

Checklist

The following is required for all incoming graduate students and for current M.A. students applying to the Ph.D. program.

- _____ 1. Completed application form.
- _____ 2. Payment of the Application Fee
- _____ 3. An undergraduate GPA of at least 2.7 on a 4.0 scale or a bachelor's degree equivalent.
- _____ 4. Two official transcripts from former registrar's offices mailed directly to the Graduate School.
- _____ 5. Three letters of recommendation from persons in the applicant's major area. (Although the University requires two, the department recommends three.)
- _____ 6. Graduate Record Examination (GRE) scores.

International Applicants should also provide:

- _____ 7. Test of English as a Foreign Language (TOEFL) scores.

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Application

For complete and current instructions on how to apply to the graduate school at the University of Massachusetts Amherst, please go to:

www.umass.edu/gradschool/

This website contains an on-line application form that can be submitted electronically, as well as a paper application that can be downloaded and submitted by mail.

Paper applications can be obtained from and mailed to the Graduate School at this address:

Graduate Admissions
530 Goodell Building
University of Massachusetts Amherst
140 Hicks Way
Amherst, MA 01003-9333

Phone: (413) 545- 0722
Fax: (413) 577-0010
Email: gradinfo@grad.umass.edu

The application deadline for applying to the Department of Communication at the University of Massachusetts Amherst for fall admission is:

January 2

(i.e., the deadline for the Department of Communication to receive application materials for the Fall 2010 semester is January 2, 2010 even though the University deadline is February 1, 2010.)

Applications for spring semester are not considered.

GRE and TOEFL scores must be received by the deadline above. The responsibility for ensuring that all required documents are complete rests with the applicant. Incomplete files will not be reviewed.

Admission

Although the Graduate School retains each applicant's official records, decisions to accept an applicant to the Communication program and to recommend admittance to the University are made by the Graduate Admission Committee.

The Graduate Admissions Committee is highly selective in admitting new students to the program. Decisions are based on all available information about applicants rather than on any single criterion. Graduate Record Exam scores, grade-point averages, letters of recommendation and a statement of interest in the areas in which the department has expertise are primary data for the Committee's admissions decisions.

Many students in the program receive financial assistance (a stipend plus tuition waiver) in return for services in teaching undergraduate classes or other departmental duties. Decisions about financial assistance are made subsequent to and independent of decisions about acceptance into the program. However, the applicant's academic performance is the primary consideration in both decisions.

The Department of Communication does not admit a student with a B.A. directly into the Ph.D. program. The Committee admits persons with a B.A. into the M.A. program first. Application to the Ph.D. program may be made before the M.A. is completed, but admission to the Ph.D. program is made conditional to completing the M.A. Completion of the M.A. degree at UMass, however, does not guarantee Ph.D. admission, which is determined by the Admissions Committee.

Applicants should meet all requirements for admission to the Graduate School and should have a good undergraduate background in Communication or expect to take additional coursework with or without degree credit.

The Department

The Department of Communication is the academic center for the study of communication at the University of Massachusetts Amherst.

The Department of Communication at the University of Massachusetts, Amherst, studies communicative processes at the levels of culture, media, and representation; individuals, professionals, and groups; and institutions and social structures. Much of our work takes place at the intersections of these levels of analysis. We are committed teachers and active researchers whose perspectives and methods encompass social science, cultural and professional orientations. Our faculty develop connections between theory and practice in order to advance knowledge in the field, to promote informed public debate, and to teach students how to think critically as citizens in a democratic society. We are dedicated to making our teaching and research accessible beyond the academy, as a force for sustainable social change.

"Communication" achieves disciplinary status when that term provides the fundamental orientation from which scholars study human action. The study of communication is concerned with the interactive processes through which institutions, values, cultures, relationships, episodes, and forms of selfhood are generated. Communication scholars are sensitive to the circular relationship between the forms of human organization and forms of communication. The consequence of pursuing social science from the perspective of communication is to open an array of questions such as the following:

- How does communication constitute, sustain, and alter conceptions like 'family' or 'self'; and how do these social constructions affect the practice of communication?
- What are the consequences of living in a society in which the media portray persons as typically engaged in role activities?
- How has our conception of communication changed from the classical period to modern times, and how are communication processes defined culturally on an international scale?

- What is the relationship between forms of communication and the distribution of power in any society?
- What is the relationship between mediated and face-to-face communication; how does that relationship affect social action and social change?

The foregoing questions should indicate to prospective degree candidates that our department does not conceive of communication as limited to learning a set of "skills" or techniques. A scholarly approach to communication must enable students to analyze the relationships between social structures and communication practice. The study of this process includes historical-critical, descriptive, interpretive, and comparative analyses. Major concerns of the discipline include the organization and function of media systems, the process of interpersonal, public, and mediated communication, the relationships between communication systems and social institutions, and the history of communication and communication theory.

Candidates for the M.A. degree devise their own concentrations.

The M.A. degree requires a thesis. Candidates must complete a minimum of 30 credits of course work and a six-credit thesis, for a total of thirty-six credits.

Students pursuing a Ph.D. in Communication also devise their own concentrations. The Ph.D. program is designed to familiarize the student with a particular body of knowledge and a variety of approaches to inquiry shaped by a general understanding of communication. The program prepares graduates for careers in teaching, research, business, government, media industries, and community organizations.

The Ph.D. degree requires a minimum of 66 credits beyond the bachelor's degree. Additional credits (a minimum of 12) are awarded for the dissertation.

The Department requires a research tool for the Ph.D. degree. It is up to the student's Guidance Committee to require the specific competency deemed appropriate to the candidate's research. For example, students doing quantitative research would probably need advanced work in statistics; students

doing historical research on a social movement may need advanced work in historiography or rhetorical criticism.

For additional information on the department, its activities, research, and resources, go to:

www.umass.edu/communication/

Location

The Amherst campus is part of one of the most exciting educational cooperatives in the country, Five Colleges, Inc., which includes the University, Amherst College, Hampshire College, Mount Holyoke College, and Smith College. The intellectual, cultural, and entertainment opportunities in the Pioneer Valley are rich and diverse.

Communication is one of seven departments in the College of Social and Behavioral Sciences. It houses undergraduate programs in Communication and Journalism, and has M.A. and PhD. programs in Communication. Other departments in our College are Anthropology, Economics, Legal Studies, Political Science, Psychology, and Sociology. The College of Social and Behavioral Sciences also includes a Criminal Justice Program, an M.A. Program in Public Administration, a Neuroscience and Behavior Program, and a Program in Social Thought and Political Economy. Students may also complete certificate programs in areas such as Women's Studies or Latin American Studies. A number of our graduate students also find useful cognate courses in a variety of other departments, such as History, Philosophy, English, and Comparative Literature.

Departmental and faculty offices are located in Machmer Hall. In addition, Herter Hall houses the film and television units.

Resources

Graduate students are offered a variety of opportunities for training and experience in research. In addition to working with faculty members on their research projects and conducting independent research, the following resources are available:

Students have high-speed access to all Internet services and the latest operating systems. Students also have comprehensive computer access in the W. E. B. Dubois Library and the Lederle Graduate Research Center.

Television and film facilities are available in the department's studio, viewing centers, and editing room, located in Herter Hall.

University-level computer and library facilities are readily available, and the University provides a wide array of support services for graduate students.

Library carrel space is available for graduate students.

Major additional research libraries are located within a two-hour drive, including the Massachusetts Historical Society, the Worcester Antiquarian Society, and the MIT and Harvard libraries.

Special archival collections on the history of communication education, Black History, contemporary rhetorical theory, Renaissance rhetorical studies, Latin American studies, numerous U.S. presidential campaigns, and much more, are available on campus.

Go to **www.umass.edu** for more information about the university and its diverse resources.

Department of Communication Graduate Faculty

Benjamin Bailey: Associate Professor. Ph.D. University of California, Los Angeles. Social interaction; culture and language; discourse analysis; communication of ethnic/racial identities; inter-ethnic/inter-cultural communication.

Author of *Language, Race, and Negotiation of Identity: A Study of Dominican Americans* and a number of publications on language and social identity, intercultural communication, and multilingualism.

Current research focuses on communicative practices and identities across both individual developmental time and historically changing communities.

Donal A. Carbaugh: Professor: Ph.D. University of Washington. Communication Theory; Ethnography of Communication; Cultural Discourse Analysis; Communication Codes; Environmental Communication; Interpersonal and (inter) Cultural communication.

Author of *Cultures in Conversation*, (Outstanding Book of the Year); *Situating Selves*; *Talking American*; editor of *Cultural Communication and Intercultural Contact*; and co-editor of *Narrative and Identity*.

Long-standing interests include developing communication theory which is sensitive to local practices, cultural variability, the land, and spiritual issues - based upon fieldwork mainly in Blackfeet, Finnish, Russian and US American cultural scenes. Current projects involve Cultural Discourses of Landscapes, Security, and Health, with attention to differences in "good practices" as these are variously conceived and done; "Security" and its local moorings with the United Nations Institute for Disarmament Research in Geneva (with several UMass graduate students deeply involved, and one, Lisa Rudnick, working as Lead Researcher of the project); News as always already active in Cultural Discourse which focuses on a *60 Minutes* broadcast in the US and in Finland; Dialogue in Cross-Cultural Perspective which explores how "dialogue" is used among various

literatures and peoples; and "Just Listen" which is grounded in longstanding cultural research on the Blackfeet Reservation in Montana, and challenges speaker/orator-based theories of human communication.

Mari Castañeda: Associate Professor. Ph.D. University of California, San Diego. Political economy of communication; Spanish-language and Latina/o media and cultural production; Communication policy and the property creation of new digital technologies; Community service learning and engaged scholarship.

Author of the following publications: "The Complicated Transition to Broadcast Digital Television in the United States." *Television and New Media*; *Latinidad, Cultural Policy, and Spanish-language Media in the U.S.A., Techno/futuros: Critical Interventions in Latina/o Studies*; "Remapping Spanish-language Media in the U.S."; "Transformative Learning through Community Engagement."

Paula Chakravartty: Associate Professor. Ph.D. University of Wisconsin, Madison. Political economy of new media; globalization, new media and social movements; postcolonial theory. Faculty Associate at the Center for Public Policy and Administration and Affiliated Faculty at the Labor Center and Women's Studies at the University of Massachusetts, Amherst.

Author of "Telecom National Development and the Indian State: A Postcolonial Critique;" "Terror, Trade and Global Justice: Feminist Interventions;" "Flexible Citizens and the Internet: The Global Politics of Local High-Tech Development in India;" "Exporting High-Tech Labor for the US Market: The Political Economy of Emigration in India." Co-Author of: *Globalization and Critical Media Studies*; "Globalization and Communications Policy;" "Just Getting By: The Experience of Temporary Work in San Diego's High-Tech Economy."

Her articles have been published in the *International Journal of Communication, Media Culture & Society, Emergences, Television & New Media, Asian American Policy Index, Economic and Political Weekly, and Social Semiotics.*

Current research focuses on labor and the politics of high-tech development in so-called emerging economies.

Briankle G. Chang: Associate Professor. Ph.D. University of Illinois. Cultural studies; media criticism; philosophy of communication.

Author of “Eclipse of Being: Heidegger and Derrida;” “Mass, Media, Mass Mediation: Jean Baudrillard’s Implosive Critique of Modern Mass Mediated Society;” *Deconstructing Communication: Subject, Representation, and Economies of Exchange*; “Copies, Reproducibility, and Aesthetic Adequacy;” “Representing Representation: the Visual Semiotics of *Las Meninas*;” “Notes on ‘Linguistic Principle and Iconic Communication.’” “Empty Intention.”

Current research focuses on symbolic economies and postcolonial discourse.

Anne T. Ciecko: Associate Professor. Ph.D. University of Pittsburgh. International and intercultural cinema; gender studies; cultural studies and critical theory; film/arts/culture criticism, public programming, and community service/praxis

Selected published work includes *Contemporary Asian Cinema: Popular Culture in a Global Frame*; “Digital Territories and States of Independence: Jordan’s Film Scenes,” “Into the Sc(re)enery: Bollywood Locations and Docu-diaspora,” “Ways to Sink the Titanic: Contemporary Box-Office Successes in the Philippines, Thailand, and South Korea,” “Muscle, Market Value, Telegenesis, Cyberpresence: The New Asian Movie Star in the Global Economy of Masculine Images,” “Superhit Hunk Heroes for Sale: Globalization and Bollywood’s Gender Politics,” “Representing the Spaces of Diaspora in Contemporary British Films by Women,” “Sex, God, Television, Realism, and the British Woman Filmmakers,” “Transnational Action: John Woo, Hong Kong, Hollywood;” interviews with Singaporean filmmaker Royston Tan, Indonesian filmmakers Riri Riza and Rudy Soedjarwo, and the director and producer of Yemen’s first feature film; coverage of international film festivals.

Director, UMass Graduate Certificate Program [Read catalog description and view requirements at <http://www.umass.edu/film/>]

Current and ongoing research interests include globalization and national cinemas (emerging and resurging local and transnational film cultures); international film festivals; nonwestern cinema and popular genres (especially Asian, Arab, and African cinema); international transmedia stardom/celebrity and gender politics; diasporic representational strategies;

transcultural film, video, and multimedia installations by women

Leda Cooks: Professor. Ph.D. Ohio University. Interpersonal/intercultural communication; whiteness studies; feminist, postcolonial and critical communication theory; critical pedagogy; conflict/mediation; computer mediated communication; community service learning.

Author or co-author of *Conflict and Globalization: Intersections and Issues*; “Family Secrets and the Lie of Identity;” “Toward a Practical Theory for Training in Social Justice: Participation, Identity and Power in Women’s Groups in Panama;” “Negotiating National Identity and Social Movement in Cyberspace;” “Warriors, Wampum, Gaming and Glitter: Foxwoods Casino and the Re-presentation of (Post)modern Native Identity;” “Gender and Power;” “The (in)visible Whiteness of Being: Creating and Positioning the Self in Sojourn;” “Toward A Social Approach to Learning in Community Service Learning;” “DMX, Cosby, and the Two Sides of the American Dream;” “Communicating Advocacy: A Media Literacy and Violence Prevention Project in Sixth Grade Classrooms;” “Feminist Pedagogies and Reflections on Resistance.”

Current research focuses on identity, collective memory and community; performing desire and resistance in the classroom; the intersections of community service learning and critical pedagogy; performance, whiteness, and pedagogy.

Vernon E. Cronen: Professor. Ph.D. University of Illinois. Communication, in organizations, families, casual encounters, political discussions; integration of the instrumental, moral and aesthetic dimensions of communication in patterns of conjoint action, based on Coordinated Management of Meaning theory; standards for practical theory based on philosophical pragmatism.

Author or co-author of “Pragmatism and the Naturalistic Approach to Inquiry;” “Communication Theory for the 21st Century: Cleaning up the Wreckage of the Psychology Project;” “Language and Action: Wittgenstein and Dewey in the Practice of Therapy and Consultation;” “Coordinated Management of Meaning: The Consequentiality of Communication and the Recapturing of Experience;” “Grammars of Identity and their Implications for Discursive Practices In and Out of Academe;” “Paradoxes, Double-Binds and Reflexivity;” *Communication, Action, and Meaning: The Construction of Social Realities*.

Current research focuses on the interactive production of coherent action, and the means by which professions can join with others in the co-creation of new possibilities for creative living. Cronen is presently a Senior Consultant at Kensington Consultation Center International.

Martha Fuentes-Bautista: Assistant Professor. Ph.D. University of Texas, Austin. Telecommunication and community media policy; technology and inequality; immigration and new media technologies; global communications and institutions; communication policy in the Americas; social movements and new media technologies.

Author or co-author of “Reconfiguring Public Internet Access in Austin, TX: Wi-Fi’s Promise and Broadcast Divides;” “NGOs and Government: The Social Shaping of Internet from Below;” “Still Divided: Ethnicity, Generation, Cultural Capital and New Technologies;” “Universal Service in Times of Reform: Affordability and Accessibility of Telecommunication Services in Latin America”.

Current research focuses on the social and policy implications of information and communication technologies with a particular interest in how ICT may exacerbate or alleviate social inequalities. Building on case studies in Latin America and the U.S., her research projects explore the institutional context of ICT adoption and use in inner city and rural communities, and the role of local governments, non-profits, and social movements in promoting and managing community computing solutions for these populations.

Henry Geddes: Associate Professor. Ph.D. University of Texas, Austin. Communication and Latin American studies; cultural criticism and policy; global communication and international relations; political economy of the media and Latin American societies.

Author or co-author of “The Politics of Restructuring Difference in the Americas: A Critique of (Neo) Colonial Iconography;” “Narrative, Popular Memory and Cultural Industry: The Evolution of the Peruvian Telenovela and its Implications for Latin America;” “U.S. Network Television News Coverage of Mexico, 1972-1982: Agenda for Social Development and International Relations;” “Articulating Narrative Strategies: The Peruvian Telenovela;” *Políticas de Televisión en los Países Andinos (Televisión Policies in the Andean Region)*; *Comunicación, Tecnología y Desarrollo (Communication, Technology and Development)*.

Current research: political economy, postcolonial theory, and critical cultural/ policy studies, particularly in their Latin American variants. More specifically, 1) the role of the cultural industries and new information technologies in the mediation of modernity in Latin America, 2) the focus on communication as a contested site of representation, subjectivity and governance, and, 3) an interest in lived experience via ethnography for a more comprehensive account of the communication process.

Stephen Olbrys Gencarella: Associate Professor. Ph.D. Indiana University. Rhetoric; performance studies; folklore.

Author or co-author of “The Myth of Rhetoric: Korax and the Art of Pollution;” “A Rhetorical Theory of Folklore Revisited;” “Seinfeld’s Democratic Vistas;” “Disciplining the Carnavalesque: Chris Farley’s Exotic Dance;” “Touring History: Guidebooks and the Commodification of the Salem Witch Trials;” “Dissoi Logoi, Civic Friendship and the Politics of Education;” *Money Talks: Folklore in the Public Sphere;* “The Self in Fieldwork: A Methodological Concern;” “Keep Your Keys: Teaching, Democracy, and Performance Art;” “The Ivory Tower, Apathy, and the Art of Citizenship.”

Current research focuses on the commodification of civil rights within local tourist practices; the relationship between ancient and contemporary rhetorical theory, aesthetic performances, and cultural critique; democratic theory vis-à-vis comic and agonistic citizenship.

Jarice Hanson: Professor. Ph.D. Northwestern University. Domestic and International technology law and policy, digital media and human behavior, IT and labor issues, media coverage of war, digital divide and disability divide.

Author of *24/7: How Cell Phones and the Internet Change the Way We Live, Work, and Play;* *Connections: Technologies of Communication;* *Understanding Video: Applications, Impact and Theory;* co-author of *New Communications Technologies in Developing Countries;* co-editor of *Constructing America's War Culture: Iraq, Media, and Images at Home;* and; three volumes of *Advances*

in *Telematics*, and 10 editions of *Taking Sides: Mass Media and Society*; “Initiatives and Ownership: HDTV and the Influence of Corporatism in the U.S.,” “Public Radio and the ‘Price-tag’ of Democracy,” “Mobile Culture: Podcasting as Public Media;” “Municipal WiFi and Policy Implications for People with Disabilities.”

Current research focuses on applied uses of digital technologies; technology policy; women in informatics; Internet and cell phone behavior and social values. Currently (and concurrent with UMass faculty position) she holds the Verizon Chair in Telecommunications, an Endowed Research Chair, at the School of Communications and Theater at Temple University.

Lisa Henderson: Associate Professor. Ph.D. University of Pennsylvania. Media and culture; field research; cultural production; sexual representation; class cultures; cultural studies of health and well-being.

Author of “Queer Theory, New Millennium;” “The Class Character of *Boys Don't Cry*,” “Queer Communication Studies;” “Simple Pleasures: Lesbian Community and *Go Fish*,” “*Storyline* and the Multicultural Middlebrow: Reading Women's Culture on National Public Radio;” “Communication Pedagogy and Political Practice;” “Justify Our Love: Madonna and the Politics of Queer Sex;” “*Paris Is Burning* and Academic Conservatism;” “Lesbian Pornography: Cultural Transgression and Sexual Demystification;” “Access and Consent in Public Photography.”

Current projects address class recognition and attachment; queer visibility and social class; the convergence of industry forms and resources and queer independent sectors in cultural production.

Sut Jhally: Professor. Ph.D. Simon Fraser University. Critical cultural studies; political economy of media and culture; advertising and commercial culture; media literacy; educational video production.

Author or co-author of *The Codes of Advertising; Social Communication in Advertising*, and *Enlightened Racism*. Co-editor, *Cultural Politics in Contemporary America*. Forthcoming: *The Fantasy Factory*. Founder and Executive Director of The Media Education Foundation. Producer of videos *Dreamworlds; Pack of Lies; The Killing Screens; The Date-Rape Backlash; Slim Hopes; Beyond the Frame; Tough Guise; Killing Us Softly III; Off the Straight and Narrow; Game Over; Advertising and*

the End of the World; Hijacking Catastrophe; Wrestling with Manhood; Peace, Propaganda, and the Promised Land.

Michael Morgan: Professor. Ph.D. University of Pennsylvania. Television, socialization, and enculturation; international and intercultural effects of mass media; effects and functions of new media technology; social and familial contexts of media exposure.

Author or co-author of *Television and Its Viewers: Cultivation Theory and Research; Democracy Tango: Television, Adolescents, and Authoritarian Tensions in Argentina*; “Television and the Erosion of Regional Diversity;” “Television and ‘Family Values’: Was Dan Quayle Right?;” “Mass Media and Identity Development;” “Adolescents, VCRs, and the Family Environment;” co-editor, *Mainstream(s) and Margins: Cultural Politics in the 90s; Cultivation Analysis: New Directions in Media Effects Research*; editor, *Against the Mainstream: Selected Writings of George Gerbner*.

He has authored or co-authored nearly 100 research articles and chapters on the effects of television on images of violence, sex-roles, aging, health, science, academic achievement, political orientations, the family, and other issues.

Current research includes studies on mass media and attitudes towards immigration; television and cultural participation; television and adolescents in Argentina; and meta-analysis of cultivation research.

Claudio Moreira: Assistant Professor. Ph.D. University of Illinois. The intersection of race, gender, and class; performance auto-ethnography; transformative action and performative space.

Co-author of the forthcoming book, *Between Talk: An Indigenous Dialogue on Postcolonial Class, Praxis, and Justice*; “Made for Sex;” “Life in So Many Acts;” and “The Tales of Conde, Zezao, Master Claudio and, Claudio.”

Current research topics: Performance studies; social justice; sport and advertising.

Martin F. Norden: Professor. Ph.D. University of Missouri, Columbia. Film history, theory, criticism; film and society; screenwriting.

Author of *The Cinema of Isolation: A History of Physical Disability in the Movies; John Barrymore: A Bio-Bibliography*; “Women in the Early Film

Industry;" "Reproductive Freedom, Revisionist History, Restricted Cinema: The Strange Case of Margaret Sanger and Birth Control;" "Disabled Vets on the Silver Screen."

Current research topics: the representation of evil in film and television; Margaret Sanger as filmmaker; movies and disability.

Erica Scharrer: Associate Professor. Ph.D. Syracuse University. Media content, opinions of media, media effects, and media literacy, especially those pertaining to gender and violence.

Co-author of three books, *Television: What's on, Who's Watching, and What it Means*; *The Psychology of Media and Politics*, and *Media and the American Child* and author or co-author of numerous articles on such topics as depictions of masculinity (e.g., "Working hard or hardly working?: Gender and performance of chores in television commercials"), perceptions of media influence (e.g., "First-person shooters and third-person effects: Early adolescents' perceptions of video game influence"), media representations of gender and violence (e.g., "Virtual violence: Gender and aggression in video game advertisements"), and the effectiveness of media literacy curricula (e.g., Sixth graders take on television: Media literacy and critical attitudes about television violence").

Currently editing a book for Wiley-Blackwell tentatively titled *Media Effects/Media Psychology* and working on new studies on news coverage of war and desensitization and depictions of masculinity in police and detective dramas over time.

Jan Servaes: Professor. Ph.D. Catholic University of Louvain (Belgium). Communication for development and social change; participatory communication research; knowledge societies and sustainable development; international communication policies; globalization and culture.

Author of *Communication for Development. One World, Multiple Cultures*; *Harnessing the UN System into a Common Approach on Communication for Development*; *Knowledge Is Power (Revisited): Internet and Democracy*; *Communication and Sustainable Development*; "Validity and Evaluation in Communication Research;" "Participatory Communication: The New Paradigm?;" "Beyond Differences in Cultural

Values and Modes of Communication;" "Intercultural Communications and Cultural Diversity." Editor of *Moving Targets. Mapping the Paths between Communication, Technology and Social Change in Communities*; *New Approaches to Communication for Development and Social Change*; *Communication for Development: Making a Difference*; *Towards a Sustainable European Information Society*; *Intellectual Property Rights and Communications in Asia: Conflicting Traditions*; *Read the Cultural Other: Forms of Otherness in the Discourses of Hong Kong's Decolonization*; *The European Information Society: A Reality Check*; *Approaches to Development: Studies on Communication for Development*.

Current research focuses on communication for social change; development, and cultural identities.

Demetria Rougeaux Shabazz: Assistant Professor. Ph.D. University of Alabama. Race and Gender in Television and Film; Media Culture and Critical Theory; Film and Post-Colonial Discourse; History of Film and Television; Gender discourse and Zydeco music.

Author of "Birth Through Conflict: TV Responds to the Politics of Race in 1968;" "Wilson 'Boozoo' Anthony Chavis: Zydeco Musician;" "Beulah to Clair Huxtable: Depictions of Black Women and Mothering on American TV."

Current research media and cultural criticism, examining the role of identity construction within media especially in terms of socio-economic class, gender, and race. representation within media and the influence of aesthetics, technology, and society on film and televisual content.

Shawn Shimpach: Assistant Professor. Ph.D. New York University. Cinema studies; television studies; media and cultural studies; cultural history of entertainment; significance of popular culture.

Author of "The Immortal Cosmopolitan: The International Co-production and Global Circulation of Highlander: The Series" and "Working Watching: The Creative and Cultural Labor of the Media Audience;" "Representing the Public of the Cinema's Public Sphere."

Current research focuses on social and institutional constructions of Hollywood's audience, and the textual and institutional negotiation of geopolitical

economic transformations in popular culture, and television in transition.

Emily West: Assistant Professor. Ph.D. University of Pennsylvania. Consumption and production of popular culture; feminist studies; nationalism and collective memory; and informational/entertainment media, emotion in popular culture and mediated politics.

Author or co-author of “Greeting Cards: Individuality and Authenticity in Mass Culture;” “Selling Canada to Canadians: Collective Memory, National Identity, and Popular Culture;” “The Press as Agents of Nationalism in the Queen's Golden Jubilee: How British Newspapers Celebrated a Media Event;” “When You Care Enough to Defend the Very Best” “Mediating Citizenship through the Lens of Consumerism;” “Cheerleading and the Gendered Politics of Sport.”

Current research focuses on American cheerleading and the performance of gender and the commodification of sentiment in consumer culture; health-care policy debates, and the commercialization of emotion.

Emeritus Faculty

Carolyn Anderson: Professor. PhD. University of Massachusetts. Film and television history and criticism; media historiography.

Jane Blankenship: Professor. Ph.D. University of Illinois. Political communication; language behavior; contemporary rhetorical theory.

Kenneth L. Brown: Professor. Ph.D. Northwestern University. Communication education; developmental communication.

Richard L. Stromgren: Associate Professor. M.A., Northwestern University. Media history, theory, and social imagery with emphasis on film.

Adjunct Faculty

Barton Byg: Ph.D. Washington University. Professor of Germanic Languages and Literature.

Catherine Portuges: Ph.D. University of California, Los Angeles. Professor of Comparative

Literature; Director, Interdepartmental Program in Film Studies.

Degree Timetable

All graduate students must enroll every semester from initial Graduate School registration until their degrees have been awarded. Enrollment is maintained by registering for courses, thesis/dissertation credits, or by paying the Program Fee. The Graduate School defines full-time graduate status as enrolling for 9 or more credits per semester. A student may register for as many as 15 credits per semester, although 9 credits is the normal load. Students completing their coursework are advised to take three courses per semester. Most courses in the Department of Communication carry 3 credits.

M.A. students can usually finish a degree in two years (4 semesters). Ph.D. degree students can usually finish a degree in four years (8 semesters). There is, however, great variability in the time required to complete a Ph.D. degree depending on: (1) whether or not the student has completed an M.A. degree in Communication; (2) how much of the work completed for the Master's degree is accepted toward Ph.D. program requirements; (3) how much time the student takes to prepare for the Ph.D. comprehensive examination; (4) whether the student works on degree requirements during the summer; and (5) the specific projects required to complete the Ph.D. dissertation. Some students have finished the Ph.D. degree in three years while others have taken more than four. During the first semester in the Ph.D. program, each student should consult with the Graduate Program Director to set a reasonable timetable to complete the degree. (See **Suggested Timeline** at end of Handbook for a typical degree completion plan).

Statute of Limitations

The Graduate School limits the time during which students may complete their degree requirements. In February 2009, the Graduate Council adopted new rules:

1). Doctoral students are required to complete their program within five years of achieving candidacy. Candidacy is recommended by the academic department upon satisfactory completion of coursework and passing

the qualifying examination. Two-year extensions to this policy will be considered upon recommendation submitted to the Graduate School by the student's Graduate Program Director.

2). For students who started their doctoral career prior to the Summer of 2004: Current SOLs will not be adjusted based on candidacy. If these students require more time as they reach their current SOL, their departments will need to request extensions for them.

Note: Students needing to request an extension of the SOL may download the application. In addition to their request, they must fill out a schedule for completion and append it to the application. The student's advisor must sign the application before being given to the GPD for approval and processing to the Graduate School.

Candidacy:

Ph.D. students who successfully defend their comprehensive exams become "Ph.D. Candidates". The Graduate School will print this designation on the student's transcripts.

A.B.D. Status:

When a Ph.D. Candidate successfully defends a prospectus and turns that prospectus in to the Graduate School, they may be considered A.B.D. (all but dissertation).

Transferring Credits

To request that graduate credits taken elsewhere be applied to a specific program, the student should consult with his/her advisor or the Graduate Program Director for approval. The University requires that transfer credits be taken within a period of no more than 3 years prior to entering the Graduate Program and normally no more than 6 credits may be transferred. The Graduate School may reduce the amount of time granted through the statute of limitations when courses are transferred

Grading

The Department of Communication requires that a grade of B- or better be earned for every course used to fulfill Core and Program Requirements for the

M.A. and Ph.D. degrees. A grade of B or better must be earned in required courses (611, 620 and 621), and in introductory survey classes (613, 691B, and 665).

In order to take Ph.D. comprehensive exams, a student must have completed all courses to be counted toward the M.A. or Ph.D. degree.

The Graduate Faculty evaluates all students each semester. Students receive a designation of "In Good Standing," "Needs Improvement," or "Unsatisfactory," which requires a student to Show Cause (SC) as to why progress has not been made. This usually takes the place of a scheduled meeting with the Graduate Studies Committee to develop a plan for regaining acceptable standing in the program.

In Good Standing

A rating of "In Good Standing" is given to students who demonstrate progress toward completing their degree. The typical progression towards degree completion is as follows:

Master of Arts:

Constitute a committee
File a Plan of Study (2nd semester)
Complete coursework,
Write thesis prospectus
Write thesis; defend thesis

PhD:

Constitute committee
File a Plan of Study
Complete coursework
Take comprehensive exams
Write dissertation prospectus
Write dissertation; defend dissertation

Students who have recently entered the program stay in good standing by completing their classes on time and with satisfactory grades. A grade of B- or better must be earned for every course used to fulfill Core and Program requirements. A grade of B or better must be earned in required courses (611, 620, & 621), and in introductory survey classes (613, 691B, and 665).

For Masters degree students, the thesis prospectus should be completed by the middle of the 4th semester of study. While writing the thesis, students

must demonstrate progress to their advisor(s) in order to remain in good standing.

For PhD students, comprehensive exams should be scheduled by the time coursework is completed. As they work on their prospectus and dissertation, students must demonstrate progress to their advisor(s) in order to remain in good standing. The dissertation writing process can vary in length depending on factors related to the type of scholarship being pursued (research method, etc.), as well as on how much time students have to devote to dissertation work. This is taken into account when evaluating student progress in completing the dissertation.

Needs Improvement

A rating of “Needs Improvement” is automatically awarded to a student with two or more incompletes, or who has not filed a Plan of Study, or both.

Unsatisfactory/Show Cause

“Unsatisfactory” is automatically awarded to a student under the either of the following conditions:

- The student accumulates three or more incompletes in one semester.
- The student receives a designation of “Needs Improvement” two semesters in a row.

An “Unsatisfactory” rating requires a “Show Cause” hearing with the Graduate Studies Committee at which plans will be formulated to finish incomplete work and potential dismissal will be discussed.

Research, Teaching, and Service Reports

Each year, students are asked to provide the faculty with a brief report of their current research, teaching, and service activities. These reports help the faculty by providing information about students’ activities in the department and beyond. They are an opportunity for students to add to their evaluation by bringing unique accomplishments and activities to the faculty’s attention, and the information gained is used for purposes of filing reports with the Graduate School and other University offices.

Policy on Incomplete Courses

A student may request a grade of “Incomplete” only under extenuating conditions. Incomplete grades must be resolved by the end of the second semester subsequent to the course. The Graduate School policy is that Incomplete Grades are converted to an F after 2 semesters. Our policy follows that of the Graduate School; if the grade remains Incomplete after a year it will become an F. Should extenuating circumstances exist, a student may negotiate an extension with the instructor for that course, though instructors are not obligated to agree to extensions.

Exceptions are usually granted to students for legitimate reasons, such as illness, via an extension submitted by the course instructor to the Graduate Program Director. The conditions and due dates will be negotiated between the instructor and the student and discussed with the student’s committee before GPD approval.

Funding is contingent upon being In Good Standing. If a course has already been assigned at the time the student receives a Show Cause, the funding for the following semester (after the funded semester) will be withdrawn unless the student returns to “In Good Standing.”

Only students regarded as “In Good Standing” by the department will be considered for Continuing Education teaching assignments.

Non-Degree Students

Graduate School regulations allow only 6 credit hours of coursework taken as a non-degree student to be counted toward a degree.

Funding

A limited number of teaching assistantships are available within the department. All accepted students who check the appropriate boxes under financial aid are considered for these assistantships.

M.A. candidates are eligible to receive up to 2 years of funding; Ph.D. candidates, 3 years; persons doing both degrees, 5 years of funding. These limits apply only to Teaching Assistantships contracted through the Department of Communication. Should students need funding beyond their eligibility, they may apply for assistantships elsewhere in the University

It should be noted that the contracts for assistantships in the department are offered for specified terms, either for 1 semester or 1 academic year. Although it is the department's policy to support students who are doing well academically and in their assistantship assignments as long as possible, there is no contractual obligation beyond the limits specified on the contract.

Students must be registered for 9 credits to receive an assistantship, unless a special waiver is granted by the Graduate Studies Committee. Forms to request a waiver are available in the Graduate Office.

Tutorials

In addition to standard course offerings, tutorials may be offered as an option (pending instructor approval) for students who wish to take a graduate course that does not meet minimum enrollment requirements. Tutorials are structured with a regular syllabus and reading and writing requirements, meet at least 6 times in the course of a semester, and enroll a minimum of 2 graduate students in Communication. Tutorial credits are counted toward degree requirements, although a doctoral student may apply no more than 2 tutorials (3 credits each) to his or her Ph.D. program, and a Master's student no more than 1. Tutorials are numbered at the usual levels (600, 700, 800 etc.) and count toward level requirements in the same way as do regular courses.

Graduate Course Offerings

The following courses are permanent titles.

- Comm 514:** Social Uses of Language
- Comm 546:** Film Theory and Criticism
- Comm 596:** Independent Study
- Comm 611:** Introduction to Theories and Concepts of Human Communication
- Comm 613:** Introduction to Theories of Social Interaction
- Comm 620:** Research Methods I (Qualitative Methods)
- Comm 621:** Research Methods II (Quantitative Methods)
- Comm 641:** Cinema as a Social Force
- Comm 665:** Contemporary Rhetorical Theory
- Comm 666:** Rhetoric and Social Change in America
- Comm 691B:** Seminar in Mass Communication Theory
- Comm 696:** Independent Study
- Comm 698:** Practicum
- Comm 699:** Master's Thesis
- Comm 712:** Political Communication
- Comm 720:** Social Impact of Mass Media
- Comm 724:** Audience Research and Cultural Studies
- Comm 733:** Cultivation Analysis
- Comm 781:** The Ethnography of Communication
- Comm 796:** Independent Study
- Comm 899:** Ph.D. Dissertation

Special Topics

In addition to permanent titles, graduate courses are often offered on a Special Topics basis. Topics offered in recent semesters include:

- American Rhetorical Theory**
- Cinema As Social Force**
- Class Cultures**
- Communicating Central American Cultures**
- Communication and Social Change in the Third World**
- Communication and Transnationalism**
- Contemporary Rhetorical Theory**
- Coordinated Management of Meaning**
- Critical Pedagogy**
- Cultural Theory of Stuart Hall**
- Democracy, Rhetoric, and Performance**
- Discourse Analysis**
- The Documentary Enterprise**
- Feminist Film Theory**
- Field Research in Media and Cultural Studies**
- Field Research Methods in Social Interaction**
- Film Cultures and Community**
- Global Cultures and Communication**
- Intercultural Communication**
- Introduction to Semiotics**
- Media and Cultural Policy**
- Media and the Family**
- Media Effects**
- Media Historiography**
- Media Literacy**
- Mediation**
- Music, Culture, and Communication**
- The Politics of Sexual Representation**
- Political Economy of Media Industries**
- Social Interaction Analysis**
- Technology and Society**
- Telecommunication Policy**

The Master of Arts Degree

Eligibility

Candidates for the Master of Arts degree must have a Bachelor's degree (or equivalent) from an accredited college or university. The Department does not require applicants to have an undergraduate major in communication. Acceptance into the program is based primarily on the applicant's general academic ability and interest in the areas of study within the department. Students with no background in the discipline are usually required to complete supplemental courses in addition to the minimum requirements for the degree listed below.

Advising

The Graduate Program Director or members of the Graduate Studies Committee will advise all incoming graduate students until an advisor is selected. By the middle of their second semester, and in consultation with the Graduate Program Director, students will select an advisor and at least 1 other faculty member to serve as their Guidance Committee.

Filing a Plan-of-Study

The student, with the guidance committee, will fill out a Plan-of-Study indicating the courses he/she plans to take. The purpose of the plans is to help the student develop a coherent body of work that will reflect all areas required for moving toward a thesis, comprehensive exam, or dissertation plan. The Plan-of-Study will be signed by the student, the advisor, and the Graduate Program Director. This plan may be modified throughout the student's residency.

The deadline for filing a Plan-of-Study is 8 weeks after the student begins the second semester of study. Upon approval by the Graduate Program Director, the Plan-of-Study will be placed in the student's permanent file.

The Plan-of-Study should be reviewed periodically. Unless substantial changes are made, only the advisor's approval is necessary. Substantial changes require the approval of the Graduate Program Director.

Credit Hours

The M.A. degree requires a minimum of 36 semester credits beyond the bachelor's degree. Of the 36 credits, 30 semester credits (or more) come from course work; 6 credits are thesis credits.

A minimum of 21 credits toward this degree must be taken in the Department of Communication.

A maximum of 6 graduate credits may be transferred from another college or university or from work completed while enrolled as a Non-Degree graduate student at the University, providing that: (1) a grade of B or better was earned; and (2) these credits were not counted toward another degree. To receive "transfer credit," a student must petition the Graduate Program Director, listing the name and number of the course(s) as they appear on the transcript. A catalogue description of the course and an official copy of the transcript must be attached to the petition.

For other regulations, see the "program requirements" below.

Graduate School Requirements

The Graduate School requirements for the Master's Degree are outlined in the *Graduate School Handbook*. Upon completion of the degree requirements, the student must secure from the Graduate School a "Degree Application/Eligibility Form." This form must be completed by the Master's candidate and returned to the Graduate School with the signatures of the Graduate Program Director and Department Chair. The student must pay commencement and placement fees (and thesis binding fees where applicable) as specified by the Graduate School.

Program Requirements

Departmental Core Courses (12 credits)

- 1) Comm 611: Introduction to Theories and Concepts of Human Communication
- 2) Comm 620: Research Methods I

- 3) Comm 621: Research Methods II
- 4) One course (3 credits) from the following:
 - Comm 691B: Seminar in Media Theory
 - Comm 613: Introduction to Theories of Social Interaction
 - Comm 665: Contemporary Rhetorical Theory (or equivalent)

Distribution of Credits

At least 6 credits must be earned from courses in the department in the 700-800 series. A maximum of 6 credits for the thesis may be counted toward the degree. No more than 6 credits of 500-level courses may be counted toward the degree. A maximum of 3 credits of Independent Study and 3 Tutorial credits may be counted toward the degree.

Thesis Prospectus

The student must prepare and submit to the advisor a Thesis Prospectus, usually including a comprehensive review of literature of the area being studied, a summary statement of the area of study, a statement of the significance of the project, specific research questions posed, a description of the research procedures to be used, a tentative table of contents, and a working bibliography. The prospectus should be submitted no later than the end of the student's third semester in the program.

Thesis Committee

Upon receipt of the prospectus, and at the request of the thesis advisor, the Graduate Program Director will recommend to the Dean of the Graduate School the composition of a Thesis Committee (which may or may not be identical in composition to the Guidance Committee described above). The Thesis Committee consists of two or more members of the Five College Graduate Faculty. The Chair and at least one other member of the Committee must be from the Department of Communication. Journalism faculty may sit on the committee but cannot serve as Chair. After the Committee has approved the prospectus, it must be signed by all members. The student should hand-carry this copy to the Graduate School for insertion in the student's permanent file. **The signed prospectus must be received by the Graduate School at least four months prior to the oral defense of the thesis.** One copy of the prospectus should be given to the Graduate Secretary in the Department.

Defense of Thesis Examination

When a candidate has completed the thesis, she/he will take a general "defense of thesis" oral examination. This examination may be limited to the thesis topic, but the Thesis Committee may want to ask questions on related matters as well. This oral examination shall be conducted by the advisor and thesis committee. The thesis itself must be approved and the final examination voted "pass" by all members of the Thesis Committee. After the examination, the Chair of the Thesis Committee will submit to the Graduate Program Director a memorandum stating whether the student has passed or failed the examination; the Graduate Program Director will sign the memorandum and forward it to the Graduate School.

Requirements for Submission of Thesis

The graduating candidate must prepare the thesis according to the specifications in the "Typing Guidelines for Thesis and Dissertation" (available in Room 534 Goodell Building or online). One unbound original and one copy must be submitted to the Graduate School. A copy of the thesis should also be provided for the departmental library files. The Graduate School is currently accepting the M.A. thesis in hard copy or electronic form. This may change to electronic submission only in the Spring 2008 semester.

Applying for the Ph.D. before Completing the M.A.

By March 1 of their application year, Master's students within the department who are applying for admission to the Ph.D. program must have (1) successfully defended a thesis prospectus and (2) have no outstanding grades of "Incomplete."

The Doctor of Philosophy Degree

Eligibility

Candidates for the Ph.D. degree must have a Master's degree (or equivalent) from an accredited college or university. The degree need not be in Communication, although if it is not, the student's Guidance Committee will probably require work beyond the minimum requirements for the degree.

Advising

The Graduate Program Director advises all incoming graduate students in their first semester of study. By the middle of the student's second semester (in consultation with the Graduate Program Director), she/he will select an advisor. The student will then consult with the advisor and Graduate Program Director in order to form a Guidance Committee. The Guidance Committee must include at least three departmental members of the Graduate Faculty, including the advisor. Committee members, other than the chair, may include Communication or Journalism faculty.

Filing a Plan-of-Study

The student, with her/his advisor and in consultation with the Guidance Committee, will complete a Plan-of-Study indicating the courses he/she plans to take. The Plan-of-Study will be signed by the student, the Chair of the Guidance Committee, and the Graduate Program Director. After approval by the Graduate Program Director, the Plan-of-Study will be filed with the Secretary to the Graduate Program Director.

The Plan-of-Study should be reviewed periodically and changed if necessary. Changes in the initial Plan-of-Study are to be approved by the Chair of the Guidance Committee and the Graduate Program Director.

Credit Hours

The Ph.D. degree requires a minimum of 66 credits beyond the Bachelor's degree. Many students complete credits in excess of this minimum. Computation of the required 66 credits begins with the completion of the Bachelor's degree (not the M.A.) and is exclusive of dissertation credits. No more than 6 credits of 500-level courses, and no more than 6 Ph.D. tutorial

credits, may be counted toward the degree. Courses taken at other institutions (e.g., during an M.A. program) will be credited toward the minimum requirements of the Ph.D. on a course-by-course basis at the discretion of the student's Guidance Committee (up to 30 credits).

Program Requirements

Ph.D. students will follow one of the following three sets of requirements, based on their M.A. preparation. Group 1 requirements are for students who earned an M.A. in the UMass Department of Communication; Group 2 requirements are for students who earned an M.A. in Communication at another university; Group 3 requirements are for students who earned an M.A. in a field other than Communication. All courses carry three credits unless otherwise specified.

Group 1 Requirements

(PhD students with a UMass MA in Communication)

- A. Department Core Courses (12 credits)
 1. Comm 611: Introduction to Theories and Concepts of Human Communication
 2. Comm 620: Research Methods I
 3. Comm 621: Research Methods II
 4. One course (3 credits) from the following: Comm 691B: Seminar in Media Theory; Comm 613: Introduction to Theories of Social Interaction; or Comm 665: Contemporary Rhetorical Theory (or its equivalent)
- B. Research Tool (6 credits)

Two courses designated as "tool courses" beyond 620 and 621 are required. Tool courses facilitate the student's dissertation research. It will be up to the student's Guidance Committee to specify particular competencies. For example, students doing quantitative research will probably need advanced work in statistics; students doing historical, critical or interpretive scholarship will probably need additional courses in qualitative research.
- C. Additional Course Requirements:
 1. A minimum of 9 UMass graduate course credits taken outside the department.
 2. 12 dept. course credits at the 700-800 level, exclusive of independent study credits.
 3. Maximum of 9 independent study credits and 6 tutorial credits in the department across the two degrees (counted toward the 66).
 4. 42 hours of Communication credits; 33 of which must be exclusive of independent study.

Group 2 Requirements

(Ph.D. students with an M.A. in Communication from another University)

A. Department Core Courses (12 credits)

1. Comm 611: Introduction to Theories and Concepts of Human Communication
2. Comm 620: Research Methods I
3. Comm 621: Research Methods II
4. One course (3 credits) from the following: Comm 691B: Seminar in Media Theory; Comm 613: Introduction to Theories of Social Interaction; or Comm 665: Contemporary Rhetorical Theory (or its equivalent)

[Note on core courses: Students with prior preparation in the content areas covered in the core courses may seek a waiver from the Graduate Program Director, but this will not reduce the overall number of credits required.]

B. Research Tool (6 credits)

Two courses designated as "tool courses" beyond 620 and 621 are required. Tool courses facilitate the student's dissertation research. It will be up to the student's Guidance Committee to specify particular competencies. For example, students doing quantitative research will probably need advanced work in statistics; students doing historical-critical research in rhetoric will probably need an additional course in historiography and/or rhetorical or cultural criticism; students doing fieldwork will need advanced work in ethnography.

C. Additional Course Requirements/Guidelines:

1. May transfer up to 30 graduate credits from another University.
2. Minimum of 6 UMass graduate course credits earned outside of the department are required.
3. 12 department course credits at the 700-800 level, exclusive of independent study credits are required.
4. Maximum of 6 hours of independent study credit and 6 hours of tutorial credit (counted toward 66) are allowed.
5. 30 hours of Communication credits, 24 of which must be exclusive of independent study, are required.

Group 3 Requirements

(Ph.D. students with an MA in a field other than Communication)

A. Department Core Courses (12 credits)

1. Comm 611: Introduction to Theories and Concepts of Human Communication
2. Comm 620: Research Methods I
3. Comm 621: Research Methods II
4. Two courses (6 credits) from the following: Comm 691B: Seminar in Media Theory; Comm 613: Introduction to Theories of Social Interaction; or Comm 665: Contemporary Rhetorical Theory (or its equivalent)

B. Research Tool (6 credits)

Two courses designated as "tool courses" beyond 620 and 621 are required. Tool courses facilitate the student's dissertation research. It will be up to the student's Guidance Committee to specify particular competencies. For example, students doing quantitative research will probably need advanced work in statistics; students doing historical-critical research in rhetoric will probably need an additional course in historiography and/or rhetorical or cultural criticism.

C. Additional Course Requirements/Guidelines:

1. May transfer up to 30 hours although fewer hours are recommended.
2. Minimum of 3 UMass graduate course credits taken outside the department are required.
3. 12 department course credits at the 700-800 level, exclusive of independent study, are required.
4. Maximum of 6 hours independent study credit and 6 hours tutorial credit (counted toward 66) are allowed.
5. 33 hours of Communication credits, 27 of which must be exclusive of independent study, are required.

Residence Requirements

The equivalent of at least one academic year of full-time graduate work (9 credits per semester) must be spent at the University. The requirement for a year in residence may be satisfied only by the student's physical presence on campus for two consecutive semesters, either a fall-spring sequence or a spring-fall sequence. During the residency year, the student may not be employed more than half time.

Review of Status

After the candidate has completed one half of the course work, his/her Guidance Committee may decide to meet formally to review the candidate's

status. The committee is free to conduct the review in any way that it chooses and may modify the candidate's Plan-of-Study as a result of the review.

Preliminary Comprehensive Examination

Upon completion and final grading of all courses in the Plan-of-Study, the student takes a Preliminary Comprehensive Examination. Successful completion of the comprehensive exam shows that the student is experienced in secondary research and ready to move on to original research. The purpose of the exam is to demonstrate mastery of secondary research to qualify the student to move on to conduct primary research.

The examination contains questions to be answered in 18 hours over a maximum of 2 calendar weeks. Responses must be written in the department, Monday through Friday. The examination is closed book.

At the discretion of the Committee, 3 of the 18 hours may be fulfilled by (1) substantially revising an article-length research paper, or (2) a take-home question to be completed within 24 hours, with a 10-page double-spaced maximum response. Under the closed-book format, committee members may provide or assign specific pieces or works to be available to the student during the examination.

The 18 hours will be distributed as follows: at least 6 hours in the student's specialty area, at least 6 hours in theories and methods, and at least 6 in areas defined by the committee and student.

Specialty areas are defined as those areas in which a student wishes to focus her/his scholarship, e.g., political economy, media effects, performance studies. Theories and methods are generally comprised of the theories and tools that a student will most rely on for a research career in his/her specialty, e.g., social construction theories, and ethnographic research methods. Finally, areas defined by the student are most often based on the student's dissertation topic and the scholarship s/he wishes to study in this area.

At the initiation of the student, the examination structure and schedule will be determined by the Guidance Committee **at least 3 months in advance of the examination dates**. The exam committee must consist of at least 3 members of the Communication Faculty. (Examiners from outside the

department are optional.) The content of the examination is not restricted to coursework in the Plan-of-Study; students may be required to prepare in areas not covered in their course work. Subsequent to determining the examination structure, faculty members will supply the student with study questions or other means for delimiting the subject areas.

At least 3 weeks in advance of the examination dates, the student must complete an "Approved Examination Schedule." This must be signed by the student, the advisor, and the Graduate Program Director and submitted to the Graduate Secretary, who will schedule an examination room.

Upon completion of the written examination, all members of the Guidance Committee will evaluate the entire examination (including take-home responses and articles, where applicable) and questioners outside of the Committee will evaluate answers to questions they submitted. In cases where answers are "Unsatisfactory," the student will have one opportunity for rewriting.

Once the student has satisfactorily completed the written examination, the Guidance Committee, chaired by the advisor, will conduct an oral examination. The examination must receive the unanimous approval of the Guidance Committee. It is the responsibility of the student's advisor to report in writing the results of the examination to the Graduate Program Director.

Dissertation Committee

As soon as the student has formed the Dissertation Committee, the Graduate Program Director shall recommend to the Dean of the Graduate School the names of at least 3 members of the Graduate Faculty to serve as a Dissertation Committee. The Guidance Committee and the Dissertation Committee may be comprised of the same or different members. At least 2 of the Graduate Faculty so nominated shall be from the Communication department. The outside member is a voting member of the Dissertation Committee from another department at the University or from the Five Colleges. (At times, a reader from outside the Five College consortium may be asked to comment on written portions of comprehensive exams or thesis/dissertations, but this reader has no vote on the student's passing or failing the defense.) It shall be the responsibility of the Dissertation Committee to approve the

dissertation project, to supervise its execution, and to arrange for the final examination of the student.

Dissertation Credits

Students typically enroll for 18 dissertation credits (taken over a period of 2 semesters). The minimum number of dissertation credits required by the Department is 12.

Dissertation Prospectus

It is the responsibility of the Chair of the Dissertation Committee to arrange a conference with other members of the committee and the candidate for the purpose of discussing the research project before approving the Dissertation Prospectus. The Dissertation Committee will have direct charge of all matters pertaining to the Dissertation.

A copy of the student's Dissertation Prospectus is signed by each member of the Dissertation Committee to indicate approval of the topic and its plan of execution. The student has the responsibility to see that the signed prospectus is delivered to the Dean of the Graduate School to be placed in the student's file. Important note: **The signed prospectus must be received by the Graduate School at least seven months prior to the final oral examination of the dissertation.**

Final Oral Examination

All members of the Dissertation Committee must approve the dissertation **before** the final oral examination is scheduled. This examination shall be scheduled when all of the Dissertation Committee members agree that the dissertation is sufficiently complete to stand defense; passing the defense, and/or recommending the degree are not implied by scheduling this examination.

When a date is agreed upon by the candidate and all members of his/her Dissertation Committee, the Chair of the Dissertation Committee must inform the Graduate School via the Graduate Secretary of the date of the oral examination, the time, the building in which it will take place and the room number. **The memorandum must reach the Graduate School one month in advance of the oral examination.** This final examination will be

announced in the on line university publication "In the Loop Weekly".

This final examination (the traditional "dissertation defense") should be at least partly oral. It may be completely oral, but written parts are not precluded, at the discretion of the Dissertation Committee. The final defense will pertain primarily, but not necessarily be limited, to the candidate's dissertation. The examination will be conducted by the candidate's Dissertation Committee (all members of which must be present, including the "outside" member). Attendance at the final oral examination is open to all members of the candidate's major department and any member of the Graduate Faculty. To pass, the candidate must receive the unanimous vote of the Dissertation Committee; other faculty members present shall not vote. Two negative votes shall constitute failure of the examination. A single negative vote will result in the degree being held in abeyance pending review and action by the Graduate Studies Committee. The Committee may ask for revisions after the defense and, therefore, pass the student provisionally, pending appropriate corrections.

Following the final oral examination, the Chair of the Dissertation Committee submits a memorandum to the Graduate Program Director indicating the results of the examination. The Graduate Program Director then communicates the results to the Graduate School.

Requirements for Submission of the Dissertation

The dissertation must be prepared according to the specifications in "Typing Guidelines for Thesis and Dissertation" available online or at the Graduate School, 534 Goodell Building). The Graduate School will accept dissertations submitted electronically. Students should check with the Graduate School for submission guidelines. A copy of the dissertation should also be provided for the department's files, either in hard copy or on CD-Rom.

Graduate School Requirements

The Graduate School requirements for the Ph.D. degree are outlined in the Graduate School Handbook. Upon completion of the degree requirements, the student must secure from the Graduate School a

"Degree Application/Eligibility Form." This form must be completed by the Ph.D. candidate and signed by both the Graduate Program Director and the Department Chair. The student must complete all other forms required by the Graduate School and pay fees as specified by the Graduate School.

Recent Dissertation and Thesis Titles

Dissertations

ALLAN, James L. "Fast Friends and Queer Couples: Relationships between Gay Men and Straight Women in North American Popular Culture, 1959-2000." (2003)

ANDERSON, Alpha. "Re-Covering Trauma: Female Story Telling and Identity Formation within Contemporary Therapeutic Contexts." (2003)

BINDIG, Lori B. "A New 'Era': Media Literacy in Eating Disorder Treatment." (2009)

BOROMISZA-HABASHI, David "Hate Speech as Cultural Practice." (2008)

BROWN, Kennaria C. "Good Women Becoming 'Queens': Young Mothers on Welfare as Cultural Readers." (2007)

BUTCHART, Gamet C. "Psychoanalyzing Communication: Language, Subjectivity, Symbolization." (2006)

CLICK, Melissa "It's 'A Good Thing': The Commodification of Femininity, Affluence, and Whiteness in the Martha Stewart Phenomenon." (2008)

COMELLA, Lynn A. "Selling Sexual Liberation: Women-owned Sex Toy Stores and the Business of Social Change." (2005)

DAMICO, Amy M. "Exploring the Complexities of Personal Ideologies, Media Literacy Pedagogy and Media Literacy Practice." (2004)

DEL RIO, Esteban. "All of Us Americanos: Cultural Exhibition and the Rise of Latinos with A National Imaginary." (2006)

DOYLE, Vincent A. "The Visibility Professionals: the Gay and Lesbian Alliance against Defamation and the Cultural Politics of Mainstreaming." (2005)

DUENAS-GUZMAN, Maximiliano. "Social Meanings of the Personal Computer in Puerto Rico: Consumption as the Communicative Praxes of Modernization and Social Power." (2003)

FLYNN, Peter J. "Coming into Clover: Ireland and the Irish in Early American Cinema, 1895-1917." (2008)

GARDNER, TOM. "'Framing an Execution': Death, Lies, and Videotape: ABC 20/20 and the Rhetoric of Law and Order in the Case of Mumia Abu-Jamal." (2005)

GERSHENSON, Olga. "Cultural Production and Zionist Ideology: The Case Study of Gesher Theatre in Israel." (2003)

GOODWIN, Janna L. "Applied Theatre in Corrections: Community, Identity, Learning and Transformation in the Facilitated Collaborative Processes of Performance, Artistic Praxi." (2005)

HAYNES, Janice. "Money Makes a Family: A Genealogy of Female-Headed Families, Welfare, and Media Representations." (2005)

HUANG, Guan-Hua. "Reading Lacan: Structure, Ideology and Identity." (2003)

HUGHES, Will. "The Green Car: Television Automobile Advertising and the Environmental Attitudes of Television Viewing." (2005)

- HUNTEMANN, Nina B. "Policy and Culture in the Digital Age: A Cultural Policy Analysis of the US Commercial Radio Industry." (2005)
- HUOT, Francois. "Communication and the Grammars of Child Protection: An Analysis of Interactions between Social Workers and their Clients." (2005)
- ISGRO, Kirsten L. "'Real Women' and the Struggle Against Spiritual Forces of Darkness: A Transnational Feminist Analysis of Concerned Women for America." (2006)
- KARJANE, Heather. "The Communication of Trauma in Media Culture: A Post-structural Analysis of Women's Experience of Gender-Based Violence and Healing." (2002)
- KEMMITT, Alicia. "Active Voice and Community Engagement: Transforming U.S. Public Service Media through Strategic Communication." (2006)
- LIN, Ke-Ming. "The Lacanian Spectator: Lacanian Psychoanalysis and the Cinema." (2007)
- LIU, Zixu, "Political Economy of Chinese Television Advertising." (2009)
- LORENCOVÁ, Viera. "Becoming Visible: Queer in Postsocialist Slovakia." (2006)
- LUPO, Jonathan D. "Accounting for Taste: Film Criticism, Canons, and Cultural Authority 1996-2004." (2007)
- MACKENZIE, Lauren Bennotti. "When Words Fail, Music Speaks: How Communication Transforms Identity." (2005)
- MACLEOD, Erna L. "'Words Apart': Performing Linguistic and Cultural Identities in Cheticamp, Nova Scotia." (2008)
- MADMONI-GERBER, Shoshi. "Media Construction of Public Sphere and the Discourse of Conflict: A Case Study Kidnapped Yemenite Babies Affair in Israel." (2003)
- MARTINEZ-RAMOS, Dora. "The Desire to See: Western Iconoclasm and the Return of the Empty Image." (2003)
- McCLISH, Carmen L. "Social Protest, Freedom, and Play as Rebellion." (2007)
- MCKENNA, Susan E. "Ways of Seeing Lesbian Queerly: Visibility, Community, Audience, and the Queer Crossover from Lesbian Subcultural Separatism to Mitigated Assimilation in Northampton, Massachusetts, 1982-1988." (2009)
- MIERSWA, Mark. "Emotion at Work: Stories of Teamwork, Stress, and Professionalism." (2006)
- MORGAN, Eric. "Communicating Environment: Cultural Discourses of Place in the Pioneer Valley of Western Massachusetts." (2002)
- OBERACKER, Jon Scott, "The People and Me: Michael Moore and the Politics of Political Documentary." (2009)
- PARADISE, Angela. "Trait Aggression and Style of Video Game Play: The Effects of Violent Video Game Play on Aggressive Thoughts." (2007)
- POUTIAINEN, Saila H. "Finnish Cultural Discourses about Mobile Phone Communication." (2007)
- SAITO, Makoto. "Silencing Identity through Communication: Situated Enactments of Sexual Identity and Emotion in Japan." (2007)
- SCOLLO, Michelle. "Mass Media Appropriations: Communication, Culture, and Everyday Social Life." (2007)

SKLAR, Alissa G. "Strategies of the Self: Negotiating Cultural Identities in Anglophone and Allophone Montreal." (2004)

SOAR, Matthew. "Graphic Design/Graphic Dissent: Towards a Cultural Economy of an Insular Profession." (2002)

STEPHENSON, Denise L. "The Politics of Help: The Rhetoric of Suicide and Suicide Prevention in the Mainstream Press." (2006)

SUN, Chyng-Feng. "Stories Matter: Media Influences on Asian American Identities and Interracial Relationships." (2002)

TOWNSEND, Rebecca M. "Deliberation and Democracy: Ethnography of Rhetoric in a New England Town Meeting." (2004)

TU, Haijing "Online Audiences for Foreign Language Films: Implications of the Internet as the New Cultural Arena." (2009)

YOUSMAN, William E. "The Prisons Outside and the Prisons in Our Heads: Images of Incarceration in U.S. Films and Television." (2004)

WATSON, Nessim. "Action Movie Arabs and the American Call to Endless War: The Role of Pre-9/11 Arab Representations in Organizing the U.S. 'Response' to the 9/11 Attacks." (2005)

Master's Theses

BERGSTROM, Andrea M. "From Fantasy Dates to Elimination Ceremonies: A Content Analysis of Gender, Sex, and Romance on Reality Television." (2005)

CHASE, Gordon L. "Discourses of Independence and Interdependence: The Construction of Bermudian National Identity." (2004)

CHELARU, Iris S. "Behind the Virtual Wall: Information Society Policy in Hungary, Romania, and Ukraine." (2005)

CORYAT, Diana M. "Constructing a Pedagogy of Critical Youth Media: A Case Study of Global Action Project." (2007)

DILIP, Meghana "Rang de Basanti-Consumption, Citizenship, and the Public Sphere." (2007)

KANG, Kyoung-Lae "Novel Genres or Generic Novels: Considering Korean Movies Adapted from Amateur Internet Novels." (2008)

KOSTIDES, Joanne. "Press Coverage of the 2002 Biennial Review of Media Ownership Rules." (2006)

LAN, Qiao "Immigrant Perceptions of Advertising Amid Acculturation Levels, Stress, and Motivation." (2007)

MACLEOD, Erna L. "Negotiating Nationhood: History, Cultural Identity, and Representation at Fortress of Louisburg National Historic Site." (2002)

PARADISE, Angela. "Just a Word from Your Sponsor? The Commercialization of Children's Public Television." (2004)

PARADISE, Phyllis. "Leadership Enactment in a Small Group: A Constitutive Communication Approach." (2007)

ROBB, Margo L. "Community Radio, Public Interest: The Low Power FM Service and 21st Century Media Policy." (2009)

SIIBI, Razvan. "'Romanianism' and 'Romanianness': Two Frames of Romanian Identity." (2007)

SOUSA, Arthur. "A Path Formed of Words: Native North Americans and Their Languages." (2003)

STEBLEA, Jeffrey J. "Is She a Positive Female Role Model?: Perceptions of the Female Action Hero Among Teenage Girls." (2009)

WEYE, William H. "Audiences as Producers: Creating Brand Value in Cyberspace." (2005)

WISNESKI, Kirsten "Maximizing Masculinity: A Textural Analysis of *Maxim* Magazine." (2007)

ZENG, Ya. "College Students' Adoption of Instant Messaging, Online Shopping, and Music/Video Downloading." (2005)

Recent Graduate Placement in Faculty Positions

Boston College
City University of New York –
Baruch College, Lehman College
Clark University
Colorado State University
Concordia University
Cornell University
Denison University
Dong-Eui University
Iowa State University
Ithaca College
Marymount Manhattan College
New Mexico State University
Ohio State University
Oregon State University
Pennsylvania State University
Regis College
Rutgers University
Suffolk University
University of Colorado-Boulder
University of Florida
University of Helsinki
University of Iowa
University of Las Vegas
University of Missouri
University of Minnesota
University of New Hampshire
University of Oklahoma
University of Pennsylvania
University of San Diego
University of Southern Florida
Southern Oregon University
Western Connecticut State University
Western Kentucky University

Staying In and Finishing

Staying In

Both the Graduate School and the Department have rules describing the standards for continued enrollment in degree programs. These rules are summarized here.

Administrative Withdrawal: The Graduate School will automatically withdraw any student who fails to pay University bills.

Withdrawal for Failure to Enroll: A student who fails to enroll will be automatically terminated. To re-enroll, it is necessary to request from the Graduate Program Director authorization for readmission. A student is required to pay a readmission fee plus any required tuition or fees.

Academic Dismissal: Students who do not perform at levels appropriate for graduate work are subject to dismissal. This may happen in several ways:

- 1) Inadequate Grade-Point Average: The Graduate School stipulates that a student who earns less than a 2.7 average (4.0 = A) is subject to academic dismissal. Dismissal is not automatic, allowing the Graduate Program Director discretion in the event of significant mitigating circumstances. An incomplete (INC) grade converts to an incomplete failure (IF) after two semesters, and is averaged into the GPA. In special circumstances (e.g., serious illness) a student can petition the instructor, the advisory committee and the GPD with a written request for a one-semester extension in which to complete the coursework for a grade.
- 2) Failure to Make Satisfactory Progress Toward the Degree. This may occur in a range of circumstances, including, for example, if the number of incomplete courses exceeds what is considered to be appropriate, or if the student receives a grade of "Failure" on comprehensive exams, or the thesis or dissertation defense. A failure in any of these degree requirements will usually mean dismissal from the program.

Note: GRADUATE DEGREES ARE NOT AWARDED TO STUDENTS WITH LESS THAN A 3.0 OVERALL GRADE-POINT AVERAGE IN COURSES APPLIED TO DEGREE REQUIREMENTS.

Ph.D. Students Without the M.A.

If a student has not completed all M.A. requirements by February 15 of the first year in the Ph.D. program, she/he will be given an automatic "Needs Improvement" evaluation and will lose priority for Fall T.A. assignments; if the M.A. is not completed 2 semesters after being admitted to the Ph.D. program, the student will be given an automatic "Show Cause" Evaluation and asked to appear before the Graduate Studies Committee to explain why she/he should not be dismissed. If student has had a teaching assistantship, no new contract may be tendered until the thesis is ready for defense. Generally, for Fall contracts to be considered, the student must complete the thesis by July 15.

Finishing

Each semester (and during the summer) the Graduate School prepares and the department distributes a summary page describing procedures and deadlines for students expecting to receive a degree at the end of that term. All students are responsible for checking to see that all appropriate forms are on file.

Deadlines for Awarding Degrees:

September Degree: Last working day of August
February Degree: January 15
May Degree: Last working day of April

...and, Finally

Most of the graduate students in the Department of Communication find the rules for minimal satisfactory performance irrelevant because they are more interested in utilizing the department's and university's resources for exemplary work. This is a department in which most graduate students are actively involved in research beyond any minimal requirements for the degree: many publish articles in scholarly journals and present papers at professional conventions; some develop experimental teaching methods or materials. This is the climate of intellectual excitement and activity that characterizes the graduate programs in Communication at the University of Massachusetts.

Suggested Timeline for Completion of Programs of Study

Every year, we have students who inquire about how long it may take them to complete a program of study. The Graduate School allows for a statute of limitations (SOL) for each type of program, with MA students automatically given a SOL date of 3 years to complete the program, doctoral students, 4 years if the student does have a Masters degree in a related field, or 6 years if matriculating with no Masters degree in the same field.

Year	Semester	MA Program	Ph.D. Program; candidate has MA in Comm.	Ph.D. Program; candidate has MA in discipline other than Comm.
1	Fall	Coursework	Coursework	Coursework
	Spring	Coursework and plan of study	Coursework and plan of study	Coursework and plan of study
2	Fall	Coursework and prospectus	Coursework	Coursework
	Spring	Coursework and thesis	Coursework and comps committee	Coursework
3	Fall	Thesis defense	Comprehensive exams	Coursework
	Spring		Prospectus defense	Coursework and comps committee
4	Fall			Comprehensive exams
	Spring			Prospectus defense
5	Fall			
	Spring		Dissertation defense	
6	Fall			
	Spring			Dissertation defense
7				

Ph.D. students who write dissertations that require field work may take longer

