

Mass Communication and Society - JCOM 642

Winter, 2004
M/W 2:30-4:18
Room: UH 0047

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1 Course Packet from Greyden Press

Course Objectives

We will look at relationships between the media and various aspects of society. The focus will be on the relationship between the audience and the media. In this general context we will examine the historical connection between media and society and pay particular attention to the interrelationships between popular music, mass communication and the audience.

We will also look at studies of the effects of the media on the public. The phrase “media effects” refers to empirical work, often experimental or survey research, which tests specific hypotheses relating the media and the audience. We will study some of these hypotheses and the ideas behind them, and look at some of the results of that research.

Procedure

I will lecture, but you may ask questions or raise objections at any time. Much of the substance of the course is best learned by experiencing it, so we’ll include media materials within lecture to give you a feel for what we’re talking about. Given the format of the class, you must keep up with the reading assignments. I expect you to have done the reading for each class in advance. Unannounced quizzes are possible if I sense that many in the class are not keeping up with the reading. You are responsible for anything that goes on in class – lecture, videos, audio tapes and discussion. Please don’t ask me for a copy if you miss something. There is no t.a. for the class – I’ll help as much as I can if you’re experiencing difficulty, but I simply won’t be able to provide materials, etc. if you miss things.

Class Project

A portion of the class will be devoted to the class project, which we are undertaking in conjunction with Professor Dimmick’s 642 class. Both classes will participate in collecting and making available data on the popular music industry. Both classes will be divided into small groups (approximately 5 people per group) to study a particular aspect of the industry. Data from the class project will be available for analysis for the groups, but the groups are not required to use the class data. However, everyone must participate in gathering the data (additional details available as a handout). On Thursday evening of the last week of classes, both classes will meet together and the small groups will each present their projects.

Overview of Grades and Assignments

The course includes two preliminary tests (each are 35% of the final grade), one group project grade (10% of final grade), one individual project grade (10% of final grade), and one short essay (10% of final grade).

Tests - For each test, you must turn in three questions at least 4 days before the exam. If you do not turn them in on time (typed, double spaced, with all answers indicated) you will lose 5% of your test score. Tests will be made up of multiple choice, short answer and essay questions. Submitted questions may be any of these forms. Each of the tests will count as 35% of your course grade.

Group Project Grade – This grade will be given to all members of the group, and the project grade will be counted as 8% of your overall course grade. The project grade is based on a) presentation of idea, and b) evidence presented in support of the idea. Because the grade is given to a group, there is potential for “social loafing.” If you find that someone in your group is not doing his or her part, please talk with that person to let them know. If you still feel there is a problem, let the instructor know as soon as possible. If you do not alert the professor to the problem before turning in the report, no remedy will be available to fix the problem.

Individual Project Grade – As mentioned above, the group project will be conducted with the class of JCOM 642. Although individual work in putting together the database may be tedious, it is extremely important that this be done without error. For this reason, 7% of your grade will be based on the accuracy of information you enter in the database. The data entry portion of the project will be completed early in the class. Because most of the presentation groups will be working with the database, it is highly likely that any errors in data entry will be found, and your grade will suffer accordingly.

The Short Essay - About midway in the quarter, you’ll be asked to turn in a short essay in which you explore an issue we’ve been talking about in class. You should take the essay very seriously, and include references to material (in and out of class) that support your opinions. The short essay counts as 10% of your course grade.

Honesty

It is your responsibility to complete your own work as best you can in the time provided. Faking, plagiarizing, and duplicating work will result in disciplinary action as stipulated by University rules. This means filing a complaint with the University Committee on Academic Misconduct as outlined in the Code of Student Rights and Responsibilities. If the complaint is upheld, the committee may recommend a variety of punishments.

1. Faking refers to making up facts or quotes.
2. Plagiarizing, as defined by Webster, is “to steal and pass off as one’s own the ideas or words of another.” Often this problem starts to emerge when ideas are not referenced adequately. Note that “plagiarizing” refers to ideas as well as words. Paraphrasing someone else’s work without referencing it is plagiarizing.
3. Duplicating work is defined as submitting the same work to more than one instructor without the prior knowledge and agreement of both.

Office hours

You can call or visit or send email concerning problems, questions, concerns or difficulties (or even compliments) about the course material or assignments. I would be glad to meet with you individually or in small groups during my office hours or by appointment. Generally, appointments are not necessary during office hours. However, if you must see me outside of office hours, please make an appointment if at all possible.

Class Schedule

Week	Topic	Reading
1/7, 1/9	Media, Artifacts and Effects Basic Ideas and Concepts	Schramm (1)
1/14, 1/16	Development of the Audience	Lynes (2), Toll (3)
1/21, 1/23	No Class 1/21 – Martin Luther King Day Institutionalization of the Media	Beville (4)
1/28, 1/30	Media as Businesses <i>Test #1 1/30</i>	Turow (5)
2/4, 2/6	<i>Project Data Entry Completed</i> Media Content and Society	Toll (6)
2/11, 2/13	Media and Social Change	Lynd and Lynd (7) President’s Commission (8)
2/18, 2/20	Media and Social Change (cont’d)	Sarnoff (9)
2/25, 2/27	Media as a Social Problem <i>Essay Due 2/27</i>	Hennigan (10), Bollen & Phillips (11), Centerwall (12)
3/4, 3/6	Media and the Social Self: Learning, Imitation and Being	Cooley (13), Grodin & Lindlof (14), Turkle (15)
3/11, 3/13	<i>Test #2 3/11(Monday)</i> <i>Group Project Presentations Thursday evening (3/13)</i> <i>Graduating Senior Grades due 3/15</i>	
3/18, 3/21	Finals Week	

Reading List:

- Schramm, W. (1988). The Day of the Printer. Ch. 8 from: Schramm, Wilbur *The Story of Human Communication* Harper & Row. ISBN 0-06-045799-6
- Lynes, (1985). The emerging audience, and Rumbings. Chs. 1 & 2 from Lynes, Russell *The Lively Audience* Harper & Row. ISBN 0-06-015434-9
- Toll (1982). The entertainment machine in the home: The phonograph, radio, and television as media. Ch. 2 From Toll, Robert C. *The Entertainment Machine*. Oxford Univ. Press, 1982. ISBN 0-19-503081-8
- Beville, H.M. What we have learned: 1930-1984. From Beville, Hugh M. Audience Ratings. Erlbaum.
- Turow (1984). Mass media industries: A resource dependence approach; The key connection: The producer-patron relationship; The risks of continuity and change. Chs. 1,2,5 From Turow, Joseph, *Media Industries*. Longman.
- Toll, (1984). Everybody’s doin’ it: Popular music and the media; The other side: Crime and the media; Leave ‘em laughin’: Comedy and the media. Chs. 4,6,8 From Toll, Robert C. *The Entertainment Machine*. Oxford Univ. Press. ISBN 0-19-503081-8

7. Lynd and Lynd,(1929 and 1937). pp. 262-271 of Lynd, Robert S. and Lynd, Helen M. *Middletown* Harcourt, Brace & Co. and *Middletown in transition* pp. 260-265 of Lynd, Robert S. and Lynd, Helen M. *Middletown Revisited* Harcourt, Brace & Co.
8. W.F. Ogburn, (1933). The influence of invention and discovery. Ch. III of President's Research Committee, *Recent Social Trends in the United States*. McGraw-Hill.
9. Sarnoff, D. (1939). Probable influences of television on society. *J. of Applied Physics*, 10(July) 426-431.
10. Hennigan, et al. (1982). Impact of the introduction of television on crime in the United States. *J. of Personality and Social Psychology*, 42(3) 461-477.
11. Bollen and Phillips, (1982). Imitative suicides: A national study of the effects of television news stories. *American Sociological Review*, 47 (December) 802-809 (1982).
12. Centerwall, (1989). Exposure to television as a risk factor for violence. *American J. of Epidemiology*, 129(4) 643-652.
13. Cooley, Charles H. (1909). The significance of communication. Pages 61-106 of *Social Organization*. New York: Scribner's, 1909. (no isbn)
14. Grodin and Lindlof (1996). The self and mediated communication
15. Turkle (1996). Parallel lives: Working on identity in virtual space. Chs. 1 and 10 (pp. 3-12 & 156-175) from Debra Grodin and Thomas R. Lindlof, *Constructing the Self in a Mediated World*. Sage. ISBN 0-803-7011-0