

Department of Communication and Culture
COMS/CUSP 613 - Seminar 01
Communication and Culture Theory
Winter 2014
Wednesdays 13:00-15:40 SS 315

Instructor: Dr. Chloë G K Atkins
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Office Hours: by appointment
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Course Description

As this is graduate course, the reading will be heavy and students are expected to come prepared to class.

This course is theoretical examination of human social, political and communicative arrangements between human beings. The course starts with Plato but then jumps to Marx and the critics of capitalism. It then casts its gaze forwards, examining psychoanalytical, hermeneutic, semiotic, phenomenological, Canadian, narrative and, (if we have time) critical legal race contributions to the understanding of culture and communication.

The course will be organized as seminars. Students are expected to participate actively in class. Mere attendance is not sufficient to fulfill the participation requirement.

Course Objectives

The aim of the course is to provide the students with an in depth knowledge of theoretical texts and authors who are influential in communication and culture studies. While no course can be comprehensive, as a graduate course, the objective is to bolsters students' corps of knowledge in their field.

Internet and electronic communication device information

Students may use laptops and tablets in class to take notes in class and to search the internet **when asked to do so by the instructor.**

In general, Phones, Smartphones and Music devices **MUST** be turned off or placed on "vibrate."

When used in a manner that is directly related to student learning, electronic devices are generally acceptable subject to the following conditions:

1. Their use must not distract the student and/or other students seated nearby;
2. Any student who uses an electronic device may be asked to leave the class immediately if his or her conduct with the device becomes unacceptable; and
3. ALL electronic devices will NOT be permitted during in class tests.

Policy on Recording of Lectures

Recording shall be permitted for individual private study only at the discretion of the instructor. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any other use

of recordings constitutes academic misconduct and may result in suspension or expulsion. For more information on recording of lectures please see: <http://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Textbooks/Readings

Gadamer, Hans- Georg, *Philosophical Hermenutics*. Trs. David Linge. Univeristy of California Press (2008).
Habermas, Jürgern. *On the Pragmatics of Communication*. Ed. Maeve Cooke, MIT Press (2000).
MacPherson, C.B.. *The Real World of Democracy*. House of Anansi Press (1992).
Marx, Karl. *Selected Writings*. Ed. Lawrence H. Simon. Hackett Publishing (1994).
Merleau-Ponty. *Phenomenology of Perception*. Routledge (2002).
Mcluhan, Marshall. *The Medium is the Massage*. Ginko Press (2001).
Plato. *The Trial and Death of Socrates: Euthyphro, Apology, Crito, Death Scene from Phaedo*. Ed. G. M. A. Grube, Hackett Publishing (2001).
Weber, Max. *From Max Weber*. Oxford University Press (1981).

Assignments and Evaluation

Class participation	10%
Seminar Lead	20% - 2 seminar's each worth 10%
Journaling	30% 29 Jan 2014, 26 Feb 2014, 26 Mar 2014
Final paper	40% (5% topic outline, 35% final paper)
TOTAL	100%

Class Participation - 10% This mark will be determined by attendance as well as by the student's ability to demonstrate his/her familiarity with the course materials, as well as his/her ability to communicate ideas and questions during the seminars.

Seminar Lead – 20% Each student will lead 2 seminars during the term. S/he will not only have read the materials but be able to communicate the most important ideas and contradictions to the class. The seminars are an opportunity for students to demonstrate their public speaking and leadership abilities in terms of communicating ideas about the various authors. A grading rubric will be handed out during the first class outlining the manner in which the seminars will be evaluated.

Journals - 30% Students are to draw on their full intellectual range when writing in their journals. The entries are informal but should nonetheless provoke thought or raise interesting concerns. The journal should provide further evidence of the student's engagement with course material and **MUST** interrelate a number of different theories and authors. The aim is to compare various concepts and writings, findings synergies and inconsistencies amongst them all and to try to develop a greater of understanding of each author's contribution to a larger theoretical and scholarly discussion. Each journal should not exceed 7 pages (double-spaced, Times Roman 12).

Final Paper - 40% The final paper will be discussed in more detail later in the term. Students will have the freedom to choose the scope and type of paper they wish to write – however, they **MUST** attend to at least two of the theoretical foci of the course. Students **MUST** have the pre-approval of the instructor for their selected topic in order to have their final paper assessed.

ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO RECEIVE A PASSING GRADE. It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your papers directly to your instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Registrar's- scheduled exam: No

Policy for late assignments: Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

- Late assignments must be handed in electronically to the instructor by an agreed upon alternate date and time. They will not be given full comments but will be graded.

All assignments must be completed in order to pass the course.

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, students should identify themselves on all written work by placing their name on the front page and their ID number. You will be required to provide a piece of picture identification in order to pick up any assignments or look at a final exam from SS320 after classes have ended. For more information see also <http://www.ucalgary.ca/secretariat/privacy>.

Writing Skills Statement

Department policy directs that all written assignments will be assessed at least partly on writing skills. For details see <http://www.comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.), but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use Writing Support Services. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Grading System - The following grading system is used in the Department of Communication and Culture for all Graduate courses:

Letter Grade	Grading Scale	Grade Point Value (see U of C Calendar: Academic Standing)
A+	96-100	4
A	90-95.99	4
A -	85-89.99	3.7
B+	80-84.99	3.3
B	75-79.99	3
B-	70-74.99	2.7
C+	65-69.99	2.3
C	60-64.99	2
C-	55-59.99	1.7
D+	53-54.99	1.3
D	50-52.99	1
F	0-49	0

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources.

Please consult your instructor or Writing Support Services (3rd Floor Taylor Family Digital Library, <http://www.ucalgary.ca/ssc/writing-support>) if you have any questions regarding how to document sources.

Academic Misconduct

For information on academic misconduct and the consequences thereof please see the current University of Calgary Graduate Calendar at the following link:
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students with Disabilities

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Student Accessibility Services (220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

Students' Union

For details about the current Students' Union contacts for the Faculty of Arts, see www.comcul.ucalgary.ca/su

Graduate Students' Association

For details on the Graduate Students' Association, please see <http://www.ucalgary.ca/GSA/>

Student Ombudsman

For details on the Student Ombudsman, please see <http://www.ucalgary.ca/GSA/services/ombudsperson.html>

Emergency Evacuation and Assembly Points

For information on the emergency evacuation procedures and assembly points, please see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

"SAFEWALK" Program -- 220-5333

Campus Security will escort individuals day or night -- call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

Ethics

Whenever you perform research with human participants (ie. surveys, interviews, observation) as a part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your

research. For more information about your research ethics responsibilities, see:

Conjoint Faculties Research Ethics Board (CFREB)

<http://www.ucalgary.ca/research/ethics/cfreb>

Reading List & Schedule of Lectures

(Some of the topics may be changed to accommodate the research interests of students.)

Class I 8 Jan 2014 Introduction Chloë G. K. Atkins

Plato. *The Trial and Death of Socrates: Euthyphro, Apology, Crito, Death Scene from Phaedo*. Ed. G. M. A. Grube, Hackett Publishing (2001).

Class II 15 Jan 2014 Early Influences: Materialism and Critiques of Capitalism

STUDENT LED SEMINAR: _____.

Marx, Karl. *Selected Writings*. Ed. Lawrence H. Simon. Hackett Publishing (1994). pp.40 -53 Excerpts-Notes of 1844; pp.54-98 Economic and Philosophic Manuscripts (selections); pp.102-147 The German Ideology Part I (selections); pp.157-186 The Communist Manifesto

Class III 22 Jan 2014 Sociology and Hermeneutics

STUDENT LED SEMINAR: _____.

Weber, Max. *From Max Weber*. (1981) Oxford University Press, pp.159-240.

Gadamer, Hans- Georg. "The Universality of the Hermeneutical Problem." pp.3-17; "Man and Language." pp. 59-68; "The Nature of Things and the Language of Things." Pp. 69-81; "Semantics and Hermeneutics." Pp.82-94; "The Phenomenological Movement." Pp. 130-181; in *Philosophical Hermeneutics*. Trs. David Linge. Univeristy of California Press (2008).

Class IV 29 Jan 2014 Hermeneutics (continued) FIRST JOURNAL DUE

STUDENT LED SEMINAR: _____.

Brogan, Walter. "The Voices that I Am." *Mosaic (Winnipeg)* 44.1 (March 2011) p.165-175.

Habermas, Jurgen. "Social Action, Purposive Activity and Communication." (1981) pp. 105-182; "Communicative Rationality and the Theories of Meaning and Action" (1986) pp. 183-214; "Toward a Critique of the Theory of Meaning." (1988) pp. 277-306 in *On the Pragmatics of Communication*.

Class V 5 Feb 2014 Psychological Influences and Psychoanalysis

STUDENT LED SEMINAR: _____.

*Freud, Sigmund. *Introductory Lectures on Psychoanalysis*. Part II General Theory of Neuroses pp 281-361.

Kristeva, Julia. "**Liberty, Equality, Fraternity and . . . Vulnerability.**" *Women's Studies Quarterly*. Spring/Summer2010, Vol. 38 Issue 1/2, pp 249-268. 19p.

Kristeva, Julia. "Some Observations on Female Sexuality." *Annual of Psychoanalysis*. 2004, Vol. 32, p59-68. 10p

Class VI 12 Feb 2014 Psychological Influences and Psychoanalysis (continued)

*STUDENT LED SEMINAR:*_____.

*Jung, Carl. "Approaching the Unconscious" pp. 3-94 in *Man and His Symbols*. Dell (1968).

Kristeva, Julia. "At the Limits of Living: To Joseph Grigely." *Atenea*. Jun2005, Vol. 25 Issue 1, p9-15. 7p.

Kristeva, Julia. "Thinking about Literary Thought." *Sign Systems Studies*. 2002, Vol. 30 Issue 2, p405. 13p.

19 Feb 2014 READING WEEK NO CLASS

Class VII 26 Feb 2014 Phenomenology

*STUDENT LED SEMINAR:*_____.

Merleau-Ponty, Maurice. "The Body" pp. 77-111; 202-233; "The World as Perceived" pp. 235-239; "Being-for-itself and Being-in-the-world" pp.504-529 in *Phenomenology of Perception*.

De Leo, Daniela. "The Communicative Experience: Between Inexpressible and Elusive." *Integrative Psychological & Behavioral Science*. Jun2008, Vol. 42 Issue 2, p179-186. 8p

Gooding, David. "From Phenomenology to Field Theory: Faraday's Visual Reasoning." *Perspectives on Science*. Spring2006, Vol. 14 Issue 1, p40-65. 26p

McGinley, Paul. "On Crying." *Existential Analysis: Journal of the Society for Existential Analysis*. Jul2008, Vol. 19 Issue 2, p210-223. 14p.

Tertiary Reading:

Manke, Frank. "Interpersonal Communicology: Reflection, Reflexivity and Rational Consciousness in Embedded Subjectivity." *Atlantic Journal of Communication*. Sep2008, Vol. 16 Issue 3/4, p122-148. 27p.

Class VIII 5 Mar 2014 Linguistics and Semiotics SECOND JOURNAL DUE

*STUDENT LED SEMINAR:*_____.

Adorno, Theodor and Anson Rabinbach. "Culture Industry Reconsidered." *G. New German Critique*. Fall75, Issue 6, p12. 8p.

Adorno, Theodor. "Transparencies on Film." *New German Critique*. Fall81/Winter82, Issue 24/25, p199. 7p

Barthes, Roland. *Elements of Semiology* (1964) Chapters 1 & 2

<http://www.marxists.org/reference/subject/philosophy/works/fr/barthes.htm>

Derrida, Jacques. "Women in the Beehive: A Seminar with Jacques Derrida." *Differences: A Journal of Feminist Cultural Studies*. Fall2005, Vol. 16 Issue 3, p138-157. 20p.

de Saussure, Ferdinand. "Third Course of Lectures on General Linguistics." (1910)

<http://www.marxists.org/reference/subject/philosophy/works/fr/saussure.htm>

Eco, Umberto. "Don't Slip on the Media's Banana Skins." *New Statesman*. 18 December 1998.

Lévi-Strauss, Claude. "Structural Analysis in Linguistics and Anthropology." Chapter II

<http://www.marxists.org/reference/subject/philosophy/works/fr/levistra.htm>

Class IX 12 Mar 2014 Foucault, the Body, and Feminism

*STUDENT LED SEMINAR:*_____.

Butler, Judith. "Performativity, Precarity and Sexual Politics." AIBR. *Revista de Antropología Iberoamericana*. Sep/Oct2009, Vol. 4 Issue 3, preceding p309-309. 13p

Daly, Mary. "Prelude to the First Passage." In *Feminist Studies*, vol. 4, no. 3 (Oct., 1978), pp. 81–86. A precursor to *Gyn/Ecology* (book), at the time not yet published.

Foucault, Michel. *Discipline and Punish, Panopticism.*" In *Discipline & Punish: The Birth of the Prison*, edited by [Alan Sheridan](#), 195-228. New York: Vintage Books, 1977.

<http://foucault.info/documents/disciplineandpunish/foucault.disciplineandpunish.panopticism.html>

Foucault, Michel. "*Archaeology Of Knowledge, Introduction.*", edited by [A. M. Sherida Smith](#). Vintage, 1982.

http://foucault.info/documents/archaeologyofknowledge/foucault.archaeologyofknowledge.00_intro.html

Johnson, Mark. "‘The stone that was cast out shall become the cornerstone’: the bodily aesthetics of human meaning." *Journal of Visual Art Practice*. 2007, Vol. 6 Issue 2, p89-103. 15p

Tertiary Reading:

Goffman, Erving. "The Arrangement Between the Sexes." *Theory & Society*. Fall77, Vol. 4 Issue 3, p301. 31p.

Class X 19 Mar 2014 Canadian Communication Thought

*STUDENT LED SEMINAR:*_____.

Innis, Harold. "The Crisis of Public Opinion." *Canadian Journal of Communication*. 2006, Vol. 31 Issue 2, p307-325. 19p.

McLuhan, Marshall. *The Medium is the Massage*. (Ginko Press (2001). Scan/browse.

MacPherson, C.B.. *The Real World of Democracy*. pp. 51- 111. House of Anansi Press (1992).

Smythe, Dallas. "Communications Satellites." *Bulletin of the Atomic Scientists*. 1 February 1961.

Class XI 26 Mar 2014 Narrative and Critical Race Theory THIRD JOURNAL DUE

*STUDENT LED SEMINAR:*_____.

Alber, Jan; Iversen, Stefan; Nielsen, Henrik Skov; Richardson, Brian. "What Is Unnatural about Unnatural Narratology? A Response to Monika Fludernik." *Narrative*. Oct2012, Vol. 20 Issue 3, p371-382. 12p

- Bell, Derrick. "After We're Gone Prudent Speculations on America In a Post Racial Epoch." 34 St. Louis U. L.J. 393 (1990).
- Bute, Jennifer J.; Jensen, Robin E. "Narrative Sense-making and Time-Lapse: Interviews with Low Income Women about Sex Education." *Communication Monographs*. Jun 2011, Vol. 78 Issue 2, p212-232. 21p.
- DeSanctis, Christy H. "Narrative Reasoning and Analogy: The Untold Story." *Legal Communication & Rhetoric: JALWD*. Fall2012, Vol. 9, p149-171. 23p
- Fludernik, Monika. "How Natural is Unnatural Narratology? or 'What is Unnatural about Natural Narratology.?' " *Narrative*. Oct 2012, Vol. 20 Issue 3, p357-370. 14p
- Harris, Angela P., Women of Color in Legal Education: Representing La Mestiza, 6 *Berkeley Women's L.J.* 107 (1990-91). (2, 9).
- Williams, Patricia J., Alchemical Notes: Reconstructing Ideals from Deconstructed Rights, 22 *Harv. C.R.-C.L. L. Rev.* 401 (1987). (1, 2, 10).

Class XII 2 April 2014 TBA PAPER OUTLINE/PROPOSAL DUE

Class XIII 9 April 2014 FINAL PAPER DUE