Required Texts:


Supplemental readings available – articles on history of discipline will be available via dropbox

**COURSE DESCRIPTION**

This course is designed to provide Communication Studies advanced graduate students with a framework that offers the opportunity to choose and read a list of influential texts in Communication Studies and in their area of graduate emphasis. We will all read and discuss some brief historical texts as well as read three books identified as foundational texts. Students will then identify a list of 9-10 additional central texts (7-8 for MA students) in their particular area of the discipline (Interpersonal & Family, Rhetoric & Public Culture) and read those texts throughout the summer, reporting their findings to colleagues in the seminar.

**DEPARTMENT OF COMMUNICATION STUDIES MISSION**

The mission of the faculty and students of the Department of Communication Studies is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, technology, and culture. This work concerns the creation, analysis, and critique of messages ranging from face-to-face to digital media contexts. The department’s research and teaching devote particular attention to scholarly initiatives aimed at understanding and explaining the role of communication in (a) facilitating civic engagement, mediating public controversies, and organizing for social change, (b) constituting individual and family health, promoting healthy behaviors, and helping persons navigate relational challenges, and (c) creating, maintaining, and challenging personal, social, and community identity in a complex and diverse world.

**SCHOLARLY INITIATIVES**

The Communication Studies Department is organized around three cross-cutting scholarly initiatives that guide our research and teaching: Civic Engagement, Health and Well-being, and Identity and Difference. The department offers graduate emphases in Interpersonal, Family & Intergroup Communication and Rhetoric & Public Culture. We introduce undergraduates to these three areas by focusing on the ways in which communication helps them Advocate, Negotiate and Relate across contexts.

**SEMINAR ACTIVITIES AND REQUIREMENTS**
Attendance and active, meaningful participation is important to the success of any seminar and to the success of individual seminar participants, and this is especially true for this seminar. Thorough, deep reading and thinking about the material, high-quality and provocative discussion, quality work distributed to colleagues in a timely way, and respect for the work and ideas of all seminar participants is expected.

Reading list. Each student’s book list must be compiled and approved by me (confer with me and the with faculty in your particular area) no later than the date indicated on the calendar. My intent for the individual reading lists is for students to read books in their main area (e.g., Interpersonal & Family Communication) rather than their specialty area (e.g., discourse dependent families, narrative). Students may read classic works, as well as cutting edge works. By and large I recommend that students avoid anthologies, although there are certainly some that are central and should be read in a particular area. I can also show you what students in your area have read in the past and I have developed some general lists as well.

Semester Project. The seminar participants will complete the assignment as designed. All reading and assignments must be completed and handed in no later than the date indicated on the calendar, usually last week of second summer session). Students must read all books in their entirety and be prepared to demonstrate a deep understanding of their books. There will be no incompletes given in this class except in emergencies and in consultation with the professor.

Discussions. After the three-week session, we will hold discussions (format to be determined in consultation with the class) and I am available to meet and talk with you. It may help you to send me interim reports.

Evaluation:
- FTF course preparation and meaningful participation (FTF & electronic) 25%
- Project 75%

Accommodations. The professor has a long scholarly and personal commitment to issues surrounding disability. Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.

ACADEMIC MISCONDUCT

Violations of academic integrity are very serious matters and will result in automatic failure of this class, and referral to the proper university officials. The work a student submits in this class must be the student's own work and must be work completed for this particular class and assignment. ***ALL BOOKS MUST BE READ BY EACH STUDENT IN THEIR ENTIRETY***. Plagiarism means intentionally or knowingly representing the words or ideas of another as one's own. This includes quoting or paraphrasing from published sources without acknowledging/citing the source of your information, presenting quoted material as your own words, submitted the work of another as your own (in full or in part), or presenting previous or current work of your own as original work for this course. Falsification of data or other breaches of research ethics are not acceptable. Claiming lack of knowledge about standards for academic
research and writing is not an acceptable excuse for plagiarism committed. You must adhere to APA 6th edition as the style sheet for all work in this course (or arrange beforehand to conform to another standard style manual). Ask for help if you are at all unclear about any of these issues.