

Media, Culture and Society

<i>Course Information</i>	Media, Culture & Society, JOUR 180A
<i>Term</i>	Fall 2022: 9/8/2022 thorough 12/9/2022
<i>Class Hours</i>	3:15 – 4:45 PM, Tuesdays & Thursdays
<i>Class Location</i>	Reid Hall 215
<i>Instructor</i>	Jared Macary
<i>Instructor Office Hours</i>	1:00 – 3:00 PM, Tuesdays & Thursdays
<i>Instructor Office Location</i>	Reid Hall 202
<i>Instructor email¹</i>	jmacary@wlu.edu

Syllabus Contents (Select to Skip)

Course Description.....	2
Required Texts	2
Expected Learning Outcomes	3
Estimated Student Workload	3
Assignments & Exams (100%).....	4
Engagement (15%).....	4
Review Quizzes (10%)	5
Exam 1: Midterm (15%)	5
Exam 2: Final (15%).....	5
Paper 1: Media Detox (20%)	5
Paper 2: Media Ownership (25%).....	6
Grading Criteria	7
Course Policies.....	8
Resources & Tips	12
Schedule of Class Sessions	13
Week One (1)	14
Week Two (2)	14
Week Three (3)	14
Week Four (4).....	15
Week Five (5)	15
Week Six (6)	15
Week Seven (7).....	16
Week Eight (8)	16

¹ Expected email response time by instructor: Weekdays (M-F): Within 12-24 hours. Weekends: Next business day.

Media, Culture and Society

Week Nine (9).....	17
Week Ten (10)	17
Week Eleven (11)	18
Week Twelve (12).....	18
Week Thirteen (13).....	18
Week Fourteen (14)	19

Course Description

Purpose

- To stimulate reflection, analytic thinking, and discussion about the role of media and communication in humans shaping and being shaped by social, political, economic, and cultural forces.
- To learn, retain, and apply concepts and theories from media and communication studies to help make sense of everyday phenomena, such as events and issues in the public sphere.
- To introduce students interested in journalism, strategic communication, public relations, advertising, and other creative industries to dominant and critical theoretical orientations to media and communication.

Overview

- Students will be introduced to major areas of research, theory, and professional practice in media and communication.
- Students will be expected to attend and interact with scheduled lectures.
- Students will be expected to read, write, work in groups, and express themselves cogently.

Core Skill Development

- To become a more aware, engaged, and confident receiver and producer of media and communication in daily life, including discourse in news, advertising, movies, etc.

Required Texts

Book

- Carah, N. (2021). *Media and Society: Power, Platforms, and Participation*. Sage Publications Ltd.
 - Available in the W&L Bookstore.

Media, Culture and Society

Handouts

- Additional readings will be posted on Canvas.
- Readings and their due dates are described in the course schedule section.

Expected Learning Outcomes

1. Become versed in key concepts in media and communication studies, including power, meaning, and discourse.
2. Be introduced to seminal theory in media and communication studies.
3. Understand dominant and critical theoretical orientations to media and communication studies.
4. Understand and critique historical and contemporary contexts and applications of journalism, strategic communication, public relations, advertising, and other creative industries.
5. Understand and critique the relationship between media and communication and social, cultural, economic, political, and environmental aspects of daily life.
6. Communicate intelligibly and thoughtfully in writing and speech about media and communication concepts, theories, theoretical orientations, contexts, applications, and related aspects.
7. Be introduced to organizational skills and writing skills to increase success at the college level, including file management organization, reference and in-text citation use, and anti-plagiarism.

Estimated Student Workload

- In this course, you are expected to a) complete all assigned readings, viewings, and writing before class sessions, b) participate in class sessions by attending and interacting, and c) complete assignments and examinations.
- Lecture slides will not be uploaded to Canvas. Taking notes is paramount. If you cannot attend a class, coordinate to view the notes of a fellow student. Bring pencils/pens and paper to take notes.
- All assignments completed by students are to be uploaded to Canvas in a Word document format, unless specified, for grading.
- Assignments emailed to the instructor will not be graded.

Media, Culture and Society

- Arrive on time for class sessions and be prepared to stay the entire duration (1 hour and 30 minutes)
- Assignments, including reading, viewing, and writing, outside of class will occupy approximately 10-15 hours a week.
- Being organized is critical to success in this course. Take the time early on to get organized to save time later in the course.
- You may speak with the instructor at any point about regarding your progress in the course. Do not wait until the end of the term to raise a question or address a concern.

Assignments & Exams (100%)

Overview

The following diagram highlights the distribution of assignments, valued in percent, relative to the whole.



Engagement (15%)

- Engagement counts for 10% of your grade. Engagement counts as class participation. Participation translates to a) attending class, b) interacting by contributing to discussions, and c) working well with others in groups assigned or chosen. *In short, show up, be attentive, and do the work.*
- Through engagement, you demonstrate that a) you are struggling to understand concepts, theories, etc., in the course, and b) you are thinking critically.

Media, Culture and Society

- If you do not attend class sessions, your engagement points will be lower.

Review Quizzes (10%)

- There will be six (6) review quizzes during the term. Quizzes will be posted on Canvas and taken outside of class time. See the course schedule for quiz dates.
- Each quiz will consist of five (5) multiple-choice questions taken from the readings and lectures. Hint: Having good notes will help you immensely.
- **IMPORTANT:** Quizzes will be timed: Once you start a quiz, you will have 20 minutes to complete it.
- Take note of the windows of time in which a quiz is open. In this window of time, you can start a quiz at any point. I provide you with multiple days. Again, however, once you start you have 20 minutes to complete.
- Your lowest quiz score will be dropped at the end of the term.
- No make-ups allowed if a quiz is missed. I provide multiple days for you to take a quiz at your convenience.
- **IMPORTANT:** Note that all due dates for quizzes are on SUNDAYS by 11:59 PM

Exam 1: Midterm (15%)

- *The midterm will be on Tuesday, October 18, 2022, during class time.*
- The midterm exam will encapsulate all materials discussed and presented prior to the day of the exam. The exam will be **closed** book.
- The exam will consist of multiple choice, true and false, and short answer questions.
- A portion of a class or classes will be dedicated to reviewing material to help you prepare for the midterm. You will also have a reading day outside of class time to dedicate to preparation.

Exam 2: Final (15%)

- *The final will be during Week 15.*
- The final exam will encapsulate all materials discussed and presented prior to the day of the exam. The exam will be closed book.
- The exam will consist of short answer questions and essay(s).
- A portion of a class or classes will be dedicated to reviewing material to help you prepare for the final.

Paper 1: Media Detox (20%)

- *The Media Detox paper is due on Sunday, October 9, 2022, 11:59 PM*
- You will do the most terrifying thing imaginable: Not consume any media for eight consecutive hours.
- That means no email, phone, texting, Internet, radio, television, magazines, newspapers, books, music, etc. Imagine that you are alive in an earlier era when none of these things existed or were much more difficult to obtain.

Media, Culture and Society

- You must do this activity during your free time (i.e., when you are not at work, studying, or in class, etc.). You must be awake and conscious.
- At the end of your eight hours, you will write about your experience. *This is a personal reflection essay and not an academic paper.*
- Your paper must be a minimum of five (5) pages. A strong paper may be longer. Respond to the following questions:
 - *How did you feel about this assignment going into it?*
 - *Which media were the most difficult to avoid? Why? Was that what you expected?*
 - *How did you feel midway through the exercise?*
 - *Which media did you miss the most during the exercise?*
 - *How did you occupy your time? What differences did you notice in your body and your brain during this exercise? Be detailed, specific, and complete in your timeline of what you literally did during this exercise.*
 - *How did you feel when this was over? Describe your range of emotions and feelings. What did you do when it was over, and why?*
- **IMPORTANT:** Plan, plan, plan. Select an 8-hour window of time when you know you can do this assignment completely, such as when you will not have immediate work due for other classes or other commitments. Be sure to plan and tell family and friends that you are doing this assignment so they are not alarmed if you do not communicate through usual channels -- a fact which should cause you to reflect on the very nature of the assignment.
- See the Media Detox information on your course dashboard in Canvas for a complete guide.
- Consult the rubric in Canvas to know how you will be graded.
- Be sure to proofread for grammar, spelling, and punctuation.

Paper 2: Media Ownership (25%)

- *The Media Ownership paper is due on Friday, December 9, 2022, 11:59 PM*
- **IMPORTANT:** *This paper takes a scaffolding approach. Completing the assigned components per the course schedule are part of the final grade. They are not graded separately.*
- You will research and reflect on a media product (or company whose products you use), such as a streaming music or movie service, cable television provider, content producer, specific album/television show/movie/radio program, book or book series, magazine, website, videogame, etc.
- In short, you are mapping the ownership of a media product back to a single or small group of people. You describe the pathway as you answer the questions below in italics.
- You must clear your media product with the instructor. The more specific and mainstream your selection, the more information you will be able to find online.
- I will dedicate a class session to a case study that reflects the process and outcome of the media ownership paper.

Media, Culture and Society

- Your paper must be a minimum of five (5) pages. A strong paper may be longer. Respond to the following questions:
 - *What is the product? Tell me about what is, how you found out about it, and what your relationship is to it.*
 - *Who created the product? Was it an individual? A company?*
 - *When was the product created? What is the history of this company and the product?*
 - *Who owns the product now? Is there a parent company? Who owns the parent company?*
 - *What other products does the parent company own? What other companies (and products) does the parent company own?*
 - *In what ways does ownership by this parent company influence this product? How does the ownership of other properties (and companies) influence this product?*
 - *Are there any contradictions or ironies? For example, does the parent company own a fast-food company and a chain of fitness centers?*
 - *Do your findings influence your future consumption of this product? If so, how?*
- **IMPORTANT:** Questions 6-8 should include theoretical concepts, theories, etc. learned in the course.
- **IMPORTANT:** Embrace and follow the scaffolding process we use in class to develop this paper. You're not only learning how to do this paper, but you're also learning critical skills in the process of developing an academic paper. This will set you up for future work at the university and beyond.
- **IMPORTANT:** Your research needs to be thorough, detailed, and cited using standard APA style. This is not a personal reflection essay; it is an academic research paper. It must include a "references" page and have in-text citations. We will go over how to produce this in class. A references page does not apply to the page count.
- See the Media Ownership information on your course dashboard in Canvas for a complete guide.
- Consult the rubric in Canvas to know how you will be graded.
- Be sure to proofread for grammar, spelling, and punctuation.
- For more information on APA style, see the [Purdue OWL](#).

Grading Criteria

- Review each assignment's rubric to be clear on *what* and *how* you'll be graded.
- No grade rounding requests. If you earn an 89.99, you have earned a B+ per the scale below. I will not accept requests to bump grades up by any percentage at any point.
- All grades may be viewed in Canvas. Grading for this course is straightforward; you should be able to determine your own grade at any point. Remember that if an assignment is "hidden" in Canvas, that means I have not released grades yet, and your final grade has yet to be affected.
- If you want to appeal a grade, follow the instructions in the Course Policy section.

Grading Scale & Meaning

Media, Culture and Society

Excellent	A+ (97.0 – 100%)	Work that is well-organized, written leanly and clearly. All ideas and their expression fully communicated. Requires almost no additional editing.
	A (93.0 – 96.9%)	
	A- (90.0–92.9%)	
Good	B+ (87.0 – 89.9%)	Work could be raised to higher quality without extensive editing. It is grammatically correct but may lack polish and organization, or vice versa. Still would need revision.
	B (83.0 – 86.9%)	
	B- (80.0 – 82.9%)	
Average	C+ (77.0 – 79.9%)	Work has issues in at least one or two basic areas, like grammar, spelling or weak critical thinking. It is an adequate first draft but needs significant revision.
	C (73.0 – 76.9%)	
	C- (70.0 – 72.9%)	
Below Standards	D+ (67.0 – 69.9%)	Work is inadequate. Writing contains multiple basic errors and/or ideas are not fully articulated or confusing. The work may show limited use of critical thinking.
	D (63.0 – 66.9%)	
	D- (60.0–62.9%)	
Failure	F (< 60%)	Work is not completed in a professional or timely way. It often demonstrates low critical thinking and poor attention to grammar and paper organization.

Course Policies

See the “Frequently asked questions” and “How to email a professor” links under the Course Resource on Canvas for additional information.

Reading/Viewing Assignments

- A date specified for a reading or viewing assignment is the date by which that assignment should be completed. So, if you are to read a chapter for a Tuesday, that chapter should be read by that Tuesday.
- See the Resources & Tips section regarding reading. I expect you to block off time to read; however, I do not expect you to comprehend all that you read. For this reason, I may call on any student at any time to discuss some aspect of a reading. An appropriate response can be “I don’t know, but here’s what I understand it to be...” So, you may not understand what you read but you are expected to try to understand it.

Writing Assignments

- A due date specified for a writing assignment is the date by which that assignment should be completed. So, if you are to submit a paper to Canvas by Tuesday at 11:59 PM, that paper should be completed by that Tuesday at 11:59 PM.
- All written work must be in Microsoft Word format (.doc/.docx), except where noted. Any other formatted file will not be accepted.

Media, Culture and Society

- In-class assignments are to be completed in class the day that they are assigned. No make-ups are allowed for in-class assignments.

Late Writing Assignments

- Technological problems impeding assignment upload by a due date will not be accepted as an excuse for a late assignment. Be sure to plan ahead.
- Late work receives a penalty of *one letter grade per day*. The drop in one letter grade starts the minute after the assignment deadline. So, if an assignment is due by 11:59 PM and you submit at 12:00 AM, you have a drop one letter grade. Plan your work time accordingly. Professionals meet deadlines and you can start an assignment any time. Speak with the instructor if you have questions.
- **IMPORTANT:** Do not email the instructor with a written assignments after its due date. All emailed assignments will be ignored. Instead, email the instructor asking that they open Canvas to allow for a late submission. Take note of the following expected email response times by the instructor: Weekdays (M-F): Within 12-24 hours & Weekends: Next business day.

Requesting Assignment Extensions

- You can request an extension for Papers 1 & 2 well in advance of their due dates and times. Any request may or may not be granted. Just as with grade appeals, you must present a cogent appeal that uses sound reasoning. Statements such as “I forgot” are not sound appeals to have an extension.
- To make an appeal, follow the “How to email a professor” instructions to make your request and, most importantly, specify when you estimate you will have your work completed.
- *Be sure to reflect on your request before you make it.* You are pledging your ability to meet a deadline you set. If you miss a new deadline, the late policy applies.

Attendance in Class

- *Read all of this very carefully. Reflect on what I’m saying. Ask questions to clarify.*
- You are attending W&L to better prepare yourself for thinking and doing in the world, such as being successful in a job. Rather than me, the instructor, compel you to come to class by taking attendance for points, I want you *to want to come to class*. For this reason, I have done my part to create interesting and thoughtful lectures and assignments.
- My approach to class attendance is to treat you as adults and to reflect workplace norms many of you will find yourselves in.
- *Feeling sick?* If you feel unwell in the workplace, you contact your supervisor in advance to take a sick day. In this class, if you are unwell, you follow the “How to email a professor” instructions to notify me in advance. I do not need to know details regarding your illness.
- *Needing a break?* If you want to take a day off in the workplace, you request personal time well in advance (which may or may not be approved by your supervisor). In this

Media, Culture and Society

class, if you want personal time, you follow the “How to email a professor” instructions to notify me in advance. I do not need to know details regarding your personal time.

- **IMPORTANT:** If you are missing multiple class sessions, there is a deeper issue for you to address outside this class. I can provide health resources if you need to speak with someone.
- **REMEMBER:** If you do not come to a class session, there are natural consequences. For example, by not participating in a lecture, you miss out on taking notes helpful to complete the midterm, final, and papers. You also do not get any engagement points.
- Recall that I do not post lecture slides to Canvas. So, you’ll need to build relationships with fellow students to get your information needs met. Be sure to reciprocate if that person cannot attend. *If it is discovered that you are abusing fellow students to get their notes and not attend class, disciplinary action may be taken.*
- As in the professional world, if you want to be successful, you need to stay on top of your projects and your materials. And, as in the professional world, you have the agency to show up or not to work, recognizing that if you do not, there are natural consequences you must accept, such as falling behind and failing.

Grade Appeal Requests

- If you strongly disagree with a grade and wish to challenge it, you must a) wait 24 hours since you first became aware of your grade, b) review the “How to email a professor” instructions, and c) cogently appeal your grade in an email to the instructor. A cogent appeal uses sound reasoning related to the assignment produced and its assessment. This includes use of evidence to support your appeal request. Statements such as “I think I deserve a better grade” are not sound appeals.
- Be sure to honor the 24 hours before emailing the professor. Students often err on sending emails when they are upset, resulting in confusion and frustration more than a desired outcome.
- Take note that an appeal is a request. A reassessment of an assignment’s grading can result in a grade that is lower, higher, or the same.

Integrity & Plagiarism

- This course upholds the W&L Honor System. All course activities and assignments are pledged, whether you write the pledge or not. To get more information about W&L’s Honor System, you can review it in the Student Handbook: <https://my.wlu.edu/student-handbook#honor-system>.
- Academic plagiarism, simply, is using the words or ideas expressed by someone else as your own. All students in this course should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas).
- If there is any question about whether an act constitutes plagiarism, it is a student’s obligation to clarify their question with the instructor before using something in an assignment. The Executive Committee’s plagiarism pamphlet also provides examples: <https://my.wlu.edu/executive-committee/the-honor-system/plagiarism/plagiarism-pamphlet>.

Media, Culture and Society

- There are many reasons why people plagiarize, from lacking time to lacking confidence to do work assigned. Regardless, there's no place for plagiarism in this class. Because I take plagiarism seriously (and so will future instructors), we will spend class time going over what plagiarism is and how to avoid it.

Classroom Technology Use

- Bring at least two pencils/pens and some paper to class to take notes.
- Bring your phone and computer to class for participation and engagement.
- If you need to use your phone to make a call or send a text, just step outside into the hall. No judgment.
- Please be respectful of the instructor and your peers by not sending texts inside the classroom. If the instructor observes you using your phone or computer to text, you will be asked to go into the hall until you've completed your messaging. This isn't a punishment. You're just swapping one location for another.
- You are not allowed to audio and/or video record lectures in any way. Doing so is considered a breach of trust. You will be asked to leave the class if you violate this policy.

Equity & Inclusion

- Along with the university, I affirm and actively promote the right of all individuals to equal opportunity in education without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other extraneous consideration not directly and substantively related to effective performance.

Accessibility

- W&L is committed to creating an inclusive learning environment. For this reason, W&L makes reasonable academic accommodations for qualified students with disabilities.
- All undergraduate accommodations must be approved through the Office of the Dean of the College.
- Students requesting accommodations for this course should present an official accommodation letter to the instructor *within the first two weeks of the term* and schedule a meeting outside of class time to discuss accommodations.
- It is the student's responsibility to present approved materials in a timely fashion to the instructor and to follow up about accommodation arrangements. Accommodations for test-taking should be arranged with the instructor at least a week before the date of the test or exam.

Title IX

- W&L is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based bullying and stalking).

Media, Culture and Society

- If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support is available to you. For more information on Title IX at W&L: <https://my.wlu.edu/general-counsel/code-of-policies/discrimination-harassment-and-retaliation/non-discrimination-equal-employment-opportunity-statement/title-ix-at-washington-and-lee-university>.
- W&L has trained staff members to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, etc. For more information about W&L resources: <https://my.wlu.edu/sexual-misconduct-resources>.

Resources & Tips

Reading in this class

- Block off time to sit with assigned readings. Pay attention to the time you sit with a reading trying to understand it more than whether you understand it.
- For many of you, the reading assigned in this course will be challenging. You may zone out or become impatient, frustrated, even angry. *That is normal because learning is challenging.* These feelings are also exactly what happened to me when I first read similar material taught in this course.
- For this reason, your task is to a) be kind to yourself, knowing you may struggle reading, b) know that other people, even your instructor, at one time struggled, and c) invest in becoming a better thinker and reader.
- To invest in becoming a better thinker and reader, take notes about what you *do not understand* more than what you do understand. As instructor, I do not care what the thing is that you do not understand. Do not judge yourself as stupid. And I will not tolerate students judging others for lacking understand. Reading comprehension is a muscle you develop. Take notes, articulate clearly what you do not understand from a reading, and bring it to class, where we discuss and clarify.
- IMPORTANT: If you embrace and commit to the *process* of reading, you will be surprised at the outcome.

Review each assignment's rubric

- A rubric is a measure of how an assignment will be graded. You can view an assignment's rubric on Canvas in the same place you will upload your file for grading. You can also see rubrics in Canvas for Papers 1 & 2.
- Be sure to review rubrics and ask questions if you have them in advance of developing an assignment.

Set up a weekly/class calendar

Media, Culture and Society

- Create a calendar (e.g., Google Calendar, iCal, etc.) to map all assignments, their due dates and times, and method of submitting each assignment. A small amount of effort can reduce headaches of what needs to get done by what time and where.

Takes notes for all lectures, readings, and viewings (and review them)

- Using a pencil/pen and paper, take notes for all lectures. Take notes in any way you like for readings and viewings outside of class.
- Your detailed notes will be critical to the midterm and final exam. Lecture slides will not be uploaded to Canvas. If you cannot attend a class session, coordinate with a fellow student to review their notes. Be sure to reciprocate and not abuse anyone's generosity.

Take the scaffolding approach and revision process seriously for Paper 2.

- All good writing is rewriting. This course uses a scaffolding technique to increase your ability to develop a research paper. This technique will be helpful to you in creating reports and written materials as a professional.
- Revising what you write is critical to your progression as a critical thinker and writer. Moreover, someone more senior or a client will suggest revisions to your work.
- So, embrace the process. Take feedback and make changes. Your final paper should be different than sections reviewed.

Schedule of Class Sessions

- This schedule can be changed. Announcements will be made in class or via Canvas.
- Reading, viewing, and writing assignments must be completed before class. Arrive prepared.
- Assignments can be handed in prior to due dates. Dates listed are the final date.
- All assignments are to be uploaded to Canvas in a Word document unless specified. Do not email the instructor assignments, especially if they are late. Follow course policies.
- Notes color codes:
 - Quizzes in **Green**,
 - Papers in **Yellow**,
 - Exams in **Purple**.
 - Components for Paper 2 in **Light Blue**

Media, Culture and Society

Week One (1)

Class #01, Thursday, September 8, 2022

Topic	Welcome & Introduction
Reading/Viewing Due	--
Writing Due	--

Week Two (2)

Class #02, Tuesday, September 13, 2022

Topic	Making Meaning I: Context, Media, and Communication
Reading/Viewing Due	pp. 15-25 (Ch. 1, Part 1)
Writing Due	

Class #03, Thursday, September 15, 2022

Topic	Making Meaning II: Power, Media, and Communication
Reading/Viewing Due	pp. 25-41 (Ch. 1, Part 2)
Writing Due	

Week Three (3)

Class #04, Tuesday, September 20, 2022

Topic	Representation I: Semiotics & Encoding/Decoding
Reading/Viewing Due	p. 43-52 (Ch. 2, Part 1)
Writing Due	Review Quiz 1 Due by 11:59 PM on Sunday, September 18

Class #05, Thursday, September 22, 2022

Topic	Representation II: Hegemony, Ideology, and Discourse
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Media, Culture and Society

Reading/Viewing Due	pp. 52-70 (Ch. 2, Part 2)
Writing Due	

Week Four (4)

Class #06, Tuesday, September 27, 2022

Topic	The Industrial Production of Meaning
Reading/Viewing Due	pp. 71-94 (Ch. 3)
Writing Due	Review Quiz 2 Due by 11:59 PM on Sunday, September 25

Class #07, Thursday, September 29, 2022

Topic	Power and Media Production
Reading/Viewing Due	pp. 95-114 (Ch. 4)
Writing Due	

Week Five (5)

Class #08, Tuesday, October 4, 2022

Topic	Political Economy & Global Networks
Reading/Viewing Due	pp. 115-142 (Ch. 5)
Writing Due	Review Quiz 3 Due by 11:59 PM on Sunday, October 2

Class #09, Thursday, October 6, 2022

Topic	Platforms I: Platform Media & Social, Streaming, and Logistics
Reading/Viewing Due	pp. 143-166 (Ch. 6) & pp. 167-186 (Ch. 7)
Writing Due	Paper #1 due at 11:59 PM on Sunday, October 9

Week Six (6)

Media, Culture and Society

Class #10, Tuesday, October 11, 2022

Topic	Platforms II: Participatory and Algorithmic Culture
Reading/Viewing Due	pp. 187- 218 (Ch. 8)
Writing Due	

No Class, Thursday, October 13, 2022

Reading Day

Week Seven (7)

Class #11, Tuesday, October 18, 2022

Topic	Mid-term Exam
Reading/Viewing Due	
Writing Due	

Class #12, Thursday, October 20, 2022

Topic	P2 & Media Ownership Case Study
Reading/Viewing Due	
Writing Due	

Week Eight (8)

Class #13, Tuesday, October 25, 2022

Topic	Making and Managing Audiences
Reading/Viewing Due	pp. 219-246 (Ch. 9)
Writing Due	Idea for Paper #2 Due by 11:59 PM on Monday, October, 24

Class #14, Thursday, October 27, 2022

Media, Culture and Society

Topic	Producing and Negotiating Identities
Reading/Viewing Due	pp. 249-274 (Ch. 10)
Writing Due	

Week Nine (9)

Class #15, Tuesday, November 1, 2022

Topic	News and Strategic Communication
Reading/Viewing Due	pp. 275-300 (Ch. 11)
Writing Due	Review Quiz 4 Due by 11:59 PM on Sunday, October, 30 Proposal for Paper #2 Due by 11:59 PM on Monday, October, 31

Class #16, Thursday, November 3, 2022

Topic	Brand Culture
Reading/Viewing Due	pp. 301-320 (Ch. 12)
Writing Due	

Week Ten (10)

Class #17, Tuesday, November 8, 2022

Topic	Guest Speaker: Gender, Media, and Communication
Reading/Viewing Due	Gender Identity (Gillig, 2020)
Writing Due	Review Quiz 5 Due by 11:59 PM on Sunday, November, 6 Timeline for Paper #2 Due by 11:59 PM on Monday, November 7

Class #18, Thursday, November 10, 2022

Topic	Guest Speaker: Zotero Reference Manager
Reading/Viewing Due	View this video: https://youtu.be/JG7Uq_JFDzE (12 min).

Media, Culture and Society

Writing Due	Have Zotero downloaded: https://www.zotero.org/download/Ownership Map for Paper #2 Due by 11:59 PM on Friday, November 11, 2022
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Week Eleven (11)

Class #19, Tuesday, November 15, 2022

Topic	Myth, Propaganda, and Political Culture I
Reading/Viewing Due	TBD
Writing Due	

Class #20, Thursday, November 17, 2022

Topic	Myth, Propaganda, and Political Culture II
Reading/Viewing Due	TBD
Writing Due	Outline for Paper #2 due by 11:59 PM on Wednesday, November 16

Week Twelve (12)

No class on Tuesday or Thursday, Thanksgiving break

Week Thirteen (13)

Class #21, Tuesday, November 29, 2022

Topic	Race, Media and Communication
Reading/Viewing Due	pp. 321-342 (Ch. 13)
Writing Due	Reference List for Paper #2 Due by 11:59 PM on Monday, November 28

Class #22, Thursday, December 1, 2022

Topic	Environment, Media and Communication
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Media, Culture and Society

Reading/Viewing Due	TBD
Writing Due	

Week Fourteen (14)

Class #23, Tuesday, December 6, 2022

Topic	Subculture and Social Movements
Reading/Viewing Due	TBD
Writing Due	Review Quiz 6 Due by 11:59 PM on Sunday, December 4, 2022

Class #24, Thursday, December 8, 2022

Topic	Making Social Change & Final Review Day
Reading/Viewing Due	
Writing Due	Paper #2 due at 11:59 PM on Friday, December 9