Perspectives on Human Communication
COMM 1210
Section 200
Summer 2011 Term B
M-F 11:00 AM – 12:35 PM (EDUC 136)

Instructor: Jorge Lizarzaburu
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Office hours: Hellens 14 – MF 12:40 – 1:40 PM or by appointment.

Communicating Policy: You may communicate with me face-to-face or via e-mail. Besides our office hours, I will generally be available before and after class in or outside EDU 136. If you have an e-mail question, contact me first, through my CU address above (i.e. not through the CULearn/Blackboard website). Don’t expect an immediate response, but I will try to get back to you within 24 hours during the week (on weekends and holidays it is likely to be longer).

The Course

Communication and its media have created new worlds for us, and we only partly understand what we’re doing in them. These worlds condition the way we feel, think, and relate to others—as communicative environments have done for as long as life has existed. We need to try to understand those environments better, our places in them, and our ways of producing and reproducing communication at this time in history. Our lives depend on it.

This course provides an introduction to communication as a way of thinking about and living in the world. It also introduces communication as a discipline and interlocking fields of study. We will read from both classic and contemporary writings to make sense of communication as a discrete event, ongoing social process, and cultivated art that can be directed toward all kinds of human purposes. In the process of learning key concepts and theories, emphasis is placed on developing reflective self-awareness about the communication that we participate in and wider-ranging curiosity and care for the communicative lives of others. In the process, we will consider a range of embodied and technologically mediated forms of communication cutting across interpersonal, organizational, and public settings and relationships.

The first half of the course will chart different ideas and perspectives on communication in general, looking back to influential ancient views, classic twentieth-century authors, and important contemporary understandings. Across the first two, we will focus particularly on the way that communication can create individual and social realities. Following the midterm, we will turn to questions of self, others, and community in the contemporary world and sample representative ways of considering those issues from communicative perspectives. Instead of trying to give an overview of communication studies writ large, we will focus on specific, empirical studies of interpersonal, intercultural, organizational, group, rhetorical, and mass-mediated communication. The aim
is both to apply general conceptual frameworks developed in the first half of class and to see particular ways that students of communication think about and investigate the world.

**Goals for Students**

The course is designed to promote the following outcomes for students:

1. To consider the world from communicative points of view; identify key components of particular communicative processes and events; and develop more reflective and articulate ways of interpreting, evaluating, responding to, and creating communication in your own lives.
2. To improve your ability to read scholarly literature, explain key ideas and terms, apply them to real-world examples, and differentiate approaches and perspectives to the study of communication.
3. To develop habits of reflective awareness about communication that can enrich your everyday experience, help you negotiate it, and improve your ability to intelligently consider the communicative lives of nearby and distant others.

**Assignments and Exams**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Quizzes (4)</td>
<td>20%</td>
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<tr>
<td>Short Papers (3)</td>
<td>15%</td>
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<tr>
<td>Group Work (daily and as a presentation) See handout: Groups and Group Work</td>
<td>10%</td>
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<tr>
<td>Participation/Attendance</td>
<td>5%</td>
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<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam (multiple choice and short essay) Review Sheets will be distributed before each exam.</td>
<td>30%</td>
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**Attendance**

Students are allowed 1 absence without penalty. All additional absences will result in a 1% drop of your Attendance/Participation score.

**Readings and Course Materials**

**Readings:** As a way of both encouraging independent thought and reading practices—as well as saving students $70 or more—we won’t be using a textbook for this class. Instead, we have selected individual readings, all of which are available through CULearn. To access the course website, go to [http://culearn.colorado.edu](http://culearn.colorado.edu). Your CULearn login is your CU login name (the same one you use for your email account). If you don’t know your CU
login name, then you should contact (303) 735-HELP (or 5-4357) from a campus phone) or you can email help@colorado.edu.

Print off hard copies of all assigned readings and keep them in a three-ring binder or folder with your graded Reading Questions and class notes. Bring it to every class. We will be working from the texts, which we want you to read carefully, mark up, and make notes on. If you don’t have the readings with you, you can’t fully participate in class.

Two Notes on Grading

1. Philosophy. We uphold high standards as a way to help bring out your best thinking and writing, and reward true excellence. ‘C’ stands for ‘competent,’ as in ‘displayed competent knowledge of the materials and skills, and completed the assignments satisfactorily.’ ‘B’ means that you have gone significantly beyond basic competence; while ‘A’ indicates a superior answer, displaying both excellent understanding of the material and evidence of independent thought. We uphold high standards as a way to help bring out your best thinking and writing, and reward true excellence.

2. Mechanics. I will be entering your grades on CU Learn. It is your responsibility to monitor the grades that are recorded there and make sure they accord with the grade you received on the assignment or exam. If you find a discrepancy between your posted grade and the one written on your homework or exam, you need to let me know within 4 days after the assignment is returned. Grades will not be changed except in cases where there was an error in recording, computation, or application of course grading rubrics.

If You Want to Do Well in this Class....

Be Prepared: Give yourself enough time to do a thorough job on the readings, quizzes and papers. They count for 25% of your final grade, and they prepare you for exams. Do all of them, do them carefully, and bring the original readings to class with you for discussion. Stay on top of the material; there is a lot of it, and cramming does not work for the exams.

Be Present: If you’re not present, you lose the benefit of learning through examples, problem solving, live thinking, and other ‘active learning.’ Unless you are remarkably talented, your exam grade will suffer. Even if you are remarkably talented, you will still lose a chance to learn more, and find ways to make course material applicable to your own life. Remember that attendance and participation count towards 10% of your final grade.

Be Engaged: Learning is an active process. It is marked by physical and cognitive engagement. Listen carefully in class. Stay involved by taking notes, both of what is said, and of things that cross your mind during lecture and discussion. To help you stay engaged, avoid distracting people around you, and explore the world of the spoken word, students will not be permitted to use laptops, cell phones, or other portable electronic devices in class. (Exceptions to the laptop rule will be made if students have registered a
learning difference with CU's Disability Services Office. Please talk to me in the first week of school).

Alternate-Date and Makeup Exams

Alternate-date and makeup exams will be given only:
   a) If the student is required to attend an officially sanctioned athletic event as a participant and notifies the instructor in advance.
   b) In cases of a religious observance where the instructor is notified in advance.
   c) In cases of documented serious illness.
   d) In cases of a documented family emergency.
   e) In cases of a documented legal obligation that cannot be adjusted (e.g. court appearances).

Students with Special Needs

If you qualify for accommodations because of a disability, please give Simonson a letter from Disability Services as soon as possible so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, and www.Colorado.EDU/disabilityservices. If accommodation includes the need to take notes on a laptop computer during class, please let us know immediately.

Maintaining a Civil Classroom Environment

We will be talking about issues and ideas that can make a difference in all of our lives. To do that well, we need to be respectful of one another. We all have that responsibility. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. The UC-Boulder policy on Discrimination and Harassment (http://www.colorado.edu/policies/discrimination.html) and the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships applies to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh
Plagiarism and Other Cheating

We take cheating seriously—on exams, quizzes and papers. All students are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic, dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (303-725-2273; honor@colorado.edu). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). For information on following the Honor Code with Reading Questions, see that handout.

Other information can be found at http://www.colorado.edu/policies/honor.html & http://www.colorado.edu/academics/honorcode/.

Class Schedule

- Unless otherwise noted, readings are available through CULearn, and you should complete them in the order listed.
- Typed and printed short papers need to be handed in to me on the designated due dates at the beginning of class.

INTRODUCTION


July 5th Readings Due:
- Class Document: “Communication as Event, Process, Structure, Habit, and Art”

CREATING AND MANAGING WORLDS: ANCIENT UNDERSTANDINGS OF SPEECH AND RHETORIC

Ancient Roots for Communication Study: Rhetoric and Logos in Classical Greece

July 6th Readings Due:
- George A. Kennedy, “Rhetoric Before Aristotle”
- Course Document: Excerpts from Isocrates, “Antidosis”

Disagreement and Persuasion: Protagoras and Aristotle

July 7th Readings Due:
- Michael Billig, “Protagoras and the Origins of Rhetoric”
July 8th Readings Due:
- Quiz # 1

COMMONALITY AND DIFFERENCE: DISCOVERING “COMMUNICATION” IN AN AGE OF NEW MEDIA

Week 2 (7/11-7/15): “Communication” as Word, Idea, and Field

July 11th:
- Charles Horton Cooley, excerpts on communication and words from *Social Organization* (1909)
- Robert T. Craig, “Communication as a Field and Discipline”

**Communication, Difference, Disagreement: Two Classic Views**

July 12th Readings Due:
- W.E.B. DuBois, excerpts from *The Souls of Black Folk* (1903)

July 13th Readings Due:
- Group # 1 presents

July 14th Readings Due:
- Mary Parker Follett, “Constructive Conflict” (1926)
- Paper # 1 due

July 15th:
- Group # 2 presents
- Quiz # 2

Week 3 (7/18-7/22): THEORIZING COMMUNICATION: CULTURAL AND CONSTRUCTIVIST APPROACHES

Communication and Culture: Transmission and Ritual Views

July 18th Readings Due:
- James W. Carey, “A Cultural Approach to Communication”

July 19th Readings Due:
- Group # 3 presents

Communication and Social Constructionism

July 20th Readings Due:
- Brenda J. Allen, “Social Constructionism” (excerpts)
- Quiz # 3
July 21\textsuperscript{th} Readings Due:
- Paper # 2 due
- Midterm Review Session

July 22\textsuperscript{th}:
- Midterm

Week 4 (7/25 – 7/29): Reflections on Our Current Moment in World Perspective

July 25\textsuperscript{th}:
- Charles Lemert and Anthony Elliot, \textit{Deadly Worlds: The Emotional Costs of Globalization}

July 26\textsuperscript{th}:
- No readings

Discourses and Media Representations: Work and Masculinity

July 27\textsuperscript{th} Readings Due:
- Karen Lee Ashcraft and Lisa Flores, “‘Slaves with White Collars’: Persistent Performances of Masculinity in Crisis”

July 28\textsuperscript{th} Readings Due:
- Group # 4 Presents

July 29\textsuperscript{th} Reading Due:
- Paper # 3 due
- Quiz # 4

Week 5 (8/1 - 8/5): Multiple Selves and Personal Identity

August 1\textsuperscript{st} Readings Due:

Talking about Sex and Acquaintance Rape

August 2\textsuperscript{nd} Readings Due:
- Rachel Kramer Bussel, “Beyond Yes or No: Consent as Sexual Process”
- Kate Lockwood Harris, “Peanut Butter Sandwiches: Making Sense of Acquaintance Rape in Ongoing Relationships”
Interaction, Conflict, and Cultural Difference

August 3rd Readings Due:
  • Benjamin Bailey, “Communicative Behavior and Conflict Between African-American Customers and Korean Immigrant Retailers in Los Angeles”

August 4th: Review

August 5th: FINAL EXAM!