

COURSE SYLLABUS
COJO 5230-01: Alternative Media
Spring 2012
Tuesday 5:10 p.m. – 8 p.m.
Business Building, Room 10

Instructor: Dr. Kristen D. Landreville
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Office Hours: TR 12:30 p.m. – 2 p.m.
And by appointment

COURSE DESCRIPTION

This course provides an introduction to prominent theory and research on alternative media. Our readings and class meetings will be guided by alternative media outlets that individuals, groups, and societies turn to for their news and entertainment. Within the context of these alternative media, we will read both empirical and critical studies across a variety of media research topics.

Specific objectives of the course are to 1) give students a familiarity of the use and effects of alternative media, 2) provide an exercise in thoughtful discussion, critique, and extension of current theorizing and research, and 3) allow students to select an alternative media topic of their choice within which to design a meaningful research project that advances theory.

WHAT TO EXPECT IN THIS COURSE

The nature of a graduate seminar is to allow for group discussion and deliberation of issues raised in readings or by the professor or students. That is, the course does not take the traditional undergraduate lecture format. Instead, information is discussed and shared among seminar participants as part of the learning process. Given the nature of the graduate seminar, each student plays two important roles: one as learner and one as teacher. Both of these roles are equally important for the success of the class. These two roles will be formalized in this course by having students as designated leaders for particular papers in the class.

I will provide some background information in class and clarify portions of the readings when needed. However, I will rely primarily on your comments and questions to guide our class discussions. As such, you should read the material with an eye for generating questions and discussion in class.

COURSE EVALUATION

“Point-Person” Paper Duties

Each of the discussion articles will be assigned to a student, who will assume the responsibility of offering observations about the research and generating issues or questions for class discussion. No formal presentation is necessary and no handouts are necessary. The “point-

person” is merely more responsible to know that particular paper inside-and-out and be prepared to share their detailed thoughts, questions, or comments on the paper. Think of it as being a discussion leader for one paper.

During class time, I expect the “point-person” on a particular paper to contribute more answers, responses, or discussion to students’ questions about the paper. The “point-person” is encouraged to bring in outside reading that the student has done in preparation for discussion for the assigned paper. Outside reading can include other articles written by the particular paper’s author(s) or other relevant readings that students are familiar with from other coursework.

General In-Class Participation

Just as the “point-person” will be evaluated on their preparation and development of questions for the class, students not serving as a “point-person” for that week will be evaluated on their participation in debate and ability to intelligently discuss the assigned readings. The first, minimum component of this is class attendance. Especially since class meets only once per week, I do expect students to attend all class sessions unless serious circumstances make it impossible. However, ultimately ALL students will be expected to participate fully in the discussion by both asking questions AND answering them during each and every class period. While a reasonable quantity of verbal participation is a necessary condition for a positive evaluation, it is not sufficient. The quality of questions and answers will be considered when evaluating student participation and quality will be judged by how informed the questions are by the assigned readings and quality thinking.

Weekly Comment Papers

To each class meeting, you will be expected to bring a 2 to 3 page (double-spaced) reaction to the assigned readings.

The purpose of these weekly comment papers is to generate active consumption of the material while you’re reading. I encourage you to take notes while you read, rather than thinking about these issues afterwards. Also, quantity is not the goal here but rather quality. While summarizing the readings may be useful for yourself in the future, for these weekly comment papers I’m more interested in your evaluations, reactions, and questions. Thus, please focus on the critical analysis of the papers and on the synthesis with outside knowledge.

These ongoing comment papers should be sent to me via the e-Companion website **prior to class**. Specifically, **papers should be uploaded by noon on the day of class** using the “dropbox” feature. Please also bring these papers to class as well.

Unless otherwise specified, this reaction should follow the format detailed directly below.

On the first page of your weekly comment papers, type a list of at least four discussion questions raised by the assigned readings. You will be asked to share these questions in seminar in order to facilitate our group discussion. These questions *may* be related to:

- Issues you did not understand within the theories and/or readings
- Portions of the readings you disagree with
- Broader theoretical issues raised by the readings
- Empirical and/or theoretical questions raised by the readings
- How the readings relate to or contradict previous readings or other research in the field

In addition to these questions, please type a brief, but thoughtful, reaction to the readings. This should be no more than 2 to 3 pages and *may* address one or more of the following issues:

- What are the implications (practical or theoretical) of the conclusions reached by the authors?
- Are there any flaws in the studies and/or arguments being made?
- Are you convinced?
- What future research is needed in this area?
- What questions and/or concerns occurred to you as you read?

Research Paper

A 15-25 page research paper will be due by the date of our “final” on **Tues. May 1 at 7 p.m.** However, I will accept your research paper **without a late penalty until Mon. May 7 at 12 p.m. NOON.**

In this paper, you should propose an original, theoretically driven, research study concerning alternative media. You should propose a study that addresses a gap in the literature on a particular topic and/or theory in alternative media. You are not expected to collect data during the semester, but I encourage you to select a paper topic you are interested in completing after the semester is over.

The paper should follow standard APA Guide 6 formatting guidelines. Include a brief introduction, a thorough review of the literature that provides a compelling rationale for the study, a statement of the hypotheses and/or research questions, a detailed method section identifying how you will carry out the study, and a discussion section that highlights what will be learned from the data, strengths, and limitations of the study.

Your papers will be evaluated based on your ability to identify a theoretically driven research question that warrants attention and thus improves our understanding of some phenomenon, your review of relevant literature and construction of a logical argument that leads to a set of testable hypotheses, and the appropriateness of your design of a study to test those hypotheses.

At several points during the semester, you will be asked to report on your paper progress in class. We will use a portion of our meeting time on these days for class feedback about your paper progress (topic selection, rationale, hypotheses, and research design planning). On our

last class meeting, you will have the opportunity to present the “in-progress” final paper to the class.

- 2/7 Bring paper topic idea(s) to class for discussion.
- 3/27 Paper prospectus due via Carmen website at noon. Prepare an outline of your project including: background and importance of the issue, the purpose of the study, explication of concepts/theory being used, rationale, and hypotheses.
- 4/10 Bring a summary of your research design to class for discussion.
- 4/24 Presentation to class of your final research proposal.
- 5/1 @ 7 p.m. Due date of final paper
- 5/7 @ 12 p.m. (noon) Due date of final paper without a late penalty

COURSE EVALUATION

Evaluations of student performance will be based on several criteria: in-class “point-person” duties, general in-class participation, weekly comment papers, the four in-progress paper deadlines, and the seminar paper itself. The weighting of these evaluation criteria will be the following:

In-class “point-person” duties	10%
General in-class participation	10%
Weekly comment papers	20%
Paper topics due 2/7	2.5%
Paper prospectus due 3/27	5%
Paper research design due 4/10	5%
Paper presentation on 4/24	2.5%
<u>Final version of research paper</u>	<u>45%</u>
Total:	100%

POLICY FOR LATE ASSIGNMENTS

Late work will be penalized. Late work will receive:

- 15 percent off if delivered after the deadline but less than 24 hours late.
- 30 percent off if delivered more than 24 hours but less than 48 hours late.
- 45 percent off if delivered more than 48 hours but less than 72 hours late.
- 60 percent off if delivered more than 72 hours but less than 96 hours late.
- 75 percent off if delivered more than 96 hours but less than 120 hours late.
- 100 percent off if delivered more than 120 hours late.

If you submit a project late and have a reasonable explanation (e.g., immediate family and medical problems), then you must communicate with me and provide documentation when appropriate in order to receive any points. If you do not communicate with me and/or do not have any documentation, then the instructor reserves the right not to distribute points for that late assignment and the standard late policy will apply.

You have **two weeks** after an assignment grade is posted to contest the grade given.

GRADING SCALE

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
Below 60%	F

If a student's total points include a fraction of 5/10s or more, the total will be rounded up to the next highest integer. Thus 89.50% becomes 90 (A), but 89.49% remains a B.

STATEMENT ABOUT ACADEMIC HONESTY

The University is built upon a strong foundation of integrity, respect, and trust. All members of the University community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Students should report suspected violations of standards of academic honesty to the instructor. Refer to UNIREG 6-802, section 3, for more details.

Your written work must be your own. If you wish to use someone else's idea(s) or word(s) in one of your writing assignments, YOU MUST GIVE THAT PERSON CREDIT in your text by correctly citing the source. Failure to do so constitutes plagiarism, a serious academic offense that brings with it such dire consequences as failure of this class, suspension from the University, and worse. If you have questions about citing sources, please ask the instructor. Ignorance and being too busy to do your own work are not defenses for plagiarism.

DISABILITY POLICY

If you have a physical, learning, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, Knight Hall, Room 330, 766-6189, TTY: 766-3073.

Tentative Course Schedule *

Week 1: Tues. Jan. 10

Course Syllabus

How to Brainstorm Thesis Ideas and Choosing an Advisor

The Thesis Process

Explanation of Academia, Conferences, Finding a Job

Using the UW Library Website and Databases

Review of Weekly Comment Paper Example

Week 2 Tues. Jan. 17 Theories to Approach Alternative Media Use and Effects

Bryant, J., & Cummins, R. G. (2007). Traditions of mass media theory and research. In R. W. Preiss, B. M. Gayle, N. Burrell, M. Allen, & J. Bryant (Eds.), *Mass media effects research: Advances through meta-analysis* (pp. 1-14). Mahwah, NJ: Lawrence Erlbaum Associates.

Eveland, W. P., Jr. (2003). A “mix of attributes” approach to the study of media effects and new communication technologies. *Journal of Communication*, 53(3), 395-410. DOI: 10.1111/j.1460-2466.2003.tb02598.x

Perse, E. (2007). Meta-analysis: Demonstrating the power of mass communication. In R. W. Preiss, B. M. Gayle, N. Burrell, M. Allen, & J. Bryant (Eds.), *Mass media effects research: Advances through meta-analysis* (pp. 467-488). Mahwah, NJ: Lawrence Erlbaum Associates.

Potter, W. J., & Riddle, K. (2007). A content analysis of the media effects literature. *Journalism and Mass Communication Quarterly*, 84(1), 90-104. DOI: 10.1177/107769900708400107

Week 3 Tues. Jan. 24 Satire and Comedy

Baym, G. (2008). Serious comedy: Expanding the boundaries of political discourse. In J. C. Baumgartner & J. S. Morris (Eds.), *Laughing matters: Humor and American politics in the media age* (pp. 21-38). New York: Routledge.

Caufield, R. P. (2008). The influence of “infoenterpropagainment”: Exploring the power of political satire as a distinct form of political humor. In J. C. Baumgartner & J. S. Morris (Eds.), *Laughing matters: Humor and American politics in the media age* (pp. 3-20). New York: Routledge.

Guggenheim, L., Kwak, N., & Campbell, S. W. (2011). Nontraditional news negativity: The relationship of entertaining political news use to political cynicism and mistrust. *International Journal of Public Opinion Research*, 23(3), 287-314. DOI: 10.1093/ijpor/edr015

Landreville, K. D., Holbert, R. L., & LaMarre, H. L. (2010). The influence of late-night TV comedy viewing on political talk: A moderated-mediation model. *International Journal of Press-Politics*, 15(4), 482-498. DOI: 10.1177/1940161210371506

Week 4 Tues. Jan. 31 Entertainment Television

Cantor, P. A. (1999). *The Simpsons*: Atomistic politics and the nuclear family. *Political Theory*, 27, 734-749.

Klein, B. (2011). Entertaining ideas: Social issues in entertainment television. *Media, Culture & Society*, 33(6), 905-921. DOI: 10.1177/0163443711411008

Moyer-Guse, E., Mahood, C., & Brookes, S. (2011). Entertainment-education in the context of humor: Effects on safer sex intentions and risk perceptions. *Health Communication*, 26(8), 765-774. DOI: 10.1080/10410236.2011.566832

Mutz, D. C., & Nir, L. (2010). Not necessarily the news: Does fictional television influence real-world policy preferences? *Mass Communication and Society*, 13, 196-217. DOI: 10.1080/15205430902813856

Week 5 Tues. Feb. 7 The Internet and News

Chung, C. J., Nam, Y., & Stefanone, M. A. (2011). Exploring online news credibility: The relative influence of traditional and technological factors. *Journal of Computer-Mediated Communication*, 17(2), 171-186. DOI: 10.1111/j.1083-6101.2009.01471.x

Garrett, R. K. (2009). Echo chambers online?: Politically motivated selective exposure among Internet news users. *Journal of Computer-Mediated Communication*, 14, 265-285. DOI: 10.1111/j.1083-6101.2009.01440.x

Steensen, S. (2011). Online journalism and the promises of new technology. *Journalism Studies*, 12(3), 311-327. DOI: 10.1080/1461670X.2010.501151

Tian, Y., & Robinson, J. D. (2009). Incidental health information use on the Internet. *Health Communication*, 24, 41-49. DOI: 10.1080/10410230802606984

Bring paper topic idea(s) to class for discussion.

Week 6 Tues. Feb. 14 Social Media and News

Dylko, I. B., Beam, M. A., Landreville, K. D., & Geidner, N. (2012). Filtering 2008 US presidential election news on YouTube by elites and nonelites: An examination of the democratizing potential of the internet. *New Media & Society*.

Glynn, C. J., Huge, M. E., & Hoffman, L. H. (2012). All the news that's fit to post: A profile of news use on social networking sites. *Computers in Human Behavior*, 28, 113-119. DOI: 10.1016/j.chb.2011.08.017

Kenix, L. J. (2009). Blogs as alternative. *Journal of Computer-Mediated Communication*, 14(4), 790-822. DOI: 10.1111/j.1083-6101.2009.01471.x

Murthy, D. (2011). Twitter: Microphone for the masses? *Media, Culture & Society*, 33(5), 779-789. DOI: 10.1080/1461670X.2010.501151

van Dijck, J. (2009). Users like you? Theorizing agency in user-generated content. *Media, Culture & Society*, 31(1). 41-58. DOI: 10.1177/0163443708098245

Week 7 Tues. Feb. 21 Interpersonal Computer-Mediated Communication

Dubrofsky, R. E. (2011). Surveillance on reality television and Facebook: From authenticity to flowing data. *Communication Theory*, 21(2), 111-129. DOI: 10.1111/j.1468-2885.2011.01378.x

Gibbs, J. L., Ellison, N. B., & Lai, C. (2011). First comes loves, then comes Google: An investigation of uncertainty reduction strategies and self-disclosure in online dating. *Communication Research*, 38(1), 70-100. DOI: 10.1111/j.1468-2885.2011.01378.x

Garrett, R. K. (2011). Troubling consequences of online political rumoring. *Human Communication Research*, 37(2), 255-274. DOI: 10.1111/j.1468-2958.2010.01401.x

Wang, Z., Walther, J. B., Pingree, S., & Hawkins, R. P. (2008). Health information, credibility, homophily, and influence via the internet: Web sites versus discussion groups. *Health Communication*, 23, 358-368. DOI: 10.1080/10410230802229738

Week 8 Tues. Feb. 28 Mobile Media

Campbell, S. W., & Kwak, N. (2011). Mobile communication and civil society: Linking patterns and places of use to engagement with others in public. *Human Communication Research*, 37(2), 207-222. DOI: 10.1111/j.1468-2958.2010.01399.x

Dimmick, J., Feaster, J. C., & Hoplamazian, G. J. (2010). News in the interstices: The niches of mobile media in space and time. *New Media & Society*, 13(1), 23-39. DOI: 10.1177/1461444810363452

García-Montes, J. M., Caballero-Munoz, D., & Pérez-Alvarez, M. (2006). Changes in the self resulting from the use of mobile phones. *Media, Culture & Society*, 28(1), 67-82. DOI: 10.1016/j.chb.2011.08.017

Hashimoto, S., & Campbell, S. (2008). The occupation of ethereal locations: Indications of mobile data. *Critical Studies in Media Communication*, 25(5), 537-558. DOI: 10.1080/15295030802468040

Week 9 Tues. Mar. 6 Virtual Reality

Gunkel, D. J. (2010). The real problem: Avatars, metaphysics, and online social interaction. *New Media & Society*, 12(1), 127-141. DOI: 10.1177/1461444809341443

Ratan, R. A., Chung, J. E., Shen, C., Williams, D., & Poole, M. S. (2010). Schmoozing and smiting: Trust, social institutions, and communication patterns in an MMOG. *Journal of Computer-Mediated Communication*, 16(1), 93-114. DOI: 10.1111/j.1083-6101.2010.01534.x

Sivunen, A., & Hakonen, M. (2011). Review of virtual environment studies on social and group phenomena. *Small Group Research*, 42(4), 405-457. DOI: 10.1177/1046496410388946

Williams, D. (2010). The mapping principle, and a research framework for virtual worlds. *Communication Theory*, 20(4), 451-470. DOI: 10.1111/j.1468-2885.2010.01371.x

Week 10 Tues. Mar. 20 Documentary Film

LaMarre, H. L., & Landreville, K. D. (2009). When is fiction as good as fact? Comparing the influence of documentary and historical reenactment films on engagement, affect, issue interest, and learning. *Mass Communication & Society*, 12, 537-555. DOI: 10.1080/15205430903237915

Oliver, M. B., & Raney, A. A. (2011). Entertainment as pleasurable and meaningful: Identifying hedonic and eudaimonic motivations for entertainment consumptions. *Journal of Communication*, 61(5), 984-1004. DOI: 10.1111/j.1460-2466.2011.01585.x

Stroud, N. J. (2007). Media effects, selective exposure, and *Fahrenheit 9/11*. *Political Communication*, 24(4), 415-432. DOI: 10.1080/10584600701641565

Whiteman, D. (2004). Out of the theaters and into the streets: A coalition model of the political impact of documentary film and video. *Political Communication*, 21(1), 51-69. DOI: 10.1111/j.1460-2466.2011.01585.x

Week 11 Tues. Mar. 27 Movies

Barriga, C. A., Shapiro, M. A., & Fernandez, M. L. (2010). Science information in fictional movies: Effects of context and gender. *Science Communication*, 32(3), 3-24. DOI: 10.1177/1075547009340338

Lowe, T., Brown, K., Dessai, S., de Franca Doria, M., Haynes, K., & Vincent, K. (2006). Does tomorrow ever come? Disaster narrative and public perceptions of climate change. *Public Understand of Science*, 15, 435-457. DOI: 10.1177/0963662506063796

Paul, R. A. (2011). Cultural narratives and the succession scenario: *Slumdog Millionaire* and other popular films and fictions. *The International Journal of Psychoanalysis*, 92, 451-470. DOI: 10.1111/j.1745-8315.2011.00405.x

Young, S. D. (2000). Movies as equipment for living: A developmental analysis of the importance of film in everyday life. *Critical Studies in Media Communication*, 17(4), 447-468. DOI: 10.1080/15295030009388413

Paper prospectus due via e-Companion website at noon. Prepare an outline of your project including: background and importance of the issue, the purpose of the study, explication of concepts/theory being used, rationale, and hypotheses.

Week 12 Tues. Apr. 3 Music Videos and Talk Radio

Aubrey, J. S., & Frisby, C. M. (2011). Sexual objectification in music videos: A content analysis comparing gender and genre. *Mass Communication & Society*, 14, 465-501. DOI: 10.1080/15205436.2010.513468

Darnell, S. C., & Wilson, B. (2006). Macho media: Unapologetic hypermasculinity in Vancouver's "talk radio for guys".

Hofstetter, C. R., Barker, D., Smith, J. T., Zari, G. M., & Ingrassia, T. A. (1999). Information, misinformation, and political talk radio. *Political Research Quarterly*, 52(2), 353-369. DOI: 10.1177/106591299905200205

Kistler, M. E., & Lee, M. J. (2009). Does exposure to sexual hip-hop music videos influence the sexual attitudes of college students? *Mass Communication & Society*, 13(1), 67-86. DOI: 10.1080/15205430902865336

Rubin, A. M., & Step, M. M. (2000). Impact of motivation, attraction, and parasocial interaction on talk radio listening. *Journal of Broadcasting & Electronic Media*, 44(4), 635-654. DOI: 10.1207/s15506878jobem4404_7

Week 13 Tues. Apr. 10 Magazines

Gill, R. (2009). Mediated intimacy and postfeminism: A discourse analytic examination of sex and relationships advice in a women's magazine. *Discourse & Communication*, 3(4), 345-369. DOI: 10.1177/1750481309343870

Mueller, J. E., & Reichert, T. (2009). More engaged but still uninformed? 2004 presidential election coverage in consumer magazines popular with young adults. *Journalism & Mass Communication Quarterly*, 86(3), 563-577. DOI: 10.1177/107769900908600307

Thomsen, S. R., McCoy, J. K., Gustafson, R. L., & Williams, M. (2002). Motivations for reading beauty and fashion magazines and anorexic risk in college-age women. *Media Psychology*, 4(2), 113-135. DOI: 10.1207/S1532785XMEP0402_01

Tiggemann, M., Polivy, J., & Hargreaves, D. (2009). The processing of thin ideals in fashion magazines: A source of social comparison or fantasy? *Journal of Social and Clinical Psychology, 28*(1), 73-93. DOI: 10.1521/jscp.2009.28.1.73

Walsh, J. L., & Ward, L. M. (2010). Magazine reading and involvement and young adults' sexual health knowledge, efficacy, and behaviors. *Journal of Sex Research, 47*(4), 285-300. DOI: 10.1080/00224490902916009

Bring a summary of your research design to class for discussion.

Week 14 Tues. Apr. 17 International Media

Fahmy, S. S., & Al Emad, M. (2011). Al-Jazeera vs. Al-Jazeera: A comparison of the network's English and Arabic online coverage of the US/Al Qaeda conflict. *International Communication Gazette, 73*(3), 216-232. DOI: 10.1177/1748048510393656

Golan, G. J. (2008). Where in the world is Africa? Predicting coverage of Africa by US television networks. *International Communication Gazette, 70*(1), 41-57. DOI: 10.1177/1748048507084577

Groshek, J. (2009). The democratic effects of the internet, 1994-2003. *International Communication Gazette, 71*(3), 115-136. DOI: 10.1177/1748048508100909

Stone, G. C., & Xiao, Z. (2007). Anointing a new enemy: The rise of anti-China coverage after the USSR's demise. *International Communication Gazette, 69*(1), 91-108. DOI: 10.1177/1748048507072787

Week 15 Tues. Apr. 24 Paper Presentations

Final Paper Due: Tues. May 1 @ 7 p.m.

Final Paper Due Without Penalty: Mon. May 7 @ 12 p.m. Noon

*** DISCLAIMER**

I reserve the right to change any of the dates or requirements of this course throughout the semester. An email to your UWYO account will be considered notification of any changes. I will also announce changes in class. If appropriate, I will distribute an addendum to the course syllabus.