Course Syllabi - Doctoral Classes
Fall 2013

Course syllabi included here:

2. Research Foundations (16:194:602)
3. Quantitative Methods (16:194:604)
4. Seminar in Information Studies (16:194:610)
5. Information Retrieval Theory (16:194:614)
6. Interpersonal Communication (16:194:620)
7. Organizational Communication Research (16:194:621) [Forthcoming]
8. Media Theory (16:194:631)
9. Media History (16:194:663)
11. Topics in Communication Processes II: Social Media (16:194:671)
12. Health Informatics (16:194:673) [Forthcoming]
13. Special Topics: Cyberethnography (16:194:696)

www.comminfo.rutgers.edu/phd/getIN

Last revised 3/30/14
16:194:601 Communication, Information and Media Theory
SC&I – Rutgers University

Fall 2013
Marija Dalbello, Susan Keith, Jennifer Theiss

Contact Information
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   Office hours: by appointment
Susan Keith susank@rutgers.edu, (848)-932-8703, 106 CIL
   Office hours: 1:30-3 p.m. Wednesdays, 12:30-1:30 p.m. Fridays and by appointment
Jennifer Theiss: jtheiss@rutgers.edu, (848)-932-8719, 207 CIL
   Office hours: 3-5 p.m. Mondays and by appointment

Class meets Wednesdays, 3:10-5:50 (HU-101 - College Ave.)

Course website and electronic list: http://sakai.rutgers.edu

Course Objectives
Students completing this course should be able to do the following:

• Describe the relevance of and linkages among communication, information and media scholarship to critical issues within contemporary social practice/thought and enduring issues in the social and human sciences
• Discuss theoretical, meta-theoretical, and other conceptual understandings of communication, information and media
• Articulate, in written and oral forms, ways in which their own research interests link to communication, information and media theories
• Identify and discuss tensions in key issues cutting across these topics based on discussions with faculty in each area of the Ph.D. program.

We aim to offer students an introduction to communication, information and media processes that will encourage reflection and identification of problems and areas of concentration students seek to address in their doctoral preparation. We additionally aim to address throughout concerns with the relationships among theory and research in the study of communication, information and media.
Organization of the Course
The course is organized into five multi-week sections. The first section is devoted to an introduction to the course and a three-week OVERVIEW that attempts to introduce relevant theories and metatheory that help frame communication, information and media concerns within the context of broader issues in the social and human sciences and to explore the linkages among the three areas of the program through discussion of interdisciplinarity.

The next three sections are each devoted to one of the three areas of the Ph.D. Program. The goal in these sessions is to introduce formative theoretical conceptualizations and issues in each of these areas. Theiss will lead the section on COMMUNICATION, Dalbello will lead the section on LIBRARY AND INFORMATION SCIENCE, and Keith will lead the section on MEDIA STUDIES. Readings for these sections will include articles available on the course Sakai site. Each class meeting will include an overview of the week’s topic, followed by class discussion of readings. Discussion questions may be posted online or in the form of handouts to help guide our conversations.

The final section of the course will be devoted to synthesizing our work to date as we integrate across areas and look for common threads and challenging differences. This SYNTHESIS section will also include two weeks of workshops in which students present drafts of their final projects and receive assistance from the class in developing them. The goal of the final project is for students to apply what they have learned in the course of the semester in order to link work from across areas to their own research.

In addition, three class meetings during the semester will be devoted to colloquia that will allow you to meet other faculty and hear them discuss topics that cut across program areas: 1) interdisciplinarity, 2) creative tensions within the fields; 3) the life of an academic; 4) professional development workshop.

Assignments
You will be asked to prepare and share a general statement of a research interest, complete three area papers (one for each of the three area-focused sections), write a final paper and make a presentation for the course as a whole. You are also expected to participate in class.

Area papers: These assignments will require you to synthesize and discuss the readings in each section, allowing you to become familiar with a range of theoretical approaches, giving you practice in extracting and summarizing key ideas, finding connections across readings, and comparing and contrasting a variety of theories. Additional details will be provided in class. Each of these papers will count for 15% of the final grade; thus all three will count for 45% of the final grade.

Final paper: The final paper will be a research proposal in which you will explore a topic of interest to you, situating it within appropriate theory, and design a study related to that topic. You will also address (at least six) course readings and their impact upon the development of your research interest. We will ask you to prepare a statement of research intent and preliminary bibliography, on which you will get feedback, due on September 25. A rough draft of this paper will be presented in workshop format to the class toward the end of the semester. More details will be available in class. The paper will count for 40% of the final grade. The research statement will be assessed at 5% of the final grade.
**Participation:** In addition to papers, students are expected to be active contributors to the discussions at each meeting. Students are expected to read the assigned readings prior to each class and be prepared to address critically each of these readings, offering their own research perspective in the discussion in class and during the colloquia.

Participation in discussion will account for **10% of the final grade**. This includes responding to discussion questions about course readings and responding to guided discussion in class. In general, people will be evaluated on their constructive verbal and (if requested) written contribution to discussion.
<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS / ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>Section 1: Overview</strong></td>
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</table>
| Week 1 – Sept. 4 | Introduction to Course and One Another  
Historical Foundations  
| Week 2 – Sept. 11 | Foundational Concepts  
**Readings:** Black (2006); Hjørland (2013); Carey (1975); Chaffee & Berger (1987); Watzlawick, Beavin & Jackson (1967); Williams (1997) |
| Week 3 – Sept. 18 | Colloquium: Interdisciplinarity  
**Readings:** Ruben (1985; 1993)  
Peer Review of Research Topics will precede the colloquium. |
| **Section 2: Communication**                           |                                                                                        |
| Week 4 – Sept. 25 | Communication I: Overview of the Field  
**Readings:** Craig (2005); Delia (1987); Various (2008; essays by: Hample, Roloff, Pfau, and Putnam); Various (1993; essays by: Beniger, Craig, Krippendorff, O’Keefe, and Shepherd)  
**Research Statement Due** |
| Week 5 – Oct. 2 | Communication II: Mapping the Field and Its Subareas  
**Readings:** Berger (2005); Cragan & Shields (1999); Noar (2006); Putnam & Krone (2006); Walther & Parks (2002) |
| Week 6 – Oct. 9 | Colloquium: Tensions and Controversies in the Field  
**COM area paper due** |
| **Section 3: Library and Information Science**          |                                                                                        |
| Week 7 – Oct. 16 | Library and Information Science I: Foundations  
**Readings:** Egan & Shera (1952); Fallis (2006); Frohmann (2008); Lund (2010); Ma (2012); Wiegand (1999) |
| Week 8 – Oct. 23 | Library and Information Science II: Basic Theoretical Approaches  
**Readings:** (optional reading) Capurro & Hjørland (2003); Belkin, Oddy &
<table>
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<tr>
<th>Week 9 – Oct. 30</th>
<th>Colloquium: The Life of an Academic</th>
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<tr>
<td><strong>Readings:</strong></td>
<td>selections as assigned (including <em>Chronicle of Higher Education</em>, <em>Academe</em> blogs); one academic life book of your choice</td>
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<tr>
<td><strong>LIS area paper due</strong></td>
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### Section 4: Media Studies

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<thead>
<tr>
<th>Week 10 – Nov. 6</th>
<th>Media Studies I: Foundational Works</th>
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<tbody>
<tr>
<td><strong>Readings:</strong></td>
<td>Fiske (2003); Horkheimer &amp; Adorno (1993); Schiller (1991); Shoemaker &amp; Reese (1996); Sreberny-Mohammadi (1996)</td>
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<tr>
<th>Week 11 – Nov. 13</th>
<th>Media Studies II: Contemporary Issues</th>
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<tr>
<td><strong>Readings:</strong></td>
<td>Andrejevich (2007); Balkin (2004); Gill (2007); Jenkins (2006); Very short (mostly two-page) essays: Banet-Weiser &amp; Gray (2009), Couldry (2009), McChesney (2009), Miller (2009), Zelizer (2009)</td>
</tr>
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</table>

### Section 5: Synthesis

<table>
<thead>
<tr>
<th>Week 12 – Nov. 20</th>
<th>Synthesis: Pulling Areas and Issues Together</th>
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<tr>
<td><strong>MS area paper due</strong></td>
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Thanksgiving week – no classes

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<tr>
<th>Week 13 – Dec. 4</th>
<th>Professional Development Workshop</th>
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<tr>
<td>Week 14 – Dec. 11</td>
<td>Presentations of final papers</td>
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<tr>
<td>Week 15 – Dec. 18</td>
<td>Presentations of final papers</td>
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<tr>
<td><strong>Final Paper Due by Dec. 20</strong></td>
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Paper Formatting
All papers are to be submitted according to the format specified in the *Style Manual of the American Psychological Association* (6th ed.), also available at [http://www.apastyle.org](http://www.apastyle.org). 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). RU Libraries provide online access to the *APA Style Guide to Electronic References*, at: [http://libguides.rutgers.edu/writing](http://libguides.rutgers.edu/writing).

Papers are expected to be in grammatically, syntactically and lexically correct English. Of course, all papers should be proofread and well cited. All papers must be word-processed and delivered as a Word (or compatible) file. Use 12-point type, double space, and 1” margins on all sides of the paper. For the papers, we would be happy to discuss your ideas—but we cannot evaluate your papers in advance.

The three area-based papers are to be submitted no later than one week after that section ends (by the start of class the following week), unless otherwise noted.

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](http://academicintegrity.rutgers.edu). You may also wish to consult Graduate School-New Brunswick brochures at [http://academicintegrity.rutgers.edu/document-library](http://academicintegrity.rutgers.edu/document-library). You will be required to attend an academic integrity workshop organized by the PhD Program each semester.

Students with Disabilities
We wish to fully include persons with disabilities in this course. Rutgers University encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of disability-related accommodation in this course, please tell one of the instructors as soon as possible and/or contact the Office of Disability Services – further information at: [http://disabilityservices.rutgers.edu](http://disabilityservices.rutgers.edu). We will keep this information confidential.
List of Course Readings

(N.B. Instructors or invited speakers may add readings for some sections, and we may (sparingly) update or adjust some readings, with at least a week’s notice.


RESEARCH FOUNDATIONS
16:194:602
Fall 2013

Instructor: Ross J Todd
Associate Professor, LIS PhD Area Coordinator
Office: HU-201, Huntington House, 184 College Avenue
Wednesdays 3.30 pm – 5.30 pm
Contact: Email: rtodd@rutgers.edu
Tel: Tel: 848 932 7602, Fax: 732 932 6916
Course Website: Learning materials are available at:
http://onlinelearning.rutgers.edu/ecollege

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COURSE DESCRIPTION

Concepts, methods and practices of social science research in relation to communication, information and media scholarship.

COURSE OVERVIEW

The course explores the foundations and nature of inquiry in social scientific scholarship as relevant to research of communication, information, and media as conducted at SC&I. Reference to social science scholarship as the focus of inquiry considered in this course should not be read in a narrow sense but rather as shorthand. That is to say, science is here to be understood as the application of systematic, evidence based methods for the development of knowledge claims, including historical, interpretive, critical, and hermeneutic approaches to inquiry, commonly associated with scholarship in the humanities.

Throughout, attention will be paid to the context in which traditions of inquiry have been shaped and shifted within and across relevant constituent disciplines and fields of study within the modern research university. Disciplines and fields of study will be viewed as activities, what researchers do, as method, by what abstract means they carry out their activities to make and refute claims about communication, information and media, and as theory, what assumptions underlie the general statements researchers within a given field strive to make about the phenomena of interest to the field. The course also examines the hallmarks of scholarly conventions and professional conduct. The focus here is on responsibilities, expectations and standards of accountability that apply to the profession of knowledge and practice of inquiry.

INSTRUCTIONAL OBJECTIVES

1. Introduce students to foundational developments and aspects of scholarly research in the social sciences, including considerations of:
   - traditions of inquiry and underpinning assumptions;
   - subject matter and research problems;
   - modes of explanation;
   - methodological and analytic practices and approaches, including evidence-based methods;
   - basic debates; and
   - key turning points or paradigm shifts of general relevance.

2. Link discussion and readings of research foundations to SC&I research of communication, information, and media problems, processes, and institutions.
3. Expose students to faculty and their research across at least two areas of study in the SC&I doctoral program.

4. Familiarize students with:
   - Conventions of scholarly practice,
   - Standards of academic integrity, and
   - Responsible, ethical conduct of research.

**LEARNING OBJECTIVES**

1. Understanding and ability to critically evaluate scholarly literature from across a range of fields within the social sciences and humanities as demonstrated through written assignments, in-class discussion, and midterm essay examination;

2. Ability to compare and contrast the differing phenomena, modes of explanation, approaches to research, and key debates covered in readings as demonstrated through written assignments, in-class discussions, and midterm essay examination;

3. Familiarity with the scope of research problems investigation and approaches to inquiry employed by SC&I doctoral faculty and students based in-class discussion, and focused familiarity with the research of three members of the SC&I doctoral faculty through independent readings, meetings with these faculty, as demonstrated through poster presentation at the end of term;

4. Familiarity with differing stylistic conventions of scholarship and competence in the use of APA stylistic conventions as demonstrated through accurate application in written work;

5. Clear understanding of the Rutgers University Academic Integrity Policy (and its relevance to scholarly conduct generally) through actions that are consistent with this policy;

6. Knowledge of responsible and ethical research conduct as demonstrated through the successful completion of the Human Subjects Certification.
COURSE CALENDAR AND SCHEDULE OF TOPICS

Sept 4  INTRODUCTION
   Course Overview
   Academic Order
   Explanation and Knowing
   Methodologic Approaches
   Basic Debates

Sept 11  LANGUAGE, COGNITION & KNOWING—Scholarship Reviewed
   Readings:  Chomsky (1959)
              Hammersley (2011) Ch. 1
              Wilson (1983)
              Krathwohl Chs. 1-3:
                 Ch. 1, Two Research Approaches ...
                 Ch. 2, The Variety of Research Methods
                 Ch. 3, From Findings to Knowledge

Sept 18  EXPLANATION & WORLDVIEWS—Rules, Reasoning, and Claims
   Readings:  D'Andrade (1986)
              Toulmin (1974)
              Harding (1987)
              Krathwohl Chs. 4,7-8:
                 Ch. 4, The Research Chain of Reasoning
                 Ch. 7, Causal Inference and Internal Integrity
                 Ch. 8, Sampling, Representation and External Generality

Sept 25  COGNITION & KNOWLEDGE RECONSIDERED—The Research Problem
   Readings:  Miller (1956)
              Bruner (1990) chs. 1, 3
              Krathwohl Chs. 5-6:
                 Ch. 5, Creating Research Problems
                 Ch. 6, Finding Links to Past Research

Oct 2    SOCIAL FACTS, SYMBOLIC INTERACTION, INTERACTION ORDER
   Macro Influences-Micro Systems
   Readings:  Durkheim (1897)
              Blumer (1967)
              Goffman (1983)
              Krathwohl Ch 24: Survey Research and Questionnaires

Oct 9    CULTURAL UNDERSTANDING & INTERPRETATION
   Readings:  Malinowski (1922)
              Geertz (1973)
Krathwohl Chs 12, 14:
Ch. 12, Qualitative Research Methods
Ch. 14, Interviewing

Oct 16  DISCUSSION OF READINGS TO DATE: Core Ideas, Challenges, Choices

Oct 23  Class Exam

Oct 30  LANGUAGE & TEXT
Readings:  Saussure (1969)
           Ricoeur (1990)
           Krathwohl Ch 15, Qualitative Data Analysis

Nov 6   CRITICAL PERSPECTIVE
Readings:  Jay (1974)
           Thompson (1967)
           Hartsock (1987)
           Krathwohl Ch. 25, Historical research

Nov 13  No Class: Scholar Investigation

Nov 20  DATA, MEASUREMENT & VALIDATION
Readings:  Campbell & Fiske (1959)
           Krathwohl Chs. 17, 19-21
           Ch. 17, The Numeric Description of Data
           Ch. 19, The Logic of Inferential Statistics
           Ch. 20, Common Inferential Statistics and Examples
           Ch. 21, Experimentation and Experimental Design

Nov 27  Thanksgiving

Dec 4   CLASS PRESENTATIONS

Dec 11  CLASS PRESENTATIONS

Dec 18  CLASS PRESENTATIONS
COURSE REQUIREMENTS, ASSIGNMENTS, AND METHODS OF ASSESSMENT

Requirements and Assignments:
1. Actively participate in the discussion of readings assigned each week. This means that assigned readings must be read in advance of each weekly seminar, with the added expectation that students will research unfamiliar ideas and concepts encountered in reading.

2. In-class mid-term essay examination scheduled October 23rd, 2013. You will be asked to answer a question that will explore your understanding of historical and contemporary foundations and issues surrounding social science research. The exam will be based on the readings, class discussions and class activities. It will aim to assess comprehension, application and synthesis of ideas, concepts and other matters addressed in the course. The exam will take place during the regular scheduled meeting session.

3. Weekly Journal. This involves the preparation of a brief summary of a key reading in terms of disciplinary focus, as well as a critique of the foundational argument, concepts, approach(es) to research, phenomena of interest, approach to explanation, and added issues relevant to understanding the research process as expressed in the reading. You are encouraged to research the author of assigned reading, the subject matter of that reading, and literature referenced in the reading to help you with the critique. Use the Journal function of the course eCollege site to post your journal entries.

4. Development of a final poster presentation of research perspectives and orientations of three different SC&I faculty members (including representatives of at least two areas of study). The assignments requires that you minimally read at least one publication by each of the three faculty members you identify and meet with each one to learn more about their program of research. We will discuss in more detail how to approach this assignment. By November 20th you should have identified “your” three faculty. I will provide guidelines that will direct your inquiry.

5. Knowledge of the latest edition of the APA Style Manual and use of APA Style in the preparation of all written work in this course. This is the preferred style for the Rutgers doctoral dissertation, and therefore you should become familiar with its conventions.

6. Successful completion of the Human Subjects Certification. Please follow the pointers at the Rutgers Office of Sponsored Research, (http://orsp.rutgers.edu; more specifically: http://orsp.rutgers.edu/content/human-subjects-certification-program. Your certification remains valid for life. This certification is essential for your doctoral program.
Evaluation Components:
The course includes four evaluated components. Shown below are the specific components and the weight assigned to each. Each component will be assigned a letter grade according to a modified version of the Rutgers Grading Scale for graduate students.

<table>
<thead>
<tr>
<th>Component</th>
<th>%Final Grade</th>
</tr>
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<tbody>
<tr>
<td>Journals: Critical Readings</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-Term In-Class Essay Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Class Presentation and paper</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
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</tbody>
</table>

100%

Grading Scale:
The following scale identifies grades (and respective criteria for each grade) used for final course grades for Rutgers graduate courses. [NOTE: The scale does not include minus grades and no grade of A+. However, for the purpose of grading the individual components evaluated in this course, minus grades and the grade of A+ will be incorporated into the scale.]

- A  Superior work of the highest standard
- B+ Very good work
- B  Good work
- C+ Minimum standard work
- C  Work barely meeting the minimum standard
- F  Wholly inadequate work
- IN Incomplete

NOTE: In addition to the components of this course evaluated for the determination of the final course grade students must complete the Human Subjects Certification to receive a grade in this class. I ask that you complete the certification as soon as possible.

Incomplete grades are strongly discouraged and will only be giving in the case of extraordinary circumstances. If for whatever reason you find yourself missing class repeatedly and falling behind in your work I encourage you to seriously consider the option of withdrawing from the course.
COURSE READINGS

The course includes two complementary sets of readings: 1) chapters included in the survey textbook required for this course, and 2) primary texts, all available through the course website. It is these primary texts that will provide the focus of our weekly discussions.

The textbook provides a very fine survey of the research process and varied research perspectives for purposes of introduction and overview. And it provides an especially valuable reference tool that you will find useful throughout your time in the program. We will not systematically discuss the assigned textbook readings in depth, but rather refer to concepts and issues they raise in relation to the primary readings assigned.

Required Text:


You should buy a copy of the book itself, through amazon, ebay, or a student willing to part with it.

Required Readings will be available through eCollege Course Website:

NOTE: Unless noted as otherwise, PDF files are identified by author name as are weekly assigned readings listed in the course calendar.


Shweder (Eds.), *Metatheory in social science: Pluralisms and subjectivities* (pp. 19-41). Chicago: University of Chicago Press.


**Additional Readings:**


**COURSE POLICIES RELATED TO ATTENDANCE, CONDUCT, & ACADEMIC INTEGRITY**

**Attendance:**
Students should make every effort to attend each of the weekly meetings in this course. If you are not able to attend one of the class meetings, please note that this course adheres to the following University policy regulating attendance.

"It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) 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 shall 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. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule."

For any absence, please notify me by using the absence reporting system: [https://sims.rutgers.edu/ssra](https://sims.rutgers.edu/ssra) for any reason other than religious observance.

**Rules of Conduct:**
Students are expected to conduct themselves with courtesy in a manner respectful of fellow students and instructors during course lectures and discussions.

All mobile phones, other mobile devices, MP3 players, and the like should be turned off and remain off during each weekly seminar meetings.

**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 or list of references at the end of the paper.

- Do not look over at the exams of others or use electronic equipment 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.

It is important that all students are familiar with and abide by Rutgers’ academic integrity policy: http://academicintegrity.rutgers.edu/policy-on-academic-integrity

**STUDENT ACADEMIC RESOURCES**

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

Students seeking help with the content of this course should contact the course advisor either during office hours, or make a separate appointment.

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

**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 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 information and in helping you to develop your information literacy skills, especially for electronic searching. The website is:
http://wwwlibraries.rutgers.edu/ Take the time to explore useful tools such as LibGuides and Refworks

Gene Springs, Business Information Services Librarian, is the Library Liaison representative for the LIS. His email is gsprings@rulmail.rutgers.edu, and his telephone at the Rutgers Library is 848-445-3615. Jane Sloan is the Library Liaison representative for the Journalism and Media studies. Her email is: jsloan@rulmail.rutgers.edu and her telephone at the Rutgers Library is 848-932-5037. Eileen Stec is the Library Liaison representative for the Communication. Her email is: estec@rulmail.rutgers.edu and her telephone at the Rutgers Library is 848-932-5009.

lyndaCampus Online Training Library
lyndaCampus is a school-wide version of lynda.com, an online training library of over 80,000 video-based tutorials on over 1400 software titles. lyndaCampus is available for students registered in SC&I courses and can be used to learn software, programming skills, video techniques, etc. Titles include: all of MS Office (Word, Excel, PowerPoint, Access, etc.), all of Adobe CS5 & CS6 (DreamWeaver, Photoshop, Illustrator, InDesign, Flash, etc.), Fundamentals of Video, iMovie, Social Media Marketing, Twitter, SPSS, Google Docs, HTML5, CSS, MySQL, PHP, Python, C/C++/C#, WordPress, etc. Students can watch the videos, follow along with exercise files, and even print a certificate of completion upon completion of a course. For more information and access instructions, please see http://lynda.cominfo.rutgers.edu. For any difficulties accessing the content of lynda.com please contact SC&I IT Services at help@comminfo.rutgers.edu

School of Communication & Information
A great deal of information is available on the SC&I website:
http://comminfo.rutgers.edu/

For help with technology problems, contact the SC&I IT Services: Room 120, or email: help@SC&I.rutgers.edu
16:194:604
Quantitative Research Methods

Fall 2013
Wednesdays, 3:10–5:50pm
Rooms: CIL-201 (Lecture) and CIL-222 (Lab)

Instructor: Dr. Itzhak Yanovitzky
Email: itzhak@rutgers.edu
Please allow a 24-hour turnaround on email correspondence
Office Hours: Wednesday 2:00-3:00pm or by appointment
Course Website: eCollege (https://ecollege.rutgers.edu)

Course Description

The course is intended to provide students solid grounding in the logic and practice of quantitative methodology in social scientific research. It assumes basic knowledge of research methodology and focuses almost exclusively on data analytical skills that are frequently employed by social scientists. Class meetings encourage critical thinking about the proper use (as well as the potential misuse) of common statistical tools. The lab portion of the course engages students with structured data analysis exercises using IBM SPSS. Students work independently outside of class to complete a series of individual assignments and a final paper which is modeled after a manuscript submitted for consideration for publication in a peer-reviewed journal.

eCollege Course Management System:

This course’s website can be accessed at http://onlinelearning.rutgers.edu/ecollege-student-login starting the first day of class. You will need your Rutgers NetID username and password to log into the eCollege course management system. Students having login problems or needing technical assistance can contact the eCollege Help Desk by phone at 877-778-8437 (24 hours a day, 7 days a week) or by email at help@ecollege.rutgers.edu.

Course Learning Objectives

At the end of this course, students will be able to:

1. Demonstrate basic and advanced understanding of the logic underlying quantitative research methodology.
2. Evaluate and critique studies that employ quantitative research methodology.
3. Design a quantitative research study and conduct multivariate statistical analysis.
4. Prepare a manuscript for possible publication and/or conference presentation that uses quantitative data analysis.
**Required Texts** (available through the Rutgers Bookstore)


**Additional Required Readings** (see course website for PDF copies)


Method of Assessment and Grading

Students’ performance and progress in this course will be assessed against the course learning objectives using multiple methods of assessment. The table below summarizes the methods of assessment and the relative weight of each assessment method in the student’s final grade.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussion Board Commentaries (8 commentaries, 1 page each + responses to two commentaries posted by classmates).</td>
<td>15%</td>
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<tr>
<td>Data Analysis Exercises (4 exercises, 4-5 pages each + attached SPSS output).</td>
<td>40%</td>
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<tr>
<td>Peer-Review Critique (review and critique of a published quantitative study, 4-5 pages).</td>
<td>10%</td>
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<tr>
<td>Quantitative Research Paper (individual research project; 15-20 pages, APA style)</td>
<td>35%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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Grading Scale

A student’s final grade in this class is a function of the number of points (up to a possible total of 100 points) that the student accumulates for each assignment. Students are graded solely on the quality of their work – not on how they compare to their peers. The final grade in the course (and only the final grade) will be a letter grade. Rutgers allows the following standard grades at the graduate level: A, B+, B, C+, C, and F. An F is used for failing work or for a student who has stopped attending class without formally withdrawing. Letter grades are assigned based on the total number of points a student accumulates in class (with any part of a point rounded up) and using the following scale:

- A (Outstanding Performance) 93-100 Points
- B+ (Competent Performance) 88-92 Points
- B (Solid Performance) 83-87 Points
- C+ (Average Performance) 78-82 Points
- C (Satisfactory Performance) 70-77 Points
- F (Failing, Inadequate Performance) 0-69 Points

Key Assignments

**Discussion Board Commentaries (15% total):** Eight (8) times during the semester (see course schedule for specific dates) students will be required to formulate and share a discussion board commentary (no more than 1 page) in response to a question or an item (e.g., news article, video, etc.) related to a general topic of relevance to the course. Each student will also be required to post a response to commentaries posted by at least two different students. A description of each discussion board commentary assignment will be found on the course eCollege website. Discussion boards will be graded based on the Discussion Board Rubric, which can also be found on the course website.

**Data Analysis Exercises (40% total):** Students will complete a series of four (4) short data analysis exercises using a dataset provided by the instructor. The exercises require the use of the statistical analysis package IBM SPSS and are designed to assess students’ data analysis competences. A detailed description of each exercise will be made available to students in separate documents via the course website. Complete exercises
are to be submitted using the Dropbox tool in the course eCollege website by the due date and time (see course schedule).

**Peer-Review Critique (10% total):** Students will be asked to evaluate and critique a quantitative peer-reviewed journal article selected by the instructor. All students will critique the same article. The critique should focus on the quality of the research plan and methodology, the rigor of the data analysis procedure, and the adequacy of the conclusions drawn based on the findings. It should be 4-5 double-spaced pages in length and organized around the major sections of the article (theorizing/conceptualization, hypotheses, sampling, data collection and measures, data analysis approach, and conclusion). Specific instructions and guidelines will be provided in a separate document that will be available on the course website. This assignment is to be submitted using the Dropbox tool in the course eCollege website by the due date and time (see course schedule) and will be graded using the **Peer-Review Critique Rubric**, which can be found on the course website.

**Final Research Paper (35% total):** The final paper in this class (15-20 pages) will be an original data-based research paper of the type typically submitted for publication in a scholarly journal and/or for presentation at a scientific conference. Students are welcome to utilize quantitative data (primary or secondary) they have access to, providing that the data are collected (students will not be permitted to collect data in this course). Otherwise, they will work together with the instructor to identify an appropriate data source. Each paper must follow APA Style (6th ed.) format (structure and citations) and will be graded based on the **Research Paper Rubric**, which can be found on the course website. Specific instructions, guidelines and resources for this assignment will be provided in a separate document and posted to the course website. Complete papers are to be submitted using the Dropbox tool in the course eCollege website by the due date and time (see course schedule).

**Organization of the Course**

This course runs for 15 consecutive weeks and is composed of the following segments:

- Week 1: Course Introduction.
- Weeks 2-3: Theory-Based Data Analysis.
- Weeks 4-6: Hypotheses Testing With Experimental Data.
- Weeks 7-8: Hypotheses Testing With Observational Data.
- Weeks 12-13: Scale Development and Analysis (Factor Analysis).
- Week 14: Categorical Data Analysis.
- Week 15: Missing Data.

**Course Schedule**

The table below outlines the tentative course schedule, including the due dates and times of all assignments.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>ROOM / TIME</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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</thead>
</table>
| 1    | Wed. 9/4/2013 CI-201 3:10 – 5:50 pm | Quantitative data analysis: Fundamental concepts, ideas and challenges | **Readings:**
  - Ch. 1-2 in *Field* text.
  - Yanovitzky & Greene (2009)

**Discussion Board Commentary:** initial posting due by Monday, 9/2/13, at 11:59 p.m., EST; replies due by Tuesday, 9/3/13, at 11:59 p.m., EST.
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<tr>
<th>WEEK</th>
<th>ROOM / TIME</th>
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<th>READINGS &amp; ASSIGNMENTS</th>
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</table>
| 2    | Wed. 9/11/2013 | Theory-based data analysis  | **Readings:**  
• Ch. 1-2 in *Aneshensel* text.  
• Stinchcombe (1968).  
• Ch. 5 in *Field* text.  
**Discussion Board Commentary:** initial posting due by Monday, 9/9/13, at 11:59 p.m., EST; replies due by Tuesday, 9/10/13, at 11:59 p.m., EST. |
|      | CI-201 3:10 – 4:20 pm | Detecting and removing bias in a dataset  |  |
|      | CI-222 (Lab) 4:30 – 5:50 pm |  |  |
| 3    | Wed. 9/18/2013 | Research design & data analysis strategy  | **Readings:**  
• Ch. 3-4 in *Aneshensel* text.  
• Ch. 4 & 7 in *Field* text.  
**Data Analysis Exercise 1:** due by Sunday, 9/22/13, at 11:59 p.m., EST. |
|      | CI-201 3:10 – 4:20 pm |  |  |
|      | CI-222 (Lab) 4:30 – 5:50 pm | Univariate and bivariate data analysis  |  |
| 4    | Wed. 9/25/2013 | Parametric and non-parametric tests  | **Readings:**  
• Ch. 6 & 9 in *Field* text.  
**Discussion Board Commentary:** initial posting due by Monday, 9/23/13, at 11:59 p.m., EST; replies due by Tuesday, 9/24/13, at 11:59 p.m., EST.  
**Final Paper Proposal:** due by Sunday, 9/29/13, at 11:59 p.m., EST. |
|      | CI-201 3:10 – 4:20 pm | t-test; chi-square test; Mann-Whitney test; Wilcoxon test; Friedman’s ANOVA  |  |
|      | CI-222 (Lab) 4:30 – 5:50 pm |  |  |
| 5    | Wed. 10/2/2013 | Analysis of variance and covariance  | **Readings:**  
• Ch. 11-13 in *Field* text.  
**Discussion Board Commentary:** initial posting due by Monday, 9/30/13, at 11:59 p.m., EST; replies due by Tuesday, 10/1/13, at 11:59 p.m., EST. |
|      | CI-201 3:10 – 4:20 pm | ANOVA; ANCOVA; factorial ANOVA  |  |
|      | CI-222 (Lab) 4:30 – 5:50 pm |  |  |
| 6    | Wed. 10/9/2013 | Repeated-measures and multivariate analysis of variance and covariance  | **Readings:**  
• Ch. 14-16 in *Field* text.  
**Data Analysis Exercise 2:** due by Sunday, 10/13/13, at 11:59 p.m., EST. |
|      | CI-201 3:10 – 4:20 pm | Repeated-measures ANOVA; MANOVA; MANCOVA; mixed design ANOVA  |  |
|      | CI-222 (Lab) 4:30 – 5:50 pm |  |  |
| 7    | Wed. 10/16/2013 | Regression analysis  | **Readings:**  
• Ch. 5-8 in *Aneshensel* text.  
• Ch. 8 in *Field* text.  
**Discussion Board Commentary:** initial posting due by Monday, 10/14/13, at 11:59 p.m., EST; replies due by Tuesday, 10/15/13, at 11:59 p.m., EST. |
<p>|      | CI-201 3:10 – 4:20 pm | Correlation analysis; simple regression; multiple regression  |  |
|      | CI-222 (Lab) 4:30 – 5:50 pm |  |  |</p>
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<tr>
<th>WEEK</th>
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<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tr>
<td>8</td>
<td>Wed. 10/23/2013</td>
<td>Logistic regression analysis</td>
<td><strong>Readings:</strong></td>
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<td></td>
<td>CI-201 3:10 – 4:20 pm</td>
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<td>• Ch. 12 in <em>Aneshensel</em> text.</td>
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<td></td>
<td>CI-222 (Lab) 4:30 – 5:50 pm</td>
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<td>• Ch. 19 in <em>Field</em> text.</td>
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<td><em>(Optional) Data Analysis Plan for Final Paper:</em></td>
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<td>due by Sunday, 10/27/13, at 11:59 p.m., EST.</td>
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<td>9</td>
<td>Wed. 10/30/2013</td>
<td>Mediation and moderation analysis</td>
<td><strong>Readings:</strong></td>
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<td></td>
<td>CI-201 3:10 – 4:20 pm</td>
<td></td>
<td>• Ch. 9-11 in <em>Aneshensel</em> text.</td>
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<td></td>
<td>CI-222 (Lab) 4:30 – 5:50 pm</td>
<td></td>
<td>• Hayes (2009).</td>
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<td>• Ch. 10 in <em>Field</em> text.</td>
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<td><strong>Data Analysis Exercise 3:</strong> due by Sunday, 11/3/13, at 11:59 p.m., EST.</td>
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<td>10</td>
<td>Wed. 11/6/2013</td>
<td>Multilevel linear models.</td>
<td><strong>Readings:</strong></td>
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<td>CI-222 (Lab) 4:30 – 5:50 pm</td>
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<td>• Ch. 20 in <em>Field</em> text.</td>
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<td>2-stage least squares regression (basic HLM)</td>
<td><strong>Discussion Board Commentary:</strong> initial posting</td>
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<td>due by Monday, 11/4/13, at 11:59 p.m., EST; replies due by Tuesday, 11/5/13, at 11:59 p.m., EST.</td>
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<tr>
<td>11</td>
<td>Wed. 11/13/2013</td>
<td>Longitudinal linear models</td>
<td><strong>Readings:</strong></td>
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<td></td>
<td>CI-201 3:10 – 4:20 pm</td>
<td></td>
<td>• Singer &amp; Willett (2003).</td>
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<td></td>
<td>CI-222 (Lab) 4:30 – 5:50 pm</td>
<td></td>
<td>• Yanovitzky &amp; Van Lear (2008).</td>
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<td>GEE; time-series analysis</td>
<td><strong>Data Analysis Exercise 4:</strong> due by Sunday, 11/17/13, at 11:59 p.m., EST.</td>
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<tr>
<td>12</td>
<td>Wed. 11/20/2013</td>
<td>Exploratory factor analysis</td>
<td><strong>Readings:</strong></td>
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<td></td>
<td>CI-201 3:10 – 4:20 pm</td>
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<td>• Ch. 17 in <em>Field</em> text.</td>
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<td>CI-222 (Lab) 4:30 – 5:50 pm</td>
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<td><strong>Discussion Board Commentary:</strong> initial posting</td>
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<td>Principle component analysis; factor analysis</td>
<td>due by Monday, 11/18/13, at 11:59 p.m., EST; replies due by Tuesday, 11/19/13, at 11:59 p.m., EST.</td>
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<tr>
<td>13</td>
<td>Wed. 12/4/2013</td>
<td>Confirmatory factor analysis</td>
<td><strong>Readings:</strong></td>
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<td></td>
<td>CI-201 3:10 – 4:20 pm</td>
<td></td>
<td>• Kline (2013).</td>
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<td></td>
<td>CI-222 (Lab) 4:30 – 5:50 pm</td>
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<td>• Reinard (2006).</td>
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<td>CFA (SEM approach)</td>
<td><strong>Peer-Review Critique:</strong> due by Sunday, 12/8/13, at 11:59 p.m., EST.</td>
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11/25 – 12/1/2013  
***THANKSGIVING HOLIDAY WEEK – NO CLASS MEETING***
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<th>WEEK</th>
<th>ROOM / TIME</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<td>14</td>
<td>Wed. 12/11/2013</td>
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<td></td>
<td>CI-201</td>
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<td>3:10 – 4:20 pm</td>
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<td>CI-222 (Lab)</td>
<td>4:30 – 5:50 pm</td>
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<td>Categorical Data Analysis</td>
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<td>Chi-square test; Loglinear analysis</td>
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<td>Readings:</td>
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<td></td>
<td>• Ch. 18 in Field text.</td>
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<td>Discussion Board Commentary: initial posting due by Monday, 12/10/13, at 11:59 p.m., EST; replies due by Tuesday, 12/11/13, at 11:59 p.m., EST.</td>
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<td>15</td>
<td>Wed. 12/18/2013</td>
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<td>CI-201</td>
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<td>3:10 – 4:20 pm</td>
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<td>CI-222 (Lab)</td>
<td>4:30 – 5:50 pm</td>
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<td>Missing values</td>
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<td></td>
<td>Missing value analysis</td>
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<td>Readings:</td>
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<td></td>
<td>• Harel et al. (2008).</td>
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<td></td>
<td>• Graham (2012).</td>
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<td>Final Research Paper: due by Sunday, 12/22/13, at 11:59 p.m., EST.</td>
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**Late Policies:**

Unless otherwise noted, all written assignments, discussion boards and data analysis exercises are due at the time and dates listed in the syllabus. If you experience an unavoidable personal situation that prevents you from completing work on time, please inform the instructor prior to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or a failing grade, depending on the assignment. Additional information on late policies can be found on the course website as well as in the grading rubrics used in this course.

**Library and Online Resources:**

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. As you research your project and papers, you are particularly encouraged to make use of the following RU Libraries’ resources:

- Data Services Guide ([http://libguides.rutgers.edu/data](http://libguides.rutgers.edu/data))
- Communication Research Guide ([http://libguides.rutgers.edu/comm](http://libguides.rutgers.edu/comm))
- APA Style Research Guide ([http://libguides.rutgers.edu/learningapa](http://libguides.rutgers.edu/learningapa))

Links to additional course-related resources are available to students on the course website.

**Academic Integrity:**

The consequences of scholastic dishonesty are very serious. Rutgers’ academic integrity policy is at [http://academicintegrity.rutgers.edu](http://academicintegrity.rutgers.edu). An overview of this policy may be found at [http://academicintegrity.rutgers.edu/students.shtml](http://academicintegrity.rutgers.edu/students.shtml).

**Serving Students with Disabilities:**

Students with documented disabilities who wish accommodations in this class must do so through the Rutgers Disabilities Services Office ([http://disabilityservices.rutgers.edu](http://disabilityservices.rutgers.edu/)). Students who develop disabling medical problems or other issues during the semester that affect their ability to complete coursework should request advising from the Director of the SC&I Doctoral Program.
SEMINAR IN INFORMATION STUDIES
[16:194:610]

Fall 2013

Course Syllabus

Nina Wacholder
Office: 307 SC&I
Email: ninwac@rutgers.edu (Preferred contact method)
Phone: 842-932-8784

Course web site on eCollege: http://rutgersonline.net

1 Description
Critical examination of the evolution of library and information science. Problems addressed over time. Approaches, methods and trends in research. Disciplinary and interdisciplinary relationships. Seminal authors and works.

2 Instructional Objectives
The goals are to provide the students with:
- an understanding of the evolution, structure, nature and environment of library and information science;
- an ability for critical analysis of works and trends in library and information science; and a basis for choosing and/or evaluating their own research.

3 Learning Objectives
After successfully completing this course, students will be able to:
- identify and discuss and the social, political and technological factors and critical events that affected the evolution of library and information science;
- provide a perspective on the phenomena and processes of interest to library and information science;
- outline the problems and issues addressed over time and contemporarily in research, stressing the approaches, theoretical frameworks and models, and methods used;
- discern the contemporary structures, and identify disciplinary and interdisciplinary relationships of library and information science;
• identify and analyze seminal works and authors within library and information science and related fields that had a significant impact on research and professional practice; and,
• critically analyze the current state-of-the-art of research in some specific area of library and information science.

4 Course Organization and Requirements
This course follows a seminar model, which means it depends crucially upon active student participation. Below, the components of the course, including those on which you will be graded, are discussed.

Discussion: Each week, we will discuss a set of readings associated with that week’s topic. All students are expected to be active participants in this discussion.

Lectures: Each week, following the discussion, a colleague or I will give an introduction to the following week’s topic.

Required and selected readings and reviews: For each week’s topic there will be assigned several required readings. In addition, for each topic students shall select one additional reading of their own choice either from the Bibliography or from the literature in general. For each topic students will prepare a short (i.e. 2-5 pages, 1.15-spaced, one-inch margins, Times New Roman 12-point) critical review of the readings. The goal of the reviews is not only for students to reinforce learning the content of the reading by writing, but even more so to critically evaluate and/or relate the content (or part thereof) to their own contexts, experiences, and other readings and learning. Reviews are not intended to be mere abstracts. In other words, think about the readings, assess the major theme(s), and provide your own interpretations and thoughts beyond a mere abstract. The emphasis in the summary is not merely on recapitulation of the contents of the readings; they should be critically evaluated and compared/related to one another. Higher grades in reviews relate to the extent to which contents are critically evaluated and among which relations are drawn, and not to mere repetitions of contents.

The reviews are to be submitted online in the appropriate dropbox on eCompanion no later than midnight of the Wednesday prior to the class meeting for that topic. The reviews must include the student’s name, the course number, the title of that week’s topic, and the date of submission. Please use current APA style of citation and references. This means, in particular, a “References” section with full and complete references for all readings that are cited in the text. Acceptable formats for submission are pdf, MSWord and OpenOffice. The weekly reports may use ‘cited by’ but for the final paper you must check the resource that has been cited yourself, so that you can be sure that the citation is accurate. If the original resources is genuinely unavailable, ‘cited by’ may be acceptable.

Leading the presentation: Each student will be assigned to lead the presentation and discussion of two topics (depending on the size of the class). You should plan on 60-75 minutes of presentation and discussion time. The discussion period should cover both the assigned readings, and the additional readings selected by the presenter.
**Term paper:** Each student shall select a research topic or issue of current concern in LIS for an in-depth, critical, scholarly review of the state-of-the-art of that topic, prepared as for submission to a journal. Each student is encouraged in thinking of submitting this paper to a journal of his or her choice; thus the style of that journal should be followed. The syllabus and readings can serve as a guide in selection of topic to be covered; some of the papers read and summarized are such critical reviews. By definition, the paper shall involve a thorough literature search; however, it must NOT be relegated to a simple bibliographic essay of literature review/rehash - who said what. The paper should elaborate on:

- critical examination of major points in contents of selected topics, organized according to some common problem areas addressed, and/or theories or models employed;
- relationships between different studies, approaches, or research areas and/or between underlying theories or models if applicable;
- general relationships between studies in the selected topic(s) and broader studies of librarianship, information science, communication, or information as covered in these or other fields (for instance in: cognitive science, artificial intelligence, computer science, management, sociology, history, gender studies, cultural studies, and other fields or research areas where libraries, information systems, communication or information are considered);
- suggestions for further research or more applicable models or theories; this may take a form of design of a study in the reviewed topic.

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. It is in general a good idea to choose a topic that is related to one’s own research interests. At scheduled times during the semester students shall submit: (1) a short description of the preliminary selection of the topic to be covered in the term paper, (2) a preliminary bibliography of literature covered, (3) an outline of the paper, (4) a final presentation of the topic for the class, as if prepared for a conference presentation, and (5) the final paper itself.

### 5 Schedule of Topics, Readings and Assignments

Please see the separate “Course Schedule” for this information. The Course Schedule contains brief citations to the readings; the complete references are to be found in the “Bibliography”. Please note that this schedule is subject to change during the course of the semester. I’ll inform the class when any changes are made through an eCompanion Announcement and/or email.

### 6 Finding Readings

Many of the readings are available under the Doc Sharing tab for each week’s topic. Items that are required which aren’t in Doc Sharing are readily available in electronic form, primarily through Rutgers University Libraries. For items published by the American Society for Information Science and Technology, in any of its publications, you should use the ASIST
Digital Library. For almost all of the other items, you should look in the list of electronic journals held by RUL. For some items, published by the ACM or its various Special Interest Groups, you should use the ACM Digital Library. If you’re still having trouble, try Google Scholar.

When you’re looking for readings for each week’s topic, the discussion that you’ll be leading, or your term paper, you need to be familiar with the general library and information science literature, and with the appropriate indexing, abstracting and full-text secondary sources. Here are a few important sources, but you should realize that this is a “very” partial list, naming only quite general sources, and skewed toward the information retrieval/information science literature.

**Review sources:**
Advances in Librarianship; Annual Review of Information Science and Technology (up to 2010, the last volume published)

**Indexing/abstracting services, and full-text access:**
ACM Digital Library; ASIST Digital Library; Google Scholar; InfoSci-Books; Library and Information Science Abstracts; Library, Information Science and Technology Abstracts; Library Literature and Information Science & Library Literature and Information Science Retrospective; Web of Science.

**Journals:**
ACM Transactions on Information Systems; Information Processing and Management; Information Retrieval; Journal of Documentation; Journal of Education for Library and Information Science; Journal of Information Science; Journal of the American Society for Information Science and Technology; Library and Information Science Research; Library Quarterly; Library Trends; RQ

**Some conferences:**
Annual Meeting of the American Society for Information Science and Technology; ACM SIGIR International Conference on Research and Development in Information Retrieval (SIGIR ‘xx); ACM/IEEE Joint Conference on Digital Libraries (JCDL ‘xx); ACM Conference on Information and Knowledge Management (CIKM ‘xx); Information Seeking in Context (ISIC ‘xx); Information Interaction in Context (IIiX ‘xx); many others.

7 **Method Of Assessment**
The Graduate School and SC&I PhD program has the following grades:A (90-100), B+ (85-89), B (80-84), C+ (75-79), C (70-74), F (<70). In addition, there is provision for assignment of a temporary grade. The temporary grade becomes permanent if course requirements are not completed to the professor’s satisfaction.

The final grade will be derived as follows: Critical reviews and participation in class discussion - 40%; Leading discussions – 15%; Term paper presentation – 10%; Term paper - 35%.

8 **Academic Integrity**
The Rutgers Policy on Academic Integrity is spelled out in detail at
http://academicintegrity.rutgers.edu/integrity.shtml
This policy will be strictly enforced. If you have any questions please bring them up in class.
1 Catalog Description
Examines the basic problems of information retrieval (IR) from theoretical and experimental points of view. Develops a basis for the specification of design principles for IR systems.
Provides a basis for the design of IR system experiment.

2 Course description
This is a seminar, whose goals are to examine the basic problems of the information retrieval (IR) situation from both theoretical and experimental points of view. It is explicitly research oriented, and aims to develop a basis for the specification of design principles for IR systems, and an appropriate foundation for detailed research in specific aspects of IR. Although there will be some discussion of operational, large-scale IR systems, this will be rather limited, and the focus of the course will be on theoretical principles, current research, and new research trends.

3 Course pre-requisites
None, although 610 and 612 are desirable pre-requisites

4 Instructional objectives
I will endeavor to help you learn about:
- The reasons for which people engage in information retrieval (IR) systems;
- How these reasons influence, or should influence, the design of IR systems;
- The problems associated with implementing responses to such reasons in IR system design and implementation;
- Theoretical models of IR systems;
- How experimental (and to some extent operational) IR systems have been designed;
- How to conduct an IR system evaluation; and
- Where IR research is going now, and in the future.
5 Learning objectives
By the end of the course, students should be able to:

- Critically compare the different models of IR, and of IR systems;
- Relate the goal(s) of IR systems to the design of IR systems; and
- Design, implement and conduct an IR system experiment.

6 Course structure
Since this is a seminar, there will be a large contribution to the course by students. The primary contributions will be doing the readings, writing about the readings, and discussing the readings. Students will participate in the design, conduct and presentation of a small research project. Each meeting will consist of a period of discussion of the readings for that topic, followed by a lecture (or something like that) by me on the next meeting’s topic. After the middle of the semester, each student will lead the discussion for one week’s topic.

7 Assignments and assessment
There are three basic classes of assignment for this course: Contribution to discussion; Weekly critical readings; and, a Research project.

7.1 Contribution to discussion
This will be based on contributions of three sorts: contribution to the weekly online discussion board; contribution to discussion in the class meetings; and, leading one week’s class discussion.

7.2 Weekly critical readings
Each week, students will submit a critical overview of that week’s readings, no later than midnight on the Sunday preceding the Tuesday class meeting. These should be about two-four pages long, and should focus especially on raising questions/problems/issues which need to be discussed, and on integrating and comparing the readings.

7.3 Research project
The basic concept of this requirement is that each student should have the experience of designing, carrying out, and presenting the results of a small research project in IR. Such a project can be an experiment, an exploratory study, or any other type of research investigation. It may be done alone, or in collaboration with other students in the seminar. Combining this project with one related either to the student’s dissertation interests, or to a project in another class, is highly encouraged.

Small, in reference to the project, means that it can be done in the allotted time (i.e. two months). Small, given that it will almost certainly be an empirical research project, will also probably mean that it will be in the nature of a pilot study, with a small number of cases or subjects.

The project will be reported on by a presentation to the seminar, and by an accompanying paper (on the model of a SIGIR or SIGCHI conference paper and presentation). Presentations will be scheduled for the last two weeks of term, and the final papers will be due no later than Friday 15
December. Progress reports will be submitted during the course of the project, as part of the class meetings.

7.4 Assessment
The grade for the course will be based on participation in the discussions (10%), the critical papers (40%), and the research project (50%). The rubrics will be posted soon.

8 Readings
There is no required text for this course. Readings will be assigned for each week’s topic. For readings readily available online, students will be responsible for finding them; readings not readily available online will be made available on the eCollege site.

9 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 http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html

10 Course schedule
The current (tentative) course schedule is provided separately on the eCollege site.
Interpersonal Communication (620 & 570), Fall 2013

Revised 1 September 2013
Professor Kathryn Greene
Office: 204 SC&I
klgreene@rutgers.edu (best way to reach me)
848 932 8715 (only checked during office hours)
Office Hours: Tues 9-9:30 or by appointment (phone, Skype, or in person)

**Course Objectives:** This class focuses on the foundational and contemporary research that makes up the study of interpersonal communication. Its primary goal is to give students an understanding of the origins and the current directions of much of the scholarship on interpersonal communication. It is not exhaustive, but it is meant to expose students to this part of our discipline, with the belief that knowing where we began is essential to making informed decisions about the direction of one’s own research.

**Course Requirements:** In order to do the above, initial course readings have been designed to allow students to read some of the work cited consistently as part of our “origins.” Thus, doing and talking about these readings is an important requirement of the course. There will also be an exam at the end of the course that is meant to help students draw together and critique these readings on their own. Readings in the course have been put together to reflect some of the most important trends and topics in current interpersonal communication research.

**Required:**

1. Readings (available as pdfs on sakai)

Some readings come from the following (chapters will be on sakai):

Out of print but worth looking for (e.g., on Amazon, Barnes & Noble), contain many readings:
Evaluation

(1) **Participation** (15%)—Thoughtful participation increases the quality of discussion of material. This course will be taught as a graduate seminar. Everyone is expected to regularly participate in discussions and should come prepared with discussion points and/or questions for every article. As a part of this grade, you will be required to turn in a self-assessment (due Oct. 8th); see description sheet in the syllabus for more detail.

(2) **Article presentation** (5%)—To promote further interaction, each student will be assigned responsibility for reviewing and presenting a supplemental article (one each, depending on the size of the class). Topics will be assigned during the second week. At maximum, your discussion should not exceed 5 minutes (planning is an important part of presentations). You are required to summarize the article in a one page (maximum) handout (and bring copies of the handout for other students). You must include some **critique** in your discussion and **integrate** the article with the readings; that is, at a minimum elaborate on strengths and weaknesses of the reading. Provide one clean (that is, not written on or highlighted) copy of the article for the professor. This is NOT a summary of the article but rather a discussion of how the article extends the week’s discussion. The article should be relevant for the weekly topic/communicative phenomenon, and it must be a data based journal article (not a new review, additional theory piece or meta-analysis, etc.). If this is unclear, please see the professor. Additionally, the article cannot be on the list of readings. Preference should be given to more recent articles. Do not read your handout to us (please!!) but practice presenting it.

(3) **Leading Discussions** (20%)—Each week, one or two students (pre-assigned during the second week) will take responsibility for leading discussions of the week’s articles. Presentations should last about 15 minutes (or less) as an introduction to the week’s class. Please do not provide a review of each article (in your presentation, some review in handout is fine) but go beyond a review to integrate and critique. In addition to describing similarities and differences in approaches across the articles, you might want to consider discussing some of the following: (1) What do these articles tell me about this topic? (2) Taken together, what do these articles tell us about communication and/or interpersonal relationships? (3) If I apply a real world issue to this reading what does it tell me about the issue? (4) What are the strengths/weaknesses of the articles/theories/research? (5) How could we take this theory/research a step further? (6) How does this approach compare to earlier ones we have read or things you have read in other courses? (7) How do these articles relate to each other and to other readings this semester? For this assignment, you should provide a brief handout for the class (2 pages maximum should be adequate) that summarizes themes in the articles, questions, etc.

(4) **Project Proposal** (30%)—Each student will design a study related to some aspect of interpersonal communication discussed during the semester. This requires an extensive review of literature to formulate research questions and/or hypotheses. Extensions or tests of theories are certainly appropriate. This final project should be the rationale/methods sections for a research paper. A supplemental assignment sheet provides further detail, including the presentation on Dec. 10th.

(5) **Final exam** (30%)—This will be an essay/short answer exam during the final exam period (Dec. 17th).
Interpersonal Communication, Fall 2013  Project Proposal

This project proposal has four steps. Each one contributes toward your final paper grade (together they total 100% of the 30% grade). The professor is available to talk about each step, so please seek assistance. Also, recall that all work must be done in APA 6 format.

**Step 1:** Research **proposal abstract** due. This is a one page (max) summary of your intended project (in APA format) that should include a brief rationale for why this area of study is needed and some general idea of what method(s) you will utilize to study this phenomenon. Your project must focus on an interpersonal communication phenomenon (note that this includes both context and communication focus). We discuss many issues related to communication, but this project must explore some aspect of interpersonal communication. In order to complete this aspect of the assignment, you should look ahead and read what interests you, then do additional research. This is due in time for you to receive brief feedback (and is weighted very little). **Due Oct. 22, 5%**

**Step 2a:** Rationale. An ~8-9 page literature review. This should be the rationale (complete) that you would have for an article/conference submission. You will need to consider sub headers, what literature to review, a theory that drives/frames the questions you ask, and hypotheses (or research questions, as appropriate for your theoretical approach). This specifically excludes theory development or meta-theoretical studies for such a project.

**Step 2b:** Methods. The complete methods section to conduct the study proposed. This will generally take 3-5 pages (possible with tables, etc.) and may have subsections such as: participants, procedure, measurement instruments, etc. If you are proposing a quantitative study, you must include all information including (as relevant): measures (including psychometrics), stimulus procedures, etc. If you are proposing a content analysis, you must include all coding descriptions. If you propose interviews or focus groups, you must include the interview protocol (the questions) and an analysis plan. [There are other possible methods, I have simply identified a few to give you a range]. In sum, you may choose any appropriate research method that matches your question, and you must provide all detail that would be included to conduct and report such a study.

Taken together 2a and b (including abstract, cover page), this should be less than 15 pages (and the references and any tables/appendices would be additional).

**Step 3:** Present this paper (7 minutes max) on the last regular day of class (Dec 10th) and listen to feedback provided by your peers. The class will discuss each paper briefly, and students may take that feedback and incorporate it for the final draft. The presentation should be similar to a conference presentation but a bit shorter, as you have no results at this point. This presentation is likely to utilize audio-visual equipment, as this has become a norm in our field (be sure to reserve it if needed). This is a formal presentation, so be sure to prepare for it. **20%**

**Step 4:** Revised completed paper. **Due Dec. 13th by 5 p.m. (75%)**

**Turn in two hard copies of the paper.**
Assignment: Self evaluation of participation
Greene
Spring 2013

Due date: October 8

This assignment requires that you reflect on your participation in the class to this point. Awareness of your behavior (and how others respond to your participation) will be key to your future success. You should both summarize and evaluate your level of participation in this analyses participation. Be sure to include:

- An assessment of your quantity of participation
- An assessment of your quality of participation
- How many independent contributions do you make to the class?
- What is the nature of these contributions (for example questions could be clarification, procedural, jokes, etc.)
- How often do you integrate or respond to what others offer in class?
- Be sure to include specific recommendations to improve your participation.
  That is, how can you improve?

**Turn in:** your summary, one page maximum. You will receive feedback on your analysis.

Note: Focus on your analysis for this assignment. This is **not** a part of your grade for participation but rather a mechanism to provide interim feedback. This assignment assesses your awareness of your performance in class participation (and allows for adjustment if needed).
COURSE OUTLINE

This schedule is approximate, but topics will be covered in the order presented. Exam dates and the due date of the assignments will not change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>Sept. 3</td>
<td>Introduction, parameters</td>
</tr>
<tr>
<td>10</td>
<td>Definitions and methods</td>
</tr>
<tr>
<td>17</td>
<td>Foundational theories</td>
</tr>
<tr>
<td>24</td>
<td>Persuasion/compliance</td>
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<tr>
<td>Oct.   1</td>
<td>Interaction adaptation/communication accommodation</td>
</tr>
<tr>
<td>8</td>
<td>Politeness/accounts</td>
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<tr>
<td></td>
<td><strong>Self-assessment due</strong></td>
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<tr>
<td>15</td>
<td>Conflict</td>
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<tr>
<td>22</td>
<td>Self-disclosure</td>
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<tr>
<td></td>
<td><strong>Proposal abstract due</strong></td>
</tr>
<tr>
<td>29</td>
<td>Privacy, secrets, and avoidance</td>
</tr>
<tr>
<td>Nov.   5</td>
<td>Information management/seeking</td>
</tr>
<tr>
<td>12</td>
<td>Social support</td>
</tr>
<tr>
<td>19</td>
<td>Conceptualizing relationships</td>
</tr>
<tr>
<td>25</td>
<td>Is a Thursday class according to RU;</td>
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<tr>
<td></td>
<td>We cannot meet because of the conflict with undergraduate schedule</td>
</tr>
<tr>
<td>Dec.   3</td>
<td>Relational dimensions and framing</td>
</tr>
<tr>
<td>10</td>
<td>Looking to the future/Emerging themes</td>
</tr>
<tr>
<td></td>
<td>Presentations and summary of class</td>
</tr>
<tr>
<td>17</td>
<td><strong>Final Exam</strong>—during regular class time</td>
</tr>
</tbody>
</table>

[13 no class but Revised paper due by 5pm]
Articles by week [see also are not required readings]

Week 1-Introduction


Week 2-Definitions and Methods

Knapp et al. Ch 1, 3rd edition of interpersonal handbook

Poole et al., Ch 2, 3rd edition of interpersonal handbook


[if needed, How to Read a Research Report]

Week 3-Foundational Theories


Week 4 - Persuasion/compliance

Dillard et al., Chapter 12 in Knapp et al. *Interpersonal Handbook*, 3rd edition
See also Dillard & Knobloch Chapter 12 in Knapp et al. *Interpersonal Handbook*, 4th ed.

Week 5 - Interaction adaptation theory/CAT


Week 6 - Politeness/accounts

Week 7- Conflict


See also Roloff & Chiles, Chapter 13 in Knapp et al. Interpersonal Handbook, 4th edition

Week 8-Self disclosure


Week 9-Privacy, secrets, and avoidance

Afifi, Caughlin, & Afifi chapter in Dark Side (2007). The dark (and light) side of avoidance and secrets.
Week 10 - Information management (and seeking)


See also Galarce et al. Health information seeking, chapter 11 in Handbook

Week 11 - Social support/comforting messages

Burleson & MacGeorge, Ch 11 Knapp, 3rd edition of handbook


MacGeorge et al., Ch. 10 Knapp 4th edition of handbook

Week 12 - Conceptualizing relationships

Vangelisti Chapter 17 Knapp, 3rd edition handbook


Week 13-Relational dimensions and framing


Week 14--Presentations


Description

The study of the media as a scholarly endeavor begins in the 20th century with the rise of several new forms of mass communication. Since then scholars have tried to grasp and theorize the nature of the mass media and their role in society. They have taken various approaches, based on different starting points, and developed several theoretical paradigms. Often the differences between theoretical models have led to debate and discussion within the field. This course introduces you to some of the most influential approaches to the study of the media and the key debates.

The course takes a historical approach beginning with the first dominant school of thought—Social Scientific Research. We will then move on to the next theory (the Frankfurt School) paying specific attention to the ways in which this theory poses challenges— theoretical, practical, philosophical, political and epistemological—to the previous theory. We then take up the next theory and so on.

We will focus on seven theories—Social Scientific Research, the Frankfurt School, Cultural Studies, Political Economy, Postmodernism and Poststructuralism, Postcolonialism and Feminism—locating them within a historical context so as to understand the social, political and economic conditions from which they emerge. We will also look at the three key areas of research in media studies—production (specifically media and globalization), texts, and reception.

Course Goals and Outcome

By the end of this course you should have a broad overview of the field of media studies with a grasp not only of the key media theories but also various research methods that will enable you to begin the process of conducting independent research on the media.

Required Texts


There are also readings on e-reserve at the Alexander Library.

**Recommended Text**


**Requirements**

The following are the assignments upon which your grade will be determined.

1. Class participation and attendance—20%

   This class is a seminar and therefore your participation in class discussion is vital. My role will be to explain complex theories and concepts, bring in extra materials to help you contextualize the readings, and raise discussion questions. I will lecture for only a part of the class period and the rest will be open for discussion. I will make every effort to enable you to participate in class discussion but you should come prepared by bringing comments or questions about the days readings to class.

2. Class Presentation and debate—40%

   You will be responsible for one debate, and for leading the discussion for one or two essays in the latter part of the semester. Details will be provided in class.

3. Term Paper Proposal—40%

   A 15-20 page typed, double spaced paper on any topic of your choosing. You will need to discuss the topic with me and hand in a proposal with your preliminary ideas. Once we discuss the scope of your project, you are then ready to conduct the research necessary to prepare a detailed research proposal. This entails writing a proposal (or "pre-proposal") for a major piece of research, using one or more of the theoretical approach(es) and data collection/analysis techniques you have encountered in this class. If you wish, this can be a preliminary version of your dissertation proposal. The paper should have an introduction (introducing the research area/issue/theme, setting the stage for what you will do, and perhaps making clear why you are the person to do it); a review of relevant literature (both methodological and content/problem-specific); a detailed explanation of what you intend to do and how you will do it, and a discussion of why this is a worthwhile area of study. Finally, if you are able to conduct some preliminary research you may include the results of this in your paper as well.
TENTATIVE SCHEDULE

MS=Media Studies
R=On Reserve at the Alexander Library

SEVEN APPROACHES TO THE STUDY OF THE MEDIA

Sept 9: Introduction

September 16: Social Scientific Research


Paul Lazarsfeld and Robert Merton, “Mass Communication, Popular Taste and Organized Social Action” (R)


Mattelart and Mattelart, Theories of Communication, Chapt. 1-3


Sept 23: The Frankfurt School


Theodor Adorno. “The Culture Industry reconsidered” (MS)

Mattelart and Mattelart, Theories of Communication, Chapt. 4, pp. 58-68


Recommended Reading


Douglas Kellner, “Cultural Marxism and Cultural Studies,” (R)


**Sept 30: Debate: Social Science vs. The Frankfurt School**


**Recommended Reading**


**October 7: Cultural Studies**

Raymond Williams, “Mass Communication and “Minority Culture”(R)

Stuart Hall, “Encoding/Decoding” (MS)


Mattelart and Mattelart, Theories of Communication, Chapt. 4, pp. 68-90

**Recommended Reading**


**Video:** Stuart Hall on Representation
October 14: **Political Economy**


Pierre Bourdieu, “Some Properties of Fields” (MS)

Mattelart and Mattelart, *Theories of Communication*, Chapt. 5

Recommended:


Video: The Myth of the Liberal Media

Oct 21: **Postmodernism and Poststructuralism**

Jean Baudrillard, “The Masses: The Implosion of the Social in the Media” (MS)

Angela McRobbie, “Postmodernism and Popular Culture” (R)

Michel Foucault, “Truth and Power” (MS)

Gilles Deleuze, “Postscript on the Societies of Control” (MS)
Recommended Reading

Jacque Derrida, “Différance” (R)

Jim Collins, “Television and Postmodernism” (R)

Arthur Berger, “Semiotics and Cultural Criticism” (R)

Oct 28: **Debate: Political Economy vs. Cultural Studies (and postmodernism)**


Recommended Reading


Nov 11: **Feminism**

Annette Kuhn, “The power of the image” (MS)


Susan Bordo, “Reading the Slender Body” (MS)

Charlotte Brunsdon “The Role of Soap Opera” (MS)


Recommended Reading


Videos: Killing Us Softly 3, and Dreamworlds 2

Nov 18: Postcolonialism

Edward Said, “Introduction to Orientalism” (MS)


Video: Edward Said On Orientalism (see also “Reel bad Arabs”)

PRODUCTION

Nov 25: Media, Globalization and the Implications for Democracy


Jurgen Habermas, “The Public Sphere” (MS)


Recommended Reading


James Curran, “Rethinking the Media as a Public Sphere,” in Peter Dahlgren and Colin Sparks (eds.), Communication and Citizenship: Journalism and the Public Sphere, New York: Routledge. (R)

**TEXT**

Dec 2: **Textual Structures, Ideology and Discourse**

John Fiske, “The Codes of Television” (R)

Williams, “Programming as sequence or flow” (MS)

Richard Dyer, “The Role of Stereotypes,” (MS)

Paul Gilroy, “Between the Blues and the Blues Dance” (MS)

Christine Gledhill, “Genre, Representation and the Soap Opera” (MS)

**RECEPTION**

Dec 9: **Audience Analysis**

Jenny Kitzinger, “A Sociology of Media Power: Key issues in audience reception research” (MS)

Janice Radway, “Reading the Romance” (MS)

Ien Ang, “Wanted: Audiences” (MS)

David Morley, “What’s ‘home’ got to do with it?” (MS)

Phil Napoli, “Revisiting Mass Communication and the “work” of the audience in the new media environment” (R)

Mattelart and Mattelart, Theories of Communication, Chapt. 6

**Recommended Reading**

Denis McQuail, Jay G. Blumer and J. R. Brown, “The Television Audience: A revised perspective” (MS)

**Term paper proposal due in class**

* The schedule is subject to change and students are required to keep up with these changes.
Description. The course examines the history of print and electronic journalism and news media, considering them not as freestanding institutions but as key parts or aspects of wider cultural and political developments, and situating them in their historical context.

The formal name of the course is “Media History.” But in practice we focus on the United States in the 20th and early 21st centuries. We examine the news media not as freestanding institutions but as part and parcel of American politics and culture. We explore, more or less sequentially, key periods of change and issues of controversy, from the Progressive era to the Cold War to the post-9/11 era. During these formative moments, journalists and news institutions did more than transmit the news to the public; they interacted in complex ways with both political actors and everyday citizens—both expressing and shaping attitudes about leaders, events, and policy decisions. The class examines these interactions to understand the underlying ideological and cultural currents of American life.

Course Requirements.

- **Prerequisites.** A strong knowledge of U.S. history and proficient written and spoken English are expected.

- **Regular attendance and active participation.** This course meets only two and a half hours a week. Arriving on time and staying for the duration are essential. Students may miss one class during the semester, no questions asked. Students who miss more than one class—or substantial parts of more than one class—will be penalized one third of a letter grade for each class missed, even if they inform the professor in advance. (A student on track to receive an A will instead receive an A-, etc.) In case of severe illness or other extraordinary events that necessitate a second absence, students must provide documentation.
A seminar like this aspires to teach students to form their own ideas and share them with their peers. The very work of the course consists of engaging in a discussion of ideas. Students who abstain from discussion are missing the course’s purpose. A class in which a student doesn’t contribute to discussion is equivalent to a missed class.

- **Reading.** The class reading comes to roughly 200 pages a week.

- **Short Paper. Due October 2.** You are to write a four-page essay (maximum) about historical changes in journalism and politics between the 19th and 20th centuries. You should make use of class readings to that point, but you are also free to use other material with which you’re familiar. You will be graded on the clarity and style of the writing, the originality and cogency of the thesis, and your use of the readings.

- **Classroom Presentation.** Each week one student will prepare a 15-minute presentation framing the readings. This presentation should not summarize the reading chapter by chapter. Rather, it should provide an overview, with two goals:

  First, it should locate the reading within a scholarly literature. How, for instance, does this book resemble or differ from others on the same topic? How did it contribute to understanding the topic? What controversies did it respond to or spawn?

  Second, the presentation should offer salient ideas and questions about the reading in its historical and intellectual context. Typically this will involve giving some background: Who is the author? How was the book received on publication? You will want to do a little research and read other works on the topic. I can offer suggestions.

- **Term Paper.** The research for this presentation should form the basis of a twelve-page paper, due December 4. The paper should be in the form of a review-essay such as you might read in The New York Review of Books, The New Republic, or an academic journal. (Some examples will be available on the Sakai site.) The paper should not rehash the presentation. Nor should it focus on the class reading. It should address a larger set of questions raised by the books you read. For example, if your presentation is on Clarence Wyatt’s book on Vietnam, the paper might ask how the myth took hold that the press was antiwar, or what lay behind different media treatments of the war. Wyatt’s book should be a part of your paper but—unlike the class presentation—not the center of it. The paper should work toward conclusions that are your own, not those of a writer you read. Think of the essay as a way to master a body of literature on a topic and put forward your own interpretation.

Some other points to note:

- Please pay attention to your writing. I have asked you to buy Common Errors in English Usage. Please consult it often.
• Use “Chicago” footnoting style, based on the *Chicago Manual of Style*. The *Chicago Manual of Style* website is here: http://tinyurl.com/35v8ru

• We will be using Sakai for the class. Go to https://sakai.rutgers.edu/portal and log in using your Rutgers ID and password. On the site I will post announcements, assignments, readings, and so on. Please check regularly.

• Please check your Rutgers University email regularly.

**Additional Rules and Information.**

• Cell phones must be turned off upon entering the classroom and may not be used in the classroom or during class time.

• Laptops may be used for note-taking only. No emailing or Web-surfing during class.

• Students must show up on time and stay for the duration of the class. During class, students should not engage in personal conversations, read newspapers, or undertake other personal diversions unrelated to class activity.

• I will return all emails. *Do not assume that I have received your email.* If I don’t reply, please follow up with a phone call.

• **Academic Integrity.** Plagiarism and cheating are, of course, forbidden, according to Rutgers University policy. You are responsible for reviewing and obeying these policies. Every year the policies grow longer. Last I checked, it could be found here: http://academicintegrity.rutgers.edu/policy-on-academic-integrity and here: http://studentconduct.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf.

**Reading List.**

Alan Bennett, *The History Boys* (Faber & Faber).
Thomas Doherty, *Cold War, Cool Medium* (Columbia University Press).

**Weekly Assignments.**

- **Book** available at Rutgers University Bookstore.
- **Article** available online on the Sakai site.

**Sep. 4**

**Introduction**

**Sep. 18**

**Thinking About History**

- Book Alan Bennett, *The History Boys*.

**Sep. 18**

**Thinking About Media**

- Book Walter Lippmann, *Public Opinion*. If possible read the whole book, but we will focus on Chs. 1, 6, and 21-24.
- Article James Carey, *Communication as Culture*, Ch. 1.
- Article Christopher Lasch, “Journalism, Publicity and the Lost Art of Argument.”

**Sep. 25**

**The 20th Century and Changes in the News Media**

- Book Michael McGerr, *The Decline of Popular Politics*
- Article Michael Schudson, *Discovering the News*, ch. 4.

**Oct. 2**

**Muckraking**


**Oct. 9**

**The Age of Ballyhoo**

- Book Charles Ponce de Leon, *Self-Exposure: Human Interest Journalism & the Emergence of Celebrity in America*
- Article Jackson Lears, “From Salvation to Self-Realization: Advertising and the Therapeutic Roots of the Consumer Culture.”

**Oct. 16**

**Photojournalism & Realism**

- Book William Stott, *Documentary Expression and Thirties America*. 
If possible, read the whole book, but we will focus on Chs. 1-6, 10 and 13.

Lawrence Levine, “The Historian and the Icon: Photography and the History of the American People in the 1930s and 1940s.”

Oct. 23

**FDR and the Media Presidency**

Lawrence Levine, *The People and the President*, Preface & Introduction, and sections of the New Deal, the Packing the Court, and the Arsenal of Democracy.

Betty Houchin Winfield, *FDR and the News Media*, chs. 3 (press conferences), 5 (publicity), and 11 (polling).

Richard W. Steele, “The Great Debate: Roosevelt, the Media, and the Coming of the War, 1940-1941.”

Anne Norton, *Republic of Signs*, Ch. 3.

Christopher Clausen, “The President and the Wheelchair.”

Oct. 30

**Cold War & Television**

Thomas Doherty, *Cold War, Cool Medium*.

Stephen Whitfield, *Culture of the Cold War*, ch. 7.

Nov. 6

**The Civil Rights Movement and the Liberal Media**

Roberts and Klibanoff, *The Race Beat* (selected chapters to be announced)

Allison Graham, *Framing the South*, Introduction.


Nov. 13

**Vietnam**


Chester Pach, “And That’s the Way It Was,” in *The Sixties: From Memory to History*.

Nov. 20

**Nixon, Watergate & The New Muckraking**


Michael Schudson, *Discovering the News*, ch. 5.


Nov. 27

**NO CLASS**

Dec. 4

**The Conservative Ascendancy**

Eric Alterman, *Sound and Fury*, chs. 1-6, 8.
Dec. 11

9/11 and Terrorism


Readings on Media and Iraq War.
Course objectives
Relationships and identities are key to human endeavors, whether social or professional. While we know a great deal about factors that affect communication in relationships and identities, and how communication in relationships and identities affects various outcomes such as satisfaction, etc., we know less about the particular ways communication is deployed to construct relationships and identities, and the impact on their construction of different ways of communicating. In this course we examine how relationships and identities are constructed in and through verbal and nonverbal communication. We focus on the basic building blocks of verbal and nonverbal communication to discover how communicators build actions in everyday personal and professional situations, and in various ways thereby, their relationships and identities. We use existing research as a starting point for making our own discoveries. We will work extensively with field recordings of naturally occurring interaction. You will have the option to collect and analyze your own video-recorded data. We will begin by developing an understanding of how communicators produce a wide variety of actions in everyday and institutional social life. This will expose us to the basic organization of interaction (how sequences of action are built, turns taken, troubles repaired, words selected, etc.). Each of these aspects of the organization of interaction will give us insight into how, when, and if relationships and identities are built and managed in and through interaction. Relationships and identities to be considered in the course of the semester include: acquaintances, friends, families (including grandparent/grandchild, and families with teenagers), female friends, teenage friends, male acquaintances; male-female “just” friends; gay and lesbian friends; couples; flirting couples; professionals, including doctors & patients.
You will learn:

(1) How to characterize the actions communicators are engaging in, and the specific methods they use to implement these actions
(2) How to engage in close observation of field-recorded naturally occurring, interaction
(3) How to transcribe and analyze field-recorded naturally occurring interaction
(4) How to recognize basic features of interaction (such as action sequence organization, action formation, turn-taking, repair organization, reference practices, etc.)
(5) How storytelling is organized, and what interactants can accomplish in and through storytelling
(6) When and how relationships and identities become salient for, and/or come to be managed and/or produced by interactants
(7) How relationships and identities are constructed and managed through communication in professional settings

Tentative Schedule of Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>Monday 9/9</td>
<td>Introduction to the course and each other</td>
<td></td>
</tr>
<tr>
<td>Monday 9/16</td>
<td>Action in interaction – “Doing”</td>
<td>1. Pomerantz &amp; Mandelbaum</td>
</tr>
<tr>
<td></td>
<td>Relationships and Identities I</td>
<td>2. Jefferson</td>
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<tr>
<td></td>
<td></td>
<td>3. Heritage</td>
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--Do transcription workshop at:
http://www.sscnet.ucla.edu/soc/faculty/schegloff/TranscriptionProject/index.htm
--Get Quicktime 7 (NOT Quicktime X; preferably Quicktime Pro):
http://www.apple.com/quicktime/extending/
--Complete Human Subjects certification (if you have not already done so). Go to
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. Bring your date of completion to class on Monday, 9/16.

|            | Relationships and Identities II                 | 5. Drew & Holt                                 |
|            | *Acquaintances*                                 | 6. Pomerantz                                   |
| Monday 9/30 | Building turns at talk while building           | 7. Sacks, Schegloff & Jefferson                |
|            | Relationships and Identities                    | 8. Goodwin                                    |
|            | *Family interaction*                            |                                               |
| Monday 10/7 | Allocating turns at talk while building         | 9. Drew                                       |
|            | Relationships and Identities                    | 10. Hayashi                                   |

2
Monday 10/14 Troubles with speaking hearing and understanding and their impact on Relationships and Identities
Granparent/parent/(grand)child interaction

Monday 10/21 Word selection and categorization and how they may impact Relationships and Identities Teenagers

Monday 10/28 Little words that matter – more on word selection, categories and Relationships and Identities Male friends

Monday 11/4 Storytelling as action: Implications for Relationships and Identities Couples

Monday 11/11 Face and identity Negotiating identity on the phone

Monday 11/18 Enacting gender, race and sexuality Gay & lesbian friends

Monday 11/25 Relationships and identities in professional settings Doctor-patient interaction

Monday 12/2 Final paper workshop (mandatory attendance day)

Monday 12/9 Putting it all together: Relationships and identities in action

Monday 12/16 Relationships and identities in interaction – semester wrap-up

Final papers due in class

Course Requirements and Grading

| Attendance and participation | 20% |
| Transcription                | 5%  |
| 3 short exercises, 10% each  | 30% |
| Final paper workshop         | 15% |
| Final paper                  | 30% |

11. Schegloff, Jefferson & Sacks
12. Lerner & Kitzinger
13. Jefferson
14. Kitzinger & Mandelbaum
17. Bolden
18. Raymond & Heritage
19. Curl & Drew
20. Sacks (Dirty Joke)
21. Lerner
22. Stivers
23. Lerner
24. Pillet-Shore
26. Jefferson
27. Whitehead & Lerner
28. Land & Kitzinger
29. Heath
30. Heritage & Robinson
31. Mandelbaum - Storytelling Interventions
32. Mandelbaum - Requests
Attendance and Participation (20%)  
Responsible attendance, timely completion of assigned readings, active participation in class discussions and exercises are an essential part of this class. The use of computers in class is strongly discouraged.

Attendance is mandatory on our project workshop day, Monday 12/2, and on our preliminary workshop day, TBA, but probably 10/21 or 10/28. It is impossible to do well in this class if you do not attend class regularly. If you know that class attendance is difficult for you this is not the class for you! It is essential that everyone attend class regularly and do the readings. Never miss class or arrive late to class in order to finish an assignment.

A brief transcription assignment (5%)  
A brief transcription assignment, to equip you with essential tools for the class readings, activities, and assignments.

3 short exercises, 10% each (30%)  
3 short exercises in which you apply to actual conversations what we have learned about in class about features of conversation. Bring your results to class to be discussed and handed in.

Final paper (30%) and workshop (15%) (45%)  
You will have the opportunity to collect your own videorecorded, naturally-occurring data, and to investigate in it an aspect of relationships and/or identities that is of interest to you. You will apply what you have learned in the course of the semester to these data either to make an original finding, or to extend existing research. A workshop will be held on Monday, 12/2 so that class members can assist one another in further developing the project. Step-by-step guidance and support will be provided throughout the process of data collection and analysis.

**Grading policy**

Students must complete all assignments in order to pass the class. Never miss class or arrive late in order to finish an assignment! Please note that although percentages are laid out for each assignment, I take improvement seriously, and will raise grades on the basis of improvement across the semester.

**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 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.
Readings
Available on our class Sakai website (https://sakai.rutgers.edu), under Resources

Instructor: Dr. Jennifer Gibbs  
Office: CI 205  
Office Hours: T 4:30-6:00 and by appt.  
Office Phone: (848) 932-8716  
Email: jgibbs@rutgers.edu

Course Description and Objectives

This course will provide a theoretical orientation to communication processes in social media (e.g., Facebook, Twitter, blogs, wikis, and virtual worlds such as Second Life). Readings will be selected from a variety of disciplines, with a major emphasis on mediated communication theory and phenomena. Topics discussed include issues of self-presentation, identity, privacy, youth and social media, political participation, social networks, social capital, virtual worlds, collective action, and uses of social media in the workplace. Methodological and ethical approaches to studying social media data will also be discussed.

The goals of this course are to:
• Understand and engage with communication theory and empirical research relevant to understanding the emerging field of social media
• Analyze the implications of social media for interpersonal relationships, organizations, and society more broadly, by drawing on theory, case studies, and real-world examples
• Contribute to our knowledge of social media through your own original research
• Learn to use online tools to more effectively manage your own online self-presentation and social network

Required Readings

Course readings will consist of academic and popular press articles published mainly in communication and related disciplines. All readings are available electronically on the course website in Sakai. To access them, go to http://sakai.rutgers.edu and login using your NetId and password. Readings for each week can be found under Modules, downloaded, and printed.

Course Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Online Self-Presentation Assignment</td>
<td>20%</td>
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<tr>
<td>Social Network Assessment and Development Assignment</td>
<td>15%</td>
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<tr>
<td>Social Media Outreach Assignment</td>
<td>15%</td>
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<tr>
<td>Research Paper</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>
Writing and speaking well are both essential to nearly every professional activity. Regardless of the paper’s topic, how you write your paper will strongly influence its assessment. Papers are considered interesting and credible (and thus, merit good grades) based on both content and form. Here are my general grading criteria for well-written papers:

- Word-process papers and double-space (except for the response papers), with 1-inch margins all around, numbered pages.
- Demonstrate an awareness and understanding of the relevant theories, concepts, readings, facts, technical explanations, etc.
- Provide your own unique contribution, through analysis, critique, associations, and extensions. Just summarizing other people’s writing is not a unique contribution and does not demonstrate your ability to understand and synthesize the material.
- Avoid lengthy or frequent direct quotes, since they mask your own thinking. Try to paraphrase ideas in your own words wherever possible.
- Compose a well-organized, structured, and formatted paper. Organize summaries, arguments, and analyses in a structure and sequence that helps the reader understand and follow the logic of how topics are related. Provide section headings to help guide the reader. Provide transitions between sections of the paper. Provide a conclusion that reviews what you have argued and presented.
- No spelling errors, typos, grammatical errors, etc. (A spell-checker and style-checker will catch only some of these problems – please proofread).
- I take into consideration that these requirements are particularly challenging to international students and others for whom English is not their first language. I encourage those students to seek help in writing and revising.
- Fully note and cite any direct quotations using APA style, including the author, date, and page number. For all paraphrased ideas, you must also cite the source, although in this case author and date are sufficient. Do not plagiarize!! If you have any doubts as to what constitutes plagiarism, please discuss this with me or someone else.
- Rutgers offers a FREE writing consulting service on College Avenue.

**Participation (10%)**

This course is a seminar and therefore, your participation in class discussions is vital. Both your in-class and online participation will be assessed. First, you are expected to attend classes, demonstrate familiarity with and critical reflection on the readings, ask insightful questions, be involved in classroom activities and exercises, and actively engage in discussion. Much of classroom learning occurs through dialogue and sharing of ideas; the experiences and perspectives you share provide important resources that will benefit everyone and are greatly valued. In addition, you will have opportunities to participate in online threaded discussions through the course website; both the quality and quantity of your online postings will also factor into your participation grade. Whenever you come across relevant news stories, real-world examples, or other resources you are encouraged to share them with the class.
Online Self-Presentation Assignment (20%)  

For this assignment you will write a 3-4 page paper that does the following.

A. Consider your “dream job” and the kinds of attributes a successful candidate for a position in this field should have.
B. Then, pretend you are a third party who is trying to find out information about you on the Internet based on your name (you may need to include one or two facts about you, such as location). Do a thorough search using a variety of search engines and online tools. What kind of impression would this person get? Remember, there may be information online about other people with your same name, but a third party wouldn’t know this.
C. Finally, consider what actions you could take to create an online impression that matches the attributes you described in the first part of the assignment. Come up with a plan of action for achieving your online self-presentational goals. Describe the information you found and how it relates to the characteristics you wrote down in step A.
D. Read the “We googled you” case study (from the Harvard Business Review). Using ideas and concepts discussed in class, in our other readings, and from any additional online research you wish to do, describe the advice you would give Fred. (You may wish to jot down some notes BEFORE you read the expert’s advice.). Which one of the experts do you agree with most and why? Which do you disagree with and why?

Social Network Assessment and Development Assignment (15%)  

A. Read the “How to build your network” HBR case and do the activity described in the “Diagnose your network” section on page 3-4. According to the principles described in the article and our discussions, how could your network be improved? What are its strengths and weaknesses?
B. Create a profile in an online networking site such as LinkedIn. Take specific actions to improve your network.
C. Write a 2-3 page paper in which you summarize what you did and what you discovered, incorporating concepts from the reading.

Social Media Outreach Assignment (15%)  

A. Read the “Community Relations 2.0” HBR case. Consider both the strengths and challenges associated with using social media for community outreach.
B. Write a 2-3 page paper in which you discuss the strengths and challenges associated with using social media for community outreach, drawing on the case as well as your own ideas or ideas from other research. Based on this discussion, outline a social media business strategy for improving customer relations in a company of your choosing (it can either be a fictional company or one where you have been employed). You should be specific about what tools to use and what steps to take to combat challenges faced.
Research Paper (40%)

You are to write a 12-15 page research paper on a theory, topic, concept, or idea that is related to communication processes in social media. The paper should be written in a style similar to an academic article or conference paper. For instance, your paper could a) introduce a new concept, b) offer a reconceptualization of a traditional concept or theory in light of social media, c) develop a new or integrative theoretical model related to some aspects of social media, d) propose a research study that examines certain research questions or tests certain hypotheses, or e) present the results of such a research study. You are welcome to use this as an opportunity to develop a thesis/dissertation or extend ideas you have worked on in other courses.

You will be asked to submit a proposal for your paper on or before October 22, 2013. This 2-3 page proposal should include 1) a brief background and rationale for your topic, 2) your research question(s), 3) your proposed method (if empirical), and 4) a representative bibliography. Time permitting, you will have an opportunity to present your proposal informally in class. You will also give a short presentation of your final paper on the last day of class. You are encouraged to work with others (up to 3 total) on this paper, although it is expected to reflect substantial contributions from each group member and all members will receive the same grade.

Academic Integrity Policy

You are responsible for understanding and abiding by Rutgers’ rules of academic integrity, which can be found at: [http://teachx.rutgers.edu/integrity/policy.html](http://teachx.rutgers.edu/integrity/policy.html). Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Any student found guilty of plagiarism, fabricating information, cheating on examinations, submitting a paper to more than one professor, or submitting a paper authored (in part or wholly) by anyone other than you will immediately receive a failing grade in the course and will be reported to the University’s Judicial Affairs office for possible further disciplinary action (including suspension or expulsion from the University). If you have questions about any of these practices, please confer with me or another faculty member. These policies and procedures protect your rights, as well as those of the faculty.

Technology Policy

Use of technology (smart phones, cell phones, ipads, laptops, etc.) in the classroom is encouraged so long as it facilitates rather than distracts from classroom learning. Please make sure phone ringers are turned off and that laptops are used for academic rather than social purposes.

Students with Special Needs

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

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.

If you have any questions about any aspects of the course now or throughout the semester, please feel free to send me an email, stop by during my office hours, or set up an appointment.
## Tentative Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 3</td>
<td>Introduction: What is Social Media?</td>
<td>None</td>
</tr>
<tr>
<td>3</td>
<td>Sep 17</td>
<td>Conducting Social Media Research</td>
<td>Bernstein et al., 2013&lt;br&gt;Lewis et al., 2008&lt;br&gt;Naaman, Boase, &amp; Lai, 2010&lt;br&gt;Zimmer, 2010</td>
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<tr>
<td>4</td>
<td>Sep 24</td>
<td>Self-Presentation and Impression Management</td>
<td>Ellison et al., 2012&lt;br&gt;Utz, 2010&lt;br&gt;Walther et al., 2010&lt;br&gt;Walther et al., 2009</td>
</tr>
<tr>
<td>5</td>
<td>Oct 1</td>
<td>Identity and Deception</td>
<td>Donath, 1998&lt;br&gt;Gonzales &amp; Hancock, 2008&lt;br&gt;Gibbs et al., 2011&lt;br&gt;Yee &amp; Bailenson, 2007</td>
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<tr>
<td>9</td>
<td>Oct 29</td>
<td>Social Networks and Social Ties</td>
<td>Hampton et al., 2010&lt;br&gt;Haythornthwaite, 2005&lt;br&gt;Uzzi &amp; Dunlap, 2005&lt;br&gt;Wellman et al., 2003</td>
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<tr>
<td>10</td>
<td>Nov 5</td>
<td>Social Networks and Social Capital</td>
<td>Ellison et al., 2007&lt;br&gt;Ellison et al., in press&lt;br&gt;Ledbetter et al., 2011&lt;br&gt;Valenzuela, Park, &amp; Kee, 2009</td>
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<td>Week</td>
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<td>11</td>
<td>Nov 12</td>
<td>Virtual Worlds</td>
<td>Gorini et al., 2008</td>
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<td>Green-Hamann et al., 2011</td>
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<td>Jarmon &amp; Sanchez, 2010</td>
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<td>Williams et al., 2008</td>
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<td>12</td>
<td>Nov 19</td>
<td>Collaboration and Collective Action</td>
<td>Burke, Marlow, &amp; Lento, 2009</td>
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<td></td>
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<td></td>
<td>Gibbs et al., in press</td>
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<td>Rashid et al., 2006</td>
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<td>Wasko &amp; Faraj, 2005</td>
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<tr>
<td>13</td>
<td>Nov 26</td>
<td>No class – Happy Thanksgiving!</td>
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<tr>
<td>14</td>
<td>Dec 3</td>
<td>Social Media in the Workplace</td>
<td>DiMicco et al., 2008</td>
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<td>Ellison et al., in press</td>
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<td>Kane et al., in press</td>
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<td>Leonardi et al., in press</td>
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<tr>
<td>15</td>
<td>Dec 10</td>
<td>Presentations</td>
<td></td>
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<tr>
<td></td>
<td>Dec 17</td>
<td>Final Paper Due</td>
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</table>

**Readings**

**Week 1 – Introduction: What is Social Media?**

*Recommended Reading:*

Wikipedia on Web 2.0 (http://en.wikipedia.org/wiki/Web_2)

O'Reilly, "What is Web 2.0" (online at http://tinyurl.com/743r5)


**Week 2 – Theoretical Foundations**

*Required Reading:*


**Recommended Reading:**


**Week 3 – Conducting Social Media Research**

**Required Reading:**


**Week 4 – Self-Presentation and Impression Management**

**Required Reading:**


Utz, S. (2010). Show me your friends and I will tell you what type of person you are: How one’s profile, number of friends, and type of friends influence impression formation on social network sites. *Journal of Computer-Mediated Communication, 15*, 314–335.


**Recommended Reading:**


**Week 5 – Identity and Deception**

**Required Reading:**


**Recommended Reading:**


**Week 6 – Privacy**

*Required Reading:*


*Recommended Reading:*


**Week 7 – Young People and Social Media**

*Required Reading:*


**Week 8 – Public Sphere and Political Participation**

*Required Reading:*


*Recommended Reading:*


**Week 9 – Social Networks and Social Ties**

*Required Reading:*


**Recommended Reading:**


**Week 10 – Social Networks and Social Capital**

**Required Reading:**


**Recommended Reading:**


**Week 11 – Virtual Worlds**

**Required Reading:**


**Recommended Reading:**


**Week 12 – Collaboration and Collective Action**

**Required Reading:**


**Recommended Reading:**


**Week 13 – NO CLASS – HAPPY THANKSGIVING!**

**Week 14 – Social Media in the Workplace**

**Required Reading:**


**Recommended Reading:**


Cyber Ethnography
17:194:696
Fall 2013

Professor: Drs. Joe Sanchez and Todd Wolfson
Office:
Dr Sanchez: 205 Annex
Dr Wolfson: 110 SCI Building
Email: (preferred communication method)
sanchezj@rci.rutgers.edu
twolfson@rci.rutgers.edu
Office Hours:
Dr Sanchez: by appointment
Dr Wolfson: by appointment
Class Room: SCI Room 201
Class Time: Monday 6:20pm-9:00pm

PROGRAM & COURSE OBJECTIVES
The goal of this course is to provide students with practical training and experience in conducting cyber ethnographic fieldwork (participant observation methods, interviewing, research design, sampling, coding, data analysis and ethics) in a practical context. The course combines classroom study with an actual cyber ethnographic research practicum. Throughout the semester students will immerse themselves in virtual environments, attend classes, and undertake a complex research project of their choosing. Students will spend some time participating in class lectures, but most of the time will be spent doing your research projects and writing fieldnotes, journal notes and reports.

By the end of the course you should be able to design a research plan, apply appropriate fieldwork techniques, understand how theories in your selected discipline are applied to a particular field site, write a final report summarizing the significance of the data collected, and understand ethical issues involved in cyber ethnography.

Course Goals
- Apply cyber ethnography fruitfully in your own work, when relevant.
- Understand what kinds of claims you could or could not make/support with your data;
- Compare and practice various ways of "performing" cyber ethnographic research.
- Become a discerning and critical, and, perhaps, even appreciative, consumer of cyber ethnographic research
- Learn how to write and submit a proposal for IRB approval

Course Requirements:

Workshop Participation (25%)
- Readings – It is essential that seminar participants come to class having read all
course materials thoroughly for each session. Grounding our critical exploration in the readings is vital to the analytical success of this course – both in class discussion and in written assignments. Work to become metacognitively aware of how the readings are shaping your ideas of what cyber ethnography is.

- **Class participation** (15% of course grade) – This is a seminar that depends upon your active participation in class discussion. Emphasis will be placed on critical analysis of the readings, which will be generated primarily through the articulation of thoughts and ideas in a seminar format. Students must be prepared to contribute critical comments grounded in the course readings.

- **Facilitating Discussion** (10% of course grade) – Each week, a group of students will be responsible for providing a short analytic overview of the reading. Of greatest importance, facilitators should look for distinctions in methodology, analysis, presentation of narrative, and the process of ethnographic research.

**Fieldwork** (25%)
The goal of this course is to provide students with practical training and experience in conducting cyber ethnographic fieldwork (participant observation methods, interviewing, research design, sampling, coding, data analysis and ethics) in a practical context. We expect you to spend approximately 50-60 hours at your fieldsite this semester

- **Fieldnotes or Reflections** – Extensive fieldnotes will be written, shared, and critiqued. Fieldnotes should be brought to class printed in triplicate with line numbering.

- **Coded and Transcribed Interviews (1 total)** – Ethnographic interviews will be conducted online with research participants. Depending on your study, interviews may require 60 – 90 minutes. Interviews will be shared with classmates for evaluation and critique and should be printed in triplicate with line numbering.

**Final Term Paper** (50%) *Details will be provided*

- **Write-up of Data and Analysis** 10% - 7 - 10 page “ethnography section” section of final paper due.

- **Presentation on Paper** 10% - Students will present 15 – 20 minute presentations (depending on enrollment) about their semester projects in class on 12/12 and 12/19. Presentations should focus on method, findings, analysis and conclusions.

- **Final Paper** – 30% - Students will write a publishable cyber ethnographic paper targeting a journal in their field of study. The full paper should be between 18 -35 pages.

**Guidelines for Written Work:**

• Include a cover sheet for all assignments with your name, class/section, name and number of assignment, and date. A blank page at the end is not required.
• 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 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.
• 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.).

Additional Rules and Information.

• Cell phones must be turned off upon entering the classroom and may not be used in the classroom or during class time.
• Laptops may be used for note-taking only. No emailing or Web-surfing during class.
• Students must show up on time and stay for the duration of the class. During class, students should not engage in personal conversations, read newspapers, do crossword puzzles, or undertake other personal diversions unrelated to class activity.
• We will return all emails on a first-come, first-served basis. Do not assume that I have received your email. If I don’t reply, follow up with a phone call.

Academic Integrity. Plagiarism and cheating are, of course, forbidden, according to Rutgers University policy. You are responsible for reviewing and obeying these policies. A lengthy statement of the policy is at http://teachx.rutgers.edu/integrity/policy.html.

• On plagiarism, this statement (from history.rutgers.edu/undergrad/plagiarism.htm) appears in Rutgers University’s rules. Like all such rules, it applies to this class.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment ...” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or
information obtained in reading or research that are not common knowledge among
students in the course must be acknowledged. In addition to materials specifically
cited in the text, only materials that contribute to one’s general understanding of the
subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a
subtle issue. Any questions about what constitutes plagiarism should be discussed
with the faculty member.

**Required Books**

Book (B) or Online (O) at Sakai (https://sakai.rutgers.edu/portal)

**Required Books**

- Emerson, R; Fretz, R; Shaw, L (1995) *Writing Ethnographic Fieldnotes*. University of Chicago Press

**Reading Schedule**

**I. Critical Concepts (4 weeks)**

9/9: Introduction

9/16: The Ethnographic Project
- Read *Erving Goffman, Bronislaw Malinowski and Clifford Geertz* (Readings online)
- Reflection paper on Ethnography based on readings (4 pages)
- Observations on initial fieldsite-DISCUSSION

9/23: Cyber Ethnography Concepts and Theories
- Read *Coming of Age in Second Life: An Anthropologist Explores the Virtually Human.*
- Reflection paper on intersection of ethnography and cyber ethnography
- Analysis of first two weeks on initial fieldsite-DISCUSSION

9/30: A Place on the Corner
- Read *A Place on the Corner*
- Presentation on Designing IRB Proposal
- Proposed Fieldsite and initial observations and discussion on getting into a
10/7: Ethnographic Fieldnotes
- Read *Writing Ethnographic Fieldnotes*
- Presentations on Fieldsites
- IRB proposals DUE

10/14: Virtual Methods
- Read *Hine: Virtual Methods* (readings online)
- First Fieldnotes due

10/21: Debates on the Role of an Ethnographer (Todd)
- Read Wacquant, L. “*Scrutinizing the Street: Poverty, Morality, and the Pitfalls of Urban Ethnography*” *American Journal of Sociology* 2002. (readings online)
- Read *Responses to Wacquant by Elijah Anderson and Mitch Duneier* (readings online)
- Politics of ethnography discussion—bring in fieldsite

10/28: Online Culture (Joe)
- Read *Play Between Worlds: Exploring Online Game Culture*
- Transcribed Interviews Due

11/4: Two Bits The Cultural Significance of Free Software
- Read *Two Bits The Cultural Significance of Free Software*
- *Coded Interviews Due*

11/11: Ethnography and Virtual Worlds
- Read *Ethnography and Virtual Worlds: A Handbook of Method*
- Discussion of central research themes

11/18: The Craft of Research
- Read *The Craft of Research* Parts III and IV
- Memo on Research Themes Due

**11/25 NO CLASS Thanksgiving Break—Focus on Final Papers**

12/2: Data Sections
- Hand in 7-10 page draft data/ethnography section of final paper

12/9: Final Presentations
12/16: Final Presentations

12/16: Final Ethnography Papers Due