

MSCH M502—Media Research  
Spring, 2017  
Class Number: 7845

**Professors**

Dr. Robert Potter (rfpotter)

Dr. Radhika Parameswaran (rparames)

**Office Hours**

Potter: Mondays 3-5

Room: 019, Stack 1/Basement, Franklin Hall

Parameswaran: Monday & Wednesday, 11:30 am to 12:30 pm

Room: 230H, 2<sup>nd</sup> Floor, Franklin Hall

**Class Meetings**

Mondays & Wednesdays

From: 1:00 pm - 2:15 pm

Room: 212 Franklin Hall

**Description**

M502 Media Research is required for MA and PhD students in the Media School. It may also interest those desiring an overview of basic research methods in quantitative social science and qualitative critical-cultural studies. This course is designed to help you navigate some of the intellectual and structural problems that come up as you begin a media-related research project like a thesis or dissertation. In the course of the semester, we'll be reading and discussing a variety of methodological approaches to film, television, radio, games, and new media.

The first unit of the course provides an overview of quantitative and qualitative methods, writing and research ethics, research design and mixed-method research approaches. After this broad overview, the second unit of the course tackles specific methods (content and computer-assisted analyses, semiotic and film analyses, and historical analysis) to study media content and media technologies and material forms. The third unit of the course focuses on methods—surveys, experiments, interviews, focus group research and participant observation—to study traditional and new media audiences, users and producers.

Your major assignment for the course is to write a research proposal with an emphasis on methods. The goals of the assignment are to help you set up a doable research project that incorporates appropriate methods and applies relevant theory to empirical work. We will begin by exploring the kinds of questions to ask yourself at the very beginning of the process and then move toward translating them into a defensible research proposal.

You will work on this assignment in three stages (see syllabus for due dates of submission): (1) research topic/idea, (2) preliminary research questions and a literature review and (3) the final proposal.

## **Books & Readings**

There are three required books for this course:

Creswell, John. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. 4<sup>th</sup> edition. London: Sage Publications.

Hesse-Biber, Sharlene Nagy. (2016). *The practice of qualitative research*. 3<sup>rd</sup> edition. Thousand Oaks, CA: Sage Publications.

Michael Pickering. (2008). *Research methods for cultural studies*. Edinburgh: Edinburgh University Press.—is available in its entirety online. [Pickering Online](#)

Useful online resources:

Bloor, M. & Wood, F. (2006). *Keywords in qualitative methods: A vocabulary of research concepts*. London: Sage Publications. [Bloor and Wood Online](#)

Sage Publishing's Online Research Community on Methods: <http://www.methodspace.com/>

Several other readings will be available on Canvas.

## **ADMINISTRATIVE INFORMATION**

### **Course Lectures and Note-Taking**

Lecture notes will not be posted online. You should come to class, actively listen to lectures, and take good notes. Doing so will help to make sure you REALLY understand what is being said in lecture. If you don't understand something...ASK! Note-taking is a skill that requires practice but really does pay off in deeper learning.

Audio recordings of most course meetings will be posted on Canvas. So, if you want to review your notes, miss a class, or want to listen to something again, there will likely be an opportunity.

### **Disabilities**

To request disability accommodations, please contact IU Disabilities Services (855-3508) or visit [their Website](#) for more information.

### **Academic Misconduct**

All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

***Cheating***-using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

***Plagiarism***-representing the words, ideas, or data of another as one's own in any academic exercise. ([Plagiarism: What it is and How to Avoid it](#))

***Fabrication***-unauthorized falsification or invention of any information or citation in an

academic exercise.

***Aiding or abetting academic dishonesty***-intentionally or knowingly helping or attempting to help another student commit an act of academic dishonesty.

**Academic Misconduct will not be tolerated in this class.** If misconduct is suspected, the professors will meet with you to discuss it. A summary of the incident and that discussion, any evidence, and a description of the sanction will be sent to the [Office of Student Ethics](#). Consequences may include a grade deduction on your assignment and/or your course grade. You have the right to appeal this sanction and the Office of Student Ethics will inform you of that process.

### **Religious Holidays**

According to IU policy, accommodations will be made if you need to miss class for observance of a religious holiday. However, there are some things that you **MUST** do in order for these accommodations to be made. It all begins by you filling out [this form](#) and bringing it to us.

## **Course Assignments**

### **Class Participation, 15%**

We have found that the best learning happens when students come to each class meeting prepared. This means having done the assigned reading to a level that allows you to generate questions about the topic at hand. When in class, you don't have to *talk* all the time to participate. But you do need to be focused and attentive and support fellow student presenters when they lead discussion. When discussing the readings, the goal of our discussion should be to put in a good faith effort at positively, constructively and creatively engaging with the reading materials on their own terms without rushing immediately to sink or destroy authors' approaches and arguments. Before taking an inventory of all the blind spots in a text, let us first try to appreciate what authors did manage to accomplish more or less successfully. With your cooperation, we look forward to a stimulating and engaging seminar experience.

### **Lead Discussion, 20% of Final Grade**

On one assigned day of class, you and a classmate will summarize the assigned readings and lead discussion about them. The readings will likely be recently published journal articles/book chapters that apply the research method recently presented. You are therefore expected to be fairly well versed in an understanding of the method and be able to critically review the readings with methods in mind.

### **Draft of Research Grant Proposal, 20% of Final Grade**

As a first step towards working on your final grant proposal, this assignment will ask you to describe your research idea, pose preliminary research questions and review a few key scholarly articles/books/book chapters that will be relevant for your work. One of the key stumbling blocks to scholarly writing is procrastination. To help prevent this, your preliminary draft of the final grant proposal will be due at the end of week 4, uploaded to Canvas by Wednesday March 1 at 11:59pm.

Note: There is an 'ungraded' assignment due February 1 where you will provide us with a list and brief description of your research idea(s) for feedback.

### **Final Research Grant Proposal, 30% of Final Grade**

A major priority during M502 is working on a research grant proposal suitable for submission to an external funding agency. We expect that any proposal will require you to completely describe your research plans, along with literature-based justification for why it is a logical next step in your area of enquiry. You are encouraged to submit drafts for comment prior to the due date, which is Wednesday May 3 at 11:59 pm.

### **Final Research Grant Proposal Presentation, 15% of Final Grade**

Each student will have **15-20 minutes** to present their final research grant proposal. These presentations are scheduled for the last week of classes. Your presentation includes time for questions and any media clips you want to play. Fitting your presentation within the time constraint will require practice on your part in order to give the rest of us an understanding of the reason for your interest in the topic area and include substantial discussion of the research methods/instruments/and procedures you plan on using to address your research questions.

## Tentative Weekly Schedule

**UNIT ONE: BIG PICTURE, INTRODUCTION TO METHODS****WEEK ONE:**

**January 9/ Monday:** Meet & Greet, Course Expectations

**January 11/ Wednesday:** World views and giant shoulders

Reading:

1. Creswell Chapters 1-2
2. Pickering, M. (Ed.) (2008). Introduction. In *Research methods for cultural studies*.
3. Hesse-Biber, S. N. Chapter 1: An invitation to qualitative research. In *The practice of qualitative research* (3<sup>rd</sup> ed).

Supplementary:

Hesse-Biber, S. N. Chapter 2: Paradigmatic Approaches to Qualitative Research. In *The practice of qualitative research* (3<sup>rd</sup> ed).

**WEEK TWO:**

**January 16/ Monday:** NO CLASS, Martin Luther King Day

**January 18/ Wednesday:** Writing and Ethics

Reading:

1. Creswell Chapter 4
2. Chapters 1-3 in Silvia, P. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington, D.C.: APA Publishers.
3. Hesse-Biber, S.N. (2016). Chapter 4: The ethics of social research. In *The practice of qualitative research* (3<sup>rd</sup> ed).
4. Bloor and Wood, *Keywords in Qualitative Methods*: a. Whose side are we on? b. Writing. Available online.

Supplementary:

Example of Writing: Acosta-Alzuru, C. (2013). Dear Micaela: Studying a telenovela protagonist with Asperger's syndrome. *Cultural Studies/Critical Methodologies*, 13(2), 125-137.

**WEEK THREE:**

**January 23/ Monday:** The Research Plan

Reading:

1. Creswell Chapters 5, 6, 7
2. Hesse-Biber, S.N. Chapter 3, Designing qualitative approaches to research. In *The practice of qualitative research* (3<sup>rd</sup> ed).

**January 25/ Wednesday:** An Overview of Quantitative Methods

Reading:

1. Creswell Chapter 8
2. Saldana, M. (in press). Sampling, Random. In Matthes, Potter, & Davis: *International*

*Encyclopedia of Communication Research Methods*. Wiley Publishers.

3. Saldana, M. (in press). Sampling, Non-random. In Matthes, Potter, & Davis: *International Encyclopedia of Communication Research Methods*. Wiley Publishers.

#### **WEEK FOUR:**

**January 30/ Monday:** An Overview of Qualitative Methods

Reading:

1. Creswell Chapter 9
2. Pickering, M. (Ed.) (2008). Chapter 1: Experience and the social world. In *Research methods for cultural studies*.
3. Lawler, S. (2008). Chapter 2: Stories and the social world. In *Research methods for cultural studies*.
4. Clifford Geertz, Thick Description. Introduction chapter from *Interpretation of Cultures*. [Available online](#)

**February 1/ Wednesday:** Mixed Methods

Reading:

1. Creswell Chapter 10
2. Hesse-Biber. Chapter 10: Mixed methods research. In *The practice of qualitative research* (3<sup>rd</sup> ed.).
3. Example for browsing: PhD Dissertation: Moscovitz, L. (2008). *For better or for worse: News discourse, gay rights activism, and the same -sex marriage debate*. Available in IUCAT.

**\*\*\* First Research Idea(s) Due Feb 1 @ 11:59pm via Canvas**

### **UNIT TWO: STUDYING MEDIA CONTENT/TEXTS**

#### **WEEK FIVE Content Analysis**

**February 6/ Monday:**

Reading:

1. Deacon, D. (2008). Chapter 5: Why counting counts. In *Research methods for cultural studies*.
2. Coe, K. & Scacco, J. (in press). Content Analysis, Quantitative. In Matthes, Potter, & Davis: *International Encyclopedia of Communication Research Methods*. Wiley Publishers.
3. Pavelko, R. & Grabe, E. (in press). Sampling in Content Analysis. In Matthes, Potter, & Davis: *International Encyclopedia of Communication Research Methods*. Wiley Publishers.

**February 8/ Wednesday:** “The Professors” model article discussion leading

Reading

1. Martins, N., Weaver, A. J., Yeshua-Katz, D., Lewis, N., Tyree, N., & Jensen, J. D. (2013). A content analysis of print news coverage of media violence and aggression research. *Journal of Communication*, 63, 1070-1087. doi: 10.1111/jcom.12052

\*\*\* Note: Also look at codebooks from this study in Canvas File

2. Pedelty, M. & Keucker, M. (2014). Seen to be heard? Gender, voice, and body in television advertisements. *Communication and Critical/Cultural Studies*, 11 (3) 250-269.

## **WEEK SIX Semiotic and Textual Analysis**

### **February 13/ Monday:**

Reading:

1. Bignell, J. (2002, 2<sup>nd</sup> ed.). Chapter 1: Signs & myths. In *Media semiotics: An introduction*. Available on Canvas. Also, at <http://classes.dma.ucla.edu/Winter16/8/bignell.pdf>
2. McIntosh, H. and Cuklantz, L. (2016). Chapter 9: Images and texts. In S.N. Hesse- Biber. *The practice of qualitative research* (3<sup>rd</sup> ed).
3. Barker, M. (2008). Chapter 8: Analysing discourse. In *Research methods for cultural studies*.
4. Short entry: Sue McGregor, Critical discourse analysis: A primer, <https://www.kon.org/archives/forum/15-1/mcgregorcd.html>

Supplementary:

1. Michelle Phillipov. (2012). In defense of textual analysis: Resisting methodological hegemony in media and cultural Studies. *Critical Studies in Media Communication*. Published online. March 2012.
2. Daniel Chandler's website, Semiotics for beginners: <http://visual-memory.co.uk/daniel/Documents/S4B/>

### **February 15/ Wednesday:**

#### **Student Group 1 Leads Discussion of:**

Reading/Examples:

1. Peter Lyth. (2009). Think of her as your mother: Airline advertising and the stewardess in America. *Journal of Transport History*, 30(1), 1-21.
2. Phillip Efflom Ephraim, Tutku Akter and Martin Gansinger. (2016). New media, new voices: Satirical representations of Nigeria's socio-politics in *Ogas at the top*. *Critical Studies in Media Communication*. Published online 30. November 2016.
3. Creech, B. (2014). "Six foreigners among 101 dead": Analyzing the journalistic discourse surrounding the 2008 Mumbai attacks. *Communication and Critical/Cultural Studies*, 11(4), 401 - 419.

## **WEEK SEVEN Film Analysis**

### **February 20/ Monday:**

Reading:

1. James Monaco. (2000). Introduction, Chapter 1 Film as an art, Chapter 3 The language of film: Signs and syntax. *How to Read a Film: The world of movies, media and multimedia*. Available on Canvas.
2. David Chandler, Introduction to Genre Theory. (pp. 1 -15). [http://visual-memory.co.uk/daniel/Documents/intgenre/chandler\\_genre\\_theory.pdf](http://visual-memory.co.uk/daniel/Documents/intgenre/chandler_genre_theory.pdf)
3. Jeffrey Geiger. (2011). Introduction, Chapter 1, and Chapter 8. *American Documentary Film:*

*Projecting the Nation*. Available online in IUCAT.

4. Short online entries: (a) International documentary association, Keep a close watch: <http://www.documentary.org/column/keep-close-watch-analyzing-documentarys-strengths-and-weaknesses> (b) Point of View/PBS: <http://www.pbs.org/pov/blog/povdocs/2015/11/media-literacy/>

**February 22/ Wednesday:**

**Student Group 2 Leads Discussion of:**

Reading/Examples:

1. Cho, M. (2015). Genre, translation, and transnational cinema: Kim Jee-woon's *The Good, the bad, the weird*. *Cinema Journal*, 54(3), 44 -68.
2. Bruckner, R.T. (2015). "Why did you have to turn on the machine?": The Spirals of Time-Travel Romance. *Cinema Journal*, 54(2), 1-23.

Pick one of these:

3. Arlene Stein & Zakia Salime (2015). Manufacturing Islamophobia: Rightwing pseudo-documentaries and the paranoid style. *Journal of Communication Inquiry*, 1-19.
4. Brett Mills. (2010). Television wildlife documentaries and animals' right to privacy. *Continuum: Journal of Media & Cultural Studies*, 24(2), 193-202.

Supplementary:

Matilda Mroz. (2012). *Temporality and film analysis*. Introduction, Chapter 1, and Chapter 2. Available online in IUCAT.

## **WEEK EIGHT Computer-Assisted Content Analysis**

**February 27/ Monday:**

Reading:

1. Chapter from Krippendorf
2. Wilson, T., Weibe, J., Hoffman, P. (2005). "Recognizing Context Polarity in Phrase-Level Sentiment Analysis." *Proceedings of the Human Language Technology Conference and Conference on Empirical Methods in Natural Language Processing*. Pg. 347-354.

**March 1/ Wednesday:** Rob Potter leads discussion

Reading:

1. Bollen, J., Mao, H., Zeng, X. (2011). Twitter mood predicts the stock market, *Journal of Computational Science*, 2 (1), 1-8.



**WEEK NINE: Historical Analysis****March 6/ Monday:****Student Group 3 Leads Discussion of:**

Reading:

1. Keightley, E. (2008). Chapter 9: Engaging with memory. In *Research methods for cultural studies*.
2. Pickering, M. (2008). Chapter 10: Engaging with history. In *Research methods for cultural studies*.

Examples:

3. Carey, J. (1989). Technology and ideology: The case of the telegraph. In *Communication as Culture: Essays on Media and Society* (pp. 201-230). Available on Canvas.

(Pick one of these)

4. Kotchimedova, Christine. (2005). Why we say “cheese”: Producing the smile in snapshot photography. *Critical Studies in Media Communication*, 22(1), 2-25.

5. Mehita Iqani and Jonathan Schroeder. #selfie: Digital portraits as commodity form and consumption practice. *Consumption Markets & Culture*, 19 (5): 405-415. Available on Canvas

Supplementary

Phillip J. Hutchison (2015). Magic Windows and the serious life: Rituals and community in early American local television. *Journal of Broadcasting and Electronic Media*, 56(1). 21- 37.

**March 8/ Wednesday: Roundtable, Student presentations of research ideas.****\*\*\* Draft of Research Grant Proposal Due March 8 @ 11:59pm via Canvas****WEEK TEN: SPRING BREAK****March 13/ Monday: NO CLASS****March 15/ Wednesday: NO CLASS****UNIT THREE: STUDYING AUDIENCES/PRODUCERS****WEEK ELEVEN: Surveys****March 20/ Monday:**

Reading:

1. Babbie Chapters 6 & 10
2. Hocevar, K. & Flanagin, A. (in press). Online research methods, Quantitative. In Matthes, Potter, & Davis: *International Encyclopedia of Communication Research Methods*. Wiley Publishers.

**March 22/ Wednesday:****Student Group 4 Leads Discussion of:**

Reading/Examples:

1. Victor Costello & Barbara Moore. (2007). Cultural Outlaws: An Examination of Audience Activity and Online Television Fandom. *Television and New Media*, 8(2), 124-143.

2. Myrick, J. (2013). Emotion regulation, procrastination, and watching cat videos online: Who watches Internet cats, why, and to what effect?. *Computers in Human Behavior*, 52, 168-176, <http://dx.doi.org/10.1016/j.chb.2015.06.001>
3. Wright, P. (2012). A longitudinal analysis of US Adults' Pornographic Exposure: Sexual socialization, selective exposure, and the moderating role of unhappiness. *Journal of Media Psychology*, 24, 67-76, DOI: 10.1027/1864-1105/a000063

## **WEEK TWELVE: Field Methods and Interviews**

### **March 27/ Monday:**

Reading:

1. Davis, A. (2008). Chapter 3: Investigating cultural producers. In *Research methods for cultural studies*.
2. Pink, S. (2008). Chapter 7: Analyzing Visual Experience. In *Research methods for cultural studies*.
3. Hesse-Biber, S.N. (3<sup>rd</sup> ed.). Chapter 5: In-depth interviewing & Chapter 7: Ethnography. In *The practice of qualitative research*.
4. Bloor and Wood, *Keywords*: a. Interview b. Conversation Analysis and c. Transcription. Available online.

### **March 29/ Wednesday:**

#### **Student Group 5 Leads Discussion of:**

Reading/Examples:

1. Mast, J. (2016). Negotiating the 'real' in 'reality shows': production side discourses between deconstruction and reconstruction. *Media, Culture and Society*, 38(6), 901 – 917.
2. McDonnell, A.M. (2015). Stars in space: celebrity gossip magazines, guilt, and the liminoid airport. *Critical Studies in Media Communication*, 32(4), 287-301.
3. Christian Sandvig. (2011). The Internet at play: Child users of public Internet connections. *Journal of Computer-Mediated Communication*, 11, 932- 956.

Supplementary

Ilana Gershon. (2010). Breaking up is hard to do: Media switching and media ideologies. *Journal of Linguistic Anthropology*, 20(2), 389-405.

## **WEEK THIRTEEN: Experiments**

### **April 3/ Monday:**

Reading:

1. iMotions Guide on Experimental Design
2. Bellman, S. (in press). Experimental Design. In Matthes, Potter, & Davis: *International Encyclopedia of Communication Research Methods*. Wiley Publishers.

### **April 5/ Wednesday:**

#### **Student Group 6 Leads Discussion of:**

Reading:

1. Gonzales, A.L., & Wu, Y. (in press). Public cellphone use does not activate negative responses in others...unless they hate cellphones. *Journal of Computer-Mediated Communication*

2. Major, L. H., & Coleman, R. (2012). Source Credibility and Evidence Format: Examining the Effectiveness of HIV/AIDS Messages for Young African Americans. *Journal of Health Communication, 17*(5), 515-531. doi:10.1080/10810730.2011.635771

## **WEEK FOURTEEN: Focus Groups & Observation**

### **April 10/ Monday:**

#### Reading:

1. Meyer, A. (2008). Chapter 4: Investigating cultural consumers. In *Research methods for cultural studies*.
2. Nightingale, V. (2008). Chapter 6: Why observing matters. In *Research methods for cultural studies*.
3. Hesse-Biber, S.N. (3<sup>rd</sup> ed.). Chapter 6: Focus group research. In *The practice of qualitative research*.

### **April 12/ Wednesday:**

#### **Student Group 7 Lead Discussion of:**

#### Reading/Examples:

1. Chen, Y-Wen, Li, L. & Lou, S. (2016) "The superhero in our hearts is Chairman Mao": The structuring of Chinese sojourners' conceptualizations of (super) hero identities. *Howard Journal of Communications, 27*(3), 218-235.
2. Erin Whiteside and Marie Hardin. (2011). Women (Not) watching women: Leisure Time, television, and implications for televised coverage of women's sports. *Communication, Culture & Critique, 4* (2), 122-143.

#### Pick one of these:

3. Jill Tyler. (2010). Media clubs: Social class and the shared interpretations of media texts. *Southern Communication Journal, 75*(4), 392-412.
4. David W. Scott & Daniel Stout. (2012). A date with science and religion: An analysis of the encoding & decoding practices at the Dead Sea Scrolls exhibit in Charlotte, North Carolina. *Critical Studies in Media Communication, 29*(1), 27-44.

#### Supplementary

1. Leong, S. (2006). Who's the fairest of them all? Television ads for skin-whitening cosmetics in Hong Kong. *Asian Ethnicity 7*(2), 167-181.
2. Stout, D. A. (2004). Secularization and the religious audience: A study of Mormons and Las Vegas media. *Mass Communication & Society. 7*(1), 61-75.

## **WEEK FIFTEEN: Online Communities and New Media**

### **April 17/ Monday:**

#### Reading

1. Phillip M. Napoli. (2011). Chapter 2 & Chapter 3. *Audience Evolution: New Media Technologies and the Transformation of Media Audiences*. Columbia University Press. Available online in IUCAT.
2. Samuel M. Wilson and Leighton C. Peterson (2002). The anthropology of online communities. *Annual Review of Anthropology, Vol. 31*, pp. 449-467.
3. Michael Todd, Methods in action (post on Sage's Method Space): The ethics of studying online

communities. <http://www.methodspace.com/methods-action-ethics-studying-online-comments/>  
 4. Book review of Kozinets' 2010 book Netnography: Gary Bowler. (2010). *The Qualitative Report*, 15 (5), 1270-1275. Open access online.

#### Supplementary

Emily Noelle Ignacio. (2012). Online methods and analyzing knowledge production: A cautionary tale. *Qualitative Inquiry*, 18 (3), 237-246.

#### **April 19/ Wednesday:**

##### **Student Group 8 Leads Discussion of:**

#### Reading/Examples:

1. Duffy, B. (2015). Amateur, autonomous, and collaborative: Myths of aspiring female cultural producers in Web 2.0. *Critical Studies in Media Communication*, 32(1), 48-64.
2. Click, M. A., Lee, H., & Holladay, H. W. (2013). Making monsters: Lady Gaga, fan identification, and social media. *Popular Music and Society*, 36(3), 360-379.
3. Cagri Yalkin, Finola Kerrigan & Dirk vom Lehn. (2014). (II) Legitimation of the role of the nation state: Understanding of and reactions to Internet censorship in Turkey. *New Media & Society*, 16 (2), 271-289.
4. Aziz Douai and Halal Nofal. (2012). Commenting in the online Arab public sphere. *Journal of Computer Mediated Communication*, 17 (3), 266-282.

#### **WEEK SIXTEEN: [PRESENTATIONS]**

##### **April 24/ Monday:**

##### **April 26/ Wednesday:**

#### **WEEK SEVENTEEN**

**\*\*\* Final Research Grant Proposal Due May 3 @ 11:59pm via Canvas**