90-100; B+ = 86-89; B = 80-85; C+ = 76-79; C = 70-75; D = 65-69; F = 64 or below

Rutgers SC&I allows the following standard grades: A, B+, B, C+, C, D (undergraduate only), and F. An F is used for failing work or for a student who has stopped attending class without formally withdrawing. An incomplete, IN, can only be assigned to a graduate student who due to unforeseen, and generally emergency, circumstances cannot finish coursework within the given semester; the student then has extra time to complete the coursework and have the grade changed or else the incomplete becomes permanent.

Class Attendance

For this class, you are considered young professionals and will be treated as such - coming to class is like going to work. You will be expected to attend class and proactively participate in discussions and collaborative sessions. Attendance is usually taken at the beginning of the class. Absences are considered unexcused unless the student has a legitimate reason.

It is understood that emergencies happen such as illness or unforeseen travel delays. In these cases, students should be prepared to provide documentation e.g. a doctor’s note or any related information that would explain the absence. Students who miss class for any reason are responsible for obtaining notes and information from a classmate.

It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence.

Examinations and special required out-of-class activities will ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities.

Absences for reasons of religious obligation shall not be counted for purposes of reporting. The course director will make every effort to anticipate religious holidays and observances but appreciates reminders about necessary absences for religious observances.
Assignments
(All assignments and quiz due dates are located on the course outline.)

Class Participation/In-Class Activities
You will learn a great deal more from this course if you participate in class discussions and ask questions. Answering questions when called on and adding at least one level of additional detail as well as asking questions, especially those that promote overall learning and reveal a good understanding of the subject will make the course more enjoyable for all. You should be prepared and engaged.

Reading Report and Critique – Weekly one (or pair) student(s) will present a synthesis of 3 identified additional readings and provide a critique of those readings, making sure to build connection with ecological communication model as well as addressing one or all of the following (not limited to): community based methods, community engagement practices, health equity, underserved populations, You are to have prepared your notes for the case studies prior to class and bring with you the hard copy to class. These notes are to be handed during class – hardcopy. Drop-box is not accepted.

Quizzes
A series of 3 timed online short answer tests will be distributed through Sakai over the semester will ensure students are understanding course information and the application of said information.

1-Pager Application
These assignments are to promote critical thinking about the readings, lectures, webpages, and videos, as information in these media relate to the course. The goal is that you will take seriously these papers and strive to further your own understanding through the various subjects address in each paper. These are one-page single spaced papers, 1 inch all around. You must proofread. Additionally, you must cite your sources and have a reference list using APA format. Papers will be penalized for incorrect use of APA, typos, not following directions for the assignment. These assignments are to be handed during class – hardcopy. Drop-box or email is not accepted.

a. 1-pager application – Drawing on the readings and your own experiences, discuss how you perceive the synthesis, connections, overlap between communication, community health and community engagement - Provide examples.
b. 1 pager application – Drawing on the readings and your own experiences, discuss how perceptions and experiences of health and of individuals belonging to priority populations influence communication about health issues - Provide examples.
c. 1 pager application – Drawing on the readings and your own experiences, identify and define 5-7 communication-related qualities or characteristics that you feel are important in developing or maintaining community-based relationships to address health disparities - Provide examples.
d. 1 pager application – Drawing on the readings and your own experiences, develop a plan that outlines 3 strategies to overcome mistrust and 3 strategies to even the playing field when seeking to partner with community based organizations or institutes of research. - Provide examples.
e. 1 pager application – Drawing on the readings and your own experiences, discuss the most egregious offensives (name about 3-4) that may take place in collaborative settings. Then outline a plan of action to ensure these offensives to do not occur or an intervention strategy.
Classroom Policy, Conduct, and Decorum

**Laptops:** You are welcome to use your laptop for taking notes in class. Using laptops for any other purpose such as web surfing, e-mail, Facebook, etc. is rude and unacceptable. *Students are advised to disable their WiFi when in class.*

**Cell/Smart Phones:** Must be turned off and not used during class.

*Sending or receiving text messages in class is rude and unacceptable.*

Students are expected to focus on the class material and take notes as needed in order to have sufficient study material to adequately prepare for quizzes. Complying with these rules will maximize your learning experience and to show respect for your classmates and the subject matter.

Submitting assignments late, without compelling reasons is unprofessional. You will be penalized for late assignments. Late assignments will be penalized 10% per calendar day to a maximum of five days. After that, the assignment will be graded as zero.

**Serving Students with Disabilities**

Rutgers University welcomes students with disabilities into all of the University’s educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: [https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form)

In addition to contacting the Office of Disability Services, students registered for SC&I courses who are seeking accommodation should contact Kevin Ewell, SC&I Assistant Dean of Student Services, ewell@rutgers.edu, who can help students navigate the process and provide further support.

Students who develop disabling medical problems or other issues during the semester that affect their ability to complete coursework are also strongly encouraged to consult Kevin Ewell, SC&I Assistant Dean of Student Services, ewell@rutgers.edu.

**Academic Integrity**

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Prepare citations whether you are paraphrasing authors or quoting them directly. Be sure to always show source and page number within the assignment and include a bibliography in the back.
- Do not take online exams together. Work independently.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.
The consequences of scholastic dishonesty are very serious. All work must be original and the product of the student’s own knowledge, effort and ability. Rutgers’ academic integrity policy is at http://ctaar.rutgers.edu/integrity/policy.html.

An overview of this policy may be found at http://cat.rutgers.edu/integrity/student.html.

Multimedia presentations about academic integrity may be found at http://academicintegrity.rutgers.edu/multimedia.shtml and http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html.

**General Notes**

Students are expected to take the initiative to become aware of university policies and services that will help them succeed in their academic work. You are responsible for following the guidelines specified in the university’s academic integrity policy, procuring information literacy skills needed to succeed in academics, seeking advice when needed, and taking advantage of support services.

Students seeking help with the scheduling of classes or registration should contact the SC&I Student Services Office in Room 214 of the SC&I Building.

SC&I maintains an excellent student-friendly website with a great deal of useful and interesting content. Included are extensive descriptions and details about all degree programs: Go to: http://SC&I.rutgers.edu.

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check http://lrc.rutgers.edu/.

Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: http://plangere.rutgers.edu/index.html.

SC&I IT Services offers help with a variety of technology problems. They are located in the SC&I Building in Room 120 (first floor), 732-932-7500 x8999 or help@SC&I.rutgers.edu.
**Course Schedule for Community Health**
(This is a tentative schedule and subject to change.)

**January 27: Course and Project Introduction; Overview of Final Project**
Sign up for presentations

**Reading:**


**February 3 and 10: Ecological Communication, Community Health & Engagement**

**Pre-Class Assignments:**

1-pager reading synthesis (Due 2/3) – Drawing on the readings and your own experiences, discuss how you perceive the synthesis, connections, overlap between communication, health and community engagement - Provide examples.

**Readings for February 3: (Dena’s Presentation for Feb 10)**


**February 17 and 24: Community-Based Methodology**

**Readings for February 17: (Asha & Miraida’s Presentation for February 24)**


**QUIZ 1: ONLINE DUE BY FEBRUARY 21, 2014**

**March 3 and March 10: Entering the Field: Intrapersonal Communication**

**Pre-Class Assignments:**

Take the Implicit Association Test: “Race (Black - White) IAT”  [https://implicit.harvard.edu/implicit/demo/selectatest.html](https://implicit.harvard.edu/implicit/demo/selectatest.html)

1 pager reading synthesis (Due 2/24) – Drawing on the readings and your own experiences, discuss how perceptions and experiences of health and of individuals belonging to priority populations influence communication about health issues - Provide examples.

**Readings for February 24 (Shelby’s Presentation for March 10)**


March 24 and March 31: Building Partnerships I: Interpersonal Communication

Pre-Class Assignments:

Take the Interpersonal Communication Competence Self-Assessment. [http://www.austincc.edu/colangelo/1318/interpersonalcommunicationcompetence.htm](http://www.austincc.edu/colangelo/1318/interpersonalcommunicationcompetence.htm)

Take the Self-Disclosure Test (General Communication) [http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=1610](http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=1610)

1 pager reading synthesis (Due 3/10) – Drawing on the readings and your own experiences, identify and define 5-7 communication-related qualities or characteristics that you feel are important in developing or maintaining community-based relationships to address health disparities - Provide examples.

Readings for March 24 (Christopher’s Presentation for March 31):


QUIZ 2: ONLINE DUE BY APRIL 5, 2014

April 7 and April 14: Building Partnerships II: Culture & Community-level Communication

Pre-Class Assignments:

Take the Cultural Self Test. [http://www.youtube.com/watch?v=Y6d3e-gcOzo](http://www.youtube.com/watch?v=Y6d3e-gcOzo)

1 pager reading synthesis (Due 4/7) – Drawing on the readings and your own experiences, develop a plan that outlines 3 strategies to overcome mistrust and 3 strategies to even the playing field when seeking to partner with community based organizations or institutes of research. - Provide examples.

Readings for April 7 (Leah & Bryan’s Presentation for April 14):


April 21 and April 28: Collaboration: Organizational & Group Communication

Pre-Class Assignments:

Take the Self Control and Self-Monitoring Test. [http://testyourself.psychtests.com/bin/transfer?req=MnwyODE4fDEwODkzMDZ8MXwx&refempt=](http://testyourself.psychtests.com/bin/transfer?req=MnwyODE4fDEwODkzMDZ8MXwx&refempt=)

1 pager reading synthesis (Due 4/21) – Drawing on the readings and your own experiences, discuss the most egregious offensives (name about 3-4) that may take place in collaborative settings. Then outline a plan of action to ensure these offensives to do not occur or an intervention strategy.

Readings for April 21 (Mark’s Presentation for April 28):


**QUIZ 3: ONLINE DUE BY MAY 2, 2014**

May 5 – Report Due
Work and Communication Technology

Instructor

Dr. Craig R. Scott:

- Office: DeWitt 201 (184 College Ave.) next to SCI bldg. (Mail: 3rd floor SCI by dean’s office)
- Email: crscott@rutgers.edu (preferred means of contact)
- Office Phone & Voicemail: 848-932-7125; Fax: 732-932-6916
- Home Phone & Voicemail: 908-751-4949 (9:00 am - 9:00 pm ONLY – emergency only)
- Office Hours: 2:45 – 4:00 pm Mondays and Wednesdays, or by appointment

Technological Requirements and Resources for Online Instruction

- Course website is on Sakai: https://sakai.rutgers.edu. For assistance, contact them at sakai@rutgers.edu or 848.445.8721 (Monday-Friday 8:00AM-6:00PM). General Help Desk: 732-445-HELP (4357) or helpdesk@nbcs.rutgers.edu.
- Students will need access to a computer, an active working email account registered with the university, WWW access, and the ability to create/save papers in Word or Word-compatible formats.
- Because this is an online course, you will also need the following
  - Camera (and microphone) to record short video presentations related to several assignments
  - Some tool to capture/upload videos online (use own tool, a YouTube tool, or download any free tool provided online)
  - You will need the following plug-in to view certain videos from me in a web browser: http://www.microsoft.com/getsilverlight/GetStarted/Install/Default.aspx
  - YouTube account for uploading your videos: create your own (see this YouTube tutorial if you need assistance: http://www.youtube.com/watch?v=nvFWI2uNDWM)
  - Comfort with these and other online tools; patience with them when they do not work
  - Willingness to login, read, and respond to others’ ideas 2.5-3 hrs. each week throughout semester

Course Objectives

Students completing this course should be able to:

- Critically evaluate and discuss key issues surrounding topics such as cyberslacking, privacy/surveillance, telework, work-life balance, virtual collaboration, online complaints and identity/image management as they relate to the use of new communication technologies in the workplace
- Conduct, write, and present a research-based project for either a scholarly or applied audience
- Articulate a thorough knowledge of the literature in both written and oral form for one specific area where new communication technologies are used in the workplace.

I hope to help you meet these objectives through rigorous assessment and feedback related to the following:

- Active online participation and discussion about issues raised in course readings
- Major research or applied project analyzing or creating organizational policy documents related to communication technology in the workplace
- Literature review paper on a topic related to communication technology use in the workplace
Due Dates and Missed/Late Papers and Scholastic Dishonesty

- All assignments due by day’s end (11:59pm Eastern Time) on due date unless otherwise indicated.
- Late papers will be graded so you receive feedback, but will be worth only 2/3 credit (e.g., 30 point paper receives 20 points). This is a severe penalty, but it is better than zero points. It is not fair to others who met the deadlines if I accept yours late. Deadline matter. I will not accept any papers more than 3 calendar days late.
- If anything comes up causing you to miss a deadline, please contact me in advance. I will not accept a paper without penalty after the due date if you did not contact me when you could have.
- This is the 21st century. No longer are computer problems reasonable excuses for late papers. I suggest knowing the equipment well enough and allowing ample time in case of problems.
- All paper assignments must be posted on the course website by the assignment deadline. Don’t wait until the last second or risk encountering tech problems without time to address them.
- Scholastic dishonesty (including, but not limited to plagiarism and using the same paper for more than one class) will not be tolerated and will result in a minimum of zero for the assignment in question.

Assignments and Course Grades

- Online Class Participation (40%)-You will be evaluated on the quality of your discussion and other contribution online. This will come in three forms:
  - Quality and quantity of your general contributions to our threaded discussions online (strong grades here will require posts be made at a minimum of three different times each week and evidence in those remarks that all articles have been read and considered—see guidelines below): 50 points (25%).
  - Facilitation of one week’s discussion where you help post questions and respond extra actively and become especially familiar with readings so as to help guide conversations. Some weeks will have two students leading discussion. During that week, you will also write a written summary of two assigned articles that includes 3 key takeaways [Doctoral students will write 3 summaries during their week of facilitation]. Your questions and summaries have to be posted on or before the first day (Monday) of each topic week (try to post discussion questions by noon that day): 20 points (10%).
  - You will record a short self-introduction video and some text following assignment guides; you will post a set of lessons learned at the end of the course as well: 10 points (5%)
- Individual Literature Review Paper: Critical Summary and Direction for Future Work (20% ) – More detail to come on these assignments in class, but there are two key parts here:
  - Each person will write a literature review of research findings related to one of the topics/issues from class. These should be no more than 10 pages of text. Final versions, complete with scholarly references, are to be submitted electronically through Sakai (30 points).
  - Students will also post a 5-minute video summary/highlight of their review for others (10 points).
- Work and Technology Policy Project & Paper (40%). This major course project has several parts:
  - All students will be involved in the gathering of existing workplace policies related to one or more topics from the class: 20 points (10%)
  - MCIS: Teams of 3-4 students will write one or more workplace policies with rationale statements. Doctoral students will write a team research paper based on analysis of policies: 50 points (25%)
  - 10-minute training video about policy paper: 10 points (5%)

TOTAL POINTS: 200

Overall, there are 200 possible points in the class. Final course grades will be based on the following: 180-200 = A; 174-179 = B+; 160-173 = B; 154-159 = C+; 140-153 = C; 139 or less = Great Sadness.
Readings

See Sakai site for readings for each unit. For the first two weeks of each unit, each week will have 3-4 readings, each available on Sakai. There are no textbooks for the course.

Assessment of Work and Grades

In general, people will be evaluated on the quality of their written work and their obvious contributions to discussion (being a good listener and reader is important, but your participation will be assessed on what you write and what you produce). I am not evaluating you on technical capability (e.g., quality of lighting in a video summary), but will focus on the content of your comments and presentations. I primarily run this course as a graduate seminar, so it is vital that students be prepared to engage the material and one another in a constructive way during our discussions.

For the online discussions, please know in advance that this is a MAJOR aspect of the class and you must be prepared to spend about 2.5-3 hours online in the discussion forums each week as we talk through ideas stimulated by the course readings. You should, at minimum, be making posts on three different days over the course of each week of discussion. Furthermore, when I evaluate your posts, I will be using the following guidelines:

- **“A” quality posts:** Ideas expressed include original thought, substantial depth, and are relevant to topic. Well-developed viewpoint showing strong logical thinking, reasoning, and analysis with evidence and examples. Connections made to readings and others’ postings. Exceeds required postings; postings are early into the discussion and throughout the discussion; provides more than enough time for classmates to read and respond prior to deadline.
- **“High B” quality posts:** Ideas expressed are mostly substantive and relevant to topic; some original thought. Demonstrates logical thinking, reasoning, and/or analysis for most part. Some insights and connections made to readings and others’ postings. All required postings by deadline and generally adequate time for others to read and respond prior to deadline.
- **“Low B” quality posts:** Ideas expressed are general in nature and/or occasionally may not be relevant. Rehashes or summarizes ideas from readings; limited analysis, original thought, and/or supported arguments. Minimal links made to readings and others’ postings. All required postings by deadline; however there was not adequate time for others to read and respond to some postings prior to deadline.
- **“C” quality posts:** Ideas expressed lack depth, originality, are off-topic and/or confusing to follow. Viewpoint, if given, is not supported with evidence or examples. Little or no connections made to readings or others’ postings. Too many short statements such as “I agree with…” Some required postings missing by deadline &/or there was not adequate time for others to read and respond to postings prior to deadline.
- **Post of less quality or lacking in timeliness will receive even lower evaluations.**

Withdrawals/Incompletes Policy

I will defer to university policy on withdrawals/incompletes, but am unlikely to grant them except in very extreme circumstances.

Paper Mechanics and Quality

All papers must be wordprocessed and delivered to me electronically as a Word (or compatible) file. All should be double-spaced with standard 1” margins on all sides. Of course, all papers should be proofread and well cited. For the papers, I would be happy to discuss your ideas—but I cannot evaluate your papers in advance. Please avoid writing pet peeves and follow APA guidelines for references listed later in the syllabus, also.
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<th>WEEK OF</th>
<th>TOPIC</th>
<th>ACTIVITIES AND DUE DATES</th>
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| 1/27    | Introduction to Course | Intro Video and Text Due 1/29  
Select Week/Topic to Facilitate by 1/31  
Ongoing Discussions |
| 2/3     | Cyberslacking and Problematic Use | Article Summaries: 2/3  
Ongoing Discussions of Readings |
| 2/10    | Privacy/Surveillance/Monitoring | Article Summaries: 2/10  
Ongoing Discussions of Readings |
| 2/17    | Policy Project Discussed/Assigned  
Literature Review Assigned | Policy Example by 2/19  
Ongoing Discussions and Feedback on Policies  
Unit 1 Wrap-up Discussion |
| 2/24    | Telework/Flexwork | Article Summaries: 2/24  
Ongoing Discussions of Readings |
| 3/3     | Work-Life Balance in Online Age | Article Summaries: 3/3  
Ongoing Discussions of Readings |
| 3/10    | Literature Review Reports/Reactions | Literature Review Highlight Video Due 3/12  
Feedback on Literature Review Video Ongoing  
Unit 2 Wrap-up Discussion  
Literature Review Paper Due 3/14 |
|         | Spring Break | |
| 3/24    | Identity/Image Management & Leaks | Article Summaries: 3/24  
Ongoing Discussions of Readings |
| 3/31    | Complaints/Dissent and Whistleblowing | Article Summaries: 3/31  
Ongoing Discussions of Readings |
| 4/7     | Policy Project Updates; Policy Project  
Feedback | Policy Data Due 4/9  
Feedback on Policy Data Ongoing  
Unit 3 Wrap-up Discussion |
| 4/14    | Virtual Teams and Online Communities | Article Summaries: 4/14  
Ongoing Discussions of Readings |
| 4/21    | Collaboration/Meeting Technologies | Article Summaries: 4/21  
Ongoing Discussions of Readings |
| 4/28    | Final Projects & Lessons Learned | Training Video Due: 4/30  
Feedback on Training Video Ongoing  
Unit 4 Wrap-up Discussion |
| 5/5-5/12| Wrap Up Final Assignments | Lessons Learned Due 5/5  
Final Paper Due: 5/12 |

Doctoral Seminar Also Meets 1 hr./week: TBD.

Weekly discussions begin Mondays at noon Eastern and end Sunday by end of evening (11:59pm Eastern). Readings will be listed on Sakai site.
Writing Pet Peeves (21 Errors You Should Avoid)

- **A** is a word and **lot** is a word, but you should avoid using **alot**, which is not even a word, and a **lot**, which may be two words, but is trite. Try a **great deal** or some other word phrase.
- **Sexist language will not be tolerated in any form. Use phrases that allow you to avoid he and she. In no circumstance should the plural they be used for a singular case of either he or she. All people should know this.**
- Use the word **which** only in a prepositional phrase or when set off with a comma, which is the correct way to use the word. Use **that** in all other cases.
- ****Effect** and affect are not the same word. Effect** the noun is the result of some cause (anxiety causes several effects). Effect** the verb indicates the causation of some outcome (The presence of anxiety effects a climate of silence). Affect** the noun is a synonym for emotion (many communication majors display a great deal of affect). Affect** the verb means about the same as influence (lack of confidence affects people differently).
- **Contractions have no place in formal communication. Please do not use them in your papers.**
- Know the difference between to, two, too, (and tutu).
- Do not end sentences with prepositions. This is a mistake with which I care not to deal.
- The past tense of lead (as in *she leads her people*) is led. Do not be led astray by typing *lead*.
- A good paragraph is indented and should have a minimum of three sentences. However, it should not ramble on for pages. Each time you begin a new idea, start a new paragraph. Thus, each section in your papers will likely have several (not one) paragraphs.
- Use a colon when listing items such as the following: names, theories, etc. A semicolon is usually used to separate related sentences; however, it may also be used to separate items in a list when commas would be unclear.
- Although it is true that the “medium is the message,” it is not true that mediums is the plural of medium. Use media when talking about more than one medium.
- There may be no “I” in “team” but there is one in “Internet,” and at least for now it is capitalized.
- Compound adjectives used to describe a word are hyphenated (e.g., decision-making meeting), but have no hyphen otherwise (e.g., decision making is hard). Don’t be a goof ball by making this goof-ball mistake.
- If you refer back to the 1900s, or 80s (or some similar decade/century), do not use an apostrophe. To do so would be so “70s” of you.
- **Although the word while is mistakenly used to mean although, you should only use it while writing when you mean to indicate that something occurs at the same time.**
- The Theory of Plurals and Possessives predicts that you can have many different theories, any one theory’s characteristics can be known, and you should know the difference between theories vs. theory’s.
- Modern technology has not only provided writers with wordprocessing and desktop publishing, but also introduced new words that increasingly do NOT have hyphens as they make their way into accepted use. Use words such as email, online, webpage, website, printout, etc. without a hyphen. O-kay? No, okay.
- Words such as amongst and whilst are antiquated and rarely used anymore. While reading your paper, I hope not to see such terms among the pages.
- Although popular to contrast “school” and “education” with some alleged “real world” outside of here, in my world you should not use terms such as “in the real world.” Doing so devalues your own education and suggests that what we are doing is somehow do not legitimate or meaningful. Don’t use this phrase…really.
- One cannot put a space between can and not when accurately spelling the word cannot.
- Even though fugeddabouit, fuggedaboudit, fuggeddabodit, and fuggeddaboudit are all in the Urban Dictionary of slang, they should not find their way into your paper. Forget about it!
Writing Quality Assumptions

Every paper you turn in must be of quality, both in content and style. I will not favorably evaluate papers with grammatical and typographical errors. I expect you to use a computer and to take advantage of the programs that guard against such errors (if my grammar and spell check is catching it, yours should be too…); however, there is no substitute for good proofreading. Please follow the guidelines at the end of this document to avoid some key writing mistakes for which I will no doubt look. You are also expected to follow the APA format for source citations—and please note that part of strong academic writing is properly documenting your work. I have included some sample reference formats at the end of this syllabus. Assignment details give specifics on minimum number of references that must be included in both the text and the reference section.

Citation Style Guide

Since I am requiring you to use citations in your paper, I thought I would provide you with examples of commonly cited styles. All should be double-spaced! Also, there are resources through the Rutgers Library that should be helpful: http://www.libraries.rutgers.edu/rul/lib_instruct/lib_instruct.shtml#writing_guides.

Book

Journal Article

Magazine Article

Chapter in Book

WWW Document (please be extremely cautious about citing material off the web if you are unable to verify its credibility; you may follow this or what is listed in your first reading packet article)

Interview (for our purposes, cite as follows):
Scott, C. R. (2003, April 1). Personal communication.

In Text of Paper (examples)
- Normal: (Keppel, 1991).
- With A Quotation: (Huber, 1984, p. 195). PLEASE NOTE THAT ALL QUOTED MATERIAL MUST INCLUDE PAGE NUMBER
- First Time w/ 3 or more Authors: (Hurwitz, Zander, & Hymovitch, 1968).
- Subsequent Times With 3 or more Authors: (Hurwitz et al., 1968).

As a general rule, DO NOT cite course lectures as a source. If I have cited someone else, you should refer to that (otherwise, consider this part of the education you’ve paid for and “general knowledge” that need not be cited in most cases). In no instance will citing a course lecture count as a reference when you have a minimum number of required references.
CILS 672 / MCIS 504: RELATIONAL AND FAMILY COMMUNICATION
Professor Jennifer Theiss
207 SC&I
848-973-8719; jtheiss@rutgers.edu
Office Hours: Wednesday 3-5pm or by appointment

Course Overview
This seminar focuses on theory and research exemplifying a variety of approaches to the study of relational and family communication. The learning process will rely upon the active involvement of seminar participants in discussing the strengths, weaknesses, and implications of the research reviewed. In addition, written assignments will require students to apply their understanding of different approaches to the study of personal relationships and families. The goals of the course are to increase a student’s familiarity with research on personal relationships and families and to provide insight into the conceptual foundations that (often implicitly) drive programs of inquiry on relational and family communication.

Evaluation

Participation (25%)
Participation in seminars is crucial to the operation of the class. Active participation includes substantive comments about the material and a willingness to engage and respond to other seminar participants. Personal anecdotes are often used to make a point when discussing theory and research on personal relationships; however, their presentation should be secondary to the substantive point. The class is small enough that each participant should be actively engaged in each class.

Position Paper on the Study of Relational and Family Communication (25%) 
A paper is due on Wednesday, April 30th. This paper should provide a summary position on the state of relational and family communication research and propose directions for the development of the field. Several such "calls for action" from renowned personal relationships scholars provide the focus for our first seminar discussion. Consider these papers as models for your own position statement. Our seminar discussion on April 30th will focus on these "calls for action."

Personal and Family Relationships Phenomenon Paper (Stage 1 = 10%; Stage 2 = 15%; Final Paper = 25%)
Each student is required to turn in a final paper examining a phenomenon of their choosing. My expectation is that these papers will involve a review and assimilation of the theoretical and empirical work related to a particular phenomenon in close relationships or families. This assignment is designed to provide an opportunity to apply the different approaches to studying relational and family communication to a particular topic that is relevant to the student’s program of study.

Stage 1 - Due Wednesday, February 19th. The goal of the first part of the paper is to provide an explication of the phenomenon to be examined and a bibliography of research on the phenomenon. “Explication” is more than just simple definition; it is a careful analysis of the labels attached to a phenomenon, the meaning of the labels, the operationalizations of the phenomenon, and the scope, specificity, and contextual elements that define the phenomenon. Students should make ample use of existing research to clarify how the phenomenon has been conceptualized in the literature. In addition to the resources cited in explicating the phenomenon, Stage 1 should include a separate bibliography of resources to be explored in developing the rest of the paper.

Stage 2 - Due Wednesday, March 26th. Stage 2 should include a revision of the explication presented in Stage 1 to reflect the feedback received and the student’s increasingly sophisticated understanding of the phenomenon. In addition, the student should provide a review of the literature that examines the phenomenon from perspectives discussed between February 19th and March 12th (MCIS students must apply one perspective to their phenomenon, PhD students must apply two perspectives to their phenomenon). In applying a perspective to the phenomenon, the student should exemplify the kinds of questions privileged by the perspective and review the research findings generated by research in that tradition.

Final Paper - Due Wednesday, May 7th at 5pm. The final paper builds on the draft from Stage 2 by examining the phenomenon from additional perspectives discussed between March 26th and April 23rd (MCIS students must apply one additional perspective, and PhD students must apply two additional perspectives). In addition, the student should provide commentary on the cumulative set of information on the phenomenon provided by the four perspectives. More specifically, the commentary should compare and contrast the different perspectives, highlight points of overlap and gaps, and discuss the strengths and limitations of each approach. Thus, this final section contributes to an integrated understanding of the phenomenon. In total, the final paper should include a title page, the explication of the phenomenon, reviews of the literature examining the phenomenon from two/four perspectives, final commentary, and references.
WEEK 2, JANUARY 29:
Defining the Focus for a Science of Relationships and Families


WEEK 3, FEBRUARY 5:
What is Intimacy?


WEEK 4, FEBRUARY 12:
What is Love?


**WEEK 5, FEBRUARY 19:**
Evolutionary Perspectives on Relationships and Families


**WEEK 6, FEBRUARY 26:**
Human Development Perspectives on Relationships and Families


**WEEK 7, MARCH 5:**
Social Cognition Perspectives on Relationships and Families


**WEEK 8, MARCH 12:**

**Relationship Development Perspectives on Relationships and Families**


**WEEK 9, MARCH 26:**

**Relationship Dialectics Perspectives on Relationships and Families**


**WEEK 10, APRIL 2:**

**Disclosure and Privacy Perspectives on Relationships and Families**


**WEEK 11, APRIL 9:**

**Social Skills Perspectives on Outcomes in Relationships and Families**


WEEK 12, APRIL 16:
Social Exchange Perspectives on Communication in Personal Relationships


WEEK 13, APRIL 23:
Dyadic Interaction Perspectives on Relationships and Families


WEEK 14, APRIL 30:
The Study of Relationships and Families – A Round Table Discussion
Organizational Leadership
17:194:540 & 16:194:673:01
(1-13-2014)

6:20-9:00 pm. SC&I 331

Brent D. Ruben, Ph.D.
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Kate Immordino, Ph.D.
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Course Description

Leadership is a topic of substantial current interest in corporate, political, academic, health and community settings. This seminar will examine organizational leadership concepts and practices across a variety of these contexts from both a scholarly and professional perspective. The course will include readings on and discussion of the scholarly and professional literature on leadership, individual and group projects, and experiential learning activities such as case studies and simulations.

Learning Goals

• Acquire an understanding of leadership theories, concepts and practices;

• Be able to discuss the relevance and application of leadership theories and concepts in varying organizational settings;

• Develop an analytic/critical perspective relative to leadership theory and practice;

• Become familiar with current issues and controversies in leadership theory and practice;

• Appreciate and describe the value of multiple approaches to the study of leadership;

• Be able to assess group and organizational leadership practices;

• Acquire personal and professional leadership self-assessment skills and commitment; and

• Develop enhanced personal and professional leadership competencies.
**Course Text**


**Instructor Leadership Biosketches**

Dr. Brent Ruben is a Distinguished Professor of Communication; founder and Executive Director of the University Center for Organizational Development and Leadership at Rutgers University and the Rutgers Leadership Academy. He is also Coordinator of the Predoctoral Leadership Development Institute (PLDI). In addition to his faculty role within the School of Communication and Information, he also holds faculty appointments in the Graduate School of Education and the Robert Wood Johnson School of Medicine. Professor Ruben’s academic work focuses on the role of communication in human behavior, and on the translation of this knowledge to enhance communication competency and strategy in interpersonal, intercultural, health, organizational, educational and leadership settings. He is author of numerous publications including books entitled *Communication and Human Behavior* (with Lea Stewart); *What Leaders Need to Know and Do; A Guide to Excellence in Higher Education; Understanding, Planning and Leading Change*; and *Pursuing Excellence in Higher Education*. Dr. Ruben is Rutgers’ Liaison to the Committee for Institutional Cooperation (BIG 10/CIC) Academic Leadership Program and the Departmental Executive Officers Group. He was a founder of the Rutgers Department of Communication; first director of the Ph.D. program in the School of Communication and Information; founder and first editor of the International Communication Association, *Communication Yearbook* series, and a founder and director of the Rutgers Predoctoral Leadership Development Institute. He was the first president of the National Consortium for Change and Innovation in Higher Education (NCCI). He has received a number of awards for excellence in scholarships and service, and he is active as an advisor and consultant in the areas of organizational leadership, assessment, planning, improvement and planned change. For additional information, see: [http://comminfo.rutgers.edu/~ruben/](http://comminfo.rutgers.edu/~ruben/) and [http://www.odl.rutgers.edu/](http://www.odl.rutgers.edu/)

Dr. Kate Immordino is the Director of Professional Education at the University Center for Organizational Development and Leadership at Rutgers, and was previously Director of Organizational Research and Assessment. Her academic work focuses on organizational development, leadership communication, human resources, organizational assessment and planning primarily in higher education and public sector organizations. In addition to the School of Communication and Information, she is on the faculty of the Center for Excellence in Government at Rutgers and teaches in the Executive Masters in Public Administration program at Rutgers Camden. Prior to joining Rutgers, Dr. Immordino was an executive in New Jersey state government and served as Assistant Commissioner for Administration in the New Jersey Department of Transportation, Assistant Commissioner for Planning and Research in the New Jersey Department of Personnel and Executive Director of the Human Resource Development Institute. A Certified Public Manager, Dr. Immordino is a former president of the New Jersey Chapter of the American Society for Public Administration. She is the author of *Organizational Assessment and Improvement in the Public Sector* (Taylor and Francis, 2009) and the *Organizational Assessment and Improvement in the Public Sector Workbook* (Taylor and Francis, 2013).

**The Course Structure: Four Themes**

1. Leadership Dichotomies and Tensions
2. Leadership Concepts and Theories in the Literature
3. Leadership Practices and Contexts
4. In Search of Unifying Perspectives: The Yin and Yang of Leadership
Theme 1: Leadership Dichotomies and Tensions

Jan 23  Introductions, Course Preview, Review Syllabus

Leadership: A Topic of Great Interest

Leadership: Thinking in terms of Dichotomies

**Assignment for Jan 30**th: Think about and be prepared to discuss the “theory vs. practice” dichotomy in terms of the three questions:
1. What point(s) does the dichotomy capture/seek to describe?
2. What are the assets of the dichotomy (give examples)?
3. What are the potential liabilities with examples?

Theory vs. Practice – Should leadership learning be focused on identifying abstract characterizations, representations or models of the phenomenon? Or, should the investigation of leadership center on world of practice, where leadership is manifest, where concepts come to life, and where professionals strive to translate their insights into practice?

Jan 30  Leadership Dichotomies and Tensions II

Brief Review: Leadership Dichotomies

Digging Deeper/Yin and Yang: Assumptions, Limitations and Alternatives to Leadership Dichotomies

**Assignment: Feb 6th: Dyadic Dichotomy Presentations**
Form dyads. Each dyad focuses on one of the dichotomies that has not yet been discussed (to be selected and/or assigned - these are listed in the “Leadership Dichotomies Appendix”). Each dyad is to research, discuss, write-up and prepare a 4-5 page analysis (Word), 3-4 slides (PPT) overview, and a 5-minute presentation on their selected dichotomy addressing the four questions listed below. The presentations will be given in class on Feb. 6. The Word and PPT files are due by midnight, Wed Feb. 6. Submit via email or Sakai.

1. What point(s) does the dichotomy explain/describe?
2. What are the assets of the dichotomy (give examples)?
3. What are the potential liabilities (give examples)? Is the dichotomy the best way to capture/characterize/portray the point(s)?
4. Are there alternative/better ways to capture/characterize—and most especially, to integrate—the issues identified by the dichotomy as it’s presented?

Feb 6  Leadership Dichotomies/the Yin and Yang of Leadership-III

Dyadic Dichotomy Presentations:
Each dyad presents for 5 minutes using 3-4 PPT slides, followed by Q and A.

Book Presentations Groups Formed:
Groups of 3-4 members are formed. Each group selects a leadership book, and prepares a 1-2 paragraph (Word) profile. The profile should include the book title, author, author identification,
leadership sector/context, approach, method, and rationale for selection). The group should also begin keeping journal notes on group and leadership dynamics, applying concepts discussed in the course. These group book analyses and leadership and group dynamics reports will be presented on April 3rd and 10th. (See those dates in syllabus for details).

Group Book Selection Overview Assignment for Feb 13: Book profiles to be submitted (Word) and briefly summarized in class on Feb 13th.

Feb 13 Integrating the Yin and Yang/Cross-Cutting Concepts—IV

Group Book Selection Overview: Briefly summarize book profiles in class and submit (Word).

Reading assignment for Feb 20: Northouse Chapters 1, 2, 3 and 4. For each chapter, prepare 3 critical analysis questions, and be ready to lead discussion. Also read What Leaders Need to Know and Do Intro (Sakai).

Theme 2- Leadership Concepts and Theories in the Literature


Practices: Personal Leadership Assessment and Goals (e.g., LSC, LSI, 360 degree)

Reading assignment for Feb 27: Northouse Chapters 5, 6, and 7. For each chapter, prepare 3 critical analysis questions, and be ready to lead discussion. Also read Baldrige/EHE summary (Sakai).

Feb 27 Concepts and Theories: Situational Approach, Contingency Theory, and Path-Goal Theory

Practices: Organizational Leadership Assessment and Goals (e.g., Malcolm Baldrige/EHE Framework)

Reading assignment for Mar 6: Northouse Chapters 8, 9, and 10. For each chapter, prepare 3 critical analysis questions, and be ready to lead discussion. Also read strategic planning summary (Sakai).

Mar 6 Concepts and Theories: Leader-Member Exchange Theory, Transformational Leadership, and Servant Leadership

Practices: Leadership Planning Strategies

Reading assignment for Mar 13: Northouse Chapters 11, 12, and 13. For each chapter, prepare 3 critical analysis questions, and be ready to lead discussion. Also read planned change overview (Sakai).

Theme 3-Leadership Practices and Contexts

Practices: Understanding and Leading Change

Reading assignment for Mar 27: Crisis Management Readings (Sakai): Prepare 3 critical analysis questions, and be ready to lead discussion.

Mar 20 Spring Break

Mar 27 Crisis Management
Guest Lecture: Dr. John Fortunato

Reading assignment Apr 3: Northouse Chapters 14, 15, and 16. For each chapter, prepare 3 critical analysis questions, and be ready to lead discussion.

Theme 4: In Search of Unifying Perspectives-The Yin and Yang of Leadership

Apr 3 Group Book Presentations

Group Book Presentations: Submit a 6-8 page report (Word) and present in class a 5-6 minute (PPT and verbal) presentation including:
- Profile: the book title, author, author identification, leadership sector/context, approach, method, rationale for selection
- An overview of the theoretical/practice perspective(s) presented in the book
- Your analysis and critique of the perspectives and the book as a whole with a particular focus on how the ideas presented in the selected book contributes to a unifying perspective on leadership
- An analysis (2-3 pages) of leadership and group dynamics during the project, identifying particularly relevant leadership and practice perspectives that were applicable and helpful theoretically and practically.

Apr 10 Theoretical and Practice Perspectives: Women and Leadership, Culture and Leadership, and Leadership Ethics

Apr 17 Integrative Perspective Individual Paper Presentations

Integrative Perspective Individual Paper Presentations: Prepare and submit a 12-15 page paper (Word), and present in class an 8-10 minute (PPT and verbal) presentation including:
- Overview of your framework/model
- What theories and concepts it draws upon (with APA references)
- What the framework aims to accomplish, its benefits, applicability (with examples), and limitations

Apr 24 Integrative Perspective Individual Paper Presentations (continued)

May 1 Reflections and Future Issues
Class and Assignment Guidelines

- **Required Writing Style – APA:** Examples can be found at many websites, for example, [http://www.lib.monash.edu.au/tutorials/citing/apa.html](http://www.lib.monash.edu.au/tutorials/citing/apa.html). You must cite your sources in the pages of Powerpoint and in text of any paper, and along with a reference page. Papers must be double spaced, with numbered pages, and your name on the footer of each page. Pay close attention to the format for assignments. Some require electronic submission, some paper, some paper with copies for the class, and some all of the above.

- **Electronic Communication:** Check your email at least twice weekly for course/instructor messages. When communicating with the instructor or submitting electronic materials (as specified in the assignments) use the “Subject” identifier: “540: Michelle Obama”. Announcements will also be posted on the class Sakai site.

- **Use of technology:** Do not use cell phones in the classroom. Laptops or similar devices may be used for note taking and for group presentations or group planning/work sessions. Use of laptops or similar devices for purposes unrelated to class, including email and visiting websites not for use in class is not permitted. A break will be provided during each class period at which time cellphones and emailing are permitted.

- **Attendance, preparation and participation.** Your preparation and active participation are important to ensure a supportive and stimulating environment for all of us. You are expected to attend every class, be prepared, complete assignments on time and participate in class activities. Your participation will not only improve your abilities as an effective learner, but also contribute to the learning of other students. If you know you will miss a class, you must inform the instructor prior to class.

- **Classroom guidelines.** The classroom is a place for open and honest participation and discussion. You are entitled to your own opinions, and feel free to disagree with the opinions expressed by others, but please do so be courteous and respectful manner.

Assignments and Grading Criteria

1. **Chapter questions and participation - individual (20%)** – For each assigned chapter in the readings, prepare three critical analysis questions. Each question should be useful for stimulating discussion about a key concept in the chapter. Be prepared to lead a discussion on the question. Grading will be based on both the thoughtfulness/quality of the prepared questions, and on the ability to facilitate discussion and to respond to the questions posed by others.

2. **Dyadic Dichotomy Presentations (30%).** Each dyad selects one of the dichotomies listed in the “Leadership Dichotomies Appendix.” Research and discuss the selected dichotomy.
   - Prepare a 4-5 page analysis (Word), a 3-4 slide (PPT) overview, and a 5-minute presentation on their selected dichotomy addressing the four questions listed below. The presentations will be given in class on Feb. 6. The Word and PPT files are due by midnight, Wed Feb. 6. Submit via email or Sakai.
     
     1. What point(s) does the dichotomy explain/describe?
     2. What are the assets of the dichotomy (give examples)?
3. What are the potential liabilities (give examples)? Is the dichotomy the best way to capture/characterize/portray the point(s)?
4. Are there alternative/better ways to capture/characterize—and most especially, to integrate—the issues identified by the dichotomy as it’s presented?

3. Group Book Presentations (20%)  Each group will select a leadership book that presents a scholarly or practice-oriented perspective on leadership. It could employ a quantitative or qualitative methodology or it could be a biography or autobiography. It could be based on, or geared for, any group or organizational context, including government, business, sports, health, education, public service, military or religion. The book may be chosen from the list of suggested books, or the group may submit another book title to the instructors for approval prior to preparing the book profile portion of the assignment. Prepare a 6-8 page report (Word) and 5-6 minute (PPT and verbal) presentation including these elements:

- Profile: the book title, author, author identification, leadership sector/context, approach, method, rationale for selection
- A overview and summary of the core theoretical/practice perspective(s) presented in the book
- Comparison to other theories and perspectives presented in the course
- Your analysis and critique of the perspectives and the book as a whole with a particular focus on how the ideas presented in the selected book contributes to a unifying perspective on leadership
- A discussion of the implications for leadership practice
- An analysis (additional 2-3 pages) of leadership and group dynamics during the project, identifying particularly relevant leadership and practice perspectives that were applicable and helpful theoretically and practically.

Possible titles include:

- Lean In - Sandberg
- The Leadership Challenge - Kouzes and Posner
- The 7 Habits of Highly Effective People - Covey
- Developing the Leader Within You – Covey
- On Becoming a Leader - Bennis
- Team of Rivals - Goodwin
- Leadership Moment – Useem
- Good to Great – Collins
- Leadership – Giuliani
- Servant Leadership – Greenleaf
- Wooden on Leadership – Wooden
- Leadership: The Power of Emotional Intelligence - Goleman

4. Integrative Perspective Individual Paper and Presentation (30% )  - Prepare a 12-15 page paper (Word) and an 8-10 minute (PPT and verbal) presentation including:

- An overview of your framework/model
- What theories and concepts it draws upon (with APA references)
- What the framework aims to accomplish, its benefits, applicability (with examples), and limitations.
Academic integrity. In May 2008, Rutgers adopted a new Interim Academic Integrity Policy which includes a number of new provisions and clarifications. The new policy can be found at http://academicintegrity.rutgers.edu/integrity.shtml. Please review it carefully.

In writing papers avoid plagiarism by being very careful that it is clear to the instructor that your work is your own and not anyone else's. Among other things, this means writing up your own assignments and showing in detail where the materials you use in your papers come from. Be sure always to show source and page number (e.g., Giddens, 1992, p. 43, and then a list of references at the back of the paper). If you find yourself paraphrasing an author, include a footnote or some other reference to show the source of the material you are using, also citing source and page number. If you are doubtful about issues regarding plagiarism or scholastic dishonesty, please feel free to discuss them with the faculty. The consequences of scholastic dishonesty are very serious. An interactive lesson designed by the Rutgers University Libraries to teach students about avoiding infractions of academic integrity policies is available at http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html

Special accommodations. Any request for special accommodations must be made in writing provided with the Letter of Accommodations issued by the Coordinator of Services for Students with Disabilities. The University support services can be found at http://disabilityservices.rutgers.edu/request.htm. The Office of Disability Services can be reached at 732-932-2848 or dsoffice@rci.rutgers.edu
Dichotomies of Leadership Thinking Appendix – B. D. Ruben

1. **Discipline vs. Common Sense** – Is leadership a complex topic and an appropriate area for academic study? Or, is understanding leadership, and doing it well, essentially a matter of common sense? If the later, there is little value or justification for elevating it to the status of a field of study. Doing so would be analogous to creating a discipline/field of study focused on walking or talking. If the former, the disciplined study of discipline could advance our understand of the phenomenon and its practice.

2. **Natural vs. Learned** – Is leadership a natural capacity, an intuitive capability which some have and some don’t? If so, are leadership development or learning efforts essentially a waste of time? If, however, all leadership capacities are acquired and refined through experience, and anyone can anyone learn to be a leader—or a better leader—would leadership development activities will be beneficial for everyone?

3. **Theory vs. Practice** – Should leadership learning be focused on identifying abstract characterizations, representations or models of the phenomenon? Or, should the investigation of leadership center on world of practice, where leadership is manifest, where concepts come to life, and where professionals strive to translate their insights into practice?

4. **Science vs. Art** - Can leadership be studied systematically in a manner that will lead to valid and reliable description and explanation and the emergence of generalized concepts and theories? Can these ultimately be used for predicting and controlling leadership and leadership outcomes? Or, is leadership fundamentally an art form, idiosyncratic, a matter of personal expression, largely indescribable, largely unpredictable, and wholly uncontrollable?

5. **Context Specific vs. Context General** – Does the uniqueness of every organization, community, setting, sector or discipline mean that the nature of and requirements for leadership in each setting must also be unique? Or, are commonalities across organizations, communities, settings and sectors, such that general or universal concepts of leadership—and knowledge- and skill-sets of leaders—are cross-cutting and applicable across all social structures and circumstances. Considering an IT department, a department of history, or elementary school, are the requirements for leadership unique in each instance or universal and cross-cutting?

6. **Leadership vs. Management** – Is management—and the knowledge- and skill-set associated with the providing effective day-to-day supervision, guidance, coordination and oversight in an organizational setting—critical aspect of leadership? Or, is leadership about charisma, creativity, motivation to break new ground, moving in bold new directions, and therefore
distinct from, even antithetical to activities typically associated with management and the capabilities needed in managers?

7. **Content-Area Knowledge vs. Personal Skill** - Does leadership, first and foremost, require knowledge, subject-matter expertise, and experience about a specific domain or sector? Or, is leadership fundamentally about personal—listening and learning quickly, knowing how to work with others and building and and work in a team? (e.g., in presidential election discourse and debates, the focus is focused on the leader’s knowledge or policy position, seemingly suggesting that such knowledge is critical; seldom are questions asked about leadership skills, styles, approaches, philosophy.

8. **Transparent vs. Opaque** - Should leaders and leadership be open and transparent, candid with an agenda, free-flowing and fully disclosive in communication? Or, are secrecy, partial disclosure and indirection necessary characteristics of leadership.

9. **Authentic vs. Calculating** – Should leaders and leadership be about “being oneself,” “letting people see who you are” and what you believe and being candid about one’s fears, goals and boundaries/“red lines”? Or, is the concept of authenticity antithetical to leadership because it creates vulnerabilities, eliminates options and creates other problems. Rather than being transparent, is leadership about being calculating, cautious, managed, studied and manipulative rather than authentic. (e.g., President Obama: “No one will have to give up their present insurance, if they want to keep it”; officials committing to “withdraw military forces by the end of August 2014”; or negotiators revealing compromise points or final positions. Each can be seen as an instance of authentic leadership, and each creates some unwanted problems. Also, “pseudo-authenticity” can be used manipulatively).

10. **Planning vs. Execution** – Is leadership fundamentally about deliberation and the methodical development of plans? Or, is leadership ultimately defined not by planning but by implementation and execution? (e.g., the academic community is known for careful contemplation and committee deliberation, but is also often criticized for lack of timely and effective execution).

11. **Servant vs. Master** – Can leadership be meaningfully defined in terms of being a servant to others—to one’s followers? Or does “servant” imply subservience, and suggest a circumstance where all plans, directions and goals are set by followers, when in fact, the leadership expectations and practice require a mastery and forceful establishment of direction a chosen leader? (The aim of “servant leadership”—according to Robert Greenleaf—is to emphasize importance of service. This is a shift away, or a balancing of the view, that leadership is about oneself, which at an extreme, can lead to narcissistic views of leadership—Don Hambrick, Penn State)

12. **Incremental vs. Strategic** – Should leaders move cautiously and slowly, striving to make gradual changes with the goal of minimizing stress, disruption, and chaos? Or, does incremental change often fail to create an appropriate rate of change in response to changing conditions in the environment. Does it ultimately lead the organization, community, or community to lag in adaptation, and to critique or dismissal of the leader for a “failure of leadership.” (e.g., University of VA where there was firing of president, Teresa Sullivan (who was later reinstated) by Board for lack of strategic leadership judged to be necessary to bring about sufficient change. At NYU, on the other hand, there was strong
critique of president, John Sexton for “moving too” quickly without sufficient engagement and deliberation; and there are other examples like Detroit, where incremental leadership seemed wholly inadequate).

13. **Great Influence vs. Influence Often Overstated** – Do leaders play a central, pivotal role in bringing about organizational and community change? Or is the influence of leaders often overstated, romanticized and glamorized beyond what is demonstrable or evidenced (See Patricia Witherspoon; pp 5-6).

14. **Enactment vs. Empowerment** – Is leadership best conceptualized as a “do it yourself,” “the buck stops here,” “you are in charge” process through which goals are pursued and realized? Or, is leadership a process of working with and through others to achieve goals?

15. **Formal vs. Informal Leadership** – Does leadership refer only to situations in which someone with a formalized role, title or position guides, oversees or pursues goals? Or, is leadership a phenomenon that can occur without regard to formal roles or titles—a process of social influence formal and recognized—or not? (Related to “assigned” vs “emergent” as discussion in Ch. 1 in Northouse.

16. **Manage Down vs Managing Up** – Is the focus of leadership exercising guidance, control and direction “followers”—those in lesser or lower positions in an organizational structure? Or, is the task of guiding, controlling and directing those to whom one reports in an organizational also a critical component of leadership?

17. **Directing vs. Role Modeling** – Is leadership primarily about directing and guiding others in the desired direction? Or, is it more fundamentally about directing and guiding oneself—modeling the directions, behaviors, aspirations one has for others? (e.g., Gandhi said: “Be the change you want to see in the world”).

18. **Transaction vs. Transformational Concepts**: Is leadership about the guiding the exchange of goods, services and other resources in order to accomplish particular goals? Or, is it more fundamentally creating transformative or major changes within an organization or among one’s colleagues? (Transformational leadership concept attributed to James McGregor Burns).