

Jan. 2019-2020

## **JOUR 5301 — Topic in Journalism: Research in Fashion Media**

**Room:** TKTK

**Day/Time:** Daily 9a-noon; 1-4p

**Instructor:** Dr. Myles Ethan Lascity

**Office:** UL 275

**Office Hours:**

**Email:** mlascity@smu.edu

### **About This Course**

#### **Required Readings**

Kawamura, Y. (2011). *Doing Research in Fashion and Dress: An Introduction to Qualitative Methods*. Bloomsbury.

Selected readings to be provided in electronic form.

#### **Course Description**

This course is a special topics course focused on qualitative research methods for both fashion and journalism studies.

#### **Purpose of this Course**

The course is intended to introduce students to social science research, including ethics within research and various methods of qualitative inquiry. Students will learn the theoretical underpinnings of various methodological interventions. Among the methods that will be discussed are textual analyses, historical analysis, ethnography, surveys and interviews.

#### **Learning Outcomes**

Upon successful completion of this course, students will:

- (1) Be familiar with a number of various qualitative research methods and able to construct appropriate research using these methods;
- (2) Be able to write a research proposal including an appropriate literature review and research questions;
- (3) Understand the difference between human and non-human research, and what research questions apply to each; and,
- (4) Be able to organize and understand research using textual analyses, ethnography, interviewing and historical research.

## **Methods of Evaluation**

Your grade will be graded out of 500 points.

### **Attendance — 80 pts**

Daily attendance is mandatory and expected in this class. Points will be assigned for each class meeting (10 pts per day).

Students missing more than one full day of class without a valid excuse will fail.

### **Assignments — 420 pts**

Research Proposal and Literature Review — 120 pts

Research Methods Practice Assignments — 300 pts

**Plagiarism fabrication is a serious issue within the journalism field. As such any instances of plagiarism or fabrication will result in a failing grade for the assignment and failing grade in the course.** There are no exceptions to this rule.

## **Division of Journalism Policies**

### **Reporting standards for all media projects**

Your story will be graded on content: is it fair, is it newsworthy, is it well sourced? Is the story organized, are all questions answered, and is all relevant information properly attributed? Are direct quotes preceded by strong transitions in print stories? At least 5 points may be taken off for problems like these. For errors of fact, expect 10 or more points off.

You are required in all cases to fully disclose your identity and purpose to sources, and any promises of anonymity or other special arrangements with sources must be discussed with your professor before such agreements are made. Under no circumstances should you grant a source the right to review or approve your story (though you may agree to check quotes for accuracy).

You must always tell all of your sources that the story you are reporting could be published or aired on multiple platforms. Your work could appear on news sites both on and off campus. Your stories, in other words, are for public consumption and your sources must know that.

Friends, colleagues, and family members are not acceptable sources. Unless you have cleared the source with your editor, expect at least 5 points to be taken off for each unacceptable source.

### **Grants of Anonymity\***

Students should avoid using unidentified sources whenever possible. There are times, however, when the only way to get a story is to offer anonymity; such offers should be a last resort after repeated attempts to go on the record have failed and the student has received permission from the instructor.

Information may be on the record, on background, not for attribution or off the record. These are prearranged agreements between a reporter and a source, which govern how specific information can be used. These deals must be agreed to beforehand, never after. A source can't say something then claim it was "off the record." That's too late.

Most sources—and even many journalists—do not understand what these terms mean. If a source requests some degree of anonymity, the journalist should make sure the terms are clear, as follows.

### **On the Record**

Anything the source says can be reported, published, or aired. All conversations are assumed to be on the record unless the source expressly requests -- and the reporter explicitly agrees -- to go off the record beforehand. The reporter should be sure to mark notes clearly so that it's possible to see what's on the record and

what is not at a later date. Never rely on memory and always try to get back "on the record" as quickly as possible.

### **On Background**

This means you may use what the source gives you without using the source's name. In effect it confers anonymity on your source, but allows you to work with the information the source has provided.

### **Not for Attribution**

This means that a reporter agrees not to identify a source by name. Identification is provided only by reference to the source's job or position. That identification must be agreed upon by the reporter and the source, and is almost always given in a way that prevents readers from discovering the source's specific identity. The reporter should make sure the attribution is accurate and should press the source to allow the attribution to be as specific as possible. For example, a reporter would want to attribute information to "a high-ranking official in the Justice Department," rather than "a high-ranking law enforcement official," if the source agrees beforehand.

### **Off the Record**

You may not use the information unless you can confirm it with another source who doesn't insist on speaking off the record. The information is offered to explain or further a reporter's understanding of a particular issue or event. In general, it is best to avoid off the record conversations; another option might be to converse off the record and then try to convince the source to agree to waive the agreement.

\*with thanks to the NYU Journalism Handbook for Students

### **Mechanical standards for writing**

- Associated Press style and grammar errors: 2 or more points
- Punctuation errors: 2 or more points
- Spelling: 10 or more points for misspelled names or other proper nouns; 2 or more points for all other spelling errors
- Awkward or unclear phrasing: 2 or more points

### **How to earn an "F" on any media project**

Miss a deadline. Misquote or misrepresent someone. Rewrite or submit a story or package that was produced for any reason other than this class.

### **Plagiarism and Fabrication**

Plagiarism is stealing someone's words or ideas and passing them off as your own. Fabrication is making stuff up. Both strike at the heart of the journalistic process, where proper attribution and fact checking are paramount. We will deal with plagiarism and fabrication in the harshest manner possible, including referral to the honors council.

## Library resources

Megan Heuer is the librarian assigned to assist journalism students in their research. You can find help online at [guides.smu.edu/journalism](http://guides.smu.edu/journalism). Email Megan at [mheuer@smu.edu](mailto:mheuer@smu.edu). To set up a one-on-one appointment for help: [libcal.smu.edu/appointment/12037](http://libcal.smu.edu/appointment/12037).

## Additional grading information

1. "A"s are rare. They are awarded for truly excellent work. Very good work receives a "B"; average work a "C"; below average a "D." This is in accordance with university regulations.
2. Letter grades are based on a 10-point scale. For example, the "B" range is as follows: 80-82 B-; 83-86 B; 87-89 B+. The same spread applies to all letter grades; however, there is no A+.
3. Your teachers will be happy to discuss the content of your papers. If you wish to protest a grade, a formal process is available.

Grade	Average	Class Points
A	93-100	465-500
A-	90-92	450-460
B+	87-89	435-445
B	83-86	415-430
B-	80-82	400-410
C+	77-79	385-395
C	73-76	365-380
C-	70-72	350-360
D+	67-69	335-345
D	63-66	315-330
D-	60-62	300-310
F	59 and below	Less than 295

## **University Policies**

**Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See “Religious Holidays” under [University Policy No. 7.22](#))

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (See [2018-2019 University Undergraduate Catalogue](#))

**Campus Carry:** In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. (See [http://www.smu.edu/BusinessFinance/Police/Weapons\\_Policy](http://www.smu.edu/BusinessFinance/Police/Weapons_Policy))

## Class Schedule

*This is a working schedule. Any changes will be made between the instructor and the class. You are responsible for knowing about any alterations to the syllabus if you are not in class when the changes are discussed.*

	Date	Class Plans
Day 1	Jan. 6	<b>Class Introduction</b> <b>What is Research?</b> <i>Kawamura, Chapter 1 &amp; 2</i> <b>Research Design and Ethics</b> <i>Berg &amp; Lune, Ethical Issues</i> <i>Berg &amp; Lune, Designing Qualitative Research</i> <b>Introduction: Creating Literature Reviews</b>
Day 2	Jan. 7	<b>Textual Analysis: Framing</b> <i>Reese, Framing Public Life</i> <i>Baden, Reconstructing News Frames</i> <b>Research Project: Framing Fashion and Sustainability</b>
Day 3	Jan. 8	<b>Textual Analysis: Semiotics</b> <i>Kawamura, Chapter 5</i> Selected Readings from <i>Barthes, Mythologies</i> <b>Research Project: Green Branding in Online Fashion</b>
Day 4	Jan. 9	<b>Ethnography</b> <i>Kawamura, Chapter 3</i> <i>Pettinger, Representing Shop Work</i> <i>Pettinger, Brand Culture and Branded Workers</i> <b>Offsite Visit to NorthPark</b>
Day 5	Jan. 10	<b>Surveys &amp; Interviews</b> <i>Kawamura, Chapter 4</i> Selected Readings from <i>Miller, The Comfort of Things</i> <b>Survey Design and Practice Research</b>
Day 6	Jan. 14	<b>Survey and Interview Research Findings</b> <b>Analysis of Film &amp; Television</b> <i>Bruzzi and Church Gibson, 'Fashion is the Fifth Character'</i> <i>Warner, Teen Fashion: Youth in Popular Teen Dramas</i> <i>Warner, Consuming Masculinity</i> <i>Howells and Negreiros, Ideology</i> <b>Film Viewing and ideological Analysis</b>

<b>Day 7</b>	<b>Jan. 15</b>	<b>Art History</b> <i>Hollander, Mirrors</i> <i>Howells and Negreiros, Art History</i> <b>Visit to the Dallas Museum of Art or the Meadows Museum</b>
<b>Day 8</b>	<b>Jan. 16</b>	<b>Object-Based Research &amp; Other Methodologies</b> <i>Kawamura, Chapter 6 &amp; 7</i> <b>Presentation of Research Proposal and Literature Reviews</b> <b>Class Wrap-up</b>

## **Research Proposal and Literature Review**

**Due:** Jan. 16

**Grade Value:** 20 pts presentation; 100 pts written

**The Purpose:** This assignment gives students the opportunity to dig into research around a specific topic of interest to understand the contemporary research landscape and think through a the research process.

**The Assignment:** Students should write a research proposal that includes a thorough literature review, research questions and a plan for answering the research questions.

First, students should use their library resources to assemble a literature review on a fashion media-related topic discussed with the instructor. The review should include at a minimum of 10 different academic sources, should summarize the research already conducted, and identify a research need that has yet to be filled.

Then, students should draft a series of research questions that would address the aforementioned hole in the research, and a realistic plan for answering those questions.

**Students do not need to conduct the research**, but the proposal should be responsible and proposed methods should correspond to the research questions being asked.

**Length:** 5-to-7 pages, double-space, typical font and borders

**The Rubric:** 100 points for the written assignment

- Did you conduct a thorough literature review, summarizing and citing the requisite number of sources?
- Does your proposal include research questions?
- Do your proposed research methods and materials match with the research questions you're asking?
- Did you demonstrate a mastery of the topic and of the research methods discussed in class?
- Does your paper conform to APA Style and is it free of spelling and grammatical errors?

## **Research Methods Practice Assignments**

**Due:** Before class each morning

**Grade Value:** 300 pts

**The Purpose:** This assignment gives students the opportunity to practice a research method within a guided environment, thereby exposing students to a variety of qualitative research methods.

**The Assignment:** In conjunction with the instructor, students will undertake various qualitative research projects throughout the class. Some of these assignments will be conducted completely within class, while others will require some work outside of class. Projects completed within class will be conducted during the afternoon session of the class.

**Jan. 7: Framing Project** — Students will gather a variety of news articles and using Grounded Theory will develop a method for coding the framing used in each article. At the end of class, students will submit an spreadsheet of their findings.

**Jan. 8: Semiotics Project** — Students will gather a sampling of social media postings from various fashion brands. Then, students will work in teams to conduct a semiotic analysis of these images. Students will submit the collected photos to the class Box and a brief analysis of the photos.

**Jan. 9: Ethnography** — Students will conduct an ethnographic undertaking of stores and shoppers within NorthPark. After students explore the mall, they will share their findings with classmates and write a brief papers about their findings (1-to-3 pages) to be submitted before class on Jan. 10.

**Jan. 10: Surveys and Interviews** — As a class, students will create a survey for distribution and guidelines for unstructured interviews. Then, before class on Jan. 14, students should locate a research participant (parameters to be discussed in class), who will answer the survey and sit for a recorded, unstructured interview. Students will submit the completed survey along with the audio recording of the interview and come to class prepared to discuss their findings on Jan. 14.

**Jan 14: Film and Television Analysis** — In groups, students will watch and analyze a feature film paying particular attention to the ideologies presented within the film. Then, as a class, students will present a brief explanation and analysis of their findings.

**Jan. 15: Art History** — After touring the Dallas Museum of Art, students will locate a historic painting that features clothing in some way. Then, students will use that painting as a basis for analysis of fashion at that time. Students should take a photo of the painting and then write a short reflective paper (1-to-3 pages)

before class on Jan. 16, where they will present their selected painting and interpretation.

**The Rubric:** 50 points per assignment

- Did you complete the research as directed by the class?
- Did you contribute to the construction of the research and follow through appropriately?
- Did you submit all appropriate pieces of the research (spreadsheets; collected materials)?
- For written pieces, are they well-written and free of grammatical and spelling errors?
- Do the reflection papers and in-class presentations demonstrate a clear understanding of each research method and its appropriate use?