

J-395: Theory II
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Office Hours: T & Th 2-3:30
Class Meetings: T & Th 11-12:30 CMA 6.146
Class on Facebook: JHorns

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Unique Number: 07635

Description: This is the second required theory course for students in the School of Journalism's program for PhD and theory MA students. This course focuses on critical and cultural perspectives. These perspectives, sometimes known as critical/cultural "theory," offer ways of explaining the world of communication that may enhance or diverge from social science. These perspectives offer varying philosophies of knowledge. They question not only how the world works but whether it is fair, just, or humane.

My goals for this course are as follows:

- That we study together as colleagues
- That we engage in lively, well-considered conversation about theory.
- That you develop an intellectually rich understanding of the critical/cultural perspective.
- That you build a vocabulary for assessing the value of various theories and approaches.
- That you start to develop your own philosophy of knowledge.

By the end of the semester you should be able to:

- describe various critical and cultural perspectives of mass communication;
- evaluate the perspectives used in the research of others
- articulate your own theoretical paradigm as it pertains to your research

Readings:

We have two required textbooks:

Nealon, J. T., & Giroux, S. S., (2011). *The theory toolbox: Critical concepts for the humanities, arts, and social sciences* (2nd ed.). Lanham, MD: Rowman & Littlefield Publishers.

Durham-Meenakshi, G. & Kellner, D.M. Eds. (2012). *Media and Cultural Studies: KeyWorks*, 2nd ed. Malden, MA.: Blackwell.

Other readings are required and will be posted as PDFs to Canvas.

Strongly recommended for everyone, all the time, in every class.

Strunk, W. & White, E.B. (2005) *The Elements of Style*. New York: Penguin Press.

Supplies: A notebook dedicated to this class; no screens will be permitted.

Reading Tip: This course requires a great deal of reading. Much of the material you read for this class will be new. Some of it will be rather dense and challenging. To help you study, I strongly suggest taking notes on each reading – these notes can go into a notebook (I suggest a dedicated marble-composition book) devoted to the task. When you finish a reading, I suggest writing a short entry that

1. summarizes the essential message of the reading
2. situates the reading into the larger field of communication
3. addresses the reading's usefulness for your own work
4. lists any questions you have about the reading or its topic

Bringing this reading notebook to class will help you participate in discussion, as you will have the basics from the reading before you. Keeping a reading notebook will also systematize your studies in ritualized way that will enhance your metacognition (how you know what you know).

Learning Management System:

In this class I will be using *Canvas* — a Web-based course management system with password-protected access at to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday-Thursday 8am-10pm, Friday 8am-6pm, and Sat-Sun 12pm-5pm.

Classroom Policies

A university is a place to learn – not only the material of a particular course, but how to work in a professional environment. To that end, it is important for university students – that’s you -- to learn to be self-directed adult learners. I am your guide; I cannot simply place knowledge into your mind.

I am dedicated to your success – but it remains your success, not mine. If something in your life is interfering with your studies, if you are ill, if you are having trouble with the material or if you are somehow encountering anything else that is getting in the way of your learning, please let me know as early as possible so that I can help.

To make our time together as valuable as possible, we all have to work hard at it. The following basic principles may give us some guidelines:¹

Every student has the *right* to learn as well as the *responsibility* not to deprive others of their right to learn.

Every student is accountable for his or her actions.

In order for you to get the most out of this class, please consider the following:

- a. Attend all scheduled classes and arrive on time. Late arrivals and early departures are very disruptive and violate the first basic principle listed above. Everyone is late once in a while, but if it’s habitual, it’s a problem and I expect you to make changes in your routine – unless --you are trying to get to Belo from a preceding class far across the 40 acres, in which case, please let me know in advance.
- b. Please do not schedule other engagements during this class time – this includes your travel itineraries and routing medical appointments. Think of college as a job you pay for. I will try to make class as interesting and informative as possible, but I can’t learn the material for you.
- c. If you have trouble hearing the lecture or media presentation because of distractions around you, quietly ask those responsible for the distraction to stop. If the distraction continues, please let me know. It is often impossible for me to hear such things from my position in the classroom.
- d. Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class. I cannot help you if I do not know what’s going on. Please do NOT wait until the problem grows into something unmanageable. We can almost always work things out.

NO SCREEN POLICY: I love my phone too, but there is great value in our face-to-face interaction. Turn off your cell phone, your iPod and your laptop. The distractions of the computer outweigh the advantages. If a personal situation has emergency status, please leave the room to call and text. **If I observe you using your phone during class discussion or lecture, or using your laptop to surf the internet, you will be marked absent, because your brain will indeed be absent from class.**

¹ Lasorsa, 1990, courtesy the Center for Teaching and Learning

E-Mail policy: E-mail is the best way to reach me. I check it at least every 24 hours. I will always try to answer e-mails quickly, *but not necessarily immediately*. At the very most a response might take 48 hours (weekends, etc. may slow me down.) During the work week, YOU are expected to check your e-mail every 24 hours.

Classroom Conduct: It is my wish that our classroom where each of us can feel comfortable and accepted. We may discuss controversial issues; it is our job to allow others to express their opinions and to truly listen to ideas with which we may disagree. It is essential that we work to help one another -- communication, by its nature, is not something we can pursue alone. In keeping with our effort to maintain a collegial environment, crude, vulgar or insulting language will not be tolerated.

Attendance: I do make note of your attendance for every class, and this is part of your grade. While I do not wish to know about day-to-day attendance issues, I DO require documented excused in the cases of exams or assignment deadlines. As in the professional world, it is better to make arrangements for an absence BEFORE a test or deadline – keep track of your obligations in a planner. Just e-mail or call me – as you would an employer.

Of course, emergencies do happen. Legitimate reasons for missing a test or deadline might include:

- Medical care (written documentation required – not an elective appointment!).
- Absence due to participation in an authorized University activity (written documentation required).
- Absence due to attendance at legal proceedings requiring your presence (advance notification and written documentation required).
- Absence due to the death or serious illness of an immediate family member (written documentation required).

An excused absence involves something that's *not under your control*. Appointments you make, such as a routine dental or medical appointment, are under your control and are *NOT* excused.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Deadlines: Without *prior* arrangements, work can be submitted up to one week later for 50% credit. For example, if it's a 100-point assignment and you turn it in up to a week late, the most you can receive is 50-points. ***After a week, the work is not accepted and is graded as a zero.*** It is your responsibility to work on your assignments in a timely manner and to avoid last-minute problems. It is your responsibility to take care of your technology.

Make-Up Work: You must make arrangements with me in advance to make up work, and you must provide me with a documented, legitimate excuse to do so. If you are ill or facing an urgent situation, you must call me (just as you would a boss at work) to notify me: 512-471-0673. In the case of a missed exam or presentation, we can re-schedule once you provide me with a document that explains your legitimate excuse.

Grade Discussions: UT e-mail is subject to public records requests, and therefore I do not discuss grades via e-mail. I post your grades to *Canvas* and expect you to monitor your grades and make sure my records match yours. A sheet for recording your grades is in this packet. If you want to discuss a grade, you may visit during office hours or make an appointment to do so face to face.

My Phone: I will check for messages on my office phone once a day.

Food: Please do not eat meals in class. A discreet energy bar, smoothie or drink is fine (I occasionally need one, too!) but anything more than that is distracting to everyone around you.

IT responsibility: Students in 2017 are expected to be acquainted with computer use essentials. This means **you** are responsible for making sure your laptop has proper anti-virus software; that **you** know where the printers are on campus; and that you know how to **back up** your work. This is also a good time to make sure you have a professional presence on line, that you know proper posting etiquette, and that you have a resume-worthy e-mail address. Finally, when posting work to *Canvas*, always double check to make sure your assignment is properly uploaded. Become acquainted with the software BEFORE you submit your first assignment so you are not rushed.

Grading: I do use plus-minus grading. Grades are distributed according to a point system. Students will be assessed according to their ability to demonstrate a mastery of the material (knowledge) and their ability to demonstrate thoughtful synthesis of the material (critical thinking skills). Assessment items for the undergraduate course are distributed as follows:

- Participation, 25%
- Discussion 13%
- Written Assignments 25%
- Final Project 38%

The percentages for the grade scale, and the scores necessary for the various grades in this 400-point course, are listed in the table at the right.

Take note: students must earn a 61% to pass.

You can use the assignment list included with this packet to keep track of your grades.

A	92% & above	460 or higher
A-	90-91 %	450-459
B+	88-89 %	440-449
B	82-87 %	410-439
B-	80-81 %	400-409
C+	78-79 %	390-399
C	72-77 %	360-389
C-	70-71%	350-359
D+	68-69%	340-349
D	62-67%	310-339
D-	61%	305-309
F	60% & below	304 or less

What you achieve, unlike what you acquire, can never be lost or stolen.

UNIVERSITY OF TEXAS POLICIES AND INFORMATION

University of Texas Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty: The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

http://deanofstudents.utexas.edu/sjs/acint_student.php

As a reminder: here is the University Honor Code: <http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct>

Special note on plagiarism: It bears repeating: using material that is not yours without proper attribution is *plagiarism*. For clarification, the library has a module:

<http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

Course Evaluation: During this course I will be asking you to give me feedback on your learning in informal as well as formal ways, including through anonymous surveys about how my teaching strategies are helping or hindering your learning. I encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.

At the end of the semester, there will be a formal survey as well. These course instructor surveys are required by school policy and reviewed by senior faculty administrators as an important component in annual faculty evaluations. I will use the paper option. These surveys are strictly confidential, and I have no access to the results until I get a summary after the semester is completed. I encourage you to take time to write your open-ended feedback in the space provided. These comments are often the most informative.

Use of E-mail for Official Correspondence to Students: All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. (I recommend daily during the work-week). A complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/help/utmail/1564> .

Q drop Policy: The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: “Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

Documented Disability Statement: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

Student Veteran Services: If you're a vet – thank you for your service! Here are some UT resources:

Office of the Dean of Students: <http://utstudentveteranservices.org>

Academic Support Resources: <http://deanofstudents.utexas.edu/veterans/academic-support.php>

Moody College Writing Support Program: The Moody College Writing Support Program, located in BMC 3.322, offers one-on-one assistance without charge to students seeking to improve their professional writing in all fields of communication. We have specialists in Journalism, RTF, CSD, CMS, and PR and Advertising. In addition, we offer workshops to strengthen core writing skills in each field and to inspire students to strive for excellence. Students may book half-hour appointments on our website or drop in for assistance during all stages of the writing process.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Behavior Concerns Advice Line (BCAL): 512-232-5050
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: utexas.edu/emergency.

Resources for Learning & Life at UT Austin: The University of Texas has numerous resources for students to provide assistance and support for your learning. You are particularly encouraged to use the Learning Skills Center on campus for help on writing assignments. Also, the PCL reference librarians can assist you with online news retrieval and other information finding tasks.

- The UT Learning Center: <http://www.utexas.edu/student/utlc/>
- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- Oral presentation: <http://www.utexas.edu/ugs/sig/propose/requirements/communication>
- Writing: <http://www.utexas.edu/ugs/sig/faculty/writing>
- <http://www46.homepage.villanova.edu/john.immerwahr/UTAustin.htm>
- Counseling & Mental Health Center: <http://cmhc.utexas.edu/>
- Career Exploration Center: <http://www.utexas.edu/student/careercenter/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>
- Safety issues: <http://www.utexas.edu/safety/terms/>

Tentative Schedule*

Date:		Material:	Readings:	Due at class time:
T	Jan 16	Why are we here?	TTT intro, Keyworks intro	<i>(discussant sign-ups DURING class)</i>
Th	Jan 18	Science and Critique	“Comm Theory Kerfuffle” in Canvas Files	
T	Jan 23	Culture Pt 1	TTT 5: Culture	
Th	Jan 25		Keyworks 1, 2 & 6	Discussant 1
T	Jan 30	Ideology	TTT 6: Ideology	
Th	Feb 1		Keyworks 3, 4 & 5	Discussant 2
T	Feb 6	Authority	Foucault, TTT 2 & 3	Paper Preview
Th	Feb 8		Keyworks 7,8,9	Discussant 3
T	Feb 13	Perspective	TTT 4: Subjectivity	Visit One
Th	Feb 15		Keyworks 11, 12 & 13	Discussant 4
T	Feb 20	Theorist Presentations		Theorist Profile (bring copies for colleagues)
Th	Feb 22	News as Culture	Carey, Zelizer Fiske & Hartley PDFs	
T	Feb 27	Political Economy	Keyworks 15, 16, 17	Discussant 5
Th	Mar 1		Keyworks 18, 19 & 20	Discussant 6
T	Mar 6	Identity, Nature	TTT 10 & 11	
Th	Mar 8		Keyworks 22, 23, 24 & 28	Discussant 1
T	Mar 13	<i>☺ Spring Break ☺</i>		
Th	Mar 15			

Tentative Schedule Q2

Date:		Material:	Readings:	Due at class time:
T	Mar 20	Scholarship & Activism & Emancipation	Jensen PDF, Krippendorff, Wodak	
Th	Mar 22	In-Class One-on-One Consultations		Full sentence Outline
T	Mar 27	Identity	Lorber, CRT, Tuchman	
Th	Mar 29	Identity	Keywords 25, 26	Discussant 2
T	April 3	<i>Research Discussion, Catching Up & Question Assignment</i>		
Th	April 5	Memory & Visual Culture	Barthes, Kitch	Comps Practice
T	April 10	Beyond Modernity	TTT 8 & 9	
Th	April 12		Keywords 30, 32, 36	Discussant 3
T	April 17	Embodiment & Voice	TTT 7, 11, 12	
Th	April 19		Peters, Couldry, Haraway	Discussant 4
T	April 24	Journalism & Reality	Schudson, Carlson	Best Draft
Th	April 26	Globalism	Keywords 37, 38, 42	Discussant 5
T	May 1	Globalism	Castells & Ang PDF	Discussant 6
Th	May 3	Research Presentations		Slides & Handout
Th	May 11	Final Paper Due		<i>Due 11am, May 11</i>

* Please refer to Canvas for the most up-to-date schedule.

J-395 Assessments

Note: all deadlines are on the course schedule and on Canvas.

Present, Prepared and Participating: You'll receive credit (three points per class session) for:

- showing up to class
- another for knowing the material (as evidenced by your ability to answer questions)
- for actively participating in class discussions (by contributing scholarly insights)

2. Office visits (1 @ 5 points): These are all or nothing grades. The first visit helps me learn your name. The second gives us a chance to discuss your progress and goals.

3. Discussant Contributions (2 @ 25 points): Twice during the semester you will be responsible for leading our discussion of the material. Prepare and *print out copies of* a 2-3 page handout that BRIEFLY summarizes that day's readings, puts them into context (which may require some additional reading on your part) and two to three discussion questions for each reading.

4. Theorist Profile (50 points): Prepare a short (2-3 pages, about 1500 words double-spaced) scholarly biography of a key scholar in the critical-cultural tradition. The best scholarly biographies do more than explain when a person was born and died, by contextualizing their life and work.

5. Comps Practice (50 points): One of our tasks as scholars is to contextualize knowledge and navigate the intellectual landscape. Comprehensive exams ask students to do just that on a deadline. To prepare you for this challenge, you will practice writing a comprehensive exam question. I will post one 48 hours before it is due. It will ask you to compare, contrast and contextualize some of our key readings as they apply to a particular topic.

6. Final Paper: Using data or a corpus already gathered in your first methods class, write a stand-alone paper that applies the theories we are studying. The goal of this exercise is to explore the way different theories can be used to interpret the same phenomenon. This project will be "scaffolded," so that you will turn in a proposal, a full-sentence outline, a best draft, presentation materials and the final paper. The paper will be graded according to the standards of a journal article.

- The preview should include an abstract, an RQ or H, and a short list of preliminary sources
- The full-sentence outline should provide an updated abstract and present the essential elements of the lit review and argument in full sentences plus any additional sources.
- The best draft is just that: as much as can be written for the deadline, using proper structure, style and formatting. This will be graded on substance and scholarship -- do your own proofreading.
- The presentation should take about 10-12 minutes as with a conference paper. Provide slides in advance.
- The final paper should reflect any feedback from the best draft and will be graded according to journal publication standards.

Item	Description	Deadline*	Points Possible	Points Earned
Participation	Present	May 3 rd 12:30pm	30	
	Preparedness	May 3 rd 12:30pm	30	
	Participating	May 3 rd 12:30pm	30	
	Office Conference 1	Feb. 13 th , 11am	5	
Contributions	Discussant 1	TBA	20	
	Discussant 2	TBA	20	
Written Assignments	Scholar Profile	Feb. 20 th , 11am	50	
	Comps Practice	April 5 th , 11am	50	
Final Project	Preview	Feb 6 th , 11am	5	
	Full Sentence Outline	Mar. 22 nd , 11am	25	
	Best Draft	April 24 th , 11am	25	
	Presentation	May 3 rd , 11am*	10	
	Final Paper	May 11 th , 11am	100	
	Total Points		400	

**submit slides for presentation to Canvas by 11pm May 2nd*