

CMNS 110 SPRING 2007

**REVISED STUDY & REVIEW QUESTIONS (MT)**

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**I. INTRODUCTION:**

The exam will be in two parts, a short answer section worth 15%, and two longer discussion pieces weighted 5% a piece for a total of 25%. You will be supplied with two booklets, more will be available on request. If you write more than two booklets, however, you'll be writing too much. You'll have the full two hours. Please note, the exam is closed book, and no documentation other than **the required bibliography** (see No. III.2.a. below) is allowed.

**II. SHORT ANSWER TYPES (5 X 3% = 15%).**

The original list of 28 questions has been cut down to 10, although I combined a previous question with thematic drawn from more recent weeks into No. 5. The additional 4 (14 in all), are based on the literature and discussions weeks 5-7. On exam day, we'll cut 4 at random and you'll write FIVE from the remaining selection of 10.

1. In which ways was the parchment codex an advance on the papyrus scroll?
2. Explain the origins and characteristics of "courtly love" as a literary genre. Could we say that a form of double bind is built into the genre? Why or why not?
3. What is the "art of memory"; which are its essential techniques?
4. What is the nature and role of the "generalized other" in Mead's approach to identity formation? What role might mass media play in such an approach?
5. Provide three examples of characteristic psychodynamics of oral media ecologies. Explain by contrasting correlate psychodynamics of print cultures.
6. Why would understanding implicit media be an asset when conducting dramaturgical or frame analysis?
7. Explain and give examples the three persuasive arguments used in rhetoric -- logos, ethos and pathos. Could an overall argument be persuasive if one or two of them were flawed?
8. What is difference between "contagion" and "imitation" as explanations for crowd formation and behaviour? According to Freud, who opposed the hypnosis thesis, where did the leader's power over the crowd come from?
9. Why did Plato throw the poets out of the *Republic*?
10. What role did media innovation play in the spread of the European vernaculars? What did the vernaculars displace and why?
11. Where does the phonetic alphabet originate and how does it differ from other forms of writing? Discuss with respect to two other forms of chirography.

12. Why and how is the *theory of loci* considered as a technique for composition rather than rote learning?
13. Having situated the tetrad in McLuhan's overall doctrine, explain what it is and do one.
14. Why and how is the self a product of "conversation?" With whom?

**III. ESSAY TYPES** (worth 5% + your report on topic development 5% = 10 %).

**III. 1. Literature based:**

On exam day, one of the four study questions will drop off the list and you'll do of ONE of the remaining three.

15. What is propaganda? Listing three communication and/or media strategies used by propagandists, explain how these might be used in framing social issues, rules, and relations.
16. Based on the insights of the Palo Alto and Chicago Schools, why might a flame, rather than a stone, be a better metaphor for personal identity and consciousness?
17. What constitutes a public sphere? What would characterize communication practices and institutions in Habermas' ideal public sphere? Would propaganda be allowed in this ideal public sphere? Why or why not?
18. Given what we have learned thus far about communication, mediation and identity formation, discuss and assess the validity of the statement "Sticks and stones may break your bones, but words can never hurt you!"

**III. 2. Critical Review/Research update** (for 5%):

Of the three articles or topics you'll have chosen at the library seminar and written up for your survey assignment, you'll choose one and write a progress report on your research

Along with such discussion and exposition of the substantive content of your explorations as necessary to illustrate, you'll be required to explain:

- Why you've chosen the topic you did (why should anyone care),
- What you think the limitations of the Wikipedia entry (or discussion available on Wikipedia) to be providing reasons
- Which information you have begin to consult so you can effectively critique and revise it or create an entry so that these limitations have been overcome.

**NOTE:**

- You must bring a printed version of **only** your bibliography (1 page only) and add it to your booklet when handing in the exam.