The Spectrum of Communication

CAN IT SURVIVE THE POLITICS OF ASSOCIATION?

By Joan S. Homer
Durham College

The formation of a Canadian Communication Association on June 1, 1979, at the Learned Societies meetings in Saskatoon last spring should be welcome news to this country's communication researchers and theorists. Several have long been dissatisfied with the limitations of their marginal relationship with other learned groups in Canadian, American, and international social science. The development of Communication from the oldest art to one of the newest 'disciplines' has been assisted by notable contributions from Canadian scholars who would likely agree that such an association is long overdue.

There is a certain irony, however, in this recent course of action wherein a scattered group of academics, including several who have rejected the narrowness of traditional disciplines, banded together to forge the boundaries of yet another (new and improved?) discipline. How long will it be before these new boundaries are found to be inadequate? How should the field of communication in Canada be defined? Are members of this group prepared to undertake the kind of investigation necessary to achieve a workable association? Some wider interests in the study of communication may be overlooked if the founding committee converges mainly over a common concern for the immediate. Those who are fond of quoting Harold Innis might also heed his advice by looking carefully at the limitations of association.

If the Canadian Communication Association's goals are merely a reflection of the current research ambitions of a vocal minority, then the bonds of association will be tentative from the start. When a group's aims are determined largely by individuals with time, energy, and skills to promote their own specialities, then the interests being served by association belong only to those who can afford it. To permit organization under such rubric would be particularly regrettable for Canadian Communication Studies. A timely chance to build a solid foundation for the exchange of ideas in this important and dynamic field would have been missed.
Furthermore, members of the Association would have demonstrated quite clearly that they have not yet learned from their own teaching. That such conditions are common to formalized association of all types hardly excuses their continuation in a group which claims to know something about the political economy of organization.

Neither do we need another version of the International Communications Association (ICA). One such monstrous association is sufficient for any field. Furthermore, since the basic premises which underlie Canadian communications history, theory and research differ from the American models which dominate the ICA, even a smaller member of the same species would be inappropriate for Canada.

The primary challenge facing the Canadian Communication Association is the systematic search for an organizational structure which can integrate the wide-ranging field of study. If the Association is to become more than a collection of specialists, the task of finding such a framework is critical. To the extent that any association provides its membership with challenge, support, resources, forums, and a communication network, formation of not only an association but an organization is imperative. Association should mean more than mere membership in an assemblage of special interests. The bases of association determine productive group structure and they are to be found through the process of organizing. That is, for the CCA, in the process of identifying communications communities in Canadian universities and colleges as well as communication agencies and industries; in discussing concerns, aims, and ideas in forums and through networks created to facilitate such opportunities; and, in assessing what it is that people in communication have to share with each other and want to build together.

In addition, any association that seeks to make a contribution to the understanding of a field in which rapid technological advances and social readjustments affect every dimension of living in Canada, cannot limit its horizons by setting objectives based on the status quo. A vital element in the CCA structure will be the accommodation of new categories of communication research as they are created. The expansion of Departments of Communication Studies in Canadian post-secondary educational institutions during the past 10 years clearly shows a need for this integrative capacity.
The process of discovery for organization that is proposed here has already been undertaken in various forms in more than one school in this country. As the CCA begins to consider its direction, it would be useful for members to review the frameworks for association which have already been constructed elsewhere in the field.

In the Department of Communication at Simon Fraser University (SFU) in British Columbia, fundamental questions that ought to be considered by the Association have been debated at length in committee, colloquia, and classroom. Efforts to find an approach to communication studies that unites diverse ideologies and interests in the field have been underway since the University's founding in 1965. Faculty with backgrounds in philosophy, education, psychology, sociology, political economy, acoustics, and communication arts, have been joined by students and faculty trained in other and less traditional perspectives to social research. The structure that has evolved over this period of time may provide a valid starting point for CCA-wide discussion.

SFU's Communication Department has avoided becoming a smorgasbord of special interests by creating a spectrum of communication studies that is uniquely interdisciplinary. The program examines communication processes within and between the social sciences. The major focus is critical analysis of relations of change and control in communication systems. This perspective has become a primary integrating force.

Research and theory building in the Department centres on problems of deep-structure. Such relationships are not adequately conceptualized by surface, linear, or administrative analysis which historically has inquired into questions of who said what to whom through what channel with what effect. The key question in critical analysis is why. It is the premise for all inquiry. Regardless of the unit of analysis or the specific focus, the underlying imperative remains constant.

Within such a framework, connections within and between various spheres of communication research and relations can be identified. The spectrum of Communication at Simon Fraser, then, crosses dimensions of information exchange from animal communication to satellites, from the philosophy of communication to its regulation, from Aristotle to Innis, from semiotics to the CRTC.
The categorization that follows is general in nature and non specific by design. It is meant to serve as an overview of a taxonomy that is neither inclusive nor exclusive. The Department's approach is described here to give an indication of the scope of the field and a framework within which the study of communication systems has usefully been conceptualized.

Philosophical Dimensions:

The history and philosophy of communication explore epistemological and ideological relationships between various schools of thought, practice, and interpretation primarily in the social sciences. Material is drawn from classical theories in the humanities as well, however, and from contemporary social research, in order to examine methods of information exchange from prehistory to the present. A major focus is the role of various forms of writing and notational systems in the emergence of old- and new-world civilizations. Included within this dimension is consideration of social, cultural, economic, and political relations of the impact of technology upon traditional modes of communication.

Environmental Dimensions:

Natural, environmental, and ecological systems are approached here as communication systems. Studies focus on concepts of diversity, stability, redundancy, and hierarchy in various system-environmental relations. Research and theory are drawn from biology, zoology, anthropology, geography, sociology, economics, and cybernetics to consider the impact of human and technological forces upon natural evolutionary systems. Structure and function of 'primitive' and contemporary myth and ritual are areas included within this framework.

Intrapersonal Dimensions:

The creation, sharing, and use of symbols and statements in the humanization process are examined primarily from the perspective of individuality and social consciousness. This dimension adopts the individual social being as the unit of analysis and utilizes concepts and models in the physical and social sciences to explore cognitive learning processes,
language acquisition, identity and selfconsistency, frames of reference, and creativity, in addition to the structure of reality and the reality of social structure. Semantics, pragmatics, and pathologies of communication relations are considered from this viewpoint as well as from the perspective of interpersonal communication.

Interpersonal Dimensions:

The study of interpersonal communication explores the nature and effect of interaction within and between human systems. Processes of information exchange in dyadic, triadic, and small group behaviour are examined in both structured and non-structured settings. Theory and research from across the social sciences are introduced to the investigation of verbal and non-verbal processes; kinesics and proxemics; feedback and noise, barriers and breakdown; codes and channels; class and cultural differences; patterns of intervention and group development.

Organizational Dimensions:

The dimension of organizational communication examines human and non-human communication processes in formal and informal organizations. This area therefore builds on concepts in intrapersonal and interpersonal communication as well as classic and current investigations in Organization Theory and Behaviour.

Organizational communication systems are studied in applied settings in business, industrial, educational, health, voluntary, community, advocacy, and helping environments, as well as in abstract contexts. The study of communication behaviour in organizations explores processes of decision making, problem solving, participation, and leadership; concepts of influence, collaboration and conflict; structural-functional relations, systems, and their management. This perspective also embraces the analysis of strategies for process intervention and improving communication effectiveness. Network analysis in small groups is among the earliest communication research; this focus has now expanded significantly to explore networks in large, complex systems of organization.
Institutional Dimensions:

The institutional area of study investigates structure, function, and policy in organizations which create, control, and operate technically mediated communication systems. These organizations or institutions include: federal and provincial government departments and agencies; telecommunications businesses and industry trade associations; crown corporations involved in telecommunications; community and public interest bodies active in the communications field; American and international organizations and agencies; and institutions and agencies influential in 'developing' nations.

Research in institutional communication focuses on issues in the changing nature and uses of communications technologies. Included within the scope of these analyses are sources of conflict between public and private objectives, patterns of access to institutions and decision making, and relationships between structure in media institutions, content, and effects.

Critical analysis of mass media is yet another interrelated aspect of institutional communication. The investigation of content and interaction of print, film, radio, and television (public, private, cable, and commercial) with social, cultural, economic, and political systems in Canada and elsewhere is a major focus of inquiry. This frame for study also includes examination of various other theoretical and research approaches to the analysis of mass media.

The richness of this spectrum of communication studies lies in its interweaving structure. The boundaries are neither rigid nor fixed. They serve as points in a multidimensional continuum which not only accommodates but facilitates inter-relational analysis.

A number of studies currently underway at Simon Fraser illustrate the usefulness of this integrative approach even further. Exploring the role of communication in international development from the perspective of Canada's involvement, for example, requires understanding of and research from wide-ranging fields: historical development of the world system and the role of underdevelopment; communication in rational and international contexts; strategies of international competition and conflict; the role of the state and its apparatus in a liberal democracy; and 'development' of various kinds, including Canada's.
Critical analysis of socioenvironmental interaction in so-called 'primitive' cultures is relevant to today's debates on telecommunications development in several regions in Canada.

The analysis of primary school textbook publication in relation to the needs of children and the interests of publishers draws on concepts of socialization, punctuation and stereotyping in communication pragmatics, cultural differences, intra- and interorganizational decision making, and political economy of print media.4

An investigation of communication and cultural form begins by looking at the interrelationship between content in mass media productions and cultural value systems;5 it may also encompass studies of imagery and symbolism, the function of cults, or the normalization of violent behaviour through media.

Such inquiries touch on almost every dimension of communication relations and could not likely be attempted from a narrower perspective.

Perhaps the most obvious case to be made for a spectrum approach to the study of communication is found in the work of Harold Innis. Only an interdisciplinary perspective could possibly do justice to the scope of his themes and pronouncements. Although the range of contribution to the Innis Symposium at Simon Fraser (March 1978) was extensive, several of the newer inquiries could only be touched on at that time.6 Extensions in the areas of humanization and oral tradition, centralization and decentralization in organization, and the philosophy of communication, for example, comprise only part of the promise of Innis that has yet to be fully realized.

As in any organization of substance, building and rebuilding the structure of association in SFU's Department of Communication has not been easy. Dialogue has not been without those destructive periods and dramatic scenes to which all organizing processes, but academia's in particular, are prone. Proceedings have been further complicated by social, political and economic interplay that is part and parcel of a set of institutional arrangements at the University in which personnel, issues, directions, and the institution itself are all new to each other.

It is doubtful whether unanimity or even broad consensus has been achieved for longer than a moment during

Study Of
Harold Innis

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this expanding search for structure. Sometimes those who have made the most significant contributions to the process have been too deeply involved in their own part to see the progressive interaction of all the parts within the whole. Such consequences are common to intensive association.

Sometimes it has been the newcomer among faculty and student body who has pointed out the consistency of underlying themes of inquiry evident in the Department's approach. Whether such vision is possible only to those from outside the core, or to those who are not yet weary from their flight from traditional confines nor their fight to establish 'a new discipline,' are questions not for debate here. But these considerations are factors in the pursuit of association and, as such, are worthy of notice as the process is taken up by a larger group.

In the case of Communication at Simon Fraser, the 'struggle' to achieve a communications synthesis has been successful. Whether or not this fact and its implications are generally recognized, either on or off campus, is yet another issue beyond the scope of this inquiry. Opportunities to review joint accomplishments over time are as rare in the Department as they are elsewhere. Furthermore, the process of organizing is still underway. It is likely to continue as long as there are communication scholars and students involved who are capable of seeing relations 'in between.'

Though by no means a paradigm of association, what has been achieved at SFU can certainly stand as a worthwhile example to members of Canada's growing community of scholars who now seek to integrate as large and as complex a field as communication into a manageable framework for association.  

Footnotes

1. Although this distinction has been made by several members of the Department, it has been made most convincingly by Dallas Smythe.

2. For the record, courses in Communication are built around and between many of these areas of inquiry. It should also be noted that students are encouraged to include related courses from physical and social science, mathematics, and computer technology in their programs.

Video and sound production and programming are considered largely from the perspective of critical analysis and as tools for social documentation. Journalism is not among the programs offered.
Special research projects are undertaken by the Social Communications and Telecommunications Research Groups. The Sonic Research Studio is studying individual and community relationships to the acoustic environment—the Canadian soundscape—as part of the World Soundscape Project.

3. A project of Bob Anderson's.
4. One of Rowland Lorimer's research studies.
5. Part of a series of projects undertaken by Gail Martin and members of the Telecommunications Research Group.
6. Notably, the work of Paul Heyer on Innis's contribution to historical and philosophical analysis in communication.
8. APPENDIX BELOW

FALL 1979
SIMON FRASER UNIVERSITY, BURNABY, B.C

Department of Communication

CHAIRMAN:
William H. Melody  B.S., M.A., Ph.D. (Nebraska),
Professor
(Mass Communication; Political Economy; Policy)

Robert S. Anderson  B.A. (B.C.), M.A., Ph.D. (Chic.),
Associate Professor
(International Development; Intercultural)

Frederick J. Brown  Ph.D. (Chic.),
Assistant Professor
(Philosophy and Pragmatics of Communication)

Paul Heyer  B.A. (Sir G. Wms.), M.A. (New School for Social Research), M.Phil., Ph.D. (Rutgers),
Assistant Professor
(Communications Theories; History; Evolution of Communication Behavior)

H. Patricia Hindley  B.A. Hon. (Leeds), M.S. (New Mex. Highlands),
Associate Professor
(Media; Social Applications; Policy)

Rowland M. Lorimer  B.A., M.A (Man.), Ph.D. (Tor.),
Assistant Professor
(Individual Behaviour; Print and Publishing; Education)

Thomas J. Mallinson  B.A. (B.C.), M.A. (Col.), Ph.D. (Tor.),
Professor
(Interpersonal and Group Processes)

Gail M. Martin  B.A (New Rochelle), M.S. (New Mexico),
Associate Professor
(Media; Theory; Cultural Form)

Assistant Professor
(Systems; Research Methods; Communication in Organizations)
One or more faculty undergraduate advisers are appointed each semester to serve as Departmental Advisers. Departmental Advisers are responsible for providing academic guidance to students majoring in the Department of Communication. They are expected to be knowledgeable about the courses offered in the Department and to be able to provide students with information about career opportunities and graduate study in communication.

Departmental Advisers are responsible for maintaining a list of students who are majoring in the Department of Communication. They are also responsible for endorsing the plan of study for each student majoring in the Department. Students who are majoring in the Department of Communication are required to meet with their Departmental Adviser at least once per semester to discuss their progress in the Department.

The Department of Communication offers a curriculum that is designed to provide students with an understanding of the role of communication in society. The Departmental Adviser plays a key role in helping students to plan their courses of study and to make the most of the opportunities available to them.

The Departmental Adviser is responsible for ensuring that students have access to a wide range of resources and opportunities, including seminars, workshops, and guest lectures. They are also responsible for coordinating events and activities that are designed to enhance the learning experience of students.

The Departmental Adviser is an essential resource for students who are majoring in the Department of Communication. They are available to provide students with guidance and support as they work to achieve their academic goals.

The Department of Communication is committed to providing students with a high-quality education that prepares them for success in their chosen fields. The Departmental Adviser plays a key role in helping students to achieve their academic and professional goals.

The Department of Communication is committed to providing students with a high-quality education that prepares them for success in their chosen fields. The Departmental Adviser plays a key role in helping students to achieve their academic and professional goals.
The program is structured to provide a core curriculum of required courses that introduce students to a minimum breadth of study within the Department. These courses cover basic descriptive, historical, theoretical and methodological material. They provide the steppingstones to more advanced study in a number of more specialized areas.

The Upper Division courses provide advance study in specialized areas of communication as well as a series of independent courses directed to particular topics. Most courses require that at least a portion of the core curriculum requirements have been completed. Most specialized areas of study have been developed as sequences of two courses at the 300 and 400 divisions.

Major areas of concentration include:

2. History of Communication and Communication Thought.

Degree in Communication

Students intending to receive a degree in Communication are encouraged to consult the Undergraduate Adviser, who will assist them in selecting courses from the Communication Department as well as other Departments throughout the University.

Major in Communication

1. Students in the general degree program must complete a total of 120 semester hours (see General Regulations; Section 6.4).
2. Majors must have a minimum of:
   (a) 12 semester hours in courses in Group A, including courses from at least two different Group A departments;
   (b) 12 semester hours in courses in Group B, including courses from at least two different Group B departments;
   (c) two courses from Group C departments.
3. Majors normally must receive credit in the following courses: Lower Division
   (a) at least one of: CHNS 120 or 130;
   (b) at least four of: CHNS 200, 210, 220, 230, 240; Upper Division
   (c) at least one of: CHNS 361, 362 or S.A. 355, POL. 415;
   (d) at least one of: S.A. 358 or PHIL. 341

Note: S.A. 358 and PHIL 341 have prerequisites. For some students, these prerequisite courses will complement their communication program. For other students with previous preparation the prerequisites to these courses may be waived. For questions regarding this matter consult the Undergraduate Adviser.

4. Majors must have a minimum of 45 credit hours in courses numbered 300 and above, of which at least 28 hours must be selected from Communication courses or areas approved by the Department, with not more than 15 credit hours for Special Topics and/or Directed Studies courses.
5. Courses counted in any of the above regulations may be used to satisfy multiple requirements. For example, PHIL 341 satisfies part of the Group A requirement, requirement 3.(d), and requirement 4.

For purposes of satisfying requirements for a Major in Communication, the departments of the University have been classified as follows:

- **Group A Departments or Programs**
  - Archaeology
  - Economics & Commerce
  - Geography
  - Political Science
  - Psychology
  - Sociology & Anthropology

- **Group B Departments or Programs**
  - Anthropology
  - Computing Science
  - Economics
  - Geology
  - History
  - Mathematics

- **Group C Departments or Programs**
  - Archaeology
  - Biochemistry
  - Biological Sciences
  - Chemistry
  - Physics
  - Sociology & Anthropology

Upon the written authorization of the Department Chairman, specific courses in General Studies, Area Studies or the Faculty of Education may be applied toward Group Requirements up to a maximum of 6 hours.

Honors in Communication

The Honors program is designed for those exceptionally able students who wish to pursue a more intensive study of Communication than is offered by the Major program. The Honors program is directed toward the integration of theoretical and factual information and the development of relevant skills by independent study, tutorial guidance, seminar work, and research experience, and will culminate in a final report by the student to be submitted to the student's academic work. Normally, students will undertake a 498 course as part of the requirements for an Honors Degree.

Students who wish to undertake Honors work should apply to the Department Chairperson. A cumulative Grade Point Average of 3.0 is required for entry.
Students in the Honors program:
(a) Must complete a total of 132 semester hours;
(b) must meet the requirements of section 2 and 3 above;
(c) must complete a minimum of 60 credit hours in courses numbered 300 and above, of which at least 48 must be selected from the Communication Department or areas approved by the Department;
(d) must maintain a cumulative Grade Point Average of 3.0 or above.

Combined Programs
Students wishing to undertake combined programs with other university departments should consult the departmental adviser.

Minor Program
A minor program consists of 14-18 hours in upper division Communication courses.

Waivers
Departmental course requirements may be waived by the Chairman of the Department. Prerequisites for specific courses may be waived by the Faculty member teaching the course. In each instance, the student will be expected to demonstrate equivalent preparation.

DESCRIPTION OF COMMUNICATION COURSES

CMNS 120-3 Explorations in Interpersonal Communication
Introduction to a wide variety of forms of human communication, including both verbal and nonverbal forms. The nature of communication breakdown will be analyzed. The relation between the content of the course and increased awareness on the part of the student of his/her own communication is examined.

Note: Students who have taken CMNS 100 may not receive further credit for this course.

CMNS 130-3 Explorations in Mass Communication
An introduction to the role of mass communications in society. Examination of the structure and process of mass communication, emphasizing television, radio, and the press. Role of mass communication in socialization, public opinion formation, and social change.

Note: Students who have taken CMNS 100 may not receive further credit for this course.

CMNS 200-3 Pragmatics of Human Communication
An examination of the process of human communication and the ways in which it is used to construct a unique reality for each communicating individual. Communication is approached as a systemic relationship that is qualitatively different from the "properties" of the individuals involved. Basic characteristics of human communication processes are reviewed along with their implications and the ways in which communication pathologies work to produce such disorders as schizophrenia.

Note: Students with credit for CMNS 200 under any previous title may not receive further credit for this course.

CMNS 210-3 History of Communication
An exploration and interpretation of the methods of information dissemination that have been employed from prehistory to the present century. The major developments in communication-related technology will be looked at by focusing on their economic and social preconditions and cultural consequences. Topics to be covered will include: language as communication; oral traditions; the role of various forms of writing and notational systems in the emergence of old and new world civilizations; the impact of print; and the innovations of the industrial age.

CMNS 220-3 Introduction to Interpersonal Communication
A review of the role of human communication in the development of the individual and society. The course will focus on face-to-face communication and deals specifically with verbal and non-verbal aspects of interpersonal relationships in the family and other social groups. Topics include theories concerning the origins of speech, the development of language in the child, and the use of everyday language and nonverbal communication in the socialization and alienation of the person.

Note: Students with credit for CMNS 220 under any previous title may not receive further credit for this course.
CMNS 222-3 Communication and Cultural Context

The mode, meaning, and method of communication within and between cultural and national groups. The course will develop a perspective in which to explore and interpret both cultural differences and universal patterns of verbal and non-verbal behavior. Most of the examples will be drawn from non-western and third world situations.

(Lecture/Tutorial)

CMNS 230-3 Introduction to Communication Media

This course provides an overview of the development of broadcasting and telecommunications systems in Canada and their relationship to contemporary society. Topics covered include the history of the CBC, cable television, the domestic film production industry, Canadian satellite development, and "alternative" media in Canada.

(Lecture/Tutorial)

CMNS 232-3 Urban Communication Networks

Analysis of social issues arising from the growth of cable TV and interactive broadcast systems in relation to existing broadcasting and telecommunication networks—the implications of new information services and programming. Problems of definition and design of systems and community boundaries.

(Seminar)

CMNS 234-3 The Political Economy of Communication

Analysis of the political and economic processes which have historically generated the policies and structures of mass media and telecommunication institutions and the related elements of a "consciousness industry." The role of the mass media in determining local, national, and international policy. Case studies in technological innovation in communication.

(Seminar)

Note: Students with credit for CMNS 234 may not receive further credit for this course.

CMNS 239-3 Computers and Communication

An introduction to computer/communication systems. Topics include: trends in computer and communication technology; both industrial and governmental activity; brief survey of existing systems. Communication technologies. Terminals for man-machine communication. The computer as a component in communication systems. Computer utilities, airline reservation systems, banking, information systems, real-time remote control, etc., future systems, universal information access and processing—the wired city.

(Lecture/Tutorial)

CMNS 257-3 Explorations in Video

This course is an introduction to the applications of video in communication studies. The techniques of producing video documentaries including editing and mixing will be taught with particular emphasis on how skills so learnt can be applied to other areas of communication studies.

(Seminar/Laboratory)

Note: Due to equipment limitations, preference will be given to Communication Majors and Honor students, who should sign up for this course in advance.

CMNS 258-3 Explorations in Sound Tape Recording

An introduction to the tape medium as a communication tool, and to electro-acoustic aspects of communication in general. Specific techniques of field recording, interviewing, editing, tape transformations, sound object manipulation, and basic studio technique will be presented, and students will use the department's studio facilities. Applications of the tape medium to such areas as media analysis, aural history, social documentation, interpersonal communication, and tape music composition will be discussed. The role of the tape medium in the design of conventional media communication, as well as experimental sound documents will be emphasized.

(Seminar/Laboratory)

CMNS 259-3 Acoustic Dimensions of Communication I

A course designed to develop the student's perception and understanding of sound and its behavior in the interpersonal, social, environmental, media, and creative fields. The acoustic and psychoacoustic bases of sound will be introduced in their practical application to a wide variety of aspects of communication with special reference to acoustic design, the electroacoustic media, and sonic environments.

(Lecture/Tutorial/Laboratory)

Note: Students who have taken CMNS 239 for credit may not receive further credit for this course.
CMNS 300-5 Introduction to Systems Theory in Communication

Introduction and overview of modern systems theory. Emphasis will be placed on gaining an understanding of the major concepts upon which systems theory and the systems approach depend. The use of these concepts will be illustrated with applications in biological, psychological, and social systems.

Prerequisite: CMNS 200.

CMNS 303-3 Communication as a Bio-social Process

An evolutionary historical account of the development of human communications as a crucial aspect of social organization. The perspective of this course, which is derived from the work of George Mead and John Dewey (among others) provides a viewpoint radically different from the fundamentally traditional one still dominant in our society. The emphasis in this course is upon the role of theory as providing practical guidance for dealing with concrete present day problems.

Prerequisite: CMNS 200 strongly recommended.

CMNS 304-4 Communication and the Language of Everyday Life

The course examines communication, communication theory, and everyday language in relation to the social and economic context of society. Also considered are differing contemporary and historical perspectives on the biosocial system. The concepts of cooperation, competition, mediation, and the code-message relationship are analyzed in some detail. Introduction to the socio-ecological theory of communication.

Prerequisite: CMNS 200 or CMNS 220.

CMNS 310-4 History of Communication Thought I

An historical analysis of classic works in communications thought in both the eighteenth and nineteenth centuries. Figures to be examined include Rousseau, the Scottish moral philosophers, Tylor and Darwin. Special emphasis will be placed on the contributions of Marx.

Prerequisite: At least 45 credit hours.

CMNS 320-3 Communication Processes and Interpersonal Behavior I

An examination of groups as temporary and permanent systems; types of groups (work groups, informal groups, therapy and encounter groups, etc.) as related to social purpose; leadership and other significant roles; phases of group development.

Prerequisite: CMNS 200 or CMNS 220. PSTC 201 recommended.

CMNS 325-3 Communication Processes and Individual Behavior

The role and function of communication processes in the development of the self and human existence; social, cultural, and individual differences in verbal and non-verbal languages and the implications for human behavior and human nature.

Prerequisite: CMNS 220 or equivalent.

CMNS 324-3 Communication and Creativity

Examination of individual and social communication processes in the genesis, spread and impact of innovation and originality in the individual and society.

Prerequisite: CMNS 200-3 recommended.

Students with credit for CMNS 311 may not take this course for further credit.

CMNS 330-5 Communication and Cultural Form I

Historical review of approaches to the study of mass media and cultural form. Emphasis will be on the interrelationship of culture and communication in western society in the media products of the thirties, forties, and fifties.

Prerequisite: CHNS 230.

CMNS 331-5 Communication Media: Theory and Research I

An historical survey of models, methods, and problems in communication media studies and social science research.

Prerequisite: CMNS 230.
CHNS 333-3 Communication Policy in Canada—Past, Present, and Future

The workshop may be thought of in the broadest sense as an experimental laboratory in acoustic design and acoustic communication. As it now is used socially, the workshop is thought of in the broadest sense as an experimental laboratory in acoustic design and acoustic communication. Design of sound sources, analysis of signal processing, and the study of social implications of sound are included.

Note: Students who have taken CHNS 236, CHNS 276, and CHNS 333-3 may not receive further credit for this course.

CHNS 336-3 Social Change and Community Media

An evaluation of the ways in which community needs are identified and articulated through community information centres, community radio, community cable, and other access facilities. Policies and programs in media access examined.

(Laboratory)

Prerequisite: CHNS 240 or CHNS 228.

Note: Students with credit for CHNS 334 may not receive further credit for this course.

CHNS 340-3 The Political Economy of the Radio Spectrum and Telecommunications

Analysis of the process of radio spectrum allocation. Attention is focused on the unique character of this natural resource and the uses made of it. The political, economic, and social processes of the industries and public agencies which use the radio spectrum are analyzed, with attention given to the role of provincial, national, hemispheric, and world regulatory processes.

(Seminar)

Prerequisite: CHNS 240 or CHNS 234.

Note: Students who have taken CHNS 339 may not receive further credit for this course.

CHNS 357-3 Video Techniques and Applications

The use of video-tape in the movement of information, promotion of intergroup communication, attitude development and change, and community activation; the potential of cable networks and the development of video cassettes.

(Laboratory)

Prerequisite: CHNS 257.

Note: Students who have taken CHNS 337 may not receive further credit for this course.

CHNS 358-3 Sound Recording: Theory and Practice

The creative use of sound in the production of visual images and the development of sound aesthetic in the visual arts. Attention is given to the historical development of the medium, its role in society, and its impact on the arts.

(Laboratory)

Prerequisite: CHNS 258.

Note: Students who have taken CHNS 338 may not receive further credit for this course.

CHNS 359-3 Acoustic Dimensions of Communication

A special topics course and small class workshop at an intermediate level in acoustic communication dealing intensively with selected problems in psychoacoustics, sound design, and interpersonal communication. Attention is given to the structure, organization, and functioning of the human auditory system and to the role of psychological and social factors in the communication process.

(Seminar)

Prerequisite: CHNS 259.

Note: Students who have taken CHNS 339 may not receive further credit for this course.

CHNS 361-3 Documentary Research in Communication

The course will focus on methodological questions arising in the study of communication policy. Issues such as the identification of bias and ideological content will be discussed. The special problems of reliability and validation of documentary source material will be examined, with attention given to the role of institutional records and the use of archival data. The role of policy development and evaluation in documentary research will be examined, with attention given to the role of documentary source material.

(Seminar)

Prerequisites: 30 or more credit hours and at least two lower Division courses in Communication documentary research.

Note: Students who have taken CHNS 332 may not receive further credit for this course.

CHNS 362-4 Field Methods in Communication Research

Participant observation, unobtrusive measures, interviewing, content analysis, inter-organizational networks of influence, and communication research design. The course will focus on methodological questions arising in the study of communication policy. Issues such as the identification of bias and ideological content will be discussed. The special problems of reliability and validation of documentary source material will be examined, with attention given to the role of institutional records and the use of archival data. The role of policy development and evaluation in documentary research will be examined, with attention given to the role of documentary source material.

(Lecture/Tutorial)

Prerequisites: 30 or more credit hours and at least two lower Division courses in Communication.

Note: Students who have taken CHNS 332 may not receive further credit for this course.
CMNS 400-5 Communication Theory: Systemic Formulations

Current systems approaches to the study of selected topics in Communication. Each offering of the course will concentrate on a specific area and applications of the systems perspective. The topics selected will include, amongst others: information theory, cybernetics, structuralism, network theory, semiotics, hierarchy theory, and code-message relationships in their various contexts.

Prerequisite: CMNS 300 or CMNS 304.
Note: Students who have taken the course once and wish to pursue the current topic may join the course as a directed studies if they obtain the consent of the instructor.

CMNS 402-5 Communication in Organizations: a Systems Perspective

This course takes a systems approach to the examination of the role of communication in organizations and in the process of organizing. Specific problem areas include: coordination and integration, constraints and control, the process of formalization and hierarchical development, continuity, growth, change, stability, information overload, organizational structure, formal and informal communication systems.

Prerequisite: CMNS 200; CMNS 300 recommended.

CMNS 403-5 Communication and Community

This course investigates the consequences which follow from adopting the hypothesis that human communication and knowing are primarily functions of organized social groups rather than of isolated individuals. The central place of social forms in the constitution of the things we know and communicate about is held to be crucial in the understanding of human communication. The primary focus is upon possibilities of actions, upon questions concerning what to do. Theoretical and factual materials are examined according to their relevance in the formulation of intelligent opinions in personal/social practice.

Prerequisite: CMNS 302.

CMNS 404-5 Communication: Ecosystems

Analysis of social, psychological, and economic interactions as communicational processes within the social ecosystem. Emphasise on a systems, cybernetic, and semiotic viewpoint on the system-environment relations involved within and between society and nature.

Prerequisite: CMNS 304.

CMNS 410-5 History of Communication Thought II

An historical analysis of classical works in communication thought from 1700 to the present. Figures to be dealt with include the French sociological school from Durkheim to Levi-Strauss, Freud, Jung, C. G. Mead. Significant emphasis will be placed on Canadian contributors, particularly the work of H.A. Innis, and to a lesser extent, McLuhan.

Prerequisite: CMNS 310 and at least 75 hours.

CMNS 420-5 Communication Processes and Interpersonal Behavior II

Advanced studies in group and interpersonal communication in both informal and organizational settings.

Prerequisite: CMNS 320.

CMNS 424-5 Intercultural Processes: Cognitive Dimensions

An examination of the development of the individual's ability to process and understand meaningful material.

Prerequisite: CMNS 324.
Note: Students with credit for CMNS 323 may not receive further credit for this course.

CMNS 425-5 Seminar in Communication Processes

This seminar will be devoted to a detailed study of selected areas in communication processes.

Prerequisite: CMNS 320 or CMNS 323 or permission of department.

CMNS 430-5 Communication and Cultural Form II

An analysis of the interrelationships between contemporary mass media productions and western cultural values and patterns, the imagery and symbolism of
the media, e.g., The cult of the superhero, the normalization of violence will
be examined. (Lecture/Tutorial)

Prerequisite: CHNS 330.

CMNS 431-5 Communication Media: Theory and Research II

An examination of contemporary social organizations associated with changes in
communication technology; evolution of electronic neighborhoods and narrowcast
formats. (Lecture/Tutorial)

Prerequisite: CHNS 331.

CMNS 433-5 Seminar in Communication Policy

An in depth analysis of selected current issues in communication policy. Policy
alternatives and the political/economic structure of the policy-making process
are examined. Specific topics to be investigated will be announced prior to
each offering. (Lecture/Tutorial)

Prerequisites: CHNS 333 or CHNS 340 required; CHNS 361 strongly recommended.

CMNS 437-5 Communication and Community Advocacy

An analysis of how the print media and associated institutions (e.g. schools)
serve community interests. The roles provided and portrayed by these media/
institutions will be discussed in terms of an analysis of the needs of a
specific community (e.g. primary school children). (Lecture/Tutorial)

Prerequisites: CHNS 230, CHNS 340

Note: Students who have received credit for CHNS 401 may not receive further
credit for this course.

CMNS 448-5 Political Economy of International Communication

Various national systems of mass media and telecommunication institutions
analysed in terms of their domestic power processes and international transfer
of mass media and telecommunication technology and products. Differential
impact of the free flow of such technology and products and the differing
needs of developed and developing countries will be studied. (Lecture/Tutorial)

Prerequisite: CHNS 230 or CHNS 240.

Note: Students who have received credit for CHNS 434 may not receive further
credit for this course.

CMNS 445-5 Communication and International Development: the Role of Canadian
Institutions

Emphasis is on the understanding of the context of communication as the flow
and exchange of information and influence within and between networks of
Canadian institutions (like CIDA or IDRC) and international institutions.
Analysis of Canadian international development policies and practices in terms
of the cultural value assumptions and ideologies which are part of the con-
tinuing unequal international order. (Lecture/Tutorial)

Prerequisites: At least 75 credit hours and consent of department. CHNS
361 strongly recommended.

CMNS 444-5 Telecommunication Regulation in North America

Development of the theory and practice of regulation of the telecommunications
industry in Canada and the U.S. at federal (CRTC, FCC), provincial, and local
levels. Legal and economic basis of common carrier regulation and its applica-
tion to telephone companies, satellite carriers, CATV firms, and computer
communication. Regulation of entry, competition and monopoly, interconnec-
tion, investment policy, profits, and prices. (Lecture/Tutorial)

Prerequisites: CHNS 240 required; CHNS 340 strongly recommended.

Note: Students who have taken CHNS 438 may not receive further credit for
this course.

CMNS 480-2 Directed Study

Prerequisite: Two upper Division CHNS courses and consent of instructor.

Note: No more than 10 hours may be taken of directed study.

CMNS 481-3 Directed Study

Prerequisite: Two upper Division CHNS courses and consent of instructor.

Note: No more than 10 hours may be taken of directed study.
CMNS 483-5 Directed Study

Prerequisite: Two upper Division CMNS courses and consent of instructor

Note: No more than 10 hours may be taken of directed study.

CMNS 486-3 Special Topics in Communication--A

Intensive analysis of a particular topic in the general area of communication and/or attention to the work of a particular writer or school of thought. This course may not be taken more than twice.

Prerequisite: Two upper Division courses in CMNS.

Note: No more than 10 hours may be taken of special topics.

CMNS 487-1 Special Topics in Communication--B

Intensive analysis of a particular topic in the general area of communication and/or attention to the work of a particular writer or school of thought. This course may not be taken more than twice.

Prerequisite: Two upper Division courses in CMNS.

Note: No more than 10 hours may be taken of special topics.

CMNS 488-18 Individual Study Semester (Honors)

Intensive work in a particular topic in the general field of communication. Involves either group or individual research project under the direct supervision of a faculty member who will provide guidance and critical feedback as necessary.

Prerequisites: Honors students only.

(a) completion of 90 hours of undergraduate work;
(b) completion of at least two upper Division courses in CMNS;
(c) the signature of at least three faculty members who are willing to provide supervision and other support necessary for the completion of the project. At least one of the supporting faculty must be from the Department of Communication;
(d) Students must apply to the Chairman of the Department at least two months in advance of the beginning of the semester in which they wish to enrol.

Note: This course may not be taken more than once. Students may not take both CMNS 498 and CMNS 499.

CMNS 499-15 Individual Study Semester

Intensive work in a particular topic in the general field of communication. Involves either group or individual research project under the direct supervision of a faculty member who will provide guidance and critical feedback as necessary.

Prerequisites:

(a) completion of 90 hours of undergraduate work;
(b) completion of at least two upper Division courses in CMNS;
(c) the signature of at least three faculty members who are willing to provide supervision and other support necessary for the completion of the project. At least one of the supporting faculty must be from the Department of Communication;
(d) Students must apply to the Chairman of the Department at least two months in advance of the beginning of the semester in which they wish to enrol.

Note: This course may not be taken more than once. Students may not take both CMNS 498 and CMNS 499.