Our interdisciplinary PhD Program attracts students from fields such as cultural studies, sociology, history, film and cinema, as well as linguistics, computer science, public health, psychology, and business/management—in courses shared with students with backgrounds in information science, communication, media studies, journalism, and library studies. We offer multiple seminars every semester, almost all of which welcome doctoral students from other programs at Rutgers as well as students at other schools participating in the Inter-University Doctoral Consortium, which allows taking Rutgers courses for credit across the consortium. See more at: http://gsnb.rutgers.edu/consortium.php3.

For more information contact PhD Program Director Marie Radford at mradford@rutgers.edu.

www.comminfo.rutgers.edu/phd/getIN

Last revised 8/8/14
PhD Colloquium (16:194:600)
Fridays, 1:30 - 3:30 pm (and some Wednesdays, as announced)
Marie Radford
mradford@rutgers.edu

DESCRIPTION:

PhD Colloquium is a forum for the presentation of research and professional activities by guest speakers, faculty, and students taken during each semester of course work.

List of PhD Colloquia (The Dissertation Series) and other relevant events including the schedule for the PhD Mini Seminars (on selected Fridays) is at: https://comminfo.rutgers.edu/ph-d-program/interaction-meetings/colloquia.html

Communication, Information and Media Pro-seminar (16:194:601)
Wednesdays, 3:10 – 5:50 pm
Marie Radford
mradford@rutgers.edu

For first-year students

DESCRIPTION:

The pro-seminar addresses nature of communication, information, and media processes and their role in individual, social, and institutional behavior. Particular emphasis will be on the conceptual linkages between communication, information, and media processes, as well as theory and meta-theory. Panels will alternate between interdisciplinary and area-specific topics featuring CILS program faculty as speakers. Pro-seminar will include topics in professional development, academic integrity, responsible and ethical conduct of research, intellectual property. Students will pass Human Subjects Certification Program as part of the course. (description revised 6/2014)
Research Foundations (16:194:602)
Wednesdays, 6:20 – 9:00 pm
Ross Todd
rtodd@rutgers.edu

DESCRIPTION:

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

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

Goals

This seminar will offer students:

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

Learning Objectives

Upon completion of course, students should be able to:

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

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Quantitative Research Methods (16:194:604)
Wednesdays, 3:10 – 5:50 pm
Dan O’Connor
dan.oconnor@rutgers.edu

DESCRIPTION:

This course is designed to provide students with the opportunity to learn and evaluate alternative quantitative research methodologies. Students are expected to investigate selected topics in depth and to have general familiarity with all major course topics.

We will try to avoid getting overwhelmed with advanced techniques until we have mastered the fundamentals. These basics or fundamentals are the natural extension of the topics covered in prerequisite courses.

Thus, we will extend the t-test to simple analysis of variance and then we will extend that from one-way models to n-way models. We will progress systematically from basic inferential tests to more advanced ones. We will use this same approach going from correlation to its extension, simple linear regression, and then to multiple regression. From there we will advance to more complex multivariate methodologies. Please note that we will be moving fast from the simpler methods to the more advanced multivariate methods.

By the end of the course, students should feel at ease in testing theoretical models by analyzing quantitative data using multivariate statistical techniques. The course establishes multiple regression as a cornerstone and general data analytic method; furthermore, we will build to other methods from this base. Survey and experimental designs will be compared. Students are expected to contribute their interests in the emphases given to survey or experimental designs.

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Seminar in Information Studies (16:194:610)
Mondays, 3:10 – 5:50 pm
Nina Wacholder
ninwac@rutgers.edu

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. The goals are to provide the students with an understanding of the evolution, structure, nature and environment of library and information science. Further, the course will develop 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.

Learning Objectives
After successfully completing this course, students will be able to:

- Identify and discuss 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.

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Experiment and Evaluation in Information Systems (16:194:619)

Thursdays, 6:20 – 9:00 pm
Nicholas Belkin
belkin@rutgers.edu

DESCRIPTION:

Measures, models and methods for macro-evaluation of impact of information systems within their environment and for micro-evaluation of performance of system components. Experiments - their design, conduct and results.

This course is intended for doctoral level students in Information, Communication, Computer Science and Operations Research, whose dissertations or career plans will require evaluation of systems, as they are used by natural or laboratory subjects. The key to success in such studies is to design your experiment in a way that maximizes the precision and quantity of usable information, for a minimum of user-subject effort.

The course will briefly review the nature of statistical models. Then linear and non-linear models will be introduced, and students will learn how to generate simulated or "phantom" data so that the power of the experimental design can be assessed before the experiment is conducted. Students will be challenged to create phantom datasets, and to "solve" the sets created by their classmates, using efficient experimental designs. The course will cover: design of questions, factorial and fractional factorial designs, Taguchi design principles, and orthogonal Graeco-Latin square designs. Students will have an opportunity to develop experiments related to their own research projects, as part of this course. Several textbooks on multivariate analysis and design of experiments will be mentioned as secondary resources to supplement extensive class notes and online resources.

Students in this course should have some experience with using formulas and mathematics to express causal or correlational relations, as well as at least one course dealing with inferential
statistics. Examples would be: the SC&I doctoral course in Quantitative Methods; OR an undergraduate degree in Engineering with at least one statistics course; OR several undergraduate courses in Statistics. If you are not certain about whether you are prepared for the course please contact the instructor.

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**Interpersonal Communication (16:194:620)**
Mondays, 6:20 – 9:00 pm
Galina Bolden
gbolden@rci.rutgers.edu

**DESCRIPTION:**

The purpose of the course is to examine major theories of, issues in, and approaches to the study of interpersonal communication by asking the related questions, “What is the nature of communication between people?” and “How should we go about studying relationships?” We will survey the field to determine the history and current character of interpersonal communication theory and research, examine primary sources and commentary regarding issues central to the study of interpersonal communication, and explore some alternative approaches to studying interpersonal communication. The final paper will offer students the opportunity to explore interpersonal communication in their own area(s) of interest.

**Primary Readings**


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**Media Theory (16:194:631)**
Wednesdays, 6:20 – 9:00 pm
Deepa Kumar
dekumar@rutgers.edu

**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.

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**Media Law and Policy (16:194:641)**
Thursdays, 3:10 – 5:50 pm
Susan Keith
susank@rutgers.edu

**DESCRIPTION:**

This course focuses on the intersections of law, policy, and technology, examining attempts to regulate digital media and information flows. The course considers the tensions among freedom, control, individual liberty, and societal good inherent in attempts to regulate a developing media landscape.

*Students will learn about such topics as:*

- Courts’ and policymakers’ conceptions of digital media and information technologies and the legal and policy ramifications of those views
- Varying conceptions of the First Amendment and what they mean for how media and information are viewed
- The ongoing struggle over the control of intellectual property
- Evolving notions of privacy, defamation, reputation, and bullying online
- The future of telecomm policy
- Changing roles and definitions of media producers and the implications for law and policy
- Issues that arise when local or national laws attempt to control technology that has a global reach

In addition, students will learn about legal research methods, which are largely interpretive in nature. Specifically, we will examine how to locate, read and analyze case law, statutory law, and regulations.

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Topics in Communication Process I: Ethnography (16:194:670)
Tuesdays, 3:10 – 5:50 pm
Vikki Katz
vkatz@rutgers.edu

DESCRIPTION:

Ethnography involves the researcher’s immersion in a community’s everyday life, in order to describe and analyze social contexts, relationships and processes relevant to the questions under consideration. It is more than a method; it is an epistemological approach and, as will be demonstrated in this course, a dynamic way of seeing and being in the world. In this seminar, we will explore modes of inquiry and analysis that characterize the practice of ethnography. The course will cover the various phases of ethnographic fieldwork, including entering the field, collecting data, ethical dilemmas, writing and representing one’s findings, and the challenges of departure. We will also consider how technology and online spaces are extending traditional ethnographic practice, as well as how ethnography can inform and galvanize efforts for social change.

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Topics in Communication Process III: Research Design (16:194:672)
Mondays, 11:50 – 2:30 pm
Keith Hampton
keith.hampton@rutgers.edu

DESCRIPTION:

The goal of this course is to expand students’ methodological repertoire so that they can select the right methodological tool for the unique requirements of their research projects. There is no perfect study, but as scholars we must know how to evaluate the quality of studies across the methodological continuum. The aims of this course are to help students understand quantitative and qualitative research methods in the social sciences, critique and analyze the value of research, and to conduct basic research. The course makes no assumptions about students prior understanding of quantitative or qualitative methods. Students will develop the vocabulary and tools to evaluate research, as well as gain firsthand experience with the research process; from the formation of research questions and hypotheses, through data collection, data analysis, and the presentation of findings. This course will prepare students to propose and conduct research for their dissertation, and to take qualifying examinations.

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Topics in Communication Process IV: Organizational Leadership (16:194:673)
Thursdays, 6:20-9:00 pm
Brent Ruben
bruben@rutgers.edu

DESCRIPTION:

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

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**Topics in Library and Information Science I: The History of Books, Documents and Records in Print and Electronic Environments (16:194:675)**

Wednesdays, 11:50 – 2:30 pm  
Marija Dalbello  
dalbello@rutgers.edu

**DESCRIPTION:**

The course will examine the production and circulation of knowledge in light of changing technologies, institutions and textual forms. An overview and comparison of textual transmission in oral, manuscript, print and electronic communication environments will include regulatory frameworks and the history of “intellectual property” (from attribution, authorship, to participatory ownership of creation). It will examine the current scholarship relevant for understanding books, documents and records comparatively. The focus on the book trades, web spheres, and socio-technical systems will prompt questions about the nature of texts (print, non-print, and digital), their reception, associated literacy practices, communities and institutional contexts. The course will present a critique of the technological revolution perspective.

**Course Objectives**

- Understand how information is created, preserved and communicated in different historical periods
- Compare and contrast textual transmission processes in print and electronic environments and communication shifts
- Understand the structure of texts and protocols for their reception in a historical framework
- Examine theoretical issues and selected in-depth study of significant case studies in the current multidisciplinary scholarship of electronic and print culture
- Examine methods and sources for the study of print and electronic texts and application of these methods for in-depth study of such texts, their production, circulation or use

**Organization of the Course**

Module I - Technology & Chronology  
1. Innovation  
2. Transformation: Technologies & Documentary Practices

Module II – Genre, Discourse, Representations, Forms and Appropriation  
1. Structure of the Text/Text Technologies (Typography, Punctuation, Paratext)  
2. Transformation: From Codex to Electronic Text  
3. Readers and reading  
4. Readers as Writers

Module III – Contexts of Distribution, Regulatory Frameworks
1. The Order of Texts (Digital Libraries, Socio spheres)
2. Networks of circulation
3. Contexts (Institutions, Standards)
4. Authors, Publishers and the Public
5. Regulation and Legitimacy
6. Circulation of Value (Canon, Bestsellers)

Methods of Assessment

Research Methods Paper 20% of final grade
Presentation 20% of final grade
Term Paper 40% of final grade
Team Project (digital tools for book history) 10% of final grade
Class participation and discussion 10% of final grade

Course Readings

Blair, Ann. 2010. Too Much to Know: Managing Scholarly Information Before the Modern Age. (Yale U P) (selections)
Burke, Peter. 2000. A Social History of Knowledge: From Gutenberg to Diderot. (Polity)
Cavallo, Guglielmo, and Roger Chartier, Eds. 1999. A History of Reading in the West. (U of Massachusetts P)
Colclough, Stephen. 2007. Consuming Texts: Readers and Reading Communities, 1675-1870. (Palgrave)


Hochman, Barbara. 2011. *Uncle Tom’s Cabin and the Reading Revolution* (U of Massachusetts P)

Hustwit, Gary. 2007. *Helvetica* (a documentary film) 95 min.


PHD SPECIAL TOPICS: SOCIAL MEDIA (16:194:696)
Mondays, 6:20 – 9:00 pm
Jenn Gibbs
jgibbs@rutgers.edu

DESCRIPTION:

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.

PHD SPECIAL TOPICS: SOCIAL NETWORK ANALYSIS (16:194:697)
Tuesdays, 6:20 – 9:00 PM
Matt Weber
matthew.weber@rutgers.edu

DESCRIPTION:

Over the past two decades networks have come to play an increasingly important role in our understanding of a wide array of human phenomena. In communication and the organizational sciences, recent developments in computing and telecommunications have engendered new organizational forms integrated within fluid, dynamic networks. While many scholars assert that the capability to nurture networks will differentiate dominant 21st century organizations, researchers are striving to gleam insights into these important new organizational form as they emerge and evolve.

This course is reviews theoretical, conceptual, and analytic issues associated with network perspectives on communicating and organizing. The course will review scholarship on the science of networks in communication, computer science, economics, engineering, organizational science, life sciences, physical sciences, political science, psychology, and sociology, in order to take an in-depth look at theories, methods, and tools to examine the structure and dynamics of networks.

The majority of class time will be spent discussing the assigned readings. Laboratory exercises will provide experience with computer-based network analysis, modeling and visualization tools. Students will be expected to write a term paper advancing some theoretical, methodological or
computational aspect of network science; an alternative assignment will ask students to write an application based white paper.