Communication in Everyday Life The Basic Course Edition With Public Speaking 2nd edition Duck Solutions Manual

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Chapter Activities

Chapter 2: Histories and Contexts of Communication

Group Classroom Activities

1. Chapter 2 suggests that describing history, like communication, is presentational. Have students work in pairs to discuss how and why this statement is true. Have them compare and contrast describing history and everyday communication with regard to being presentational. After an allotted time, debrief the class on this discussion.

2. Have students work in small groups (3–5) and discuss how relationships are an important part of the many areas of communication discussed in Chapter 2 (e.g., interpersonal communication, rhetoric and rhetorical criticism, mass communication, media studies, cultural communication, family communication, group communication, health communication, organizational communication, persuasion, political communication). For each of the areas they discuss, have them provide an example of a relationship that applies and have them prepare to discuss their examples to the class, including an explanation of why each example was chosen.

3. For part of a class period, lead a discussion in how the class might go about forming the Association of Communication XXX, made up of members of the class who study various areas of communication or other disciplines. How might the "association" accommodate differences in student areas of study? How might different areas be represented? Would anyone else in the school be invited to join? How would power be divided or shared in this new association?

4. Divide the class into four groups: social scientists, interpretivists, critical scholars, and observers. While the first three groups prepare to explain their areas and methods of research to the class, the observers should move among the other groups to create questions from the group discussions to be asked at the end of the group "presentations." After an allotted time, in no particular order, the social scientists, the interpretivists, and the critical scholars should take turns explaining their areas of research and the methods used to collect data. The observers then have opportunities to ask each group questions about the advantages and disadvantages of their assigned approaches. A full-class discussion/debriefing should follow.

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Individual Assignments or Group Discussion

1. Chapter 2 suggests that there are many perspectives and different origins of history or histories. This is true of any writing of history. The history of the time surrounding the U.S. Civil War and the practice of owning slaves has only begun to include the voices of those who were held as slaves. Traditionally, histories of that time period have been largely told by Whites. Choose one or two narratives from the online collection at http://memory.loc.gov/ammem/snhtml/snvoices00.html.
   Can you see how the history of that time might be quite different when written from the perspective of being a slave? How might history have been written differently if the practice of slavery never existed? What if the Indigenous people of North America had taken the White explorers as slaves and maintained control of all the land in North America? How does perspective influence the writing of history or histories? How can you tie this experience to the writing of histories in the field of communication?

2. One of the areas that mass communication scholars have studied is television. Using the Internet, search to find websites that discuss the influence television has had or does have on human life. Search terms such as *the influence of television* can generally uncover a number of websites that will tackle various aspects of television's influence. Jot down notes from one or more of these sites and bring your notes to class to discuss how the medium has been influential in life.

3. Social scientists tend to use experiments and questionnaires/surveys in their research while interpretivists and critical communication scholars may use interviews and textual analysis to collect their data. Using your reading from Chapter 2, how do you think these scholars might use a combination of methods to collect data? Do you believe that this "mixed-methods" data collection could be beneficial, confusing, or useless? What might be lost from this blend of methods? What might be gained?

4. The area of family communication has become a major area of interest in recent years. Based on the various concepts studied by family communication scholars that are noted in Chapter 2, why do you think this area of communication has become so much more interesting than it once was? What other areas of family communication not discussed in the chapter might scholars include in their studies and investigations? Can you predict any issues in families that may eventually need to be studied to improve communication in families?

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Lecture Notes

Chapter 2: Histories and Contexts of Communication

Outline and Key Terms

I. The Challenges of Writing History

A. There are many different perspectives.
B. There are many different beliefs about the origins of communication – at least on the surface.
C. Describing history, like communication, is presentational, with a particular spin put on things.
1. Each historian writes from a particular perspective and with major interests.
2. **Historiography,** an area of study of communication, studies the persuasive effect of writing history in particular ways and the reasons why particular reports and analyses are offered by specific authors.
D. Communication research and theory develop and change as scholars work.
1. One key goal of research is to make developments and corrections to our understanding.
2. Such changes lead to reevaluation of what has happened and had been assumed to be true before.
a. Formerly viewed as reliably *classic* studies are seen in a new light and their importance is diminished.
b. Replacement *classics* also fade as new approaches and critiques become available.

II. The Development of a Discipline

A. The roots of communication study began well before Aristotle.
1. The first essay on communication, addressed to Kagemni, son of Pharaoh Huni dates to 3000 BCE.
2. Earliest existing book on effective communication, *Precepts,* written by Ptahhotep in Egypt, dates to approximately the year 2675 BCE.
3. The communication discipline was formalized for academic study from studies of rhetoric, elocution, and speech.
4. The first formally organized professional association devoted to communication, the Eastern Communication Association, was founded in 1910.
5. A number of other associations have been developed throughout the world.

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6. These associations provide the discipline with a *presence* in the larger academic community.
7. These associations also provide the publication of academic journals and conferences, which are two of their most important functions.
    a. Journals publish academic research.
    b. Conferences bring academics together to develop and share issues related to the discipline and its instruction while sharing and discussing research.

III. The Emergence of Areas of Study

A. Communication was devoted to public speaking, debate, and performance from the start.
    1. People studied *public speaking* or *speech* rather than communication.
    2. Public speaking is still a major part of the basic communication course but is no longer the major area of study in communication.
    3. The importance is now on understanding everyday behaviors, not special events like speeches by single individuals.

B. During communication's first century as a discipline, three major areas emerged – Rhetorical Criticism, Interpersonal Communication, and Mass Communication.
    1. Rhetoric and Rhetorical Criticism
        a. The study of rhetoric originated in public address.
        b. Aristotle and Socrates taught the sons of wealthy citizens.
        c. Study of rhetoric later expanded into the area of writing.
        d. Formal sites of higher education placed rhetoricians in English departments.
        e. Scholars interested in public address distanced themselves from English, arguing that literature and public address and performance are not all the same.
        f. Rhetorical criticism and theory went beyond the creation and delivery of a speech.
        g. Rhetorical criticism enabled students to describe, interpret, and evaluate the spoken word.
        h. While rhetorical criticism has undergone massive changes, rhetoric's value and position in universities were not called into question during its emergence.
    2. Interpersonal Communication
        a. As associations were being formed, increasing interest emerged regarding interactions between people.
        b. Scholars from multiple disciplines—linguistics, psychology, sociology, and others—began to study interpersonal interaction.
        c. Interpersonal communication scholars had no academic department to call home.

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d. By the end of World War II, speech and rhetoric departments were experiencing problems.
e. Social scientific revolution occurred in which scholarship involving experiments and statistical analysis work **were** on the rise.
f. Speech and rhetoric departments were engaged in other types of scholarship.
g. Scholars of interpersonal communication found themselves in speech departments and others were forced to study new subject matter.

3. Mass Communication
    1. Scholars from multiple departments studied mass media.
        a. Newspapers
        b. Books
        c. Radio in the early part of the previous century
    2. Scholars had no official academic home.
    3. Initially, scholars found a home in journalism departments.
        a. The arrangement benefited those studying mass communication and those studying journalism.
        b. Scholars established an academic home, and the research provided legitimacy for journalism education.
        c. Mass media scholars clashed with those already in the departments, and did not fit in journalism departments.

IV. **Coming Together (Kind of) as Communication Studies**

1. Public speaking is still an area of study in basic communication courses, but advanced courses are limited.
2. Rhetorical criticism is studied but is not limited to public address.
    a. Rhetorical criticism now more likely to study all influences on communication.
        1) Media content
        2) Technology
        3) Even architecture
3. Interpersonal communication has grown in popularity with undergraduate and graduate students.
    a. Tends to focus on close personal relationships rather than two people talking with one another.
    b. Studying social and personal relationships now has a dominant presence in the discipline.
4. Mass communication and journalism are still connected at some universities.
    a. The study of media generally occurs in communication studies rather than journalism.

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b. The primary reason for this separation is the introduction of other media besides the newspaper.
c. Radio (1940s) and television (1950s) came on the scene.
d. Communication scholars also became interested in the study of media, which is now a major area of communication studies, especially with the rise of social media.

V. Future of Communication and the Relational Perspective

A. History writing often assumes things stop at the present and that the present is how things *should* be as a result of a "logical unfolding" of developments.
B. We must assume that the discipline is not done developing.
C. A future direction for the discipline involves a relational perspective.
1. A relational perspective can be taken in any area of communication studies.
2. The future of the discipline can benefit from applying a relational perspective even more broadly.
D. In many colleges and universities, departments related to communication studies are listed among one of the largest majors.
E. The knowledge and skills taught in this discipline are most sought after by employers.

VI. Methods of Studying Communication

A. The nature of communication is expansive, and many challenges have been experienced in its development intertwined with scholarly concerns about methods.

1. Differences in methods are significant because they point researchers at different sorts of information and different questions.
2. Three influential approaches are social scientific, interpretivist, and critical.
a. Many communication scholars do not view these three as mutually exclusive.
b. Research may encompass more than one approach.

B. Social Scientific Approach

1. This approach views the world as objective, causal, and predictable.
a. Laboratory experiments
b. Precise measurements of behavior
c. Emphasis on statistical numerical analysis of what is studied
2. Researchers seek to *describe* communication activity and discover connections between phenomena or causal patterns.
3. Social scientists assume that **Truth** exists.
a. Truth is independent of the researcher.
b. Truth will be discovered by different researchers using the same methods.
c. If Truth exists, certain assumptions must be made.
1) Reality is objective and exists externally to humans.

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2) Because a True reality exists, human communication is predictable and causal connections can be discovered.

4. Social scientific approach uses *experiments* and *questionnaires/surveys*.
   a. Experiments generally involve the manipulation of experience to determine responses.
   b. Questionnaires or surveys gather information from people and provide data reported by participants.
      1) One type asks people to recall a particular situation or interaction.
      2) Another type provides people with a scenario and asks them to respond to that situation.
5. One advantage to the social scientific approach is that studies are easy to mount and can involve large numbers of participants.
6. A second advantage is strong agreement between different types of social scientists regarding the way assessments can be made of behavior.
7. A third, and potentially primary advantage, is its ability to explain patterns of observations theoretically and to derive new predictions from previous work.
8. The primary assumption, that human behavior is fixed and predictable, has been challenged.
   a. Human behavior tends to be created an unpredictable rather than fixed and predictable.
   b. People tend to create their own unique realities rather than reacting to an established shared reality.
9. Another disadvantage is that all of the variables that affect communication and cannot be identified.
10. Additionally, research methods are often culturally insensitive.
    a. Race, religion, gender, sexuality, education, national origin, age, socioeconomic status, and other demographics are not taken into account.
    b. Dominant social views are often privileged.
11. Researchers may impose too many restrictions on subjects.
12. Participants may not always be honest about the answers they provide.
    a. Respondents may tell researchers what they think they want to hear or what they think will make them look **good ("social desirability effect").**
13. Convenient samples of participants are often used with social scientific research.
    a. Nearby
    b. Readily accessible, such as students
    c. College students are not representative of other groups.

C. **Interpretivist Approach**
1. **Interpretivist approach** seeks to understand and describe the communication experience.
   a. Frequently involves observation of communication in natural settings
   b. Employs interviewing and textual analysis methods

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2. The approach rejects the idea that a single reality exists and that causal connections can be discovered.
    a. Communication is seen as creative, uncertain, and unpredictable.
    b. Interpretivists do not believe that the Truth exists.
3. Interpretivists reject the idea that research can be value free.
    a. Researchers are viewed as interpreting whatever is being studied based on their own knowledge and perspectives.
    b. Interpretivists believe that neutrality cannot exist; no researcher can be truly objective.
4. Interpretivists often use **grounded theory** to analyze data.
    a. Grounded theory works from the ground up.
    b. Grounded theory focuses on observations grounded in data and developed systematically.
    c. Data are gathered and examined repeatedly with the expectation that knowledge and understanding will emerge.
5. Data used by interpretivists tend not to be quantitative.
    a. Interpretivist research uses symbolic activity as data.
    b. May include nonverbal behaviors or spoken words.
6. Interpretivists use direct observation and participant observation (**ethnography**) to gather data.
    a. Direct observation involves observing communicative activity by a particular group without the researcher engaging in interactions.
    b. Participant observation involves interacting with the group without doing anything that would alter what would have already taken place.
7. Interpretivists use interviews that result from asking questions and engaging in general conversation about an issue.
    a. Interviews can be like questionnaires.
    b. Interviews allow for follow-up questions and probing deeper into information, however.
8. Textual analysis is also used to analyze recorded communication.
    a. Visual
    b. Audio
    c. Both
9. One advantage of the interpretivist approach is that it provides a deep understanding of communication that cannot be gained by other perspectives.
10. A second advantage is the study of communication in a natural context.
11. A third advantage is interpretivists' recognition of the observer in the results obtained.
12. One disadvantage of the approach is its limited scope of understanding.
13. A second disadvantage with the approach involves researcher accuracy and perspective.
14. Third disadvantage is that the methods used by interpretivists are time-consuming.

D. Critical Approach

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1. The **critical approach** seeks to identify the hidden but symbolic structures and practices that create or uphold disadvantage, inequity, or oppression of some groups in favor of others.
    a. Studies attempt to uncover hidden or explicit power within a societal group.
    b. Feminist critical theorists may expose how men's contributions to society are privileged over those of women.
2. The critical approach assumes society is advantageous to one set of people over others.
    a. Some members of society have greater ability to impose their values on others and to establish the nature of taken-for-granted aspects of society.
    b. Oppression and advantage are transacted through communication and other means.
    c. Another concern is that certain types of experiences are valued and expressed because of power dynamics while others are not valued and expressed.
3. Methods used in the critical approach are similar to those used in the interpretive approach.
    a. Interviews
    b. Textual analysis
4. One advantage of the approach is its importance in redirecting the thinking of communication scholars toward more awareness of inequities in society.

5. One disadvantage of the critical approach is the criticism that it gives itself power and the right to identify the nature of inequity and how inequity might be challenged.

6. It must also be noted that clarity regarding whether or not assessment of power is accurate is in question.

VII. Improving Communication Studies through the Relational Perspective

A. Communication Education and Instructional Communication

1. A uniquely major area of study is devoted to improving communication instruction.
    a. Communication education involves teaching communication itself.
    b. Instructional communication involves the study of teaching as communication.
2. There are a number of programs of research in these areas.
    a. Nonverbal immediacy
    b. Teacher power
    c. Teacher credibility
    d. Affinity seeking

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e. Humor
f. Clarity
g. Social communication style and orientation
h. Teacher misbehaviors
i. Argumentativeness
j. Verbal aggression
k. Communication apprehension

3. Relationships develop within the classroom and all academic contexts.
   a. Among students and instructors
   b. Among students and advisers
   c. Among students themselves
   d. Among instructors themselves

B. Cultural Communication

1. There are four areas of cultural communication study.
   a. Intracultural communication studies communication within a single culture.
   b. Intercultural communication studies instances when members of different cultural groups interact.
   c. Cross-cultural communication compares the communication of different groups.
   d. Critical cultural communication examines power issues within cultural contexts and seeks to promote social justice and contest hegemony.

C. Family Communication

1. Family communication is often considered part of interpersonal communication.
   a. Interpersonal communication includes romantic relationships, friendships, and social relationships.
   b. Family communication, because of its importance, has become a specific area of study.
2. Relationships within the family are the primary focus.
   a. Family structure
   b. Specific relationships within family units
   c. Conflict
   d. Divorce
   e. Traditions
   f. Storytelling
   g. Violence
   h. Celebration rituals

D. Group Communication

1. Small group research emerged in the 1970s and now includes a number of perspectives.
   a. Functional theory of communication in decision-making groups
   b. The decision development perspective
   c. Symbolic convergence theory

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d. Structuration theory
e. Bona-fide groups theory
f. Socio-egocentric

2. The study of leadership communication has strengthened the area in recent years.
3. People in groups rarely have no history with one another.
   a. They enter into group situations with preexisting relationships.
   b. These relationships influence their interactions and decision making.
   c. Group members with little shared history often generate relational alliances and adversaries within the group.

E. Interpersonal Communication

1. A general term for the study of relationships
2. Study the ways relationships, identities, and meanings are created through interactions.

F. Media

1. *Media* or *media studies* are the recognized terms for the study.
2. There are three primary areas of media study.
   a. One area studies the impact of technology, or a particular medium, on the construction of knowledge, perceptions, and social systems.
   b. The second area studies media content, including television genres or video game content.
   c. A third area studies people's reactions to technology and media content.
3. Recently, communication scholars have recognized that people actively interpret media content in a variety ways and use content and technology for a number of different reasons.
   a. The formation and maintenance of relationships occur partly through their use of technology.
   b. People's use and understanding of technology and media content are based largely on relationships.

G. Health Communication

1. The study of health communication began in the 1980s.
   a. Early research focused on interactions between patients and doctors and public campaigns concerning health issues.
   b. Health communication is now more focused on provider-patient communication, which recognizes the interactions that happen between patients and many types of health care providers.
2. Communication involving any treatment or health-related issue is now studied.
   a. Within social networks of friends, family, and acquaintances
   b. Among health care providers
   c. Health campaigns and information sharing, which increasingly focuses on Internet use when seeking medical information

H. Organizational Communication

1. Communication taking place within an organization or workplace is the primary focus of organizational communication.

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2. The sharing of information within an organization was originally the focus.
3. The processing of information and the creation of meanings and relationships within organizations in workplaces are increasingly studied.

I. Persuasion

1. The study of persuasion can be traced to the ancient Greeks and Romans when Aristotle and Cicero wrote books about friendship and persuasion.
    a. Study of persuasion led to initial interest in interpersonal interaction among teachers in speech departments.
    b. Many teachers interested in persuasion had received rhetorical training and turned toward other forms of communication than rhetorical analyses.
2. Study of persuasion examines the ways in which thinking and behavior can be modified.
3. Persuasion can involve many contexts and areas of communication.
    a. Interpersonal
    b. Media
    c. Others
4. Persuasion is sometimes called *coercion, compliance, brainwashing, influence, manipulation, indoctrination,* or *propaganda.*
5. Some suggest that symbol using is inherently persuasive.

J. Political Communication

1. The study of political communication can be traced to the ancient Greeks and Romans.
2. Study emerged in the 1970s and fully developed in the 1980s.
3. Scholars study a number of areas of political communication.
    a. Campaign strategy
    b. Voter behavior
    c. Campaign advertisement
    d. News media coverage
    e. Candidate speeches
    f. Candidate debates
    g. Communication once a politician is elected
    h. The Internet as a political tool
4. Relationships are key in political communication.
    a. Candidates strive for positive relationships with voters.
    b. Relationships are formed within campaign staffs and among volunteers.
5. Vitally important to political communication research is the impact that talk about candidates and political issues among friends, family, acquaintances, has on voters' perceptions and actions.

K. Public Relations

1. The study of public relations encompasses understanding the ways in which organizations communicate and should communicate with the general public.
2. The study of public relations is concerned with how organizations can influence the public views of them and their activities.

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a. Public relations is about developing relationships between organizations and the public.
b. An important area of concern within public relations is the ways in which organizations are discussed among people who share relationships.

L. Rhetorical Criticism

1. Rhetorical criticism, it may be argued, serves as the basis of all communication study, if it can be recognized as the analysis of symbolic activity.
2. Rhetorical criticism has developed beyond the study of public address.
3. Study entails the analysis of many areas.
    a. Digital communication
    b. Cartoons
    c. Memorials
    d. Billboards
    e. The human body
4. Approaches to rhetorical criticism directly or indirectly involve relationships.
    a. Incorporating relational perspective can result in further development and understanding.
    b. Any analysis or study of symbolic activity can strengthen through the recognition of relationships.

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COMMUNICATION IN EVERYDAY LIFE

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SECOND EDITION



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Chapter 2

Histories and Contexts of Communication

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The Challenges of Writing History

- There are many diverse perspectives and origins of communication.

- Steps
  - Admit history of a discipline is one of many ways of reporting research developments
  - Many other ways exist of reporting
  - Competing views exist regarding where to start, what to include

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The Challenges of Writing History

- Describing history is presentational
  - Historians write from their own perspectives and interests
  - Historiography studies persuasive effect of writing history in particular ways
    - Reasons why particular reports and analyses are offered by specific authors
  - Contemporary social and political forces
- Chosen topics depend on historical circumstances
  - WWII research on propaganda, leadership, and attitude change
  - Today, research on cultural diversity, family secrets, and the nature of family communication

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The Challenges of Writing History

- Research changes as scholars work
  - One main goal is to develop and correct understandings
  - This leads to a reevaluation of what has happened and had been previously assumed
  - Thus studies that were once accepted as reliable or “classic” are seen in a new light and eventually replaced by more advanced critiques

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The Development of a Discipline

- The study of communication began before Aristotle
  - 3,000 BCE essay in Egypt
  - “Precepts,” 2675 BCE
- Formal study of communication is young
  - First organized professional association formed 1910
  - 1914 – First national association formed, what is now the NCA
  - International and World Associations have since formed
  - These organizations led to a “communication studies” presence in academia

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The Development of a Discipline

- Associations provide important functions
  - Publish research journals
  - Hold conferences for educational purposes
- Areas of study emerge
  - Public speaking was the initial focus
  - Public speaking still taught at lower levels

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The Emergence of Areas of Study

- Three major areas
  - Rhetoric and Rhetorical Criticism
  - Interpersonal Communication
  - Mass Communication

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The Emergence of Areas of Study

- Rhetoric and Rhetorical criticism
  - Originated in public address
  - Expanded to writing
  - In modern times, formal education placed it in English departments
  - Later distanced from English
  - Describes, interprets, evaluates the spoken word
  - Changes have occurred

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The Emergence of Areas of Study

- Interpersonal communication
  - Interest in interactions between people
  - Originally studied dyads and interaction rituals
  - Articles appeared late 1920's-early 1930's
  - Multiple disciplines took interest
  - Social scientific revolution at the end of WWII creates shift
  - Interpersonal scholars in speech departments

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The Emergence of Areas of Study

- Mass communication
  - Study mass media
  - No official home in academia
  - Scholars initially found home in Journalism Departments
    - Both benefited
    - Still tied together today
  - Clashes occurred with Journalism scholars

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Coming Together as Communication Studies

- Public speaking still taught, but few advanced courses
  - Rhetorical studies not limited to public address; studies communication context
  - Interpersonal communication grew in popularity; tends to focus on close personal relationships
  - Mass communication and journalism still connected
  - Study of media separate from mass communication; considered an area of communication studies
    - Continues to expand with the rise of social media

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The Development of a Discipline

- Communication largest major at some colleges and universities
  - Areas of study often split into different departments
    - Competing for resources
    - No unified front
    - Affects faculty more, but students also
  - Interconnectedness helps the discipline
- Future of Communication and Relational Perspective
  - Discipline can benefit from applying relational perspective
- The history of communication is continuing

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Methods of Studying Communication

- Differences in methods point researchers to different information & questions

- Three most influential methods of study
  - Social Scientific
  - Interpretivist
  - Critical

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Methods of Studying Communication

- Social scientific approach views the world as objective, causal, and predictable
  - Laboratory experiments
  - Precise measurements of behavior
  - Emphasis on statistical numerical analysis
- Seeks to describe and make connections or determine causes
- Assumes that Truth exists
- Uses experiments and surveys

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Methods of Studying Communication

- Advantages to social scientific approach
  - Easy to prepare a study with large numbers
  - Agreement among scholars regarding assessment of behaviors
  - Explains patterns of observations theoretically and derives new predictions from previous work

- Disadvantages to social scientific approach
  - Human behaviors are more unpredictable
  - People tend to create their own realities instead of reacting to established shared reality
  - Some variables cannot be identified
  - Research methods often culturally insensitive
  - Research imposes restrictions on subjects

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Methods of Studying Communication

- Other disadvantages to social scientific method
  - Participants not always honest
    - Tell researcher what they think s/he wants to hear
    - Tell researcher what they believe will make them look good (social desirability effect)
  - Convenient samples often used
    - Nearby and readily accessible
    - College students not representative sample

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Methods of Studying Communication

- Interpretivist approach seeks to understand and describe communication experience
  - Observation in natural settings
  - Interviews and textual analysis

- Views communication as creative, uncertain, unpredictable
  - Multiple Truths exist
  - No fixed reality

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Methods of Studying Communication

- Interpretivist approach does not see research as value free
  - Researcher interprets what is studied based on own knowledge/perspectives
- Uses grounded theory to analyze data
- Use data that is not qualitative
  - Verbal or nonverbal
  - Direct or participant observation
    - Ethnography

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Methods of Studying Communication

- Interpretivists' primary method is observation
  - Use interviews and conversation

- Also use textual analysis of recorded communication
  - Visual
  - Audio
  - Both

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Methods of Studying Communication

- Advantages of the interpretivist approach
  - Deep understanding
  - Communication studied in natural context
  - Recognizes influence of the observe on the results obtained

- Disadvantages of the interpretivist approach
  - Limited in scope of understanding
  - Research accuracy and perspective
  - Time-consuming methods

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Methods of Studying Communication

- The critical approach seeks to identify hidden symbolic structures that create or uphold disadvantage, inequity, or oppression of some groups
  - Assume the world is subjective with an imbalance of power
  - Power in societal groups
  - Society gives advantage to one set of people
    - Dominant voice and style are hegemonic

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Methods of Studying Communication

- Methods employed by critical communication scholars are similar to those of interpretivists
  - Interviews
  - Observations
  - Textual analysis

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Methods of Studying Communication

- Advantages of critical approach
  - Redirecting thinking toward awareness of societal inequities

- Disadvantages of critical approach
  - Criticism that it gives itself power and the right to identify the nature of inequity

  - Is assessment of power accurate?

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Improving Communication Studies through the Relational Perspective

- Communication education
  - Involves teaching of communication itself
- Instructional communication
  - Involves the study of teaching as communication
  - Nonverbal immediacy, teacher power, etc.
- Relationships develop in academic settings
- The discipline of communication is unique in that it is an area of study that is in itself devoted to improving its instruction

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Areas of Study and the Relational Perspective

- Cultural communication includes
  - Intracultural communication – within a single culture
  - Intercultural communication – different groups interact
  - Cross-cultural communication – compares communication of different groups
  - Critical cultural communication – examines issues of power, promotes social justice, and contests hegemony

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Areas of Study and the Relational Perspective

- Family communication is often placed under interpersonal communication

- It includes the study of
  - Family structure
  - Specific relationships in family units
  - Conflict
  - Divorce
  - Traditions
  - Storytelling
  - Violence
  - Celebrations

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Areas of Study and the Relational Perspective

- Group communication includes the study of
  - Functional theory of communication and decision-making groups
  - The decision development perspective
  - Symbolic convergence theory
  - Structuration theory
  - Bona fide groups theory
  - Socioegocentric theory
- Study strengthened through leadership communication
- Group development and prior relationships

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Areas of Study and the Relational Perspective

- Interpersonal communication is a general term for the study of relationships
- Includes the study of relationships, identity, and meanings created through interactions
- Relationships serve as the foundation for all other communication

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Areas of Study and the Relational Perspective

- Media or media studies – “Mass Communication”

- Three primary areas of media study
  - The impact of technology on the construction of knowledge, perceptions, and social systems

  - Media content
    - Television genres
    - Video game content

  - People’s reactions to technology and media content

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Areas of Study and the Relational Perspective

- Health communication began with doctor-patient interactions and public health campaigns in 1980s.

- Today, the area includes treatment or health-related issues
  - Within social networks
  - Family
  - Acquaintances
  - Health care providers

- One of the fastest-growing areas of the discipline

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Areas of Study and the Relational Perspective

- Organizational Communication studies communication in organizations and workplaces
- Original focus was sharing of information
- Today, study includes processing of information and the creation of meaning and relationships

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Areas of Study and the Relational Perspective

- Persuasion study traced to ancient Greeks and Romans
  - Discussed by Aristotle and Cicero
  - How thinking and behavior can be modified
  - Can involve many communication contexts
  - Sometimes known as coercion, compliance, brainwashing, influence, manipulation, indoctrination, or propaganda
- Using symbols is inherently persuasive

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Areas of Study and the Relational Perspective

- Political communication studied by ancient Greeks and Romans
- Formally emerged as a discipline in 1970s-1980s
- Study includes
  - Campaign strategy
  - Voter behavior
  - Much more
- Relationships are important to candidates and staffers

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Areas of Study and the Relational Perspective

- Public relations study focuses on how organizations communicate and should communicate with the general public
  - Developing relationships between organizations and the public
  - Ways in which organizations are discussed among people who share relationships

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Areas of Study and the Relational Perspective

- Rhetorical criticism may serve as the basis of all communication study
- Goes beyond public address
- Analyzes many areas
  - Digital communication
  - Cartoons
  - Memorials and more
- Directly or indirectly involve relationships

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Areas of Study and the Relational Perspective

- Approaches to Rhetorical Criticism
  - Neo-Aristotelian
  - Historical
  - Eclectic
  - Epistemic
  - Dramatistic
  - Fantasy Theme
  - Narrative
  - Sociolinguistic
  - Generic
  - Social Movements
  - Feminist
  - Content Analysis
  - Media Analysis
  - Post-Modernist
  - Queer Theory

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