

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Agriculture Today's Date: 9/17/2010
- b. Department/Division: Community & Leadership Development
- c. Contact person name: Dr. Seungahn Nah Email: seungahn.nah@uky.edu Phone: 7-1509
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CLD 525
- b. Full Title: Community Diversity and Media
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | | |
|-------------------------------|-------------------------------------|---|------------------------|--------------------------|
| <u> </u> x (3 hrs) Lecture | <u> </u> Laboratory ¹ | <u> </u> Recitation | <u> </u> Discussion | <u> </u> Indep. Study |
| <u> </u> Clinical | <u> </u> Colloquium | <u> </u> Practicum | <u> </u> Research | <u> </u> Residency |
| <u> </u> Seminar | <u> </u> Studio | <u> </u> Other – Please explain: _____ | | |
- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: This course covers how media, both traditional news media and newly emerging digital communication technologies, relate to community diversity. Specifically, the course focuses on the relationships between media and community (power) structure, community institutions/organizations, social movements and minority groups, urban/rural communities, gender/race/ethnicity/class and more.
- j. Prerequisites, if any: Major standing in CLD or graduate student status.
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

4. Frequency of Course Offering.

a. Course will be offered (check all that apply): Fall Spring Summer

b. Will the course be offered every year? YES NO

If NO, explain: This course will be offered every other year as part of the "additional courses" that CLD students will select from for a total of 18 hours in the program.

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected? 35

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program? YES NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: _____

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: _____

b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CLD 525

Proposal Contact Person Name: Dr. Rick Maurer

Phone: 7-7582

Email:

richard.maurer@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. Faculty	8/20/10	Cary Hansen 7-7586 / c.hansen@uky.edu	<i>Cary Hansen</i>
UCC-COA	10/29/10	Larry Grabau 17885 / lgrabau@uky.edu	<i>Larry J. Grabau</i> 11/27/10
BCC-COA	10/29/10	" / " / "	<i>Larry J. Grabau</i> 11/27/10
(Graduate)		" / "	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

COMMUNITY DIVERSITY AND MEDIA
Community and Leadership Development (CLD) 525
Spring '13

Seungahn Nah, PhD
Office: 514 Garrigus
Office Phone: (859) 257 1509
Email: seungahn.nah@uky.edu
Office Hours: TR 1:00-2:00pm & by appointment

COURSE DESCRIPTION

This course covers how media, both traditional news media and newly emerging digital communication technologies, relate to community diversity. Specifically, the course pays attention to the relationships between media and community (power) structure, community institutions/organizations, social movements and minority groups, urban/rural communities, gender/race/ethnicity/class and more.

STUDENT LEARNING OUTCOMES

Throughout the course, students will learn to:

- *Comprehend* various theoretical perspectives and methodological approaches at multiple levels regarding media and community diversity.
- *Criticize* current issues and problems that occur in media and community diversity in the context of the roles that media, both conventional and new communication technologies, can play in distinct and diverse communities.
- *Connect* various theoretical and methodological approaches to current issues and problems in media and community diversity.
- *Conduct* critical analyses regarding media and community diversity.
- *Convey* creative thinking and knowledge to community which can nurture a healthy democracy, locally, nationally, and globally.

TEXTBOOK AND COURSE MATERIALS

Textbooks

- D. P. Demers & K. Viswanath (1999) (Eds.). *Mass Media, Social Control and Social Change*. Ames: Iowa State University Press.
- J. Curran & M. Gurevitch (2005). *Mass Media and Society* (4th Ed.). Oxford: Oxford University Press.
- Other readings are available on the Blackboard.

REQUIREMENTS

Class Participation

Attendance:

- All students taking this course are expected to attend every class through the whole semester.

Discussion:

- All students are expected to participate in class and group discussions.
- You will receive appropriate grading depending on your level of involvement in class discussions.

Concept Quizzes

- Students will take three concept quizzes based on course readings, lectures, and class discussions during the course.
- You will define five concepts/terms for each quiz, each is worth 25 points (5 concepts X 5 pts =25).

Response Papers (graduate students only)

- Graduate students will write 1-2 response papers every week for ten weekly topics.
- You will receive 10 points each response paper.

Analyzing Media Perspectives Project

Learning Objectives:

- To gain knowledge regarding media and community diversity in relation to political, economic, cultural, and social perspectives.
- To understand the importance of the roles that media play in local communities.
- To analyze how media works through news and information that media deliver, portray, frame important political and social issues.

Group Activities:

- At the beginning of the course, students will organize into several groups for which approximately five students, combining both graduate and undergrad students, work together as a group.
- Then, each group with the instructor will choose a topic in relation to media and community diversity.

- Each group will work on the analyzing media perspectives project focusing on media contents through both conventional and newly emerging digital communication technologies.
- More detailed information regarding the project will be provided during the course.

Project Proposal:

- Each group will present a short project proposal in class during the course.
- About five to six minutes will be given to each presentation.

Group Project Presentation:

- Each group will present its group project on the weeks of the group project presentation.
- Approximately 12-15 minutes will be given to each presentation.
- More detailed and specific information regarding the group project presentation will be provided.

Final Report:

- Each group will write a 15-20 page final report.
- A specific format will be provided.
- The final report is DUE in class.

Group Project Evaluation:

- Group project will be evaluated by both the instructor and peer students.

Other Resources:

- Other course related resources will be available and posted on the Blackboard.

Exams

- Students will take two exams during the entire course: midterm exam for both undergrad and graduate students; final exam for undergraduate students only.
- Review sessions for both mid-term and final exams will be given prior to the exams.

Midterm Exam:

- The midterm exam deals with concepts and essays based on the course materials covered, lectures and class discussions.
- The midterm exam covers the first half of the course.

Final Exam:

- Likewise, the final exam also deals with concepts and essays based on the course materials covered, lectures and class discussions.
- The final exam covers the second half of the course.

GRADING SYSTEM

Grade will be assigned as follows:

Class Participation	20% (100 pts)
Attendance	10 % (50 pts)
Discussion	10 % (50 pts)
Concept Quizzes	15% (75 pts)
Concept Quiz 1	(25 pts)
Concept Quiz 2	(25 pts)
Concept Quiz 3	(25 pts)
Analyzing Media Perspectives Project	25% (125 pts)
Group Project Proposal	5% (25 pts)
Group Project Presentation	5% (25 pts)
Group Project Final Report	10% (50 pts)
Group Project Evaluation	5% (25 pts)
Group evaluation	(15 pts)
Individual Evaluation	(10 pts)
Exams and Response Papers	40% (200 pts)
Midterm exam	20% (100 pts)
Final exam (only for undergraduate)	20% (100 pts)
Response papers (only for graduate)	20% (100 pts)
TOTAL	100% (500 pts)

Final course grades will be assigned as follows:

	<u>Undergraduates</u>	<u>Graduates</u>
A	450 – 500	465 - 500
B	400 – 449	415 - 464
C	350 – 399	365 - 414
D	300 – 349	
E	0 – 299	Below 365

COURSE POLICIES**Course Mailing List**

- Every course-related communication will occur face to face and via email and/or phone call if necessary.
- The course mailing list will use your university email account (uky.edu).

- If you prefer using a different email account than the university account, it is your responsibility to change the settings in the university account to forward email to your preferred account.
- Email responses are expected at least within 48 hours although prompt responses usually occur.

Attendance

- Up to three excused absences are allowed and make-up opportunities for all excused absences will be given within the following week.
- For example, if you miss a class that deals with a concept quiz, you will take a concept quiz in the instructor's office.

Excused Absences

- According to the university policy (S.R.5.2.4.2), excused absences include serious illness, illness or death of family member, university-related trips, major religious holidays, and other circumstances the instructor finds to be "reasonable cause of nonattendance."

Make-up Opportunities

- For all class assignments, make-up opportunities will be given.
- However, without reasonable excuses, scores will be reduced 10% of the total points accordingly.

Verification of Absences

- If your absences are excusable, you have to provide evidences before or after classes or speak with the instructor.

Academic Integrity, Cheating, and Plagiarism

- Academic integrity is required for this course.
- Plagiarism and any kind of cheating will not be accepted or tolerated. For more information regarding plagiarism, visit <http://www.uky.edu/Ombud/Plagiarism.pdf> and http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html
- If academic misconduct occurs, sanctions will be imposed accordingly.
- For more information, visit the Ombud Website, <http://www.uky.edu/Ombud>.

Classroom Behavior, Decorum, and Civility

- Chatting with classmates during lectures and class discussions is not allowed.
- Students are required to share opinions and thoughts in a respectful manner.
- Language that belittles or degrades because of gender, race/ethnicity, political affiliation, religiosity, etc is not respectful.

Group Project

- Individual students are required to actively participate in their class projects.
- The group projects will be graded as both an individual and a group.
- For project presentations, students are strongly encouraged to attend a PowerPoint workshop on campus.

Writing Assignments

- Students are strongly encouraged to meet with writing instructors in the UK Writing Center before turning in writing assignments.

COURSE CALENDAR

Week 1: Course Overview

- Take Photos
- Introduce All to All
- Syllabus Review

THEME I: MEDIA AND COMMUNITY DIVERSITY

Week 2: Introduction to Media and Community Diversity

[Readings required]

- Viswanath & Demers Chapters Introduction and Conclusion
- Curran & Gurevitch Chapters 1 and 6

[Reading suggested]

- Curran & Gurevitch Chapter 7

Week 3: Media and Community (Power) Structure

[Readings required]

- Viswanath & Demers Chapter 9

[Reading suggested]

- Viswanath & Demers Chapter 4
- McChesney, R. (2000) *Rich media, poor democracy: Communication politics in dubious times*. New York: The New York Press.

Week 4: Media and Community Organizations

[Readings required]

- Viswanath & Demers Chapter 9

[Reading suggested]

- Viswanath & Demers Chapter 4
- McChesney, R. (2000) *Rich media, poor democracy: Communication politics in dubious times*. New York: The New York Press.

Week 5: Media and Citizens

[Readings required]

- Putnam, R. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster. Chapter 13. Technology and mass media (pp. 216-246)

Week 6: Media, Community Diversity, and Democracy

[Readings required]

- Viswanath & Demers Chapter 9

- Integration and Discussion

THEME II: SPECIFIC TOPICS

Week 7: Media and Community Pluralism

[Readings required]

- Viswanath & Demers Chapter 8

Week 8: Media and Governments

[Readings required]

- Jeffres, L. W., & Lin, C. A. (2006). Metropolitan websites as urban communication. *Journal of Computer-Mediated Communication*, 11(4), 957-980.

Week 9: Media and Social Movements

[Readings required]

- Kahn, R., & Kellner, D. (2004). New media and Internet activism: From the “Battle of Seattle” to Blogging. *New Media and Society*, 6(1), 87-95.

Week 10: Spring Break

Week 11: Media and Gender/Race/Ethnicity

[Readings required]

- Viswanath & Demers Chapter 7

Week 12: Media and Urban/Rural Communities

[Readings required]

- Friedland, L. (2001). Communication, community, and democracy: Toward a theory of the communicatively integrated community. *Communication Research*, 28(4), 358-391.

[Reading suggested]

- Viswanath & Demers Chapter 9

Week 13: Media and Digital Divide

[Readings required]

- Kvasny, L. (2006). Cultural (re)production of digital inequality in a US community technology initiative. *Information, Communication & Society*, 9(2), 160-181.
- van Dijk, J., & Hacker, K. (2003). The digital divide as a complex and dynamic phenomenon. *The Information Society*, 19(4), 315-326.

[Reading suggested]

- Hargittai, E. & Hinnant, A. (2008). Digital inequality – Differences in young adults' use of the Internet. *Communication Research*, 35(5), 602-621.

Week 14: Media and Civic Engagement

[Readings required]

- Shah, D. V., McLeod, J. M., & Yoon, S.-H. (2001). Communication, context, and community: An exploration of print, broadcast, and internet influences. *Communication Research*, 28 (4), 464-506.

THEME III: MEDIA AND COMMUNITY DIVERSITY PROJECT

Week 15: Group Project Presentation (I): Analyzing Media Perspectives

Week 16: Group Project Presentation (II): Analyzing Media Perspectives