

**MEJO 705**  
**Communication Theory**  
Fall 2020

Thursday, 1:15pm-4:00pm, and supplemental one-hour small  
group sessions held bi-weekly (schedule tbd)  
Zoom and Rm CA11

**Professor:** Daniel Kreiss  
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**Twitter:** @kreissdaniel

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**Hours:** By appointment

**Course Goals**

The purpose of this course is to provide you with a broad introduction to the theoretical foundations of communication research. The semester will be broken into four parts. The first focuses on asking what ‘theory’ is, inquiring into the work that theories perform, and analyzing how we actually do theorizing. In the course of doing these things, we will read various authors’ perspectives on the history of theory in the vast, sprawling, and inter-disciplinary field of communication. The second part of the course is oriented around psychological approaches to communication theory, which generally focus on the relationship between media, people’s brains, and how these things relate to their attitudes, emotions, beliefs, and actions. The third part focuses on sociological approaches to communication theory, which are concerned broadly with how people communicate and affiliate with one another, how institutions, organizations, fields, and industries shape communication and media, and the communicative basis of social order and contemporary democracies. Finally, we conclude by analyzing the normative underpinnings of communication theory, which provide the starting point for much empirical research in often unacknowledged ways.

The School of Media and Journalism’s accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps> Students taking this course will be able to think critically, creatively, and independently, learn how to conduct research and evaluate information, write correctly and clearly, critically evaluate their own work and that of others, apply basic numerical and statistical concepts, and contribute to knowledge appropriate to the communications professions in which they work.

**Readings**

Class readings will be available on Sakai or through academic databases.

In addition, your papers must be formatted according to MLA, Chicago, or APA style, or a style of your own choosing depending on your field. Abbreviated guides are available online at:

<http://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.lib.unc.edu/instruct/citations/introduction/index.html>

## **Recommended Books**

I highly recommend the following six books as useful guides for theorizing and the practice of science in the field of communication:

Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge, 2019.

Luker, Kristin. *Salsa dancing into the social sciences*. Harvard University Press, 2009.

Neuman, W. Russell. *The Digital Difference*. Harvard University Press, 2016.

Oreskes, Naomi. *Why Trust Science?*. Princeton University Press, 2019.

Reed, Isaac Ariail. *Interpretation and social knowledge: On the use of theory in the human sciences*. University of Chicago Press, 2011.

Waisbord, Silvio. *Communication: A post-discipline*. John Wiley & Sons, 2019.

## **Grades:**

Graduate grades are H, P, L, F. I determine your grade by active participation in class, the quality of your assignments, and your work in relation to others.

The following is a general description of graduate grades:

- H means a truly outstanding performance in the class and on assignments.
- P is a solid performance overall in the class and on assignments.
- L is a performance in the class and on assignments that is below the acceptable level for graduate students. It means the student does not understand the course material very well, does not have a grasp of what is required in this area at the graduate level, is not participating in the class, is not handing in assignments on time, or is not participating in research basics or in-class exercises.
- F is failing.

## **Course Requirements**

Participation 20%

Observation Assignment, Theory History, and Concept Explication: 45%

Final Research Proposal 35%

## ***Participation***

Full class meetings will be highly participatory and run as a seminar. I expect you to do the readings and contribute to the in-class discussion. Contributions include questions, thoughts, and responses to your peers. I especially value critical readings of the literature encountered in the course.

For our small group meetings throughout the semester, you are expected to share in-progress work before each session and come prepared to discuss it and the work of your partner(s). Above all, these sessions are designed to be useful for you to discuss theory and research ideas in an in-progress way as you advance through the semester.

### ***Observation assignment***

For this assignment, choose a site to observe and describe, either online or offline, mediated or non-mediated. This site can be anywhere communication is taking place – which is to say, anywhere. Choose a site that you are interested in, whether it is primetime political coverage on local news, dating profiles on an internet site, televised audience-less sports, social distancing norms on a hiking trail, or people’s interactions with their phones while with others. Spend some time observing this site and write up a descriptive narrative of what you observed. Pay attention to detail.

After you do this, try your hand at generating concepts that attempt to explain the social process that you observed. For example, what might explain how television news journalists frame the stories they tell, people perform their availability on an internet dating site in particular ways, commentators narrate games or players interact with one another while distancing, people negotiate their personal space at time of COVID, and why people have the relationship with their phones that they do? Think about how far can you logically generalize your proposed explanation to other sites, other time periods, or other contexts? What are the limits of your explanation?

This is meant to be a creative enterprise, so have fun with it. We will discuss in class.

Due date: Wednesday, September 9<sup>th</sup>

### ***History of a Theory***

Students will be responsible for writing the history of a communication theory – or a theory in an adjacent field such as information sciences. This should be approached as a chronological or narrative literature review that documents how a theory has evolved over time from its introduction, initial formulations, and most recent manifestations. Care should be paid to address a) key works that address or utilize the theory, b) the social and media contexts that the theory was articulated in, c) the biographies of the authors central to the development of the theory, and d) the ways that the theory has evolved over time, including asking the question of ‘why’ theoretical modifications have occurred (such as for empirical, analytical, or cultural reasons). Students can choose any communication theory, or theory used widely in communication research, that they like. If it is a new theory or concept, students should demonstrate how it is situated within, reconceptualizes, or is offered as a critique of other existing theories. The best papers will also discuss, from the student’s perspective, the strengths and limitations of the theoretical approach and propose modifications or reformulations to account for them.

Due date: Wednesday, October 7<sup>th</sup>

## ***Concept Explication***

Before beginning this assignment, read Chaffee, S. H. (1991). Communication concepts 1: Explication. Available online at:  
<https://uconnpublicspeaking.wikispaces.com/file/view/chaffee1991+comm+concepts-explication.pdf>

Choose a concept in communication research or adjacent fields and explicate it. We will discuss this more in class, but this entails thinking about how your abstract concept can be linked to empirical observations. Explication includes a conceptual definition (i.e.: what is the scope of your concept) and an operational definition (i.e.: how are you going to measure or observe your concept in either a qualitative or a quantitative way). This assignment will entail a literature review that considers how other scholars have defined and used the concept, a meaning analysis that generates other concepts that constitute your concept, and attention to the conditions within which your concept will be found.

For a great recent example, see:

Evans, Sandra K., Katy E. Pearce, Jessica Vitak, and Jeffrey W. Treem. "Explicating affordances: A conceptual framework for understanding affordances in communication research." *Journal of Computer-Mediated Communication* 22, no. 1 (2017): 35-52.

Due date: Wednesday, November 4<sup>th</sup>

You will also be responsible for presenting your concept explication in class.

## ***Theoretical Framework of a Research Proposal***

In a vein similar to a literature review of a grant proposal or a journal article, write up the theoretical section. This can take a number of different forms:

- a) A theoretical literature review that derives formal hypotheses in a deductive manner from pre-existing theory. This is the most common approach for quantitative communication research that proceeds with a logic of verification. Take a theory, apply it to a potential empirical study, derive formal hypotheses from that theory, and provide a narrative of expected findings based on those hypotheses.
- b) A theoretical literature review of theories that are likely to bear upon an *inductive* study of some communication phenomenon. This is the most common approach for qualitative research projects that proceed with a logic of discovery. In this approach, start with the phenomenon, such as a question (i.e.: why don't people take advantage of preventive health care benefits?) or a proposed site of interest (i.e.: how do people dual screen live sporting events?) and conduct a literature review that seeks to identify the *relevant theories that might come to bear on that question*. In this approach, you are not formally proposing hypotheses so much as suggesting which theories might help you understand the question that you have.

- c) A theoretical literature review that proposes that there is a puzzle based on or a gap in the existing literature, where some empirical phenomena seem to violate theoretical expectations or is generally left unaddressed in the literature. In this approach, think of something that you have observed or experienced that seems to resist existing theoretical perspectives or does not seem to be accounted for in the existing literature. Describe both the phenomenon and, in detail, why it seems to violate theoretical expectations or falls outside of the existing literature. In the process, provide a review of all the *relevant theories* that might bear on your phenomenon.

**Due Date: Tuesday, November 24<sup>th</sup>. Class presentation of the final paper will occur during the scheduled exam time on Thursday, November 19<sup>th</sup> at 12:00pm.**

**Importantly, there is no self-plagiarism in any of these assignments when it comes to your work in this class. Since the theory history and concept explication build to the proposal, you are free to recycle content across these assignments.**

### **Grading**

I will grade all aspects of the course based on originality, rigor, and the thoroughness of your review of the relevant literature and your conceptualization of the theories you are working with.

### **Special Accommodations:**

This class takes place during a global pandemic, and as such it is a difficult time for all of us. My own approach is to provide maximum flexibility with respect to this course, permitting both remote and in-person attendance, but also leeway on attendance and assignments should needs arise. ‘Needs’ are defined broadly – mental health, childcare, caregiving, physical health, etc. All I ask is that you communicate with me what you need, with as much advance notice as possible. I do not need detailed reasons, a heads up will suffice.

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>

### **Honor Code:**

I expect that each student will conduct himself or herself within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor’s responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean Charlie Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

## Seeking Help:

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

## Diversity:

The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin <http://www.unc.edu/ugradbulletin/>. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

## Course Schedule

*Thursday, August 13<sup>th</sup>*

Introduction to the course and each other

### ***1. Introduction to Communication Theory and Theorizing***

*Thursday, August 20<sup>th</sup>*

*Introduction to Communication Theory*

Anderson, C. W. "Practice, Interpretation, and Meaning in Today's Digital Media Ecosystem." *Journalism & Mass Communication Quarterly* 97, no. 2 (2020): 342-359.

Bryant, Jennings, and Dorina Miron. "Theory and research in mass communication." *Journal of communication* 54, no. 4 (2004): 662-704.

Chakravartty, Paula, and Sarah J. Jackson. "The disavowal of race in communication theory." *Communication and Critical/Cultural Studies* 17, no. 2 (2020): 210-219.

Mukherjee, Roopali. "Of Experts and Tokens: Mapping a Critical Race Archaeology of Communication." *Communication, Culture and Critique* (2020).

Peters, John Durham, and Jefferson Pooley. "Media and communications." *The Wiley-Blackwell Companion to Sociology* (2012): 402.

Squires, Catherine. "Race/Ethnicity in Media History." *The International Encyclopedia of Media Studies* (2012).

Stamps, David. (2020) Race and Media: A critical essay acknowledging the current state of race-related media effects research and directions for future exploration. *Howard Journal of Communications*, 31(2), 121-136, DOI: 10.1080/10646175.2020.1714513

*Thursday, August 27th*

Chakravartty, Paula, Rachel Kuo, Victoria Grubbs, and Charlton McIlwain. "#CommunicationSoWhite." *Journal of Communication* 68, no. 2 (2018): 254-266.

Craig, Robert T. "For a practical discipline." *Journal of Communication* 68, no. 2 (2018): 289-297.

Luhmann, Niklas. "What is communication?." *Communication theory* 2, no. 3 (1992): 251-259.

Neuman, W. Russell, and Lauren Guggenheim. "The evolution of media effects theory: A six-stage model of cumulative research." *Communication Theory* 21, no. 2 (2011): 169-196.

Pooley, Jefferson D. "Communication Theory and the Disciplines." *The International Encyclopedia of Communication Theory and Philosophy* (2016).

Shome, Raka, and Radha S. Hegde. "Postcolonial approaches to communication: Charting the terrain, engaging the intersections." *Communication theory* 12, no. 3 (2002): 249-270.

Zelizer, Barbie. "Communication in the Fan of Disciplines." *Communication Theory* 26, no. 3 (2016): 213-235.

*Thursday, September 3<sup>rd</sup>*

*Developing Theory*

Apramian, Tavis, Sayra Cristancho, Chris Watling, and Lorelei Lingard. "(Re) Grounding grounded theory: a close reading of theory in four schools." *Qualitative Research* 17, no. 4 (2017): 359-376.

Boczkowski, Pablo J., and Michael X. Delli Carpini. "On Writing in Communication and Media Studies| Introduction to the Forum." *International Journal of Communication* 14 (2020): 2.

DeAndrea, David C., and R. Lance Holbert. "Increasing clarity where it is needed most: articulating and evaluating theoretical contributions." *Annals of the International Communication Association* 41, no. 2 (2017): 168-180.

hooks, bell. "Remembered rapture: Dancing with words." *JAC* (2000): 1-8.

Swedberg, Richard. "Theorizing in Sociological Research: A New Perspective, a New Departure?." *Annual Review of Sociology* 0 (2017).

Waisbord, Silvio, and Claudia Mellado. "De-westernizing Communication Studies: A Reassessment." *Communication Theory* 24, no. 4 (2014): 361-372.

**Observation Due Wednesday September 9<sup>th</sup>**

## ***II. Psychological Approaches to Communication Theory***

*Thursday, September 10<sup>th</sup>*

*Agenda Setting, Cultivation, Framing, and Priming*

Billings, Andrew C., Kenon A. Brown & Natalie A. Brown (2013) 5,535 Hours of Impact: Effects of Olympic Media on Nationalism Attitudes, *Journal of Broadcasting & Electronic Media*, 57:4, 579-595, DOI: 10.1080/08838151.2013.850591

Cacciatore, M. A., Scheufele, D. A., & Iyengar, S. (2016). The end of framing as we know it... and the future of media effects. *Mass Communication and Society*, 19(1), 7-23.

Coombs, Danielle Sarver, Cheryl Ann Lambert, David Cassilo & Zachary Humphries (2019) Flag on the Play: Colin Kaepernick and the Protest Paradigm, *Howard Journal of Communications*, DOI: 10.1080/10646175.2019.1567408

Burgers, Christian, Elly A. Konijn, and Gerard J. Steen. "Figurative framing: Shaping public discourse through metaphor, hyperbole, and irony." *Communication Theory* 26, no. 4 (2016): 410-430.

Fridkin, Kim, Amanda Wintersieck, Jillian Courey, and Joshua Thompson. "Race and police brutality: The importance of media framing." *International Journal of Communication* 11 (2017): 21.

Morgan, Michael, and James Shanahan. "Television and the Cultivation of Authoritarianism: A Return Visit From an Unexpected Friend." *Journal of Communication* 67, no. 3 (2017): 424-444.

Mourão, R. R., Kilgo, D. K., & Sylvie, G. (2018). Framing Ferguson: The interplay of advocacy and journalistic frames in local and national newspaper coverage of Michael Brown. *Journalism*. <https://doi.org/10.1177/1464884918778722>

Valkenburg, Patti M., Jochen Peter, and Joseph B. Walther. "Media effects: Theory and research." *Annual review of psychology* 67 (2016): 315-338.

Thursday, September 17<sup>th</sup>

*Social Identity Theory, Social Cognitive Theory, Elaboration Likelihood Model, Uses-and-Gratifications*

Davis, Jessica L., and Oscar H. Gandy Jr. "Racial identity and media orientation: Exploring the nature of constraint." *Journal of Black Studies* 29, no. 3 (1999): 367-397.

Green, Melanie C., Timothy C. Brock, and Geoff F. Kaufman. "Understanding media enjoyment: The role of transportation into narrative worlds." *Communication Theory* 14, no. 4 (2004): 311-327.

Holt, Lanier Frush. "Using the Elaboration Likelihood Model to Explain to Whom “# Black Lives Matter”... And to Whom it Does Not." *Journalism Practice* 12, no. 2 (2018): 146-161.

Nicholls, Spencer Byron, and Ronald E. Rice. "A dual-identity model of responses to deviance in online groups: integrating social identity theory and expectancy violations theory." *Communication Theory* 27, no. 3 (2017): 243-268.

Oschatz, Corinna, Caroline Marker, Long-term Persuasive Effects in Narrative Communication Research: A Meta-Analysis, *Journal of Communication*, Volume 70, Issue 4, August 2020, Pages 473–496, <https://doi.org/10.1093/joc/jqaa017>

Sundar, S. Shyam, and Anthony M. Limperos. "Uses and grats 2.0: New gratifications for new media." *Journal of Broadcasting & Electronic Media* 57, no. 4 (2013): 504-525.

Velasquez, Alcides, and Andrea M. Quenette. "Facilitating social media and offline political engagement during electoral cycles: Using social cognitive theory to explain political action among Hispanics and Latinos." *Mass Communication and Society* 21, no. 6 (2018): 763-784.

Thursday, September 24<sup>th</sup>

*Parasocial Interaction, Third-Person Effects, Communication and Technology*

Eisend, Martin. "The third-person effect in advertising: A meta-analysis." *Journal of advertising* 46, no. 3 (2017): 377-394.

Ratan, Rabindra A., and Michael Dawson. "When Mii is me: A psychophysiological examination of avatar self-relevance." *Communication Research* 43, no. 8 (2016): 1065-1093.

Kruzan, Kaylee Payne, and Andrea Stevenson Won. "Embodied well-being through two media technologies: Virtual reality and social media." *new media & society* 21, no. 8 (2019): 1734-1749.

Kathleen Searles, Sophie Spencer & Adaobi Duru (2020) Don't read the comments: the effects of abusive comments on perceptions of women authors' credibility, *Information, Communication & Society*, 23:7, 947-962, DOI: 10.1080/1369118X.2018.1534985

Tukachinsky, Riva, and Gayle Stever. "Theorizing development of parasocial engagement." *Communication Theory* 29, no. 3 (2019): 297-318.

Weber, René, Katharina M. Behr, Jacob T. Fisher, Chelsea Lonergan, and Christian Quebral. "Video Game Violence and Interactivity: Effect or Equivalence?." *Journal of Communication* 70, no. 2 (2020): 219-244.

Williams, Dmitri, Nicole Martins, Mia Consalvo, and James D. Ivory. "The virtual census: Representations of gender, race and age in video games." *New Media & Society* 11, no. 5 (2009): 815-834.

*Thursday, October 1<sup>st</sup>*

*Media and Public Communication, Public Health, and Entertainment*

Aldoory, Linda, Jeong-Nam Kim, & Natalie Tindall (2010). The influence of perceived shared risk in crisis communication: Elaborating the situational theory of publics. *Public Relations Review*, 36 (2), 134-140.

Claeys, An-Sofie, and Michaël Opgenhaffen. "Why practitioners do (not) apply crisis communication theory in practice." *Journal of Public Relations Research* 28, no. 5-6 (2016): 232-247.

Coombs, W. Timothy. "Protecting organization reputations during a crisis: The development and application of situational crisis communication theory." *Corporate reputation review* 10, no. 3 (2007): 163-176.

Donovan, Erin E., and Kristen LeBlanc Farris. "Interpersonal communication and coping with cancer: A multidisciplinary theoretical review of the literature." *Communication Theory* 29, no. 2 (2019): 236-256.

Ruben, Brent D. "Communication Theory and Health Communication Practice: The More Things Change, the More They Stay the Same." *Health communication* 31, no. 1 (2016): 1-11.

Spence, Patric R., Kenneth A. Lachlan, and Donyale R. Griffin. "Crisis communication, race, and natural disasters." *Journal of Black Studies* 37, no. 4 (2007): 539-554.

Waymer, D. (2020). Critical and nonmainstream approaches to legitimacy, issues, and crisis. *Public Relations Inquiry*, 9(1), 3–5. <https://doi.org/10.1177/2046147X19896408>

Zhou, Z., Ki, E., Brown, K. A. (2019). A measure of perceived severity in organizational crises: A multidimensional scale development and validation. *Journal of International Crisis and Risk Communication Research*, 2(1), 39-60. <https://doi.org/10.30658/jicr.2.1.3>

### ***III. Sociological Approaches to Communication Theory***

*Thursday, October 8<sup>th</sup>*

Introduction:

Brennen, J. Scott. "Magnetologists on the beat: The epistemology of science journalism reconsidered." *Communication Theory* 28, no. 4 (2018): 424-443.

Chadwick, Andrew. "The hybrid media system." *Ecpr general conference, reykjavik, iceland*, 2011.

Cooper, Brittney. "Intersectionality." In *The Oxford handbook of feminist theory*. 2016.

Read the Introduction, Costanza-Chock, Sasha. *Design justice: Community-led practices to build the worlds we need*. MIT Press, 2020. Available online at: <https://design-justice.pubpub.org/pub/ap8rgw5e/release/1>

Cuklanz, Lisa. "Feminist Theory in Communication." *The International Encyclopedia of Communication Theory and Philosophy* (2016).

Hall, Stuart. "The work of representation." *Representation: Cultural representations and signifying practices* 2 (1997): 13-74. Available online at: [http://www.sagepub.com/sites/default/files/upm-binaries/55352\\_Hall\\_ch\\_1.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/55352_Hall_ch_1.pdf)

Hallin, Daniel C., and Paolo Mancini. *Comparing media systems: Three models of media and politics*. Cambridge university press, 2004. Read the Introduction and Chapter 2 at: <file:///Users/dkreiss/Downloads/Hallin%20%20Mancini%20Comparing-Media-Systems.pdf>

Lu, Jessica H., and Catherine Knight Steele. "'Joy is resistance': cross-platform resilience and (re) invention of Black oral culture online." *Information, Communication & Society* 22, no. 6 (2019): 823-837.

Reese, Stephen D. "The framing project: A bridging model for media research revisited." *Journal of communication* 57, no. 1 (2007): 148-154.

Squires, Catherine R. "Rethinking the black public sphere: An alternative vocabulary for multiple public spheres." *Communication theory* 12, no. 4 (2002): 446-468.

Mayer, Vicki. "Research beyond the pale: Whiteness in audience studies and media ethnography." *Communication Theory* 15, no. 2 (2005): 148-167.

Monday, October 15<sup>th</sup>

### Society and Culture

Ball-Rokeach, Sandra J. "A theory of media power and a theory of media use: Different stories, questions, and ways of thinking." *Mass Communication and Society* 1, no. 1-2 (1998): 5-40.

Carey, James. "A cultural approach to communication." *McQuail's reader in mass communication theory* (2002): 36-45.

Fraser, Nancy. "Rethinking the public sphere: A contribution to the critique of actually existing democracy." *Social text* 25/26 (1990): 56-80.

George, Cherian. "Hate spin: The twin political strategies of religious incitement and offense-taking." *Communication Theory* 27, no. 2 (2017): 156-175.

Hall, Stuart. "Encoding/decoding." *Media and cultural studies: Keywords* (2001): 166-176. Available online at: <https://faculty.georgetown.edu/irvinem/theory/SH-Encoding-Decoding.pdf>

Hanitzsch, Thomas. "Deconstructing journalism culture: Toward a universal theory." *Communication theory* 17, no. 4 (2007): 367-385.

Kreiss, Daniel. "The fragmenting of the civil sphere: How partisan identity shapes the moral evaluation of candidates and epistemology." *American Journal of Cultural Sociology* 5, no. 3 (2017): 443-459.

Schudson, Michael. "How culture works." *Theory and Society* 18, no. 2 (1989): 153-180.

Thursday, October 22<sup>nd</sup>

### Social Institutions

Kim, Yong-Chan, and Sandra J. Ball-Rokeach. "Civic engagement from a communication infrastructure perspective." *Communication Theory* 16, no. 2 (2006): 173-197.

Benson, Rodney. "News media as a "journalistic field": What Bourdieu adds to new institutionalism, and vice versa." *Political Communication* 23, no. 2 (2006): 187-202.

Botan, Carl H., and Maureen Taylor. "Public relations: State of the field." *Journal of communication* 54, no. 4 (2004): 645-661.

Anderson, Chris and Michael Schudson. "Objectivity, professionalism, and truth seeking in journalism." *The handbook of journalism studies* (2009): 88-101.

Carlson, Matt. "Metajournalistic discourse and the meanings of journalism: Definitional control, boundary work, and legitimation." *Communication Theory* 26, no. 4 (2016): 349-368.

Deuze, Mark. "What is journalism? Professional identity and ideology of journalists reconsidered." *Journalism* 6, no. 4 (2005): 442-464.

Lowrey, Wilson. "Institutionalism, news organizations and innovation." *Journalism Studies* 12, no. 1 (2011): 64-79.

Richardson, Allissa V. "Dismantling respectability: The rise of new womanist communication models in the era of black lives matter." *Journal of Communication* 69, no. 2 (2019): 193-213.

*Thursday, October 29<sup>th</sup>*

### Media Organizations

Becker, Lee B., and Tudor Vlad. "News organizations and routines." *The handbook of journalism studies* (2009): 59-72.

Cheney, George, and Karen Lee Ashcraft. "Considering "the professional" in communication studies: Implications for theory and research within and beyond the boundaries of organizational communication." *Communication theory* 17, no. 2 (2007): 146-175.

Curtis, Lindley, Carrie Edwards, Kristen L. Fraser, Sheryl Gudelsky, Jenny Holmquist, Kristin Thornton, and Kaye D. Sweetser. "Adoption of social media for public relations by nonprofit organizations." *Public Relations Review* 36, no. 1 (2010): 90-92.

Duffy, Brooke Erin. "Empowerment through endorsement? polysemic meaning in Dove's user-generated advertising." *Communication, Culture & Critique* 3, no. 1 (2010): 26-43.

Glasser, Theodore L., Isabel Awad, and John W. Kim. "The claims of multiculturalism and journalism's promise of diversity." *Journal of Communication* 59, no. 1 (2009): 57-78.

Keyton, Joann. "Communication in Organizations." *Annual Review of Organizational Psychology and Organizational Behavior* 4 (2017): 501-526.

Kreiss, Daniel. "Seizing the moment: The presidential campaigns' use of Twitter during the 2012 electoral cycle." *New Media & Society* 18, no. 8 (2016): 1473-1490.

Lammers, John C., and Joshua B. Barbour. "An institutional theory of organizational communication." *Communication Theory* 16, no. 3 (2006): 356-377.

### History of a Theory Due

*Thursday, November 5<sup>th</sup>*

### Networks, Groups, Individuals, and Collective Action

Bennett, W. Lance, and Alexandra Segerberg. "The logic of connective action: Digital media and the personalization of contentious politics." *Information, Communication & Society* 15, no. 5 (2012): 739-768.

Clark, Meredith D., Dorothy Bland, and Jo Ann Livingston. "Lessons from #McKinney: Social media and the interactive construction of police brutality." *The Journal of Social Media in Society* 6, no. 1 (2017): 284-313.

Duffy, Brooke Erin. "The romance of work: Gender and aspirational labour in the digital culture industries." *International Journal of Cultural Studies* 19, no. 4 (2016): 441-457.

Hogg, Michael A., and Scott A. Reid. "Social identity, self-categorization, and the communication of group norms." *Communication theory* 16, no. 1 (2006): 7-30.

Jackson, Sarah J., and Brooke Foucault Welles. "# Ferguson is everywhere: Initiators in emerging counterpublic networks." *Information, Communication & Society* 19, no. 3 (2016): 397-418.

Kreiss, Daniel, and Adam J. Saffer. "Networks and Innovation in the Production of Communication: Explaining Innovations in US Electoral Campaigning From 2004 to 2012." *Journal of Communication*.

Kreiss, Daniel, Megan Finn, and Fred Turner. "The limits of peer production: Some reminders from Max Weber for the network society." *New Media & Society* 13, no. 2 (2011): 243-259.

Topinka, Robert J. "Politically incorrect participatory media: Racist nationalism on r/ImGoingToHellForThis." *New Media & Society* (2017): 1461444817712516.

*Thursday, November 12<sup>th</sup>*

Perspectives on Technology:

Anderson, CW, Fake News is Not a Virus: On Platforms and Their Effects, *Communication Theory*, <https://doi.org/10.1093/ct/qtaa008>

Ananny, Mike. "Toward an ethics of algorithms: Convening, observation, probability, and timeliness." *Science, Technology, & Human Values* 41, no. 1 (2016): 93-117.

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#### **IV Normative Theories in Communication Research**

*Thursday, November 19<sup>th</sup>*

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### **Concept Explication Due**

**FINAL PAPER DUE THURSDAY, DECEMBER 14TH**