Our interdisciplinary Ph.D. 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 Ph.D. Program Director Marija Dalbello at dalbello@rutgers.edu or Ph.D. Program Administrator Joan Chabrak at joan.chabrak@rutgers.edu.

www.comminfo.rutgers.edu/phd/getIN
Ph.D. Colloquium (16:194:600)
Fridays 1:30 - 3:30 (and some Wednesdays, as announced)
Marija Dalbello
dalbello@rutgers.edu

DESCRIPTION:
Ph.D. 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 Ph.D. Colloquia (The Dissertation Series) and other relevant events including the schedule for the Ph.D. Mini Seminars (on selected Fridays) is at: http://comminfo.rutgers.edu/ph-d-program/interaction-meetings/colloquia.html#.UH9z6hi27QM

Qualitative Research Methods (16:194:603)
Tuesdays 3:10 - 5:50 pm
Marie Radford
mradford@rutgers.edu

DESCRIPTION:
This course explores the philosophical and theoretical bases of qualitative approaches to research and provides opportunities to learn and experiment with the various methods and tools used by researchers seeking to understand important issues in information, communication and media studies through qualitative approaches. The goal is for students to be able to apply these methods fruitfully in your own work, when relevant, and you would know what kinds of claims you could or could not make with your research; that you can compare various ways of “knowing”; that you become a discerning and critical, and perhaps even appreciative, consumer of qualitative research. The various approaches to be considered include grounded theory, ethnography, textual and cultural studies, and historical methods. Course will highlight the theoretical foundations and canonical traditions of qualitative studies. More specifically, participant-observation, extended observation and other ethnographic methods; framing, textual analysis; the long interview and the focus-group interview; historical and natural history approaches, and microanalysis will be addressed. Part of the course will focus on techniques of data collection (observing, interviewing, videotaping, collecting artifacts) and data analysis, beginning with how one develops and then uses field notes, and extending to a range of approaches to coding, interpretation and the establishment of knowledge claims.

PRIMARY READINGS:
ASSIGNMENTS/PROJECTS:
The there will be a variety of projects and assignments required including: critiques of required readings, conduct and analysis of an in-depth interview, small group position paper and oral presentation, model/case study critique, and development of a research proposal.

OTHER INFORMATION FOR INTERESTED STUDENTS:
Pre-requisites 601 & 602. Required for LIS Area. Communication students must take either this course or 605. Media Studies students must take 2 of the 3 (603, 604, 605) methods courses.

Interpretive Research Methods (16:194:605)
Wednesday, 3:10 - 5:50 pm
Regina Marchi
rmarchi@rutgers.edu

DESCRIPTION:
This course introduces students to a variety of interpretive research methods employed by scholars of media, communication and information. Looking at the historical development and epistemological foundations of such methods, we will discuss what constitutes interpretive methodologies and how they differ from other forms of qualitative research. We will explore a range of methods such as ethnography, audience studies, historical methods, the analysis of visual texts, semiotics, ideological criticism, and legal interpretive methods. We will pay particular attention to ethical issues and pragmatic techniques as we read essays by leading scholars who employ interpretive methods in their research. Students will become familiar with interpretive research traditions, see how they are applied to real life phenomena, and learn criteria for evaluating such research. This class is an excellent opportunity for students to discuss, pursue and receive feedback on their research ideas.

Human Information Behavior (16:194:612)
Tuesday 6.20-9.00 pm
Chirag Shah
chirags@rutgers.edu

DESCRIPTION:
The course’s focus is on precursors to, and characteristics of, human information seeking behavior, individual and social, both within and outside of institutional information systems. Relations between such behavior and information systems design and the relevant technologies. Critical examination of the research in human information behavior, that is in interactions between people, the various forms of information, and the situations or contexts in which they interact.
The focus of course in the Spring 2013: This course will focus upon the relations between information behavior and information systems design. Students will analyze philosophical, cognitive, interpersonal, organizational, social, political and cultural theories and empirical investigations, within the framework of the following topics:

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

Specific objectives of this course are to:

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

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Mediated Communication (16:194:633)
Wednesdays, 6.20-9.00 pm
Craig Scott
crscott@rutgers.edu

DESCRIPTION:
This class will look at theory and research related to the study of computer-mediated communication and other forms of new media as they related to interpersonal, group, organizational, and public communication (but class will not specifically examine technological advances more linked to mass media). The class is more about the users of new media than the actual technology per se. We will examine theories, opportunities afforded, and potential dangers as individuals and groups use these tools to interact. We will also examine research related to specific categories of new technology and their use. The seminar will be based heavily around detailed discussions of the issues raised in weekly readings.

Planned Readings:
- Readings made available via course website or library reserve
Assignments/Projects:
No Tests. 2 Individual Papers, Class Participation, and Team Research Project/Paper

Other Information for interested students:
We'll do a few hands-on experiences with technologies and make sure research projects result in papers suitable for conferences/publication. Masters students should have already taken 512 or a comparable introduction to mediated communication. Doctoral students from other departments/universities are welcome.

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Interpersonal Health Communication (16:194:636)
Thursdays, 3:10 – 5:50 pm
Kathryn Greene
klgreene@rutgers.edu

DESCRIPTION:
Course Goals/Objectives:
In this course, you will:
1) Gain an understanding of theories used in the field of interpersonal health communication;
2) Learn to analyze interpersonal health communication research;
3) Better understand programs of research in interpersonal health communication.

This course focuses specifically on the role of interpersonal and dyadic interaction in health settings. Weekly topics include, for example, social support, disclosure and privacy, stigma management, secrets, relationships, and compliance.

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Theories and Issues in Library Studies (16:194:656)
Mondays, 6:20 - 9:00 pm
Ross Todd
rtodd@rutgers.edu

DESCRIPTION:
This seminar-based course examines the intellectual foundations for librarianship as a discipline, the development of a broadened understanding of pervasive theories and research issues, and the identification and exploration of research literature in librarianship and pertinent allied fields. 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:
- A broad understanding of the theoretical underpinnings of the discipline of librarianship
- Familiarity with the historical, contemporary, and anticipated future development of research issues
- Opportunities to critically analyze, evaluate, and initiate research in the field
Objectives: Upon completion of course, students should be able to:

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

Required Text:

Highly Recommended Text:

Structure: This course is a seminar-based course consisting of mini-lectures, discussions, guest lectures, and student presentations. Guest speakers will present specific theoretical perspectives, methodological approaches and identify significant issues for librarianship.

Assessment Requirements:

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<tr>
<th>Course Requirement</th>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Issues Paper and Presentation</td>
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<td>Testing Theory Critique</td>
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<td>Testing Theory Presentation</td>
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<td>Theory Literature Review</td>
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<td>Theory Identification Presentation</td>
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**Media History** (16:194:663)
Mondays, 3:10-5:50 pm
Christina Dunbar-Hester
cristdh@rutgers.edu

DESCRIPTION:
Although the formal name of the course is “Media History,” in practice we focus on the United States in the 20th and early 21st century. The course considers the news media not as freestanding institutions but as part and parcel of American politics and culture in the last one hundred-plus years. We sequentially explore key periods of major 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 not simply transmit the news of what happened to the public; they interacted in complex ways with both elite and everyday political actors, simultaneously expressing and shaping attitudes about events and policy decisions. The class examines these various
interactions between political actors and the public and the media in an effort to understand the underlying ideological and cultural currents of American life. A strong knowledge of American history is required.

**PRIMARY READINGS:**
Historical and media studies works by Michael Schudson, Daniel Boorstin, James Carey, Richard Hofstadter, Lawrence Levine, Jackson Lears, and others. Previously used syllabi (subject to change) can be found at www.davidgreenberg.info.

**ASSIGNMENTS/PROJECTS:**
One short paper, one long paper (usually a historiographical review-essay), and one classroom presentation. Mandatory participation in class discussion.

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**Media and Culture (16:194:664)**
Wednesdays, 6.20-9.00 pm
Jack Bratich
jbratich@rci.rutgers.edu

**DESCRIPTION:**
This course introduces and explores cultural approaches to media studies, with a focus on major theories and critical analysis of media and popular culture. The beginning of the course will be an introduction to the major issues, problematics, and stakes of what is loosely called “critical cultural studies”. We will focus on the relationship between culture, power, and subjectivity. The rest of the semester we will be examining recent significant issues in media and cultural studies, including: convergence culture, affective media, reality TV; networks and power; surveillance and interactivity; virtual life/social networks; DIY media practices; postfeminism; collective intelligence and immaterial labor; cognitive media culture; war and journalism; globalization.

**Required Texts:**


**Other selected readings:**
Michel Foucault, *Method*
Michel Foucault, *Subject and Power*
Assignments:
Students will be expected to write a seminar-length paper (20-25 pages) at the end of the course. We will discuss topics as the semester progresses. Students will also be expected to give one presentation during the semester. Each presentation will cover some of the readings for the week, and will consist of 10-15 minutes of summary and points for discussion. In addition, students might be asked to present on their final paper topic.

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Thursdays 6:20-9:00 pm
Brent Ruben
bruben@rutgers.edu

**DESCRIPTION:**
Survey of contemporary concepts, practices and methods of organizational training and development with emphasis on the role of communication. This course focuses on the planning, design and assessment of organizational, professional and leadership development programs and functions.

**Learning Goals**

1. Develop an understanding of organizational development and training theory and practice.
2. Become familiar with contemporary organizational development and training concepts, methods and workplace practices.
3. Acquire knowledge of the role of communication theory and practice as critical components of organizational development theory and practice.
4. Develop proficiency in analyzing and evaluating organizational development and training approaches and methodologies.
5. Be able to assess workplace needs and provide recommendations as to relevant organizational development and training methodologies to address them.
6. Develop competency in the development of organizational development and training strategies to address defined workplace needs.
7. Enhance personal, interpersonal and group communication competencies (face-to-face and online) necessary for successful organizational development project planning and implementation.

**Class Approaches and Methods**
To achieve these goals, a variety of teaching/learning approaches will be utilized in this course. These will include readings, discussions, individual and group projects, case studies, and feedback from the instructor and one another.

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**Topics Comm. Process III - Uncertainty and Communication** (16:194:672)
Tuesdays 6:20-9:00 pm
Jennifer Theiss
jtheiss@rutgers.edu

DESCRIPTION FORTHCOMING

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**Topics Comm. Process IV** (16:194:674)
**Interpersonal Processes in Organizations – Research and Methods**
Mondays, 6:20-9:00 pm
Galina Bolden
gbolden@rci.rutgers.edu

DESCRIPTION:
This course examines interpersonal communication processes in a range of contemporary organizational settings, including a variety of workplaces, emergency services, medical offices, courts of law, and news media, with an emphasis on methods for studying these settings. We describe interpersonal communication processes through which organizational goals, roles, cultures, and relationships are constructed and enacted through talk and other forms of communicative conduct (including embodied action), and discover how the study of interpersonal aspects of social interaction can provide a window into the often unnoticed and, effectively, invisible workings of these institutions. In addition to acquainting students with current research in this domain, the course is designed to equip you with analytical skills for studying interpersonal communication processes in organizations and in a variety of other settings. The students will conduct their own pilot study at an institutional setting of their choice and develop skills involved in video-based research of communicative behaviors.

**PRIMARY READINGS:**
Selected readings from:

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Topics Lib. & Info SC I – Language and Information (16:194:675)
Mondays 3.10-5.50pm
Smaranda Muresan
smuresan@rci.rutgers.edu

DESCRIPTION FORTHCOMING

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Topics in Library and Information Science II (16:194:676)
Health Informatics
Thursdays, 3.10-5.50 pm
Zhou, Xiaomu
xmyzhou@rutgers.edu

DESCRIPTION:
Responding to the fast growing demand for health informatics researchers and practitioners, the School of Communication and Information will be offering a special topic course Health Informatics in Spring 2013.
Health Informatics is an evolving scientific discipline that deals with the collection, storage, retrieval, communication and optimal use of health information. The current climate for healthcare reform, combined with explosive advances in information technology, such as an increasing adoption of Electronic Health Records (EHR) by clinicians, Personal Health Records (PHR) and patient portals by patients and general populations, has created a growing need for information professionals who can understand emerging issues with health information technology. Both medical professionals and healthcare consumers must increasingly rely on information professionals to address complex issues such as unintended consequences of digitizing medical records, integrating information generated in clinical practice with patients’ experience data (i.e. illness management), overcoming barriers to share and exchange health information between care providers and receivers, addressing privacy concerns of electronic medical records, and managing fast growing online health communities. Health Informatics is accordingly designed for graduate students who wish to develop a comprehensive understanding of fundamental concepts, emerging issues in health IT, methodologies employed, and major research findings in the field of Health Informatics. This course will also introduce students to cases addressing specific issues in the adoption of EHR, PHR, and patient portal from a socio-technical perspective. Furthermore, as a special topic adding to existing coursework, this course can broaden students’ views of becoming an information professional in either healthcare organization or related industries, as well as informing researchers in the Health Informatics field.

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Topics Lib. & Info SC III – Personalization in Information Systems (16:194:677)
Wednesdays 11.50-2.30pm
Nicholas Belkin
belkin@rutgers.edu

DESCRIPTION:
This seminar investigates the reasons for personalizing people’s interactions with information and information systems, how personalization of different types is accomplished in different
types of information systems for different purposes, the current state of research in personalization, and future directions in personalization. Examples of systems to be discussed include search engines and recommender systems of various types. Students will conduct experiments or observational studies in personalization as the culminating exercise in this course, through examination of existing data, observation of use of personalized systems, or construction and testing of personalization algorithms or systems.