

COM 604: Theory Construction in Communication
Wednesday 3-5:45 PM (ASU Sync) – Fall 2020 – 70577
The Hugh Downs School of Human Communication
Arizona State University - Tempe

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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:

Collins, P. H. (2019). [Intersectionality as critical social theory](#). Durham, NC: Duke University 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 Books:

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

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

ASU Sync

This course uses Sync. ASU Sync is a technology-enhanced approach designed to meet the dynamic needs of the class. During Sync classes, students learn remotely through live class lectures, discussions, study groups and/or tutoring. You can find out more information about ASU Sync for students here, <https://provost.asu.edu/sync/students> and <https://www.asu.edu/about/fall-2020>.

To access live sessions of this class go to myASU and click the Attend via Sync button next to this class on your schedule.

Technology Requirements

ASU Sync classes can be live streamed anywhere with the proper technology. We encourage you to use a PC or Apple laptop or desktop equipped with a built-in or standalone webcam. You will need an internet connection that can effectively stream live broadcasts. It is recommended that your internet download speed is at least 5.0 mbps. You can use this [tool to test your current connection](#).

We do not recommend the use of iPads or Chromebooks for ASU Sync as these devices do not work for class exams that may be proctored remotely.

If you are not able to personally finance the equipment you need to attend class via ASU Sync, ASU has a laptop and WiFi hotspot checkout program available through [ASU Library](#).

Who is eligible?

- Any currently enrolled ASU student is eligible to checkout a laptop. The current availability of laptops can be found [here](#).
- Borrowing and returning laptop rules
- Laptops are lent on a first-come, first-serve basis, and cannot be reserved in advance. They can be returned at any time, but will be due at the conclusion of the fall 2020 semester.
- Rentals are limited to one laptop per student.
- Laptops are available for checkout at the following libraries on all four campuses. ([Please check online for current library hours](#))
 - Downtown Phoenix campus Library
 - Polytechnic campus Library
 - Tempe: Hayden and Noble Libraries
 - West campus: Fletcher Library
- Return laptops to any ASU Library Information Desk (not at the drop box or other location)
- [Refer to ASU Library Computer Use Policy and ASU Computer, Internet, and Electronic Communications Policy](#).
- Borrowers are responsible for loss, damage, and theft of the laptop while in their possession. Borrowers should verify the condition of the laptop at the time of check-out and upon check-in.

Additional Requirements:

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Student Resources](#)

Zoom Etiquette

Given that some of you will be attending part or all of our course virtually via Zoom, please follow these guidelines when participating in class virtually:

- Please turn your sound to mute and your camera on when you log in to our Zoom classroom.
- Please make sure to dress appropriately, as you would in an in-person classroom setting.
- Find a quiet place for class that is distraction free. Consider using a virtual background that will not be distracting to your classmates. Make sure you are not “backlit” so other students can see your facial expressions.
- If you wish to speak, raise your hand and wait to be called on, or post your comment in the comment box. Let others know you are finished by a sign off like “That’s all” or “Thank you.” Please put mute on when you have finished sharing.

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.

Addressing each other correctly: We want to address students using their correct gender pronouns, nicknames, and name pronunciations. You are invited to provide this information and to correct the teaching team or each other so we all address each other in ways that match our identities.

Academic honesty: In December 2013, the College of Liberal Arts and Sciences Curriculum Committee and the 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 reporters: 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 to 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. 480-965-1234 (Voice); 480-965-9000 (TTY)
<http://www.asu.edu/studentaffairs/ed/drc/>

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% (450-455 pts)	B- = 80-82% (364-376.5 pts)
A = 93-98% (423-449.5 pts)	C+ = 77-79% (350-363.5 pts)
A- = 90-92% (409-422.5 pts)	C = 70-76% (318-349.5 pts)
B+ = 87-89% (395-408.5 pts)	D = 60-69% (273-317.5 pts)
B = 83-86% (377-394.5 pts)	E = 0-59% (0-272.5 pts)

Assignments

There are 455 points for this class, distributed through the following assignments:

1.0 Participation, Preparation, Articulation of Course Concepts: 80 points

- 1.1 DB posts and responses: 10 @ 5 pts each = 50
- 1.2 Class participation: 30

2.0 Essays: 300 points

- 2.1 Uses, functions, and consequences of theory and paradigms: 100
- 2.2 Field Reflection: 100
- 2.3 Theorizing from two perspectives: 100

3.0 In-House Exam: 75

1.0 Participation:

- 1.1 Discussion Board Posts and Responses - 50 points (10 @ 5 points each).
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 500 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 week 2 and for an additional 9 of the 12 class meetings between weeks 3 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 Canvas 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 - 30 points*

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: Essays:

2.1 Uses, functions, and consequences of theory and paradigms in one scholar's trajectory - 100 points, Supervising Instructor: Jonathan Pettigrew – Due Friday, 2 Oct 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.

2.2 *Reflections on the Field - 100 points, Supervising Instructor: Alaina Zanin – Due Friday, 30 Oct 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)

This second paper invites you to reflect on the field of communication and to offer a history of theory in one domain. Just as the first essay required you to focus on a particular scholar, this paper invites you to focus on a domain of the field and offer a description, explanation, and narration of how theory and theory building has been privileged or silenced within this domain.

To accomplish this, please select one of the divisions or caucuses of the National Communication Association and investigate it. You might answer questions such as: Where is this domain located in the field of Communication Studies? What metatheoretical commitments inform this domain and its perspective on theory? What central questions or problems does this domain seek to solve? How does this domain encourage or discourage theory use and theory building? How has this changed or flowed over the history of this domain? Please cite relevant course readings and also sources (e.g., personal interviews with division leaders, NCA websites, internal publications/white papers, top division papers, etc.) that provide details about the domain you select. 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.

2.3 *Theorize a communication issue/phenomenon/variable from two perspectives – 100 points, Supervising Instructor: Benny LeMaster – Due Friday, 4 Dec 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.

3.0 Online Synchronous Final Exam: 75 points

Your class will participate in a single final-exam that will take place in an online synchronous final exam via Respondus Lockdown Browser and Canvas. You will be allowed one page of handwritten or typed notes during the proctored exam but will be asked not to access any other materials. The exam will take place during finals week and will be scheduled for the entire class period (i.e., 150 minutes). The exam will consist of essay questions that invite you to reflect upon and synthesize course material. The exam is designed to help students prepare for comprehensive exams, conference presentations, job interview discussions, and other parts of academic life where ready articulation to a corpus of knowledge comes exclusively from memory.

Here is more information about how to use the Canvas lockdown browser. If you have not used this before, please reserve 10 minutes to download and practice with it. Please do so some time before the last day of class.

To do so:

1. Go to this practice quiz: [Practice to get Lock-down browser -- Celebration of Knowledge 1 - A theoretical stew of Interpretivism, Qualitative, Pragmatics, Critical, Postmodern, Materiality- Requires Respondus LockDown Browser](#)
2. Click on "Take the Quiz"
3. When prompted, download the Respondus Lockdown Browser to your laptop. The downloading process takes about three or four minutes total.
4. Close out of your typical browser and open up the lockdown browser now loaded on your computer desktop.
5. Sign into Canvas using DuoMobile, go to 691 and the quiz.
6. At this point you should immediately be able to get into the practice exam.

If you need help, you can seek (probably even more expert advice) from Canvas directly... If you need technical assistance, it is available via the Canvas “Help” icon located on the left-hand navigation menu and phone and live chat support are available 24/7 at <http://contact.asu.edu> (Links to an external site.). ASU Tech Studios provide a variety of walk-in support services on all ASU campuses: <https://uto.asu.edu/services/campus-it-resources/techstudio> (Links to an external site.). To learn the basics, refer to the Student Guide: <https://community.canvaslms.com/docs/DOC-10701> (Links to an external site.) and the Canvas Glossary: <http://links.asu.edu/student-canvas-glossary> (Links to an external site.)

COM 604 2020 Course Schedule (changes may be made via course announcement):

Week	Date	Topic (see schedule below for readings due)	Assignment Due
1	8/26	Foundations One: Introductions and Philosophies	
2	9/2	Foundations Two: Frameworks, Traditions & Paradigms of Communication	First DB entries 8/27/20 by 11:59pm (and Mondays thereafter)
3	9/9	Social Scientific Theory Building Vocabulary and Process	
4	9/16	Pragmatism/Realism: Axioms for Communication Theory	
5	9/23	Case Study: Communication Theory of Identity	
6	9/30	Questions of Epistemology and Communicating Theory	Scholar trajectory/ theory use paper 10/2/20 by 5 p.m.
7	10/7	Interpretivism and A Personal Narrative of Paradigm Change	
8	10/14	A Sampling of Phenomenological, Practical and Transformative Approaches	
9	10/21	Poststructural, Constitutive, & New Materialism Theories	
10	10/28	A Case Study of Theory-Building and Claim-Making in Communication	Reflections on the Field paper 10/30/20 by 5 p.m.
11	11/4	Difference, Culture, and Power	
12	11/11	Intersectionality as Critical Social Theory	
13	11/18	NCA Annual Meeting– No Class	
14	11/25	Centering the Margins	
15	12/2	Critical Engagements, Coalitional Horizons	Theorizing from two perspectives due 12/4/20 by 5pm
16	TBA	Reflective Learning, Celebration of Knowledge, Critical Musings: AKA Your Final Exam	In Class Exam in Finals Week

1 - Foundations One: Introductions and Philosophies (ALL)

- Chakravartty, P., & Jackson, S. J. (2020). The disavowal of race in communication theory. *Communication and Critical/Cultural Studies*, <https://doi.org/10.1080/14791420.2020.1771743>
- LeMaster, B. (2018). Embracing failure: Improvisational performance as critical intercultural praxis. *Liminalities: A Journal of Performance Studies*, 14(4), <http://liminalities.net/14-4/embracing.pdf>
- 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. (2018). Social Interface Model: Theorizing Ecological Post-Delivery Processes for Intervention Effects. *Prevention Science*, 19, 987-996. <https://doi.org/10.1007/s11121-017-0857-2>
- Zanin, A. C. (2018). Structuring bodywork: Control and agency in athlete injury discourse. *Journal of Applied Communication Research*, 46(3), 267-290.
- 2-page paradigm table (excerpted from Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact*. (2nd ed.) Hoboken, NJ: Wiley-Blackwell). (pp. 60-61)
- Recommended: Chakravartty, P., Kuo, R., Grubbs, V., & McIlwain, C. (2018). #CommunicationSoWhite. *Journal of Communication*, 68(2), 254-266.
- 2 - Foundations Two: Frameworks, Traditions, and Paradigms of Communication (ALL)**
- Anderson, J. A., & Baym, G. (2004). Philosophies and philosophic issues in communication, 1995–2004. *Journal of Communication*, 54, 589-615. <https://doi.org/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.
- Toyosaki, S. (2016). Praxis-oriented whiteness research. *Journal of Multicultural Discourses*, 11(3), 243-261.
- Skim – Craig, R. T. (2017). Definitions and concepts of communication. In W. Donsbach (Ed.) *International Encyclopedia of Communication*. Oxford and Malden, MA: Blackwell.
- Recommended -- 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.

For Weeks 3-6, JP recommends reading all articles/videos in the order listed.

3 - 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>

Sheomaker 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>

4 - 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)

5 - Case Study: Communication Theory of Identity (JP)

Hecht, M. L., & Ribeau, S. (1987). Research Note: Afro-American Identity Labels and Communication Effectiveness. *Journal of Language and Social Psychology*, 6 (3-4), 319-326. <https://doi.org/10.1177/0261927X8763011>

Hecht, M. L. (1993). 2002—A research odyssey: Toward the development of a communication theory of identity. *Communication Monographs*, 60 (1), 76-82. <https://doi.org/10.1080/03637759309376297>

Jung, E., & Hecht, M. L. (2004). Elaborating the communication theory of identity: Identity gaps and communication outcomes. *Communication Quarterly*, 52 (3), 265–283.
<https://doi.org/10.1080/01463370409370197>

Jung, E., & Hecht, M. L. (2008). Identity gaps and level of depression among Korean immigrants. *Health Communication*, 23 (4), 313–325.
<https://doi.org/10.1080/10410230802229688>

Supplemental: Hecht, M.L., Warren, J., Jung, J., & Krieger, J. (2004). Communication theory of identity. In W.B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 257-278). Newbury Park, CA: Sage.

6 - Questions of Epistemology and Communicating Theory (JP)

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016) *The Craft of Research (4th Edition)*. University of Chicago Press. (Section III, Making an Argument: pp. 105-172)

Nash, R. H. (1999). *Life's Ultimate Questions*. Grand Rapids, MI: Zondervan.
Chapter 8: The law of Noncontradiction
Chapter 10: Epistemology I: Whatever Happened to Truth?

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

7 – Intro to Social Constructivism vs. Interpretivism & Finding Common Ground (AZ)

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.

hooks, b. (1994). *Teaching to transgress. Education as the practice of freedom*. New York: Routledge. Chapter on "Theory as Liberatory Practice." - pps. 59-75.

Scharp, K. M., & Thomas, L. J. (2019). Disrupting the humanities and social science binary: Framing communication studies as a transformative discipline. *Review of Communication*, 19(2), 147-163

Schwandt, T. A. (1998). Constructivist, interpretivist approaches to human inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*, (pp. 118-137). Sage.

Recommended:

Bochner, A. P. (2012). Between obligation and inspiration: Choosing qualitative inquiry. *Qualitative Inquiry*, 18(7), 535-543. (and related 22-minute video
<https://www.youtube.com/watch?v=S99CJbPObsM>)

8 - A Sampling of Phenomenological, Practical, & Transformative Approaches (AZ)

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

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9 – Poststructural, Constitutive, and New Materialism Theories (AZ)

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10 - A Case Study of Theory-Building and Claim-Making (AZ)

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11 - Critical Theories: Culture and Power (BL)

Foucault, M. (1982). The subject and power. *Critical inquiry*, 8(4), 777-795.

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Lorde, A. (2007). Age, race, class, and sex: Women redefining difference. In A. Lorde (Ed.), *Sister Outsider* (pp. 114-123). Crossing Press.

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Recommended:

Craig – Unit IX – Critical Tradition – p. 425-436 & 447-472 (Intro, Marx & Engels, Habermas, Deetz)

Williams, R. (1973). Base and superstructure in Marxist cultural theory. *New Left Review*, 82, 3-16.

12 - Intersectionality as Critical Social Theory (BL)

Collins, P. H. (2019). *Intersectionality as critical social theory*. Durham, NC: Duke University Press.

Recommended:

Jones, Jr., R. G. (2010). Putting privilege into practice through “intersectional reflexivity”: Ruminations, interventions, and possibilities. *Reflections*, 122-125.

13 - National Communication Association Annual Meeting: No Class

14 - Centering the Margins (BL)

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.

Dutta, M. J. (2015). Decolonizing communication for social change: A Culture-Centered approach. *Communication Theory*, 25(2), 123-143.

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15 – Critical Engagements, Coalitional Horizons (BL)

Madison, D. S. (1999). Performing theory/embodied writing. *Text and Performance Quarterly, 19*(2), 107-124.

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Select one of the following critical interventions based on a current area of disciplinary interest:

Chow-White, P. A. (2009). Data, code, and discourses of difference in genomics. *Communication Theory, 19*(3), 219-247.

Cruz, J. M., & Sodeke, C. U. (2020). Debunking Eurocentrism in organizational communication theory: Marginality and liquidities in postcolonial contexts. *Communication Theory*, <https://doi.org/10.1093/ct/qtz038>

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Kil, S. H. (2020). Reporting from the whites of their eyes: How whiteness as neoliberalism promotes racism in the news coverage of “All Lives Matter.” *Communication Theory*, 30(1), 21-40.

Lupton, D. (1994). Toward the development of critical health communication praxis. *Health Communication*, 6(1) 55-67.

Mayer, V. (2005). Research beyond the pale: Whiteness in audience studies and media ethnography. *Communication Theory*, 15(2), 148-167.

Squires, C. R. (2002). Rethinking the Black public sphere: An alternative vocabulary for multiple public spheres. *Communication Theory*, 12(4), 446-468.

16 – Final Synchronous Online Exam via Respondus(ALL)