

COM 604: Theory Construction in Communication
 Fall 2023: Wednesday 3-5:45 PM (Stauffer Hall, A431)
 The Hugh Downs School of Human Communication
 Arizona State University – Tempe

Professors:	Jenna Hanchey	Sarah J. Tracy (she/her)	Jonathan Pettigrew
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Course Description: Review and analysis of philosophical problems inherent in communicative research and of metatheories designed to deal with these problems.

Course Objectives:

This course reviews and analyzes philosophical issues inherent in communication research and addresses metatheoretical frameworks for illuminating communication phenomena. The notion of theory *construction* suggests that this class will go beyond cataloging myriad theories of communication and will also examine the nature of crafting theory. In addition to addressing the fundamental question of what is theory, we will interrogate how to best evaluate theories, and examine how theories differ—ontologically, epistemologically, axiologically, and methodologically—across the discipline of Communication Studies, particularly within the School of Human Communication at Arizona State University. More, we will ask: In what ways are enduring and newly salient social problems *communication* problems? How can communication theories and efforts to theorize communication help to conceptualize, diagnose, understand, ameliorate, and/or solve these social problems? And, where do we find ourselves personally in the journey of using, understanding, and constructing communication theory?

Required Book:

Shoemaker, P. J., Tankard Jr., J. W., & Lasorsa, D. L. (2004). *How to build social science theories*. Thousand Oaks, CA: Sage. [Available as an E-Read through ASU Library if desired]

Recommended Books (reading these will be especially helpful to those who do not already have a graduate level background in communication theory):

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2021). *Theories of human communication, 12th Ed.* Longrove, IL: Waveland Press.

Bach, B. W., Braithwaite, D. O., & Ganesh S. (2021). *By degrees: Resilience, relationships, and success in communication graduate studies*. Cognella.

Local alternatives to Amazon include (allow extra time for shipping):

- [Palabras Bilingual Bookstore](#), Phoenix (20% teacher discount on Wednesdays)
- [Grassrootz Bookstore](#), Phoenix
- [Changing Hands](#), Tempe and Phoenix

Student Success

To be successful:

- check the course regularly
- read announcements when available
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Student Resources](#)

Decorum: While we will constitute our own norms of decorum throughout the semester, we believe that we should agree to some basic rules of decorum in the conduct of our class including:

Presence: To honor our scholarly interdependence as participants in a graduate seminar, please commit to diligent attendance. See absence policy and practices above.

Differences in scholarly positions: Throughout the semester, we will discuss various positions one can take with regard to scholarship and communication theory. We will compare and contrast theories and perspectives; however, this course is not about which perspective is “best.” Rather, our goal is to introduce students to the various perspectives that typify the Communication discipline and encourage lively and reflexive discussion about these perspectives—both their affordances and foreclosures. Throughout the semester, we encourage a commitment to deep listening, reflexive turn-taking, and mindfulness of the ways in which we offer, contemplate, develop, accept, revise, and reject ideas during class discussions.

Recognizing voice as space: While dialogue is key to learning, so too are silence and listening. In this course, we invite you to attend to the ways in which voice *is* space or the ways that voice might take up space, discouraging others from entering dialogue on their own unique (perhaps silent even) communicative terms. Doing so allows us to affirm: those of us who are translating languages in real time; gendered and racialized dynamics that shape communication in academe; and neurodivergent means of processing information.

Affirming intersectional differences: Join us in committing to learn one another’s names, to pronouncing one another’s names correctly, and to using one another’s correct pronouns regularly and correctly. While we anticipate messing up along the way, we ask that everyone join us in committing to affirming one another’s wholeness.

Absences, Late or Missed Assignments

Attendance and participation in class activities is an essential part of the learning process, and students are expected to attend class regularly. Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [ACD 304-02]; (2) religious holidays [ACD 304-04; a list can be found here <https://eoss.asu.edu/cora/holidays>]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness.

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor by email at least two weeks before the expected absence. Absences related to illness should be communicated to the instructor as soon as possible (and at least within a week) by email.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Please propose to the leading faculty member an accommodation that may include participation in classes remotely, access to recordings of class activities, meeting with a peer, and contributing to the class material in a different way.

Submitting Assignments

All assignments, unless otherwise announced, must be submitted to the designated area of Canvas. Do not submit an assignment via email. Assignment due dates follow Arizona Standard Time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Academic honesty: In December 2013, the College of Liberal Arts and Sciences Curriculum Committee and the Faculty Senate approved the following Academic Integrity Statement to be included on all new course syllabi: “Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. Forms of academic dishonesty are varied but include plagiarism. In the *Student Academic Integrity Policy* manual, ASU defines plagiarism as ‘using another’s words, ideas, materials, or work without properly acknowledging and documenting the source.’ For more information, see <https://provost.asu.edu/academic-integrity>.”

Regarding graduate students, a salient concern about academic honesty involves “double-dipping,” or turning in the same or very similar work for credit in different courses. We support your efforts to extend previous work that you have conducted on materials pertaining to this course; however, please notify us if you choose to extend previous work, and please be in communication about that with your instructors first about how you intend to craft unique projects for this course.

Use of Digital (AI) and Human Assistance for Assignments: The goal of this course is intellectual development and theory building. As such, we ask that you avoid use of AI or human assistance in generating the text of your course assignments. We recognize that AI as well as human tutors can assist with brainstorming, grammar, and reference-checking. When you use outside help (or any digital tools) for these purposes you are required to disclose doing so via a short statement describing the type and extent of its use. Any submitted course assignment not explicitly identified as having used AI or outside tutoring will be assumed to be wholly your original work. Using digital or human external help without proper attribution will be considered a violation of the [ASU Academic Integrity Policy](#), and students may be sanctioned for confirmed, non-allowable use. If at any point you have questions about what is permitted, contact the instructor to discuss *before* submitting work.

Accessibility statement: In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Student Accessibility and Inclusive Learning Services (SAILS) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to SAILS. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request accommodation for a disability should contact SAILS by going to <https://eoss.asu.edu/accessibility>, calling (480) 965-1234 or emailing Student.Accessibility@asu.edu.

Mandated reporters: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education

program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/>.

All ASU employees are mandated reporters. As a mandated reporter, each of us is obligated to report any information we become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services, https://eoss.asu.edu/counseling](https://eoss.asu.edu/counseling) is available if you wish to discuss any concerns confidentially and privately.

Grading: Generally in this seminar, “excellent” work earns “A”-range grades, “good” work earns “B”-range grades, and unsatisfactory work earns “C”-range grades or lower. For core classes in the graduate program, grades B- do not count for credit. More specifically, we employ the following grading scale:

A+ = 99-100% (446 - 450 pts)	B- = 80-82% (360 - 369 pts)
A = 93-98% (419 - 441 pts)	C+ = 77-79% (347 - 356 pts)
A- = 90-92% (405 - 414 pts)	C = 70-76% (315 - 342 pts)
B+ = 87-89% (392 - 401 pts)	D = 60-69% (270 - 311 pts)
B = 83-86% (374 - 387 pts)	E = 0-59% (0 - 266 pts)

Syllabus disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the Canvas shell often.

Assignments

Note: We recognize that AI as well as human tutors can assist with brainstorming, grammar, and reference-checking. When you use outside help (or any digital tools) for these purposes you are required to disclose doing so via a short statement describing the type and extent of its use. Any submitted course assignment not explicitly identified as having used AI or outside tutoring will be assumed to be wholly your original work. Using digital or human external help without proper attribution will be considered a violation of the [ASU Academic Integrity Policy](#), and students may be sanctioned for confirmed, non-allowable use. If at any point you have questions about what is permitted, contact the instructor to discuss *before* submitting work.

There are 450 points for this class, distributed through the following assignments:

1.0 Course Engagement: 150 points

- 1.1 Participation: 10 pts per section / course leader + 5 for collective = 35
- 1.2 DB posts and responses: 10 @ 10 pts each = 100
- 1.3 Playful Theory Building: 15

2.0 Essays: 300 points

- 2.1 Uses, functions, and consequences of theory and paradigms: 100
- 2.2 Dissertation reflection: 100
- 2.3 Theorizing from two perspectives: 100

See Details of these assignments below

1.1 Participation: 35 points (*10 pts per section / course leader + 5 for collective*)

It is our hope that engaged and lively discussion by all members of the collective will be the engine that drives our seminar. Students should complete assigned readings, read and reference other students' discussion board posts, and make notes about all these before class so they can participate in an enthusiastic and informed manner. Other components of active, in-class participation include thoughtful and appropriate verbal participation (more does not always = better), concentrating on course material rather than distractions (be mindful of being consumed with your computer or readings during class), and providing support to class members (fostering collective focus on the course material). Notes about participation will be recorded for each student after every course session.

Some students find "spontaneous" participation to be more difficult than others. For those who find participation more daunting, we encourage you to plan your participation in advance (e.g., by referencing others' discussion board posts, bringing questions about the readings, etc.). For those who love spontaneous participation, we encourage you to specifically draw out and engage those classmates who do not speak up as often.

Recognizing the fact of multiple learning styles, we also note the following as supplementary forms of participation: listening alertly, taking notes during the seminar, asking questions of other students, focused attention for the full class period, and course-related but non-assignment-related office visits.

1.2 Discussion Board Posts and Responses: 100 points (10 @ 10 points each)

The purpose of this assignment is threefold:

1. to jump-start your critical examination of the week's readings, providing a foundation for the week's in-class discussion
2. to facilitate the practice of expressing complex ideas in a limited space
3. to facilitate a group conversation among course members.

For each unit, there is a part one and part two.

- Part One (Original Post) - You will respond to one question/statement crafted by the teaching team and post one thought provoking discussion question/statement of your own. Your post for each week should be 400-500 words (please cap at 500 words) – you are free to decide how to distribute this allotment. ***This will be due by 11:59 p.m. on Monday evenings.***
- Part Two (Peer Feedback) - For each unit, you will also provide feedback/ response to a peer's discussion board post. Your feedback to your peer should be about 250 words (please cap at 300). You can provide feedback on whichever post you choose. ***This will be due by 11:59 p.m. on Tuesday evenings.***

Everyone will post for week two and will post for at least 3 out of 4 sessions for each instructor / section. Said another way, you are responsible for posting both part one and part two for week 2 and for an additional 9 of the 12 class meetings between weeks 3 and 15 (you are welcome to post more).

Please love your reader by proofreading your posts for grammar, spelling, and style. If you respond completely to the prompt and offer feedback by their due dates within the word-counts specified, you will earn full credit (6 points for post, 4 points for response).

The Canvas discussion portals are structured so that you must create your post before you are able to read your peers' responses. We do this to facilitate and encourage your originality and freedom in crafting a post that reflects your thoughts, instincts, and impressions related to the week's materials, while avoiding any potential priming effects. We ask that you read through your peers' responses and reference your and others' posts during class.

1.3 Playful Theory Building (15 points, Due in class, Wednesday, 6 Dec by 3:00pm.)

To mark the end of our collective time together, we will open a dialogic space in which you are asked to come to class prepared to engage in a literal "building" exercise (with Legos). To prepare for this activity, spend some time thinking and making notes about where you fit in the discipline of Communication Studies from topical, methodological, and theoretical/metatheoretical perspectives. How has this changed or flowed over the course of the semester? What is your central question, or problem you would like to solve? What goals do you have for your research and your career? Which theoretical base(s), paradigms, and methodological approach(es) do you anticipate using? What does theory "look like" for you?

Please bring a one-page hard-copy outline of your thoughts on these issues. The outline will be shared with your classmates so please make enough copies for all.

During class, you'll be led through a creative Legos as Serious Play activity as related to the preparatory work you have done above. The goal of the assignment is to represent theory building as it takes form in different areas of the communication discipline--and the ways that it takes in both linguistic and physical forms. The class will be a celebration of what we've collectively discovered throughout the semester about theory and theory-building.

2.0: Essays: 300 points

Note: Please use APA style for all essays.

2.1 *Uses, functions, and consequences of theory and paradigms in one scholar's trajectory – 100 pts, Supervising Instructor: Sarah Tracy – Due Friday, Sept 29th by 11:59 pm.*

This project asks you to examine one scholar's research trajectory and to explicate the uses, functions, and consequences of theory and paradigmatic lenses in their work.

- Consider the scholars listed in the [Graduate Faculty of Communication \(click here, pg. 23-24\)](#) and their research.
 - Create a list of several in which you are interested in learning more regarding how they use communication theory in their work.
 - You will soon narrow this to one scholar who is willing to meet with you and discuss this issue.
 - Note: Preferences for these will be gathered early in the semester so that there are not overlaps nor heavy reliance on scholars who have repeatedly participated in this assignment.
- Read and take notes on at least five of this scholar's most influential publications and meet with the scholar to discuss their ideas and viewpoints (especially on issues of theory and paradigms, what makes for good theory and good research, how they go about using/building theory, etc.).
- Based on your analysis, in the paper, synthesize the following:
 - What does the scholar have to say about theory, and how does their unpublished discussion with you about these topics overlap with or contrast with their written published work?
 - Discuss how theory and paradigmatic allegiances are
 - Conceptualized by this scholar
 - Used in this scholar's work (how does theory function and have certain consequences in their research)?
 - How has this transformed throughout their career?
 - Create an argument for the way theory functions (or doesn't function) in this scholar's work—and its intended, and potentially unintended, consequences.
 - What can you and others learn from this scholar's approach to and use of theory?
 - As part of your paper, summarize and respond to at least two objections to and two applaudable points to this scholar's use of theory.
- In your paper, please reference and make substantial use of *at least* five readings from class and five of the scholar's publications.

This paper should be about 10 pages, not including the cover page, abstract, endnotes, and references.

2.2 *Demystifying the Dissertation - 100 points, Supervising Instructor: Jonathan Pettigrew Due Friday, Oct 27th by 11:59 p.m.*

This second paper invites you to reflect on the interdisciplinary communication research produced in the Hugh Downs School of Human Communication. We invite you to do so by reading a dissertation completed by an alumnus of the HDSHC community. Just as the first essay required you to focus on a particular scholar, this paper invites you to focus on the "area" of the field explored in the dissertation and to, in turn, offer a description, explanation, and narration of how theory and theory building is deployed in the dissertation.

(see next page for continuation)

Demystifying the Dissertation - 100 points – CONTINUED from previous page

To accomplish this, please select a dissertation completed by an HDSHC alumnus within the past 10 years (2013-2023) and investigate it. You might answer questions such as:

- o Where would you locate/position the dissertation in the field of Communication Studies?
- o What are the dissertation's interdisciplinary influences and impacts?
- o What theoretical commitments inform this dissertation project?
- o What shape does theory-building take in this dissertation?
- o What central questions or problems does this dissertation seek to solve?
- o How is the dissertation organized and does this particular organization matter—why or why not?

To understand the way theory informed and emerged from the dissertation, it may be advisable to contact the author via email and/or review later publications that emanate from the dissertation. Your paper should cite relevant course readings (at least 5) and also sources that provide details about the dissertation you select (likely 3-7 sources, including the dissertation itself)

This paper should be constituted by about 10 pages, not including cover page, abstract, endnotes, and references.

2.3 *Theorize a communication issue/phenomenon from two perspectives – 100 points, Supervising Instructor: Jenna Hanchey – Due Friday, Dec. 1st by 11:59pm.*

In this paper, you will propose the initial groundwork for building theory in relation to your interest and experience from two theoretical traditions. To do so, first select a topic of interest in line with your research trajectory. It should be something relatively specific that you can engage in-depth (i.e., something like “organizational communication theory,” is too wide, but “enactments of agency in nuclear power plants” is too narrow). You might choose to explore aspects of things like identity, agency, gender, coloniality, race, (a)sexuality, voice, organizing, embodiment, conflict, relationships, audience, media, affect, social support, socialization, human-machine communication, leadership, health disparities, etc.

- First, describe how this topic relates to / emerges from your personal experience and/or research trajectory.
- Next, discuss how you would define, conceptualize, and study this concept through two of the theoretical traditions we have addressed this semester (i.e., critical/cultural, interpretivist, post-positivist), making sure to situate this discussion in relation to your own experience, scholarly history, and desired trajectory. What does each perspective allow for in relation to your research? What does each make more difficult to access or read? In your discussion, be sure to attend to the ontological, epistemological, axiological, and methodological assumptions that undergird the theoretical traditions you are featuring.
- Finally, describe how this context may be used as a groundwork for theory building. What might you as a scholar contribute to knowledge about this concept from each of these perspectives? Again, make sure to connect this to your own scholarly experience and agenda.

This paper should make ample use of class readings and should be constituted by about 10 pages, not including the cover page, abstract, endnotes, and references. It is likely that 7-10 additional references to support your arguments particular to your chosen topic and theoretical traditions will be needed to excel at this assignment.

COM 604 2023 Course Schedule (changes may be made via course announcement):

Week	Date	Topic (see schedule below for readings due)	Assignment Due
1	8.23	Foundations One: Introductions and Philosophies	
2	8.30	Foundations Two: Frameworks, Traditions & Paradigms of Communication	First DB entries due 8/28 & 8/29 by 11:59pm (& Mon/ Tues thereafter)
3	9.6	SJT: Intro to Interpretivism & Journeying Toward a Paradigm that “Fits”	
4	9.13	SJT: A Case Study of Theory-Building and Claim-Making in Communication	
5	9.20	SJT: A Sampling of Phenomenological, Practical and Transformative Approaches	
6	9.27	SJT: Poststructural, Constitutive, & New Materialism Theories	Scholar Trajectory due Friday 9/29 11:59 p.m.
7	10.4	JP: Foundations: Reasoning from evidence	
8	10.11	JP: Social Scientific Theory Building Vocabulary & Process	
9	10.18	JP: Theory Building Relationships and Models	
10	10.25	JP: Theory Development Case Study: Communication Theory of Identity	Demystifying “the” Dissertation due 10/27 by 11:59 p.m.
11	11.1	JNH: Going Mad	
12	11.8	JNH: Engaging Praxis	
13	11.15	NO CLASS - NCA	
14	11.22	JNH: Navigating Tensions	
15	11.29	JNH: Materializing Discourse	Theorizing from two perspectives due 12/1 by 11:59 p.m.
16	12.6	Playing with Theory Building: Reflective Learning, Celebration of Knowledge, Critical Musings	Playful Theory Building due 12/6 3 p.m.

1 - Foundations One: Introductions and Philosophies (ALL)

- Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). *Theories of human communication, 11th Ed.* Longrove, IL: Waveland Press. – Chapters 1 & 2 (through p. 45).
2-page paradigm grid (excerpted from Tracy, S. J. (2013). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact.* Hoboken, NJ: Wiley-Blackwell).
Examples of the instructors' own approaches / use of theory
- Asante, G. & Hanchey, J. N. (2021). African communication studies: A provocation and invitation. *Review of Communication, 21*(4), 271-292.
- Pettigrew, J., Segrott, J., Ray, C. D., & Littlecott, H. (2018). Social Interface Model: Theorizing Ecological Post-Delivery Processes for Intervention Effects. *Prevention Science, 19*, 987-996. doi:10.1007/s11121-017-0857-2
- Tracy, S. J. (2010). [Qualitative quality: Eight “big-tent” criteria for excellent qualitative research.](#) *Qualitative Inquiry, 16*, 837-851.

2 - Foundations Two: Frameworks, Traditions, and Paradigms of Communication (ALL)

- Anderson, J. A., & Baym, G. (2004). Philosophies and philosophic issues in communication, 1995–2004. *Journal of Communication, 54*, 589-615. <https://doi.org/10.1111/j.1460-2466.2004.tb02647.x>
- Chakravarty, P., & Jackson, S. J. (2020). The disavowal of race in communication theory. *Communication and Critical/Cultural Studies, 17*(2), 210-219. <https://doi.org/10.1080/14791420.2020.1771743>
- Craig, R. T. (1999). Communication theory as a field. *Communication Theory, 9*, 119-161.
- Craig, R. T. (2015). The constitutive metamodel: A 16-year review. *Communication Theory, 25*(4), 356-374.

Recommended

- Chakravarty, P., Kuo, R., Grubbs, V., & McIlwain, C. (2018). #CommunicationSoWhite. *Journal of Communication, 68*(2), 254-266.
- Craig, R. T. (2017). Definitions and concepts of communication. In W. Donsbach (Ed.) *International Encyclopedia of Communication.* Oxford and Malden, MA: Blackwell.
- Eadie, W. F., & Goret, R. (2013). Theories and models of communication: Foundations and heritage. In P. Copley & P. J. Schulz, (Eds.) *Theories and models of communication, HOCSI.* (pp. 17-36) Berlin: De Gruyter Mouton.
- Toyosaki, S. (2016). Praxis-oriented whiteness research. *Journal of Multicultural Discourses, 11*(3), 243-261.

3 – Intro to Interpretivism & Journeying Toward a Paradigm that “Fits” (SJT)

- Bochner, A. P. (2012). Between obligation and inspiration: Choosing qualitative inquiry. *Qualitative Inquiry, 18*(7), 535-543. (and related 22-minute video <https://www.youtube.com/watch?v=S99CJbPObsM>)
- hooks, b. (1994). *Teaching to transgress. Education as the practice of freedom.* New York: Routledge. Chapter on "Theory as Liberatory Practice." - pps. 59-75.
- Moore, J. (2017). Where is the critical empirical interpersonal communication research? A roadmap for future inquiry into discourse and power. *Communication Theory, 27*(1), 1-20.
- Scharp, K. M., & Thomas, L. J. (2019). Disrupting the humanities and social science binary: Framing communication studies as a transformative discipline. *Review of Communication, 19*(2), 147-163

4 - A Case Study of Theory-Building and Claim-Making (SJT)

- Cibangu, S. K. (2012). Qualitative research: The toolkit of theories in the social sciences. In A. Lopez-Varela (Ed.), *Theoretical and Methodological Approaches to Social Sciences and Knowledge Management* (pp. 95-126). New York: INTECH.
- Swedberg, R. (2016). Before theory comes theorizing or how to make social science more interesting. *The British journal of sociology*, 67(1), 5-22.
- Huffman, T. P., & Tracy, S. J. (2018). Making claims that matter: Heuristics for theoretical and social impact in qualitative research. *Qualitative Inquiry*, 24, 558-570. doi:10.1177/1077800417742411
- Tracy, S. J., & Huffman, T. P. (2017). Compassion in the face of terror: A case study of recognizing suffering, co-creating hope, and developing trust in a would-be school shooting. *Communication Monographs*, 84, 30-53. doi:10.1080/03637751.2016.1218642

5 - A Sampling of Phenomenological, Practical, & Transformative Approaches (SJT)

- Craig - Unit V – Phenomenological Tradition – pp. 217-250 (Intro, Husserl, Buber, Gadamer)
- Littlejohn, et al. (2017) – Speech Act Theory & Coord. Management of Meaning – pp. 121-127
- Brook, J. (2010). An elaboration of the transformative approach to practical theory: Its connections with Gadamer's philosophical hermeneutics. *Communication Theory*, 20(4), 405-426.
- Keyton, J., Bisel, R. S., & Ozley, R. (2009). Recasting the link between applied and theory research: Using applied findings to advance communication theory development. *Communication Theory*, 19(2), 146-160.

6 – Poststructural, Constitutive, and New Materialism Theories (SJT) ~90 pages

- Mumby, D. K. (1997) Modernism, postmodernism, and communication studies: A rereading of an ongoing debate. *Communication Theory*, 7, 1–28.
- Tracy, S. J., & Trethewey, A. (2005). Fracturing the real-self↔fake-self dichotomy: Moving toward crystallized organizational identities. *Communication Theory*, 15, 168-195.
- Ashcraft, K. L., Kuhn, T. R., & Cooren, F. (2009). 1 Constitutional Amendments: “Materializing” Organizational Communication. *Academy of Management Annals*, 3(1), 1-64. (Focus on pages 1-25)
- Cooren, F. (2018). Materializing communication: Making the case for a relational ontology. *Journal of Communication*, 68(2), 278-288. doi:10.1093/joc/jqx014

7 - Foundations: Reasoning from evidence (JP)

NOTE: For Weeks 7-10, JP recommends reading all articles/videos in the order listed.

- Shoemaker, P. J., Tankard, J. W., & Lasorsa, D. L. (2004). *How to build social science theories*. Thousand Oaks, CA: Sage. (Read **Chapter 1**: pp. 1-14)
- Berger, C. R., & Chaffee, S. H. (1987). The study of communication as a science. In C. R. Berger & S. H. Chaffee (Eds.), *Handbook of communication science* (pp. 15-19). Sage.
- Chaffee, S., & Berger, C. (1987). What communication scientists do. In C. Berger & S. Chaffee (Eds.), *Handbook of communication science* (pp. 99-122). Newbury Park: Sage.
- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The Craft of Research (4th Ed.)*. University of Chicago Press. (read **Part III**: Making an Argument, pp. 110-172)

8 - Social Scientific Theory Building Vocabulary & Process (JP)

Shoemaker et al., (2004), **Chapters 2, 3, 4, & 5** (pp 15-84).

Intro to Sampling Distributions (7:17):

<https://www.khanacademy.org/math/ap-statistics/sampling-distribution-ap/modal/v/introduction-to-sampling-distributions>

Central Limits Theorem (9:48):

<https://www.khanacademy.org/math/ap-statistics/sampling-distribution-ap/sampling-distribution-mean/v/central-limit-theorem>

Hypothesis Testing and P Values (11:26):

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