Course Descriptions

Courses Offered for Graduate Credit in

FALL 2015

Department of Communication

A WORD OF INTRODUCTION

This brochure has been prepared as an aid to graduate students and advisers. Course descriptions have been provided by instructors in response to a request for brief descriptions of graduate (500-level) and advanced undergraduate/graduate (400-level) courses they will offer in Fall 2015.

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CMN 410, Sec. GR: "Workplace Technology," Prof. Barley

4 hours
9:30-10:50 TR
143 Armory
CRN 64502

This course focuses on how information communication technologies are designed, implemented, adopted, and used within and across organizations. The class begins with a focus on technological trends and the experience of new technologies. Then, we will review the theories used to conceptualize the adoption and use of technologies in the workplace. Issues including knowledge management, telecommuting, and new organizational forms supported by technologies (e.g., virtual organizations and distributed work) will be addressed. Along the way, students will examine real-world cases and develop skills necessary for working in contemporary organizations.

Students taking this course for graduate credit will be assigned additional readings and a final research paper.

CMN 421, Sec. 1G: "Persuasion Theory & Research," Prof. Bigsby

4 hours
11:00-12:20 TR
138 Wohlers Hall
CRN 53523

This course is a survey of classic and contemporary thinking on persuasive communication and is grouped into three units. The first deals with foundational concepts (e.g., what is an attitude?) and research problems (e.g., how should we measure persuasion?). The second unit focuses on understanding and evaluating specific theories of persuasion and important variables (e.g., source factors, message factors). The third and final unit considers societal level persuasive messages (e.g., advertising, campaigns). The overarching goal of this course is to impart an understanding of the major issues and concerns in the study of persuasion.

CMN 429, 1G: "Race and the Mass Media," Prof. Bigman-Galimore

4 hours
9:30-10:50 TR
138 Wohlers Hall
CRN 53528

Or

CMN 429, 2G: Prof. Dixon

4 hours
12:30-1:50 TR
4053 Lincoln Hall
CRN 63377

This course presents an overview of racial stereotypes in the mass media and the effects of stereotypical imagery on viewers. We will discuss the structural and social origins of stereotypic media from multiple perspectives. However, the majority of the course will focus on published scholarship that systematically assesses the content and effects of racial representations from a social scientific perspective. Intersections between race, ethnicity, class, and gender will also be explored.

CMN 465, Sec. MHG: "Social Marketing Health and Behavior," Prof. Huhman

4 hours
11:00-12:20 TR
133 Armory
CRN 55668

Social marketing applies marketing concepts and practices to bring about behavior change for a social good. Social marketing is an approach to planning and implementing projects and programs that emphasizes a customer-centered mindset to learn what people want and need to change their behavior. The course is designed to give students a thorough orientation to the discipline of social marketing and its application to a range of problems with an emphasis on issues in health contexts. Topics will include audience research, segmentation strategies, communication channels, and marketing mix, and the application of behavior theory. Students will acquire practical skills in the design, implementation, and evaluation of health intervention initiatives that use social marketing.

CMN 496, Sec. CBG: "Communication and Health Inequalities," Prof. Cabral-Bigman

4 hours
12:30-1:50 TR
138 Wohlers Hall
CRN 54556

This course will explore the role that communication plays as both a potential contributor to existing health inequalities and a means of helping to reduce them. The class will draw on (1) theories and research from communication, public health, and related social science disciplines and (2) illustrative policy and media examples that address key topics, such as communication inequalities, the digital divide, social determinants of health, and health disparities.

CMN 496, Sec. MKG: "Communication and Culture," Prof. Koven

4 hours
5:00-6:20 TR
1057 Lincoln Hall
CRN 53554

In this course, we will study theories and methods for identifying culture in everyday talk. We will address cultural variability in ways of speaking, in negotiating interactions, and in displaying identities (gender, ethnic, national, class, generational, and so forth). How do people make their connections to multiple communities relevant in interaction? An important focus of the course will be the study of cultural dimensions of interaction in an era of "globalization," in which people participate in multiple groups with fluid boundaries.

CMN 529, Sec. 1: "Persuasion Theory," Prof. Quick

4 hours
2:00-4:50 M
4007 Lincoln Hall
CRN 53576

This graduate seminar will explore the various theoretical frameworks used by communication researchers across a range of contexts. Theories placing an emphasis on how messages impact the persuasion process will be reviewed. Moreover, theories that address how individuals cognitively and emotionally process these messages will be examined. By the end of the semester, students will have a greater understanding of numerous persuasion theories as well as how to apply these frameworks into their own studies of persuasion.

CMN 529, Sec. 3: "Communication, Technology, & Social Change," Profs. Jackson & Barley

4 hours
2:00-4:50 T
4103 Lincoln Hall
CRN 53578

This seminar -- part of a new sequence of courses in the INTERSECT "Seeing Systems" initiative -- will immerse students in approaches to understanding the relationship between communication, technology, and social change. We begin with the premise that "new media" refers not just a set of specific artifacts (devices, applications, infrastructures) but to a dramatically changed communication environment in which we should expect meaningful shifts at both the social-behavioral and societal levels. This seminar will introduce students to significant bodies of theorizing in communication and allied disciplines, each of which attempts to explain the relationship between technological and social change. Following a general introduction to system theories of communication, we will explore medium theory, mediatization theory, actor network theory, sociomateriality, Socio-historical approaches to communication technology, social construction of technology, structuration, and feature oriented approaches to Technology & Change. As a broader structure for the course, we will position each body of theory along two axes with regard to how they treat the relationship between technology and change: first, on whether the theory attends more closely to artifacts or to human interpretation, and second, on whether the theory attends more closely to the immediate influences or to durable, irreversible changes in how human social life is organized. It is our hope that this structure will facilitate a meta-conversation about how one's theoretical positioning may influence data collection, methods, analysis, and conclusions.

Enrollment by permission of instructors only.

CMN 530, Sec. 1: "Family Communication Theory," Prof. Caughlin

4 hours
2:00-4:50 R
4007 Lincoln Hall
CRN 64503

This course is a seminar on communication in families. Its focus is on research and theory that helps explain the connections between family interaction and important family outcomes (e.g., satisfaction, solidarity, competence in children, etc.). Examples of theories that will be discussed are: family systems theories, developmental theories, symbolic interactionism, dialectical theories, social exchange theories, communication privacy management theory, attachment theory, and family/marital typologies. The research and theory will be applied to multiple family configurations (e.g., single-parent, blended, nuclear, etc.), and we will examine how communication processes are (and are not) influenced by family configuration.

No prior course work in Communication is required; however, some familiarity with social scientific methods (either qualitative, quantitative, or both) will be necessary for completing the semester project, which will involve a small scale research project. The final paper resulting from the research project will be about 20-25 pages of text (plus references, etc.). Depending on students' interests, it may be possible for students to collaborate on the research project.

Other course assignments will include occasional seminar discussion leadership, one short (6-8 page) paper involving a literature review, and an oral presentation of the research project. Students with questions about the course should feel free to contact Professor Caughlin at caughlin@illinois.edu.

CMN 538, Sec. 1: "Burke & Bahktin," Prof. Murphy

4 hours
2:00-4:50 W
4007 Lincoln Hall
CRN 53581

This course will explore the thought of two canonical mid-20th century thinkers, Kenneth Burke and Mikhail Bakhtin. Both addressed the furies of their era by developing ways to address multiplicity and diversity in the world. We'll read major works by these theorists, examine some of the secondary literature, and seek to understand both the ways in which they constituted their times and the ways that writers since have constituted them. We'll be particularly interested in their sustained efforts to understand the orchestration of language--the voices and structures percolating through linguistic acts. We'll be doing a significant amount of reading; the writing will respond to those texts.

CMN 538, Sec. 2: "Rhetoric, Democracy & Citizens," Prof. Cisneros

4 hours
2:00-4:50 T
4103 Lincoln Hall
CRN 57571

Rhetoric and democratic citizenship go way back. In classical Athens, rhetoric was the means for the rule (*kratos*) of the *demos* (the towns/villages, the common people, the Assembly). The Roman rhetoricians strengthened this link by painting a picture of the ideal orator as the ideal *civis* (citizen). In the early twentieth century, the then-nascent field of Speech (now called Communication Studies) focused on training students for democratic citizenship. So, too, in contemporary Rhetorical Studies, democracy and citizenship are arguably wedded together as god terms for our scholarship and pedagogy. Rhetorical education is conceived as preparation for civic life, and rhetorical scholarship takes as its sine qua non the analysis and critique of public address in the hopes of improving civic discourse.

This class will seek to peel apart this longstanding relationship between rhetoric and democratic citizenship. The course will engage "democracy" and "citizenship" as objects of rhetorical and critical analysis. Questions to be explored include the so-called who, what, where, and how of citizenship—the substance, subjects, domain, and process of citizenship. Who gets to be a citizen in our democracy? What does citizenship consist of? Where does citizenship take place? How is citizenship enacted or manifested rhetorically? How should it be? We will use both theoretical and empirical work to explore these questions and to unpack the descriptive, normative, and critical potential of democratic citizenship. We will read the work of folks outside of Communication/Rhetoric such as Linda Bosniak, Bonnie Honig, Michael Schudson, T.H. Marshall, Hannah Arendt, Lauren Berlant, and Chantal Mouffe; and folks within Communication/Rhetoric such as Jeremy Engels, Jennifer Mercieca, Karen Tracy, Robert Asen, Isaac West, Toby Miller, and Morris Young.

This course is appropriate for graduate students in Communication, Media, English, or other allied disciplines. By the end of the course students should 1) understand major theoretical perspectives on and critical approaches to democratic citizenship within communication/rhetorical studies; 2) have articulated a position on the relationship between rhetoric and democratic citizenship in both theory and practice; 3) have developed a research project of suitable quality for possible submission to an academic conference or publication venue.

CMN 550, "Introduction to Graduate Studies," Prof. Murphy

1 hour
2:00-2:50 F
4103 Lincoln Hall
CRN 63275

This course serves as a launching pad for graduate-level study by orienting new master's and Ph.D. students to the discipline of Communication and to the various departmental research areas. Readings, assignments, and discussions prepare incoming graduate students for the department's expectations for writing, research, professional and ethical conduct, and disciplinary participation. Topics typically include an orientation to research (including research ethics/IRB and an introduction to the campus's vast library system), academic writing, and professional conduct. Students also receive advice on choosing areas of research, identifying a suitable graduate advisor, time management, and career planning.

CMN 574, Sec. 1: "Communication Research Methods," Prof. Caughlin

4 hours
9:30-10:50 TR
4007 Lincoln Hall
CRN 54291

The primary goal of the course is solid understanding of the logic of social science. More than one-third of class time will be spent concentrating on the process of defining research problems, the logic of research design and underlying research issues. The remainder of the course will examine a limited number of techniques – for measurement, for design and sampling, and for analysis of data. Students who successfully complete this course can (1) understand and be able to use the concepts and vocabulary of communication research, (2) critically evaluate communication research, and (3) develop the skills necessary to conduct communication research using quantitative and qualitative methods.