Approaches to Media Studies, JAMS 700, Fall 2012
T 2-4:40 MER 347
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office hours: TR 12:30-1:30 or by appointment

This course is an orientation in humanities approaches to studying media. Some of its emphasis
will be on considering foundational theories in this tradition of scholarship. And some of its
emphasis will be on reading scholarly writing as models of research on specific examples of
media to analyze critically, and to emulate as a guide to methods and approaches. The readings
and assignments have been chosen to represent topics and concepts that are central to media
studies as a field in the humanities.

The course’s main learning objective is to introduce students to a number of research
approaches in media studies so that those who choose to pursue thesis projects taking these
approaches will be familiar with them. At the end of this course students should understand the
theoretical backgrounds and methodological processes involved in doing media scholarship
in the areas covered, in particular the kinds of analyses of industries, texts, discourses, and
audiences that humanities media scholars practice.

Weekly meetings of the class will be discussion-focused. The instructor will set a context
for understanding the readings and emphasize key ideas, posing questions and asking for
comments on specific issues. But the main activity during the meetings will be discussion
among all of the participants. All students are expected to participate in class. Everyone should
have their readings in front of them, and should come prepared to talk about the readings in
detail.

Assignments:
-Reading responses to be posted to D2L in “discussions” - three responses, minimum 500
words each. Students will be assigned to one of four groups (A, B, C, and D), and each group
will have specific due dates for their responses. Reading responses are due at 9 am the day of
class and will not count for grade credit if submitted late. Reading responses can summarize,
pose questions, relate readings to one another (or to readings from earlier in the course),
critique, or appreciate the readings. Good reading responses are those demonstrating an
engagement with main ideas rather than peripheral points, and opening up productive areas
for discussion in class. You may not always understand everything in the readings, but an
effective response shows that you are trying to appreciate the most important points and
their implications. Effort should be made to cover all of the week’s readings, though it’s fine to
emphasize one or two. Please avoid long quotations (they will not count toward the 500 words)
and try to express the ideas of the readings in your own words. When referencing specific
points or quoting from readings, please put page numbers in parentheses, like this: “As Spigel
argues, TV often kept women from their housework (135).” Everyone is expected to read these
responses before class or to have them printed or on screen to look at in class.

-Minimum one weekly comment on reading responses to be posted as replies in D2L
discussions. Comments are due by 9 am the day after class and will not count for grade credit if
submitted late. Comments may be brief, but should be more substantial than “good point” or “I
agree.” The author of a reading response may reply to others’ comments if they wish, but these
will not count toward the weekly comment assignment.

-Four exercises, minimum 1000 words each, in which you do an analysis based on a small
amount of research following a model or theory discussed in class. The specific topics of
these exercises will be your own choice, though suggestions may be given. The assignments are to do (1) an industry analysis, (2) a textual analysis, (3) a discourse analysis, and (4) an audience analysis. These are to be submitted to D2L dropbox by the time of class on the day they are due. Grading will be based on how well you satisfy the assignment in terms of conducting research, but also on your writing and argument. These exercises should have brief introductions and conclusions and should be focused mainly on analysis drawing on sources you find in your research. More specific guidelines will be given for each of these exercises, and they will be discussed the week before they are due.

-A final **paper**, 2000-3000 words, in which you revise and expand upon one of your earlier exercises. For this paper you will submit a **proposal**, including an annotated bibliography of secondary sources. Grading will be based on how well your revision incorporates feedback on the initial version, as well as the incorporation of further research and the development of an argument drawing on secondary literature. This paper is to be submitted to D2L dropbox on Friday, December 14.

**Grading:**
-reading responses, 5% each, 15%
-weekly comments on reading responses, 5%
-written exercises, 10% each, 40%
-final paper (proposal 5%, paper 25%), 30%
-participation, 10%

**Important due dates:**
industry analysis exercise: 9.25
textual analysis exercise: 10.16
discourse analysis exercise: 10.30
audience analysis exercise: 11.13
final paper proposal: 11.27
final paper: 12.14

**University policies:**
Students with disabilities should notify the instructor as soon as possible so that every possible accommodation may be made. For more see http://www4.uwm.edu/sac/SACltr.pdf.

Students whose religious observance conflicts with class requirements should do the same. For more see http://www4.uwm.edu/secu/docs/other/S1.5.htm.

Academic misconduct may result in severe sanctions. For more see http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm.

These and many other UWM policies are detailed in this document: http://www4.uwm.edu/secu/SyllabusLinks.pdf.

**Required readings:**
-Laurie Ouellette (ed.), *The Media Studies Reader* (Routledge, 2012). This book is for sale at the UWM bookstore and will be on reserve at the Golda Meir Library (the reserves are on the lower level of the west wing).

-Additional readings will be made available as PDFs posted to D2L or course e-reserves.
Schedule:
readings followed by a chapter number in parentheses are from Ouellette; readings marked with an asterisk (*) are PDFs posted to D2L or course e-reserves

week 1: course introduction
9.4

week 2: mass culture, popular culture, cultural studies
9.11 reading:
Ouellette Section I intro
Adorno & Horkheimer (1)
Lipsitz (3)
d’Acci *
assignment:
reading responses group A; comment by the next day at 9 am

week 3: media industries
9.18 reading:
Ouellette Section IV intro
Schiller (19)
Curtin (20)
Johnson*
assignment:
reading responses group B due by 9 am; comment by the next day at 9 am

week 4: media histories - new media technology
9.25 reading:
Gitelman (9)
Spigel (10)
Fortunati (12)
assignment:
industry analysis exercise due by class time
reading responses group C due by 9 am; comment by the next day at 9 am

week 5: media histories - media industries and popular culture
10.2 reading:
Levine*
Popp*
assignment:
reading responses group D due by 9 am; comment by the next day at 9 am

week 6: representation
10.9 reading:
Ouellette Section III intro
Hall (13)
Berger (14)
Shohat and Stam (15)
du Gay et al.*
assignment:
reading responses group A due by 9 am; comment by the next day at 9 am
week 7: textual analysis
10.16 reading:
  McLintock (16)
  Fiske*
assignment:
textual analysis exercise due by class time
reading responses group B due by 9 am; comment by the next day at 9 am

week 8: analyzing discourses
10.23 reading:
  Streeter*
  Newman*
assignment:
none

week 9: identity
10.30 reading:
  Ouellette Section V intro
  Hall (25)
  Banet-Weiser (27)
  Grindstaff (29)
assignment:
discourse analysis exercise due by class time
reading responses group C due by 9 am; comment by the next day at 9 am

week 10: audiences - theories
11.6 reading:
  Ouellette Section VI intro
  Ang (31)
  Grossberg (32)
  Bratich (34)
assignment:
reading responses group D due by 9 am; comment by the next day at 9 am

week 11: audiences - examples
11.13 reading:
  Modleski (2)
  Radway*
  Seiter*
assignment:
reading responses group A due by 9 am; comment by the next day at 9 am
audience analysis analysis exercise due by class time

week 12: global and hybrid media
11.20 reading:
  Appadurai (5)
  Kraidy (22)
  Morley and Robbins (26)
  Amaya (42)
assignment:
reading responses group B due by 9 am; comment by the next day at 9 am

week 13: conferences -- no class meeting
11.27 assignment:
final paper proposal (including annotated bibliography) due at conference students to meet one-on-one with instructor to discuss final paper proposal

week 14: media and citizenship
12.4 reading:
Ouellette Section VII intro
Dahlgren (37)
Jones (39)
Smith*
assignment:
reading responses group C due by 9 am; comment by the next day at 9 am

week 15: production and consumption in the digital age
12.11 reading:
Manovich (6)
Terranova (24)
Andrejevic (35)
Ito (36)
assignment:
reading responses group D due by 9 am; comment by the next day at 9 am

Final Paper due: Friday, December 14

Readings:


John Fiske, excerpts from Reading the Popular (Routledge, 1989).


Richard Popp, excerpts from The Holiday Makers: Magazines, Advertising, and Mass Tourism in Postwar America (Louisiana State UP, 2012)

Ellen Seiter, excerpts from Television and New Media Audiences (Oxford UP, 1999).


Contents:

Section I: Media/Culture
1. Theodor Adorno and Max Horkheimer, "The Culture Industry: Enlightenment as Mass Deception, in Dialectic of Enlightenment"
2. Tania Modleski, "Mass-Produced Fantasies for Women"
3. George Lipsitz, "Popular Culture: This Ain’t no Sideshow"
4. Baretta Smith-Shomade, "Eyes Wide Shut: Capitalism, Class and the Promise of Black Media"
5. Arjun Appadurai, "Disjuncture and Difference in the Global Cultural Economy"

Section II: Media/Technology
7. Susan Douglas, "The Turn Within: The Irony of Technology in a Globalized World"
8. Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction"
9. Lisa Gitelman, "Reading Music, Reading Records, Reading Race"
10. Lynn Spigel, "The Domestic Economy of Television Viewing in Postwar America"
11. Anna McCarthy, "From Screen to Site"
12. Leopoldina Fortunati, "The Mobile Phone: Towards New Categories and Social Relations"

Section III: Media/Representation
13. Stuart Hall, "The Work of Representation"
14. John Berger, "Ways of Seeing"
15. Ella Shohat and Robert Stam, "Stereotype, Realism, and the Struggle over Representation"
16. Anne McLintock, "Soft-Soaping Empire: Commodity Racism and Imperial Advertising"
17. Andrew Wernick, "The Promotional Condition of Contemporary Culture"
18. Nick Couldry, "Liveness, ‘Reality,’ and the Mediated Habitus from Television to the Mobile Phone"

Section IV: Media/Industry
19. Herbert Schiller, "The Corporation and the Production of Culture"
20. Michael Curtin, "On Edge: Culture Industries in the Neo-Network Era"
21. Tom McCourt and Patrick Burkart, "When Creators, Corporations and Consumers Collide: Napster and the Development of Online Music Distribution"
22. Marwan Kraidy, "The Cultural and Political Economies of Hybrid Media Texts"
23. Toby Miller and Marie Claire Leger, "Runaway Production, Runaway Consumption, Runaway Citizenship: The New International Division of Cultural Labor"

Section V: Media/Identity
25. Stuart Hall, "Who Needs Identity?"
26. David Morley and Kevin Robbins, "Under Western Eyes: Media, Empire and Otherness"
27. Sarah Banet-Weiser, "What's Your Flava: Race and Postfeminism in Media Culture"
28. Judith Halberstam, "Oh Behave! Austin Powers and the Drag Kings"
29. Laura Grindstaff, "Class, Trash and Cultural Hierarchy"
30. P. David Marshall, "The Promotion and Presentation of the Self: Celebrity as Marker of Presentational Media"

Section VI: Media/Audience
32. Lawrence Grossberg, "The Affective Sensibility of Fandom"
33. bell hooks, "The Oppositional Gaze"
34. Jack Bratich, "Amassing the Multitude: Revisiting Early Audience Studies"
36. Mizuko Ito, "Japanese Media Mixes and Amateur Cultural Exchange"

Section VII: Media/Citizenship
37. Peter Dahlgren, "Mediating Democracy"
38. Stuart Cunningham, "Popular Media as Public 'Sphericules' for Diasporic Communities"
40. Lauren Berlant, "The Theory of Infantile Citizenship"
41. Laurie Ouellette and James Hay, "Makeover Television, Governmentality and the Good Citizen"
42. Hector Amaya, "Citizenship, Diversity, Law and Ugly Betty"

Time allocation (this section of the syllabus is required by the Higher Learning Commission as a criterion for accreditation):

The average student will be expected to invest the following amounts of time in order to achieve the learning objectives of JAMS 700.

Time in the classroom (face-to-face instruction): 15 meetings x 2.67 hours = 40 hours

Time spent reading: 4 hours per week x 15 weeks = 60 hours

Time completing assignments: 3 hours per week x 15 weeks = 45 hours

Total=145 hours