

# JOUR 1001-001 CONTEMPORARY MEDIA ANALYSIS

DR. KATHLEEN M. RYAN  
OFFICE HOURS ARMORY 1B35 TUESDAYS 1-3 PM

SYLLABUS, SPRING 2013

## I ♥ THE MEDIA

We are surrounded by and interact with the media in all aspects of our life, from texting friends with lunch plans to watching a film in a darkened theatre, from flipping through the pages of Cosmopolitan to surfing the internet for news while listening to your own personal music mix on your smartphone. In this class, we will investigate how the media affects society (and vice versa), employing tools to help you as an experienced media consumer be better able to analyze and engage with the media critically. We'll explore the implications of an ever-increasing media marketplace. You'll never surf the internet, watch television or think about your cell phone in the same way again. The course has the following learning outcomes:

### THINKING CRITICALLY

It will take your **intellectual curiosity**, **imagination** and **reasoning** to best understand the relationship between the media and our society as discussed in this class. Don't assume you "know" what is happening -- we will question assumptions in this class, challenge the status quo and ask "how else can things be?"

### UNDERSTANDING CONTEXTS

We use the media to help understand our world -- looking at it with a critical eye can help to understand how some of our assumptions may have developed. But it's also important to understand how our own cultural standards influence the media products we receive. For instance, how does media play a role in shaping what we think is "proper" parenting? Or why would cartoons we find unoffensive generate protests in other parts of the world?

### ENGAGING WITH OTHER LEARNERS

We all come from a specific background and tend to believe "everyone" thinks just like us. Understanding that others have different experiences and perspectives, and having the ability to listen to and engage with them, are some of the most important skills your can gain from this university. This class is designed to give you the opportunity to have those interactions in class. Passively listening to lectures on the key points of readings isn't enough -- you need to be able to discuss the central ideas and implications of those readings.

### REFLECTING AND ACTING

In class and in your assignments you are expected to apply course material to your daily interactions with the media. This will help you to actively engage with the media and become a more critical society member.

TUESDAY & THURSDAY, 3:30-4:45PM

CLASS TIMES

MCOL-W100

LOCATION

## REQUIRED TEXTS

**RICHARD CAMPBELL, CHRISTOPHER R. MARTIN AND BETTINA FABOS.** (2013). *MEDIA & CULTURE: AN INTRODUCTION TO MASS COMMUNICATION* (8TH EDITION). BOSTON/NEW YORK: BEDFORD ST. MARTIN'S.

**JOHN D'AGATA AND JIM FINGLA.** (2012). *THE LIFESPAN OF A FACT*. NEW YORK: W.W. NORTON AND COMPANY.

**ADDITIONAL READINGS.** AVAILABLE ON THE COURSE DESIRE2LEARN PAGE OR VIA THE ONLINE LINKS PROVIDED IN THE SYLLABUS.

## PROFESSOR

**KATHLEEN M. RYAN** (KATHLEEN.RYAN@COLORADO.EDU) SPENT 18+ YEARS AS A NETWORK-LEVEL NEWS PRODUCER BEFORE RETURNING TO TEACHING. SHE'S INTERESTED IN THE MEDIA AND STORYTELLING, EITHER IN PERSON, ON FILM/VIDEO OR ONLINE. SHE IS AN ACTIVE DOCUMENTARY FILMMAKER AND IS CURRENTLY WORKING ON THE FILM *HOMEFRONT HEROINES: THE WAVES OF WORLD WAR II* (WWW.HOMEFRONTHEROINES.COM). SHE'S ALSO THE COLORADO PRODUCER FOR PUBLIC NEWS SERVICE. HER PH.D. IS FROM THE UNIVERSITY OF OREGON'S SCHOOL OF JOURNALISM AND MASS COMMUNICATION, HER M.A. IS FROM THE UNIVERSITY OF SOUTHERN CALIFORNIA ANNENBERG SCHOOL FOR COMMUNICATION AND JOURNALISM (BROADCAST NEWS), AND HER B.A. (POLITICAL SCIENCE) IS FROM THE UNIVERSITY OF CALIFORNIA, SANTA BARBARA.

**OFFICE HOURS: ARMORY 1B35, TUESDAYS 1PM-3PM OR BY APPOINTMENT**

## TEACHING ASSISTANTS

**TREVOR BYRNE-SMITH** (TREVOR.BYRNESMITH@COLORADO.EDU) IS A PH.D. CANDIDATE IN MEDIA STUDIES IN THE JOURNALISM AND MASS COMMUNICATION PROGRAM AT THE UNIVERSITY OF COLORADO. A NATIVE NEW ENGLANDER, HE EARNED HIS M.A. IN MEDIA STUDIES FROM EMERSON COLLEGE IN BOSTON, WHERE HE ALSO EARNED UNDERGRADUATE DEGREES WITH HONORS IN BOTH FILM AND WRITING, LITERATURE AND PUBLISHING. TREVOR HAS AN EXTENSIVE BACKGROUND IN FILM PRODUCTION, BUT HIS GRADUATE STUDIES AWAKENED HIS CURRENT INTEREST IN CRITICAL STUDIES OF POSTMODERNISM AND POPULAR CULTURE.

**OFFICE HOURS: ARMORY 113, FRIDAY 12PM-2PM OR BY APPOINTMENT**

**JACLYN FORTIER** (JACLYN.FORTIER@COLORADO.EDU) IS THE WEEKEND ANCHOR AND REPORTER FOR KUNC 91.5. SHE'S ALSO EARNING HER M.A. IN JOURNALISM WITH A FOCUS ON PRINT AND BROADCAST IN THE JOURNALISM AND MASS COMMUNICATION PROGRAM AT THE UNIVERSITY OF COLORADO. SHE EARNED HER BACHELOR'S DEGREE IN ENGLISH FROM COLORADO STATE UNIVERSITY IN FORT COLLINS.

**OFFICE HOURS: ARMORY 1B35, THURSDAYS 12PM-2PM OR BY APPOINTMENT**

## GRADING

**THE OVERALL COURSE SCORE WILL BE ASSIGNED BASED ON THE FOLLOWING CRITERIA:**

CLASS ATTENDANCE AND PARTICIPATION	15 %
QUIZZES	15 %
ASSIGNMENTS	20 %
MIDTERM	25 %
FINAL	25 %

Students should understand that an “A” is considered outstanding. Students who earn an “A” are students who have gone well beyond the class requirements and who have outperformed their fellow students. By contrast, a “B” is an above average performance. A “B” indicates that a student has displayed due diligence and standards of excellence while completing their requirements. A “C” represents an average performance, indicating merely that the class requirements have been adequately completed. A “D” indicates a below average performance by a student who completes the class requirements. An “F” indicates a student has not met the course requirements and so will not receive credit for having done so.

Grades will be weighted to reflect the above percentages. Individual grades will be available on the course Desire2Learn site.

<b>GRADE DISTRIBUTION</b>	94-100%	A
	90-93.9%	A-
	87-89.9%	B+
	84-86.9%	B
	80-83.9%	B-
	77-79.9%	C+
	74-76.9%	C
	70-73.9%	C-
	67-69.9%	D+
	64-66.9%	D
	60-63.9%	D-
	Below 60%	F

Students are warned that a “D” in any journalism class will not deliver credit to their program of study.

## ASSIGNMENTS

### CLASS ATTENDANCE AND PARTICIPATION (15% OF FINAL GRADE)

You're expected to attend class. Because this is a large lecture course, we won't take traditional attendance. However, students will be asked to Tweet during class periods using the hashtag #JOUR1001. All students are expected to tweet during the course periods listed in the calendar. In addition, periodically during other class periods, we will ask students for questions or feedback. If you attend class and Tweet during the assigned and optional times, you will get full credit on this portion of your grade. MAKE SURE TO USE THE HASHTAG - it's the only way we'll know you're Tweeting. Follow us @Kathleen\_M\_Ryan,

### QUIZZES (15% OF FINAL GRADE)

Take home tests on the readings make up this portion of your grade. Check the course calendar below for quiz due dates. The quizzes will be on the course Desire2Learn site. The quiz site will open at 5pm after the class period before the quiz is due and will close promptly at 3:30pm on the due date. These not only help your grade, but questions from the quizzes will make up part of your midterm and final exams.

### ASSIGNMENTS (20% OF FINAL GRADE)

You will be responsible for two assignments, which should be uploaded to the course Desire2Learn site.

- **MEDIA MONITORING ASSIGNMENT** During the seven-day period of January 20-28, you should monitor all of your media use. What different types of media do you consume? When do you use specific outlets? Do you media-multitask? Think of this as a media diary, keeping track of the time spent with each media source. The assignment should include:
  - A chart or some other way to list the medium, specific thing you consumed (program, musical artist, website, etc.), the time you spent on it, and if it was for pleasure or another purpose.
  - A 2-3 page paper summarizing the trends you discovered in your media usage. Did you find any surprises? When do you turn to different types of media and why?

We'll talk about the assignment in more detail in class on January 22nd.

*Due: January 31st at 3:30 pm on Desire2Learn. Late assignments will be docked 5 points if submitted during class period on January 31st, docked 10 points if submitted after class period on January 31st, and docked 5 additional points for each subsequent day late.*

- **MEDIA SCAVENGER HUNT** On April 23rd, students will bring in jpegs of media artifacts found to illustrate terms and concepts we've discussed in class. Students will work together in groups of 4-5 to create a photo slide show about the terms. Do not bring in videos or other moving images. For this assignment you need to bring in jpegs you've taken as photographs yourself.

The group will decide which images best relate to each term in the scavenger hunt. You can use multiple images for each term, or use only one image for each term; that's up to the group. You'll assemble the slide show in class using iPhoto, Photo Story, Picasa or another photo authoring program. Music is optional.

The slide show must use at least 5 images from each student (you can have multiple images of each scavenger hunt term if you like, but must use a minimum of 5 images from each student). You will also need to include in the slide show each student's name with each photo submitted and the term

each image is to represent (this can be a heading; i.e. each image for “history” can follow a banner for “history”).

The scavenger hunt terms are:

- History
- Text
- Race
- Ethnicity
- Sign
- Symbols
- Persuasion
- Culture
- Man
- Woman
- Gender
- Power
- Media
- Vertical Integration
- Effects
- Agenda
- Vision
- Truth
- Magic Bullet
- Globalization

We'll talk  
assignment in more detail and assign groups in class on April 16th.

about the

*Due: April 23rd at 7:00 pm on Desire2Learn. Late assignments are not accepted.*

### MIDTERM EXAM (25% OF YOUR FINAL GRADE)

The midterm exam is scheduled for March 5th during class period. It will include material from your weekly quizzes as well as materials from the course lectures. Early exams are not given except in the cases of documented disability (see below). Make up exams will be given only for medically excused absences or for sanctioned university activities cleared by the instructor (see course policies below).

### FINAL EXAM (25% OF YOUR FINAL GRADE)

The final exam is scheduled for May 8th from 4:30-7:00 pm.. It will include material from your weekly quizzes as well as materials from the course lectures. It will be cumulative. Early exams are not given except in the cases of documented disability (see below). Make up exams will be given only for medically-excused absences (see course policies below).

## COURSE CALENDAR (SUBJECT TO CHANGES AND REVISIONS)

### THE MODERN CULTURAL LANDSCAPE

- January 15 Introduction. ASSIGNMENT DUE: In-class Tweets (#JOUR1001).
- January 17 Media and the Social World. READING DUE: Campbell et al, Chapter 1. ASSIGNMENT DUE: Quiz 1.
- January 22 Convergence Culture. READING DUE: Campbell et al, Chapter 2. ASSIGNMENT DUE: Quiz 2.
- January 24 Media Literacy. READING DUE: PBS Media Issue Brief: Media Literacy (on Desire2Learn); Michael P. Jeffries, "How Rap Can Help End Rape Culture," *The Atlantic*, October 31, 2012 (<http://www.theatlantic.com/entertainment/archive/2012/10/how-rap-can-help-end-rape-culture/264258/> and on Desire2Learn) and . ASSIGNMENT DUE: In-class Tweets (#JOUR1001).

### MEDIA ECONOMICS

- January 29 Media Economics. READING DUE: Campbell et al, Chapter 12. ASSIGNMENT DUE: Quiz 3.
- January 31 Commercial Culture. READING DUE: Campbell et al, Chapter 10. ASSIGNMENT DUE: Media Monitoring Assignment.
- February 5 The Music Industry. READING DUE: Campbell et al, Chapter 3. ASSIGNMENT DUE: Quiz 4.
- February 7 The Way the Music Died. READING DUE: Steve Knopper, "The New Economics of the Music Industry," *Rolling Stone*, October 11, 2011 (<http://www.rollingstone.com/music/news/the-new-economics-of-the-music-industry-20111025> and on Desire2Learn). ASSIGNMENT DUE: In-class Tweets (#JOUR1001)
- February 12 The Rise and Fall of the Daily Newspaper. READING DUE: Campbell et al, Chapter 7. ASSIGNMENT DUE: Quiz 5.

### MEDIA EFFECTS

- February 14 Popular Radio and the Origins of Broadcasting. READING DUE: Campbell Chapter 4. ASSIGNMENT DUE: In-class Tweets (#JOUR1001).
- February 19 Movies and the Impact of Images. READING DUE: Campbell et al, Chapter 6. ASSIGNMENT DUE: Quiz 6.
- February 21 Miss Representation and Tough Guize. READING DUE: Maddie Oatman, "'Miss Representation' Shows Ugly Side of Women in the Media," *Mother Jones*, October 20, 2011 (<http://www.motherjones.com/media/2011/10/miss-representation-doc-shows-ugly-side-women-media> and on Desire2Learn); Sam Femiano and Mark Nickerson, "How do Media Images of Men Affect Our Lives?" *Media and Values* 48

(<http://www.medialit.org/reading-room/how-do-media-images-men-affect-our-lives> and on Desire2Learn). ASSIGNMENT DUE: In-class Tweets (#JOUR1001).

February 26 Measuring Effects. READING DUE: Campbell et al Chapter 14. ASSIGNMENT DUE: Quiz 7.

February 28 The Imagined Native American. READING DUE: Pauline Turner Strong, "Animated Indians" and "The Mascot Slot" in *American Indians and the American Imaginary: Cultural Representation Across the Centuries* (Boulder: Paradigm, 2012), 142-162 (on Desire2Learn). ASSIGNMENT DUE: In-class Tweets (#JOUR1001). MIDTERM PREVIEW.

### MIDTERM EXAM

March 5 MIDTERM EXAM. No early exams given.

March 7 MIDTERM REVIEW/Current Events Roundup.

### AGENDA SETTING

March 12 Books & the Power of Print. READING DUE: Campbell et al, Chapter 9. ASSIGNMENT DUE: Quiz 8.

March 14 Radio & Television News. READING DUE: Ryan and Mapaye (on Desire2Learn). ASSIGNMENT DUE: In-class Tweets (#JOUR1001). LECTURE: Jackie Fortier.

March 19 Journalistic Ethics. READING DUE: Campbell et al Chapter 13. ASSIGNMENT DUE: Quiz 9.

March 21 Journalistic Challenges. READING DUE: Campbell et al, Extended Case Study (p. 509-516). ASSIGNMENT DUE: In-class Tweets (#JOUR1001).

### SPRING BREAK

March 25-29 NO CLASSES

### MEDIA AND CULTURE

April 2 Magazines: From Print to Online. READING DUE: Campbell et al, Chapter 8. ASSIGNMENT DUE: Quiz 10.

April 4 The Lifespan of a Fact. READING DUE: D'Agata and Finnegan. ASSIGNMENT DUE: In-class Tweets (#JOUR1001).

April 9 The Power of Visual Culture. READING DUE: Campbell et al, Chapter 5. ASSIGNMENT DUE: Quiz 11. LECTURE: Trevor Byrne-Smith.

April 11 Video Games & Comic Culture. READING DUE: Stanley J. Baran, "Video Games," in *Introduction to Mass Communication: Media, Literacy and Culture* New York: McGraw Hill, 2011), 236-258 (on Desire2Learn). ASSIGNMENT DUE: In-class Tweets (#JOUR1001).

## USES AND GRATIFICATIONS

- April 16 Framing the Message. READING DUE: Campbell et al, Chapter 11. ASSIGNMENT DUE: Quiz 12.
- April 18 The Merchants of Cool. READING DUE: Anastasia Goodsteing, "Teen Marketing: Apple's the Master," *Bloomberg Businessweek*, August 16, 2007 (<http://www.businessweek.com/stories/2007-08-16/teen-marketing-apples-the-masterbusinessweek-business-news-stock-market-and-financial-advice> or on Desire2Learn). ASSIGNMENT DUE: In-class Tweets (#JOUR1001).
- April 23 You & the Media. READING DUE: Digital Scavenger Hunt ([http://www.getty.edu/education/adult\\_learners/getty\\_artists\\_program/digital\\_scavenger\\_hunt/index.html](http://www.getty.edu/education/adult_learners/getty_artists_program/digital_scavenger_hunt/index.html)). ASSIGNMENT DUE: Media Scavenger Hunt; assemble slide shows in class in groups.

## MEDIA & DEMOCRACY

- April 25 Freedom of Expression. READING DUE: Campbell et al, Chapter 15. ASSIGNMENT DUE: Quiz 13.
- April 30 This Film is Not Yet Rated. READING DUE: "Informing Parents, Protecting Artistic Freedom," "How to Read a Rating," "What Each Rating Means," "Movie Advertising," and "Ratings History" on MPAA Ratings (<http://www.mpa.org/ratings>). ASSIGNMENT DUE: In-class Tweets (#JOUR1001)
- May 2 Globalization and the Future. FINAL PREVIEW.

## FINAL EXAM

- May 8 4:30-7:00 pm. No early exams given.

## ABSENCE POLICY

Please don't come to class sick. If you are ill on an assignment due date or exam date, notify the instructor or one of the course TAs a minimum of one hour BEFORE class time. Upon your return, bring some proof of illness (doctor's office visit, proof that you bought cough syrup, etc.) and you will be allowed the opportunity to make up the assignment/exam.

If you have a C.U. sanctioned event that will take place on an assignment due date or exam date, notify the instructor or one of the course TAs a minimum of TWO WEEKS BEFORE the date in question. These events will be dealt with on a case by case basis. Any requests two weeks or less before the date in question will be turned down.

If there is a conflict due to a religious observance, please talk to the instructor or one of the course TAs a minimum of TWO WEEKS BEFORE the date in question. See also University of Colorado policies below.

## UNIVERSITY OF COLORADO POLICIES

### HONOR CODE

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

### CLASSROOM BEHAVIOR

Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

### DISCRIMINATION AND HARASSMENT

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

### RELIGIOUS OBSERVANCE

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I will make reasonable and appropriate accommodations for students who have conflict between religious observances and course evaluations. See policy details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)

### DISABILITY

If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671 or [www.Colorado.EDU/disabilityservices](http://www.Colorado.EDU/disabilityservices) If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.