

## M&C9001—COMMUNICATION THEORY I, FALL 2022

Tuesdays: 5:00-7:30pm, Wachman 412

Dr. Fabienne Darling-Wolf, Annenberg Hall, room 322

OFFICE HOURS: Tuesdays 3:00-5:00pm and by appointment

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Zoom room: <https://temple.zoom.us/my/darlingwolf>

### COURSE DESCRIPTION

This course provides an overview of the key theoretical frameworks and concepts that have served as foundations for the study of media and communication. Starting with a broad exploration of the role of theory in research, it critically considers how these theories and concepts have historically shaped how media and communication came to be defined as a field.

### COURSE OBJECTIVES

1. Help students begin to understand the role of theory in scholarship
2. Train students to identify, describe and synthesize the principle theoretical approaches used in the study of media and communication
3. Increase students' ability to formulate and present ideas within accepted scholarly conventions, both orally and in writing
4. Enhance students' ability to critically consider their own assumptions

### COURSE MATERIALS

The readings for this class will be posted on Canvas under each week's module at no cost to students. Some are considered classic texts that have influenced media and communication research. Some are works of summary and synthesis that introduce a body of theory. Others offer a development of theory through its application to a specific area of interest or object of inquiry.

### CLASS POLICIES

#### Attendance and participation

Students are expected to do the assigned reading before the corresponding class session, to attend all class sessions, and to participate actively in discussions.

#### Punctuality

Class will begin and end on time. You are expected to be in class on time.

#### Late assignments

Five percent of the total grade will be deducted per late day up to one week past the assignment's due date, at which point late assignments will no longer be accepted.

### SENSITIVITY

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

Our differences, some of which are outlined in the [University's nondiscriminatory statement](#), will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course atmosphere.

### WITHDRAWING FROM THE COURSE

If a student wishes to withdraw from a course, it is the student's responsibility to meet the deadline for the last day to withdraw from the current semester

See [Temple University's Academic Calendar](#) for withdrawing deadlines and consult the [University policy on withdrawals](#) (Policy # 02.10.14).

## GRADING

### 1. Exploratory/reaction writing (40 percent of final grade)

- a. One 500- to 750-word orientation statement of how you envision your own scholarly interests and theoretical approach. (4 percent of final grade)
- b. Three 1200- to 1500-word summary/response essays relating to course topics. (12 percent of final grade each, for a total of 36 percent of final grade).

Note: five essays total will be assigned, choose three to turn in.

### 2. Journal article presentation and report (12 percent of final grade)

A class presentation, developed and delivered in groups of two, that examines the explicit and implicit theoretical perspectives in a scholarly journal article published by an M&C faculty member. Each student will then submit, in essay form, an individually authored version of the presentation. Essays are due the class period following the presentation.

### 3. Journal comparison essay (12 percent of final grade)

A class presentation, developed and delivered in groups of two, that compares and contrasts specific journals in the fields of communication and media studies. Each student will then submit, in essay form, an individually authored version of the presentation. Essays are due the class period following the presentation.

### 4. Literature review: (15 percent of final grade)

A 3000- to 3500-word review that surveys the core theoretical questions, perspectives, and assumptions that have shaped scholarly inquiry into a communication topic of your choice. The review should include at least 10 references and lay the groundwork for further study of the topic.

### 5. Final take home essay (15 percent of final grade)

An essay exam focused on the comparison, contrast, and synthesis of various schools of thought and theoretical approaches to media and communication scholarship.

### 6. Course participation and weekly online discussion (6 percent of final grade)

You will have the opportunity to participate in weekly informal peer discussions to tackle questions of your own. Once during the semester, each student will be required to post the initial guiding question for that week's discussion.

## GRADING SCALE AND STANDARDS

A	= 93-100%	B	= 83-86	C	= 73-76
A-	= 90-92	B-	= 80-82	C-	= 70-72
B+	= 87-89	C+	= 77-79	F	= 59% and below

What these grades mean: An A means your work is outstanding. A work goes above and beyond expectations and shows an astute intellect. B work is better than average and demonstrates excellent effort and satisfactory understanding of coursework. B- work meets expectations and demonstrates a general understanding of material and an average effort. Graduate school standards indicate that a C represents seriously flawed work. This might mean a misunderstanding of fundamental concepts, presenting them unacceptably in writing, and/or a lack of constructive participation in class discussion. A D cannot be assigned in graduate course. An F illustrates a failure to adhere to policies of academic honesty.

## COURSE COMMUNICATION AND ACCESS TO THE INSTRUCTOR

I have an "open door" policy. Feel free to drop by my office if you have a quick question about class (or the M&C program)—if someone is already with me, please knock to let me know that you are waiting. For meetings requiring more time, office hours will be held every Tuesdays from 3:00-5:00pm. If you would like to meet at another time, please email me and I will be happy to set up an appointment (either in person or virtual).

To facilitate communication, the university requires you to have an e-mail account ending in @temple.edu.

During the semester, I will generally respond to emails within 24 hours of receiving them during the week and within 48 hours on weekends.

## INCOMPLETE

A student will be eligible for a grade of "Incomplete" only if they: 1) have completed at least 51% of the work at a passing level, 2) are unable to complete the work for a serious reason beyond their control, and 3) files a signed agreement with the instructor outlining the work to be completed and the time frame in which that work will be completed. The student is responsible for initiating this process and all incomplete forms must be sent to the Associate Dean for Academic Affairs prior to the start of study days in that semester. Please refer to the following for further details: [Temple University's Incomplete Policy \(Links to an external site.\)](#) (Policy #02.10.13).

## SPECIAL ACCOMMODATIONS

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Students struggling with mental health or substance use issues should immediately seek counseling at [Tuttleman Counseling Services](#).

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry and the Temple University [Emergency Student Aid Program](#) are in operation as well as a variety of resources from the [Division of Student Affairs](#).

## STUDENT SUPPORT SERVICES

The following academic support services are available to students:

[Student Success Center](#)

[University Libraries](#)

[Undergraduate Research Support](#)

[Career Center](#)

[Tuttleman Counseling Services](#)

[Disability Resources and Services](#)

## ACADEMIC RIGHTS AND RESPONSIBILITIES

Temple University students who believe that instructors are introducing extraneous material into class discussions or that their grades are being affected by their opinions or views that are unrelated to a course's subject matter can file a complaint under the University's policy on academic rights and responsibilities. The full policy can be found at [http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).

"The policy encourages students to first discuss their concerns with their instructor. If a student is uncomfortable doing so, or if discussions with the instructor do not resolve the student's concerns, an informal complaint can be made to the Student Ombudsperson for the student's school or college. Unresolved complaints may be referred to the dean for handling in accordance with the school or college's established grievance procedure. Final appeals will be determined by the Provost."

### Reminder:

The University Code of Conduct (which can be found at [http://policies.temple.edu/list\\_docs.asp#S](http://policies.temple.edu/list_docs.asp#S)) states that:

Any student or student organization found to have committed or to have attempted to commit the following is subject to the disciplinary sanctions outlined in Article IV, D:

1. Academic dishonesty and impropriety, including, but not limited to, plagiarism and academic cheating. This includes helping, procuring or encouraging another person to engage in academic misconduct.
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other university activities, including its public service functions on or off campus, or of other authorized non-university activities when the conduct occurs on university premises.
3. Any act or threat of intimidation or physical violence toward another person including actual or threatened assault or battery.
4. Violation of the University Policy on Sexual Assault 04.82.02 which may be found on the university's policies and procedures webpage (<http://policies.temple.edu>).

## ACADEMIC HONESTY AND PLAGIARISM

Adapted from the Temple University "Statement on Academic Honesty for Students in Undergraduate Courses."

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Plagiarism is the unacknowledged use of another person's labor: another person's ideas, words, or assistance. There are many forms of plagiarism: repeating another person's sentence as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. . . . It is perfectly acceptable to [use the ideas and words of other people], but we must never submit someone else's work as if it were our own, without giving appropriate credit to the originator.

In general, all sources must be identified as clearly, accurately, and thoroughly as possible. When in doubt about whether to identify a source, either cite the source or consult your instructor. Here are some specific guidelines to follow:

- a. Quotations. Whenever you use a phrase, sentence, or longer passage written (or spoken) by someone else, you must enclose the words in quotation marks and indicate the exact source of the material, including the page number of written sources.
- b. Paraphrasing. Avoid closely paraphrasing another's words. Substituting an occasional synonym, leaving out or adding an occasional modifier, rearranging the grammar slightly, or changing the tenses of verbs simply looks like sloppy copying. Good paraphrasing indicates that you have absorbed the material and are restating it in a way that contributes to your overall argument. It is best to either quote the material directly, using quotation marks, or put the ideas completely in your own words. In either case, acknowledgment is necessary. Remember: expressing someone else's ideas in your own way does not make them yours.
- c. Facts. In a paper, you will often use facts that you have gotten from a lecture, a written work, or some other source. If the facts are well known, it is usually not necessary to provide a source. (In a paper on American history, for example, it would not ordinarily be necessary to give a source for the statement that the Civil War began in 1861 after the inauguration of Abraham Lincoln.) But if the facts are not widely known or if the facts were developed or presented by a specific source, then you should identify that source.
- d. Ideas. If you use an idea or ideas that you learned from a lecture, written work, or some other source, then you should identify the source. You should identify the source for an idea whether or not you agree with the idea. It does not become your original idea just because you agree with it.

**Penalties for violation of Temple's academic honesty policies can range from a failing grade for the assignment to expulsion from the University. In this class, student caught violating Temple academic honesty policy earn a zero on the assignment on first offense and an F for the entire course on second offense.**

## CALENDAR (subject to change)

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### 8/23 **Week 1: Course introduction: Thinking theory**

Optional readings (we will discuss in class):

- Fuchs, Christian and Jack Lichuan Qiu. (2018). Ferments in the Field: Introductory Reflections on the Past, Present and Future of Communication Studies. *Journal of Communication*, 68(2), 219–232. <https://doi-org.libproxy.temple.edu/10.1093/joc/jqy008>
- Paula Chakravartty et al. (2018). #CommunicationSoWhite. *Journal of Communication*, 68, 254-266.

### 8/30 **Week 2: Communication theory: Exploring paradigms**

Read

- Hardt, Hanno. (1992). "On defining the issue: Communication, history and theory," in *Critical Communication Studies*, pp. 1-30.
- Craig, Robert. (1999). Communication Theory as a Field. *Communication Theory*, 9(2), 119-161.
- Anderson, James and Geoffrey Baym. (2004). Philosophies and philosophic issues in communication, 1995-2004. *Journal of Communication*, 54(4), 589-615.
- Zelizer, Barbie. (2015). Making Communication Theory Matter. *Communication Theory*, 25(4), 410–415. <https://doi-org.libproxy.temple.edu/10.1111/comt.12075>

### 9/6 **Week 3: Quantitative-Empirical Foundations**

Read

- Laswell, Harold D. (1948). "The structure and function of communication in society," in *The Communication of Ideas*, pp. 37-51.
- Schramm, Wilbur. (1955). Information theory and mass communication. *Journalism Quarterly*, 32, 131-146.
- Berger, Charles R. et al. (2010). "What is Communication Science?" in *The Handbook of Communication Science*.

Orientation statement is due by the beginning of class (5:00pm Tuesday, September 6)

### 9/13 **Week 4: Persuasion and effects**

Read

- Hovland, Carl I. et al. (1953). "Introduction," in *Communication and Persuasion: Psychological Studies of Opinion Change*, pp. 1-18.
- Bandura, Albert. (1977). "Theoretical perspective," in *Social Learning Theory*, pp. 2-13.
- Katz, Elihu and Paul Lazarsfeld. (1955). "Between media and mass," in *Personal Influence: The part played by people in the flow of mass communications*, pp. 15-30.
- Neuman, W. Russell and Laura Guggenheim. (2011). The Evolution of Media Effects Theory. *Communication Theory*, 21, 169-196.

Media effects response essay is due by midnight on Thursday, September 15

### 9/20 **Week 5: Society and publics**

Read

- Mills, C. Wright. (1959/1999). "The sociological imagination," in *Social Theory*, pp. 348-352.
- Blumer, Herbert. (1972). "Symbolic interaction," in *Approaches to Human Communication*, pp. 401-419.
- Habermas, Jürgen. (1964/2010). "The public sphere: An encyclopedia article," in *The Idea of the Public Sphere*, pp. 114-120.
- Fraser, Nancy. (1992/2010). "Rethinking the public sphere," in *The Idea of the Public Sphere*, pp. 127-149.
- Lippmann, Walter. (1922). "The World Outside and the Pictures in Our Heads," in *Public Opinion*, pp. 3-32. [skim]
- Dewey, John. (1927). "Search for the public," in *The public and its problems*, pp. 59-85. [skim]

**9/27 Week 6: Structuralism and semiotics**Read

- de Saussure, Ferdinand. (1915/1959). "Nature of the linguistic sign," in *Course in General Linguistics*, pp. 65-70.
- de Saussure, Ferdinand. (1915/1959). "Invariability and variability of the sign," in *Course in General Linguistics*, pp. 71-78.
- Lévi-Strauss, Claude. (1963). "Structural analysis in linguistics and in anthropology," in *Structural Anthropology*, pp. 31-54.
- Barthes, Roland. (1957/1972). "Myth today," in *Mythologies*, pp. 109-159.

Sociological approaches, structuralism and public sphere response essay is due by midnight on Thursday, September 29

**10/4 Week 7: Communication and Technology: Foundational Approaches**Read

- Benjamin, Walter. (1936/1968). "The work of art in the age of mechanical reproduction," in *Illuminations*, pp. 217-251.
- McLuhan, Marshall. (1964). "The medium is the message," in *Understanding Media: The Extensions of Man*, pp. 18-35.
- Innis, Harold. A. (1951). "The bias of communication," in *The Bias of Communication*, pp. 33-60. [Skim]
- Castells, Manuel. (2007). Communication, power, and counter-power in the network society. *International Journal of Communication*, 1, 238-266.
- Woodward, Katheleen. (1999). "From virtual cyborgs to biological time bombs: Technocriticism and the material body," in *Cybersexuality: A reader in feminist theory, cyborgs and cyberspace*, pp. 280-293.

**10/11 Week 8: Critical theory**Read

- Marx, Karl. (1846/1859/1998). Excerpts from "The German Ideology" and "A Contribution to the Critique of Political Economy," in *The Critical Tradition*, pp. 385-393.
- Horkheimer, Max and Theodore W. Adorno, (1944/1972). "The culture industry: Enlightenment as mass deception," in *Dialectic of Enlightenment*, pp. 120-167.
- Williams, Raymond. (1980). "Base and superstructure in Marxist cultural theory," in *Problems in Materialism and Culture: Selected Essays*, pp. 31-49.

**10/18 Week 9: Globalization and De-Westernization**Read

- Schiller, Herbert I. (1976). "Cultural domination: Sources, context and current styles," in *Communication and Cultural Domination*, pp. 5-23.
- Tomlinson, John. (1991). "Media imperialism," in *Cultural Imperialism*, pp. 34-67.
- Appadurai, Arjun (1996). "Disjuncture and difference in the global cultural economy," in *Modernity at large: Cultural dimensions of globalization*, pp. 27-47.
- Kraidy, Marwan. (2002). Hybridity in cultural globalization. *Communication Theory*, 12, 316-339.

**10/25 Week 10: Cultural studies**Read

- Hardt, Hanno. (1992). "On understanding hegemony," in *Critical Communication Studies*, pp. 173-216.
- Carey, James W. (1989). "A cultural approach to communication," in *Communication as Culture: Essays on Media and Society*, pp. 11-28.
- Hall, Stuart. (1980/2006). "Encoding/decoding," in *Media and Cultural Studies*, pp. 163-173.
- Balsamo, Anne. (1991). "Feminism and cultural studies," *The Journal of the Midwest Modern Language Association*, 24(1), 50-73.

Critical and cultural studies response essay is due by midnight on Thursday, October 27

**11/1 Week 11: Feminism(s), Standpoint theory, intersectionality**Read

- Haraway, Donna. (1988). Situated knowledges: science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575-599.
- Hartsock, Sandra. (1983/1998). "The feminist standpoint: Developing the ground for a specifically feminist historical materialism," in *The feminist standpoint revisited and other essays*, pp. 105-132.
- Hartsock, Sandra. (1998). "The feminist standpoint revisited," in *The feminist standpoint revisited and other essays*, 227-248.
- hooks, bell. (1984/2000). "Black women shaping feminist theory," in *Feminist Theory: From Margin to Center*, pp. 1-17.
- Crenshaw, Kimberle. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1, 139-167.

Literature review tentative bibliography is due by beginning of class (5:00pm Tuesday, November 1)

**11/8 Week 12: Representation, Discourse, Postcolonial theory**Read

- Said, Edward. (1979). "Latent and manifest orientalism," in *Orientalism*, pp. 201-274.
- Omi, Michael and Howard Winant. (1986/2014). "The theory of racial formation," in *Racial Formation in the United States*, pp. 105-136.
- Spivak, Gayatri. (1988) "Can the Subaltern Speak?" in *Marxism and the Interpretation of Culture*, pp. 271-313.
- Mohanty, Chandra Talpade. (1984). Under Western eyes: Feminist scholarship and colonial discourses, *Boundary 2*, 12-13, 333-358.
- Dyer, Richard. (1997). "The matter of whiteness," in *White: Essays on Race and Culture*, pp. 2-40 [skim if you have time].

**11/15 Week 13: Queer Theory, Disciplinary Power**Read

- Kosofsky Sedgwick, Eve. (1990). "Epistemology of the closet," in *Epistemology of the closet*, pp. 67-90.
- Butler, Judith. (1999). "Subjects of sex/gender/desire," in *Gender Trouble*, pp. 3-44.
- Salamon, Gayle. (2009). "Justification and queer method, or leaving philosophy." *Hypatia*, pp. 221-230.
- McRobie, Angela. (2011). Introduction: Queer adventures in cultural studies. *Cultural Studies*, 25(2), 139-146.

Critical identities response essay is due by midnight on Thursday, November 17

**11/22 Week 14: Thanksgiving: No class (enjoy)****11/29 Week 15: Communication and Technology 2.0**Read

- Kline, Ronald and Trevor Pinch (1999) "The social construction of technology" in *The Social Shaping of Technology*, pp. 113-116.
- Evans, Sandra, Katy Pearce, Jessica Vitak and Jeffrey Treem. (2017). Explicating Affordances: A conceptual Framework for Understanding Affordances in Communication Research. *Journal of Computer-Mediated Communication*, 22, 35-52.
- Papacharissi, Zizi. (2015). "The Present Affect" in *Affective Publics: Sentiment, Technology, and Politics*, pp. 2-29.
- Fuchs, Christian. (2014). Social media and the public sphere. *tripleC*, 12(1), 57-101.
- Baym, Nancy K. (2015). "Making new media made sense," in *Personal Connections in the Digital Age*, pp. 22-49.

Literature review is due by the beginning the class (5:00pm, Tuesday, November 29)

Communication, media, and technology response essay is due by midnight on Thursday, December 1

Final essay is distributed

**12/8 Final essay is due by midnight**