Department of Communication

2018-2019

GRADUATE PROGRAM HANDBOOK

University of Massachusetts at Amherst
Department of Communication · Integrative Learning Center
http://www.umass.edu/communication/

Checklist

The following is required for all incoming graduate 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 an equivalent to this score.

_____ 4.   One official transcript from each school the applicant previously attended (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 requires three.)

_____ 6.   Graduate Record Examination (GRE) scores.

_____ 7.   Writing sample of no more than 30 pages.

International applicants should also provide:

_____ 8.   Test of English as a Foreign Language (TOEFL) scores, if required by the Grad School.

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The Doctor of Philosophy Degree

Application

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

http://www.umass.edu/gradschool/admissions

This website contains an online application form that can be submitted electronically. Hard copies of other application materials may be sent via surface mail to the following address:

Graduate Student Service Center
534 Goodell Building
University of Massachusetts Amherst
140 Hicks Way
Amherst, MA 01003-9333
USA

Phone: 413 545-0722 (Monday-Friday 8:30-5:00 pm, EST)
Fax: 413 577-0010
E-mail: gradadm@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, 2019

Late admissions will be considered for fall of the following year.

Please note that there is an application fee of $80.

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 graduate program in Communication and to recommend admittance to the University are made by the Department's Graduate Admissions 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 an area in which the Department has expertise are primary data for the Committee's admissions decisions.

Most 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 primarily accepts applicants to the Ph.D. program with an M.A. degree. Applications may be made before the M.A. is completed, but admission to the Ph.D. program is made conditional on the completion of an M.A. The Department may admit exceptional students with a B.A. directly into the Ph.D. program. However, these applicants will be required to demonstrate Masters level work and, if accepted, will be required to take additional coursework (at minimum one semester, as determined by the Graduate Program Director and the students' Guidance Committees). If you are a student with a B.A. interested in applying for the Ph.D., please contact the Graduate Program Director or the Graduate Admissions Director prior to applying.

Applicants should meet all Graduate School requirements for admission 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 communication processes variously as involving face-to-face and electronic media; culture and representation; individuals and groups; institutions and social structures. Much of our work takes place at the intersections of these various features. We are committed teachers and active researchers whose perspectives and methods encompass social scientific as well as humanistic studies. Faculty members 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 processes of human organization and their outcomes. 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" or "society"; 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 and why are media and communication-related policies formed and what is the impact of such policies on society?

- What is the relationship between forms of communication and the distribution of power in a society?

- What is the relationship between mediated and embodied, face-to-face communication; how does that relationship affect human agency, 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 visual, audible, and linguistic messages, including the human activities socially constructed through their use. The study of this process includes historical, descriptive, interpretive, comparative, performative, and critical analyses. Major concerns of the discipline include the organization and function of media systems; the process of interpersonal, intercultural, public, and mediated communication; the relationships between communication systems and social institutions, between social groups and embodied identities, or between media texts and audiences; and the history of communication and communication theory.

Students pursuing a Ph.D. in Communication 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 and research with special concentrations possible in 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.

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

http://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 eight departments in the College of Social and Behavioral Sciences. Other departments include Anthropology, Economics, Journalism, Landscape Architecture & Regional Planning, Political Science, Resource Economics, and Sociology. The College also includes the School of Public Policy (SPP) and programs such as Labor Studies, Legal Studies, and Social Thought & Political Economy (STPEC). Students may also complete certificate programs in areas such as Film Studies, Latin American Studies, Native American Indian Studies, and Women's Studies. In addition to taking courses within our College, a number of our graduate students also find useful cognate courses in a variety of other departments, such as Education, History, Philosophy, English, and Comparative Literature.

Departmental offices are located on the third floor of the Integrative Learning Center (ILC). In addition, the ILC houses the Department's video production facilities, viewing centers, and editing suites.

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, students have high-speed access to all Internet services and the latest operating systems in the Department's graduate student computer lab. 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 suites located in the ILC.

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

The DuBois Library has a Graduate Commons Space, a dedicated area for graduate students and post-docs for study or small group work. See https://www.library.umass.edu/locations/graduate-commons for more information. Library carrel space is also available for graduate students.

Additional major 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.

Please visit http://www.umass.edu for more information about the University and its diverse resources.

Department of Communication Graduate Faculty

Kevin T. Anderson: Lecturer. Ph.D., University of Massachusetts Amherst. Film studies and anthropology; social aesthetics; phenomenology of technology and the body.

Author of "Tickling and Teasing the Real: Mocking Reality TV in the Film *Series 7*"; "Joris Ivens' *400 Million*"; "Finding the Essential: A Phenomenological Look at Hal Hartley's *No Such Thing.*"

Seyram Avle: Assistant Professor. Ph.D., University of Michigan. Global media, digital technology culture in the global south, tech entrepreneurship, labor and production

Author or co-author of: "Tinkering with Governance: Technopolitics and the Economization of Citizenship"; "How Methods Make Designers"; "Designing Here and There: Tech Entrepreneurs, Global Markets, and Reflexivity"; "Articulating and Enacting Development: Skilled Returnees in Ghana's ICT Industry"; "Situating Ghana's New Media Industry: Liberalization and Transnational Entrepreneurship"; "Radio Locked on @citi973: FM Radio Audiences on Twitter"; "Global Flows, Media and Developing Democracies"; Whose Freedom, Whose Information?: Discourses on Freedom of Information policies."

Soo Young Bae: Assistant Professor. Ph.D., University of Michigan. New communication technology and social media; political communication, credibility; persuasion, social influence, big data.

Author or co-author of "A Trigger or Muffler? -Examining the Dynamics of Crosscutting Exposure and Political Expression in Outline Social Media"; "Who Will Cross the Border? - The Transition of Political Discussion into the Newly Emerged Venues"; "Mobile Communication and Public Affairs Engagement in Korea: An Examination of Non-Linear Relationships between Mobile Phone Use and Engagement across Age Groups."

Benjamin Bailey: Professor. Ph.D., University of California, Los Angeles. Social interaction; culture and language; discourse analysis; communication of ethnic/racial identities; inter-ethnic/intercultural 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 *Distinctive Qualities in Communication Research* (with Patrice Buzzanell), and of *Narrative and Identity* (with Jens Brockmeier).

Longstanding interests include developing communication theory which is sensitive to local practices, cultural variability, nature, and spiritual issues-based upon fieldwork mainly among Blackfeet, Finnish, Russian and US American cultural people. Current projects involve Cultural Discourses of Landscapes and dwelling with attention to differences in "good practices" as these are variously conceived and done; 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: 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."

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 Amherst Graduate Certificate Program in Film Studies. Catalog description and requirements are available online at http://www.umass.edu/film/program-grad.html.

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. Food studies; performance studies; critical intercultural communication; whiteness studies; feminist, postcolonial, and critical communication theory; critical pedagogy; conflict/mediation; community engaged learning and research.

Author or co-author of studies of the discourse and performance of food, identity, culture, and social justice: e.g.. "Constructing Habitus in Matters of Food Taste and Waste"; "You Are What You (Don't) Eat: The Performance of Food, Identity and Resistance"; studies of whiteness in media, intergroup, and classroom contexts: e.g. "On the Cover of the Rolling Stone: Toward a Monstrous Pedagogy of Whiteness"; "Pedagogy of Communication and the (Critical) Communication of Pedagogy"; "Revisiting the Borderlands of Intercultural Communication"; "The (In)Visible Whiteness of Being: Creating and Positioning the Self in Sojourn"; and studies of community based teaching: e.g., "Toward a Social Approach to Learning in Community Service Learning"; "Communicating Advocacy: A Media Literacy and Violence Prevention Project in Sixth Grade Classrooms"; "Feminist Pedagogies and Reflections on Resistance." Co-editor of *Dis/Placing Race: Whiteness, Pedagogy and Performance.* Co-editor of special issues of *Review of Education, Pedagogy and Cultural Studies,* and *Text and Performance Quarterly.*

Current research focuses on the discourse and performance of food and identity; collective memory, social justice and community; the intersections of community service learning and critical pedagogy; intergroup dialogue, democracy, and whiteness.

Gonen Dori-Hacohen: Associate Professor. Ph.D., University of Haifa. Discourse analysis; broadcast talk; language of political participation; everyday interaction.

Author or co-author of "Spontaneous or Controlled: Overall Structural Organization of Political Phone-ins in Two Countries and their Relations to Societal Norms"; "'Rush, I Love You': Interactional Fandom on American Political Talk-Radio"; "The Cultural Meanings of Israeli Tokbek (Talk-Back Online Commenting) and their Relevance to the Online Democratic Public Sphere"; "'Booyah Jim': The Construction of Hegemonic Masculinity in CNBC 'Mad Money' Phone-in Interactions."

Currently I study civic participation in Israeli radio phone-ins, American Political Radio Talk, and other arenas of public participation, such as online comments. I will be happy to compare these arenas to

similar arenas in other countries. Further information can be found at umass.academia.edu/Depart-ments/Communication.

Martha Fuentes-Bautista: Lecturer. 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 Lat-in American studies; cultural criticism and policy; global communication and international relations; political economy of the media.

Author or co-author of "Tourism, Mass Media and the Making of Visual Culture in the Greater Yucatan Peninsula"; "Media Strategy and Networks at the Margins of Biodiversity Governance"; "Mass Media and Cultural Identity among the Yucatec Maya: The Constitution of National and Local Subjects "; "The Politics of Redefining Difference in the Americas: A Critique of (Neo) Co-lonial 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"; Comunicación, Tecnologia y Desa-rrollo (Communication, Technology and Development).

Current research involves political economy, postcolonial theory, ethnography, and critical cultur-al/policy studies regarding communication as an optic for understanding modernity, participatory democracy, environment, tourism and music as material and discursive practices.

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

Author or co-author of *Readings on Rhetoric and Performance*; "Purifying Rhetoric: Empedocles and the Myth of Rhetorical Theory"; "The Myth of Rhetoric: Korax and the Art of Pollution"; "Critique, Folk Criticism, and the Art of Critical Folklore Studies"; "Gramsci, Good Sense, and Critical Folklore Studies"; "Touring History: Guidebooks and the Commodification of the Salem Witch Trials"; "*Dissoi Logoi*, Civic Friendship, and the Politics of Education."

Current research concerns three issues: (1) The promotion of a critical folklore studies as an activist scholarship to examine and redress social injustice, with particular attention to the constitutive nature of expressive culture; (2) The investigation and contemporary appropriation of myths of rhetoric in classical antiquity, to include voices and concepts often excluded from the canonical texts of the rhetorical tradition; (3) The relationship between rhetorical studies and social theory, especially to criticize persistent discourses of fascism and violence, and to advocate democratic modes of living with others.

Seth Goldman: Assistant Professor. Ph.D., University of Pennsylvania. Effects of mass media and political communication on stereotyping and prejudice, especially with regard to public opinion about race and sexual orientation.

Author or co-author of "Effects of the 2008 Obama Presidential Campaign on White Racial Prejudice"; "Televised Exposure to Politics: New Measures for a Fragmented Media Environment"; "All Virtue is Relative: A Response to Prior?"; "The Friendly Media Phenomenon: A Cross-National Analysis of Cross-Cutting Exposure"; "From Gay Bashing to Gay Baiting: Public Opinion and News Media Frames for Gay Marriage"; *The Obama Effect: How the 2008 Campaign Changed White Racial Attitudes*.

Devon Greyson: Assistant Professor. PhD., University of British Columbia. Health communication and surveillance; health information interventions; human information behavior; gender and sexuality; parenting information and advice; information policy and ethics; qualitative, arts-based, and mixed methods.

Author of over 30 peer-reviewed journal articles, including: "Health Information Practices of Young Parents "; "Information Triangulation: A Complex and Agentic Everyday Information Practice "; "Ethics, Effectiveness, and Population Health Information Interventions: A Canadian Analysis"; "Information World Mapping: A Participatory Arts-Based Elicitation Device for Information Behavior Interviews "; and "The Role of Information in Health Behavior: A Scoping Study and Discussion of Major Public Health Models."

Current research topics include: vaccine confidence and hesitancy among parents and health care providers; young parents' information practices; the quantified baby; communication and decision-making regarding cannabis use in pregnancy.

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; Enlightened Racism; The Spectacle of Accumulation*. Co-editor, *Cultural Politics in Contemporary America; Hijacking Catastrophe*. 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; The Codes of Gender*

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

Co-author of *Betweener Talk: An Indigenous Dialogue on Postcolonial Class, Praxis, and Justice*; "Made for Sex"; "Life in So Many Acts"; "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;* "Women in the Early Film Industry"; "'You're a Surprise from Every Angle': Disability, Identity, and Otherness *in The Hunchback of Notre Dame*"; "*Born on the Fourth of July*: Production and Assessment of a Turbulent

Text"; "The Folly of Faithlessness in *Dracula Has Risen from the Grave.*" Editor of *The Changing Face of Evil in Film and Television*; *Lois Weber: Interviews.*

Current research topics: women in the silent-era film industry; early film exhibition strategies; the representation of birth control and abortion in early narrative films; movies and disability; vintage horror films.

Jonathan Corpus Ong: Associate Professor. Ph.D., University of Cambridge. Global media, disasters, development and humanitarian communication; ethnography of social media; creative and digital labor; mediated protest, witnessing and solidarities; ethics of communication.

Author of *The Poverty of Television: The Mediation of Suffering in Class-Divided Philippines*. Author or co-author of "Queer Cosmopolitanism in the Disaster Zone"; "Local Aid Workers as 'Entrepreneurial Survivors'"; "Finding a Voice through Humanitarian Technologies?"; "'Witnessing' or 'Mediating' Distant Suffering?"; "Where Is the Cosmopolitan?"; "Watching the Nation, Singing the Nation." Co-editor of *Taking the Square: Mediated Dissent and Occupations of Public Space*. Co-editor-in-chief of *Television & New Media.*

My current research projects include: 1) digital labor in the global South, focusing on diverse kinds of online freelance work in the Philippines and the emergence of new social hierarchies. I currently lead the research strand on online political trolls and the production of disinformation in Duterte's Philippines through ethnographic work with avatar operators and Facebook group moderators and 2) entertainment media and convivial culture following rupture, drawing from case studies on the European refugee crisis and post-Katrina New Orleans.

Kimberlee Pérez: Assistant Professor. Ph.D., Arizona State University. Performance studies; queer of color theory and women of color feminism; critical cultural, intercultural, transnational and postcolonial communication studies, Latin@ studies.

Author or co-author of *Answer the Call: Virtual Migration in Indian Call Centers*; "You Can Get Anything You Want"; "Here and Not Yet Here: A Dialogue at the Intersection of Queer, Trans, and Culture"; "My Monster and My Muse: Rewriting the Colonial Hangover"; "Blasphemies and Queer Potentiality: Performance and/as Relation." Co-editor of *Queer Praxis: Questions for LGBTQ Worldmaking.*

Current research focuses on intimacy and belonging; audience; queer relationality; identity and intersectionality politics and how they are communicated; personal narrative; solo performance.

Lynn Phillips: Senior Lecturer. Ph.D., University of Pennsylvania. Subjective and social implications of media images of hypermasculinity and the hypersexualization of young girls; the commercialization of children's culture; health and environmental impacts of media-driven consumerism.

Author of *Flirting with Danger: Young Women's Reflections on Sexuality and Violence*; "Everyday Courage and the 'How' of Our Work"; "Speak for Yourself: What Girls Say About What Girls Need."

Erica Scharrer: 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 *Television: What's on, Who's Watching, and What it Means*; *The Psychology of Media and Politics*; *Media and the American Child.* 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"). Editor of *Media Effects/Media Psychology*.

Shawn Shimpach: Associate 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*"; "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.

Alena L. Vasilyeva: Assistant Professor. Ph.D., Rutgers University. Argumentation; practical use of language in conflict management and problem solving decision making collaboration; non-verbal communication; communication design; social interaction in different settings (institutional talk mundane conversations) and at different levels (interpersonal communication, group interaction, social networks); social identity.

Author of "Argumentation in the Context of Mediation Activity"; "Topics as Indication of Being On-Task/Off-Task"; "The Treatment of Fallacies in Argumentative Situations During Mediation Sessions."

Emily West: Associate Professor. Ph.D., University of Pennsylvania. Consumption and production of popular culture; feminist studies; nationalism and collective memory; 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 debates, and the commercialization of emotion.

Weiai (Wayne) Xu: Assistant Professor. Ph.D., SUNY-Buffalo. Computational communication research; data science; social networks; social capital.

I am a computational communication researcher specializing in social media analytics in public and nonprofit communication. I use predominantly Python and R for data mining and modeling of internet behavior. My research examines message diffusion, opinion leadership, ideological fragmentation and social interactions in online issue discussions and campaigns. These studies have appeared on *American Behavioral Scientist, The Journal of Broadcasting & Electronic Media, International Journal of Communication, Online Information Review,* and *Quality & Quantity.*

My current research effort lies in introducing data analytics to qualitative communication studies. I am building analytic tools to streamline data mining, network analyses and topic modeling in the field of digital humanities. Please visit my website at http://www.curiositybits.com/ for a list of projects.

Emeritus Faculty

Carolyn Anderson: Ph.D., University of Massachusetts Amherst. Film and television history and criticism; media historiography.

Vernon E. Cronen: Ph.D., University of Illinois. The development and application of CMM theory in such areas as organizations, community groups, families, social relationships, and mass media.

Jarice Hanson: 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.

Michael Morgan: Ph.D., University of Pennsylvania. Television, media effects, cultivation theory and analysis; international and intercultural effects of media and mass communication; new media technologies; media and identity; media institutions and policy; media and the family.

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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 course load. Students completing their coursework are advised to take three courses per semester. Most courses in the Department of Communication carry 3 credits.

Ph.D. degree students can usually finish a degree in four to five years (8-10 semesters). There is, however, great variability in the time required to complete a Ph.D. degree depending on: (1) the degree received at the time of application (BA or MA); (2) 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 (or after the BA 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 five. 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.

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

(2) For students who started their doctoral career prior to the Summer of 2004, current SOLs will not be adjusted based upon candidacy. If these students require more time as they reach their current SOL, their advisor and Graduate Program Director will need to request extensions for them. Note: Students needing to request an

extension of the SOL may download the application from online. In addition to their request, they must fill out a schedule for degree completion and append it to the application. The student's advisor must sign the application before it is given to the GPD for approval and before it is processed by the Graduate School.

Candidacy

Ph.D. students who successfully defend their comprehensive exams become, at that time, "Ph.D. Candidates." The Graduate School will print this designation on the student's transcripts. Achievement of candidacy sets in motion the five-year Statute of Limitation requirement.

A.B.D. Status

When Ph.D. Candidates successfully defend a prospectus and turns that prospectus in to the Graduate School, they are 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 <u>three years</u> 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. Students who enter the program with a B.A. may have other options for transferring in credit toward the Ph.D., such as credit for an undergraduate thesis, graduate coursework, or publications.

Evaluation

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 Ph.D. degree. A grade of B or better must be earned in required courses (611, 620, 621 and 891A), and in introductory survey classes (613, 691B, 693D, and 695S).

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

The Graduate Faculty evaluates all students each semester. Students receive a designation of "In Good Standing," "Needs Improvement," or "Unsatisfactory," the latter of 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.

<u>In Good Standing</u>

A rating of "In Good Standing" is given to students who demonstrate satisfactory progress toward the completion of their degree. Students must be in good standing to be considered for research and travel awards in the Department and Graduate School. Standing is also considered in TA/TO assignments.

The typical progression towards Ph.D. degree completion is as follows:

Constitute committee (in first or second semester)
File a Plan of Study (by April of second semester)
Complete coursework (generally end of the fourth semester)
Take comprehensive exams (fifth or sixth semester)
Write dissertation prospectus (sixth semester)
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.

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 conducted (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 incomplete courses, or who has not in a timely way formed a Plan of Study Committee, filed a Plan of Study, or has failed to make satisfactory progress toward the completion of the degree.

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" for two semesters in a row.

An "Unsatisfactory" rating requires a "Show Cause" hearing with the Graduate Studies Committee at which the student's lack of satisfactory progress will be discussed, including actions to resume good standing or potential dismissal from the program.

Policy on Incomplete Courses

A student may request a grade of "Incomplete" only under extenuating circumstances. 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 two 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 reasons such as illness, family emergencies, etc. 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.

Only students regarded as "In Good Standing" by the Department will be considered for funding, including Continuing Education teaching assignments.

If a TA or TO 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."

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.

Ph.D. candidates are eligible for four years of funding. These limits apply only to Teaching Assistantships, and internal (i.e., UMass Amherst) grant-funded Assistantships contracted through the Department of Communication. Should students need funding beyond their eligibility, they may apply for assistantships in the Department (if available) and elsewhere in the University.

It should be noted that the contracts for assistantships in the Department are offered for specified terms, either for one semester or one academic year. Although it is the Department's policy to support students who are in good standing academically as long as is possible, there is no contractual obligation beyond the limits specified on the contract. The Department is dependent on the State Legislature to fund Assistantships, and therefore all funding is contingent on and tied to the annual state budget.

Students must be registered for nine 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.

Appointment and Reappointment Procedures for Graduate Students

Graduate students in the Department of Communication who seek funding in the form of teaching assistantships and teaching associateships should so inform the Graduate Program Director in one of two ways: For new students this is done by checking the appropriate box on the application form; for returning students the request should appear in writing. All students who are new to the Ph.D. program in the Department may, if they desire, be considered for a graduate appointment.

Initial appointments to these positions are based upon a student's application to the graduate program. Specific considerations in these appointments are based upon a holistic assessment of the following: GRE scores; letters of recommendation; personal statement of student; prior grade-point-average; and student's prior teaching experiences, course work, other written materials, professional experience, and

areas of interest. For international students, TOEFL scores are also examined as an additional consideration for an appointment. Recommendations for initial appointments are made by the Graduate Admissions Committee to the Director of the Graduate Program. In consultation with the Admissions Committee, the Director makes the final appointments.

The decision to reappoint students to a position is made each semester by the Graduate Program Director in consultation with others (e.g., Course Directors). Students who are appointed to funded positions will be so notified in writing by the Graduate Program Director. The nature of the assignments will also be conveyed to students by the Graduate Program Director.

Students who receive departmental funding, and remain in good standing both as a student and in their funded position, can expect four years (eight semesters for Ph.D.) of funding. The relationship of other extra-departmental appointments (e.g., in Continuing Education, Fellowships, and other means) to departmental funding will be determined on a case-by-case basis. Decisions in this regard will be made by the Graduate Program Director in consultation with the student, the student's advisor, and other relevant parties.

Information concerning various job possibilities that are available to graduate students both within and outside the Department will be distributed by the Graduate Program Director via e-mail.

Deferment of Funding Policy

In some circumstances (e.g., conducting field research), students may request a deferral of funding for a semester. In an effort to be equitable across students and process, the Department has established dates by which students must notify the Graduate Program Director in writing that they will defer their funding for the following semester: March 15 for Fall funding deferrals and October 15 for Spring funding deferrals. Should students change their minds after these dates and decide not to take the deferral, the Department cannot guarantee the restoration of funding for the semester for which the deferral had been requested. Additionally, please note that all funding that has been deferred must be used within six years of starting the program.

CPE Appointment Policy

Note: the following policy governs the instructor appointment process for online Communication courses offered through Continuing & Professional Education (CPE) during the summer. It does not refer to online or blended Communication courses that are offered during the fall and spring semesters as a part of the Department's ordinary schedule of courses.

1. All courses offered through CPE that carry a Communication designation (e.g., Comm 118, Comm 121) and are intended to fulfill Communication academic requirements on either the undergraduate or graduate level must be approved by the Department Chair.

2. Every fall, the Chair will circulate a list of proposed Communication courses to be offered the following summer through CPE and will solicit applications from faculty and graduate students to teach them. The Chair will base this course list on a number of factors, including the Department's programmatic needs, the courses that were offered in previous summers and their enrollments, and the courses that were proposed in previous summers but did not "make" or were canceled for other reasons. The Chair will also consider requests to teach courses not included on this list. As a general rule, lower-level courses (i.e., courses numbered at the 100 or 200 level) are preferable, though higher-level ones

will certainly be considered. N.b.: according to the University's IE (Integrative Experience) course guidelines, graduate students may not teach classes with IE designations.

3. Each summer teaching appointment will be made by the Chair in consultation with the Director of Undergraduate Studies (if the course is to be offered at the undergraduate level), and the Director of Graduate Studies (if the potential appointee is a graduate student, or if the course is to be offered at the graduate level). The Chair will follow the following priorities when making CPE course assignments:

> A. Communication faculty (tenure-stream, full-time contract, and adjunct)
> B. Communication graduate students
> C. All others

In other words, Communication faculty will have first choice. If no faculty member comes forward for a given class, the Chair will then proceed to the pool of Communication graduate students who have applied to teach it. The Chair will also consider the number of times, if any, that each applicant has taught the course.

4. Applicants from pools B and C (i.e., Communication graduate students and all others) must submit the following items when they apply:

> a. A one-page letter of interest and ability
> b. An up-to-date c.v.
> c. A one-page letter of support from the person's advisor or immediate supervisor, as appropriate
> d. A statement of support from the faculty member (if different from the advisor or supervisor noted in c., above) who has typically taught the course during the fall or spring

N.b.: Communication graduate students must have received an "In Good Standing" rating at the most recent graduate faculty meeting in order to receive consideration.

5. The Chair will make the appointments as expeditiously as possible.

6. Appointees are expected to abide by all CPE policies and procedures, available at this address: http://www.umassulearn.net/instructors

7. The Department believes that online summer courses should approximate the in-person versions of these courses as much as possible. Appointees are strongly encouraged to consult with the faculty who ordinarily teach the courses during the academic year about course content, requirements, readings, etc.

8. Appointees are also strongly encouraged to schedule their own training sessions in online teaching through CPE (which is free of cost) and use the basic templates for the courses already set up by the previous online instructors.

Tutorials

In addition to standard course offerings, tutorials may be offered under one circumstance: if a scheduled course is under-enrolled, the faculty member may decide to offer the course as a tutorial. This is arranged at the beginning of the semester in which the course is offered and allows students to take a graduate course that does not meet minimum enrollment requirements. Tutorials are structured with a regular syllabus including reading and writing requirements, meet at least six times in the course of a semester, and enroll a minimum of two graduate students in Communication. Tutorial credits are counted toward degree requirements, although students may apply no more than two tutorials (three credits each) to their

Ph.D. program. Tutorials are numbered at the 700 level and count toward level requirements in the same way as do regular courses. Tutorials are regarded as overloads for faculty members.

Graduate Course Offerings

The Department's course offerings implement a three-level curriculum:

- **The five-course base:** A three-course core consisting of a survey of concepts and theories of communication and both quantitative and qualitative research methodologies, plus one introductory survey course in your primary area. A 1-credit Proseminar is also required of all entering students.
- **The center:** A series of 700-level elective courses.
- **The apex:** 700 and 800-level seminars that cover particular specialty areas in depth.

REQUIRED COURSES

- Comm 611: Introduction to Theories and Concepts of Human Communication
- Comm 620: Research Methods I (Qualitative Methods)
- Comm 621: Research Methods II (Quantitative Methods)
- Comm 891A: Proseminar: Graduate Introduction to Communication

AREA SURVEYS

- Comm 613: Introduction to Theories of Social Interaction and Culture
- Comm 695S: Intro to Performance Studies
- Comm 691B: Intro to Media Theory
- Comm 693D: Intro to Film Theory

PERMANENT TITLES

- Comm 514: Social Uses of Language
- Comm 696: Independent Study

- Comm 699: Master's Thesis

- Comm 712: Political Communication
- Comm 720: Social Impact of Media
- Comm 724: Audience Research and Cultural Studies
- Comm 781: The Ethnography of Communication
- Comm 796: Independent Study
- Comm 896: Directed Research
- 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:

- ♦ Audience Research
- ♦ American Rhetorical Theory
- ♦ Cinema As Social Force
- ♦ Citizenships and Belongings

- ♦ Consumer Culture
- ♦ Contemporary Rhetorical Theory
- ♦ Critical Pedagogy
- ♦ Cultural Discourse Analysis
- ♦ Cultural Theory of Stuart Hall
- ♦ Democracy, Rhetoric, and Performance
- ♦ Dialogue, Discourse, Identity, Community
- ♦ 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
- ♦ Food Cultures
- ♦ Global Cultures and Communication
- ♦ Intercultural Communication
- ♦ Introduction to Semiotics
- ♦ Media and Cultural Policy
- ♦ Media Effects
- ♦ Media Historiography
- ♦ Media Literacy
- ♦ Mediation
- ♦ Music, Culture, and Communication
- ♦ Performance Autoethnography
- ♦ Political Communication
- ♦ Political Economy of Media Industries
- ♦ Social Interaction Analysis
- ♦ Technology and Society
- ♦ Telecommunication Policy

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; if it is not, however, the student's Guidance Committee will probably require work beyond the minimum requirements for the degree. In some cases, exceptional students with Bachelor's degrees will be considered if it is felt that they can meet the requirements of our Ph.D. program but they, too, will require additional coursework.

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), each student 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, should include Communication faculty.

Filing a Plan-of-Study

By the midpoint of the second semester, the student, with their advisor and in consultation with the Guidance Committee, will complete a Plan-of-Study indicating the courses they plan 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 GPD and 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. or equivalent preparation.

Group 1 Requirements are for students who earned an M.A. in Communication at another university.

Group 2 Requirements are for students who earned an M.A. in a field other than Communication.

Group 3 Requirements are for exceptional students with a B.A. in Communication who have academic experience and/or additional training in the field.

All courses carry 3 credits unless otherwise specified.

Group 1 Requirements

(Ph.D. students with an M.A. in Communication from another college or university)

A. Departmental Core Courses (13 credits)
1. Comm 611: Introduction to Theories and Concepts of Human Communication (3 credits)
2. Comm 620: Qualitative Methods (3 credits)
3. Comm 621: Quantitative Methods (3 credits)
4. Comm 891A: Proseminar: Graduate Introduction to Communication (1 credit)
5. One course (3 credits) from the following:
   Comm 691B: Seminar in Media Theory
   Comm 613: Introduction to Theories of Social Interaction
   Comm 695S: Introduction to Performance Studies
   Comm 693D: Introduction to Film Theory

[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 Comm 620 and 621 are required. Tool courses facilitate the student's dissertation research, and are typically courses which demonstrate both how to collect data or materials, and then procedures for analyzing those data or materials. It will be up to the student's Guidance Committee to specify particular competencies as tools. 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, and/or other methods of research. Some students may need competency in a foreign language.

C. Additional Course Requirements/Guidelines:

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

Group 2 Requirements

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

A. Departmental Core Courses (13 credits)

1. Comm 611: Introduction to Theories and Concepts of Human Communication (3 credits)
2. Comm 620: Qualitative Methods (3 credits)
3. Comm 621: Quantitative Methods (3 credits)
4. Comm 891A: Proseminar: Graduate Introduction to Communication (1 credit)
5. One course (3 credits) from the following:
    Comm 691B: Seminar in Media Theory
    Comm 613: Introduction to Theories of Social Interaction
    Comm 695S: Introduction to Performance Studies
    Comm 693D: Introduction to Film Theory

B. Research Tool (6 credits)

Two courses designated as "tool courses" beyond Comm 620 and 621 are required. Tool courses facilitate the student's dissertation research, and are typically courses which demonstrate both how to collect data or materials, and then procedures for analyzing those data or materials. It will be up to the student's Guidance Committee to specify particular competencies as tools. 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 and/or other methods of research. Some students may need competency in a foreign language.

C. Additional Course Requirements/Guidelines:

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

Group 3 Requirements
(Ph.D. students with a B.A. in Communication)

A. Departmental Core Courses (16 credits)

1. Comm 611: Introduction to Theories and Concepts of Human Communication (3 credits)
2. Comm 620: Qualitative Methods (3 credits)
3. Comm 621: Quantitative Methods (3 credits)
4. Comm 891A: Proseminar: Graduate Introduction to Communication (1 credit)
5. Two courses (6 credits) from the following:
   Comm 691B: Seminar in Media Theory
   Comm 613: Introduction to Theories of Social Interaction
   Comm 695S: Introduction to Performance Studies
   Comm 693D: Introduction to Film Theory

B. Research Tool (9 credits)

Three courses designated as "tool courses" beyond Comm 620 and 621 are required. Tool courses facilitate the student's dissertation research, and are typically courses which demonstrate both how to collect data or materials, and then procedures for analyzing those data or materials. It will be up to the student's Guidance Committee to specify particular competencies as tools. 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 and/or other methods of research. Some students may need competency in a foreign language.

C. Additional Course Requirements/Guidelines:

1. May transfer up to 21 hours of credit through some combination of graduate coursework, publications or additional academic training beyond the B.A. degree (as determined by GPD, Admissions, and Guidance Committees).
2. A maximum of 6 UMass Amherst graduate course credits taken outside the Department.
3. 15 department course credits at the 700-800 level, exclusive of independent study, are required.
4. A maximum of 6 hours independent study credit and 6 hours tutorial credit (counted toward 66) is advised, although credits may be added per Guidance committee determination.

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, their Guidance Committee may decide to meet formally to review their/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

After all coursework in the Plan of Study has been completed, the student takes a Preliminary Comprehensive Examination under the guidance of the Comprehensive Exam Committee (which may or may not consist of the same three members from the student's Guidance Committee) headed by the student's advisor. Successful completion of the comprehensive exam shows that the student is experienced in secondary research and has the skills to perform original research, can articulate their position in the discipline, and shows skills for teaching in it.

The purpose of the exam is to demonstrate written and oral mastery of secondary research, reflect upon the student's view of the discipline, prepare them for career as professionals in the field, and to qualify the student to move on to conduct his/her dissertation research. The comprehensive examinations will consist of a total of six components, three of which are specific to each student and his/her committee, and three which are standard across all students.

1. Three exam questions to be determined by the student and committee:

There is a **minimum** of one closed-book exam question, at three hours (or four for students for whom English is not their first language). The allocation of the remaining two questions between closed book and take-home exams will be determined by individual committees. All take-home portions of the exam must be completed within 48 hours of the student receiving the question. The three examination questions, all in the student's subject area, will be distributed as follows: one question each in theories and methods, and one question in a specialty area 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., ethnography of communication about nature, critical discourse analysis and race, cultural production and sustainability, gaming and media effects, performance ethnography and higher education. *Theories and methods* are generally comprised of theories and tools broadly as well as those that a student will most rely on for a research career in his/her specialty, e.g., social construction theories, and ethnographic research methods.

The two open responses should observe the following guidelines:

• Maximum of 15 pages.
• Should be a developed, integrated arc or line of argument using and in response to literature in the area, not merely a compilation of relevant research.
• Should indicate and clearly respond to the question posed in an organized manner (e.g., utilizing subsections with headings.

2. Three elements standard for all students*:

The remaining three elements will be similar across all comprehensive exams, to achieve consistency across student preparation and across our curriculum. Guidelines for these three elements (two papers and a syllabus) are online and available from the Graduate Secretary. The student's comprehensive exam committee may specify additional guidelines. The student will be required to submit one of each of the following documents:

1. A research paper in a "ready for journal submission" state.
2. A reflection paper in which the student provides a statement about the communication

discipline and how they position themselves in this field.

3. A comprehensive syllabus for a 400-level seminar in the student's area of expertise accompanied by a brief reflection paper.

*See the Graduate Program Secretary or the Department of Communication website under Comprehensive Exams for further details on and guidelines for these elements.

At the initiation of the student, the examination structure and schedule will be determined by the Comprehensive Exam Committee **at least three months in advance of the examination dates**. The committee and student will meet in a "preparation meeting" face-to-face (or via online meeting technologies to share time and virtual space) to discuss the questions, timelines, and other issues relating to this process. The committee must consist of at least three members of the Communication Faculty (Additional 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 coursework, as determined by student and committee. Subsequent to determining the examination structure, faculty members serving on the committee will work with the student to jointly develop study questions, reading lists, or other means for delimiting the subject areas. At least three months 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. The exam question materials must be submitted over a maximum of ten days, and all materials (research paper, statement of the field, syllabus) must be submitted by the last day of the exam period.

Upon submission of the written examinations, all members of the Comprehensive Exam Committee will evaluate all the exam materials. They will provide the Student's advisor their evaluation of the materials, to let them know if the student is ready to defend their comprehensive exam orally. In cases where answers are "Unsatisfactory" the student will have one opportunity for rewriting, within the regular semester following the submission of the written materials. Once the student has satisfactorily completed the written examination, the Comprehensive Exam Committee, chaired by the advisor, will conduct an oral examination. All written and oral portions of the examination must receive the unanimous approval of the Comprehensive Exam Committee. It is the responsibility of the student's advisor to report in writing the results of the examination to the Graduate Program Director. In the unlikely event that the student or the Comprehensive Committee determine not to move forward to candidacy, the student may leave the program with an M.A. degree.

Dissertation

Dissertation Credits

After completing coursework, and preferably while still in funding, the student enrolls in dissertation credits. Typically students take 9 credits of dissertation credit each semester during their third or fourth years of funding. The minimum number dissertation credits required by the Department is 12. Students are not required to be in residence to enroll in dissertation credits, but once out of funding they must pay the associated tuition and fees.

Dissertation Committee

After the comprehensive exams have been completed, the student should form a Dissertation Committee made up of three members of the graduate faculty. The Comprehensive Exam Committee and the

Dissertation Committee may be comprised of the same or different members. At least two of the Graduate Faculty so nominated shall be from the Department of Communication. 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 research proposal (or prospectus), to supervise its execution, and to execute its formal evaluation (or oral examination). Once the committee has been formed the student should submit the names to the Graduate Program Director, who recommends the committee for approval to the Dean of the Graduate School.

Dissertation Prospectus

After the comprehensive exams have been completed, and with the guidance of the Dissertation Committee, the student begins writing the dissertation prospectus. The prospectus may vary widely in length, depending on the methods, topic and approach to study. The prospectus usually includes research questions, the theoretical framework guiding the inquiry, a comprehensive review of literature of the area being studied, a statement of the significance of the project, a description of the research procedures to be used in the study, a tentative table of contents, and a working bibliography. It is the responsibility of the Chair of the Dissertation Committee to arrange an oral defense of the document 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. (Once again, the faculty members serving on the Dissertation Committee may or may not include those who served on the Comprehensive Exam Committee.)

Two copies of the student's Dissertation Prospectus signature page are 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: Per Departmental rules, 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 as "ready for defense" **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 simply by scheduling the 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 online University publication *Inside UMass*.

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 submission must be prepared according to the specifications in "Guidelines for Thesis and Dissertation" which are available online at the Graduate School's website. Students are required to submit the dissertation electronically. The students should check with the Graduate School for the most current submission guidelines. A copy of the dissertation should also be provided for the Department's files in hard copy and by email attachment.

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

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Recent Graduate Placement in Faculty Positions

Boston College
City University of New York--Baruch College
City University of New York--Lehman College
Clark University
Colorado State University
Concordia University
Cornell University
Denison University
Dong-Eui University
Franklin Pierce University
Iowa State University
Ithaca College
Lesley University
Marymount Manhattan College
New Mexico State University
Ohio State University

Oakland University
Oregon State University
Pace University
Pennsylvania State University
Regis College
Rutgers University
Stetson University
Stonehill College
Suffolk University
University of Colorado, Boulder
University of Connecticut
University of Florida
University of Helsinki
University of Iowa
University of Nevada, Las Vegas
University of Massachusetts
University of Maine
University of Miami
University of Missouri
University of Minnesota
University of New Hampshire
University of New Zealand
University of Oklahoma
University of Pennsylvania
University of San Diego
University of South Florida
University of Tampa
Southern Oregon University
Vanderbilt University
Western Connecticut State University
Western Kentucky University
Western Washington 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. Note: Graduate degrees are not awarded to students with less than a 3.0 overall GPA in courses applied to degree requirements.

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.

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.
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Deadlines for Awarding Degrees:

September degree: August 31
February degree: December 15
May degree: April 6

...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 Amherst.

GRADUATE STUDIES
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Printed 08/2018