Comm6800
Studies in Communication
Fall 2017

[As of 8/20/17. Updated versions available on Blackboard site]

Friday, 1:25-4:00
Room: 463 Mann Library

Instructor: Susan Fussell
Office: 484 Mann; cell: 280-0634 (emergencies only, otherwise use email/IM)
Office hours: Monday 3-5:00 and by appointment, but you can contact me any time by IM/Skype
    text (evenings are best)
E-mail: sfussell@cornell.edu; IM: suefussell@gmail.com; Skype: suefussell

Course Description and Objectives

As the first of three core graduate courses on the study of communication, this course serves
several purposes:

- It provides an introduction to the field of communication, its major domains of research,
  and the specific kind of contexts we focus on here at Cornell University.
- It introduces students to our faculty, their general areas of research, and their theoretical
  approaches.
- It focuses on developing students' theoretical understanding of the discipline, and in
  providing epistemological practice in how we think about phenomena at multiple levels
  of analysis.

As an introductory course, much examination of the substantive areas of study will necessarily
be cursory, and students are expected to acquire greater depth of understanding of specific
theories through additional course work, independent reading and research.

The course is structured into five parts:

I.   Introduction to the field of communication
II.   "Mass" communication and sociological perspectives
III.   Attitudes, opinions and persuasion
IV.   Interpersonal, group and organizational communication
V.   Human-computer interaction

Required texts:

Readings will be available on Blackboard. There will be approximately 4-6 readings each week.
Complete reading of each piece is required prior to class.

Student Responsibilities and Grading

1. Participation and Attendance (15%): Students are expected to prepare for each class; they should read and note the specified texts, and participate actively in class discussions. Students may be called on to summarize the major arguments, strengths, weaknesses, or problems, in any assigned reading. Regular attendance is expected. Failure to attend regularly and be prepared will be grounds for a grade reduction at the instructor's discretion.

2. Blackboard Discussion (15%) Each week, students are expected to post comments on two or more of the assigned readings on the blackboard forum set up for that week. Posts can include reactions to ideas in the readings, reflections on the readings based on your own experiences, or ideas or questions for future research. Students can start their own discussion threads or add to those started by other students. Posts must be completed by **11 AM on Friday** of the week of the readings to receive credit.

3. Short Papers (4 x 10%): Students are expected to write four short papers on over the course of the semester, each worth **10%** of the final grade. Each paper will require analysis and synthesis of a subset of course readings. Paper assignments will be given out one week in advance of the deadline. In preparation for the papers students are encouraged, but not required, to develop outlines and summaries of key theories and findings from the weekly readings.

3. Term Paper (30%): The paper should be 12-15 pages maximum, double spaced, excluding tables and figures. In the term paper students will be expected to write a paper focusing on one of the major domains or contexts of communication research covered in the course. In most cases, students will choose to review the literature in an area related to their own research interests or current projects. Students can choose between doing a broad survey of an area or a more focused review on specific research topics. Often, this choice will depend on how focused a students' interests are at the point of topic selection.

Please note the interim deadlines for the term paper (topic description, reference lists, outline, first draft). Failure to meet interim deadlines will lead to a reduction in total points for the term paper.

Academic Integrity

Academic integrity is crucial to your personal scholarly identity. Your rights and responsibilities in this area are outlined in the Cornell University Code of Academic Integrity http://archive.theuniversityfaculty.cornell.edu/AcadInteg/code.html. Violations of the code include but are not limited to:
  • Submitting work in this class that has also been submitted for a grade in another course without prior permission of both instructors.
  • Using, obtaining, or providing unauthorized assistance on examinations, papers, or any other academic work.
  • Misrepresenting another person's work as your own. You are responsible for obeying the Code of Academic Integrity. Ignorance of the code is not an excuse.

The most common problem is plagiarism, which will not be tolerated. Students from other cultures should be aware that American standards of acknowledgement and use of material prepared by others can be different than those in other cultures. Misrepresenting another's work as your own means presenting somebody else's words or ideas without proper attribution. Proper attribution includes quotation marks and page numbers for *any* words taken directly from any piece of another author's work, and/or a citation when you have paraphrased or summarized somebody else's work. Sources need not be published to be cited. If you have any questions about how whether or how a source must be cited, ask for clarification. **All students MUST complete the tutorial at http://plagiarism.arts.cornell.edu/tutorial/index.cfm.**

Any student suspected of plagiarism or cheating will have a primary hearing. If found guilty, he/she will receive a failing grade on the assignment and a reduction in overall course grade. The results of the hearing will be reported to the Academic Integrity Board. See http://archive.theuniversityfaculty.cornell.edu/AcadInteg/primaryStudent.html.

Students agree that by taking this course all required papers are subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Note: Course materials on Blackboard or distributed in class are the author(s)' intellectual property. Students are not permitted to buy or sell course materials, including syllabi, PPT presentations, teaching materials, or class exercises without the express permission of the instructor. Such unauthorized behavior constitutes academic misconduct.

Accommodations

It is Cornell policy to provide reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Student Disability Services and their instructors for a confidential discussion of their individual need for academic accommodations. Student Disability Services is located in 420 CCC. Staff can be reached by calling 607-254-4545. **Students are advised to meet with me early in the semester to make arrangements for accommodations.**

Introduction to the Field of Communication

Week 1 – Aug. 25: Definition of Communication

Craig, R. T. (1999). Communication theory as a field. *Communication Theory, 9*, 119-161.

Week 2 – Sept. 1: History of Communication

Delia, J. (1987). Communication Research: A History. In Chaffee, S. & Berger, C. (eds) *Handbook of Communication Science* (pp. 20-98). Newbury Park, CA: Sage.

Week 3 – Sept. 8: Building Theories of Communication

**Short paper 1 distributed

Higgins, E. T. (2004). What makes a theory useful? *Personality and Social Psychology Review, 8,* 138-145.

Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research.* New York: Aldine de Gruyter. Chapters 1 and 2 (pp. 1-44).

Lowery, S. A., & De Fleur, M. L. (1983). Developing frameworks for studying mass communication. *Milestones in mass communication research: Media effects* (pp. 1-29). New York: Longman.

"Mass" Communication and Sociological Perspectives

Week 4 – Sept. 15: Media, Culture and Society with Prof. Lee Humphreys

**Short paper 1 due by start of class

(Prof. Humphreys recommends that students read the articles in the order listed)

Williams, R. (1974). *Television: Technology & cultural form* (pp. 1-25). Fontana: London.

Carey, J. (1988). *Communication as culture: Essays on media and society* (pp. 13-36). Routledge: NY.

Hall, S. (1980/2001). Encoding/decoding. In M. G. Durham & D. M. Kellner (Eds.), *Media and cultural studies keyworks* (pp. 166-176). Blackwell Publishers: Malden, MA.

Horkheimer, M. & Adorno, T.W. (1972/2001). The culture industry: Enlightenment as mass deception. In M. G. Durham & D. M. Kellner (Eds.), *Media and cultural studies keyworks* (pp. 166-176). Blackwell Publishers: Malden, MA.

Humphreys, L. (2011). Who's watching whom? A study of interactive technology and surveillance. Journal of Communication, 61: 575-595.

Week 5 – Sept. 22: Ethics, Morality and Communication with Prof. Dawn Schrader; Gender and Digital Labor with Prof. Brooke Duffy

Schrader, D. E. & Ghosh, D. (2017). A dynamic systems approach to privacy psychology and policy

Schrader, D. E. (2015). Evolutionary paradigm shifting in moral psychology in Kohlberg's Penumbra. In Zizek, B., Garz, D. & Nowak, E. (Eds.) *Kohlberg Revisited*. Sense Publishers

Duffy, B. E. (2017). Entrepreneurial wishes and career dreams. In *(Not) getting paid to do what you love: Gender, social media, and aspirational work*. New Haven: Yale University Press.

Hesmondhalgh, D. (2010). User-generated content, free labour and the cultural industries. *Ephemera*, *10*, 267-284.

Attitudes, Opinions and Persuasion

Week 6 – Sept. 29: Social Identity, Context and Motivation with Prof. Neil Lewis

**Short paper 2 distributed

Lewis, N. A., Jr., Kougias, D. G., & Earl, A. (2017). *In-Group Stigma and African American Patients' Attention to Publicly Presented Health Information*. Manuscript submitted for publication.

Oyserman, D., & Lewis, N. A., Jr. (2017). Seeing the Destination AND the Path: Using Identity-Based Motivation to Understand and Reduce Racial Disparities in Academic Achievement. *Social Issues and Policy Review*, *11*(1), 159-194.

Week 7 – Oct. 6: Health Communication with Prof. Jeff Niederdeppe

**Term paper topics due by midnight SUNDAY Oct. 9 (one short paragraph, in email)

Hornik, R. C. (2002). Introduction: Public health communication: Making sense of contradictory evidence. In R. C. Hornik (Ed.), Public health communication: Evidence for behavior change (pp. 1-19). Mahwah, NJ: Lawrence Erlbaum.

Fishbein, M. & Yzer, M. C. (2003). Using theory to design effective health behavior interventions. *Communication Theory, 13*, 164-183.

Niederdeppe, J., Heley, K., & Barry, C. L. (2015). Inoculation and narrative strategies in competitive framing of three health policy issues. Journal of Communication.

Niederdeppe, J., Avery, R. J., & Miller, E. N. (2017). Alcohol control PSAs and drunk-driving fatalities in the United States, 1996-2010. *Preventive Medicine, 99*, 320-325.

Week 8 – Oct. 13: Psychology of Media Entertainment with Prof. Mike Shapiro; Children and Media

**Short paper 2 due by start of class

Lee, T. K., & Shapiro, M. A. (2014). The interaction of affective dispositions, moral judgments, and intentionality in assessing narrative characters: Rationalist and intuitionist sequences. *Communication Theory, 24*, 146–164.

Zhou, S., Shapiro, M. A., & Wansink, B. (2017). The audience eats more if a movie character keeps eating: An unconscious mechanism for media influence on eating behaviors. *Appetite, 108*(1), 407-415

Byrne, S. & Lee. T. (2011). Toward predicting youth resistance to internet risk prevention strategies. *Journal of Broadcasting and Electronic Media, 55*, 90-113.

Byrne, S., Linz, D., & Potter, W. J. (2009). A test of competing cognitive explanations for the boomerang effect in response to the deliberate disruption of media-induced aggression. *Media Psychology, 12*, 227-248.

Week 9 – Oct. 20: Situated Cognition and Communication with Prof. Jon Schultz

**Short paper 3 distributed

Chong, D. & Druckman, J. N. (2007). Framing theory. Annual Review of Political Science 2007, 10, 103–126.

Schwarz, N., Bless, H., Wänke, M., Winkielman, P. (2003). Accessibility revisited. In G. Bodenhausen, and A. Lambert (Eds.), *Foundations of Social Cognition: A Festschrift in Honor of Robert S. Wyer, Jr.*, (pp. 51-77). Mahwah, NJ: Lawrence Erlbaum Associates.

Schuldt, J.P., Enns, P.K., & Cavaliere, V. (2017). Does the label really matter? Evidence that the US public continues to doubt "global warming" more than "climate change." Climatic Change, 143, 271-280.

Schuldt, J.P., & Pearson, A.R. (2016). The role of race and ethnicity in climate change polarization: Evidence from a U.S. national survey experiment. Climatic Change, 136, 495–505.

Interpersonal, Group and Organizational Communication

Week 10 – Oct. 27: Interpersonal Communication with Prof. Natalie Bazarova; Embodiment in Virtual Reality with Prof. Andrea Won

Walther, J. B. (1996). Computer-mediated communication: Impersonal, interpersonal, and hyperpersonal interaction. *Communication Research, 23*, 3-43.

Jiang, L., Bazarova, N. N., & Hancock, J. T. (2013). From perception to behavior: Disclosure reciprocity in computer-mediated and face-to-face interactions. *Communication*

Research, 40, 125-143.

Won, A. S., Bailenson, J., Lee, J., & Lanier, J. (2015). Homuncular flexibility in virtual
    reality. *Journal of Computer‑Mediated Communication, 20*, 241-259.

Bailenson, J. N., Beall, A. C., Loomis, J., Blascovich, J., & Turk, M. (2004). Transformed
    social interaction: Decoupling representation from behavior and form in collaborative
    virtual environments. *PRESENCE: Teleoperators and Virtual Environments*, *13*(4),
    428-441.

Week 11 – Nov. 3: Social Networks with Prof. Drew Margolin

**Short paper 3 due by class.
Initial term paper reference list due by midnight SUNDAY Nov. 6

Monge, P. R., & Contractor, N. (2003). *Theories of communication networks*. Oxford
    University Press. Chapters 1 & 2.

Lin, Y.-R., & Margolin, D. (2014). The ripple of fear, sympathy and solidarity during the
    Boston bombings. *EPJ Data Science*, *3*(1), 1–28.

**Week 12 – Nov. 10: Computer-Mediated Communication; Organizational Communication
    with Prof. Connie Yuan**

Clark, H.H., & Brennan, S.E. (1991). Grounding in communication. In L.B. Resnick, J.M.
    Levine & S.D. Teasley (Eds.) *Perspectives on socially shared cognition* (pp. 127-
    149). Washington, DC: American Psychological Association.

Fussell, S. R. & Setlock, L. D. (in press). Computer-mediated communication. In T.
    Holtgraves (Ed.), *Handbook of Language and Social Psychology*. Oxford, UK:
    Oxford University Press.

Putnam, L. L., Phillips, N., & Chapman, P. (1996). Metaphors of communication and
    organization. In S. R. Clegg, C. Hardy & W. R. Nord (Eds.), *Handbook of
    organization studies* (pp. 375-408). Thousand Oaks, CA: Sage.

Yuan, Y.C., Carboni, I., & Ehrlich, K. (2014). The impact of interpersonal affective
    relationships and awareness on expertise seeking: A multilevel network investigation.
    European Journal of Work and Organizational Psychology, 23, 554-569.

Week 13 – Nov. 17: Face-to-Face and Virtual Groups with Prof. Poppy McLeod

**Short paper 4 distributed
Term paper detailed outline due by midnight SUNDAY Nov. 20

Wittenbaum, G. M., Hollingshead, A. B., Paulus, P. B., Hirokawa, R. Y., Ancona, D. G.,
    Peterson, R. S., et al. (2004). The functional perspective as a lens for understanding
    groups. *Small Group Research, 35*, 17-43.

McLeod, P. L., & Kettner-Polley, R. B. (2004). Contributions of psychodynamic theories to understanding small groups. *Small Group Research, 35*, 333-361.

McLeod, P. L. (2013). Distributed people and distributed information: Vigilant decision-making in virtual teams. *Small Group Research, 44,* 627–657.

Liu, Y.C., McLeod, P. L. & Moore, O. A. (2015). Personality and groups: An interdisciplinary integration. *Small Group Research*.

Nov. 24– Thanksgiving Break, no class

Week 14 – Dec. 1: Human Computer Interaction: Design as Communication with Prof. Malte Jung

****Short paper 4 due by start of class**

Zimmerman, J., Forlizzi, J., & Evenson, S. (2007): Research through design as a method for interaction design research in HCI. In *Proceedings of the Conference on Human Factors in Computing Systems*. ACM Press: 493-502.

Jung, M. F., Martelaro, N., & Hinds, P. (2015). Using robots to moderate team conflict: The case of repairing violations. In *Proceedings of the Tenth Annual ACM/IEEE International Conference on Human-Robot Interaction (HRI '15)*. ACM, New York, NY, USA, 229-236.

Mutlu, B., Yamaoka, F., Kanda, T., Ishiguro, H., & Hagita, N. (2009). Nonverbal leakage in robots: Communication of intentions through seemingly unintentional behavior. In *Proceedings of the 4th ACM/IEEE Conference on Human-Robot Interaction* (HRI'09), March 2009, San Diego, CA.

****Term Paper Due FRIDAY Dec. 8 at midnight*****