

**SCHOOL OF COMMUNICATION, SFU.****CMNS 110-3 INTRODUCTION TO COMMUNICATION STUDIES  
Syllabus: spring, 2010****Instructor:**[Roman Onufrijchuk](mailto:roman@sfu.ca) <roman@sfu.ca>**TAs:**[Indranil Chakraborty](mailto:ichakrab@sfu.ca) <ichakrab@sfu.ca>[Shivaun Corry](mailto:msc5@sfu.ca) <msc5@sfu.ca>[Rahat Imran](mailto:rai@sfu.ca) <rai@sfu.ca>[Yong Shim](mailto:ysa30@sfu.ca) <ysa30@sfu.ca>[Shan Wu](mailto:swa28@sfu.ca) <swa28@sfu.ca>**COURSE DESCRIPTION:**

This course provides students with a general introduction to the systematic study of communication -- its various phenomena, history, practices, media and mediating processes and dynamics, scholarship, explanatory and directional theories, and criticism.

Beginning from the origins and foundations of communication studies, the course traces the development of communication technologies, techniques and ecologies; surveys the characteristics of oral and written forms of media and cultural frameworks shaping knowledge and social climates; examines the relationships between communication and the formation and mediated nature of the self; the formal and relation-conditioning properties of media; key positions and ideas of various paradigms that have influenced or arisen out of the field; as well as the social forces, fields, media, and institutions that shape, and are shaped by, communication processes.

The course introduces students to intellectual tools for critical assessment of images, messages, practices, media institutions and technologies making up our information-dense and time-urgent world.

**II. REQUIRED TEXTS:**

- I. Dues, Michael, and Mary Brown. *Boxing Plato's Shadow: An Introduction to the Study of Human Communication*. New York: McGraw-Hill, 2003.
- II. Mattelart, Armand, and Michele Mattelart. *Theories of Communication: A Short Introduction*. Sage Publications, 1998.
- III. Meyrowitz, Joshua. *No Sense of Place: The Impact of Electronic Media on Social Behaviour*. NY: Oxford University Press, 1984.
- IV. Zhao, Shanyang. "The Internet and the Transformation of the Reality of Everyday Life: Toward a New Stance in Sociology." *Sociological Inquiry* 76, no. 4 (2006): 458-74. (online)

**III. COURSE REQUIREMENTS:**

- Survey Assignment (10%)
- Midterm (**30%**)
- Seminars: briefings; presentation and documentation; attendance (**30%**: presentation 10%; documentation 10%; attendance and participation, 10%)
- Take-home assignment (**30%**)

**IV. COURSE SCHEDULE:**

<b>Week</b>	<b>Course Readings</b>
<b>Week 1</b> Jan. 5	<b>Dues &amp; Brown, (pp. xv-xix)</b>  <b>Mattelarts (pp. 1-4)</b>

<p><b>Week 2</b> Jan. 12</p>	<p><b>Dues &amp; Brown, I-III, (pp. 1-52)</b></p> <p><b>1. The beginning of CMNS study</b></p> <ol style="list-style-type: none"> <li>a. Market for communication knowledge and skill</li> <li>b. Sophists</li> <li>c. Aristotle's revolution</li> <li>d. Boxing Plato's shadow</li> <li>e. Contributions of Plato &amp; Aristotle to CMNS study</li> </ol> <p><b>2. Communication study from Aristotle to the 20th century</b></p> <ol style="list-style-type: none"> <li>a. Rhetoric in Egypt &amp; Rome</li> <li>b. Rhetoric in Christian Europe</li> <li>c. The contribution of the Moors</li> <li>d. Humanism, the Renaissance &amp; printing press</li> <li>e. Enlightenment &amp; modern concept of communication</li> <li>f. New relevance of rhetoric in England &amp; the New World</li> <li>g. Elocution</li> <li>h. A changing academic world and a new discipline</li> </ol> <p><b>3. Humanistic study of CMNS in the 20<sup>th</sup> century</b></p> <ol style="list-style-type: none"> <li>a. Rhetorical scholarship and the practical art of speech</li> <li>b. Neo-Aristotelian approach</li> <li>c. Limitations of Neo-Aristotelian scholarship</li> <li>d. Neo-Aristotelian legacy</li> <li>e. New foundations for contemporary rhetorical scholarship <ul style="list-style-type: none"> <li>Argumentation theory</li> <li>Hermeneutics</li> <li>Dramatism</li> <li>Critical Theory</li> <li>Postmodernism</li> <li>Epistemics</li> </ul> </li> <li>f. Rhetorical scholarship today</li> </ol>
<p><b>Week 3</b> Jan. 19</p>	<p><b>Mattelarts, I-III, (pp. 5-56)</b></p> <p><b>1. The social organism</b></p> <ol style="list-style-type: none"> <li>a. Discovery of trade and flows</li> <li>b. Managing the multitudes</li> </ol> <p><b>2. New World Empiricism</b></p> <ol style="list-style-type: none"> <li>a. The Chicago School and human ecology</li> <li>b. Mass communication research</li> </ol> <p><b>3. Information Theory</b></p> <ol style="list-style-type: none"> <li>a. Information and system</li> <li>b. Cybernetics</li> </ol>
<p><b>Week 4</b> Jan. 26</p>	<p><b>Dues &amp; Brown, IV, (pp. 57-76)</b></p> <p><b>4. Emerging social science of communication</b></p> <ol style="list-style-type: none"> <li>a. The nature of social science <ul style="list-style-type: none"> <li>Characteristics of social science</li> <li>Importance of theory</li> <li>Qualitative and quantitative methods in social science</li> <li>Summary of the nature of social science</li> </ul> </li> <li>b. 19<sup>th</sup> Century foundations of social science and cmns study</li> <li>c. Early scientific study of cmns (1900s-1940s) <ul style="list-style-type: none"> <li>Politics and mass communication research</li> <li>Psychology and cmns research</li> <li>Sociology and cmns research</li> <li>Speech, language and communication research</li> <li>Business and communication research</li> </ul> </li> <li>d. Scientific study of cmns from 1940 to the present <ul style="list-style-type: none"> <li>Communication research and WWII</li> <li>Growth of cmns science after the war</li> <li>Integrating speech and cmns study</li> </ul> </li> </ol>

	<p>Recent trends in cmns study</p> <p><b>Mattelarts, IV, (pp. 57-90)</b></p> <p><b>4. The cultural industry, ideology and power</b></p> <ol style="list-style-type: none"> <li>Critical Theory</li> <li>Structuralism</li> <li>Cultural studies</li> </ol>
<p><b>Week 5</b> Feb. 2</p>	<p><b>Mattelarts, V &amp; VI, (pp. 91-128)</b></p> <p><b>5. Political economy</b></p> <ol style="list-style-type: none"> <li>Cultural dependence</li> <li>Cultural industries</li> </ol> <p><b>6. The return of everyday life</b></p> <ol style="list-style-type: none"> <li>The intersubjective movement</li> <li>The ethnography of the audience</li> </ol>
<p><b>Week 6</b> Feb. 9</p>	<p><b>Meyrowitz, (Part I) pp. 1 - 68</b></p> <p><b>PART I. Media as agents of social change</b></p> <ol style="list-style-type: none"> <li>Media behaviour, the missing link Media as cultural environments Situations and behaviour Theoretical gap: Media and situations</li> <li>Media, situations and behavior Beyond place: situations as information systems New media, new situations New situations, new behavior</li> <li>Why roles change when media change Group identity: Shared but secret information Role transitions: controlled access to group information Authority: Mystery and mystification</li> </ol>
	<b>OLYMPIC BREAK</b>
<p><b>Week 7</b> Mar. 2</p>	<b>MIDTERM: No classes, no tutorials</b>
<p><b>Week 8</b> Mar. 9</p>	<p><b>Meyrowitz, pp. 69 -125</b></p> <p><b>PART II From Print Situations To Electronic Situations</b></p> <ol style="list-style-type: none"> <li>The merging of public spheres Media access codes Getting the message Implicit vs. explicit access</li> <li>The blurring of public and private behavior Information forms Personal vs. impersonal response "Imprint of," vs. "report on"</li> <li>Separation of social place and physical place Physical passage and social passage Media "friends" The binding of <i>message</i> to context Time and space saturation</li> </ol>
<p><b>Week 9</b> Mar. 16</p>	<p><b>Meyrowitz, pp. 127 - 184</b></p> <p><b>Part III. The New Social Landscape</b></p> <ol style="list-style-type: none"> <li>New group identities Merging of group experience Exposure of backstage group behavior Undermining of group locations</li> </ol>

	<p>9. New ways of becoming The overlapping of socialization spheres Backstage access and blurring role transitions Weakening of socialization places</p> <p>10. Questioning authority Blurring of high and low status situations Backstage visibility and the decline of authority Severing of the status/territory link</p> <p>11. Effect loops Etiquette loop Media content loop The territorial access loop</p>
<p><b>Week 10</b> Mar. 23</p>	<p><b>Meyrowitz, pp. 185 - 305</b> <b>Part IV. Three Dimensions of Social Change</b></p> <p>12. The merging of masculinity and Femininity: case study in changing in group identities Gender liberation Feminist continuities and discontinuities Femininity and the doctrine of separate spheres TV &amp; the raising of feminist consciousness Sexist content/liberating structure Literacy and the enhancement of patriarchy When a house is not a home (and not a business)</p> <p>13. The blurring of childhood and adulthood: a case study in changing role transitions The adultlike child and the childlike adult The myth of age-determinism TV and child integration Mixed grades for the school Literacy and the "invention" of childhood and adulthood Reflections in black on white</p> <p>14. Lowering the political hero: a case study in changing authority Merging of political arenas and styles Political ritual and political reality Great performances require the perfect stage Media and presidential morality From "private-public" to "public-public" Watergate and "Cartergate" The presidency in the eye of TV: Regan and beyond</p>
<p><b>Week 11</b> Mar. 30</p>	<p><b>Meyrowitz, pp. 307 - 330</b> <b>Part V: Conclusion</b></p> <p>15. Where have we been, where are we going? No sense of place Order, not chaos Hunters and gatherers of the media age Good or bad? / True or false? Whither "1984"? New generations of electronic media Controlling or controlled?</p> <p><b>Dues &amp; Brown, (pp. 81-100)</b></p> <p>5. Communication study today and tomorrow a. Challenges facing social sciences b. Challenges facing humanist scholars c. The challenge of changing technology d. Areas of specialization in communication research e. Communication study as interdisciplinary scholarship f. Enduring issues confronting the field The nature of CMNS and the scope of CMNS study</p>

	<p>The primary purposes of communication study          Appropriate methods in communication study          Living with Plato's shadow          The practical value of CMNS study          g. CMNS study and you</p>
<p><b>Week 12</b>          Apr. 6</p>	<p>- Zhao, Shanyang. "The Internet and the Transformation of the Reality of Everyday Life Toward a New Stance in Sociology," pp. 458-74 (posted, online).</p> <p>- <b>Mattelarts (pp. 129-157)</b>  <b>7. The dominion of communication</b>          a. The notion of the network          b. One world, many societies</p>
<p><b>Week 13</b>          Apr 13</p>	<p><b>FINAL ASSIGNMENT DUE in TUTORIALS</b></p>

## V. COURSE NOTES AND GUIDELINES:

### 1. SURVEY ASSIGNMENT (10%)

The assignment is in 2 parts:

Part ONE: 1-2 pages (500 words +/-, double-spaced; concision is an asset)

According to Dues and Brown, against which aspect of Plato's thought did Aristotle rebel? Why? How?

Part TWO: Biographic sketch: 150-word biography (3rd person)

This is a statement about you serving as an introduction or a "publishable thumbnail" or bio. It should contain something about your past, about what you think you'd like to get out of this course and/or why you've enrolled in it, and something about your plans for your future.

#### NOTE:

Parts 1 and 2, in the form of an integrated document, in hard copy, are to be handed in to your TA.

The biographical statement, Part 2 only, is to be sent to me by e-mail, not as an attachment, but in the message field. The "To" field of the e-mail should contain "CMNS 354."

Proper academic form is expected in the first assignment, and all those thereafter. The following elements are factored into grading:

1. Clarity and transparency of the organization of discourse,
2. Succinctness and intelligence of writing,
3. Correct use of citations and bibliographies,
4. Executive summary/abstract
5. Robust introduction and conclusion supported by the data reported
6. Clear point of departure, and flow of argument and report
7. Fulsome reporting on research – processes, protocols, problems and re/solutions
8. Overall presentation, elegance, use of infographics and tables where appropriate, etc.
9. And, in addition to course-informed vocabulary and copia (depth/breadth; "erudition," "proof of purchase"), "something extra."

### 2. Tutorials: Presentations & Documentation

Beginning in Week 3, we will have two presentations per seminar drawn on their corresponding weeks from the Ades/Brown and Meyrowitz texts listed in the schedule above.

Presentations should provide a concise summary of the author/s' key point/s & supporting arguments, connect the article to the course lectures, literature, media or discussion, as well

as furnish the class with some contextual background. All presentations must be documented.

**NOTE:** Students are required to provide everyone in the tutorial with a hard copy of this documentation on the day of their presentation.

**Documentation** is made up of a 2-4 page handout including:

1. Author's key point or thesis
2. The presentation outline followed by,
3. Key quotes from the article, and
4. Questions or points of relationship to other course material for seminar discussion.

## **2. Exams and assignments**

i. Study questions will be provided in Week 6. The Midterm, in class, closed book, covers all course material up to and including Week 6.

ii. Final assignment topics, along with guidelines, typically posted Week 12.

## **3. Class communication**

All our mailing lists make use for your "@sfu.ca" e-mail addresses. We make extensive use of e-mail to send out assignments and study questions as well as links to web sites required to complete the course, so please either use your SFU e-mail or check your SFU account regularly.

I read and answer e-mails – except dumb ones. Definition of a dumb e-mail – any e-mail asking for an explanation that is available on the course web site or documentation students could have checked on their own. Normally most issues should be taken up with your TA first, but I am glad to answer all questions. If you do send me an e-mail please be sure to "sign" it, i.e. put your name on it as e-mail handles rarely tell me who you are. Also, please include you TA's name as sometimes things need to be sorted with the TA as well, and saves me the trouble of trying to figure out who the TA is.