

Department of Communication

2014-2015

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 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 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.

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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.

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, 2015

(i.e., the deadline for the Department of Communication to receive application materials for the Fall 2013 semester is January 2, 2015 even though the University deadline is February 1, 2015.)

Please note that there is an application fee of \$75.

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 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 on the completion of an 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 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 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 and social constructed through their use. The study of this process includes historical, descriptive, interpretive, comparative, and critical 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 or between media texts and audiences, 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 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.

The Department requires two research tool courses for the Ph.D. degree. It is up to the student's Guidance Committee to require the specific tools or competency deemed appropriate to the candidate's

research. For example, students doing quantitative research would probably need advanced work in statistics; ethnographers require detailed coursework in field studies; 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 six departments in the College of Social and Behavioral Sciences. Other departments and programs in our College include Anthropology, Economics, Political Science, Sociology, and Public Policy and Administration. Students may also complete certificate programs in areas such as Latin American Studies, Native American Indian Studies, or Women's 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 the Integrative Learning Center (LRC). 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 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 room located in the LRC.

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.

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.

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

Department of Communication Graduate Faculty

Soo Young Bae; Assistant Professor, BA and BBA, Korea University, Seoul, 2008; Ph.D. University of Michigan, 2014. *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: 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 *Distinctive Qualities in Communication Research* (with Patrice Buzzanell), and of *Narrative and Identity* (with Jens Brockmeier).

Long-standing 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 produc-

er 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.

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

Author or co-author of: "Integrating and Divisive Discourses: Interactions with non-Jewish callers on Israeli radio phone-in programs"; "You Nag So

Much': Description of Confrontational Discourse Between Two Women"; "On the Preference for Minimization in Referring to Persons: Evidence from Hebrew Conversation"; "From Observation to Transcription and Back: Theory, Practice, and Interpretation in the Analysis of Children's Naturally Occurring Discourse"; "Traditions of Dispute: from Negotiations of Talmudic Texts to the Arena of Political Discourse in the Media"; "Creating Coherence in Story Entry in Children's Spoken Discourse".

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 Políticas in the Andean Region)*; *Comuni-*

cación, 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 *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"; "*Dis-soi 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; Mass Media; 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 (Russell Sage, 2014).

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 14 editions of *Taking Sides: Mass Media and Society*; (including Chinese translations), "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; Internet and cell phone behavior and social values.

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

Author of *Love and Money: Queers, Class and Cultural Production* (NYU, 2012); "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 multiple contexts of cultural production, and cultural studies of health and well being.

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*.

Michael Morgan: Professor. 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.

Author or co-author of *George Gerbner: A Critical Introduction to Media and Communication Theory; Television and Its Viewers: Cultivation Theory and Research; Democracy Tango: Television, Adolescents, and Authoritarian Tensions in Argentina*. Editor or co-editor of *Against the Mainstream: Selected Writings of George Gerbner; Cultivation Analysis: New Directions in Media Effects Research; Living with Television Now: Advances in Cultivation Theory and Research*. Author or co-author of 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, the environment, and other issues.

Current research focuses on media and cultural diversity, longitudinal cultivation analysis, and meta-analysis of cultivation research.

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 *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: 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").

Her edited book, *Media Effects/Media Psychology* (Wiley-Blackwell) was published in 2013.

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

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” 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.

Alena L. Vasilyeva, Assistant Professor. Ph.D. Rutgers University. Argumentation, practical use of language in conflict management and problem solving decision making ckkaboration, 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; 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 com-modification 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.

Vernon Cronen: Professor. Ph.D. University of Illinois. Communication in organizations, families, casual encounters, political discussions; Coordinated Management of Meaning theory.

Adjunct Faculty

Amrita Basu. Professor of Political Science & Women’s Gender Studies, Amherst College

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

Daniel Horowitz, Professor of American Studies, Smith College.

Alexandra Keller, Associate Professor of Film Studies, Smith College

Jina E. Kim, Assistant Professor of East Asian Studies, Smith College

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 course 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 three to five years (6-10 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 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.

A.B.D. Status:

When a Ph.D. Candidate successfully defends 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 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, 693D, 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,” 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.

In Good Standing

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

Master of Arts:

Constitute a committee (during 1st or 2nd semester)
File a Plan of Study (by 2nd semester)
Complete coursework
Write thesis prospectus (by end of 3rd semester)
Write thesis; defend thesis

PhD:

Constitute committee (in 1st or 2nd semester)
File a Plan of Study (by end of 2nd semester)
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, 693D, and 665).

For Masters degree students, the thesis prospectus should be completed by the end of the 3rd 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, stu-

dents 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 an Advisory 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.

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. These reports 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 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 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 exceptional 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 Funding including 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, 4 years; persons admitted to the PhD after completing the MA at UMass, 6 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 in good standing academically as long as is 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 in one of two circumstances: (1) 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. (2) Tutorials can also be proposed by faculty who wants to schedule a course after the scheduling plan for the semester has been set. This allows a course to be offered which otherwise may not be. Tutorials of the latter kind are proposed by a faculty member to the graduate studies committee. Proposals should be submitted in sufficient time so, if successful, the tutorial can be made known to all graduate students before the normal period of student registration. Tutorials are structured with a regular syllabus including 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. Tutorials are an overload for faculty members.

Graduate Course Offerings

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

- **The four-course base:** A three-course core consisting of a survey of concepts and theories of communication and both quantitative and qualitative research methodologies, plus introductory survey one course in your primary area.
- **The center:** A series of 600- and 700-level elective courses.
- **The apex:** 800-level seminars that cover particular specialty areas in depth.

Graduate Course Offerings: The following courses are **permanent** titles.

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

AREA SURVEYS

- Comm 613: Introduction to Theories of Social Interaction and Culture
- Comm 665: Intro to Performance & Rhetoric
- 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 Mass Media
- Comm 724: Audience Research and Cultural Studies
- Comm 733: Cultivation Analysis
- Comm 781: The Ethnography of Communication
- Comm 796: Independent Study
- Comm 896: Directed Research
- Comm 899: PhD 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 Transnationalism
- ◆ Contemporary Rhetorical Theory
- ◆ Coordinated Management of Meaning
- ◆ Critical Pedagogy
- ◆ Cultural Discourse Analysis
- ◆ 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 Communication 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 the 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 Graduate Advisory Committee.

Filing a Plan-of-Study

The student, with the Advisory Committee, will fill out a Plan-of-Study indicating the courses he/she plans to take. The purpose of the plan is to help the student develop a coherent body of course-work that will reflect all areas required for moving toward the completion of the thesis research. 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, and list 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.

Program Requirements

Departmental Core Courses (12 credits)

1. Comm 611: Introduction to Theories and Concepts of Human Communication
2. Comm 620: Qualitative Methods
3. Comm 621: Quantitative Methods
4. Comm 891A: Proseminar
5. 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)
 - Comm 693D: Introduction to Film Theory

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 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. 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 approved 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 thesis must be prepared according to the specifications in the "Guidelines for Thesis and Dissertation" (available on the Graduate School Website). The Graduate School accepts the M.A. thesis in electronic form. Students should check with the Graduate School for submission guidelines.

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 as specified by the Graduate School.

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 Com-

munication, 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), 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, may include Communication or Journalism faculty.

Filing a Plan-of-Study

During the 2nd semester, 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)

6. Comm 611: Introduction to Theories and Concepts of Human Communication
7. Comm 620: Qualitative Methods
8. Comm 621: Quantitative Methods
9. Comm 891A: Proseminar
10. 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)
 - Comm 693D: Introduction to Film Theory

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, 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 research. Some students may need competency in a foreign language.

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)

11. Comm 611: Introduction to Theories and Concepts of Human Communication
12. Comm 620: Qualitative Methods
13. Comm 621: Quantitative Methods
14. Comm 891A: Proseminar
15. 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)
 - 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 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 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 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: Qualitative Methods
3. Comm 621: Quantitative Methods
4. Comm 891A: Proseminar
5. Two courses (6 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)
 - Comm 693D: Introduction to Film Theory

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, 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 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. 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, with the help of the Guidance Committee (which may or may not consist of the same members from the plan-of-study). 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 written and oral mastery of secondary research to qualify the student to move on to conduct primary research.

The comprehensive examinations will consist of a total of 18 hours of exams. There is a **minimum** of 6 hours of closed-book exams. The allocation of the remaining 12 hours between closed book, take-home and research compositions 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, and all 18 hours of the exams must be completed over a maximum of 2 calendar weeks.

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 more broadly conceived as defined by the commit-

tee and student. Specialty areas are defined as those areas in which a student wishes to focus her/his scholarship, e.g., political economy, discourse studies, media effects, performance studies. 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. 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 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 serving on the committee will supply the student with study questions, reading lists, 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 comprehensive examination papers, where applicable) and questioners outside of the Committee (if any) 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 written and oral portions of 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 research proposal (or prospectus), to supervise its execution, and to execute its formal evaluation (or oral examination).

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. (Once again, the faculty members serving on the Dissertation Committee may or may not include those who served on the Guidance Committee.)

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 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 "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 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, 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

BERGSTROM, Andrea M. "Expanding the Third Person Effect: Parents' Perceptions of Positive and Negative Media Effects on Their Own Children Compared to Other Children." (2010)

BRZENCHEK, Alison D. "The Cable Network in an Era of Digital Media: Bravo and the Constraints of Consumer Citizenship." (2014)

BOUDREAU, Tyler "Counterinsurgency Doctrine and the 'War on Terror': A Narrative and Textual Analysis of the Army Field Manual 3-24." (2012)

BOULTON, Christopher. "Rebranding Diversity: Colorblind Racism inside the U.S. Advertising Industry." (2012)

BROOK, Joanna L. "Reclaiming America for Christian Reconstruction: The Rhetorical Constitution of a 'People'." (2011)

CASSIDY, Kathryn "Bringing the Frame into Focus: How Cable News Pundits Protect the Glass Ceiling." (2012)

CERULLI, Tovar. "Cultural discourse of hunting: Meat and its meanings." (2012)

CHEW, Chang Hui "Censored Kids and Piracy: An Examination of Film Censorship in Singapore." (2013)

DIAZ-HERNANDEZ, Anilyn "Challenging the State and National Culture: A Comparative Case of the Entertainment Industry in Puerto Rico." (2014)

DREW, Shara Dunn. "Vilification in Fox's 24." (2010)

FLANIGAN, Jolane "Utopian Gender: Counter Discourses in a Feminist Community." (2011)

GREENE, Viveca S. "Irony and Ideology: Oppositional Politics and Cultural Engagement in Post-September 11th America." (2012)

GU, Li "Intellectual Constellations in the Postsocialist Era: Four Essays." (2013)

HALPER, Donna L. "Neil Postman's Missing Critique: A Media Ecology Analysis of Early Radio, 1920-1935." (2011)

HASAN, Fadia "Fair Trade Practices in Contemporary Bangladeshi Society: The Case of Aarong." (2010)

HERAKOVA, Liliana L. "Flying with the Storks: Communication, Culture, and Dialoguing Knowledge (s) in Prenatal Care." (2014)

- INGRAM, Brett "Critical Rhetoric in the Age of Neuroscience." (2013)
- JELACA, Dijana "The Genealogy of Dislocated Memory: Yugoslav Cinema after the Break." (2014)
- KARIMOVA, Liliya "Muslim Tatar Women's Piety Stories: A Quest for Personal and Social Transformation in Tatarstan (Russia)." (2013)
- KENT, Stephanie Jo "Interpreting." (2014)
- KUMAR, Hari S. "Decolonizing Texts: A Performance Autoethnography." (2011)
- LAWRENCE, STEPHANIE, The Effect of Colorblind Racial Ideology on Discussion of Racial Events : An Examination of Responses to the News Coverage of the Trayvon Martin Shooting." (2014)
- LEE, Hunju "The New Asian Female Ghost Films: Modernity, Gender Politics, and Transnational Transformation." (2011)
- LIE, SUNNY, "Beholders of the Truth, Predestined to be Saved: The Communication of Chinese Indonesian Reformed Evangelical Christian (CIREC) Identity." (2013)
- MEYERS, Erin A. "Gossip Talk and Online Community: Celebrity Gossip Blogs and Their Audiences." (2010)
- MOLINA-MARKHAM, Elizabeth "Listening Faithfully with Friends: An Ethnography of Quaker Communication Practices." (2011)
- NG, Eve "Rebranding Gay: New Configurations of Digital Media and Commercial Culture." (2013)
- NUCIFORO, Elena "Cultural Discourse Analysis of Russian Alcohol Consumption." (2014)
- OYEDEMI, Tokunbo D. "The Partially Digital: Internet, Citizenship, Social Inequalities, and Digital Citizenship in South Africa." (2012)
- POLK, Emily "Transition Network: Exploring Intersections between Culture, the Climate, and a Digital Network in a Community-led Global Social Movement." (2013)
- PRADHAN, Jinni "It's My Passion, That's My Mission to Decide, I'm Going Worldwide: The Cosmopolitanism of Global Fans of Japanese Popular Culture." (2010)
- RAO, Sangeeta V. "Engaging Identities: Globality and Communicative Practices in Education for Democratic Citizenship." (2012)
- SALSEDO, Carlos "Andrea and Me: A Digital Autoethnographic Journey into the Past." (2010)
- SARKAR, Sreela "Technology and Modernity at the Boundaries of Global Delhi." (2013)
- SOHA, Michael "Networked Collaborative and Activist News Communities Online: A Case Study of Reddit and Daily KOS." (2012)
- SONG, Shi "New Media and ICT for Social Change and Development in China." (2013)
- STEPHENS, Nial P. "Remember Where We Came From: Globalization and Environmental Discourse in the Araucania Region of Chile." (2013)
- van OVER, Brion "Beyond Words: Exploring the Cultural Limits of the Communicable." (2012)
- WALSH, Kimberly R. "Bullying on Teen Television: Patterns Across Portrayals and Fan Forum Posts." (2012)
- ZHANG, Dan. "Linguistic and Cultural Contact Phenomena in a Mandarin Class in the U.S." (2012)

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
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
Stonehill College
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
University of Tampa
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.

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 the 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:	August 31
February Degree:	December 15
May Degree:	April 15

...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

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

Policies Related to Funding

DEPARTMENT OF COMMUNICATION 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 a degree program in the department may, if they desire, be considered for a graduate appointment. (Students who want to continue from our M.A. to the Ph.D. degree are considered a new student for purposes of these appointments.)

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, 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.

In the special case of Continuing Education Appointments, the criteria applied are, in addition to the above (reappointment criteria): a) being in good standing in the program; b) record of teaching effectiveness; c) training in course matter to be taught; and d) rotation (to the extent possible, appointments are rotated among qualified students). These appointments are made by the Undergraduate Program Director in consultation with the Graduate Program Director and/or the Department Chair or Chair's designee. Reappointment to positions are based upon the following criteria: a) the student's maintaining satisfactory progress in their graduate degree program (satisfactory progress being decided by the graduate faculty and director); and b) the student's satisfactory fulfillment of prior duties in the appointed position.

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 specific 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 either two years (4 semesters for MA) or four years (8 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, student's advisor, and other relevant parties.

Students moving from the MA to the Ph.D. degree are not guaranteed funding and are, thus, considered anew for funding. 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 through e-mail, as well as on paper.

Policy on the Continuing & Professional Education (CPE) Appointment Process

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 offered during the fall and spring semesters as a part of the department's regular 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 Associate Chair will circulate a list of proposed Communication courses to be offered the following summer through CPE and will solicit applications to teach them. The Associate 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.

3. Each summer teaching appointment will be made by the Associate Chair in consultation with the Chair, 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 Communication graduate student, or if the course is to be offered at the graduate level). The Associate Chair will follow the priorities listed below 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 wishes to teach a given class, the Associate Chair will then proceed to the pool of Communication graduate students who have applied to teach it. If no Communication graduate students have applied to teach the class, the Associate Chair may proceed to "outsider" applicants, if any. The department reserves the right to cancel the course if no qualified persons have applied or for budgetary reasons.

4. Candidates from pools B and C (i.e., Communication grad students and all others) must include the following items in their applications:

- 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 a faculty member (if different from the advisor or supervisor noted in c., above) who has 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. Any applicant from pool B or C who wishes to apply for two or more teaching opportunities need not complete a separate application for each class; a single cover letter and c.v. will suffice. How-

ever, the applicant should separately address his/her interests and expertise for each class in the cover letter and should secure a note of recommendation from a faculty member for each class.

6. The Associate Chair will consider a variety of factors within each of the three pools noted above. The factors, listed in no particular order, include each applicant's subject-area expertise and prior teaching experience; the number of times, if any, that the applicant has taught the course; course evaluations, if the applicant has already taught the course in an online format; and any training that the applicant may have received through the SBS Online Fellows Program or similar program. In the case of graduate student applicants, the Associate Chair will also consider their years in the program, current standing, other online teaching opportunities they may have already had, and the endorsements/ recommendations from faculty. In the interest of broadening the department's online teaching opportunities, and mindful of the constraints of the SBS Online Fellows Program, the Associate Chair will make a good-faith effort to rotate the assignments among qualified applicants.


7. The Associate Chair will make the assignments as expeditiously as possible but no later than the CPE summer appointments deadline, typically the first week in February. All appointments are subject to final approval by the Chair.

8. Appointees are expected to abide by all CPE policies and procedures, available at this address: <http://www.umasslearn.net/instructors>

9. While recognizing that online courses inevitably differ from their face-to-face counterparts, the department believes they should closely approximate the in-person versions. Appointees are strongly encouraged to consult with the faculty who typically teach the courses during the academic year and align their courses' content, learning outcomes, readings, and requirements with those of the face-to-face versions to the fullest extent possible.

10. The department also strongly recommends that appointees schedule their own training sessions in online teaching through CPE (which are free of cost) and use any available templates for the courses that have been developed by previous online instructors.

11. Though CPE administers the course evaluation process for summer classes, appointees are expected to do their part to maximize the response rates by encouraging their students to complete the evaluations in a timely way.



GRADUATE STUDIES
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