Comm6800
Studies in Communication
Fall 2015

[As of 8/17/15. Updated versions available on Blackboard site]

Friday, 1:25-4:00
Room: TBA

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)
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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 (Weeks 1-3)
II. "Mass" communication and sociological perspectives (Weeks 4-6)
III. Attitudes, opinions and persuasion (Weeks 7-10)
IV. Interpersonal, group and organizational communication (Weeks 11-13)
V. Human-computer interaction (Week 14)

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 intermediate deadlines for the term paper (topic description, reference lists, outline, first draft).

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://cuinfo.cornell.edu/aic.cfm.

Violations of the code of conduct 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 for many students is plagiarism, which will not be tolerated and will be sanctioned by failure of the course. Students from other cultures should be especially aware that American standards of acknowledgement and use of material prepared by others (especially one's professors) can be much different than those in other cultures. **All students MUST complete the tutorial at http://plagiarism.arts.cornell.edu/tutorial/index.cfm.**

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; any document that you use as a source that you are not the sole author of must be cited or attributed in this way. If you have any questions or concerns about how to attribute or whether a source must be cited, please ask for clarification in advance. Academic integrity is a serious matter and will be treated as such.

Students agree that by taking this course all required papers may be 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. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Note: Course materials posted on Blackboard or distributed in class are intellectual property belonging to the author(s). Students are not permitted to buy or sell any course materials, including but not limited to syllabi, PowerPoint 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. 28: Definition of Communication

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

Week 2 – Sept. 4: 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. 11: 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.

Poole, M.S. & Van de Ven, A. H. (1989). Using paradox to build management and organization theories. *Academy of Management Review, 14,* 562-578.

Mills, C. W. (1959). *The Sociological Imagination*. Chapter 1: The Promise (pp. 3-24). NY: Oxford University Press.

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).

"Mass" Communication and Sociological Perspectives

Week 4 – Sept. 18: Theories of Mass Communication

****Short paper 1 due by start of class**

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.

Morgan, M., & Shanahan, J. (1997). Two decades of cultivation research: An appraisal and meta-analysis. In B. R. Burleson (Ed.), *Communication yearbook 20* (pp. 1-45). Thousand Oaks, CA: Sage.

Palmgreen, P. (1984). Uses and gratifications: A theoretical perspective. In R. N. Bostrom (Ed.), *Communication yearbook 8* (pp. 20-55). Beverly Hills, CA: Sage.

Week 5 – Sept. 25: Media, Culture and Society with Prof. Lee Humphreys

****Short paper 2 distributed**

(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.

Attitudes, Opinions and Persuasion

Week 6 – Oct. 2: Situated Cognition and Communication with Prof. Jonathon Schuldt

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., Guillory, J.E., & Gay, G.K. (in press). Prejudice and the plate: Effects of weight bias in nutrition judgments. *Health Communication*.

Lu, H. & Schuldt, J.P. (2015). Exploring the role of incidental emotions in support for climate change policy. *Climatic Change*, 131, 719–726.

Week 7 – Oct. 9: Persuasion and Behavior Change; Health Communication with Jeff Niederdeppe

****Short paper 2 due by start of class**
****Term paper topics due by midnight Sunday Oct. 11 (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. & Frosch, D. (2009). News coverage and sales of products with trans fats: Effects before and after changes in federal labeling policy. American Journal of Preventive Medicine, 36(5), 395-401.

Niederdeppe, J., Heley, K., & Barry, C. L. (2015). Inoculation and narrative strategies in competitive framing of three health policy issues. Journal of Communication. doi:10.1111/jcom.12162. [epub ahead of print].

Week 8 – Oct. 16: Communicating Science and Risk with Prof. Katherine McComas and Prof. Bruce Lewenstein

****Short paper 3 distributed**

af Wåhlberg, A. & Sjöberg, l. (2000). Risk perception and the media**.** *Journal of Risk Research, 3*, 31–50.

Slovic, P., M. L. Finucane, E. Peters, and D. G. MacGregor. (2004) Risk as analysis and risk as feelings: Some thoughts about affect, reason, risk, and rationality. *Risk Analysis, 24*, 311-322.

Fischoff, B. & Schefele, D. A. (2013). The science of science communication. PNAS 2013 110 (Supplement 3) 14031-14032.

Fischhoff, B. (2013). The sciences of science communication. PNAS 2013 110 (Supplement 3) 14033-14039.

Scheufele, D. A (2013). Communicating science in social settings. PNAS 2013 110 (Supplement 3) 14040-14047.

Bhattacharjee, Y. (2010). NSF Board Draws Flak for Dropping Evolution From Indicators. *Science, 328(5975*), 150-151.

Bhattacharjee, Y. (2011). New NSF Survey Tries to Separate Knowledge and Belief. *Science, 333(6041),* 394.

Week 9 – Oct. 23: Psychology of Media Entertainment; Children and Media

Shapiro, M. A., & Kim, H. K. (2012). Realism judgments and mental resources: A cue processing model of media narrative realism. *Media Psychology, 15*, 93-119.

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.

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 10 – Oct. 30: Ethics, Morality and Communication with Dawn Schrader; Term paper updates

****Short paper 3 due by start of class**

Weinstein, E. C. & Schrader, D. E. (2014). Young women's relational aggression: Coping and self compassion in the face of social stress.

Schrader, D. E. & Ghosh, D. (under review). Protecting from the data powers that be: new ethical privacy challenges in the digital age. Submitted to HICSS 2015.

Interpersonal, Group and Organizational Communication

Week 11 – Nov. 6: Interpersonal Communication; Computer-Mediated Communication with Prof. Natalie Bazarova

****Term paper reference list due by midnight MONDAY Nov. 9****

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.

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.

Week 12 – Nov. 13: Organizational Communication; Social Networks with Profs. Drew Margolin and Connie Yuan

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.

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

Hannak, A., Margolin, D., Keegan, B., & Weber, I. (2014). Get back! You don't know me like that: The social mediation of fact checking interventions in Twitter conversations. In *Proceedings of the Eighth International AAAI Conference on Weblogs and Social Media* (pp. 187–196).

Lin, Y.-R., Margolin, D., & Lazer, D. (2014). Tracing coordination and cooperation structures via semantic burst detection. *EAI Endorsed Transactions on Collaborative Computing*, *1*(2), e7.

Week 13 – Nov. 20: Face-to-Face and Virtual Groups with Prof. Poppy McLeod

****Short paper 4 distributed**
****Term paper detailed outline due by midnight MONDAY Nov. 23****

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 (*forthcoming).

Nov. 27– Thanksgiving Break, no class

Week 14 – Dec. 4: Human Computer Interaction: Design as Communication

****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.

Byrne, S., Gay, G., Pollack, J. P., Gonzales, A., Retelny, D., Lee, T. & Wansink, B. (2012): Caring for mobile phone-based virtual pets can influence youth eating behaviors. *Journal of Children and Media*, *6*, 83-99.

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: Fri. Dec. 11 at midnight*****