

COM 604: Theory Construction in Communication
Wednesday 3-5:45 PM (Stauffer 431) – Fall 2018 – 70671
The Hugh Downs School of Human Communication
Arizona State University - Tempe

Professors:	Dr. Uttaran Dutta	Dr. Jonathan Pettigrew	Dr. Sarah J. Tracy
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Course Description:

This course reviews and analyzes philosophical issues inherent in communication research and addresses metatheoretical frameworks for illuminating communication phenomena. The notion of theory *construction* suggests that this class will go beyond cataloguing myriad theories of communication and will also examine the nature of crafting theory. In addition to addressing the fundamental question of what is theory, we will interrogate how to best evaluate theories, and examine how theories differ—ontologically, epistemologically, axiologically, and methodologically—across the discipline of Communication Studies, particularly within the School of Human Communication at Arizona State University. More, we will ask: In what ways are enduring and newly salient social problems *communication* problems? How can communication theories and efforts to theorize communication help to conceptualize, diagnose, understand, ameliorate, and/or solve these social problems? And, where do we find ourselves personally in the journey of using, understanding, and constructing communication theory?

Required Books:

Bochner, A. P. (2014). *Coming to narrative: A personal history of paradigm change in the human sciences*. Walnut Creek, CA: Left Coast Press.

Shoemaker, P. J., Tankard Jr., J. W., & Lasorsa, D. L. (2004). *How to build social science theories*. Thousand Oaks, CA: Sage. [Available as an E-Read through ASU Library if desired]

Watzlawick, P., Beavin, J. H., Jackson, D. D. (1967). *Pragmatics of Human Communication*. W. W. Norton & Company.

Recommended Book: Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). *Theories of human communication, 11th Ed.* Longrove, IL: Waveland Press.

Decorum: While we will constitute our own norms of decorum throughout the semester, we believe that we should agree to some basic rules of decorum in the conduct of our class.

Attendance: To honor our scholarly interdependence as participants in a graduate seminar, please commit to diligent, perfect attendance. We would appreciate notification of a necessary absence involving a serious illness or other extenuating circumstances.

Differences in scholarly positions and conscientious participation: Throughout the semester, we will be discussing various positions one can take about scholarship and communication theory. We will compare and contrast theories and perspectives; however, this course is not about which perspective is “best.” Rather, our goal is to introduce students to the various perspectives that typify the Communication discipline and encourage lively and civil discussion about these perspectives—both their advantages and disadvantages. Throughout the semester, we encourage a commitment to authentic listening, conscientious turn-taking, and mindfulness of the ways in which we offer, contemplate, and accept, revise, or reject ideas during our class discussions.

Academic honesty: In December 2013, the College of Liberal Arts and Sciences Curriculum Committee and Faculty Senate approved the following Academic Integrity Statement to be included on all new course syllabi: “Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. Forms of academic dishonesty are varied but include plagiarism. In the *Student Academic Integrity Policy* manual, ASU defines plagiarism as ‘using another’s words, ideas, materials, or work without properly acknowledging and documenting the source.’ For more information, see <https://provost.asu.edu/academic-integrity>.”

With regard to graduate students, a salient concern about academic honesty involves “double-dipping,” or turning in the same or very similar work for credit in different courses. We support your efforts to extend previous work that you have conducted on materials pertaining to this course; however, please notify us if you choose to extend previous work, and please be in communication about that with your instructors first about how you intend to craft unique projects for this course.

Mandated reporting: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been

harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

All ASU employees are mandated reporters. As a mandated reporter, each of us is obligated to report any information we become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Accessibility statement: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Grading: Generally in this seminar, “excellent” work earns “A”-range grades, “good” work earns “B”-range grades, and unsatisfactory work earns “C”-range grades or lower. More specifically, we employ the following grading scale:

A+ = 99-100% (396-400 pts)	B- = 80-82% (320-331.5 pts)
A = 93-98% (372-395.5 pts)	C+ = 77-79% (308-319.5 pts)
A- = 90-92% (360-371.5 pts)	C = 70-76% (280-307.5 pts)
B+ = 87-89% (348-359.5 pts)	D = 60-69% (240-279.5 pts)
B = 83-86% (332-347.5 pts)	E = 0-59% (0-239.5 pts)

Assignments:

- 1.0 *Discussion Boards (1.1 - 50 pts) / Course Participation (1.2 - 50 pts) - 100 pts:*
1.1 *Discussion Board Posts - 50 pts (10 @ 5 points). Part one is due the Monday before class, 11:59pm. Part two is due the next day (Tuesday) 11:59 p.m.*

The purpose of this assignment is threefold:

1. to jump-start your critical examination of the week's readings, providing a foundation for the week's in-class discussion
2. to facilitate the practice of expressing complex ideas in a limited space
3. to facilitate a group conversation among course members.

For each unit, there is a part one and part two.

Part One (Original Post) - You will respond to one question/statement crafted by the teaching team and post one thought provoking discussion question/statement of your own. Your post for each week should be 400-500 words (please cap at 600 words) – you are free to decide how to distribute this allotment. This will be due by 11:59 p.m. on Monday evenings.

Part Two (Peer Feedback) - For each unit, you will also provide feedback/response to a peer's discussion board post. Your feedback to your peer should be about 250 words (please cap at 300). You can provide feedback on whichever post you choose. This will be due by 11:59 p.m. on Tuesday evenings.

You will be responsible for posting both part one and part two for 10 of the 13 units between weeks 2 and 15 (you are welcome to post more). Everyone will post for week two, and will then post for at least 3 out of 4 sessions for each instructor.

Please love your reader by proofreading your posts for grammar, spelling, and style. You will receive points for completion by the due date. If you respond completely to the prompt and offer feedback by their due dates within the word-counts specified, you will earn full credit (3 points for post, 2 points for response).

The Blackboard discussion portals are structured so that you must create your post before you are able to read your peers' responses. We do this to facilitate and encourage your originality and freedom in crafting a post that reflects your thoughts, instincts, and impressions related to the week's materials, while avoiding any potential priming effects. We strongly encourage you to read through your peers' responses and reference your and others' posts during class.

1.2 *Course Participation - 50 pts:*

It is our hope that engaged and lively discussion by all members of the collective will be the engine that drives our seminar. Students should complete assigned readings, read and reference other students' discussion board posts, and make notes about all these before class so they can participate in an enthusiastic and informed manner. Other components of active, in-class participation include thoughtful and appropriate verbal participation (more does not always = better), concentrating on course material rather than distractions (be mindful of being consumed with your computer or readings during class), and providing support to class members (fostering collective focus on the course material). Notes about participation will be recorded for each student after every course session.

Some students find "spontaneous" participation to be more difficult than others. For those who find participation more daunting, we encourage you to plan your participation in advance (e.g., by referencing others' discussion board posts). For those who love spontaneous participation, we encourage you to specifically draw out and engage those classmates who do not speak up as often.

Recognizing the fact of multiple learning styles, we also note the following as supplementary forms of participation: listening alertly, taking notes during the seminar, asking questions of other students, focused attention for the full class period, and course-related but non-assignment-related office visits.

2.0 *Uses, functions, and consequences of theory and paradigms in one scholar's trajectory - 100 pts, Supervising Instructor: Sarah J. Tracy – Due Friday, 9/28, by 5pm.*

This project asks you to examine one scholar's research trajectory, and explicate the uses, functions, and consequences of theory and paradigmatic lenses in their work. Choose a communication scholar in the Graduate Faculty of Communication - <https://humancommunication.clas.asu.edu/people/graduate-faculty>. Read at least five of this scholar's most influential publications and meet with the scholar to discuss his or her ideas and viewpoints (especially on issues of theory and paradigms, what makes for good theory and good research, how they go about using/building/dancing with theory). Based on your analysis, in the paper, discuss how theory and paradigmatic allegiances are used in this scholar's work, their functions, and their consequences. How has this transformed throughout their career? What does the scholar have to say about theory, and how does their unpublished discussion with you about these topics overlap with or contrast with their written published work? Create an argument for the way theory functions (or doesn't function) in this scholar's work—and its intended, and potentially unintended, consequences. What can you and others learn from this scholar's approach to and use of theory? As part of your paper, summarize and respond to at least two objections to and two applaudable points to this scholar's use of theory. In your paper, please reference and make use of at least five readings from our first six weeks of class. This paper should be about 10 pages, not including cover page, abstract, endnotes, and references.

3.0 *Theorize a communication issue/phenomenon/variable from two perspectives – 100 pts, Supervising Instructor: Jonathan Pettigrew – Due Friday, Oct. 26, by 5pm.*

This paper calls upon you to select one meso- or micro-level topic of communication inquiry (e.g., identity, agency, voice, body, conflict, relationships, audience, affection, social support, socialization, leadership, health disparities, etc.) and discuss how it would be defined, conceptualized, and studied by two of the theoretical traditions we have addressed this semester. Both the choice of topic and the choice of which two theoretical traditions to feature are up to you. In your discussion, be sure to attend to the ontological, epistemological, axiological, and methodological assumptions that undergird the theoretical traditions you are featuring. Additionally, you should articulate both the advantages and the limitations of your featured traditions in relation to the topic you have chosen: What can each tradition distinctly or uniquely illuminate about the topic, and what is each tradition unable or less able to illuminate about the topic? This paper should make appropriate use of class readings and should be constituted by about 10 pages, not including cover page, abstract, endnotes, and references.

4.0 *Self-Reflection Paper - 100 pts, Supervising Instructor: Uttaran Dutta – Due Friday, Nov 30, by 5pm.*

“Twenty years earlier, I had been drawn to communication studies because I thought it could help answer deep and troubling questions about how to live a meaningful, useful, and ethical life. ... [W]hen I began listening more closely, students were still coming with many of the same searching questions.” ~ Bochner (p. 292)

In this final paper, offer your description, explanation, and narration of where you fit in the discipline of Communication Studies from topical, methodological, and theoretical/metatheoretical perspectives. Where are you located in the field of Communication Studies? How has this changed or flowed over the course of the semester? What is your central question, or problem you would like to solve? What goals do you have for your research and your career? Which theoretical base(s), and methodological approach(es) do you anticipate using? Be sure to use and cite relevant readings from the course.

Include a title that accurately and succinctly represents your domain and your orientation. This paper should be about 10 pages, not including cover page, abstract, endnotes, and references.

Be prepared to give a 5-7 minute oral presentation and bring copies of a one-page handout to be distributed. Individual presentations are scheduled for the final exam period.

COM 604 2018 Course Schedule (changes may be made via course announcement):

Week	Date	Topic (see schedule below for readings due)	Assignment Due
1	8/22/18	Foundations One: Introductions and Philosophies	
2	8/29/18	Foundations Two: Frameworks, Traditions & Paradigms of Communication	First DB entries 8/27/18 by 11:59pm (and Mondays thereafter)
3	9/5/18	A Personal Narrative of Paradigm Change	
4	9/12/18	A Sampling of Phenomenological, Practical and Transformative Approaches	
5	9/19/18	Poststructural, Constitutive, & New Materialism Theories	
6	9/26/18	A Case Study of Theory-Building and Claim-Making in Communication	Scholar trajectory/ theory use paper 9/28/18 by 5pm
7	10/3/18	Social Scientific Theory Building Vocabulary and Process	
8	10/10/18	Pragmatism/Realism: Axioms for Communication Theory	
9	10/17/18	Case Study: Postulates of Implementation/Adaptation	
10	10/24/18	Questions of Epistemology	Theorizing from two perspectives 10/26/18 by 5pm
11	10/31/18	Critical Theories: Classical and Contemporary	
12	11/7/18	NCA Annual Meeting– No Class	
13	11/14/18	Critical Tradition: Theories and Praxis	
14	11/21/18	Theories of Communication and Cultures	
15	11/28/18	Decolonizing Theories & Com for Social Change	Self-Reflection 11/30/18 by 5pm
16	Final	Where Have we Come, and Where are we Going: Student Self-Reflection Presentations	Presentations of Self-Reflection

1 - Foundations One: Introductions and Philosophies (ALL)

- Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). *Theories of human communication, 11th Ed.* Longrove, IL: Waveland Press. – Chapters 1 & 2 (through p. 45)
- Pettigrew, J., Segrott, J., Ray, C. D., & Littlecott, H. (in press). Social Interface Model: Theorizing Ecological Post-Delivery Processes for Intervention Effects. *Prevention Science*. doi:10.1007/s11121-017-0857-2
- Dutta, U., & Martin, J. N. (2017). Theoretical Perspectives on Communication and Cultures. In Ling Chen (Ed.), *Handbooks of Communication Science 9: Intercultural Communication*. (pp. 45-65). Berlin: De Gruyter Mouton.
- Tracy, S. J. (2010). [Qualitative quality: Eight “big-tent” criteria for excellent qualitative research](#). *Qualitative Inquiry*, 16, 837-851.
- 2-page paradigm grid (excerpted from Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. Hoboken, NJ: Wiley-Blackwell.

2 - Foundations Two: Frameworks, Traditions, and Paradigms of Communication (ALL)

- Eadie, W. F., & Goret, R. (2013). Theories and models of communication: Foundations and heritage. In P. Copley & P. J. Schulz, (Eds.) *Theories and models of communication, HOCSI*. (pp. 17-36) Berlin: De Gruyter Mouton.
- Anderson, J. A., & Baym, G. (2004). Philosophies and philosophic issues in communication, 1995–2004. *Journal of Communication*, 54, 589-615. doi: 10.1111/j.1460-2466.2004.tb02647.x
- Craig, R. T. (1999). Communication theory as a field. *Communication Theory*, 9, 119-161.
- Craig, R. T. (2015). The constitutive metamodel: A 16-year review. *Communication Theory*, 25(4), 356-374.
- Skim – Craig, R. T. (2017). Definitions and concepts of communication. In W. Donsbach (Ed.) *International Encyclopedia of Communication*. Oxford and Malden, MA: Blackwell.

3 – A Personal Narrative of Paradigm Change (SJT) ~105 pages

- Bochner, A. P. (2014). *Coming to narrative: A personal history of paradigm change in the human sciences*. Walnut Creek, CA: Left Coast Press.
- For the purposes of COM 604, please read at minimum the pages noted below. Note: Consider reading pps. 298-301 first if you'd like some context of the book's writing method.*
- pp. 13-23; 33-48; 79-85; 128-148; 149-156; 171-181; 251-294; 298-301

4 - A Sampling of Phenomenological, Practical, & Transformative Approaches (SJT) ~100 pages

- Craig - Unit V – Phenomenological Tradition – pp. 217-250 (Intro, Husserl, Buber, Gadamer)
- Littlejohn, et al. (2017) – Speech Act Theory & Coord. Management of Meaning – pp. 121-127
- Brook, J. (2010). An elaboration of the transformative approach to practical theory: Its connections with Gadamer's philosophical hermeneutics. *Communication Theory*, 20(4), 405-426.
- Keyton, J., Bisel, R. S., & Ozley, R. (2009). Recasting the link between applied and theory research: Using applied findings to advance communication theory development. *Communication Theory*, 19(2), 146-160.
- Moore, J. (2017). Where is the critical empirical interpersonal communication research? A roadmap for future inquiry into discourse and power. *Communication Theory*, 27(1), 1-20.

5 – Poststructural, Constitutive, and New Materialism Theories (SJT) ~95 pages

- Mumby, D. K. (1997) Modernism, postmodernism, and communication studies: A rereading of an ongoing debate. *Communication Theory*, 7, 1–28.
- Tracy, S. J., & Trethewey, A. (2005). Fracturing the real-self↔fake-self dichotomy: Moving toward crystallized organizational identities. *Communication Theory*, 15, 168-195.
- Ashcraft, K. L., Kuhn, T. R., & Cooren, F. (2009). 1 Constitutional Amendments: “Materializing” Organizational Communication. *Academy of Management Annals*, 3(1), 1-64. (Focus on pages 1-25)
- Cooren, F. (2018). Materializing communication: Making the case for a relational ontology. *Journal of Communication*, 68(2), 278-288. DOI: 10.1093/joc/jqx014

6 - A Case Study of Theory-Building and Claim-Making in Communication (SJT) ~90 pages

- Cibangu, S. K. (2012). Qualitative research: The toolkit of theories in the social sciences. In A. Lopez-Varela (Ed.), *Theoretical and Methodological Approaches to Social Sciences and Knowledge Management* (pp. 95-126). New York: INTECH.
- Swedberg, R. (2016). Before theory comes theorizing or how to make social science more interesting. *The British Journal of Sociology*, 67, 5-22. DOI: 10.1111/1468-4446.12184
- Huffman, T. P., & Tracy, S. J. (Online First <https://doi.org/10.1177/1077800417742411>). Making claims that matter: Heuristics for theoretical and social impact in qualitative research. *Qualitative Inquiry*.
- Tracy, S. J., & Huffman, T. P. (2017). Compassion in the face of terror: A case study of recognizing suffering, co-creating hope, and developing trust in a would-be school shooting. *Communication Monographs*, 84, 30-53. doi: 10.1080/03637751.2016.1218642

For Weeks 7-10, JP recommends reading all articles/videos in the order listed.

7 - Social Scientific Theory Building Vocabulary and Process (JP)

- Shoemaker, P. J., Tankard, J. W., & Lasorsa, D. L. (2004). *How to build social science theories*. Thousand Oaks, CA: Sage. Chapters 1-4 (pp 1-65).
- Intro to Sampling Distributions (7:17):
<https://www.khanacademy.org/math/ap-statistics/sampling-distribution-ap/modal/v/introduction-to-sampling-distributions>
- Central Limits Theorem (9:48):
<https://www.khanacademy.org/math/ap-statistics/sampling-distribution-ap/sampling-distribution-mean/v/central-limit-theorem>
- Hypothesis Testing and P Values (11:26):
<https://www.khanacademy.org/math/statistics-probability/significance-tests-one-sample/more-significance-testing-videos/v/hypothesis-testing-and-p-values>
- Shoemaker et al. (2004): Chapters 7 (pp 107-144).

Supplemental: For Background on Khan Academy, see:

<https://www.theguardian.com/education/2013/apr/23/sal-khan-academy-tutored-educational-website>

8 - Pragmatism/Realism: Axioms for Communication Theory (JP)

- Chaffee, S., & Berger, C. (1987). The study of communication as a science. In C. Berger & S. Chaffee (Eds.), *Handbook of communication science* (pp. 15-19). Newbury Park: Sage.
- Chaffee, S., & Berger, C. (1987). What communication scientists do. In C. Berger & S. Chaffee (Eds.), *Handbook of communication science* (pp. 99-122). Newbury Park: Sage.
- Sheomaker et al. (2004): Chapters 9 (pp 167-181).
- Watzlawick, P., Beavin, J. H., Jackson, D. D. (1967). *Pragmatics of Human Communication*. W. W. Norton & Company. (Chs 1,2 & 4, pp 1-71 & 118-148)

Skim: Booth, W. C., Colomb, G. G., Williams, J. M. (1995) *The Craft of Research*. University of Chicago Press. (Please also skim pp. 84-106)

Supplemental: Baumeister, R. F. & Leary, M. R. (1997). Writing narrative literature reviews. *Review of General Psychology, 1*, 311-320.

9 - Case Study: Postulates of Implementation/Adaptation (JP)

Colby, M., Hecht, M. L., Miller-Day, M., Krieger, J. L., Syvertsen, A. K., Graham, J. W., & Pettigrew, J. (2013). Adapting school-based substance use prevention curriculum through cultural grounding: A review and exemplar of adaptation processes for rural schools. *American Journal of Community Psychology, 51*, 190-205. doi: 10.1007/s10464-012-9524-8

Miller-Day, M., Pettigrew, J., Hecht, M. L., Shin, Y., Graham, J., & Krieger, J. (2013). How prevention curricula are taught under real-world conditions: Types of and reasons for teacher curriculum adaptations. *Health Education (Special Issue), 113*, 324-344, doi: 10.1108/09654281311329259

Pettigrew, J., Graham, J. W., Miller-Day, M., Hecht, M. L., Krieger, J. L., & Shin, Y. (2015). Adherence and delivery: Implementation quality and program outcomes for the Seventh-Grade *keepin' it REAL* program. *Prevention Science, 16*, 90-99. doi: 10.1007/s11121-014-0459-1

Pettigrew, J. & Hecht, M. L. (2015). Developing school-based prevention curricula. In K. Bosworth (Ed.) *Prevention Science in School Settings: Complex Relationships and Processes* (pp. 151-174). New York, NY: Springer.

Review: Pettigrew, J., Segrott, J., Ray, C. D., & Littlecott, H. (in press). Social Interface Model: Theorizing Ecological Post-Delivery Processes for Intervention Effects. *Prevention Science*. doi:10.1007/s11121-017-0857-2

10 - Questions of Epistemology (JP)

Nash, R. H. (1999). *Life's Ultimate Questions*. Grand Rapids, MI: Zondervan.

The law of Noncontradiction

Epistemology I: Whatever Happened to Truth?

Schultze, Q. (2005). The "God-Problem" in Communication Studies. *Journal of Communication & Religion, 28* (1-22).

Nash, R. H. (2003). *The Light of the Mind: St. Augustine's Theory of Knowledge*. Academic Renewal Press. (Ch 1: Structure of St. Augustine's Theory, pp 1-11)

Optional: Nash, R. H. (2003). *The Light of the Mind: St. Augustine's Theory of Knowledge*. Academic Renewal Press. (Ch 2&3, On skepticism and truth; the role of faith, pp 12-38)

11 - Critical Theories: Classical and Contemporary (UD) ~120 pages

- Craig – Unit IX – Critical Tradition – p. 425-436 & 447-472 (Intro, Marx & Engels, Habermas, Deetz)
- Horkheimer, M. (1937/2002). Traditional and critical theory. In M. Horkheimer, *Critical Theory: Selected Essays* (pp. 188-243). New York, NY: Continuum Publishing.
- Ono, K. A. (2009). Critical/cultural approaches to communication. In W. F. Eadie (Ed.), *21st Century Communication: A Reference Handbook* (pp. 74-81). Thousand Oaks, CA: Sage Publications.
- Williams, R. (1980). Base and superstructure in Marxist cultural theory. In M. G. Durham D. M. Kellner (Eds.), *Media and cultural studies: Key works* (pp. 130-143). Malden, MA: Blackwell Publishing.
- Foucault, M. (1982). The subject and power. *Critical inquiry*, 8(4), 777-795.
- Harvey, D. (2007). Neoliberalism as creative destruction. *The annals of the American academy of political and social science*, 610(1), 21-44.

Supplemental Readings:

- Gramsci, A. (2001). History of the subaltern classes. In M. G. Durham D. M. Kellner (Eds.), *Media and cultural studies: Key works* (pp. 13-17). Malden, MA: Blackwell Publishing.
- Marx, K., Engels, F. (1976). The ruling class and the ruling ideas. In M. G. Durham D. M. Kellner (Eds.), *Media and cultural studies: Key works* (pp. 9-12). Malden, MA: Blackwell Publishing.
- Habermas, J. (1974). The public sphere: An encyclopedia article (1964). In M. G. Durham D. M. Kellner (Eds.), *Media and cultural studies: Key works* (pp. 73-78). Malden, MA: Blackwell Publishing.

12 - National Communication Association Annual Meeting: No Class

13 - Critical Tradition: Theories and Praxis (UD) ~120 pages

- Asen, R. (2000). Seeking the "counter," in counterpublics. *Communication Theory*, 10, 424-446.
- Chakravorty Spivak, G. (1988). Can the subaltern speak? In P. Williams and L. Chrisman (Eds.), *Colonial discourse and post-colonial theory: A reader* (pp. 66-111). New York: Columbia University Press.
- Conquergood, D. (1991). Rethinking ethnography: Towards a critical cultural politics. *Communication Monographs*, 58, 179-194.
- De la Garza, S.A. (2014). The Four Seasons of Ethnography: A Creation-Centered Ontology for Ethnography. In Asante, M. K., Miike, Y., and Ying, J. (Eds.), *The Global Intercultural communication reader, 2nd Edition* (pp. 151-173). New York: Routledge.
- Madison, D. S. (1999). Performing theory/embodied writing. *Text and Performance Quarterly*, 19(2), 107-124.
- Shome, R., & Hegde, R.S. (2002). Postcolonial Approaches to Communication: Charting the Terrain, Engaging the Intersections. *Communication Theory*, 12(3), 249-270.
- Baldwin, M. (2012). Participatory action research. In M. Grey, J. Midgley, & S.A. Webb. (Eds.), *The SAGE handbook of social work*. (pp.467-482). London: Sage Publications Ltd.

Supplemental Readings:

- McGee, M. C. (1990). Text, context, and the fragmentation of contemporary culture. *Western Journal of Speech Communication*, 54, 274-289.
- Greenwood, D. J., Whyte, W. F., & Harkavy, I. (1993). Participatory action research as a process and as a goal. *Human Relations*, 46, 175-192. doi:10.1177/001872679304600203
- Shome, R. (2016). When postcolonial studies meets media studies. *Critical Studies in Media Communication*, 33(3), 245-263.

14 - Theories of Communication and Cultures (UD) ~120 pages

- Asante, M. K. (2014). Afrocentricity: Toward new understanding of African thought in the world. In Asante, M. K., Miike, Y., and Ying, J. (Eds.), *The Global Intercultural communication reader, 2nd Edition* (pp. 101-110). New York: Routledge.
- Broome, B.J., Carey, C., De La Garza, S.A., Martin, J., & Morris, R. (2005). In the Thick of Things: A Dialogue about the Activist Turn in Intercultural Communication. In W.J. Starosta, & G.-M. Chen (Eds.), *Taking Stock in Intercultural Communication: Where to Now? International and Intercultural Communication Annual* (pp. 145-175). Washington, DC: National Communication Association.
- Kim, M. S. (2012). World peace through intercultural research: From a research culture of war to a research culture of peace. *International Journal of Intercultural Relations*, 36(1), 3-13.
- Shuter, R. (2012). Intercultural new media studies: The next frontier in intercultural communication. *Journal of Intercultural Communication Research*, 41(3), 219-237.
- Sorrells, K. (2010). Re-Imagining Intercultural Communication in the Context of Globalization. In T. K. Nakayama & R. T. Halualani (Eds.), *The Handbook of Critical Intercultural Communication* (pp. 171-189). West Sussex: Wiley-Blackwell.
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