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AP 11-01-11

Senate Info. - 12/6/11

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: Sociology of Mass Media SOC 421

Instructor(s) of Record: Christian Alexander Vaccaro

Phone: 724-448-9216

Email: cvaccaro@iup.edu

Step One: Proposer

Provide a brief narrative rationale for each item A1-A5

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Regarding my qualifications for online course instruction, I have received direct and indirect training for multiple the online course interfaces including WebCT, Blackboard, and Moodle over the past four years. I have received training in online course instruction by the Center for Teaching and Learning at Florida State University, which includes serving as a Teaching Assistant for the center in the spring and summer of 2009. During my time at the Center for Teaching and Learning Along I helped to design and implement an online course at the university, "Sociology of Mass Media." with this I have served as an online teaching assistant at Florida State University from fall of 2007 to spring of 2011 in one section of the course "The Sociology of Law," two sections of the course "Sociology of Deviant Behavior," two sections of the course "Social Psychology of Groups," and six sections of the course "Sociology of Mass Media." I have served as instructor of record in five sections of online courses, including five sections of "Sociology of Mass Media" and one section of "Social Psychology of Groups" at Florida State University and University of North Florida. As instructor of record in these courses, I have been evaluated as a "very good" or "excellent" instructor by an average of 78% of student respondents.

Regarding my discipline, I am a temporary assistant professor in the Department of Sociology and have been an instructor in sociology at the undergraduate level since 2005. I hold a Ph.D. from Florida State University. I have published peer reviewed articles in the field of sociology including an article in the Encyclopedia of Social Movements on "Mass Media and Social Movements." I assisted on a large scale mass media research project with Dr. Deana Rohlinger, who is a prominent mass media scholar. I have also presented this research at regional and national conferences and am currently preparing findings for publication. I helped to design the proposed online course, have taught the proposed online course "sociology of mass media" five times, served as teaching assistant for the online course six times, and served as teaching assistant for the face-to-face course two times.

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Liberal Studies

2. How will each objective in the course be met using distance education technologies?

The course is designed to introduce students to mass media as a site for sociological study as three integrative and interrelated lines of research. I will use similar methods and content for teaching and evaluation for each. Students will be introduced to media as a social institution in relation to other social institutions such as government, economics and the family. They will also be introduced to media practices, processes, and functions/dysfunctions that comprise it. Similarly, students will be introduced to media effects and influences on culture and the functions/dysfunctions that media serve. In teaching these lines, I will use online PDF readings, Web Pages, online video and audio content streams, MS Word, Power Point, and Chat Forums. For evaluation, I will use open book quizzes, essay exams, and discussion forums.

- **Objective: Critically analyze and evaluate mass media as an institution through the sociological perspective and sociological theory. Analyze and evaluate mass media content in relation to contemporary sociological theory.**

The first section of the course is dedicated to introduction of mass media as a site for sociological study. Students will learn that sociologists are concerned with the social processes of various interactants within the institution of mass media, how large institutions such as government and the economy affect the mass media content, the ways which mass media influences the individual. They will be introduced to theories of functionalism, conflict theory, symbolic interaction, cultivation theory. In addition to the lecture material and course readings, students will be directed to content websites such as www.Nielsen.com, www.fcc.gov, Brock University Mead Project Website, and www.onthemedial.org for additional demonstration of how social theory informs sociological understanding of mass media. Students will be asked to reference this material in answering discussion board questions and their knowledge of this topic will also be assessed in essay exam questions.

- **Objective: Differentiate the institutional relationships that guide the organization, production and impact of mass media. Evaluate social research methods used for the sociological study of the mass media.**

In addition to the lecture material and course readings, students will be given several empirical examples of current and classic sociological research on the media. Similarly, students will be required to read, watch, and listen to non-empirical examples that address topics important to sociological research on mass media. This includes popular articles and shows by Malcolm Gladwell, Doug Rushkoff, Tavis Smiley, Ira Glass, Bob Garfield, Charlie Rose, and Bill Moyers. Students will be asked to reference this material in answering discussion board questions and their knowledge of this topic will also be assessed in essay exam questions. In addition to this, students will be asked to engage in their own sociological research project in the form of a short and guided of a content analysis of race in television programming.

- **Appraise, assess, and estimate effects of historical and technological changes in the production, organization and consumption of mass media.**

In addition to the lecture material and course readings, students will be introduced articles, websites, and other online content that demonstrates issues relating to social inequality in mass media depictions, distribution, and influence. This includes issue of unbalanced and biased depictions of race, gender, class, crime, and politics. Students will also learn how inequality in distribution of media content can lead to cultural imperialism and unequal access to media content. Students will be directed to media literacy organization websites such as www.freepress.net as well as independent media sites such as www.democracynow.org , www.bitchmagazine.org, www.nationalreview.com, and www.blackpressusa.com. Similarly, student will also be directed to a variety of new articles that demonstrate how social media is changing world culture from business networking to dating to democratic revolutions.

3. How will instructor-student and student-student, if applicable, interaction take place?

The primary format for instructor-student and student-student interaction will occur through discussion forums. Before essay exam, the instructor will communicate with students through chat room format. However, the instructor will also communicate to individual students through email, over the telephone, and through online web-cam conferencing (skype) during regular business hours eastern standard time Monday through Friday. All communication received from students will be responded to within 24 hours during the course run.

4. How will student achievement be evaluated?

Six open-book quizzes, each consisting of 10 questions (60 points)

These multiple-choice quizzes will be posted at intervals throughout the semester. They are open book and will be on assigned readings and other online material. I've created study guides that identify the important ideas and concepts in the course material which will appear in the quizzes.

Analytical paper (20 points total)

This paper requires the student to conduct research and integrate course material as well as outside scholarly sources into your analysis.

For this paper, students will analyze race/ethnicity in three different television programs. Using course material and at least four outside sources, analyze race or ethnicity in each of the programs and evaluate whether or not they constitute a "positive image" of race. Students will investigate these programs (the producers, writers and target audience) and integrate this knowledge into their analysis.

Three group discussions on the Discussion Board (30 points total)

At three points in the semester, a discussion topic will be posted on Moodle. Each student will be expected to post a 150 word response to the discussion topic of that week and to post four 75 word replies to other students' responses before the board closes. Based on the quality of student posts, they can earn a possible ten points.

Two 90 minute exams, each consisting of between 4 and 6 short-essay questions (40 points total)

The mid-term and final will cover material from the text, from the films, from PowerPoint lectures and from reading material posted on Moodle. Each exam will cover half of the course and will include between four and six "open-ended" (short-essay) questions. Each exam is worth 20 points. The questions will ask students to write a paragraph or two about important theories, concepts, research findings, criticisms, controversies, or other points discussed in assigned readings and online material. Each exam will be scheduled on a specific day and will be available to students during a seventeen-hour window, from 5:00 a.m.-10:00 p.m.

Discussion Boards	30 Points
Quizzes	60 Points
Paper	20 Points
Exams	40 Points

Total 150 Points

The letter grade for the course will be determined as follows:

A = 100%-90%, B = 89.9%-80%, C = 79.9%-70%, D = 69.9%-60%, F = 59.9% and Below

5. How will academic honesty for test and assignments be addressed?

Quizzes and exams will be open book. Essay questions for exams are designed with multiple parts, ask for students to offer unique examples, and require synthesis of course ideas to fully answer. Essay questions will be evaluated for their originality. Sixty percent of the course evaluation requires writing with originality of ideas, including essay exams, discussion boards, and the course paper. I will closely monitor student writing for patterns of academic dishonesty. I will also use plagiarism detection software www.turnitin.com.

The most common form of academic dishonesty in online courses is patchwork plagiarism, which is typically an offense due to ignorance. If academic dishonesty in the form of patchwork plagiarism in paper, essays exams, or discussion boards is suspected I will give students the following warnings:

Be advised. You are being contacted because your work has been flagged and reviewed by the course instructor. Your work has been noted for resembling the markings of patchwork plagiarism, a form of plagiarism whereby the writer lifts long phrases, sentences, and paragraphs of published works and stitches them to together to form a large part or portion of their paper of work. Even when proper citation is used excessive lifting of quotes constitutes patchwork plagiarism. Note that you should always paraphrase others work in your own words unless absolutely unavoidable.

Patchwork plagiarism is most often unintentional and there is no evidence to suggest that your case deviates from this norm. Therefore no actions will be taken against you at this time, yet understand that this could have been perceived as an instance of academic dishonesty. I advise you at this point to read about patchwork plagiarism and to find writing strategies that avoid it

in the future.

No response to this message is necessary.

If the offense continues after a warning is given, I will then proceed with formal reporting of the offense with the department. I will report other forms of academic dishonesty, namely intentional instances, without giving students an informal warning.

B. Place the Undergraduate Distance Education Review Form on top of the Proposal and then submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Ally Hart 10-19-11
Signature of Department Designee Date

Endorsed: Ann 10/25/11
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sechiest 11/2/11
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Steven W. Johnson 11/10/11
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Sociology of Mass Media SOC 421 (Online)

Prerequisite Soc 151, 3c-01-3cr

Instructor: Dr. Christian Vaccaro

Office: 102L McElhane Hall

Email: cvaccaro@gmail.com, cvaccaro@iup.edu

Overview: This distance learning course provides an overview and analysis of sociological perspectives regarding the role of mass media in American society. It examines the development of mass media as dominant cultural forms within advanced industrial societies in the twenty-first century. It emphasizes critical understanding of the sociohistorical development, the underlying assumptions, and the social implications of the advance of mass media. This is an important area of sociological inquiry because mass media shape American culture, politics and social life. During the semester we will examine the political economy of media, the role of news in democratic societies, media effects, and the role of technology in democracy.

Course Objectives:

- 1. Critically analyze and evaluate mass media as an institution through the sociological perspective and sociological theory. Analyze and evaluate mass media content in relation to contemporary sociological theory.**
- 2. Differentiate the institutional relationships that guide the organization, production and impact of mass media. Evaluate social research methods used for the sociological study of the mass media.**
- 3. Appraise, assess, and estimate effects of historical and technological changes in the production, organization and consumption of mass media.**

The following book is required for this course:

Croteau, David and William Hoynes. 2010. *Media Society: Industries, Images, and Audiences* (4th edition). Thousand Oaks, CA: Pine Forge Press. ISBN# 0761987738

This book may be ordered from the bookstore, or from various online booksellers, but *please make sure you get the correct edition of the text*. Other required reading materials, films and PowerPoint lectures will be posted under "course material" in the appropriate section. Please let me know immediately by e-mail if you have any problems obtaining the required books or using the Moodle website for the course.

If you are having difficulty with Moodle, contact the Moodle help desk.

**IT Support Center
Delaney Hall, Suite G35
950 Grant Street
Indiana, PA 15705
Phone: 724-357-4000
it-support-center@iup.edu**

**Office Hours
Monday through Friday
7:30 a.m. – 5:30 p.m.
8:00 a.m. – 4:30 p.m. during summer sessions,
breaks, and when classes are not in session**

Your grade for the course will be based on the total number of points you earn out of 150 possible points. The assignments are as follows:

Six open-book quizzes, each consisting of 10 questions (60 points)

These multiple-choice quizzes will be posted in Assignments on Monday at approximately two week intervals throughout the semester. You will be able to find the answers to these quizzes in the assigned readings or online material. In order to help you prepare for these quizzes, I have provided reading, film and PowerPoint questions for each week. These questions will help you identify the important ideas and concepts in the course material. You will have a five-day window (Monday to Friday) to take each quiz. Quizzes must be complete by Friday at 11pm.

Analytical paper (20 points total)

This paper requires you to conduct research and integrate course material as well as outside scholarly sources into your analysis.

For this paper, you will analyze race/ethnicity in three different television programs. It is important that you use sitcoms and/or dramas for this exercise rather than news, sports programs or music videos. Using course material and at least four outside sources, analyze race or ethnicity in each of the programs and evaluate whether or not they constitute a “positive image” of race (a concept from the

film, Color Adjustment). Be sure to investigate these programs (the producers, writers and target audience) and integrate this knowledge into your analysis. Your paper must be typed and should be between 5 and 6 pages in length. Use a 12-point font and 1 inch margins. **NOTE: Do not use blogs, Wikipedia or other online encyclopedia sources such as answer.com in this assignment. These are not reputable scholarly sources.**

You will need to submit your paper to TURNITIN by 11pm on the day the paper is due. Students agree that by taking this course the required assignments they hand in will be submitted to Safe Assign for review. All submitted papers will be checked for originality, become source documents in the Safe Assign database, and used for the purpose of detecting plagiarism in papers submitted in the future. Use of the Safe Assign service is subject to the terms of the use agreement posted on the Safe Assign website. **BE SURE THAT YOUR SOFTWARE IS COMPATIBLE WITH THE TURNITIN PROGRAM PRIOR TO THE DUE DATE.**

Be sure to keep copies of your papers and your confirmation sheet for your records.

Three group discussions on the Discussion Board (30 points total)

At three points in the semester, a discussion topic will be posted on Monday in the Groups folder on Moodle. The class will be divided into several groups, and you will participate in a discussion with other members of your group. Each student will be expected to post a 150 word response to the discussion topic and to post four 75 word replies to other students. Based on the quality of your posts, you can earn a possible ten points for your contribution to each group discussion. No credit will be given for late postings on the discussion board or for "flaming" and other inappropriate responses. Please take these discussions and your contribution to them seriously. Since we do not meet in a classroom, these discussions are important for our critical thinking and intellectual growth. You will not receive full credit for simply posting the appropriate number of words.

Two 90 minute exams, each consisting of between 4 and 6 short-essay questions (40 points total)

The mid-term and final will cover material from the text, from the films, from PowerPoint lectures and from reading material posted on Moodle. Each exam will cover half of the course and will include between four and six "open-ended" (short-essay) questions. Each exam is worth 20 points. The questions will ask you to write a paragraph or two about important theories, concepts, research findings, criticisms, controversies, or other points discussed in assigned readings and online material. Each exam will be scheduled on a specific day and will be available to students during a seventeen-hour window, from 5:00 a.m.-10:00 p.m. Once you begin taking an exam, *you must complete it within one hour and a half.*

Note: You will have 4 opportunities to earn extra credit points throughout the semester. These opportunities are noted on the course schedule. Each extra credit is worth 5 points

Work Policy: Students must take exams (and complete other assignments) during the times indicated on the syllabus. Make up quizzes and exams are only permitted in extraordinary circumstances and with the appropriate documentation. Note: I have not granted an extension or make-up work in the past 4 years so do not take the term extraordinary lightly. Late work may be handed in but will be penalized 25% each day it is late. Note: papers handed in between 11:01pm and 11:59pm are late and will be assessed a 25% late penalty.

You are expected to ensure that your computer and internet connection are functioning properly prior to exams or other online exercises. If necessary, please seek technical assistance from help desk (information located above)

Note: *Missing work is not sufficient reason for a grade of Incomplete (I).* An incomplete will not be given except under extreme circumstances at the instructor's discretion

E-mail Policy: E-mails should include the following information: 1) the course name, 2) who you are addressing ("Hey" is not an appropriate greeting), 3) the question, and 4) your name. REMEMBER: E-mail is professional communication and becomes part of your student record.

Disability Services: IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity: IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid

plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

Your paper would be considered as plagiarized in part or entirely if you do any of the following:

- Submit a paper that was written by someone other than you.
- Submit a paper in which you use the ideas, metaphors or reasoning style of another, but do not cite that source and/or place that source in your list of references.
- Submit a paper in which you "cut and paste" or use the exact words of a source and you do not put the words within quotation marks, use footnotes or in-text citations, and place the source in your list of references.
- You commit patchwork plagiarism by overuse of quotations – 25% or more of your paper

Courtesy in the Virtual Classroom: During the semester we will discuss a range of topics as they relate to media and they may stimulate strong feelings and heated debate. While I encourage diverse opinions, all papers and postings need to be scholarly in their content. **Scholarly comments are:** Respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion/thinking about issues related to the course and/or course material rather than personal beliefs; are delivered in normal "tones" and a non-aggressive manner. Failure to abide by these principles can result in academic penalties ranging from a lowered grade, temporary removal from discussion boards, to failing the course.

Disability Support

Students with disabilities are requested to meet with a member of the DSS staff upon entering IUP or upon onset of the disability. In turn, DSS makes every effort to discuss needs and concerns and to provide the office with documentation of the disability. After the initial semester of attendance, arrangements for early scheduling of classes can be made for students requiring accessible classes or services such as note takers or recorded books. If needed please call 724-357-4067.

Enjoy the course!

Course Calendar

All times are Eastern Standard time. Updates to this calendar will be indicated in red.

Readings	Quizzes and Exams	Discussion Boards and Papers
Section One: Introduction - The Role of Mass Media in American Society		
<ul style="list-style-type: none"> • Media Society: Chapter 1 • PowerPoint Presentation 1: Our Changing Media 		Online Bio: Complete by to verify first day attendance.
Section Two: Structural Constraints and Media Content		
<ul style="list-style-type: none"> • Media Society: Chapter 2 • Film: TBA 	Quiz 1	
Section Three: Institutional Intervention and Media Content		
<ul style="list-style-type: none"> • Media Society: Chapter 3 • PowerPoint Presentation 2: Regulation and Content • Film: TBA 		Group Discussion 1: Do economic and political pressures adversely affect our media content?
Section Four: Looking at the News from the Inside – Organizational Processes		
<ul style="list-style-type: none"> • Media Society: Chapter 4 (pages 121-135) • Barry Glassner. 2004. "Narrative Techniques of Fear Mongering." <i>Social Research</i> 71(4): 819-826. • Jim Orcutt and J. Blake Turner. 	Quiz 2	<i>Extra credit discussion board:</i> <i>Do journalistic practices and reporting techniques undermine journalists' ability to reasonably</i>

<p>(1993). "Constructing a Coke Plague." <i>Social Problems</i>, 40 (2): 190-206.</p> <ul style="list-style-type: none"> • Film: TBA 		<p><i>inform us, the audience?</i></p>
<p>Section Five: Looking at the News from the Outside – Economic Pressures and Democracy</p>		
<ul style="list-style-type: none"> • Robert McChesney. 1999/2000. "Are the Media Killing Democracy?" <i>Free Inquiry</i>, (Winter edition): 45-47 • Senator Paul Wellstone, "Growing Media Consolidation Must Be Examined to Preserve our Democracy." <i>Federal Communications Law Journal</i>, 52: 551-554 • Sumner Redstone and Mel Karmazin. "Joint Statement of Sumner M. Redstone Chairman and Chief Executive Officer of Viacom Inc. and Mel Karmazin President and Chief Executive Officer of CBS Corp." <i>Federal Communications Law Journal</i>, 52: 499-511. • Film: TBA • Film: TBA 		
<p>Section Six: News Effects – Race and Ethnicity in the News</p>		
<ul style="list-style-type: none"> • Jessica Pollak and Charis Kubrin. 2007. "Crime in the News: How Crimes, Offenders and Victims are Portrayed in the Media." <i>Journal of Criminal Justice and Popular Culture</i>, 14 (1): 59-83. • PowerPoint Presentation 3: The case of "The Jena 6" 	<p>Quiz 3</p>	<p><i>Extra credit discussion board:</i></p> <p><i>What makes a story "national" rather than "local"? What was it about the "Jena 6" story that made it difficult to cover?</i></p>
<p>Section Seven: News Effects – Gender, Crime and Violence in the News</p>		
<ul style="list-style-type: none"> • PowerPoint Presentation 4: Cultivation Theory 		<p>Exam 1: This is a 90 minute exam that consists of 4 to 6 short answer</p>

<ul style="list-style-type: none"> • Lisa Bond-Maupin. 1998. "That Wasn't Even Me They Showed: Women as Criminals on America's Most Wanted." <i>Violence Against Women</i>, 4(1): 30-44. • Mia Consalvo. 2003. "The Monsters Next Door: Media Constructions of Boys and Masculinity." <i>Feminist Media Studies</i>. 3(1): 27-45. 		<p>questions covering sections 1-6.</p>
<p>Section Eight: Ideology and Media Content</p>		
<ul style="list-style-type: none"> • Media Society: Chapter 5 • Film: TBA • PowerPoint Presentation 5: Theoretical Perspectives of Media Effects 		<p>Discussion Group 2: Are the news media helping or hurting American society?</p>
<p>Section Nine: Media as an Economic and Social Structure – The Case Study of Cool</p>		
<ul style="list-style-type: none"> • Malcolm Gladwell: The Cool Hunt • Doug Rushkoff: The Pursuit of Cool • Doug Rushkoff: Which One of These Sneakers is Me? How Marketers Outsmart Our Media-Savvy Children • Film: TBA • PowerPoint Presentation 6: Marketing to Kids 	<p>Quiz 4</p>	
<p>Section Ten: Social Inequality and Media Representation</p>		
<ul style="list-style-type: none"> • Media Society: Chapter 6 • Film: TBA 		
<p>Section Eleven: Social Construction of Race</p>		
<ul style="list-style-type: none"> • PowerPoint Presentation 5: Constructing "Blackness" in the U.S. • Film Clip: TBA • Film: TBA • Jan Whitt. "Coming Home to a Place We'd Never Been Before." <i>Journal of Popular Film & Television</i>, 80-87. 	<p>Quiz 5</p>	<p><i>Extra credit discussion board:</i></p> <p><i>Are media products like Blackwell's political ad and BET's "Read a Book" video effective or just offensive? What factors shape your reaction to</i></p>

		<i>these products?</i>
Section Twelve: Social Construction of Race Continued		
<ul style="list-style-type: none"> • Ki-Yong Lee and Sung-Hee Joo. 2005. "The Portrayal of Asian Americans in Mainstream Magazine Ads: An Update," <i>Journalism and Mass Communication Quarterly</i>, 82 (3): 654-671. • Dana Mastro and Elizabeth Behn-Morawitz. 2005. "Latino Representation on Primetime Television." <i>Journalism and Mass Communication Quarterly</i>, 82(1): 110-120. • Film: TBA 		
Section Thirteen: Globalization and mass media		
<ul style="list-style-type: none"> • Media Society: Chapter 10 • Globalization debate from the Opposing Viewpoints database 		<p>Analytical Paper Due</p> <p><i>Extra credit discussion board: Is the cultural imperialism hypothesis valid? Why or why not?</i></p>
Section Fourteen: Active Audiences and Mass Media		
<ul style="list-style-type: none"> • Media Society: Chapter 8 • PowerPoint Presentation 6: From Alternative Readings to Resistance • Film: TBA 	Quiz 6	
Section Fifteen: Power to the People?		
<ul style="list-style-type: none"> • Media Society: Chapter 9 		Discussion Group 3: Are new technology is making our mass media

		and the world more democratic? Exam 2. This is a 90 minute exam that consists of 4 to 6 short answer questions covering Section 7-15.
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LESSON EXAMPLE: SECTION 3

Announcement:

This week we are looking at the topic of regulation of media and one current debate for regulation of media is on the topic of net-neutrality.

Just a quick reminder about net-neutrality - it is the position that internet providers must treat all information, content, and platforms on the internet equally (e.g. the ability to access at the same speed). The expectations of net-neutrality for internet service providers (ISPs) are that they should impartially transfer programs, web pages, and data for the end-user.

Much like the 1996 communications acts and the fairness doctrine, net-neutrality is the policy debate of our time. Its results will have lasting consequences for online media and all informed citizens should be paying careful attention to how the debate unfolds.

We will learn more about technology and the future of media at the end of this course and I hope that the net-neutrality debate will be central to that discussion.

Below are two links. The first is of an "infographic" that summarizes the net-neutrality debate.

http://www.readwriteweb.com/archives/15_facts_about_net_neutrality_infographic.php

The second is a document on myths and facts around the net-neutrality debate by Freepress.org a non-partisan media organization. Freepress is run by mass media scholar Robert McChesney and holds the view in favor of FCC regulation to ensure net-neutrality.

http://www.freepress.net/files/The_Truth_About_the_Third_Way.pdf

Reading: Chapter 3 Textbook

Group Discussion 1: Do economic and political pressures adversely affect our media content?

Film: Independent Media in a Time of War

<http://video.google.com/videoplay?docid=-6840473009639653689>

Reading and Power Point Questions Section 3

1. Why does the media industry support some forms of government regulation?
2. Deregulation advocates generally suggest what they are *against* (regulation) but not what they *favor*. What are some of the potential problems with this position?
3. What are the arguments for regulating ownership? How did the Telecommunications Act of 1996 alter regulation?
4. What were the “fin-syn” rules? Why were the “fin-syn” rules overturned? How did this alter who owned programs?
5. What are the arguments for and against the Fairness Doctrine?
6. In what ways do media “self-regulate?” Do you think self-regulation is effective?
7. How has deregulation affected advertising on network television?
8. Advocates of regulation generally argue that government must intervene on behalf of the “public interest” to counter the influence of powerful media conglomerates. What are some of the potential problems with this position?
9. Almost no one believes that the U.S. media should be able to print or broadcast information during wartime that could endanger U.S. troops. However, the military also believes that the media should not publicize information that might adversely affect troop morale—and perhaps *indirectly* endanger U.S. troops. What do you think?
10. Can citizens affect change in media debates? Explain and give an example.

Questions for Independent Media in A Time of War

WARNING ABOUT THE FILM: This film may be upsetting as it shows graphic images of casualties of the Vietnam and Iraq wars. Additionally, this film may be upsetting because the narrator is opposed to all wars (not just the one in Iraq). Despite various potential limitations, it does an excellent job at 1) exploring how American media cover wars relative to other countries, 2) examining the pros and cons of embedded journalism, and 3) illuminating ways in which external forces (such as corporate interest) can influence our media coverage. In short, it is a provocative film that requires us to think more critically about how international issues (not just war) are packaged for the American public and think about what role we think mainstream media should play in democratic societies.

1. What does American media omit from its war coverage? What does it emphasize? Use CNN and CNN World as an example.
2. Who are the news networks “expert commentators” on war? Who don’t we see?
3. Goodman advocates for diversity in war coverage. What does she mean by this? Use examples from the video to illustrate.
4. What is an embedded journalist? What types of stories are they most likely to report?
5. What happened to 14 un-embedded journalists in Iraq?
6. What was the reaction of Spain’s journalism community to the deaths of two un-embedded Spanish journalists? What was the reaction from the American journalism community?
7. How does corporate interest potentially quiet debate? Use the example of the Ani DiFranco concert to illustrate.
8. Goodman feels that it is the responsibility of the media to provide avenues for public dissent. What does she mean by this? Do you agree?

Regulation and Media

The Case of "Net Neutrality"






Technology and Change

As discussed in *Media Society*, new technologies require new kinds of regulation. Currently, we can see the regulation debate unfolding around the Internet. In this presentation, we will explore the different sides of the "net neutrality" debate.

What is the hubbub all about?

The Internet accessed via a modem has long been "open," meaning that all users and content providers are treated the same. This is because regulations regarding phone lines required equal treatment. However, these regulations do not exist for cable. Thus, the current debate of "net neutrality" involves "broadband." The primary concern is that companies might "unequally" structure users' access to the Internet so that connections to company-owned (or partnering) websites run more quickly than those that are not.

Watch the NOW video (a PBS Front program) to learn more about the current debate. Clicking the picture will take you to the PBS story "Tangled Web," where you can watch the video and learn more.



What is all the hubbub about?



Indeed, given the tremendous growth in Internet traffic and the demand for video online, providers have had to change the ways in which they convey Internet data. However, citizen groups charge that:

- Provider practices regarding how they direct information are not clear. In 2005, the FCC began investigating complaints from consumer groups and legal scholars that Comcast Corp., the country's largest cable ISP, secretly hampered file sharing by its subscribers.
- Providers use their power to discriminate against particular kinds of content. For example, AOL was accused of blocking e-mails from Comcast in 2003 and in 2006 of bouncing e-mails of a political group critical of its "certified e-mail" system.

The arguments for "net neutrality"

A broad coalition of citizen groups (ranging from the Christian Coalition of America to MoveOn.org) have organized in support of "net neutrality." The issue has attracted such diverse support because most citizen groups believe that the Internet is important for free speech and democratic participation. Additionally, because most citizen groups do not have access to mainstream media (and find their ideas distorted when they do), they use the Internet to communicate their ideas and arguments to a broader audience. Since citizen groups are oriented toward democracy rather than economics, they are concerned that without protection, providers will slow access to their content. Thus, they support legislation and regulation that would prevent providers from "speeding up or slowing down" Web content based on its source, ownership or destination" (www.savetheinternet.org).

For more information, see the Community Powered Internet (click the picture on the left) and the Save the Internet (click the picture on the right) websites.





The arguments against "net neutrality" regulations

ISPs oppose regulation for the following reasons:

- Legislation and regulations that protect consumers' ability to access websites of their choosing at competitive speeds of service already exist.
- Given the huge growth of Internet usage (particularly for illegal usage such as sharing copyrighted material and piracy), it is necessary to create "smart networks" to separate the data and ensure that users have access to Internet basics like e-mail.
- Regulations would stifle innovation and competition on the Internet, which would affect the number of jobs that are generated in the communications industry.
- Regulations of the Internet could allow harmful and damaging content to remain online as providers battle through red tape. For example, hate groups that threaten individuals by name could continue posing threats as providers battle government bureaucracy.

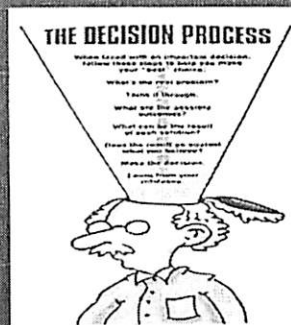
For more information, go to the Hands of the Internet website (click the photo).



You Decide....

Whether or not you support "net neutrality" will vary according whether you take a more "economic" approach or a "public sphere" approach.

- Whose interests should the government protect and to what extent?
- To what extent does "net neutrality" solve the problems outlined by providers and citizen groups?
- How might we better "balance" provider and citizen interests?



SYLLABUS OF RECORD
SOC 421, Sociology of Mass Media

I. Catalog Description

Prerequisite: SOC 151, 3c-01-3cr

Examines the development of mass media as dominant cultural forms within advanced industrial societies in the twenty-first century. Emphasizes critical understanding of the sociohistorical development, the underlying assumptions, and the social implications of the advance of mass media.

II. Course Outcomes:

Students will be able to:

1. Critically analyze and evaluate mass media as an institution through the sociological perspective and sociological theory. Analyze and evaluate mass media content in relation to contemporary sociological theory.
2. Differentiate the institutional relationships that guide the organization, production and impact of mass media. Evaluate social research methods used for the sociological study of the mass media.
3. Appraise, assess, and estimate effects of historical and technological changes in the production, organization and consumption of mass media.

III. Course Outline

Week One: Introduction to mass media

1. Sociological Perspective on the organization, production and consumption of mass media
2. Research Methods in the assessing the impact of mass media
3. Sociological Theories explaining how we examine mass media

Week Two: Production and consumption of mass media in the Industrial Revolution

1. Historical Perspectives on Early Industrial Revolution
2. Technology and the growth of telegraphs, telephones, the radio and newspapers
3. Changes in Technology augmenting mass media

Week Three: The Heyday of American Capitalism

1. The Growth of film and radio studios, Bell, AT&T and Print Media
3. Specialization and the Division of labor in the major studios, Bell, AT&T and Print Media
4. Vertical and Horizontal Organization in Production

Week Four: The Growth of Television

1. Technology and the control of Television by RCA
2. Impact of TV on the major film and radio studios
3. Government Anti-Trust and Mass Media

Week Five: The Growth of the PC, the Internet and Digital Media

1. The rise of the internet and the PC.
2. The rise of the Browser and the PC
3. The rise of VHS, CDs, and other forms of digital media
4. The rise of Talk-Radio

Week Six: The Evolution of Pop and Rock-Culture for the Masses

1. Blues, Jazz, Elvis and the Beatles
2. Production and Distribution of Pop and other forms of music
3. Impact of technology on the organization and production of pop culture

Week Seven: The Evolution of Film Genres such as Westerns, Romantic Comedies, etc.

1. The Studio System and the Creation of Films
2. The Creation of Film Stars
4. Marketing Films and the Growth of the Aftermarket

Week Eight: Changes in the Structure of labor in mass media

1. Subcontractors and the Growth of Independent Studios
2. Growth of unions in the performing arts

Week Nine: The Structure of Production and Work in High-Technology Media Industries

1. Computers, the Internet and Cell Phones
2. Convergence in High Technology Industries
3. Alliances and Coalitions in High Technology Industry—Organizational linkages

Week Ten: Sociological Factors in Stimulating Change in High Technology

1. Mass Consumption and the rise of digital theft
2. Cultural Diffusion in Leveling in Mass Culture
3. Fragmenting Markets

Week Eleven: Professionals in High Technology and Mass Media

1. Changing Career Paths of High Tech Employees
2. The Growth of High Tech Cottage Industries
3. Joys and Sorrows of Self-Employment

Week Twelve: The Impact of High Technology and Mass Media on the Consumer (I)

1. Changes in Literacy
2. Changes in Patterns of Thought
3. Changes in Social Discourse

Week Thirteen: The Impact of High Technology, Mass Media and the Citizen (II)

1. Fragmentation in Ideology
2. Reinforcing Points of View
3. Confusing Information
4. Rumors and Falsehoods

Week Fourteen: The Impact of High Technology on the student

1. Facetime with Facebook
2. Reality TV and the creation of “authenticity”
3. Digital streaming and the aftermarket.

Exam Week: Culminating Activity

In-class exam and/or presentations

[Note: Each faculty member should determine the culminating activity and state it in the syllabus.]

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home,	

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

multiple choice and/or essay	0 to 40%
Exams (may be in-class or take-home, multiple choice or essay)	25 to 75%
Other forms of evaluation	<u>0 to 50%</u>
Must total 100%	

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here; the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings

[One text, such as the sample texts below, supplemented by other readings and videos.]

Auletta, K. (2009). *Googled: The end of the world as we know it*. New York: Penguin Press.

Campbell, R., Martin, C. R., Fabos, B., & Campbell, R. (2002). *Media & culture: An introduction to mass communication*. Boston: Bedford/St. Martin's.

Croteau, D., Hoynes, W., Milan, S., & Croteau, D. (2012). *Media/society: Industries, images, and audiences*. Thousand Oaks, Calif: SAGE.

Grazian, D. (2010). *Mix it up: Popular culture, mass media, and society*. New York: W.W. Norton.

Supplementary Materials [Such as the sample texts below.]

Schor, J. (2004). *Born to buy: The commercialized child and the new consumer culture*. New York: Scribner.

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: <http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

DeZengotita, T. (2005). *Mediated: How the media shapes your world and the way you live in it*. New York: Bloomsbury.

Ewen, S. (1996). *PR!: A social history of spin*. New York: Basic Books.

FisherKeller, J. E. (2002). *Growing up with television: Everyday learning among young adolescents*. Philadelphia, PA: Temple University Press.

Fox, R. L., & Van, S. R. W. (2001). *Tabloid justice: Criminal justice in an age of media frenzy*. Boulder, CO: L. Rienner.

Gitlin, T. (1983). *Inside prime time*. New York: Pantheon Books.

Hendy, D. (2000). *Radio in the global age*. Cambridge, UK: Polity Press.

Luntz, F. I. (2007). *Words that work: It's not what you say, it's what people hear*. New York: Hyperion.

McChesney, R. W. (1999). *Rich media, poor democracy: Communication politics in dubious times*. Urbana: University of Illinois Press.

Rosenstiel, T. (2007). *We interrupt this newscast*. Cambridge: Cambridge University Press.

West, D. M. (2005). *Air wars*. Washington, D.C: CQ Press

Conceptual Framework	INTASC Standards	NCSS Program Standards	Course Objectives	Course Assessment