Victoria University of Wellington
Media Studies
School of English, Film, Theatre and Media Studies

MDIA 401 – Media Theory and Research Methods
Course Guide
2008 Trimester One

Coordination and Teaching

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Course format & class times:
Two hour seminars; Tuesdays 12–2; KP 42, room 101.

Description

MDIA 401 equips students with a range of strategies and methodologies for reading and undertaking research in Media Studies. It explains the practices and techniques of scholarly research through a discussion of the field, some of its dominant research paradigms and methods, the tools and techniques available to researchers and the institutional and intellectual imperatives attached to research in its different forms.

This course prepares students for further research at the postgraduate level, including MA and PhD. Students will develop a research topic of their own choice. Even if students do not intend to pursue postgraduate studies, the course will support their concurrent honours work, as well as provide them with research skills applicable to a number of university and workplace contexts.

The course is structured into two main parts:

      Part I: Introduction to the field of Media Studies, research, and research skills
      Part II: Media theory, research paradigms, perspectives, and methods.

By the end of the course students will be able to:

1) understand the practice and rules of scholarship and research;
2) understand the field of Media Studies, how other disciplines relate to it, and the international perspective on this field of study;
3) apply media studies research principles and methods;
4) critically evaluate existing research from an informed perspective;
5) ability to evaluate opinions, make decisions, and to reflect critically on justifications for decisions using an evidence-based approach;
6) collect, analyse, and organise information and ideas, and to convey those ideas clearly and fluently (in written and spoken forms);
7) design and conduct a research project in an area of their disciplinary background or a new area of study in which they are able to gain expert guidance from a knowledgeable academic;
8) to articulate a research question and an understanding of methodological approaches.

Requirements. This course is taught in seminar style; it combines lecture, discussion, and workshop-style teaching. Students will be expected to prepare the readings for an active engagement in discussion.

Weekly recommended readings and further readings depending on your research topic. ⓘThe syllabus and weekly reading list for this course is subject to change depending on students' research topics. ⓘPlease note that you do not have to read in full all the readings listed in the weekly reading lists. Their function is to provide guidance and a starting point for your own research on the weekly topics. However, you **have to** read the readings marked with *. You should also make an effort to read as much of the material as possible—it will be very useful to your work and results in this honours class.

The following books have been put on closed reserve:
Appadurai, Arjun. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press, 1996.
HM101 A646 M

Bell, Judith. *Doing Your Research Project. A Guide for First-Time Researchers in Education, Health and Social Science*. 4th ed. Maidenhead: Open University Press, 2005.
LB1028 B433 D 4ed

Bertrand, Ina, and Peter Hughes. *Media Research Methods: Audiences, Institutions, Texts*. Basingstoke: Palgrave Macmillan, 2005.
P91.3 B549 M

Booth, Wayne C., Colomb, Gregory G., and Joseph M. Williams. *The Craft of Research*. 2nd ed. Chicago: Chicago UP, 2003.
Q180.55 M4 B7625 C

Bourdieu, Pierre, et al. *The Weight of the World: Social Suffering in Contemporary Society*. Cambridge: Polity, 1999.
   HN440 M26 M678 E

Castle, Gregory, ed. *Postcolonial Discourses: An Anthology*. Malden, Mass.: Blackwell, 2001.
   JV51 P857

Clifford, James, and George E. Marcus, eds. *Writing Culture: The Poetics and Politics of Ethnography*. Berkely: University of California Press, 1986.
   GN307.7 W956

Creswell, John W., and Vicky L. Plano Clark. *Designing and Conducting Mixed Methods Research*. Thousand Oaks: Sage, 2007.
   H62 C923 D

Cryer, Pat. *The Research Student's Guide to Success*. 3rd ed. Maidenhead: Open University Press, 2006.
   LB2395 C957 R 3ed

Denzin, Norman K. and Yvonna S. Lincoln, eds. *The Sage Handbook of Qualitative Research*. 3rd ed. Thousand Oaks, CA: Sage, 2005.
   H 62 H236 3ed

Downing, John D.H., McQuail, Denis, Schlesinger, Philip, and Ellen Wartella, eds. *The Sage Handbook of Media Studies*. London: Sage, 2004.
   P90 S129

Durham, Meenakshi Gigi, and Douglas M. Kellner, eds. *Media and Cultural Studies: Keyworks*. Rev. ed. Malden, MA: Blackwell, 2006.
   P94.6 M489 A

Foucault, Michel. *The Order of Things: An Archaeology of the Human Sciences*. London, Routledge, 2001.
   P105 F762 M E

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Association of America, 2003.

Gray, Ann. *Research Practice for Cultural Studies: Ethnographic Methods and Lived Cultures*. London: Sage, 2003.
   GN345 G778 R

Hesmondhalgh, David. *The Cultural Industries*. London: Sage, 2002.
   HM621 H585 C

Laclau, Ernesto, and Chantal Mouffe. *Hegemony and Socialist Strategy*. 2nd ed. London: Verso, 2001.
   HX73 L141 H 2ed

Latour, Bruno. *We Have Never Been Modern*. Cambridge, Mass.: Harvard University Press, 1993.
   Q175.5 L359 N

Lewis, Justin, and Toby Miller. *Critical Cultural Policy Studies: A Reader*. Malden, MA: Blackwell, 2003.

Lister, Martin, Dovey, Jon, Giddings, Seth, Grant, Iain, and Kieran Kelly. *New Media: A Critical Introduction*. London: Routledge, 2003.
   P96 T42 N532 M

Marris, Paul, and Sue Thornham, eds. *Media Studies: A Reader*. 2nd ed. New York: New York UP, 2000.
   P91 M489 2ed

Mosco, Vincent. *The Political Economy of Communication: Rethinking and Renewal*. London: Sage, 1996.
P96 E25 M896 P

Punch, Keith F. *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage, 2005.
H62 P984 I 2ed

Stokes, Jane. *How To Do Media and Cultural Studies*. London: Sage, 2003.
P91.3 S874 H

Tuhiwai Smith, Linda. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books, 1999.
GN380 S654 D

Van Dijk, Teun A. "Principles of Critical Discourse Analysis". *Discourse & Society*, 4.2 (1993): 249–283.

Williams, Raymond. *Towards 2000*. London: Chatto & Windus, 1982.
CB161 W726 T

Books on 3-day-loan:

Macey, David. *The Penguin Dictionary of Critical Theory*. London: Penguin, 2006.

Payne, Geoff, and Judy Payne. *Key Concepts in Social Research*. London: Sage, 2004.
H62 P346 K
Quick and easy entries on almost everything related to research methods. Great for reference.

Petelin, Roslyn, and Marsha Durham. *The Professional Writing Guide: Writing Well and Knowing Why*. South Melbourne: Longman Professional, 1992.
HF5721 P477

Williams, Joseph M. *Style*: *Ten Lessons in Clarity and Grace*. New York: Longman Publishers, 2002.
PE1421 W724 S

Assessment

1. Oral presentation (objectives 1, 2, 4, 5, 6)

For your presentation choose a topic from the course's weekly outline. Your task is to summarise and evaluate the main points, arguments, and methodological approaches in the week's readings. You then have to open them up for discussion in the seminar, and lead the discussion (that is, provide questions/points for discussion, be able to answer questions, etc.). We will **assign the presentation topics in Week 2**.

Your presentations will be assessed on your delivery and clearness of critically evaluating the readings.

Please submit a written outline of your presentation after your presentation.

Length: 10 min + time for discussion
Weighting: 20%
Due: during seminar times

2. Literature Review (objectives 4–6)

A literature review is an account and evaluation of what has been published on a topic. Decide on a topic you are interested in researching as soon as possible. Begin reading around your topic as soon as you can, keeping in mind which research methods and paradigms might be most useful and appropriate for your topic. Begin work on your literature review as soon as possible. Your literature review **must** be guided by an organising principle (for example your research objective, or thesis statement).

Weighting: 40%
Length: 3000 words
Due: 11 April 2008, during seminar time

3. Research proposal (objectives 1, 3, 4, 5, 6, 7, 8)

Decide on a topic you are interested in researching as soon as possible. Begin reading around your topic as soon as you can, keeping in mind which research methods and paradigms might be most useful and appropriate for your topic, and begin work on a research proposal. For a full task description for this assignment (and the necessary elements of a research proposal) please refer to Appendix 1 of this Course Guide. For more information on how to plan and produce a research proposal please also see the readings in weeks 5 and 12.

Weighting: 40%
Length: 3000
Due: 30 May 2008, 5 pm

ⓘSpecific assessment criteria will be distributed in class. Please use **MLA** style as your reference style for all assignments in this course.

ⓘ**Extensions and late assignments.** The course coordinator will grant extensions only in exceptional circumstances (illness, or other compassionate reasons). You must request an extension in advance of the due date, if possible. These requests must be in writing (an email is acceptable), and must be accompanied by supporting documents (e.g. medical certificate, note from a counselor, etc.). It is your responsibility to keep a copy of your coordinator's agreement to an extension. Late assignments will be penalized at the rate of **10 points for the first day and 2 points for additional days** (points of the total marks for the assignment). Please note that the coordinator will grant extensions only rarely as this causes logistical difficulties and is unfair to other students who have worked hard to get their assignments in on time.

A+ (85-100%)
Excellent work showing sophisticated and independent thought. Superior analysis, comprehensive research, good theoretical or methodological understanding and impeccable presentation.

A (80- 84%)
Work is distinguished by its clarity of thought and argument. Question is answered skilfully, is meticulously structured and the argument is convincing. Demonstrates sophisticated comprehension of the topic, a familiarity with scholarship & research in the area, and a clear understanding of related theoretical issues. A high standard of critical analysis. Presentation and organization are excellent with correct use of citation conventions when required.

A- (75- 79%)
Work of a high standard: ideas could be of 'A' quality material but the overall effect was undermined by limitation or inconsistency in one area. It could also be 'A' material that was flawed by the quality or consistency of its technical presentation, research support, or theoretical understandings. Demonstrates independent thought, good writing skills, effective selection/structuring of material, and a general clarity and sense of purpose.

B+ (70% - 74%)
Work which exhibits a good standard of research and of writing. Contains some perceptive analysis, and effective research, preparation and planning. This work may demonstrate insight and perception but this standard is not maintained through the whole work. The argument, technical quality, and other elements may be inconsistent in quality. May require greater integration of theoretical or empirical analysis. Demonstrates some independence of thought.

B (65% - 69%)
Consistently good work and still above average. May demonstrate strong analysis, theoretical reading or contextual knowledge, but without integrating these elements into a balanced argument. May be well researched and documented but in the 'B' range there could well be a deficiency in some aspect of research or understanding. May have problems with technical presentation, structure, argument and/or research.

B- (60% - 64%)
Good work but may not be consistent and thus falls short of 'B' quality in one or more respects. In this grade area the work will have exceeded the standard expected for passes at this level. Question is satisfactorily answered and has been appropriately informed by research, but there is less attention to the detail and complexity of issues. There may be problems with the essay structure, the writing style, the selection of material or the argument. There may also be problems with presentation, expression, and grammar.

C+ (55% - 59%)
The essay is limited in achievement due to an overall incapacity for independent research or thought – hence it will tend to demonstrate a reliance on lecture material. Work in the C range will have paid insufficient attention to critical sources and not be widely researched. Work in this category may have deficiencies in structure and organization, the quality of argument, and/or the writing style.

C (50% - 54%)

Satisfactory completion of set tasks only. Basic engagement with the subject matter, and lacking in critical analysis or a considered conceptual approach. May be poorly planned and constructed, with serious problems of clarity and expression. May not have used or have acknowledged an appropriate range of sources. May be purely descriptive. There may be some significant problems with writing, research or organization.

D (40% - 49%)

Misses the point of the exercise or has failed to respond adequately to it. The work is deficient in important respects to the extent that it cannot be regarded satisfactory at this level. A 'D' grade essay may contain some elements of attaining a pass grade.

E (0% - 39%)

This category implies that the essay is well below the achievement minimum (in a range of respects) for work at this level. A E essay will demonstrate not one, but several of the 'D' essay's deficiencies - it may be well short of the prescribed length, badly written, poorly conceived, ill structured, hastily prepared, full of technical or other inaccuracies, and/or lacking in even a basic understanding of the concepts.

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

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Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include: an oral or written warning, cancellation of your mark

for an assessment or a fail grade for the course, or suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

Students with Impairments
(see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

telephone: 463-6070

email: *disability@vuw.ac.nz*

Dr Joost de Bruin (joost.debruin@vuw.ac.nz, 463 6846) is the Disability

Liaison Person (DLP) for the Media Studies, Film and Theatre programs.

He can be contacted by students who have special needs regarding disability-related issues.

Student Support
Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

Manaaki Pihipihinga Programme
This programme offers:

Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact *Manaaki-Pihipihinga-Progamme@vuw.ac.nz* or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses.

Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities

Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

Student Services

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at:

www.victoria.ac.nz/st services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

PROGRAMME

Part I: The field of Media Studies, research, and research skills

Introduction

Discussion of objectives, assignments and expectations. Discussion of course outline and student requests and suggestions.

Preparation for next week:

Read the Course Guide and decide on which topic you would like for your oral presentation.

Media theory and the field of cultural research

Media Studies as a multidisciplinary and evolving field; inquiry into the media industries; epistemologies and rules of evidence; paradigms and perspectives; methods; quantitative and qualitative methods.

Readings:

Clifford, James, and George E. Marcus, eds. *Writing Culture: The Poetics and Politics of Ethnography*. Berkely: University of California Press, 1986.

*Denzin, Norman K. and Yvonna S. Lincoln, eds. Introduction: The Discipline and Practice of Qualitative Research. *The Sage Handbook of Qualitative Research*. 3rd ed. Thousand Oaks, CA: Sage, 2005. 1–32.

Bourdieu, Pierre. "Understanding". *The Weight of the World. Social Suffering in Contemporary Society*. By Bourdieu et al. Cambridge: Polity Press, 1999. 607–626.

Foucault, Michel. Preface. *The Order Of Things: An Archaeology of the Human Sciences*. By Foucault. London: Routledge, 2001.

Gurevitch, Michael, Bennet, Tony, Curran, James, and Janet Woollacott. *Culture, Society and the Media*. London: Methuen & Co. Ltd, 1982.
Very useful book for gaining an overview of the historical development of Media Studies, particularly Chapter 1, "The Study of the Media: Theoretical Approaches".

McQuail, Denis. Overview of the Handbook. *The Sage Handbook of Media Studies*. Ed. by John D.H. Downing, Denis McQuail, Philip Schlesinger, and Ellen Wartella. London: Sage, 2004. 1–16.

*Marris, Paul and Sue Thornham, eds. Introduction: About this Reader. *Media Studies: A Reader*. 2nd ed. Ed. by Marris and Thornham. New York: New York University Press, 2000. xii–xvii.

Punch, Keith F. *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage, 2005. 1–13.

Slemon, Stephen. "Post-colonial Critical Theories". *Postcolonial Discourses: An Anthology*. Ed. By Gregory Castle. Malden, Mass.: Blackwell, 2001. 99–116.

Stokes, Jane. *How To Do Media and Cultural Studies*. London: Sage, 2003. 1–35.
A practical guide, very user-friendly and hence helpful for working through your research projects.

Tuhiwai Smith, Linda. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books, 1999.

Preparation for next week:

Do a search through the library and on the web on one of the following:

- professional organizations in the field of media studies
- conferences with a media studies emphasis
- journals
- textbooks
- academic departments and courses
- research centres
- reference web sites: sites which provide links to a variety of relevant sources

Find several examples and prepare notes comparing and contrasting them with the view to discussing how the field of media studies is defined, and the quality and authority of sources.

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Week 3: 11 March  2008  Guest seminar by Dr Annemarie Jutel
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Sources and resources

Information location; databases and search engines; knowledge management; object of study; reading skills; referencing styles.

Readings:

* Bell, Judith. *Doing Your Research Project. A Guide for First-Time Researchers in Education, Health and Social Science*. 4th ed. Maidenhead: Open University Press, 2005. 61–78; 79–98.

Bertrand, Ina, and Peter Hughes. *Media Research Methods. Audiences, Institutions, Texts.* Basingstoke, Palgrave Macmillan, 2005. 21–34.

Stokes, Jane. *How To Do Media and Cultural Studies*. London: Sage, 2003. 38–50.

Preparation for next week:

Reviewing the literature exercise. Choose 6 readings from the lists for weeks 2 and 3 and make a note of each book's title, author and other bibliographic details. Then **put the book aside** and write down the main topics covered and a couple of sentences about how it relates to the topic of this course. Bring your notes into next week's class for discussion. (exercise adapted from Stokes 33)

Interpretation, evaluation, and presentation of research

Literature reviews and surveys; critique; writing as a method of inquiry; research questions; argumentation; bodies of theory and bodies of empirical material; ethics of and in research.

Readings:

*Gray, Ann. *Research Practice for Cultural Studies: Ethnographic Methods and Lived Cultures.* London: Sage, 2003. 169–179.

*Gregory, Ian. *Ethics in Research*. London: Continuum, 2003. 5–34.

Punch, Keith F. *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage, 2005.
    A very good introductory text that focuses on the logic of what is done in research, and offers an understanding of what is behind both quantitative and qualitative approaches. Not a "how to do it" book, but about the issues involved behind the main techniques and methods. Aims to show how research works before any methodological specialization.

Preparation for next week:

Do a search on the libraries and archives (physical and electronic) in New Zealand which are of direct interest to the media and cultural researcher. Find out what resources are available in them.

Easter : 21 March–25 March 2008

Week 5: 1 April 2008

Preparing and producing a research proposal

Developing a research project; research design; the logic of research proposals.

Readings:

*Cryer, Pat. Producing the Research Proposal. *The Research Student's Guide to Success*. 3rd ed. By Cryer. Maidenhead: Open University Press, 2006. 26–33.

*Punch, Keith F. Research Writing. *Introduction to Social Research. Quantitative and Qualitative Approaches*. 2nd ed. By Punch. London: Sage, 2005. 259–280.

Stokes, Jane. *How To Do Media and Cultural Studies*. London: Sage, 2003. 29–37.

Part II: Media theory, research paradigms, and methods

Text as area of research

Semiotics and textual analysis; content analysis; discourse analysis; narrative analysis; genre study.

Readings:

Barthes, Roland. Introduction. *Elements of Semiology*. By Barthes. New York: Hill and Wang, 1967. 9–12.

Glasgow University Media Group. *Bad News*. London: Routledge and Kegan Paul, 1976.

Glasgow University Media Group. *More Bad News*. London: Routledge and Kegan Paul, 1980.

Glasgow University Media Group. *Really Bad News*. London: Routledge and Kegan Paul, 1982.

Jutel, Thierry. "Textual Analysis and Media Studies". *Media Studies in Aotearoa/New Zealand*. Ed. by Luke Goode and Nabeel Zuberi. Auckland: Pearson, 2004. 32–45.

Laclau, Ernesto and Chantal Mouffe. *Hegemony and Socialist Strategy*. 2nd ed. London: Verso, 2001.

*Stokes, Jane. *How To Do Media and Cultural Studies*. London: Sage, 2003. 51–97.

McKee, Alan. *Textual Analysis: A Beginner's Guide*. London: Sage, 2003.

Propp, Vladimir. *Morphology of the Folktale*. Austin, Texas: University of Texas Press, 1968.

Van Dijk, Teun A. "Principles of Critical Discourse Analysis". *Discourse & Society*, 4.2 (1993): 249–283. [available by clicking on the 'course reserve' tab on the library home page]

*Wodak, Ruth, and Brigitta Busch. Approaches to Media Texts. *The Sage Handbook of Media Studies*. Ed. by John D.H. Downing, Denis McQuail, Philip Schlesinger, and Ellen Wartella. London: Sage, 2004. 105–122.

Mid-trimester break: 14–27 April 2008

Audience as area of research

Observation; survey; interview; focus group; oral history.

Readings:

Ang, Ien. "On the Politics of Empirical Audience Research". *Media and Cultural Studies: Keyworks*. Ed. by Meenakshi Gigi Durham and Douglas M. Kellner. Rev. ed. Malden, MA: Blackwell, 2006. 174–194.

Kitzinger, Jenny. "Audience and Readership Research". *The Sage Handbook of Media Studies*. Ed. by John D.H. Downing, Denis McQuail, Philip Schlesinger, and Ellen Wartella. London: Sage, 2004. 167–182.

*Stokes, Jane. *How To Do Media and Cultural Studies*. London: Sage, 2003. 128–153.

Cultural industries as area of research 1

Social history; archival research; interview; participant observation.

Readings:

Appadurai, Arjun. Disjuncture and Difference in the Global Cultural Economy. *Modernity at Large: Cultural Dimensions of Globalization*. By Appadurai. Minneapolis: University of Minnesota Press, 1996. 27–47.

Hesmondhalgh, David. Introduction: Change and Continuity, Power and Creativity. *The Cultural Industries*. By Hesmondhalgh. London: Sage, 2002. 1–24.

Hesmondhalgh, David. Approaches to Culture. *The Cultural Industries*. By Hesmondhalgh. London: Sage, 2002. 27–48.

*Stokes, Jane. *How To Do Media and Cultural Studies*. London: Sage, 2003. 98–127.

Cultural industries as area of research 2

Political economy; policy research.

Readings:

Wasko, Janet. "The Political Economy of Communications". *The Sage Handbook of Media Studies*. Ed. by John D.H. Downing, Denis McQuail, Philip Schlesinger, and Ellen Wartella. London: Sage, 2004. 309–330.

McGuigan, Jim. "Cultural Policy Studies". *Critical Cultural Policy Studies: A Reader*. Ed. by Justin Lewis and Toby Miller. Malden, MA: Blackwell, 2003. 23–42.

Mosco, Vincent. What is Political Economy?. *The Political Economy of Communication*. By Mosco. London: Sage, 1996. 22–69.
The Political Economy of Communication is a major review of the tradition of political economy and a call for its renewal.

*Stokes, Jane. *How To Do Media and Cultural Studies*. London: Sage, 2003. 98–127.

Media Technologies as area of research

Media history; history and philosophy of technology; social construction of technology; how to study technology.

Readings:

Braman, Sandra. "Technology". *The Sage Handbook of Media Studies*. Ed. by John D.H. Downing, Denis McQuail, Philip Schlesinger, and Ellen Wartella. London: Sage, 2004. 123–144.

Latour, Bruno. *We Have Never Been Modern*. Cambridge, Mass.: Harvard University Press, 1993.

*Lister, Martin, Dovey, Jon, Giddings, Seth, Grant, Iain, and Kieran Kelly. Cyberculture: Technology, Nature and Culture. *New Media: A Critical Introduction.* London: Routledge, 2003. 287–382. *287–314.

McLuhan, Marshall. "The Medium is the Message". *Media and Cultural Studies: Keyworks*. Ed. by Meenakshi Gigi Durham and Douglas M. Kellner. Rev. ed. Malden, MA: Blackwell, 2006. 107–116.
Marshall McLuhan's work has been one of the main influences in contemporary thinking about media technologies. He argues that the media are extensions of our senses, and hence determine consciousness and have the power to transform culture and society.

Sterne, Jonathan. "The Mp3 as Cultural Artifact". *New Media and Society* 8.5 (2006): 825–842. [Available from http://nms.sagepub.com at Victoria University of Wellington.]

Williams, Raymond. *Towards 2000*. London: Chatto & Windus, 1982.
Raymond Williams and much of academic media studies contest McLuhan's way of understanding media technologies. Williams's arguments against McLuhan became touchstones for media studies' rejection of technological determinism, the idea that a media technology has the power to transform a culture.

Multidisciplinarity, a wealth of methods, and ethics in research

Combining research methods; collaborative research; methods, reflexivity, and knowledge as a social practice and social relationship.

Readings:

Bourdieu, Pierre. "Understanding". *The Weight of the World. Social Suffering in Contemporary Society.* Bourdieu et al. Cambridge: Polity Press, 1999. 607–626.

Creswell, John W., and Vicky L. Plano Clark. *Designing and Conducting Mixed Methods Research*. Thousand Oaks: Sage, 2007.

*Punch, Keith F. Mixed Methods and Evaluative Criteria. *Introduction to Social Research. Quantitative and Qualitative Approaches*. By Punch. 2nd ed. London: Sage, 2005. 234–258.

Preparation for next week:

As part of working on your project, you should find out as much as possible about the area(s) of media and culture your project is located in. Who are the main players, what government bodies, what regulators and organizations are involved in the area, and what information do they publish?

Appendix 1

The research proposal must clearly indicate the topic you will address, the question you will pursue, and the scope and methodology you intend to use. The function of a research proposal is to describe

- what the proposed research is about and what it is trying to achieve

- how it will do that

- what can be learnt from that and why it is worth learning.

Use the following basic questions to guide your development of your proposal:

- **What?** What is the purpose of this research? What are you trying to find out?

- **How?** How will the proposed research answer these questions?

- **Why?** Why is this research worth doing (or worth funding)? What will be learnt from it, and why is it worth knowing? (adapted from Punch 263)

To answer these questions, your research proposal should include the following parts:

1. **Title**. Your proposed title should reflect your research topic and hypothesis or line of argument adequately, as well as fulfill the function of titles.

2. **Introduction (what?).** Area and topic. Background and context. Statement of purpose (general).

3. **Research question and hypothesis (what?).** A statement of what the research question is. Here give a more specific statement of purpose, describing briefly the primary object of study, the issues to be investigated and the means by which you will answer the research question. Conciseness and precision are essential. You should also formulate a hypothesis (also often called argument or thesis statement). But please note that a hypothesis or thesis statement at the research proposal stage is about what you intend to argue with view of the material and object of study, not about arriving at conclusions before the research has been carried out. All the study skills and writing books listed in the readings for this course have sections that explain how to formulate a research question and hypothesis, as well as develop an argument.

4. **Justification, framework for analysis, and methodology (why and how?).** The justification should provide an argument for why this research should be conducted as proposed. The justification will demonstrate that the research question is clearly focused, can be addressed within the scope of the essay and is answerable using the methodology and theoretical framework you are proposing. This is a detailed description of what the research project will aim to achieve and how it will accomplish this. The key terms you will use in the research should be introduced here as well as the key primary and secondary resources. This segment must clearly signal that you are working within the confines of the field.

5. **Outline/definition of key concepts**. Leading on from 3., define and contextualise your key conceptual terms, and explain how they are relevant and useful to your research.

6. **Executability and research process**. You must identify resources you will need, such as primary and secondary texts, and indicate their availability. You also must identify your skills necessary for conducting this research and indicate whether you already have or yet have to acquire those skills (such as, for example, interviewing skills). Discuss any other issues relevant to your ability to complete the project in a timely manner, including getting approval from the Ethics Committee and/or availability of informants. Also include a suggested timeline.

7. **Outline of the different parts of the essay**. You should briefly describe what each section or paragraph will accomplish in relation to the overall objectives of the essay and the thesis you will be developing. This is indicative as you might change the structure and of the essay but even at an early stage of preparatory work you must consider the practicalities of structuring and organising your ideas. Hence, the outline should reflect your argument development and the 'architecture' of your argumentation. A proposal is an argument and therefore needs to stress "its line of reasoning, its internal consistency and the interrelatedness of its different parts" (Punch 263).

8. **Annotated bibliography (at least 4 key entries)**. "Annotation" in this context does not mean an abstract or summary. Rather, it means a brief description of the article or book and an indication of how and why you think it will be useful in your own work. This will not necessarily represent your final bibliography for the proposal. The scholarly sources you consult and use should demonstrate your ability to draw information from scholarly publications, books and journals.

9. **References**. Reference list of works used/cited in your proposal.

Useful books:

Bell, Judith. Doing Your Research Project. A Guide for First-Time Researchers in Education, Health and Social Science. 4th ed. Maidenhead: Open University Press, 2005.

Booth, Wayne C., Colomb, Gregory G., and Joseph M. Williams. *The Craft of Research*. 2nd ed. Chicago: Chicago UP, 2003.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Association of America, 2003.

Punch, Keith F. *Introduction to Social Research: Quantitative and Qualitative Approaches*. London: Sage, 2005.

Stokes, Jane. *How To Do Media and Cultural Studies*. London: Sage, 2003.

Useful links:

The Purdue OWL (Online Writing Lab):
  <http://owl.english.purdue.edu/owl/>

Online Tutorial - Using Library Research Tools:
  <http://www.vuw.ac.nz/library/instruction/orientation/index.aspx>

and especially searching databases:
  <http://www.vuw.ac.nz/library/instruction/orientation/section8.aspx>

ⓘ Advising for preparation of research proposals:

The course coordinator will provide guidance on preparing research proposals. Throughout the process of preparing research proposals, the course coordinator will also advise students about other staff members regarding potential guidance on their research topic. Students who take up this opportunity will have to report back to the course coordinator on the discussions and how they intend to integrate feedback into their research proposal.

Appendix 2

A literature review is an account and evaluation of what has been published on a topic. Decide on a topic you are interested in researching as soon as possible. Begin reading around your topic as soon as you can, keeping in mind which research methods and paradigms might be most useful and appropriate for your topic. Begin work on your literature review as soon as possible. Your literature review **must** be guided by an organising principle (for example your research objective, or thesis statement).

A literature review is not just a descriptive or summary list of the material available. Your literature review should organise, summarise, contextualise, and critically evaluate the readings in regards to the question of the practice of research and your specific topic. Below are a few questions that can help you fulfil the tasks of a literature review. You should keep these questions in mind before, during, and after your reading. They will require you to do further research and go back and re-read the text closely. Some of the questions useful to ask when reading for research are:

- Where does the text come from? Is it a journal article, conference paper, a chapter in a book, etc. and what can we learn from its origins?
- Is it useful or necessary to know something about the writer? Does the text contain bibliographical notes? Has the writer authored other texts that are significant?
- Are there any terms in the text for which you need to find a definition? What are the major concepts discussed in the text?
- To whom is the text addressed? To experts in a field or to a general audience, etc.?
- What are the text's primary objects of study and inquiry?
- What are the text's primary and secondary sources?
- How does the author address and define their research question(s), hypotheses, and methodologies?
- What is the text's argument? What are its major points? What are its underlying rationale and motivations (that is, what is the nature of the argument: comparative, anecdotal, essayistic, empirical, polemical, historical, etc.)?
- Can you find a quotation that best encapsulates the research question and hypothesis?
- How does the author incorporate other writers' ideas?
- How does the methodological approach and theoretical framework contrast with other approaches?
- Is there any evidence of the influence of this text on other scholars?

You can get more ideas and guidelines on how to summarise, review, and critically evaluate existing research from the relevant sections in the books on study skills listed in your readings.