

**CCI 615: Perspectives on Communication and Information Knowledge and Research II**  
**SPRING 2012**  
T/TH 12:40-3:25 PM

**INSTRUCTOR:** Michelle Violanti, Ph.D.

**OFFICE INFORMATION:** 287 Comm. Building, 974-7072, violanti@utk.edu

**OFFICE HOURS:** By Appointment

**INSTRUCTOR:** Michael J. Palenchar, Ph.D.

**OFFICE INFORMATION:** 476 Comm. Building, 974-9082, mpalench@utk.edu

**OFFICE HOURS:** Wednesday, 9:00 AM – Noon or by appointment

**TO SCHEDULE AN APPOINTMENT DURING OFFICE HOURS:** Call Joyce Holloway, CPS, 974-3048, or email her at [adv@utk.edu](mailto:adv@utk.edu), or just stop in

**TO SCHEDULE AN APPOINTMENT OUTSIDE OF OFFICE HOURS:** contact instructor

**Catalog Description (6 hours):** Examination of the paradigmatic underpinnings that drive research in interpretivistic traditions. Integrative study of the role of theory, various theoretical traditions and methods within interpretivistic communication and information research. Emphasis on classic and contemporary literature and on conducting primary research across the various fields represented by the college

### **Goals & Objectives**

Upon successful completion of the course, students should:

- Understand research paradigms, world views, ontologies, and epistemologies driving interpretivistic research perspectives
- Understand how paradigmatic assumptions define the role of theory, impact research design, data analysis and criteria for rigorous research
- Understand major theoretical traditional CCI research and their respective research methods
- Be familiar with the available communication and information literature
- Identify a research area for doctoral research and master its literature
- Be able to apply the principles discussed in the research area's core literature
- Gain familiarity with the available communication and information resources
- Be able to play devil's advocate in reviewing others' manuscripts or at research debates
- Be able to utilize course materials to propose and conduct research projects

### **REQUIRED TEXTS**

Berger, P., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Garden City, NY: Doubleday.

Geertz, C. (1973). *The interpretation of cultures*. New York, NY: Basic.

Goffman, Erving. (1959). *The presentation of self in everyday life*. New York, NY: Anchor Books.

Kuhn, T. (1962). *The structure of scientific revolutions*. Chicago, IL: University of Chicago.

McCracken, Grant. (1988). *The long interview*. Newbury Park, CA: Sage.

*Publication Manual* (6<sup>th</sup> edition). (2010). Washington, DC: American Psychological Association.

Readings and materials available via the Library, Internet or Blackboard Learning System (<http://online.utk.edu>).

**Additional Recommended Books:**

- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research* (3<sup>rd</sup> ed.). Los Angeles, CA: Sage.
- Creswell, J. W. (2006). *Qualitative inquiry & research design* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Clifford, J., & Marcus, G. E. (Eds). (1986). *Writing culture: The poetics and politics of ethnography*. Berkeley, CA: University of California Press.
- Gubrium, Jaber F., & Holstein, James A. (1997). *The new language of qualitative method*. Kettering, Northants, UK: Oxford University Press.
- Meloy, Judith M. (2002). *Writing the qualitative dissertation: Understanding by doing* (2<sup>nd</sup> Ed.). Mahwah, NJ: Lawrence Erlbaum.
- Emerson, Robert M., Fretz, Rachel I., & Shaw, Linda L. (1995). *Writing ethnographic fieldnotes*. Chicago, IL: University of Chicago Press.

**CCI Diversity Statement:** CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

**Disability Accommodation Statement:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact with one of your instructors privately to discuss your specific needs. Please contact the Office of Disability Services at 865-974-6087 in 2227 Dunford Hall to coordinate reasonable accommodations for students with documented disabilities.

**POLICIES**

- This course adheres to the university's Academic Standards of Conduct and Honor Statement, as presented in the student handbook *Hilltopics*.
- Students are expected to attend all classes, arrive on time, and participate in class discussion.
- In general, students are not allowed to make up missed work without advance notice. Plans should be made to turn assignments in early if you are traveling to a conference. Exceptions will be rare and at the discretion of the instructors.
- Syllabus is subject to change as instructors deem appropriate and necessary.
- Please turn off all handheld devices, including mobile phones, pagers, PDAs, etc. during class. Mobile devices can be used for course-related reasons only. Other uses (email, IM, Facebook, general browsing) are incredibly disrespectful.

**ASSIGNMENTS**

- Heavy and critical reading of the assigned materials and participation in discussions.
- Individual research paper and presentation for submission to conference and then journal with appropriately reviewed literature, a research plan to answer a contemporary humanistic question in your area of interest (including a completed IRB form), and interview data necessary to address the guiding research problem. Presentations should be appropriate

conference presentations (generally between 10 and 15 minutes depending upon the number of presenters) and presenters should be ready to field questions from the audience.

- Group research thematic analysis project for submission to a conference and then journal with appropriately reviewed literature, research plan and analysis of textual data in your area of interest. Presentation should be appropriate for a conference, meeting its time and other requirements.
- Miscellaneous assignments, including but not limited, to:
  - ✓ Analysis of Published Articles Assignment
  - ✓ Publication Outlet Options Assignment
  - ✓ Philosophy of Science Essays Assignment with Annotated Bibliographies (4) – for doctoral examination core question on Ontology, Axiology, Epistemology, and Methodology
  - ✓ Individual Presentations on assigned topics or readings
  - ✓ Written and oral response to research papers
- Team Presentation and Discussion (Groups of 2)

**Lead Discussant/Respondent:** Each student will lead class discussion for several assigned readings throughout the semester, as well as be a synthesis respondent at the end of class periods. This is not a formal presentation. The objective of this assignment is for each student to lead a critical discussion of reading assignments, reviewing the main topic of the paper, methodology analysis, critique of results and discussion sections, as well as analyzing the writing style and academic outlet of the assigned piece. This can include elements such as background of the author(s), submission policy of the journals, editorial board of the journal, benefits to the body of knowledge, commonalities with other assigned readings that day, research stream of the authors, university affiliations, etc. The synthesis respondent will provide a concise synthesis of all the readings that day or related to the topic over several days.

**GRADE:** Grading is done on a traditional, graduate-level A through F scale with A representing superior performance, B representing satisfactory performance, and C representing less than satisfactory performance. The final grade is comprised of your performance on miscellaneous assignments (25%), Group Research and Data Analysis Project (25%), and Individual Research Paper & Presentation/Discussion (50%).

## **COURSE SCHEDULE (flexible)**

### **THURSDAY, JANUARY 12: Course Introduction (V&P)**

### **TUESDAY, JANUARY 17: Philosophy of Science (V)**

- Kuhn, T. (1962). *The structure of scientific revolutions*. Chicago, IL: University of Chicago.

### **THURSDAY, JANUARY 19: Philosophy of Science (V)**

- Craig, R. T. (1999). Communication theory as a field. *Communication Theory*, 9, 119-161.

### **TUESDAY, JANUARY 24: Culture, Human Behavior in Social Situations (P)**

- Geertz, C. (1973). *The interpretation of cultures*. New York, NY: Basic.

### **THURSDAY, JANUARY 26: Phenomenology & The Paradigmatic Underpinnings of Qualitative Research (P)**

- Gurwitsch – *The Life World and The Phenomenological Theory of Science*
- Gurwitsch – *The Common Sense World as Social Reality and the Theory of Social Science*
- Guba – *The Alternative Paradigm Dialogue*
- Boman & Jevne - *Pearls, Pith, and Provocation: Ethical Evaluation in Qualitative Research*
- **PUBLICATION OUTLET OPTIONS ASSIGNMENT DUE**

### **TUESDAY, JANUARY 31: Symbolic Interactionism (P)**

- Goffman, E. (1959). *The presentation of self in everyday life*. New York, NY: Anchor.

### **THURSDAY, FEBRUARY 2: Symbolic Interactionism (P)**

- Goffman, E. (1959). *The presentation of self in everyday life*. New York, NY: Anchor.
- Blummer – *The Methodological Position of Symbolic Interactionism*
- Blummer – *Sociological Implications of the Thought of George Herbert Mead*

### **TUESDAY, FEBRUARY 7: Social Constructionism (P)**

- Berger, P., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Garden City, NY: Doubleday.
- **ANALYSIS OF PUBLISHED ARTICLES ASSIGNMENT DUE**

### **THURSDAY, FEBRUARY 9: Translating Paradigm into Method (V)**

- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

**TUESDAY, FEBRUARY 14: Underpinnings of Qualitative Data Analysis--Interviewing (V)**

- McCracken, G. (1988). *The long interview*. Newbury Park, CA: Sage.
- Vorvoreanu, M. (2009). Perceptions of corporations on Facebook: An analysis of Facebook social norms. *Journal of New Communications Research*, 4, 67-86.

**THURSDAY, FEBRUARY 16: Underpinnings of Qualitative Data Analysis (V)**

- Review research paper proposal drafts
- Shenton, A. K., & Hay-Gibson, N. V. (2009). Dilemmas and further debates in qualitative method. *Education for Information*, 27, 21-37.

**TUESDAY, FEBRUARY 21: Grounded Theory (V)**

- **RESEARCH PAPER PROPOSALS DUE (2 hard copies required)**
- The Discovery of Grounded Theory – Glaser & Strauss
- Generating theory by comparative analysis
- Excerpts from an Illustrative Interview Analysis: Reflections on Outcomes from Participants in a Wilderness Education Program
- Emic – Etic Distinctions

**THURSDAY, FEBRUARY 23: Ethnography (P)**

- What is ethnography? University of Pennsylvania
- From the Native's Point of View – Geertz
- Gaining access to hidden populations: Strategies for gaining cooperation of drug sellers/dealers and their families through ethnographic research – Dunlap & Johnson
- Confessions of a trained observer – Walcott
- Afterward: Ethics and ethnography – Nathan
- Risk communication and community right to know: A public relations obligation to inform - Palenchar

**TUESDAY, FEBRUARY 28: Underpinnings of Qualitative Data Analysis—Textual Analysis (V)**

- Dilevko, J., & Gottlieb, L. (2009). The relevance of classification theory to textual analysis. *Library and Information Science Research*, 31, 92-100.
- Arceneaux, N., & Weiss, A. S. (2010). Seems stupid until you try it: Press coverage of Twitter, 2006–9. *New Media and Society*, 12, 1262-1279.
- Kozinets, R. V., de Valck, K., Wojnicki, A. C., & Wilner, S. J. S. (2010). Networked narratives: Understanding word-of-mouth marketing in online communities. *Journal of Marketing*, 74, 71-89.
- Bansal, P., & Roth, K. (2000). Why companies go green: A modal of ecological responsiveness. *Academy of Management Journal*, 43, 717-736.

**THURSDAY, MARCH 1: Data Analysis – Textual Analysis Workshop (V)**

**TUESDAY, MARCH 6: Data Analysis – Textual Analysis Workshop (V)**

**THURSDAY, MARCH 8: Foundations of Cultural Studies (P)**

- James Carey (1975) *A cultural approach to communication*
- James Carey – *Mass communication research and cultural studies: An American view*
- Richard Johnson – *What is cultural studies anyway?*
- Gitlin – *American media and mass culture*
- Morse, Janice. (1996). Editorial: Is qualitative research complete. *Qualitative Health Research*, 6(1), 3-5.
- Melanie Dreher – *Qualitative research methods from the reviewer's perspective*

**TUESDAY, MARCH 13: Foundations of Critical Studies (P)**

- *The Portable Karl Marx* - pp. 162-195
- Stuart Hall - *Culture, the Media and the Ideological Effect*
- David Morley - *Domestic Relations: The Framework of Family Viewing in Great Britain*
- Mark Andrejevic – *The work of being watched: Interactive media and the exploitation of self-disclosure*
- Bharat Mehra & Donna Braquet - *Process of Information Seeking during "Queer" Youth Coming-Out Experiences*
- Taylor, R., Haley, E., Wells, L. G., & Pardun, C. J. – *The Interview as an advertising research tool*

**THURSDAY, MARCH 15: Feminist Scholarship (P)** – depending on availability of guest speakers

- **PHILOSOPHY OF SCIENCE ESSAY ASSIGNMENT DUE**
- Guest Speaker: Dr. Erin Whiteside
- Readings to be assigned

**TUESDAY, MARCH 20 & THURSDAY, MARCH 22 – SPRING BREAK [no classes]**

**TUESDAY, MARCH 27: Evaluating Qualitative Research (V)**

- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed). Thousand Oaks, CA: Sage.
- Barker, M. (2003). Assessing the 'quality' in qualitative research: The case of text-audience relations. *European Journal of Communication*, 18, 315-335.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63-75.

**THURSDAY, MARCH 29: Evaluating Qualitative Research (V)**

- **DRAFTS OF GROUP PROJECTS DUE**
- Lee, A. S. (1995). Reviewing a manuscript for publication. *Journal of Operations Management*, 13, 87-92.
- Cross, G. A. (2004). Protecting the voices of our research: Appropriately verifying qualitative data. *Journal of Business and Technical Communication*, 18, 491-504.

**TUESDAY, APRIL 3: Historiography (V)** – depending on availability of guest speakers

- Guest Speaker: Dr. Amber Roessner
- Kate McDowell – *Surveying the field: The research model of women in librarianship, 1882-1898*

**THURSDAY, APRIL 5: Political Economy & Power (P)**

- Sut Jhally – *The political economy of culture*
- Cheri Ketchum – *Tunnel vision and food: A political-economic analysis of food network*
- Ellen Riordan – *Commodified agents and empowered girls: Consuming and producing feminism*

**TUESDAY, APRIL 10: Post Modern Orientations, Reflexivity (P)**

- Denzin – *Post modern social theory*
- Foster – *Postmodernism: A preface*
- Jameson – *Postmodernism and consumer society*

**THURSDAY, APRIL 12: Post Modern Orientations, Reflexivity (P)**

- **DRAFTS OF FINAL PAPER DUE TO INSTRUCTORS AND RESPONDENTS**

**TUESDAY, APRIL 17: Individual Research Presentations & Discussions (V&P)**

**THURSDAY, APRIL 19: Individual Research Presentations & Discussions (V&P)**

**TUESDAY, APRIL 24: Individual Research Presentations & Discussions (V&P)**

**THURSDAY, APRIL 26: Individual Research Presentations & Discussions & Course Conclusion**

- **GROUP PROJECTS DUE (V&P)**

**THURSDAY, MAY 3: Final Exam Period (V&P)**