

Department of Communication and Culture
Communications Studies (COMS) 607 - Seminar 01
Social and Cultural Approaches to Communications Studies
Winter 2013
M 14:00-16:50 SS-315

Instructor: Brian Rusted
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Additional Information

Suggested books for the monograph review assignment:

Brennan, Teresa. *The Transmission of Affect*. Cornell University Press, 2004.

Clemons, Leigh. (2008). *Branding Texas: Performing Culture in the Lone Star State*. U of Texas Press.

Cronin, Keri. *Manufacturing National Park Culture: Photography, Ecology, and the Wilderness Industry of Jasper*. University of British Columbia Press, 2010.

Denzin, Norman. *Custer on Canvas: Representing Indians, Memory, and Violence in the New West*. Left Coast Press, 2011.

Denzin, Norman. *Searching for Yellowstone: Race, Gender Family and Memory in the Postmodern West*. Left Coast Press, 2008.

Ehrat, Johannes. *Power of Scandal: Semiotic and Pragmatic in Mass Media*. University of Toronto Press, 2010.

Ellis, Carolyn. *The Ethnographic I: A Methodological Novel about Autoethnography*. Rowman and Littlefield, 2003.

Fenske, Mindy. *Tattoos in American Visual Culture*. Palgrave Macmillan, 2007.

Francis, R. Douglas. *The Technological Imperative in Canada: An Intellectual History*. University of British Columbia Press, 2010.

Goodall, H.L., Jr. *A Need to Know: The Clandestine History of a CIA Family*. Left Coast Press, 2010.

Grace, Sherrill E. *Canada and the Idea of North*. McGill-Queen's University Press, 2007.

Hall, Rachel. *Wanted: The Outlaw in American Visual Culture*. University of Virginia Press, 2009.

Hamera, Judith. *Dancing Communities: Performance, Difference and Connection in the Global City*. Palgrave MacMillan, 2006.

Henning, Michelle. *Museums, Media and Cultural Theory*. Open University Press, 2006.

Hier, Sean. *Panoptic Dreams: Streetscape Video Surveillance in Canada*. University of British Columbia Press, 2010.

Hirji, Faiza. *Dreaming in Canadian. South Asian Youth, Bollywood, and Belonging*. University of British Columbia Press, 2010.

Hurley, Erin. *National Performance: Representing Quebec from Expo 67 to Celine Dion*. University of Toronto Press, 2010.

Kelm, Mary-Ellen. (2011). *A Wilder West: Rodeo in Western Canada*. UBC Press.

Khosravi, Shahram. *'Illegal' Traveller: An Auto-Ethnography of Borders*. Palgrave Macmillan, 2011.

Madison, Soyini. *Acts of Activism: Human Rights as Radical Performance*. Cambridge University Press 2010.

McAllister, Kirsten. *Terrain of Memory: A Japanese Canadian Memorial Project*. University of British Columbia Press, 2010.

Parr, Joy. *Sensing Changes: Technologies, Environments, and the Everyday, 1953-2003*. University of British Columbia Press, 2010.

Pearson, Mike. *In Comes I: Performance, Memory, and Landscape*. University of Exeter Press, 2006.

Stewart, Kathleen. *Ordinary Affects*. Duke University Press, 2007.

Straw, Will. *Cyanide and Sin: Visualizing Crime in 50s America*. PPP Publication, 2006.

Weiss, Allen. *Breathless: Sound Recording, Disembodiment, and the Transformation of Lyrical Nostalgia*. Middletown: Wesleyan University Press, 2002.

White, Jerry. *The Radio Eye: Cinema in the North Atlantic 1958-1988*. Wilfred Laurier University Press, 2009.

Williams, David. *Media, Memory and the First World War*. McGill-Queen's University Press, 2009.

Course Description

An exploration of the foundation and development of social and cultural approaches to

communications, the course will consider the emergence of qualitative and interpretive paradigms within the field with particular emphasis on the metaphor of the “turn” used to advance theory and practice. Considering work that has appeared under the rubrics of the linguistic turn, the ethnographic turn, the pictorial turn, the performative turn and so forth, students will look critically at the significance of thematic approaches in the development of cultural research, and consider the relevance of such approaches to their own projects.

Course Objectives

- 1) familiarize students with interpretive and qualitative approaches to social and cultural research;
- 2) introduce students to relevant theoretical and methodological traditions;
- 3) provide a conceptual overview of the role of thematic and polemic approaches to the development of the cultural and communicational research field;
- 4) provide an opportunity to orient research within social and cultural frameworks.

Internet and electronic communication device information

Cell phones off. No recording of lectures. Laptops for class use only.

Textbooks/Readings

There are no required textbooks for this course. Weekly readings as per the lecture schedule are either on (physical) reserve in the Taylor Family Digital Library, available online through the relevant journals, or through ebrary. It is the student’s responsibility to acquire books for the monograph review assignment. Plan ahead!

Assignments and Evaluation

Final grade in the course will be based on the completion of the following four assignments:

Seminar Presentation 25%

dates coordinated with weekly topics, to be assigned by the end of the first week of class

The due date of this assignment will be based on selecting a “turn” from the weekly readings in the course outline. Students will be asked to provide a sense of historical and intellectual context to work by a particular author and the relevant “turn”. Students should be able to evaluate critically the work and discuss the ongoing influence of their ideas. A formal, 7-8 page paper should be submitted following the presentation.

Journal Article Critique 25%

due February 11

The assignment calls for students to produce a detailed, critical analysis of an influential, research article published in a relevant scholarly journal. Journals may include Canadian Journal of Communication, Journal of Communication, European Journal of Communication, Quarterly

Journal of Speech, Cultural Studies, Theory Culture and Society, Journal of Visual Culture, Journal of Contemporary Ethnography, Text and Performance Quarterly, Visual Studies, etc. *Influence should be determined through citation frequency. Your paper should consider the article's influence, its method, the validity of its argument and contribution to the field.*

Monograph Review 25%
due March 11

This assignment should integrate skills acquired throughout the course. It asks students to produce a publishable review of a recent research monograph. You may research the review expectations of a particular journal and complete the assignment using its standards, or you may start with a monograph relevant to your own research and review it in light of perspectives developed in our course. In either instance, your review should demonstrate your sense of the work's relevance to the field, and indicate your sense of its value to a particular audience of readers. The review should not be longer than 5 pages.

Experiencing Cultural Research 25%
due April 8

This assignment asks you to explore an aspect of method related to one of the research turns covered in the course. You may wish to explore a performance or sensuous ethnography, an autoethnography, a postmodern ethnography, and so forth. The assignment should demonstrate your familiarity with representational experiments within the particular "turn" that you identify and should clarify your sense of what such an approach allows you to know or understand about your topic. Your paper should be approximately 5 typed, double spaced pages with appropriate footnotes, citations and references in a consistent style (MLA, APA, etc.).

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.

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.

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 the Writing Centre. Visit the website for more details: www.efwr.ucalgary.ca

Grading System - The following grading system is used in the Faculty of Graduate Studies:

Grade	Grade Point Value	Graduate Description
A+	4	Outstanding
A	4	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.7	Very good performance
B+	3.3	Good performance
B	3	Satisfactory performance
Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each registration anniversary year of the program.		
B-	2.7	Minimum pass for students in the Faculty of Graduate Studies
Note: A student who receives a B- or lower in two or more courses will be required to withdraw regardless of their grade point average unless the program recommends otherwise. Individual programs may require a higher minimum passing grade.		
C+	2.3	
C	2.0	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. A student who receives a grade of F will normally be required to withdraw unless the program recommends otherwise.
C-	1.7	
D+	1.3	
D	1.0	
F	0.0	

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 the Writing Centre (MacEwan Student Centre 4th floor, www.efwr.ucalgary.ca) 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/grad/current/gs-o.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 Disability Resource Centre (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

Alexander, Jeffrey, Bernhard Giesen and Jason Mast, eds. *Social Performance: Symbolic Action, Cultural Pragmatics, and Ritual*. Cambridge University Press, 2006.

[not on list]Barney, Warf. *The Spatial Turn: Interdisciplinary Perspectives*. Routledge 2009. G70 .S68 2009

Best, Steven and Douglas Kellner, eds. *The Postmodern Turn*. Guilford Press, 1997.

[new]Bennett, T. and P. Joyce, eds. *Material Powers: Cultural Studies, History and the Material Turn*. Taylor & Francis, 2010.

Bonnell, V., L. Hunt, and R. Biemacki, eds. *Beyond the Cultural Turn*. University of California Press, 1998.

Clough, Patricia and Jean Hallen, eds. *The Affective Turn: Theorizing the Social*. Duke University Press 2007.

[new]Curtis, Neal. *The Pictorial Turn*. Routledge, 2010.

Edwards, Tim, ed. *Cultural Theory: Classical and Contemporary Positions*. Sage, 2007.

Hamera, Judith (2006). *Opening Acts: Performance in/as Communication and Culture*. Sage.

Howes, David, ed. *Empire of the Senses: The Sensual Culture Reader*. Berg, 2005.

Kalb D. and H. Tak, eds. *Critical Junctions: Anthropology and History beyond the Cultural Turn*. Berghahn, 2005.

Lincoln, Yvonna and Norman Denzin, eds. *Turning Points in Qualitative Research: Tying Knots in a Handkerchief*. Altamira Press, 2003.

Mitchell, W.J.T. *Picture Theory*. University of Chicago Press, 1994.

Rabinow, P., editor. *Interpretive Social Science*. University of California Press, 1979.

Rabinow, Paul and William Sullivan, eds. *Interpretive Social Science: A Reader*. University of California Press, 1987.

[not on list] Rorty, Richard, ed. *The Linguistic Turn: Essays in Philosophical Method*. University of Chicago Press, 1992.

Roseneil, Sasha and Stephen Frosh, eds. *Social Research after the Cultural Turn*. Palgrave 2012. H62 .S67373 2012

[eBook] Schatzki, T.W., E. von Savigny, and K. Knorr Cetina, eds. *The Practice Turn in Contemporary Theory*. Routledge, 2001.

Schedule of Lectures

Week 1 (Jan 14): Introduction: Turns and Moments

- Denzin, Norman. Moments, Mixed Methods, and Paradigm Dialogs. *Qualitative Inquiry* 16:6, 2010.
- Denzin, Norman and Yvonna Lincoln. The Discipline and Practice of Qualitative Research. *The Sage Handbook of Qualitative Research*, 3rd edition. Sage 2005.

Week 2: The Linguistic Turn

- Ricoeur, Paul, "The model of the text," chapter 2 in Rabinow and Sullivan, *Interpretive Social Science: A Reader*, 1979.
- Alvesson, Mats and Dan Kärreman. "Taking the Linguistic Turn in Organization Research: Challenges, Responses, Consequences." *The Journal of Applied Behavioral Science* 36:2, 2000.
- Deetz, Stan. "Reclaiming the legacy of the linguistic turn." *Organization* 10:3, 2003.

Week 3: The Cultural Turn/The Interpretive Turn

- Rabinow and Sullivan, "The Interpretive Turn: A Second Look," 1987.
- Geertz, Clifford, "Thick Description" chapter 7 in Lincoln and Denzin 2003.
- Geertz, Clifford, "Deep Play," chapter 6 in Rabinow and Sullivan, 1987.
- Rojeck, Chris and Bryan Turner. "Decorative Sociology: Towards a critique of the Cultural Turn." *The Sociological Review* 48:4, 2000.

Week 4: The Reflexive Turn

- Foley, D.E. "Critical Ethnography: The Reflexive Turn." *International Journal of Qualitative Studies in Education* 15:4, 2002.
- Ruby, Jay. "Exposing Yourself: Reflexivity, anthropology, and film." *Semiotica* 30:1/2, 1980.

- Wahl-Jorgensen, Karin. "Rebellion and Ritual in Disciplinary Histories of U.S. Mass Communication Study: Looking for 'the Reflexive Turn'" *Mass Communication and Society* 3:1, 2009.

Week 5: The Ethnographic Turn

- Clifford, James. "On Ethnographic Authority," chapter 6 in Denzin and Lincoln 2003.
- Culyba, R., C. Heimer, and J. Petty. "The Ethnographic Turn: Fact, Fashion, or Fiction." *Qualitative Sociology* 27:4, 2004.
- Marcus, G. "What comes (just) after 'post'! The case of ethnography." In Y. Lincoln & N. Denzin (Eds.), *Handbook of qualitative research* (pp. 563-573). Thousand Oaks: Sage Publications, 1994.
- Batchen, Geoffrey. "Snapshots: Art History and the Ethnographic Turn." *Photographie* 1:2, Sept 2008.

READING WEEK

Week 6: The Narrative Turn

- Chase, Susan, "Taking Narrative Seriously," chapter. 13 in Lincoln and Denzin 2003.
- Tedlock, Barbara. "From participant observation to the observation of participation: The emergence of narrative ethnography." *Journal of Anthropological Research*, 47(1), 69-94, 1991.
- Gubrium, J. and J. Holstein. "At the border of narrative and ethnography." *Journal of Contemporary Ethnography* 28: 5, 1999.
- Bochner, A. and C. Ellis. "Which Way to Turn." *Journal of Contemporary Ethnography* 28: 5, 1999.

Week 7: The Pictorial Turn

- Mitchell, W.J.T. "The Pictorial Turn." *Artforum*, March, 1992. (See also "retrospective" of article in *Artforum* March 2002.)
- Brooks, Ann in Tim Edwards *Cultural Theory* 2007.
- Griffin, Michael. "Sociocultural Perspectives on Visual Communication." *Journal of Visual Literacy* 22:1, 2002.
- Pink, Sarah. "Interdisciplinary agendas in visual research." *Visual Studies* 18:2, 2003.
- Jay, Martin. "Cultural Relativism and the Visual Turn." *Journal of Visual Culture* 1:3, p. 267-78, 2002.

Week 8: The Performance Turn/The Practice Turn

- Conquergood, Dwight. "Poetics, Play, Process and Power: The Performative Turn in Anthropology," *Text and Performance Quarterly*, 1, 1989.
- Peterson, E. and K. Langellier. "The Performance Turn in Narrative Studies." *Narrative Inquiry* 16:1, 2006.

- Spry, Tami. "A 'performative-I' Copresence: Embodying the Ethnographic Turn in Performance and the Performative Turn in Ethnography." *Text and Performance Quarterly* 26: 4, 2006.
- Couldry, Nick. "Theorizing Media as Practice." *Social Semiotics*, 14:2, 2004.
- Swindler, Ann. "What anchors cultural practices," chapter 5 in Schatzki et al, 2001.

Week 9: The Spatial Turn

- Dirksmeier, P. And I. Helbrecht. "Intercultural interaction and 'situational places': a perspective for urban cultural geography within and beyond the performative turn. *Social Geography* 6, 2010.
- Arias, Santa. "Rethinking space: an outsider's view of the spatial turn." *GeoJournal* 75:1, 2010.
- Way, Maria. "Falkheimer, Jasper and Andre Jansson. Geographies of Communication: The Spatial Turn in Media Studies." *Communication Research Trends*, 2007. Retrieved from http://findarticles.com/p/articles/mi_7081/is_3_26/ai_n28457436/

Week 10: The Sensory Turn/The Material Turn

- Green, Harvey. "Cultural History and the Material (s) Turn." *Cultural History* 1:1, 2012.
- Howes, David . "Charting the Sensorial Revolution." *Senses and Society* 1:1, 2006.
- Hurdley, Rachel. "Focal Points: framing material culture and visual data." *Qualitative Research* 7:3, 2007.
- Hurdley, R. and B. Dicks. "In-between practice: working in the 'thirdspace' of sensory and multimodal methodology." *Qualitative Research* 11:3, 2011.

Week 11: The Affective Turn

- Clough, P. (2008) "The Affective Turn: Political Economy, Biomedicine and Bodies," *Theory, Culture & Society* 25(1): 1–28.
- Tyler, Imogen. "Methodological fatigue : the politics of 'the affective turn'". *Feminist Media Studies*, 8 (1), 2008.
- Featherstone, Mike. "Body, Image and Affect in Consumer Culture." *Body & Society* 16:1, 2010.
- Wise, Amanda. "Embodying Exile." *Social Analysis* 48:3, 2004.

Week 12: The Public Turn

- Bowman, Michael S. and Ruth L. Bowman. "Telling Katrina Stories: Problems and opportunities in engaging disaster." *Quarterly Journal of Speech* 96:4, 2010.
- Giroux, Henri (2006). Higher Education Under Siege: Implications for Public Intellectuals", *Thought and Action*, Fall, p. 63-78.
- Burawoy, Michael. "The Critical Turn to Public Sociology." *Critical Sociology* 31:3, 2005.

Week 13 (April 15): Conclusion: Re-turn

- Ellis, Carolyn, et. al. "Mentoring Relationships," Coda in Denzin and Giardina, eds. *Qualitative Inquiry and Social Justice*. Left Coast Press, 2009.