

COMMUNICATION STUDIES

Aristotle his rhetoric be defined as an ability in each case to see the available means of persuasion.
Erving Goffman face-to-face interaction in our culture seems to require just those capacities that fostering seems to desire. **Jacques Derrida** il n'y a pas de hors-texte. **Judith Butler** gender identity is performatively constituted by the very "expressions" that are used to be its results. **Albert Bandura** essentially all behavioral, cognitive, and affective learning from direct experience can be achieved vicariously by observing people's actions and the consequences for them. **Paul Watzlawick** the belief that one's own view of reality is the only reality is the most dangerous of all delusions. **Edward T. Hall** communication constitutes the core of culture and indeed of life itself. **Kenneth Burke** whenever there is persuasion, there is rhetoric. And wherever there is meaning, there is persuasion. **Leon Festinger** when discussion is prohibited, people are motivated to behave in *Simone de Beauvoir* one is not born, but rather becomes, a woman. **Alfred Korzybski** a map is not the territory, words are not the things they represent. **George Kelly** we assume that all of our present interpretations of the universe are subject to revision or replacement. **Irving Janis** the more instability and open debate among members of a policy-making group, the greater is the danger that independent critical thinking will be replaced by groupthink. **William S. Burroughs** language is a virus from outer space. **Michel Foucault** the work of an intellectual is not to mould the political will of others; it is to re-examine evidence and assumptions, to shake up habitual ways of working and thinking. **Hannah Arendt** wherever the relevance of speech is at stake, matters become political by definition, for speech is what makes man a political being. **Your Name Here**

© The University of Minnesota. All rights reserved. This article is intended solely for the personal use of the individual user and is not to be disseminated broadly. For more information on copyright clearance, please contact the University of Minnesota at <http://www.umn.edu/clear>.

UNIVERSITY OF MINNESOTA
GRADUATE STUDIES

Communication Studies

The University of Minnesota's Department of Communication Studies continues a rich heritage of teaching and research that began in 1914 under the leadership of Frank M. Rarig and H.B. Gislason. Today graduate coursework includes a wide range of interests including: the criticism of public discourse, interpersonal communication, language and gender, discourse analysis, intercultural communication, critical analysis of radio, TV, and film, feminist and African-American rhetoric, communication theory, cultural studies, and rhetorical theory. There are three areas of concentration available to graduate students: Rhetorical Studies, Critical Media Studies, and Interpersonal Communication.

Offering both M.A. and Ph.D. degrees, the main objective of the graduate program is to prepare students to become researchers and teachers in universities and colleges. Through formal course work, independent study, directed research projects, and participation in team research supervised by faculty, students have many opportunities for training and experience. Those with teaching assistantships acquire extensive teaching experience under the supervision of senior faculty.



Scenic Northrop Mall

Department website: <http://www.comm.umn.edu>

The University of Minnesota is an equal opportunity educator and employer.

This publication is available in alternate formats upon request. Please contact Mary Vavrus, Department of Communication Studies, Ford Hall 225, 224 Church Street SE, Minneapolis, MN 55455-0427. (612) 624-5515



Rosita D. Albert
(Ph.D., University of Michigan, 1972)

Dr. Albert conducts research on intercultural interactions in diverse organizational settings both within the U.S. and internationally. She also investigates the development and evaluation of effective intercultural and diversity programs.

Her research has been published in well-known books on intercultural communication and has appeared in the *International Journal of Intercultural Relations (IJIR)*, *Communication Education*, *Management Communication Quarterly*, and the *International and Intercultural Communication Annual*.

She is a member of the Editorial Board of IJIR and of the Governing Board of the International Academy for Intercultural Research. She has consulted for the former Vice President for Multicultural Affairs at the University of Minnesota as well as business and governmental organizations.

Dr. Albert teaches courses on the theory and practice of intercultural communication, cross-cultural research methods, and intercultural sensitization/training.



Donald R. Browne
(Ph.D., University of Michigan, 1961)

Dr. Browne conducts research on investigating how minority groups present themselves and are presented through the electronic media in nations throughout the world, on the uses of electronic media for national development (education, health, etc.) and on comparisons of the experiences of electronic media systems around the world.

He has published six books and his research has appeared in such publications as *Journal of Broadcasting and Electronic Media*, *Journal of Communication*, *European Journal of Communication*, and *Communications: The European Journal of Communication Research*. His 2005 book explores the way ethnic minorities use electronic media.

He has received awards for teaching and research including the *Central States Speech Association Outstanding Teacher Award*, the *Broadcast Education Association Outstanding Book of the Year Award*, and the same association's *Distinguished Scholar Award* for his lifetime scholarship.

Dr. Browne teaches graduate courses on comparing electronic media systems, minority groups and electronic media, and historical and descriptive research methods.



Karlyn Kohrs Campbell
(Ph.D., University of Minnesota, 1968)

Dr. Campbell conducts research in rhetorical criticism, rhetorical theory, political communication, women's communication, and social movement rhetoric.

She is the author or editor of eight books. Her research has appeared in such journals as *Quarterly Journal of Speech*, *Philosophy and Rhetoric*, *Communication and Critical/Cultural Studies*, *Rhetoric and Public Affairs*, *Women's Studies in Communication*, and *Communication Education*.

She has served as the editor of the *Quarterly Journal of Speech* and has received the *Francine Merritt Award* for contributions to women, the *National Communication Association Distinguished Scholar Award*, the *Ehninger Award for Distinguished Rhetorical Scholarship*, the *Winans-Wichelns Book Award*, the *Charles Woolbert Award for Scholarship of Exceptional Quality and Influence*, and the University of Minnesota *Distinguished Woman Scholar Award*.



Richard Graff
(Ph.D., Northwestern University, 2000)

Dr. Graff's current research considers the theories of prose style presented in the rhetorical treatises of ancient Greece and Rome. His articles on this subject have appeared in *Rhetorica*, *Rhetoric Society Quarterly*, and *Advances in the History of Rhetoric*. He has also published essays on evolving historiographies of rhetoric and on the rhetorical theory of Chaim Perelman and is co-editor of *The Viability of the Rhetorical Tradition*.

He is currently President of the American Society for the History of Rhetoric (ASHR) and serves as referee for several journals in rhetorical studies. He has held a McKnight Summer Research Fellowship and been a visiting Senior Associate Member of the American School of Classical Studies in Athens, Greece. He is recipient of his college's Distinguished Teaching Award.

Dr. Graff is an Associate Professor in the Writing Studies Department.



Ronald Walter Greene
(Ph.D., University of Illinois, 1995)

Dr. Greene is an Associate Professor in Communication Studies and on the graduate faculty in American Studies and Writing Studies. His primary research area concerns how different institutions imagine communication technologies, techniques, and practices as harming and/or improving democratic life. His current investigations include the political economy of contemporary rhetoric, how liberalism works with communication to regulate moral conviction, and the cultural uses of film exhibition.

Dr. Greene is the author of *Malthusian Worlds: US Leadership and the Governing of the Population Crisis* and has published in such journals as *Critical Studies in Media Communication*, *Cultural Studies*, *Philosophy & Rhetoric*, *Argumentation and Advocacy*, *Quarterly Journal of Speech*, and *Communication & Critical/Cultural Studies*.

Dr. Greene is one of the founding organizers of the Critical and Cultural Studies Division of the National Communication Association. Presently he holds a leadership position in the Rhetorical and Communication Theory Division. Moreover, he is currently an Associate Editor for the journals: *Communication and Critical/Cultural Studies* and *Critical Studies in Media Communication*.



Alan G. Gross
(Ph.D., Princeton University, 1962)

Dr. Gross investigates how scientists communicate and how they constitute their world rhetorically. He also works with rhetorical theory in the tradition that stretches from Aristotle to Perelman. Recently he has taken an interest in visual theory and the ways in which tables and visuals and texts interact to create meaning in science.

He has published four books on rhetoric of science: *The Rhetoric of Science*, *Communicating Science: The Scientific Article from the 17th Century to the Present*, *Starring the Text: The Role of Rhetoric in Science Studies* and *The Scientific Literature: A Guided Tour*. A fifth book on the subject, *How the Best Scientists Communicate*, is being published by the University of Chicago Press. He has also co-edited two collections, *Rereading Aristotle's Rhetoric*, and *Rhetorical Hermeneutics*.

He is a Fellow of the Centers for Philosophy of Science at Minnesota and Pittsburgh, and has held Fellowships at various centers and institutes in Austria, Australia, South Africa, and Israel.



Dean E. Hewes
(Ph.D., Florida State University, 1974)

Dr. Hewes and his research efforts focus on interpersonal communication, communication and cognition, group decision-making, conflict management, and evolutionary approaches to the study of personal relationships.

He edited *The Cognitive Bases of Interpersonal Communication* and is at work on another book. His research has appeared in such journals as *Human Communication Research*, *Communication Yearbook*, *Quarterly Journal of Speech*, and *Communication Monographs*.

He has received numerous awards and grants for his scholarship, teaching, and advising and has been active in the International Communication Association and National Communication Association, serving as chairperson of the Interpersonal Communication Division of both organizations and as board member of the former.

Dr. Hewes teaches graduate courses in quantitative communication research methods, conflict and communication, interpersonal communication, evolutionary approaches to communication, love and commitment, and cognitive approaches to communication research.



Susanne M. Jones
(Ph.D., Arizona State University, 2000)

Dr. Jones conducts research in the production and perception of emotional support messages. Her research questions focus on the exploration of those message factors that make people feel better and that improve people's coping abilities. She also examines how verbal messages interact with nonverbal cues in the emotional support process.

Her research has appeared in such journals as *Sex Roles*, *Communication Monographs*, *Human Communication Research*, *Communication Research*, and *Communication Studies*.

Dr. Jones teaches graduate courses in interpersonal communication, nonverbal communication, communication emotional support, and communication theory.



Ascan F. Koerner
(Ph.D., University of Wisconsin, 1998)

Dr. Koerner's research interests focus on family communication and on the cognitive bases of relationships and their influence on interpersonal communication, including message production and message interpretation. Specifically, he is investigating basic relational schemas and the psychological and social rules of their implementation. He is also researching in the areas of persuasion and interpersonal influence.

His research on interpersonal and family communication has appeared in such journals as *Communication Monographs*, *Communication Theory*, *Human Communication Research*, *The Journal of Family Communication*, and the *Journal of Personal and Social Relationships*.

Dr. Koerner teaches graduate courses in interpersonal communication, persuasion, social cognition, and communication theory.



Elaine Tyler May
(Ph.D., University of California at Los Angeles, 1975)

Elaine Tyler May is a historian of the United States in the twentieth century whose work centers on the intersections of gender, sexuality, domestic culture and politics. Her scholarship explores the ways in which issues normally considered part of private life – such as consumerism and leisure pursuits – reflect, express, and influence American political, cultural, and social values. Her books and articles examine changing expectations for marriage in the early 20th century, family and sexuality in the cold war era, the history of women, and the history of childlessness and reproduction in America. Her current research project is an examination of the legacy of the cold war at home, which explores the ongoing quest for national and personal security in terms of Americans' sense of danger from within as well as outside the country.

Her books include: *Created Equal: A Social and Political History of the United States*, *Here, There, and Everywhere: The Foreign Politics of American Popular Culture*, *Homeward Bound: American Families in the Cold War Era*, *Barren in the Promised Land: Childless Americans and the Pursuit of Happiness*, *Pushing the Limits: American Women, 1940-1961*.



Laurie Ouellette
(Ph.D., U. of Massachusetts, 1998)

Dr. Ouellette specializes in critical media and cultural studies. Recent work examines media as technologies of self-shaping and citizenship, drawing from critical theories of liberalism and neo-liberalism (inspired by the late work of Michel Foucault) to address the civic and pedagogical dimensions of reality television entertainment. Her interests include television culture, consumer culture, social class and media, media and citizenship, self-help and advice media, interactivity and labor, domesticity and popular media, cultural policy, historiography as method, and feminist studies of media and culture.

Dr. Ouellette's books include *Better Living Through Reality TV: Television & Post-Welfare Citizenship* (co-authored); *Viewers Like You? How Public TV Failed the People*; and *Reality TV: Remaking Television Culture*, 2nd ed. (co-edited).

Her research appears in *Cultural Studies*, *Media, Culture & Society*, *Television & New Media*, *Continuum*, *Communication Review*, *Velvet Light Trap*, *Afterimage* and the anthologies *Feminist Television Criticism*; *Gender, Class & Race in Media*; *The Television Studies Reader*, and *The Critical Cultural Policy Reader*.



Mark Pedelty
(Ph.D., University of California, Berkeley, 1993)

Dr. Pedelty is on the faculty of the School of Journalism and Mass Communication in the College of Liberal Arts. He earned his Ph.D. in Anthropology at the University of California, Berkeley in 1993. His dissertation involved ethnographic fieldwork among reporters in El Salvador and resulted in *War Stories: The Culture of Foreign Correspondents* (Routledge 1995). His second long term ethnographic project examined *Musical Ritual in Mexico City: From the Aztec to NAFTA* (University of Texas 2004). He has published numerous journal articles and book chapters concerning mass media, education, media rituals, and music.

Mark is currently completing an ethnographic project concerning the politics of popular music and experimenting with the integration of quantitative content analysis into ethnographic research.

Mark has taught a range of undergraduate and graduate courses, and currently teaches two graduate seminars: (1) Media Ethnography and (2) Mass Media and Social Change.



Gilbert B. Rodman
(Ph.D., University of Illinois, 1996)

Dr. Rodman's research focuses on critical media studies, cultural studies, popular culture, communication technologies, and the politics of race and ethnicity. He is currently working on a book on multicultural identity, media representations, and public policy.

He is the author of *Elvis After Elvis: The Posthumous Career of a Living Legend* and co-editor of *Race in Cyberspace*. His research has appeared in such journals as *Cultural Studies*, *Journal of Communication Inquiry*, and *Popular Communication*.

He is the founder and manager of the CULTSTUD-L listserv, the Book Review Editor for *Cultural Studies*, and he serves on the editorial board of *Communication and Critical/Cultural Studies*.

Dr. Rodman teaches graduate courses in critical media studies and cultural studies.



Edward Schiappa
(Ph.D., Northwestern University, 1989)

Dr. Schiappa conducts research in argumentation, classical rhetoric, media influence, popular culture, and contemporary rhetorical theory. His current research explores the scope and function of rhetorical studies, including the relationship between rhetorical theory and critical media studies.

He has published six books and his research has appeared in such journals as *Philosophy & Rhetoric*, *Quarterly Journal of Speech*, *Rhetoric Review*, *Argumentation*, *Communication Monographs*, and *Communication Theory*.

He has served as editor of *Argumentation and Advocacy* and received NCA's *Douglas W. Ehninger Distinguished Rhetorical Scholar Award* in 2000 and the Rhetorical and Communication Theory Division Distinguished Scholar Award in 2006, the same year he was inducted as a Research Fellow by the Rhetoric Society of America. He now holds the Paul W. Frenzel Chair of Liberal Arts.

Dr. Schiappa is the Department Chair and teaches graduate courses on contemporary rhetorical theory and criticism, and popular culture criticism.



Mary Lay Schuster
(Ph.D., University of New Mexico, 1976)

Dr. Schuster's research interests focus on gender and reproductive technologies and the law.

She is the author of *The Rhetoric of Midwifery: Gender, Knowledge, and Power* and co-edited the collection *Body Talk: Rhetoric, Technology, and Reproduction*. Included in her analysis of midwifery is an exploration of how hegemonic medical discourse communities claim ownership of science and technology during jurisdictional battles.

She is a Faculty Fellow with the Law School and has conducted research on victim impact statements in sentencing of domestic violence offenders. She received three *National Council of Teachers of English Awards* for her work on gender and collaborative writing and has edited a book on research methods in professional communication.

Dr. Schuster is currently a member of the Writing Studies Department where she teaches in the scientific and technical communication program. She teaches such graduate courses as *Body, Space, and Gender: Studies in Material Rhetoric*.



Amy L. Sheldon
(Ph.D., University of Texas, 1972)

Dr. Sheldon studies language use in human interaction. She originally published in the areas of child and adult first and second language acquisition. Her research is now in the area of discourse analysis, i.e., gender differences in preschoolers' conversations, narrative analysis, the synchronization of gesture with speech, and the representation of speech in print advertising.

She has published one book, edited and contributed to numerous invited collections. Her research has appeared in such journals as *Discourse Processes*, *Merrill-Palmer Quarterly*, and *Research on Language and Social Interaction*.

She is a former fellow at the Cornell University Society for the Humanities. She was a co-principal investigator on a grant to Linguistic Technologies, which studied speech disfluencies. She has consulted for the BBC series *Child of Our Time*. She is an Affiliate at the Center for Cognitive Sciences.

Dr. Sheldon teaches graduate courses on discourse analysis, communication and gender, and language, culture, and identity.



Catherine Squires
(Ph.D., Northwestern, 1999)

Dr. Squires is the inaugural John and Elizabeth Bates Coweles Professor of Journalism, Diversity, and Equality. Her work focuses on the interactions between racial groups, mass media, and the public sphere.

Squires' first book, *Dispatches from the Color Line*, analyzes news coverage of controversies surrounding people of multiracial descent. She also has published work on African American-owned media, African American identity, and the public sphere in *Communication Theory* and the *Harvard International Journal of Press and Politics*.

Her work has been included in the books *Counterpublics and the State* (SUNY, 2001), *Say It Loud! African American Audiences, Media and Identity* (Routledge, 2002), and reprinted in *The Black Studies Reader* (Routledge 2004) and *African American Communication and Identities: Essential Readings*. (Sage, 2004). Other articles concerning racial identity and the mass media have appeared in the *Journal of Intergroup Relations* and *Critical Studies in Media Communication*.



Mary D. Vavrus
(Ph.D., University of Illinois, 1997)

Dr. Vavrus' research interests include news media representations of gender, feminism, and postfeminism. She is currently working on a book, tentatively titled *Gendered Brands: Identity and the New Terrain of Media Politics*.

She is the author of *Postfeminist News: Political Women in Media Culture*, which won the NCA's 2003 Diamond Anniversary Award. This award recognizes the most outstanding scholarly book published during the previous two years. She is co-editor of a collection of essays, *American Cultural Studies*, and her research has appeared in such journals as *Critical Studies in Mass Communication*, *Feminist Media Studies*, *Political Communication*, and *Women's Studies in Communication*. She also serves on the editorial boards of several scholarly journals.

Dr. Vavrus is also a member of the graduate faculty of the Feminist Studies program and teaches graduate courses including political economy of media culture, feminist media studies, qualitative methods in media studies, and feminist cultural studies and electoral politics.



Arthur E. Walzer
(Ph.D., University of Minnesota, 1975)

Dr. Walzer's current research focuses on civic rhetoric from the Classical period through the eighteenth century. He has published work on Aristotle, Quintilian, George Campbell, and Hugh Blair. His book, *George Campbell: Rhetoric in the Enlightenment*, was published in 2003. His articles have appeared in *Rhetorica*, *RSQ*, *QJS*, *RR*. He is co-editor of *Rereading Aristotle's Rhetoric*.

Walzer is an elected Fellow of the RSA and the former President of the American Society for the History of Rhetoric (ASHR), is co-editor (with Edward Schiappa) of a SUNY series, *Rhetoric in the Modern Era*, and serves as a referee for numerous scholarly journals. He won the Distinguished Teaching Award in his college in 1990.

Dr. Walzer is a Professor in Communication Studies and regularly teaches courses in rhetorical history and theory and in ethics and rhetoric.



Kirt H. Wilson
(Ph.D. Northwestern University, 1995)

Dr. Wilson's research moves from African American to presidential rhetoric and from the history of rhetoric to the rhetoric of history. At present, he is working on projects that investigate theories and practices of imitation in the nineteenth century and the symbolic reception of emancipation during the Civil War and Reconstruction.

His book *The Reconstruction Desegregation Debate* won NCA's *Winans-Wichelns Memorial Award for Distinguished Scholarship* and the *Marie Hochmuth Nichols Award for Outstanding Scholars in Public Address*. His research has appeared in *Rhetoric & Public Affairs* and the *Quarterly Journal of Speech*.

In 2004, the University of Minnesota awarded Dr. Wilson the prestigious *McKnight Presidential Fellowship*. The College of Liberal Arts also awarded Dr. Wilson the *Arthur "Red" Motley Exemplary Teaching Award* in 2002.

Dr. Wilson teaches graduate courses on U.S. public discourse, textual criticism and methods, African American civil rights rhetoric, and theories of race and culture.

Communication Studies Degree Requirements

Rhetorical Studies

Courses in rhetoric and public address approach communication as a humane study. Course work includes argumentation and persuasion, critical media studies, ethics, rhetorical theory and criticism, and U.S. public address. Students may also pursue special interests in rhetorical philosophies, movements and campaigns, popular culture, or historical and contemporary public speaking. The study of rhetoric and public address is to be supplemented by course work outside the department. An understanding of history, political science, sociology, or philosophy may be useful to the student describing and evaluating either historical or contemporary public discourse.

Critical Media Studies

Critical media studies approaches mediated communication as a cultural form that is socially influential, economically powerful, and politically significant. Coursework in critical media studies emphasizes qualitative, historical, and critical approaches to the study of media texts, audiences, institutions, policies, and economics. Topics covered in the Critical Media Studies curriculum include feminist media studies, media, race, and identity; political economy of media, audience reception and effects, popular culture, and media regulation and industries. Coursework outside the department is usually in the fields of American studies, cultural studies, political science, sociology, or gender, women & sexuality studies.

Interpersonal Communication

Course work in interpersonal communication has a social scientific orientation. Most students focus on interpersonal communication, strategic communication, or cognitive and emotional approaches to communication. Mastery in these areas allows for further specialization in conflict, intercultural communication, family communication, gender studies, discourse analysis, and small group communication.

Students are expected to augment their studies by developing skills with quantitative research methods. Appropriate course work and direct involvement in research are necessary to demonstrate competence in research methodology. Opportunities for collaboration with faculty research are readily available.

M.A. & Ph.D. Requirements

For a complete description of degree requirements, please visit:

<http://comm.umn.edu/grad>

Current Graduate Experiences

I am so pleased that I chose this department! Several members of the faculty took a real interest in me coming here, which made me feel welcome from the start. Now that I have been here a while, I see a similarly personalized and genuine interest in each incoming student expressed by the faculty over and over. Initially, I thought I might get to know one or two professors well, but this has been a much richer experience than I anticipated. Faculty are utterly accessible—not only for scheduled meetings at important points along the path of earning the degree, but for quick questions, friendly conversation, and often, coffee or lunch. Even professors outside of my concentration are willing to answer questions, make suggestions and just (and this sounds like a little thing, but it's a big one) be friendly and welcoming. To have that kind of access to accomplished and well-respected scholars is exciting and inspiring, and it also makes this department truly feel like a community. The weekly Wednesday lunch seminar brings the entire department and all three concentrations together. Students are exposed to faculty work—a huge plus in choosing committee members and classes—the faculty comment on student work, which is huge advantage in submitting papers to conferences and for publication. This department is focused on the student experience and on faculty and student research. There is support for presenting student papers, and the commitment to developing each student is sincere. Faculty treat graduate students, undergrads, and each other respectfully and professionally. I'm sure that political and scholarly differences must exist, but there are none of the tensions and

infighting here that I've felt elsewhere, and that benefits students directly. The Communication Studies Department truly wants students to succeed, and progress is regularly tracked and always encouraged. As a result of all these elements, my program has been steady and I feel my growth as a scholar has been maximized. This department offers a challenging intellectual life and a warm and welcoming environment in which it feels safe to take risks and try out new skills.

-Pamela Nettleton

Looking back on my time in the communication theory program here at the University of Minnesota, two seemingly contradictory features of the program come to mind: the smaller size of the department and the opportunity to connect with scholars from many related disciplines. Clearly, an advantage of being in a smaller program is that you receive more individualized attention in terms of both your coursework and your research. Beyond that, the focus on interpersonal communication in a smaller program has contributed to a sense of community among those in the program. The second notable feature of the communication theory program is the department's emphasis on an interdisciplinary approach. Coursework in programs such as Interpersonal Relationships Research allows networking in related disciplines and balances the potential to become too narrowly focused. The communal nature of the smaller program combined with integration with other disciplines allow me to benefit from the best each has to offer.

-Stacy Fitzpatrick

Recent Alumni



When, during the first eighteen months after completing my Ph.D., I found myself teaching graduate seminars in rhetorical criticism, U.S. public address, and contemporary rhetorical theory, the high quality of the education that I had received at Minnesota became dramatically clear to me. Although I felt all the ordinary uncertainties of a beginning assistant professor, I quickly came to appreciate the depth, richness, and sophistication of the courses I had taken at Minnesota and the myriad ways that my graduate experience had prepared me to assume the role of a faculty member. Furthermore, the friendships that I developed at Minnesota with students, faculty, and staff have supported and sustained me, professionally and personally. I am proud of my Minnesota degree, not only because of the distinction of the program but also because of the warmth and generosity of the talented and creative people with whom the program has connected me.

-Angela G. Ray



I suspect most folks would share what I value most about my time at Minnesota: the life-long friends and colleagues I made there. There is something unique about the program's comfortable environment, demanding curriculum, and the apocalyptic gloom of a snowy day that encourages deeper friendships. Next to that, what I value most about graduate study at Minnesota was the freedom that I was given to explore and study what interested me. Although I suspect that few of my professors would claim to have a strong interest in "fringe culture" or popular music, all of them encouraged me to study these things and provided the critical tools to do it! Finally, the charity of the program made it difficult for me to graduate and leave. I think one can find smart mentors in any strong communication program, but Minnesota's edge is its sense of humor and humanity.

-Joshua Gunn

***Department of
Communication Studies
Graduate Course Descriptions
(partial list)***

Special Seminars

Seminars on special topics, such as verbal aggression, love, courtship, & commitment, evolutionary bases of human communication, techniques of concept explication, qualitative research in media studies, political women in media culture, rhetoric of popular culture, rhetoric, race, & culture, and seminars on the writings of Kenneth Burke, Richard Rorty, Michel Foucault, and others are offered on a regular basis. The following courses are examples of offerings.

Comm 5110. Special Topics in Communication Theory. (3 credits)
Advanced theoretical problems. See department office for current offering.

Comm 5210. Contemporary Problems in U.S. Electronic Media. (3 cr)
Problems affecting U.S. commercial and educational electronic media. Audiences; race/gender issues; regulation.

Comm 5211. Critical Media Studies: Theory and Method. (3 cr) Survey of theories, research methods, and scholars dominating critical media studies since the 1920's.

Comm 5233. Electronic Media and National Development. (3 cr) Use of electronic media to change social, political, economic, and cultural life. Use by developing nations to improve agricultural practices, hygienic standards, literacy, and awareness of civic responsibility.

Comm 5245. Critical Television Studies. (3 cr) A study of television as a cultural institution and mode of commercialized popular culture.

Comm 5251. Media Race and Identity. (3 cr) A critical media studies perspective on the cultural politics of race and ethnicity.

Comm 5261. Political Economy of Media Culture. (3 cr) Analyzes media corporations and their practices, media audiences, the PR and advertising industries, and labor inside media corporations and in its media representations.

Comm 5401. Advanced Theories of Communication. (3 cr) Survey of major theoretical approaches to communication including, positivism, constructivism, and systems.

Comm 5402. Advanced Interpersonal Communication. (3 cr) Social scientific approaches to interpersonal communication; theory and research findings.

Comm 5404. Language, Culture and Identity. (3 cr) Ways in which language is connected to identity and transmits cultural knowledge, attitudes and beliefs. Social and ethnic perspectives on study of language and communication.

Comm 5406. Communication and Gender. (3 cr) How gender affects verbal communication. Development of analytical skills through readings, exercises and research to raise awareness of the power of language and the influence of gender prescriptions. Comparison across languages when possible.

Comm 5408. Social Cognition. (3 cr)
Role of cognitive processing in communication studies. Models include perception, attention, memory and their use in communication. Evaluation of social cognition theory and research.

Comm 5411. Small Group Communication Research. (3 cr) Survey of small group communication research; theory and practice. Group decision-making and leadership.

Comm 5421. Quantitative Methods in Communication Research. (3 cr) Social scientific methods used in studying human communication. Optional data processing laboratory for additional credit.

Comm 5431. The Process of Persuasion. (3 cr) Communication campaigns (e.g. advertising, political) illustrating persuasive processes and theories. Research paper required.

Comm 5441. Communication in Human Organizations. (3 cr)
Communication in organizational settings. Organizational structure and dynamics and their effect upon communication process. Individual projects.

Comm 5451W. Intercultural Communication Processes. (3 cr)
Theory and research on cultural differences in values, norms, behaviors, and perceptions that affect communication across cultures internationally and domestically.

Comm 5461 Conversation Analysis. (3 cr) Discourse processes in dyadic and multiparty conversation. Application of concepts through analysis of conversations.

Comm 5462. Field Research in Spoken Language. (3 cr) Transcribing and analyzing verbal communication and movement related to it. Applying concepts to recorded conversations.

Comm 5611. Survey of Rhetorical Theory. (3 cr) Survey of rhetorical theory from ancient to contemporary period; application of theory to public discourse.

Comm 5615W. Introduction to Rhetorical Criticism. (3 cr) Analysis of public discourse using various theoretical perspectives.

Comm 5617. History and Criticism of U.S. Public Discourse: 1630-1865. (3 cr)
How discourse has been used to establish or maintain power. Speeches and public debates used to examine U.S. public address from the 17th century (e.g. Puritan sermons) to the Civil War.

Comm 5618. History and Criticism of U.S. Public Discourse: 1865-1950. (3 cr)
How discourse has been used to establish or maintain power. Speeches and public debates used to examine U.S. public address from the mid 19th century to 1950.

Comm 5970. Directed Study. (1-3 cr)
Guided individual reading or study.

Comm 5994. Communication Research Practicum. (3 cr) Students participate in research group.

Comm 8110. Seminar: Advanced Speech Problems. (3 cr) Evaluation of research methods in communication studies.

Comm 8210. Seminar: Selected Topics in U.S. Electronic Media. (3 cr)

Literature survey; evaluating research on topics; conducting independent research project on a particular topic tailored to both current issues and research expertise.

Comm 8211. Critical Communication Studies: History, Theory, Method.

(3 cr) Qualitative research methods for studying media institutions, texts, audiences, and contexts.

Comm 8231. Seminar: National and International Electronic Media Systems.

(3 cr) Historical and contemporary aspects of national and international electronic media systems. Roles of national and international regulatory bodies. Approaches to programming and evidence of effectiveness.

Comm 8402. Seminar: Interpersonal Communication.

(3 cr) State of the art research, theory, and methodology in interpersonal communication. Areas of future development.

Comm 8403. Seminar: Emotion and Communication. (3 cr) Major theories of emotion and the role of emotion in communication.

Comm 8406. Seminar: Language and Gender Research.

(3 cr) Evaluation of research on selected topics regarding the intersection of language and gender. Research project.

Comm 8411. Seminar: Small Group Communication Theory.

(3 cr) Research problems and methods.

Comm 8451. Seminar: Intercultural and Diversity Research.

(3 cr) Development of ideas and methods for research project, M.A. Plan B project, or Ph.D. dissertation.

Comm 8452. Seminar: Methods of Intercultural/Diversity Facilitation.

(3 cr) Theories of and techniques for managing effective intercultural communication and diversity. Intercultural training.

Comm 8502. Seminar: Communication Theory Construction.

(3 cr) Logic of communication theory development and modification from a social scientific perspective. Types of communication theories.

Comm 8503. Historical and Descriptive Research in Communication.

(3 cr) Elements involved in conducting and analyzing historical and descriptive research; approaches to historical research, assessing primary and secondary sources; completing a major research project.

Comm 8504. Seminar: Rhetorical Criticism.

(3 cr) Rhetorical criticism theories and methods. Rhetoric as applied to literary studies and the growth of hermeneutics as vantage points for reassessing rhetorical methods.

Comm 8606. Seminar: Rhetorical Analysis of Campaigns and Movements.

(3 cr) Literature and methodology in historical and contemporary rhetorical campaigns and movements.

Comm 8611. Seminar: Rhetoric.

(3 cr) History and criticism of rhetorical theory. Research in rhetoric.

Comm 8625. Seminar: Communication Ethics. (3 cr) Independent research on communication ethics in interpersonal, group, organizational, intercultural, and media settings. Theories of ethics and methods of analysis.

Comm 8994. Directed Research. (3 cr) Supervised research project.

Graduate Catalog

There are many graduate programs across the University that are of interest to Communication Studies Graduate students. For a complete listing on-line, see: <http://www.catalogs.umn.edu/grad>

Financial Aid

Teaching Assistantships

For many graduate students, funding for graduate school is available in the form of teaching assistantships. Graduate teaching assistants (GTA) receive direct financial compensation, tuition waivers, and subsidized health care insurance. GTAs are expected to teach two classes per school year (1 in fall semester/ 1 in spring semester). Additional funding is often available during the summer session. Occasionally opportunities arise for graduate students to work with faculty as paid research assistants in lieu of teaching.

Traditional Financial Aid

For those interested, student loans and other forms of financial aid are available through the University's Office of Student Finance. For more information go to the office's website at:
onestop.umn.edu/finances/financial_aid

Graduate School Fellowships for New Students

Program Description: The purpose of the Graduate School Fellowship program is to assist directly in the recruitment of outstanding students to our graduate programs by providing the incentive of an academic-year merit fellowship. The award includes a stipend of around \$22,500 plus academic-year tuition at regular Graduate School rates for full-time status, plus health insurance for the academic year and for summer.

(Note: Fellows are responsible for all other fees or charges and tuition to non-Graduate School colleges, such as College of Continuing Education.)

Eligibility: The department may nominate prospective students who will enter the University of Minnesota Graduate School for the first time in the coming academic year. While students need not have been admitted at the time of nomination, they must have a formal fee-paid application on file at the Graduate School.

Review/Selection Criteria: The review is conducted by the Graduate School Fellowship Committee, composed of faculty from across the University, which selects the awardees based of the following criteria: the strength of the nominee's career statement; the extent and the level of the nominee's preparation and suitability for the proposed program; and the overall effectiveness of the nominating program's presentation. Preference will be given to prospective doctoral students, all other factors being equal.

Fellowship Application Process: Please complete the "Application For Financial Aid" and return it to the Department of Communication Studies. The Director of Graduate Studies, along with the Department Chair, make final decisions on who they will nominate. As stated above, the Graduate School Fellowship Committee makes the final decisions.

Research Facilities

Research Laboratories

The Department of Communication Studies has state-of-the-art research facilities. Our laboratories consist of three interaction labs and a main lab. Each of the interaction labs is equipped with audio/video recording equipment, one-sided mirrors, and control rooms for non-obtrusive observation of groups or dyads. Currently, one of the interaction labs is configured as a living room for family research, the second is configured for focus-groups and small group research, and the third is set up for traditional mass survey research.

The main lab is equipped with several high speed PC's for data processing, data storage, and high-speed internet research. In addition, the main lab is equipped with digital and analog video-editing suites for multi-media production.

Graduate Student Computer Lab

Independent of the research facilities, the department maintains a graduate student computer lab equipped with up-to-date PC and Macintosh computers and scanners.

University of Minnesota Libraries

The University of Minnesota's Libraries are one of the University's and the State's greatest intellectual and capital assets. Housed in five major facilities and eleven branch sites, the University Libraries comprise nearly 6 million print volumes, 45,000 serial subscriptions, 6 million microforms, 2.6 million government documents, and 400,000 maps, making it the 17th largest research library in North America. The Libraries circulate more

than 1 million items annually to students, faculty, and staff. To support such a large and complex institution as the University of Minnesota, the Libraries acquire, catalog, and maintain information in practically every field of knowledge, in every language, from every time period, in every conceivable format. The Libraries have outstanding collections on the history of medicine, social welfare, computing, architecture, American poetry, Afro-American literature, children's literature, history of European expansionism, cartography, British colonialism in India, Scandinavian studies, forestry, engineering and technical standards, and federal and international government documents.

Research Opportunities

“Apprenticeship teaching and research activities that, under faculty mentorship, provide progressively increasing levels of responsibility are effective ways to teach and conduct independent research.”
(Association of American Universities' Committee on Graduate Education, October 1998)

Collaborative Research

In addition to the research that students conduct as part of class assignments, collaborative research is often available with faculty members. Such opportunities are valuable learning experiences for students plus they often produce publications that enhance a student's vita when entering the job market.

Professors Dean Hewes and Edward Schiappa have collaborated with teaching faculty Peter Gregg to conduct several studies on the influence of specific television series on college students' attitudes. One project investigated the

relationship between students' viewing of frequency of *Will & Grace* and their attitudes about homosexuality, while another assessed whether exposure to the HBO show *Six Feet Under* and *Queer Eye for the Straight Guy* influenced students' anxieties and fears about death and dying.

Professor Dean Hewes is co-authoring a book chapter with graduate students Karyl Daughters and Pam Cox-Otto that discusses theories of cognitive architecture, specifically modularity, used in interpersonal communication contexts. This book chapter will be followed up with an extensive study to be conducted by Hewes, Daughters, and Kristin Eis Cvancara. This study focuses the cognitive, evolutionary, and cultural determinants of information seeking in dating.

Associate Professor Ascan Koerner works with graduate students on research in family and interpersonal communication. Koerner and graduate student Manako Fujiwara presented a study that compared relationship models of Japanese and Americans at The National Communication Association conference in Seattle. In another project, Koerner and Cvancara investigated the role of conformity orientation on family communication and a publication in the *Journal of Family Communication*.

Professor Karlyn Kohrs Campbell and doctoral student Sang-Chul Lee co-authored an article published in the *Quarterly Journal of Speech* on the inaugural address of Republic of Korea President Roh Tae-woo. Lee began work on the address in a rhetorical criticism seminar with Campbell and they jointly formed it into an essay using this speech to illuminate the impact of political change on the rhetoric of presidents.

A grant of \$91,000 from Minnesota Technologies, Inc. funds the work of Professor Amy Sheldon and her co-principal investigator, Dr. Joan Bachenko, VP for research at Linguistics Technologies, Inc., a local medical transcription company. They are working with a research team composed of graduate and undergraduate students. This team is analyzing speech errors and filled pauses in verbal reports of patient chart records. Their goal is to create speech recognition software that will help automate the transcription of patient records. They are also looking at possible influences from social characteristics (of patients or doctors), such as gender, on how the patient records are constructed as text.

Professor Rosita Albert has collaborated with graduate students and teams on research, publications, and conventions. She has co-authored publications with former students Gail Nelson, Esther Yook, and In-ah Ha. Which have focused on differences in attributions between Latinos and Anglos, perceptions of the appropriateness of negotiations across cultures, mutual stereotypes of Koreans and African Americans, and the effects of intercultural training. She is currently collaborating with graduate student Jun Rong and Michael Paige (College of Education) on research dealing with the level of Intercultural Sensitivity of students in intercultural and other communication classes, as well as collaborating with E. Yook on research of Japanese, Korean, and Chinese employees in American work settings.

Professor Karlyn Kohrs Campbell and then doctoral student Angela Ray co-authored a chapter for a volume of *The History of U.S. Public Address* to be published by Michigan State University

Press. Ray's contributions to the chapter emerged from a paper she wrote on some of Victoria Clafin Woodhull's speeches for Dr. Campbell's rhetorical criticism seminar and from earlier work she had done on Francis and Virginia Minor. Angela's fine work was incorporated with some of Dr. Campbell's work on Susan B. Anthony and Matilda Joslyn Gage into the chapter on the impact of the Civil War and the Reconstruction Amendments. Ray finished her Ph.D. on a Graduate School Dissertation Fellowship.

Independent Research

Although collaborative research opportunities abound, the Communication Studies Department also makes a strong commitment to support students' independent research. For instance, the department regularly provides funds for graduate students to travel to national and regional academic conferences to present their research. Additionally, the department sponsors a number of financial awards to support individual research projects.

Interdisciplinary Studies

Graduate students in Communication Studies also find support for their research in some of the University of Minnesota's other fine programs.

In the area of Interpersonal Communication, we have connections with the Psychology Department, the faculty associated with the doctoral minor in Interpersonal Relationships Research, and the Center for Cognitive Sciences.

For the Psychology Department, see:
www.psych.umn.edu

For the Doctoral Minor in Interpersonal Relationships Research, see:
education.umn.edu/icd/irelminor

For the Center for Cognitive Sciences, see:
www.cogsci.umn.edu
In the area of Rhetorical Studies we have connections with Writing Studies, Philosophy, Cultural Studies, and Feminist Studies.

For the Writing Studies Department, see:
www.writingstudies.umn.edu

For Philosophy, see:
www.philosophy.umn.edu

For Cultural Studies, see:
<http://cscl.umn.edu>

For Feminist Studies, see:
www.gwss.umn.edu

The Twin Cities

Minneapolis, the largest city in Minnesota, and Saint Paul, its capital, are known as the Twin Cities, the state's major metropolitan area. They are rich in what makes cities exciting, yet have few urban drawbacks. There is negligible pollution, low crime rates, and people are known for their friendliness. Both are highly attractive cities, offering flourishing downtowns, sophisticated educational and cultural institutions, entertainment and sports, and the always affordable diversions of parks and open spaces. Additionally, Minneapolis and Saint Paul are growing centers of commerce and industry with major corporate headquarters in electronics, computers, food processing and milling, medicine, transportation, and forest products.



Minneapolis

Cultural activities abound. The Minnesota Orchestra is based in Minneapolis; its Orchestra Hall home also welcomes classical soloists and popular performers. The Grammy Award winning Saint Paul Chamber Orchestra is housed in the beautiful Ordway Music Theatre. Live drama has long thrived in the Twin Cities, which supports seven professional theaters and numerous smaller ones. The choices include, but are certainly not

limited to, classics at the Guthrie Theater and experimental works at the Southern Theater. The Minneapolis Institute of Art displays an encyclopedic collection of world art from antiquity to the present. The Walker Art Center, also in Minneapolis, highlights contemporary painting, sculpture, prints, and multi-media arts. Exhibits at the Science Museum of Minnesota's newly constructed state-of-the-art facilities attract interest in Saint Paul.



Saint Paul

Major league sports fans can catch the action in baseball, basketball, football, and hockey, with the 1987 and 1991 World Series Champion Minnesota Twins, the Minnesota Timberwolves, the Minnesota Vikings, Minnesota Wild, and the Minnesota Lynx. The University of Minnesota offers the opportunity to see Big Ten intercollegiate athletics at a variety of world-class venues. As exciting as these spectator sports can be, sometimes the most refreshing activities are those offered while simply enjoying the outdoors.

Applying For Admission

For a master's degree, a bachelor's degree or its foreign equivalent from an accredited college is required. A master's degree is required for admission to the doctoral program. As a general rule, an undergraduate average of 3.0 (on a 4.0 scale) is considered necessary for applicants. An average of 3.5 in the master's is necessary for admission to the doctoral program. We require all applicants to take the Graduate Record Examination (GRE), General Test, which assesses verbal, quantitative, and writing abilities. Applicants whose native language is not English also must take the TOEFL and score at least 550 (paper version) or 213 (computer version) or a MELAB score of 80, or an IELTS score of 6.5.

To complete an application:

- 1) Complete the Graduate School's Application for Admission and pay the application fee. You can download a hard copy of the application form or complete this application on-line, starting at www.grad.umn.edu
- 2) Arrange to have academic transcripts for all undergraduate and graduate work taken to date sent to:

The Graduate School
University of Minnesota
309 Johnston Hall, 101 Pleasant St. SE
Minneapolis, MN 55455-0421

- 3) Be sure to have the GRE Testing Services send an official copy of your scores to the Graduate School. Also send a photocopy to the Department:

Graduate Application
Department of Communication Studies
University of Minnesota
225 Ford Hall, 224 Church Street S.E.
Minneapolis, MN 55455-0427

- 4) When the applicant completes the Graduate School's on-line application, she or he must indicate the email addresses of three individuals who will provide letters of recommendation. The individuals who provide this assessment of the applicant's academic ability are encouraged to send a hard copy of their recommendation directly to the department and not the Graduate School.
- 5) Send a writing sample of about 10 typewritten pages to the Department, not the Graduate School. We prefer term papers that demonstrate the applicant's research, critical, and/or theoretical skills.
- 6) If you are interested in applying for Financial Aid, such as a Teaching Assistantship or Fellowship, you also need to complete a Departmental Application form. These are available as a PDF download at www.comm.umn.edu/graduate/Admission.html or you can request a copy from the Department.

DEADLINE: For fall admission have your file completed by December 31, 2008.

For more information visit the Department of Communication Studies's website at www.comm.umn.edu or contact the Graduate Coordinator, Bea Dehler, at (612) 624-5800 or dehle001@umn.edu