

**CMST601.001**  
**Foundations in Communication Theory**  
**Call #10528**  
**Spring 2017**

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Class Meeting: W 6:00-8:45  
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& by appointment

**Required Textbook & Reading Materials**

Griffin, E., Ledbetter, A., & Sparks, G. (2014). *A first look at communication theory (9<sup>th</sup> ed.)*. New York, NY: McGraw-Hill.

ALL other readings are posted on Blackboard

**Suggested Supplementary Texts**

Craig, R. T., & Muller, H. L. (Eds.). (2007). *Theorizing communication: Readings across traditions*. Los Angeles, CA: Sage.

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). *Theories of human communication (11<sup>th</sup> ed.)*. Long Grove, IL: Waveland Press.

**Course Description**

The course examines the philosophical bases and nature of theory construction in human and mediated communication through an intensive study of theoretical paradigms and models. The course examines contemporary theories and explores the bases of those theories.

Students will be introduced to foundational and contemporary theories of the communication discipline. These theories represent the various areas within communication studies and mass communication including rhetorical, interpersonal, organizational, intercultural, performance, and media.

**Course Learning Outcomes**

By the end of the class, you should be able to:

- Identify and explain a range of major social scientific, humanistic, and critical theories that inform the discipline of communication.
- Apply communication theories to analyze personal, public, and professional communicative contexts and issues.
- Demonstrate an understanding of the origins and nature of theories, paradigms, and models of communication.
- Produce graduate-level scholarly writing that synthesizes communication theories.

**Attendance Policy**

Attendance is essential for your success in the course. As we meet only once a week, you are responsible for attending class and being an active participant. You must attend 85% or more of the class meetings. That means that you may miss up to two class meetings. If you miss more than two, your grade will be dropped one full letter grade.

### **Late Work**

**I do not accept late work** except in cases of documented personal emergencies. These include: death in the family, jury duty or medical emergency. It is your responsibility to provide written documentation from a third part of your emergency. I DO NOT consider work related absences, work in other classes, or meeting your advisor/professor as a documented personal emergency.

### **Cell Phone/Electronic Devices**

Due to recent increases in photographic and messaging technologies, students are not allowed to use or have out cell phones during class time. Before class begins, the ringers should be turned off, and the phones stored in a secure, out of sight place. Computers are acceptable note-taking devices but not allowed during exam times.

### **Academic Misconduct Policy**

**Any form of plagiarism will not be tolerated.** In cases of academic misconduct, I reserve the right to determine appropriate academic sanctions including, but not limited to, having you bring me your resources, re-do the assignment, take a failing grade on the assignment and/or course. Academic misconduct includes, but is not limited to: (1) Cheating—using unauthorized assistance, unapproved materials, or study aids in any academic exercise; (2) Plagiarism—using the words or ideas of another without appropriate acknowledgement (e.g., cutting and pasting from websites or other texts without citation. Passing on the work of others as your original work). **CITE YOUR SOURCES WITHIN YOUR PAPER AND ATTACH A REFERENCE SHEET;** (3) Fabrication—falsifying or inventing work; (4) Deception—misrepresenting work or academic records (e.g., forging signatures; turning in the same paper for two classes without the written permission of both instructors; turning in a paper written partially or fully by someone else); (5) Facilitating Academic Dishonesty—intentionally assisting another student to commit an act of academic misconduct. Please refer to your *USI Student Handbook* for further information. There is ***no excuse*** for being ignorant of academic dishonesty.

### **Special Needs Accommodations**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss your specific needs. You should also contact the USI Counseling Center (in OC1051) at (812) 464-196. They are responsible for evaluating documentation of disability and coordinating reasonable accommodations for students with disabilities in a timely fashion.

### **Weather Policy**

In case of snow or icy conditions please check the USI website or local media for university closings. If the University is open but road conditions prevent you from driving to campus safely, notify me of the reason for your absence via email or telephone BEFORE CLASS. If the University is open but this class is cancelled you will be notified.

### **Disability Accommodations**

If you have a disability for which you may require academic accommodations for this class, please register with Disability Resources (DR) as soon as possible. Students who have an accommodation letter from DR are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources in DR, Science Center Rm. 2206, 812-464-1961, [www.usi.edu/disabilities](http://www.usi.edu/disabilities). To help ensure that accommodations will be available when needed,

students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation. However, if you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

**Title IX – Sexual Misconduct**

USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report incidences of potential sexual misconduct known to them to the Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those who need to know to ensure we can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a counselor in the University Counseling Center. Find more information about sexual violence, including campus and community resources at [www.usi.edu/stopsexualassault](http://www.usi.edu/stopsexualassault).

**Syllabus Change Policy**

This syllabus is a guide to the course and may be subject to change by the instructor with reasonable advanced notice.

**Course Assignments and Grades**

Your grade will be determined by the total points you earn from exams, written assignments, and participation. **Grades will not be curved.** The following assignments are to be completed by each student. **You must complete all exams and papers to pass the course.**

<u>Exam &amp; Assignments</u>	<u>Points Possible</u>
Critical Analysis Essays (3 @ 50 pts)	150
Leading Class Discussion	50
Class Participation	50
Theory Application Essay	50
Midterm Exam	100
Final Exam	100
<b>Total</b>	<b>500</b>

The following grading scale will be used:

A = 450-500	B+ = 433-449
B = 400-432	C+ = 383-399
C = 350-382	D+ = 333-349
D = 300-332	F = below 300

**Grading Criteria for Written Work**

A Paper is a strong critical analysis, offering well-developed arguments with clear supporting examples from the readings. In addition, the style is elegant with well-constructed, well-thought-

out responses that advance understanding of the readings. The writer demonstrates exceptional fluency, control of language, and sentence variety. There may be minor errors but overall the paper is identified as superior. An “A” paper means that your work stands out as meticulously researched and organized.

- B Paper is written in a clear, well-organized manner, with few errors (and indicates attention given to correct spelling and punctuation). In addition, examples illustrate a clear understanding of concepts/theory and goes beyond recalling the readings’ commentary. A “B” paper means your work is better than that of the average university student. You have put forth some real effort and done a good job.
- C Paper reveals an on-target recitation of the correct material from the reading. There is adequate organization and development of general conclusions. Paper reflects an adequate use of language. Although it may contain minor writing errors, these errors are not serious or so frequent that they distract the reader. A “C” paper means that your work is about average for most university students.
- D Paper reveals less than adequate understanding of theory, concept, or other relevant information. Paper reflects one or more of the following problems: (a) serious problem in organization and focus; (b) insufficient use of specific information from readings to support arguments; (c) serious problem with sentence construction; (d) grammatical errors (e.g., spelling, punctuation) that distract the reader; and (e) page/format requirements. A “D” grade means that your work is below average for most university students.
- F Paper reveals a basic lack of fundamental course knowledge. The paper reflects extensive problems of organization, style, and composition that make it an incomprehensible work. An “F” grade is only given when you fail to meet the requirements of the assignment completely.

### **Assignments**

#### **1. Critical Analysis Papers (200 points)**

This is a theoretically based course that includes a deep engagement with the reading materials. You will be responsible for writing FOUR reflection essays that respond to the readings. The following principles will guide your papers:

- A. Identify and engage with 2-3 major ideas. If possible, synthesize the readings—what concepts cut across the assigned articles/chapters? Ask yourself questions such as: What did you learn from the readings? What arguments did the author(s) make? How has the material altered your perspective? What questions did the material raise in your mind? How do the readings complement or contrast with one another?
- B. Utilize your new course vocabulary in analyzing your readings. Select specific examples and quotes within the readings (correctly citing them) to help support your analysis. Remember to use clean transitions between ideas so that the paper is cohesive (vs. a collection of stand-alone paragraphs). Make sure to structure your paper with a clear introduction, body, and conclusion.

C. All papers must be typed, double-spaced, in Times New Roman 12 point font, 1-inch margins on each side (double check your default setting), and a **minimum of 5 FULL PAGES** in length. Make sure to include your name, date, course name, and assignment title. **Along with in-text citations, attach an APA formatted reference sheet of your sources. I WILL NOT ACCEPT YOUR PAPER** unless it follows this mandatory format. A **HARD COPY** of your reflection paper is **DUE AT THE BEGINNING** of class. I will **NOT** accept emailed papers.

D. IF YOU TURN IN A LATE PAPER, 50% of the TOTAL GRADE will be deducted. In cases of documented personal emergencies, papers will be accepted at full credit. I **do not** consider work-related absences, work in other classes, or meetings with other professors to be personal emergencies.

## 2. Leading Class Discussion (50 points)

You will be responsible for co-leading a class discussion during the semester. These dates will be assigned at the beginning of the course. Leading the class includes:

- a. Preparation of critical questions to guide class discussion. You should have approximately 7-10 questions (typed up) to be submitted at the end of class.
- b. Summation and identification of key concepts from EACH reading. Each person will submit a type 1-page (single spaced) document.
- c. Engaging your peers in a focused dialogue.

## 3. Participation (50 points)

Each individual is responsible for attending class regularly and being an active participant. In-class activities cannot be made up. Participation is essential to the success of our class and includes reading, evaluating, and critically engaging with the assigned materials. You also will be required to discuss course materials. Participation will be assessed both qualitatively and quantitatively (including contribution to class discussion and in-class activities).

## 4. Theory Application Essay (50 points)

Select one academic journal article from a National Communication Association, International Communication Association, or communication studies regional conference (e.g. Central States Communication Association) journal that uses a theoretical framework in a study, essay, or project. You will write a 4-page paper that

1. Summarizes the study (approximately one page; i.e., write an extended abstract)
2. Identifies the paradigmatic assumptions and intellectual traditions of the manuscript, using specific examples from the article as evidence for your claim (approximately one page).
3. Evaluates the manuscript using the criteria of theory development discussed in class and in the readings (see Littlejohn, Foss, & Oetzel, 2017; Metts, 2004). How does the research extend the theoretical framework? (approximately two pages).

## 5. Midterm Exam (100 points) and Final Exam (100 points)

You will be responsible for completing two formal comprehensive essay exams that cover course materials. The exams are designed for you to demonstrate (1) your understanding of how theory functions in explaining phenomena, (2) your comprehension of major social scientific,

humanistic, and critical theories that inform the discipline of communication, (3) your ability to critically synthesize theoretical concepts, and (4) your ability to apply communication theories to various contexts.

### Tentative Schedule

Week	Day	Topic/Due Dates
1	Wed Jan 11	Introduction: What is Theory?
2	Wed Jan 18	Communication Theory in Context
3	Wed Jan 25	Rhetorical Roots, Dialogical Understandings
4	Wed Feb 1	Phenomenology and Sociocultural Perspectives <b>PAPER #1</b>
5	Wed Feb 8	Semiotics and Meaning Making
6	Wed Feb 15	Mass Communication and Media Studies
7	Wed Feb 22	Critical/Cultural Theorists
8	Wed Mar 1	Cultural, Intercultural, and the Performative <b>PAPER #2</b>
9	Wed Mar 8	SPRING BREAK: NO CLASS
10	Wed Mar 15	CSCA (CLASS DOES NOT MEET) <b>MIDTERM EXAMS DUE</b>
11	Wed Mar 22	Narrative Theory
12	Wed Mar 29	Interpersonal Communication
13	Wed Apr 5	Organizational Communication
14	Wed Apr 12	PCA/ACA (CLASS DOES NOT MEET) <b>PAPER #3</b>
15	Wed Apr 19	Critical Theories: Part II <b>THEORY APPLICATION ESSAY DUE</b>
16	Wed Apr 26	NO CLASS (FINALS “DEAD DAY”)
		<b>FINAL EXAM: Wednesday, May 3<sup>rd</sup> @ 6:00-8:00 PM</b>

### **WEEK 1: Introduction to Course**

Craig, R. T. (1999). Communication theory as a field. *Communication Theory*, 9(2), 119-161.

### **WEEK 2: Communication Theory in Context**

Craig, R. T., & Muller, H. L. (2007). Foundations of communication theory. In R. T. Craig & H. L. Muller (Eds.), *Theorizing communication: Readings across traditions* (pp. 3-23). Los Angeles, CA: Sage.

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Foundations of communication theory. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 3-23). Long Grove, IL: Waveland Press.

Metts, S. (2004). What is a theory? In J. R. Baldwin, S. D. Perry, & M. A. Moffitt (Eds.), *Communication theories for everyday life* (pp. 8-20). Boston, MA: Pearson Education.

Ott, B. L., & Domenico, M. (2015). Conceptualizing meanings in communication studies. In P. J. Gehrke & W. M. Keith (Eds.), *A century of communication studies: The unfinished conversation* (pp. 234-260). New York, NY: Routledge.

Sproule, J. M. (2015). Discovering communication: Five turns toward discipline and association. In P. J. Gehrke & W. M. Keith (Eds.), *A century of communication studies: The unfinished conversation* (pp. 26-45). New York, NY: Routledge.

### **WEEK 3: Rhetorical Roots, Dialogical Understandings**

Aristotle (2007). Rhetoric. In R. T. Craig & H. L. Muller (Eds.), *Theorizing communication: Readings across traditions* (pp. 121-130). Los Angeles, CA: Sage. Originally published 350 BC.

Bakhtin, M. (2000). Marxism and the philosophy of language. In B. Brummett (Ed.), *Reading rhetorical theory* (pp. 679-691). Orlando, FL: Harcourt. Originally published 1929.

Bitzer, L. F. (1968). The rhetorical situation. *Philosophy and Rhetoric*, 1, 1-14.

Buber, M. (1970). *I and thou* (pp. 53-69). New York, NY: Touchstone Book. (Translated by W. Kaufman).

Buber, M. (2007). Dialogue. In R. T. Craig & H. L. Muller (Eds.), *Theorizing communication: Readings across traditions* (pp. 225-237). Los Angeles, CA: Sage.

Burke, K. (2007). A rhetoric of motives. In R. T. Craig & H. L. Muller (Eds.), *Theorizing communication: Readings across traditions* (pp. 131-142). Los Angeles, CA: Sage. Originally published 1969.

### **WEEK 4: Phenomenology and Sociocultural Perspectives**

Berger, P. L., & Luckmann, T. (1966). The foundations of knowledge in everyday life. In *The social construction of reality: A treatise in the sociology of knowledge* (pp. 19-36). New York, NY: Anchor Books.

Craig, R. T., & Muller, H. L. (Eds.). (2007). The phenomenological tradition. In *Theorizing communication: Readings across traditions* (pp. 217-222). Los Angeles, CA: Sage.

Goffman, E. (1959). *The presentation of self in everyday life* (pp. 1-16). New York, NY: Anchor Books.

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Dialogue as building a culture of peace. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 243-245). Long Grove, IL: Waveland Press.

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Social construction. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 117-118). Long Grove, IL: Waveland Press.

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Symbolic interactionism. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 76-77). Long Grove, IL: Waveland Press.

Mead, G. H. (1934). The social foundations and functions of thought and communication. In *Mind, self, and society from the standpoint of a social behaviorist* (pp. 253-560). Chicago, IL: University of Chicago Press.

### **WEEK 5: Semiotics and Meaning Making**

- Barthes, R. (2007). The photographic message. In R. T. Craig & H. L. Muller (Eds.), *Theorizing communication: Readings across traditions* (pp. 191-199). Los Angeles, CA: Sage. Originally published 1977.
- Barthes, R. (2006). Rhetoric of the image. In N. Mirzoeff (Ed.), *The visual culture reader* (2<sup>nd</sup> edition) (pp. 135-138). New York: Routledge.
- Craig, R., T. & H. L. Muller (Eds.) (2007). The semiotic tradition. In *Theorizing communication: Readings across traditions* (pp. 163-167). Los Angeles, CA: Sage.
- De Saussure, F. (2007). The object of linguistics. In R. T. Craig & H. L. Muller (Eds.), *Theorizing communication: Readings across traditions* (pp. 183-189). Los Angeles, CA: Sage. Originally published 1959.
- Locke, J. (2007). The abuse of words. In R. T. Craig & H. L. Muller (Eds.), *Theorizing communication: Readings across traditions* (pp. 169-175). Los Angeles, CA: Sage. Originally published 1690.

### **WEEKS 6: Mass Communication and Media Studies**

- Bandura, A. (2007). Social cognitive theory of mass communication. In R. T. Craig & H. L. Muller (Eds.), *Theorizing communication: Readings across traditions* (pp. 339-356). Los Angeles, CA: Sage. Originally published 2001.
- Gerbner, G. (1967). Mass media and human communication theory. In F. E. X. Dance (Ed.), *Human communication theory: Original essays* (pp. 40-60). New York, NY: Holt, Rinehart and Winston.
- Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Content and effects. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 157-167). Long Grove, IL: Waveland Press.
- Man Kong Lum, C. (2014). Media ecology: Contexts, concepts, and currents. In R. S. Fortner & P. M. Fackler (Eds.), *Handbook of media and mass communication theory* (pp. 137-153). Malden, MA: Wiley & Sons.
- McLuhan, M. (1964). The medium is the message. In *Understanding media: The extensions of man* (pp. 7-21). Cambridge, MA: MIT Press.
- Romer, D., Jamieson, P., Bleakly, A., & Jamieson, K. H. (2014). Cultivation theory: Its history, current status, and future directions. In R. S. Fortner & P. M. Fackler (Eds.), *Handbook of media and mass communication theory* (pp. 115-136). Malden, MA: Wiley & Sons.

### **WEEK 7: Critical/Cultural Theorists**

- Baudrillard, J. (2006). Simulacra and simulations. In N. Mirzoeff (Ed.), *The visual culture reader* (2<sup>nd</sup> edition) (pp. 145-146). New York: Routledge.
- Debord, G. (1994). *The society of the spectacle* (pp. 12-24). New York, NY: Zone Books.
- Hall, S. (2008). Encoding, decoding. In M. Ryan (Ed.), *Cultural studies: An anthology* (pp. 907-916). Malden, MA: Blackwell.
- Foucault, M. (1995). Panopticism. In *Discipline and punishment: The birth of the prison* (pp. 195-228). New York, NY: Vantage Books.



Sturken, M., & Cartwright, L. (2009). Walter Benjamin and mechanical reproduction. In *Practices of looking: An introduction to visual culture* (2<sup>nd</sup> edition, pp. 195-199). New York, NY: Oxford Press.

### **WEEK 8: Cultural, Intercultural, and the Performative**

- Conquergood, D. (1992). Ethnography, rhetoric, and performance. *Quarterly Journal of Speech*, 78, 80-123.
- Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Identity management theory. In *Theories of human communication* (11<sup>th</sup> ed.) (pp. 249-252). Long Grove, IL: Waveland Press.
- Philipsen, G. (1975). Speaking “like a man” in Teamsterville: Culture patterns of role enactment in an urban neighborhood. *Quarterly Journal of Speech*, 61(1), 13-22.
- Pelias, R. J. (1992). A historical account of performance studies. In *Performance studies: The interpretation of aesthetic texts* (pp. 26-43). New York, NY: St. Martin’s Press.
- Peterson, E. E., & Langellier, K. M (2006). The performance turn in narrative studies. *Narrative Inquiry*, 16(1) 173-180.
- Turner, V. (1966). *The ritual process: Structure and anti-structure* (pp. 1-10). Ithaca, NY: Cornell University Press.

### **WEEK 10: Midterm Exam Essays**

#### **WEEK 11: Narrative Theory**

- Bruner, J. (2002). The uses of stories. In *Making stories: Law, literature, life* (pp. 3-35). New York, NY: Farrar, Straus and Giroux.
- Fisher, W. R. (1984). Narration as a human communication paradigm: The case of public moral argument. *Communication Monographs*, 51(1), 1-22.
- Harter, L. M., Japp, P. M., & Beck, C. S. (2005). Vital problems of narrative theorizing about health and healing. In L. M. Harter, P. M. Japp, & C. S. Beck (Eds.), *Narratives, health, and healing: Communication theory, research, and practice* (pp. 7-29). Mahwah, NJ: Lawrence Erlbaum.
- Langellier, K. M. (1989). Personal narratives: Perspectives on theory and research. *Text & Performance Quarterly*, 9(4), 243-276.
- Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Narrative theory and health. In *Theories of human communication* (11<sup>th</sup> ed.) (pp. 348-351). Long Grove, IL: Waveland Press.

#### **WEEK 12: Interpersonal Communication**

- Baxter, L. A., & Braithwaite, D. O. (2008). Relational dialectics theory: Crafting meaning from competing discourses. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 349-361). Thousand Oaks, CA: Sage.
- Berger, C. R., & Calabrese, R. (2007). Some explorations in initial interaction and beyond: Toward a developmental theory of interpersonal communication. In R. T. Craig & H. L. Muller (Eds.), *Theorizing communication: Readings across traditions* (pp. 325-338). Los Angeles, CA: Sage.
- Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Relational dialectics theory. In *Theories of human communication* (11<sup>th</sup> ed.) (pp. 245-249). Long Grove, IL: Waveland Press.
- Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Uncertainty reduction theory. In *Theories of human communication* (11<sup>th</sup> ed.) (pp. 69-71). Long Grove, IL: Waveland Press.

Petronio, S., & Durham, W. T. (2008). Communication privacy management theory: Significance for interpersonal communication. In L. A. Baxter & D. O. Braithwaite (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp. 309-322). Thousand Oaks, CA: Sage.

### **WEEK 13: Organizational Communication**

Deetz, S. A. (1992). Systematically distorted communication and discursive closure. In *Democracy in an age of corporate colonization: Developments in communication and the politics of everyday life* (pp. 173-198). Albany, NY: State University of New York Press.

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Structuration theory and the four flows model. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 306-310). Long Grove, IL: Waveland Press.

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Theory of bureaucracy, organizational control theory, and organizational identification. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 320-325). Long Grove, IL: Waveland Press.

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Corporate colonization theory. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 327-329). Long Grove, IL: Waveland Press.

Weber, M. (1986). Essay on bureaucracy. In F. E. Rourke (Ed.), *Bureaucratic power in national policy making* (4<sup>th</sup> ed., pp. 62-73). Boston, MA: Little, Brown, and Company.

### **WEEK 15: Critical Theories: Part II**

Campbell, K. K. (2000). Man cannot speak for her. In B. Brummett (Ed.), *Reading rhetorical theory* (pp. 895-903). Orlando, FL: Harcourt. (Original work published 1989).

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Postcolonialism, feminist theories, and critical rhetoric. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 445-455). Long Grove, IL: Waveland Press.

Littlejohn, S. W., Foss, K. A., & Oetzel, J. G. (2017). Standpoint theory and queer theory. In *Theories of human communication (11<sup>th</sup> ed.)* (pp. 81-85). Long Grove, IL: Waveland Press.

McKerrow, R. E. (1989). Critical rhetoric: Theory and praxis. *Communication Monographs*, 56(2), 91-111.