HU 2820 Communication and Culture
Fall 2002

Texts:
Baran & Davis, Mass Communication Theory, 2nd ed.
Ruth Rubinstein, Dress Codes, 2nd ed.

Course Goals:
This course is designed to introduce you to the relationship between communication and culture.

Two very specific goals are:
1) to explore the development of different perspectives on thinking about the relationship between communication and culture.
2) to encourage you to explore how communication works in everyday life, using the example of dress.

Course Work:
Assigned Readings: 2 books
Tests: 2 closed book tests
250 points each
Presentation: Group presentation
250 points
Writing: Formal written project
250 points

Dr. Jennifer Slack
304 Walker Hall—8:30-9:30
Office: 1:12; 2:2:30 T & TH
487-3228
jdsllack@mtu.edu

Grading:
Tests 50% (25% each)
Presentation 25%
Project 25%

I grade on the basis of
920-1000 A 890-919 A/B
820-889 B 790-819 B/C
720-789 C 690-719 C/D
600-689 D Below 600 F

ADA
If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, please inform me and see Gloria Melton in the Student Affairs Office, (phone: 487-2212) so we can make arrangements.
Absence and Grading Policy

You are expected to attend class.

However, everyone is permitted 2 unexcused absences.

If I must cancel class, it will be considered an excused absence for you.

For every 2 unexcused absences beyond 2, your final grade will be dropped by \( \frac{1}{2} \) letter grade.

Missing another student's presentation without an excused absence will result in lowering your grade by \( \frac{1}{2} \) a letter grade.

For excused absences, you must bring documentation: a note from your doctor; RA; Dean of Students office; coach; or advisor.

Excused absences can be obtained for life's eventualities, as specified in your Student's Policies and Procedures Manual. Please be sure to consult that manual.

If I find that you are not coming to class prepared, if for example you are not always prepared to discuss other student's presentations of Dress Codes, I will lower your grade by full letter grade.

Taking Role

During each class period you will fill in your initials on a sign-up sheet. It will be considered cheating to fill in anyone else's initials or to change earlier records.

Making Up Work

All work must be completed to pass this course.

Work turned in late will lose a full letter grade for each day it is late - unless you have a documented, excused absence.

Your Responsibilities if you Miss Class

In college you are responsible for your own learning. You are expected to make contact with other members of your class (your peers) to co-learn with them. If you know you are going to miss class ask a peer to take notes for you. Make every effort to learn what went on in a missed class through contact with your peers first. Then, if you have questions, or need clarification, contact me.

I retain the right to alter this syllabus as I see fit to respond to the pedagogical needs of the class.
**Course Schedule - with reading assignments, tests, presentations, and project**

*(All assignments must be completed to pass the course.)*

*(Readings must be done by date listed)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Introduction</td>
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<tr>
<td>Aug 29</td>
<td>Communication - Overview</td>
<td>Baran &amp; Davis, Ch 1</td>
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<tr>
<td>Sep 3</td>
<td>On Theory &amp; Practice</td>
<td>Baran &amp; Davis, Ch 2</td>
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<td>Sep 5</td>
<td>Mass Society Theory</td>
<td>Baran &amp; Davis, Ch 3</td>
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<td>Sep 10</td>
<td>Continue discussion</td>
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<td>Sep 12</td>
<td>Movie: Mein Kampf</td>
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<tr>
<td>Sep 17</td>
<td>Movie: Mein Kampf and selections from Triumph of the Will</td>
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<td>Sep 19</td>
<td>Propaganda - Strong Effects</td>
<td>Baran &amp; Davis, Ch 4</td>
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<tr>
<td>Sep 24</td>
<td>Continue discussion</td>
<td></td>
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<tr>
<td>Sep 26</td>
<td>TEST 1</td>
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<tr>
<td>Oct 1</td>
<td>Limited Effects</td>
<td>Baran &amp; Davis, Ch 6</td>
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<tr>
<td>Oct 3</td>
<td>More Limited Effects</td>
<td>Baran &amp; Davis, Ch 7</td>
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<td>Oct 8</td>
<td>Challenging Effects</td>
<td>Baran &amp; Davis, Ch 8</td>
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<td>Oct 10</td>
<td>Movie: The Truman Show</td>
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<td>Oct 15</td>
<td>Movie: The Truman Show - Discussion - Set up groups for Dress Codes</td>
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<td>Oct 17</td>
<td>TEST 2</td>
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<td>Oct 22</td>
<td>Cultural Approaches</td>
<td>Baran &amp; Davis, 220-229; 318-322</td>
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<td>Oct 24</td>
<td>Culture, Communication, Dress</td>
<td>Rubenstein 1</td>
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<tr>
<td>Oct 29</td>
<td>Culture, Communication, Dress</td>
<td>Rubenstein 2</td>
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<td>Oct 31</td>
<td>Modern Discourse</td>
<td>Rubenstein 3-4 presentations</td>
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<td>Nov 5</td>
<td>Clothing Signs</td>
<td>Rubenstein 5-6 presentations</td>
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<tr>
<td>Nov 7</td>
<td>Clothing Signs</td>
<td>Rubenstein 7-8 presentations</td>
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<tr>
<td>Nov 12</td>
<td>Clothing Symbols</td>
<td>Rubenstein 9-10 presentations</td>
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<tr>
<td>Nov 14</td>
<td>Clothing Symbols</td>
<td>Rubenstein 11-12 presentations</td>
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<tr>
<td>Nov 19</td>
<td>No Class</td>
<td>Work on projects</td>
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<tr>
<td>Nov 21</td>
<td>No Class</td>
<td>Work on projects</td>
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**THANKSGIVING BREAK NOVEMBER 22- DECEMBER 1**

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<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Dec 3</td>
<td>Clothing Symbols</td>
<td>Rubenstein 13-14 presentations</td>
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<td>Dec 5</td>
<td>The Self in Public</td>
<td>Rubenstein 15-16 presentations</td>
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<td>Dec 10</td>
<td>The Self in Public</td>
<td>Rubenstein 17-18 presentations</td>
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<tr>
<td>Dec 12</td>
<td>FINAL PROJECTS DUE</td>
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HU 2820 Presentations/Projects

The overall object is to
1. Explain the central argument of the chapter you have been assigned
2. Relate what you have learned in the chapter to culture in the present (here at MTU, Houghton, Michigan, the USA)
3. Present evidence of your findings
4. Generate class discussion

Thus, the structure of your group presentation and project should include the following

1. An explanation of the chapter's central argument
2. A consideration of how this argument relates to HERE. In answering this, each group will have to adjust what they consider in relation to their chapter. You might want to consider questions such as:
   * How this historical development has continued to shape the present
   * What is communicated by [this type of] dress
   * What values, feelings, beliefs are made evident in [this type of] dress
   * What is important about [this type of] dress
   * How [this type of] dress matters
   * ETC. (use your imagination)
3. Presentation of evidence to support your findings. You may use photography, magazines, video, models, newspapers, television clips, drawings, whatever (again, use your imagination)
4. Generating class discussion & involvement

The length should be 10-14 pages. A rough guideline should be

5-7 pages of text:
- 2-3 pg explaining book
- 3-4 pg making connections
5-7 pages of evidence
-all should be labeled with appropriate captions/explanations

Grading:
This is not a very long assignment; so I will be looking for high quality, concise, and to-the-point explanations; excellent examples; and a professional presentation (both oral and written)

A - engages and explains Rubinstein especially effectively; very compelling and thoughtful connections, persuasive evidence; well written, no errors; exceptional presentation; involves class
B - engages and explains Rubinstein effectively; thoughtful connections; persuasive evidence; well written, few errors; very good presentation; involves class
C - grasps and explains Rubinstein adequately; appropriate connections; reasonable evidence; good writing; adequate presentation; involves class
D - just okay. A combination of weak or poor explanations, understanding, evidence, writing
F - either minimal effort, very poor writing, misunderstanding, or too short.