
COMMUNICATION 315-02:

MEDIA & CULTURAL POLICY

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Instructor: Bill Kirkpatrick
Office: 327 Higley, 587-8512
Office Hours: Monday-Tuesday, 4:30-5:30; or by appointment
Email: kirkpatrickb@denison.edu

Course Summary

The term "media policy" might suggest the narrow legal or bureaucratic framework within which media are regulated. Looked at more broadly, however, media policy is really about a series of struggles over technology, economics, political power, cultural meaning, and social values. These struggles are waged among a range of institutional and individual actors with different interests and varying degrees of cultural influence.

Looked at even more broadly, media policy is part of our cultural policy--how we as a society organize and structure our cultural selves. And that, in turn, forces us to ask: What kind of society do we want to have? What values and principles will we prioritize? What modes of meaning-making will we support, discourage, finance, repress, reward, or censure? In other words, what should our culture do and how can we best get it to do that?

This course will examine a range of policy questions and issues--historical, contemporary, and future--with an emphasis on their legal, technological, economic, political, cultural, and social dimensions (not necessarily in that order of importance!). In each case, we will seek to understand media policy in terms of how we got the cultural system we have today and how we might think about the cultural system (and society) we want tomorrow.

Required Texts (available at the bookstore)

Lewis, Justin and Toby Miller, eds. *Critical Cultural Policy Studies: A Reader*. Malden, Mass.: Blackwell, 2003.
Streeter, Thomas. *Selling the Air: A Critique of the Policy of Commercial Broadcasting in the United States*. Chicago: University of Chicago Press, 1996.

Assignments

All assignments must be completed in order to pass the course. Late assignments will be penalized ½ grade per day.

Reading Summaries	10%	Midterm Exam II (4/12-4/19):	15%
Benton Headline Quizzes	05%	Interview Write-up	10%
Interview Plan	10%	Final Paper:	25%
Midterm Exam I (2/24-3/1):	15%	Class Engagement:	10%

Policies and Expectations

Attendance: Your attendance and participation are integral to the success of the course as well as your own personal achievement. I will be taking attendance daily, and missing class or failing to participate constructively will definitely impact your class engagement grade.

Lateness: Be in your seat and ready to begin class at the scheduled start time. I am stricter about lateness than absenteeism: I would rather you not come to class at all than interrupt your classmates by showing up late.

Preparation: Always bring that day's readings to class with you. The syllabus will always state clearly what you should read prior to each class, which assignments you should hand in, and what else you must do or bring for a given day. Late assignments will be penalized by a half-grade for each 24 hours of lateness (e.g. from B+ to B). If you know that you will have difficulty completing an assignment on time, let me know **before** the deadline and I will try to work with you if possible.

Written Work: All written work prepared outside of class must be typed (double-spaced), spellchecked, and proofread. Failure to run your work through a spellchecker (one more time before printing is a good idea) will automatically result in a 5% deduction from your grade for that assignment. Multiple-page documents must be stapled—I will not accept unstapled work (please note that paper clips and dog-ears are *not* staples). I also will not accept assignments by email under any circumstances—you must hand in a hard copy of the assignment on the due date in order to avoid a late penalty.

Grades: All assignments must be completed in order to receive a passing grade. The calculation of your grade will be based on a 1,000-point scale, and the weight of each assignment is listed above. If you are concerned about your grade, come talk to me as early as possible.

In-Class Behavior: You may not eat in class unless you bring enough for everyone (beverages are okay). You may not use computers in class without prior approval. Your cell phone or PDA must be turned off and put away during class. Points will be deducted from your participation grade if your phone rings, or if I notice you using your cell phone or PDA during class. If you absolutely need to have your phone on during class, talk to me at the beginning of the semester. NOTE: TEXTING OR WEB-SURFING IN CLASS, EVEN ONE TIME WILL RESULT IN AN **AUTOMATIC ZERO FOR CLASS ENGAGEMENT** FOR THE SEMESTER. THIS IS AT MY DISCRETION AND THERE IS **NO APPEAL**: IF I THINK YOU'VE DONE IT, YOU'VE DONE IT. SO DON'T EVEN GIVE THE APPEARANCE OF SNEAKING IN A TEXT OR A QUICK CHECK OF YOUR EMAIL.

Email Policy: I will regularly use email to send out announcements, changes in the syllabus, interesting articles, etc. It is your responsibility to check your email regularly to keep up-to-date with these announcements. I will use the email address you have listed with the university; therefore, please make sure that this is indeed the correct address for you. I promise to answer all email from students within 24 hours (36 hours on weekends) and will hold you responsible for any announcements made via email within 24 hours of the announced change (36 hours on weekends).

Accessibility and Special Accommodations: The course must be accessible to all students. If you need any alternative accommodations in the curriculum, instruction, or evaluation procedures in order for you to be able to participate fully in the course, or if there are any external issues that may affect your work in this course, please contact me privately as soon as possible to discuss your specific needs. I rely on the Academic Support & Enrichment Center to verify the need for reasonable accommodations.

Academic Honesty: You may not turn in substantially similar work to two classes without the express consent of *both* instructors. All sources in your written work must be properly cited; if you have any doubts about correct citation, contact the Writing Center or any of the many paper and online guides to academic citation. Plagiarism in any form will not be tolerated, and students found to have committed plagiarism, **regardless of whether or not the plagiarism was committed intentionally and knowingly**, will face severe grade penalties and will also be reported to the university to face further academic discipline. You are encouraged to use the resources available in the library system and the Writing Center to guide your research. In addition, I call your attention to Denison's new statement on academic integrity:

"Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty, and it requires that cases be heard by the Academic Integrity Board. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

"Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly.

"For further information about the Code of Academic Integrity see <http://www.denison.edu/about/integrity.html>."

Reading Summaries

Over the course of the semester, you are required to submit a **total of five** reading responses. Here are the guidelines for those reading responses:

- Each response must be submitted by 8:00 p.m. on **the night before the class in which those readings will be discussed**. Email the responses as a **.doc attachment** to kirkpatrickb@denison.edu.
- Each response may not exceed **300 words**.
- In that 300-word response, you must provide the **central argument of the key reading** for that day, at least **one idea or thought about the reading (your "response")**, and a **summary** of how the reading adds to, contradicts, or alters the understanding of media and cultural policy you have gained from the course to that point.
- Grading: These questions will be graded as ✓+, ✓, or ✓- and cumulatively comprise 10% of your final grade. For the purposes of calculating your grade, you will receive 20 points (out of a thousand) for each ✓+, 15 points for each ✓, and 10 points for each ✓-. Summaries submitted between 8:00 p.m. and 10:00 p.m. will lose 5 points (e.g. a ✓+ summary will receive 15 points instead of 20); summaries submitted after 10:00 p.m. will receive no credit, but you may get feedback on them (time permitting).
- In these summaries, I'm looking for serious effort to understand what the authors are saying, productive engagement with the readings in the context of the class, and careful, correct, and creative writing.

Benton Headlines

You are required to subscribe to the daily Benton Communication-Related Headlines at www.benton.org/headlines, which will keep you informed about current policy issues and provide valuable primary research for your final paper. There will be a **total of five** brief quizzes (see syllabus for dates) to check that you are keeping current on these headlines. These quizzes will be graded as ✓+, ✓, or ✓- and cumulatively comprise 05% of your final grade. For the purposes of calculating your grade, you will receive 10 points (out of a thousand) for each ✓+, 7.5 points for each ✓, and 5 points for each ✓-.

DAILY SCHEDULE

Readings should be completed by that day's class, and you should come prepared to discuss them.

Those that are not from the textbook (L&M) are marked as either on electronic reserve (e-res) or on Blackboard (BB).

The e-res password for this course is *panopticon*.

Full citations for all articles will be available on Blackboard.

♣♦♥♠ = 300-word reading summaries from that group are due to kirkpatrickb@denison.edu on the previous evening by 8:00 p.m. (EC=no questions due from any group but you may submit a set for extra credit or to make up ones you missed.)

Every single thing on this syllabus is subject to change, so check your email for announcements and keep on your toes.

UNIT ONE: SOME FOUNDATIONS

Jan. 18		<u>Foundations I: Media and Culture and Policy and You</u>	
Jan. 20	♣	<u>Foundations II: Liberalism</u>	Mill, <i>On Liberty</i> , Ch. I and IV (e-res)
Jan. 25		No Class	
Jan. 27	♦	<u>Foundations III: Corporate Liberalism, Neoliberalism</u>	Streeter, <i>Selling the Air</i> , Ch. 2 Martinez and Garcia, "What is Neoliberalism?" (BB)
Feb. 1	♥	<u>Foundations IV: Governmentality</u>	Foucault, "Governmentality" (e-res) <u>BENTON QUIZ 1</u>
Feb. 3	♠	<u>Foundations V: Media Policy, Cultural Policy</u>	Lewis and Miller, "Introduction" (L&M 1-9) Sunstein, <i>Free Markets and Social Justice</i> , 3-9 (BB)
Feb. 8	♣	<u>Foundations VI: Liberalism and Moral Philosophy</u>	Excerpt from Rawls, <i>A Theory of Justice</i> (e-res) Habermas, "Reconciliation Through the Public Use of Reason" (BB) <u>BENTON QUIZ 2</u>

UNIT TWO: CORE POLICY CONCEPTS

Feb. 10	♦	<u>Key Concepts I: The First Amendment</u>	Carter et. al, <i>Mass Communication Law</i> , 1-26 (CP) Harvey, "Doing it My Way," (L&M 100-113)
Feb. 15		<u>Key Concepts II: Obscenity and Indecency</u>	Cenite, "Federalizing or Eliminating Online Obscenity Law" (BB) <u>INTERVIEW PLAN DUE</u>
Feb. 17	♥	<u>Key Concepts III: The Public Interest</u>	Hazlett, "Is the 'Public Interest' in the Public Interest?" (CP) Sohn, "The Gore Commission Ten Years Later" (BB)
Feb. 22	♠	<u>Key Concepts IV: IP and Cultural Citizenship</u>	McLeod, "Musical Production" (L&M 240-250) Patry, <i>Moral Panics and the Copyright Wars</i> , Ch. 4 (e-res) <u>BENTON QUIZ 3</u>
Feb. 24	♣	<u>Key Concepts V: Surveillance</u>	Foucault, "Panopticism" (e-res) Vaidhyathan, "Naked in the 'Nonopticon'" (BB) <u>MIDTERM EXAM HANDED OUT</u>

UNIT THREE: MAKING POLICY

Mar. 1		<u>Making Policy I:</u> Courts and Case Law	No reading; in-class screening: <i>Fox v. FCC</i> <u>MIDTERM EXAM DUE</u>
Mar. 3	♦	<u>Making Policy II:</u> Interpretative Communities	Streeter, <i>Selling the Air</i> , Ch. 4
Mar. 8	♥	<u>Making Policy III:</u> Code as Policy	Lessig, <i>Code 2.0</i> , Ch. 4-5 (e-res) <u>BENTON QUIZ 4</u>
Mar. 10	♠	<u>Making Policy IV:</u> Social Movement Organizations	Postigo, "Capturing Fair Use for the YouTube Generation" (BB)

SPRING BREAK, MAR. 13-MAR. 21

UNIT FOUR: ECONOMIC UNDERPINNINGS

Mar. 22	♣	<u>Economics I:</u> Advertising	Smulyan, "The Backlash Against Broadcast Advertising" (L&M 55-70) Jhally, "Advertising at the Edge of the Apocalypse" (BB) <u>BENTON QUIZ 5</u>
Mar. 24	♦	<u>Economics II:</u> Public Support for Culture	Miller, "The National Endowment for the Arts in the 1990s" (BB) Ouellette, "TV Viewing as Good Citizenship?" (L&M 114-128)

UNIT FIVE: MEDIA POLICY CASE STUDIES

Mar. 29		<u>Media Policy Case Studies I:</u> Cable Television	Cable à la carte and retransmissions readings (BB) <u>INTERVIEW WRITE-UP DUE</u>
Mar. 31	♥	<u>Media Policy Case Studies II:</u> Network Neutrality	Network neutrality readings (BB)
Apr. 5	♠	<u>Media Policy Case Studies III:</u> The DMCA	DMCA readings (BB)
Apr. 7	♣	<u>Media Policy Case Studies IV:</u> The Google Book Settlement	Google book settlement readings (BB)
Apr. 12	♦	<u>Media Policy Case Studies V:</u> The Future of Journalism	Future of journalism readings (BB) <u>MIDTERM II HANDED OUT</u>
Apr. 14		No Class	
Apr. 19		<u>Making Policy Case Studies VI:</u> Open Software <i>EVALS: 3:30-3:50, 222 HIGLEY</i>	No reading; in-class screening: Eben Moglen <u>MIDTERM II EXAM DUE</u>

UNIT SIX: CULTURAL POLICY CASE STUDIES

Apr. 21	♥	<u>Cultural Policy Case Studies I: Making Cities Safe for Capitalism</u>	Berlant & Warner, "Sex in Public" (BB) Comella, "Re-inventing Times Square" (L&M 316-326)
Apr. 26	♠	<u>Cultural Policy Case Studies II: Museums</u>	Bennett, "The Political Rationality of the Museum" (L&M 180-187) Brady, "Governmentality and the NMAI " (BB)
Apr. 28	EC	<u>Cultural Policy Case Studies III: Sports</u>	Nunn and Rosentraub, "Sports Wars" (L&M 211-224) Anderson, "Real and Ideal Spaces of Disability" (BB)
May 3		<u>Policy Case Study Presentations:</u>	Prepare informal 5-minute presentation of your policy analysis

FINAL PAPERS DUE TO KIRKPATRICKB@DENISON.EDU BY **8:00 P.M. ON MONDAY, MAY 11, 2010**

NEXT TEACHING OF IT:

See a Raymond Williams essay on the uses of cultural policy. Probably on pp. 142-8 of *The Politics of Modernism*.