

SIMON FRASER UNIVERSITY

S.75-102

MEMORANDUM

To: SENATE

From: SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

Subject: FACULTY OF INTERDISCIPLINARY STUDIES
DEPARTMENT OF COMMUNICATION STUDIES
PROPOSED CURRICULUM CHANGES

Date: JUNE 18, 1975

MOTION 1: "That Senate approve, and recommend approval to the Board of Governors, as set forth in S.75-102, the changes in curriculum, regulations and courses, including:

- i) Requirements for a major in Communication Studies
- ii) Requirements for honors in Communication Studies
- iii) Requirements for a minor in Communication Studies
- iv) Changes to existing courses
- v) New courses:
 - CMNS 220-3 - Approaches to Human Communication
 - CMNS 232-3 - Urban Communications Networks
 - CMNS 234-3 - The Political Economy of Communications
 - CMNS 257-3 - Explorations in Video
 - CMNS 258-3 - Explorations in Sound Tape Recording
 - CMNS 323-3 - Communication Processes and Individual Behavior
 - CMNS 334-3 - The Political Economy of the Radio Spectrum and Telecommunications
 - CMNS 338-3 - Sound Tape Recording: Theory and Uses
 - CMNS 404-5 - Communications: Ecosystems
 - CMNS 425-5 - Seminar in Communication Processes
 - CMNS 455-5 - Special Topics in Communications

MOTION 2: "That Senate waive the normal two semester time lag requirement in order that the following courses may be first offered in the Spring semester 76-1, if appropriate:
CMNS 220, 232, 234, 257, 258, 323, 334, 338, 404, 455."

Note: When CMNS 220-3 is introduced, CMNS 210-3 will be discontinued;
When CMNS 253-3 is introduced, CMNS 233-3 will be discontinued;
When CMNS 255-3 is introduced, CMNS 235-3 will be discontinued;
When CMNS 259-3 is introduced, CMNS 239-3 will be discontinued;
When CMNS 324-3 is introduced, CMNS 311-3 will be discontinued;
When CMNS 423-5 is introduced, CMNS 410-5 will be discontinued.

SIMON FRASER UNIVERSITY

S.75-102

MEMORANDUM

To SENATE

From SENATE COMMITTEE ON UNDERGRADUATE
STUDIES

Subject

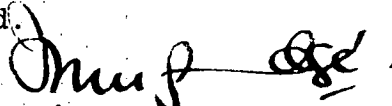
Date 18th June, 1975

At its meeting of 17th June, the Senate Committee on Undergraduate Studies discussed the attached proposal for curriculum and calendar revisions in the Communications Studies Program.

In discussion of this proposal, it was emphasized that the changes in the Communications Studies curriculum were being brought forward as the Department's response to the charge given to it by Senate following its establishment in 1972. At that time, Senate required that, within the first two years of the curriculum's operation, it should be reviewed by the Department with a view to making any changes which the teaching of a new program seemed to require. Thus, as a result of its discussions since September, 1974, the Department has brought forward a number of changes and additions to its program, designed to remedy the defects which had appeared since the program's inception and to expand those areas which had not been fully covered in the initial proposal. Members of the Committee raised the question of overlap with courses offered in other departments with respect to a number of the new course proposals. The Committee was, however, satisfied that the departments concerned had been consulted and had expressed their agreement with the content of the courses and the manner in which it was proposed to offer them. It should, however, be noted that the representatives of the Faculty of Arts and the Faculty of Education indicated that their Curriculum Committees had not yet had a chance to discuss the proposal but that they would be able to do so before the July Senate meeting. Although neither of these representatives anticipated that any substantial objections would be raised by their Committees, it was agreed that any such objections would be brought to the notice of Senate before its next meeting.

The representatives of the Communications Studies Department indicated that they wished the Committee to recommend to Senate that the normal two semester time lag requirement be waived for CMNS 220, 232, 234, 257, 258, 323, 334, 338, 404 and 455, so that these courses may be offered in the Spring semester 1976. It was emphasized, however, that the Department had no intention of offering all of these courses at that time, but that, since it had not yet made detailed course projections, it was merely asking for enabling legislation from Senate so that it may offer those cases which were necessary.

This proposal is now forwarded to Senate, with the Committee's recommendation that both the proposal and the motion for waiver of the time lag requirement be approved.


I: Mugridge

SIMON FRASER UNIVERSITY

SCUS 75-30

MEMORANDUM

Mr. H. M. Evans, Registrar &
Secretary to the Senate Committee
on Undergraduate Studies.

Subject See below.

From J. Blanchet, Secretary,
Faculty of Interdisciplinary Studies
Undergraduate Curriculum Committee.
Date June 2/75.

Proposal for Curriculum and Calendar Revisions,
Communication Studies. (I.S.C. 75-6).

The Faculty of Interdisciplinary Studies Undergraduate Curriculum Committee has reviewed and approved the above proposal, and I am now transmitting it to the Senate Committee on Undergraduate Studies for consideration.

Attachment.

J. Blanchet

SIMON FRASER UNIVERSITY

MEMORANDUM

Dr. T.J. Mallinson	From Larry Thomas
Communication Studies	A.U.L. for Collections & Public Service
Subject Communications Studies curriculum revision	Date June 2, 1975

As required by SCUS procedures we have received library resources related to new courses and revisions of existing courses proposed for Communications Studies.

Two general observations should be made: (1) for the past two years a separate allocation for support of communications studies has been included in the book budget and, therefore it has been possible to build a basic though somewhat limited collection; (2) since this is a highly interdisciplinary field, many essential materials are drawn from other subject areas which are well established in the library collections. You have mentioned that two students are currently doing bibliographical research to enable the improvement of collections. This effort is greatly appreciated by our staff, and I am sure that the normal book budget allocations of the next few years will be sufficient to acquire the materials they identify.

We have checked the reading lists provided (4 courses didn't have any and one course, 258-3, had only 2 items on its list), and find that the Library has all but 25 of the 87 titles. This, of course, represents no particular problem as the missing items should be relatively easy to acquire.

However, we are concerned about several matters: (1) it is difficult to tell what additional research demands will be created by the new curriculum - especially 425 Seminar in Communication Processes and 455 Topics in Communication - and if the Library collections will be adequate; (2) Explorations in Video (275-3) Explorations in Sound Tape (258-3) are being offered to make it possible for CMNS 337 and 338 "to focus on media usage in social, political, and cultural contexts rather than on techniques" this sounds as though there will be more print materials needed in the latter courses, but there is no indication what might be required; and (3) with the establishment of 11 new courses there will be an expanded use of Reserves which will increase Library costs in time.

However, in spite of these uncertainties, it appears that the Library will be able to offer a reasonable level of support for the proposed new curriculum.

LET:vk

Larry

SIMON FRASER UNIVERSITY

MEMORANDUM

Dean R. C. Brown, Faculty of

Interdisciplinary Studies.

Subject.....

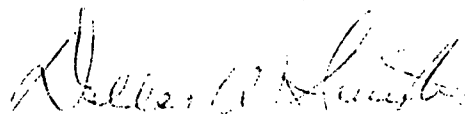
From Dallas W. Smythe, Chairperson,

Communication Studies Department.

Date May 29, 1975.

Attached is the proposed revision of the Communication Studies program. This revision is the outcome of the Departmental review of our experience to date, conducted since September 1974. The attached document reflects changes and modifications recommended by our departmental review, by the Undergraduate Curriculum Committee of the Faculty of Interdisciplinary Studies and by the Registrar's office.

We request that the proposals be forwarded to the Senate Committee on Undergraduate Studies as speedily as possible in order that we may petition Senate to make these changes effective in January, 1976.



Dallas W. Smythe,
Chairperson.

DWS:lgc

Attachment.

SIMON FRASER UNIVERSITY

MEMORANDUM

Dean R. C. Brown, Faculty of
Interdisciplinary Studies.
Subject: Communication Studies Proposal

From: T. J. Mallinson, Professor,
Communication Studies Department.
Date: June 2, 1975.

We have furnished the library with a copy of this proposal and I have discussed the matter briefly with Larry Thomas.

The Library is presently reviewing the status of our holdings and will be reporting on these to both the department and to S.C.U.S. as soon as the information is available.



T. J. Mallinson,
Professor.

TJM:lgc

DEPARTMENT OF COMMUNICATION STUDIES
PROPOSAL FOR CURRICULUM AND CALENDAR REVISIONS

I. PREAMBLE: ORGANIZATION OF STREAMS AND INTRODUCTORY
CALENDAR STATEMENT

The Department of Communication Studies has been in full operation since September, 1973. As a result of reviewing its teaching experiences, discussions with students passing through the program, and consultations with other communication scholars, the department is recommending the following refinements in our curriculum and program. By and large the changes recommended are editorial and serve to orient the student more clearly towards particular areas of study, while ensuring that he does not remain unaware of the relationships between these areas.

The following pages outline the methods by which we seek to achieve these purposes, inserting calendar changes where appropriate, detailing the rationale and course changes necessary, and summarizing the results in a form which outlines the critical paths available to students.

The first major step in this refinement is the identification of the three main areas of concentration or emphasis within the department. These three areas do not represent additions to the work of the department, but rather a clarification of the three distinct but complementary foci for the study of the broad field of communications. The experiences of students presently working in these areas have convinced us that clear descriptions of these streams would enable incoming students to be more aware of the choices and paths available and the attendant requirements of the respective programs.

The following Section II - New Calendar Statement (to be inserted in the revised calendar) outlines the streams available and the requirements for the program.

Section III - Course Changes and Additions - gives details on the course revisions that will be necessary to make this plan work.

Section IV - Summary - gives a complete list of all Communication courses as they will exist if the present changes are accepted, and contains a diagrammatic flow chart summarizing the paths which students may take to complete a Major in Communication Studies.

II. NEW CALENDAR STATEMENT - COMMUNICATION STUDIES

(Note: The following will appear immediately following faculty listings and paragraph one in the 1975-76 calendar).

AREAS OF STUDY AND RESEARCH

The Department of Communication Studies is an inter-disciplinary research and teaching centre which works in close cooperation with several other departments in the University.

The broad goal of this program is to develop the foundations of knowledge, the problem-centered approaches, and the personal skills that will enable students to work with contemporary theories and problems of communication and social change. Particular emphasis is placed on the relationship between the media (TV, radio, film and print), interpersonal communications and such applied areas as education, government, counselling, telecommunications and community service in the Canadian context.

At present faculty resources provide for studies in three specific areas: (For detailed descriptions see section on Representative Programs: Departmental Streams.)

1. Communication Systems (courses numbered -0-)

The theoretical and pragmatic consequences of a communicational approach to societal and environmental analysis.

2. Communication Processes (courses numbered -2-)

The nature and effects of the interactions which occur within and between individual persons and human systems.

3. Communication Institutions (courses numbered -3-)

The structure and functioning of organization related to technically mediated communication systems.

In addition there are General Support courses (courses numbered -5-) which provide technical preparation necessary to specific objectives and for advanced study in specialized areas.

MAJOR IN COMMUNICATION STUDIES

Students intending to major in Communication Studies will normally elect to concentrate in one of the three areas outlined above (Systems or Processes or Institutions). Those students wishing to arrange other combinations to meet specific educational objectives should consult the departmental adviser.

Requirements: Students in the general degree program must complete a total of 120 semester hours (see requirements following and general regulations Section 6.4):

1. Lower Levels (normally the first 60 credit hours)

- (a) The program will normally include CMNS 200, CMNS 220 and CMNS 230, as well as any workshops or other preparation required for specific programs.
- (b) Students, in consultation with the departmental adviser, are normally required to take at least 12 semester hours in each of the general areas of the humanities, social sciences and natural sciences.

Students are encouraged to select some courses which emphasize research methodology and experimental approaches in the social sciences.

2. Upper Levels

- (a) The program normally includes a minimum of 45 credit hours in courses numbered 300 and above, of which at least 28 hours must be selected from Communication Studies or areas approved by the department.
- (b) The student's program must include at least two upper division courses in the Communication Studies department outside of the stream selected by the student for his Major.

HONORS IN COMMUNICATION STUDIES

The Honors Program is designed for those exceptionally able students who wish to pursue a more intensive study of Communications than is offered by the Major Program. The Honors Program is directed towards the integration of theoretical and factual information and the development of relevant skills by independent study, tutorial guidance, small group seminars and research experience, and will culminate in a final report by the student to be submitted to his adviser by the end of the next to final semester of 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 Departmental Chairman.

Requirements: Students in the Honors degree program must complete a minimum of 132 semester hours (see requirements following and general regulations, Section 6.4).

1. Lower Levels

As for the Major Program.

2. Upper Levels

- (a) The program includes a minimum of 72 credit hours, of which at least 60 must be numbered 300 and above. 48 of these must be selected from Communication Studies or an area approved by the Department.
- (b) The student's program must include at least two upper division courses in the Communication Studies department outside of the stream selected by the student for his Major.
- (c) Honors students will be required to maintain a cumulative Grade Point Average of 3.0 in fulfilling the Honors Program component.

COMBINED PROGRAMS

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

MINOR PROGRAMS

A minor program consists of 14-18 hours upper division credits in Communication Studies.

REPRESENTATIVE PROGRAMS: DEPARTMENTAL STREAMS

A. Communication Systems Stream

The theoretical and pragmatic consequences of a communicational approach to societal and environmental analysis. The Systems stream offers a number of perspectives on social and natural ecosystems as communication systems. It introduces material from anthropology, psychology, economics, cybernetics, theories of knowledge, systems ecology, semiotics and critical theory. The student is provided with the choice of a number of pathways and levels through which to pursue the theoretical and pragmatic consequences of a communicational approach to the various system-environment relations within and between society and nature, as well as to the past, present and potential future of our own and other socioeconomic systems.

General Requirements

For students majoring in the Systems stream general departmental requirements apply. All Systems courses are identified by the second digit in the course number as -0-. e.g. CMNS 303. Prerequisites may be waived by the Chairman of the department.

B. Communication Processes Stream

The nature and effects of the interactions which occur within and between individual persons and human systems. Creating, sharing and using symbols and statements is the humanizing process of man. A change in that process alters the nature of human affairs. The Communication Processes stream will consider the nature of the processes of human communication which occur within and between human systems; courses in this stream will examine the manner in which the individual, his institutions and society are formed, maintained and changed through the processes of interpersonal communication.

General Requirements

For students majoring in the Communication Process stream, general departmental regulations apply. All Processes courses are identified by the second digit in the course number as -2- (e.g. CMNS 320). Prerequisites to courses may be waived by the Chairman of the Department.

C. Communication Institutions Stream

The structure and functioning of organization related to technically mediated communication systems. The focus of this stream is the analysis of the structure and policy of the institutions which create, control or operate technically mediated communications systems. The term 'institution' is used to designate all the formal and informal organizations of which our society has an abundance and with which individuals have to contend in attempting to discover how telecommunications systems actually operate. The relevant institutions and organizations in Canada include such bodies as the federal and provincial governmental departments and agencies; telecommunications businesses and industry trade associations; crown corporations involved in telecommunications and community and public interest bodies active in the communications field. Outside Canada, there are equivalent institutions and organizations in other countries as well as international organizations such as ITU and Intelsat.

The stream deals with issues such as the changing nature and uses of communications technologies and of patterns of access to institutions, e.g. cooperatively owned broadcasting systems, alternative media groups and community information services. It deals with conflicts between provincial and federal regulatory authorities and objectives and the process of communications policy regarding private telephone and CATV companies and their international affiliates; broadcasting policy in relation to Canadian culture autonomy. It deals with the relation of the spread of communications technology to the kinds of 'development' which take place in what are commonly termed 'developed' and 'developing' nations.

The theories and methodologies brought to bear on the problems dealt with in this stream are drawn from all the social sciences. Problems are seen as generating solutions which in turn create new problems. The critical perspective which informs this approach includes a critical approach to itself.

General Requirements

For students majoring in this stream general departmental regulations apply. The upper division core courses for this area are CMNS 331, CMNS 333, CMNS 334 and are strongly recommended, both for students majoring in the Institutions stream and for those students in other streams who wish to select their upper division electives from this area. Prerequisites may be waived by the Chairman of the department.

DESCRIPTION OF COMMUNICATION STUDIES COURSES (CMNS)

(As in present calendar with approved changes to be incorporated)

III. COURSE CHANGES AND ADDITIONS

The following is a list of those courses for which we are seeking editorial changes, major changes or introduction as new courses. These are discussed in detail on the following pages. The changes in course numberings are designed for stream identification.

A. Courses requiring editorial changes

a. General

Remove from courses concerned the statement reading "Prerequisites CMNS 100-3". (CMNS 200-3, 210-3, 230-3, 235-3, 239-3, 303-3, 311-3, 331-5, 332-3, 333-3, 410-5.)

b. Communication Systems Stream

1. CMNS 200-3 - Introduction to Communication Systems

Title - Change to "Introduction to Communication Systems"

Course Description - change to:

"Introduction to the ecology of human communication and the processes by which information is consciously and unconsciously coded and channelled; examination of verbal and non-verbal dimensions; the role of noise; feedback and ideology; the role of media; the relationship between the individual and the social system."

Add: "This course is required for all Majors and Honors students."

Add: Students with credit for CMNS 200-3 under its former title "Theory and Process of Communications" may not take this course for further credit.

2. CMNS 400-5 - Communication Theory: Systematic Formulations

Course Description - Delete word "general" before systems approaches (sentence 2).

c. Communication Processes Stream

1. CMNS 324-3 - Communication & Creativity

Course Number - change from CMNS 311-3 to CMNS 324-3

Course Description - change to:

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

Add Note: "Students with credit for CMNS 311 may not take this course for further credit."

2. CMNS 423-5 - Cognitive Development in Communication and Learning

Course Number: Change from CMNS 410-5 to CMNS 423-5

Add Note: "Students with credit for CMNS 410 may not take this course for further credit."

d. Communication Institutions Stream1. CMNS 230-3 - Introduction to Communication Media

Add Note: "This course is required for all Majors and Honors students."

e. General Support Courses1. CMNS 253-3 - Computers and Communications

Course Number - change from CMNS 233-3 to CMNS 253-3

Add Note: "Students with credit for CMNS 233 may not take this course for further credit."

2. CMNS 255-3 - Introduction to Visual Language

Course Number - change from CMNS 235-3 to CMNS 255-3

Add Note: "Students with credit for CMNS 235 may not take this course for further credit."

3. CMNS 259-3 - Acoustic Dimensions of Communication I

Course Number - Change from CMNS 239-3 to CMNS 259-3

Add Note: "Students with credit for CMNS 239 may not take this course for further credit."

B. New Courses (see New Course Proposal Forms attached)

The following new courses are proposed:

a. Communication Systems Stream

1. CMNS 404-5 - Communications: Ecosystems
Necessary for Upper Division electives

b. Communication Processes Stream

1. CMNS 220-3 - Approaches to Human Communication
Necessary as an introductory prerequisite course in this stream
2. CMNS 323-3 - Communication Processes & Individual Behavior
Necessary as a course dealing with Communication & Individual Processes
3. CMNS 425-5 - Seminar in Communication Processes
Necessary for Upper Division electives

c. Communication Institutions Stream

1. CMNS 232-3 - Urban Communication Networks
No present course deals with this topic
2. CMNS 234-3 - The Political Economy of Communications
No present course deals with this topic
3. CMNS 334-3 - The Political Economy of the Radio Spectrum
and Telecommunications
No present course deals with this topic
4. CMNS 338-3 - Sound Tape Recording: Theory and Uses
No present course deals with this topic

d. General Support Courses

1. CMNS 257-3 - Explorations in Video
New course. Will allow Upper Division course CMNS 337
to focus on media useage in social, political and cultural
contexts rather than on techniques.
2. CMNS 258-3 - Explorations in Sound Tape Recording
New course will allow Upper Division course CMNS 338
to focus on social, political and cultural contexts
rather than on techniques.
3. CMNS 455-5 - Special Topics in Communication
Necessary for pursuit of specialized studies for Honors
students.

IV.

SUMMARY

Table I is a complete list of all Communications courses as they will exist if the present changes are accepted.

Figure I (attached) is a diagrammatic flow chart summarizing the paths which students may take in completing a Major in Communication Studies.

TABLE I

COMMUNICATION STUDIES COURSE LIST (AS REVISED)

(* - NEW COURSE)

COURSE NO.	TITLE	CHANGES (IF ANY)
100-3	Explorations in Communication	No changes
200-3	Introduction to Communication Systems	Revised title, description
*220-3	Approaches to Human Communication	New course, replaces CMNS 210-3
230-3	Introduction to Communication Media	Add "required course"
*232-3	Urban Communication Networks	New course
*234-3	The Political Economy of Communication	New course
253-3	Computers and Communication	Revised number, replaces CMNS 233-3
255-3	Introduction to Visual Language	Revised number, replaces CMNS 235-3
*257-3	Explorations in Video	New course
258-3	Explorations in Sound Tape Recording	New course
259-3	Acoustic Dimensions of Communication I	Revised number, replaces CMNS 239-3
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303-3	Communication as a Biosocial Process	No changes
320-5	Communication Processes & Interpersonal Behavior I	No changes
*323-3	Communication Processes & Individual Behavior	New course
324-3	Communication & Creativity	Revised number, replaces CMNS 311-3
331-5	Communication Media: Theory & Research I	No changes
332-3	Problems & Techniques in Social Documentation	No changes
333-3	Communications Policy in Canada. Past, Present & Future	No changes
*334-3	The Political Economy of the Radio Spectrum and Telecommunications	New course
335-3	Film as a Social Tool	No changes
336-3	Social Change & Community Radio	No changes
337-3	Video Techniques: Capabilities & Applications	No changes
*338-3	Sound Tape Recording: Theory & Uses	New course
339-3	Acoustic Dimensions of Communication II	No changes

TABLE I
(CONTINUED)

COURSE NO.	TITLE	CHANGES (IF ANY)
400-5	Communication Theory: Systematic Formulations	Minor revisions
401-5	Communication & Community Advocacy	No changes
403-5	Communication & Communities	No changes
*404-5	Communication: Ecosystems	New course
420-5	Communication Processes & Interpersonal Behavior II	No changes
423-5	Cognitive Development in Communication & Learning	Revised number, replaces CMNS 410-5
*425-5	Seminar in Communication Processes	New course
431-5	Communication Media: Theory & Research II	No changes
433-5	Communication Media & The Balance of Power	No changes
450-5	Directed Readings	No changes
451-5	Directed Studies Study	No changes
*455-5	Special Topics in Communication	New course
493-15	Research in Media and Social Change	No changes
495-15	The Social Documentation Process: Film	No changes
496-15	The Social Documentation Process: Radio	No changes
497-15	The Social Documentation Process: Video	No changes
498-18	Individual Study Semester - Honors	No changes
499-15	Individual Study Semester	No changes

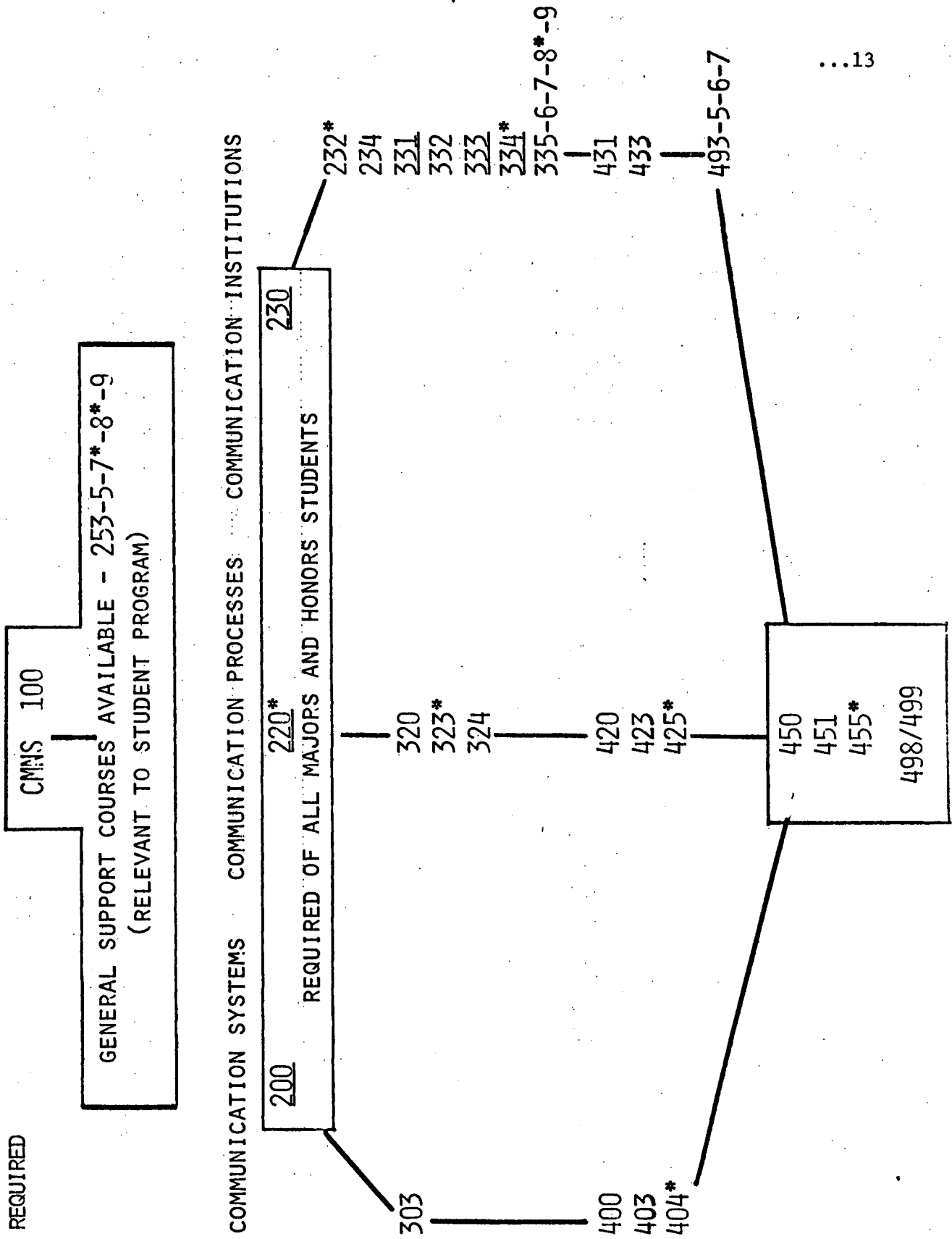
Note:

When CMNS 220-3 is introduced, CMNS 210-3 will be discontinued
 When CMNS 253-3 is introduced, CMNS 233-3 will be discontinued
 When CMNS 255-3 is introduced, CMNS 235-3 will be discontinued
 When CMNS 259-3 is introduced, CMNS 239-3 will be discontinued
 When CMNS 324-3 is introduced, CMNS 311-3 will be discontinued
 When CMNS 423-5 is introduced, CMNS 410-5 will be discontinued

FIGURE I - STUDENT DIAGRAMATIC FLOW CHART

* NEW COURSE

— UNDERLINE = REQUIRED COURSE



SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 220 Credit Hours: 3 Vector: 1-2-0

Title of Course: Approaches to Human Communication

Calendar Description of Course: A review of the role of the process of human communication in the development of the individual and society. Examination of the contributions of other disciplines to an understanding of this process. (This course is required for all Majors and Honors students.)

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

None. Students with credit for CMNS 210-3 may not take this course for further credit.

What course (courses), if any, is being dropped from the calendar if this course is approved: CMNS 210-3 "Introduction to Communication Behaviour"

2. Scheduling

How frequently will the course be offered? At least twice a year

Semester in which the course will first be offered? Spring, 1976

Which of your present faculty would be available to make the proposed offering possible? Professor Harper, Professor Mallinson

Objectives of the Course

A required introductory course for all CMNS majors to the Communication Processes stream. See attached outline.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

No additional resources

Space

Equipment

5. Approval

Date: _____

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

COMMUNICATION STUDIES DEPARTMENT

CMNS 220-3

Approaches to Human Communication

1. Objectives:

Approaches to the study of Human Communication have drawn upon a wide variety of models, ranging from biology to electronics. All too often, however, particular scholars suggest that this process must be understood from a particular disciplinary vantage point. The objective of this course is to introduce the student to the wide variety of models available and encourage more concentrated study of alternative formulations.

2. Course Outline:

Week 1: Introduction: The role of symbolic processes in individual and interpersonal behavior.

Weeks 2 - 6: Symbolic Processes and the Individual. Contributions of Biology, Psychology, Neurology, Philosophy. Individual potential and development of symbolic behavior.

Weeks 7 - 11: Symbolic Processes and Interpersonal Behavior. Contributions of Sociology, Anthropology, Social Psychology, Language, Myth, ritual and institutionalization of communication processes in society.

Weeks 12- 13: Contemporary Extensions. Media as extension of Individual and Interpersonal Communication Behavior.

3. References:

Selected Readings relevant to sections.

A. Anthropology

1. Boas, Franz: Race, Language & Culture
2. Chapple, Eliot D: Culture & Biological Man
3. Hall, Edward T: The Hidden Dimension

B. Biology

1. Adrian, E.D.: The Physical Basis of Perception
2. Roe, A. & Simpson, S. (eds.): Behavior & Evolution
3. Sluckin, W.: Imprinting & Early Learning

C. General Semantics

1. Korzybski, A.: Science & Sanity

D. Information Theory

1. McLuhan, Marshall: Understanding Media: The Extension of Man
2. Pierce, J.R.: Symbols, Signals & Noise

E. Linguistics

1. Bernstein, Basil B.: Social Class & Linguistic Codes
2. Chomsky, Naom: Syntactic Structure
3. Langacker, Ronald: Language & Its Structure

F. Philosophy

1. Cassirer, Ernst: An Essay on Man
2. Langer, Susan: Philosophy in a New Key

G. Psychology

1. Davitz, Joel: The Language of Emotion
2. Heider, F.: The Psychology of Interpersonal Relations
3. Miller, George: Language & Communication

H. Sociology

1. Goffman, E.: The Presentation of Self in Everyday Life
2. Merton, Robert: Social Theory & Social Structure
3. Reisman, D.: The Lonely Crowd

4. Relationship to Offerings of other departments

This course will both draw upon and point to courses offered by other departments. There is no intention to replicate material from courses presently available, but to encourage students to explore further these areas in which they are not familiar. Copies of this proposal have been forwarded to other departments with the aim of identifying and resolving unnecessary redundancies.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 232 Credit Hours: 3 Vector: 0-3-0

Title of Course: Urban Communications Networks

Calendar Description of Course: Analysis of social issues arising from the growth of cable T.V. and interactive broadcast systems in relation to existing broadcasting and telecommunications networks - the implications of new information services and programming. Problems of definition and design of systems and community boundaries.

Nature of Course Seminar

Prerequisites (or special instructions):
None

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered?

Semester in which the course will first be offered? Spring 1976

Which of your present faculty would be available to make the proposed offering possible? Professor Hindley

Objectives of the Course

See attached

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

No additional resources

Audio Visual

Space

Equipment

5. Approval

Date: _____

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

CMNS 232
CATV SYSTEMS

OBJECTIVE OF COURSE: To introduce students to the problems, methods and concepts involved in appraising the design and use of a communications system through detailed examination of a prominent national and regional concern: community antenna television systems - their present structure and future directions.

COURSE TOPICS will include analysis of

- the history and development of cable systems: reasons for, organization of, in Canada, the U.S. and abroad*
- problems related to Canadian broadcasting and program production as a result of importation of American signals; effects on broadcast regulation; Canadian content rules,*
- technical nature of cable systems; closed circuit functions; potential information service developments; regulatory implications; limitations of federal jurisdiction under Broadcast Act; moves toward control by provinces,..Quebec in particular.*
- problems of international copyright agreements arising from cable systems: program substitution, commercial deletion.*
- future developments and associated issues: computer-cable links and interactive services in the home and community centres; methods of analysis of community information needs; problems of definition of community; of non-contiguity with catv system boundaries; proposals of Pay TV via cable; implications for Canadian film and television production; present policy and its limitations; patterns of vertical and horizontal integration within CATV industry and with allied industries such as production and distribution companies.*

SELECTED READINGS:

Sloan Commission on cable communications, 1971, McGraw Hill

Mandelbaum, S.J., Community and Communications, W.C. Norton, New York, 1972.

Maddox, B., Beyond Babel : New Directions in Communications, Deutsch, 1972, London.

CRTC, A Resource for the Active Community, CRTC Ottawa, 1974.

Senate Committee on Mass Media, Vol. II Words, Music and Dollars, p.357-420, Ottawa, 1970

Telecommission Studies

CMNS 232
Bibliography

- CRTC Cable Television Resource for the Active Community
- CRTC Cable Television in Canada Sept. 69
- CRTC The Integration of Cable TV in the CBC System. White paper for Public Hearing, Montreal, April 26, 1970.
- Chormayeff S. & Tzonis, A., Shape of Community, Penguin Original, 1971.
- Feldman, N.E., Cable Television and Satellites. A Report Rand Corporation, August 1969.
- Martin, Jones, Future Developments in Telecommunications, Prentice Hall, New Jersey, 1971.
- Martin, G.M. & Hindley, M.P., Community Cablecasting, a brief submitted to the CRTC Hearings on CATV, Montreal, April 26, 1971.
- Mercado, John de, Switched Multiservice Cable Systems. Seminar on the Wired City, Ottawa University, June 1970.
- Parker, E, Assessment and Control of Communications Technology Proceedings of International Symposium on CMNS Technology. Impact and Policy, Philadelphia, March 1972.
- Sloan Commission on Cable Communications. On the Table: The Television of Abundance, McGraw Hill, 1971.
- Tate, Charles (ed.), Cable Television in the Cities, Community Control, Public Access and Minority Ownership. The Urban Institute, Washington, 1971.
- Telecommission, Multiservice Cable Telecommunication Systems - The Wired City, Study 8(d), D.O.C., Ottawa, 1971.
- Zelmer, A.C.L. (ed.) The Sleeping Medium: A Report of the Community Television Study Project, Alberta University, Alberta, Sept. 1971.
- Buckhorst, R. (ed.); Toward Social Change, Harper and Row 1971.
- Buckley, W., Society as a Complex Adaptive System in Modern Systems Research for Behavioural Scientist, Aldine 1968.
- Mead, Margaret, Cultural Patterns and Technical Change, Mentor, N.Y. 1955 (for UNESCO).
- Institute for Policy Studies, "Television Today: The End of Commonwealth and the Death of Community", Washington, D.C.
- Baer, W.S., Interactive Television Prospects for Two-Way Services on Cable: Rand Publication R-888-MF, Nov. 1971.
- Boehm, B., System Design for Community Information Utilities, Rand Publication P-4899, Sept. 1972.
- CRTC Canadian Broadcasting: A single System, Policy Statement on Cable Television, July 16, 1971.

Goldmark, P.C., "The New Rural Society Through Communication Technology"
Research Management, July 1972.

Minifie, J.M., "Mass Media and their Control" in Canadian Society: Pluralism,
Change and Conflict, Ossenberg, R.J. (ed.) Prentice Hall 1971.

NFB of Canada "Community Cable TV and You" Challenge for Change Newsletter
#6, Feb. 1971.

Parker, Edwin B, (ed.), Handbook of Communications, Stanform, 1972.

Greenberg, B.J., Use of Mass Media by the Urban Poor, Praeger Special Studies
W.U.S. Economic and Social Development. Praeger Publishers, N.Y. 1970.

Goldmark, Peter, "Communication and the Community," American Scientist. Sept. 1972.

Gerhner, G., "Communication and Social Environment," American Scientist, Spt. 1972.

Course Overlap: While no courses presently deal specifically with these
materials, course descriptions have been circulated to
relevant departments.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 234 Credit Hours: 3 Vector: 0-3-0

Title of Course: The Political Economy of Communications

Calendar Description of Course: Analysis of the political and economic process which have historically generated the policies and structures of mass media and telecommunication institutions and the related elements of "consciousness industry". The role of the mass media in determining local, national and international policy. Case studies in technological innovation in communications.

Nature of Course Seminar

Prerequisites (or special instructions): None

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? Normally once a year

Semester in which the course will first be offered? Spring 1976

Which of your present faculty would be available to make the proposed offering possible? Dallas W. Smythe

3. Objectives of the Course

introduce students to the political economy of communications. To show how the process of policy-making for communications institutions such as the press, radio-TV, cinema, books, telecommunications, postal service, the "knowledge industry", and "pop culture" works in its concrete historical, spatial setting. To relate the work of these institutions to the larger "consciousness industry" of which they are a leading part. To equip the student with the methodological tools for advanced studies of the emerging new technological & ideological perspectives. The tools include anthropological and historical theory.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

No extra resources required beyond upgrading of basic library holdings in the field.

Audio Visual

Space

Equipment

5. Approval

Date: _____

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

Communication Studies 234

Professor Dallas W. Smythe

Required texts:

Schiller, Herbert I., The Mind Managers, Saunders of Toronto, Inc. and Beacon Press, N.Y., 1973. (paperback)

Outline and Class Assignments:

Week one & two:

Theory of Political Economy of Communications.

Required reading:

Smythe, "On the Political Economy of Communications".

Reprint.

Smythe, "Time, Market and Space Factors in Communications Economics". Reprint

Smythe, "The Role of the Mass Media and Popular Culture in Defining Development". Reprint.

three & four:

Nature of the Capitalist State and the Process of Policy-making for Communications.

Required reading:

Schiller, TMM, Chapter 1-5.

Recommended reading:

Schiller and Phillips, Superstate, Introduction.

Arnold, T., The Folklore of Capitalism.

Innis, H.A., The Bias of Communications.

four:

Economics of telecommunications and the radio spectrum

Required reading:

Smythe, D.W., Policy and Structure of Electronic Communications, Reprint.

five and six:

Economics of Advertiser-Supported Mass Media: Press and Magazines.

Required reading:

Kreps, "The Newspaper Industry". Reprint

Peterson, "Magazine Industry". Reprint

Recommended reading:

Aronson, The Press and the Cold War.

Aronson, Packaging the News.

Williams, The Long Revolution, p.142-189.

seven, eight & nine:

Economics of Advertiser-supported Mass media: Broadcasting.

Required reading:

Smythe, The Structure and Policy of Electronic Communications. Reprint.

Recommended reading:

Brown, Les, Television.

ten:

Economics of Consumer-supported Mass Media: Motion Pictures.

Required reading:

Helmuth, "The Motion Picture Industry". Reprint.

more...

eleven: Economics of Consumer-supported Mass Media: Book publishing.
Required reading:
Grannis, "Book Publishing". Reprint.

twelve & thirteen: Communications Policy, Social Control and Ideology.
Required reading:
Schiller, TMM, Ch.6-8.
Gross, "Friendly Fascism". Reprint.
Lazarsfeld and Merton, "Mass Communication, Popular Taste and Organized Social Action". Reprint
Smythe, "Cultural Realism and Cultural Screens".
Reprint.

Basic Course Requirements:

1. A term paper, report or project.
2. A mid-term examination in the seventh week.
3. An open-book final examination.

Approximate weights for term grade: 30 percent for class participation, 50 percent for examinations, 20 percent for term project.

Course Overlap:

Material in this course is not presently taught at SFU. Copies of proposal have been sent to relevant departments.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 257 Credit Hours: 3 Vector: 0-1-3

Title of Course: Explorations in Video

Calendar Description of Course: 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.

Nature of Course Seminar/lab

Prerequisites (or special instructions): None but preference given to majors because of equipment limitations.

What course (courses), if any, is being dropped from the calendar if this course is approved: None but note that this course will replace the present 337 CMNS as the introductory video course.

2. Scheduling

How frequently will the course be offered? At least two semesters per year.

Semester in which the course will first be offered? Spring 1976

Which of your present faculty would be available to make the proposed offering possible? P. Thompson with occasional participation by faculty from each of the three department streams.

3. Objectives of the Course

1. To help the student become literate in the production of video statements.
2. To introduce students to the application of video as a communication tool in other areas of communication studies.
3. To introduce the student to the use of video as a cultural and social alternative to TV-as-mass-medium.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty None

Staff None

Library Updating of holdings

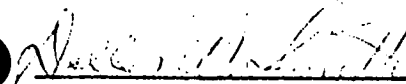
Audio Visual None

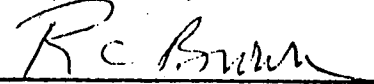
Space None

Equipment Some additions to present equipment; current stock allows maximum of 12 per semester; current demand is usually 20+.

5. Approval

Date: _____


Department Chairman


Dean

Chairman, SCUS

COMMUNICATION STUDIES DEPARTMENT

CMNS 257-3

Explorations in Video

This course has the three objectives outlined as on the proposal form. Include them here.

Note that as an introductory course 257 requires:

1. An interest in the medium but not necessarily any previous experience.
2. A considerable amount of time (say 10-15 hours weekly) in addition to the regular lecture/seminar hours.

Grading will be based on the cumulative grades for the various assignments of the course plus participation in course discussion and associated activities.

The Communication Studies Department is comprised of three streams. In this course we shall attempt to discover some of the applications of video in each of these streams. Professors from these streams will assist in the formulation of activities related to these areas.

Along with specific applications of video-as-communications for systems processes and institutions, consideration will be given to the study of tv as mass media and the contrast with video.

Continuing throughout the course will be instruction in specific skills required to produce a media literate documentary that uses the characteristics of the video medium to advantage in revealing what you have to say.

What follows is a tentative outline of how the course may be arranged. Modifications will have to be made to suit circumstances.

- Class 1. An introduction to video. Contrast with TV and cable TV. Readings and perhaps a visit to all or some of these: Video Inn, Challenge for Change NFB, Metro Media, Channel 8, CBC.
- Class 2. Spokespersons for the various streams of the department will spend an hour each outlining the activities of their areas and in conjunction with students will suggest areas of possible work which would be appropriate for video. A written assignment will outline a possible project.
- Class 3. A colloquium with students from previous semesters who will discuss and show their productions. An introduction to the care and feeding of the portapak. Assignment will include the use of the portapak at home and the production of a simple visual sequence. SPECIAL EMPHASIS ON THE IDEOLOGICAL IMPLICATIONS OF USING VIDEO AND A LOOK AT THE INTERPERSONAL DYNAMICS OF VIDEO SHOOTING: the portapak as weaponry.
- Class 4. Viewing and critique of last weeks assignment. Further exercises in shooting and sound recording with the portapak. A more elaborate visual sequence will be assigned.

- Class 5. Viewing and critique of last weeks assignments. Introduction to video editing. Aesthetics and concepts. Films and video tapes shown in lecture to illustrate. Remake of unsatisfactory work.
- Class 6. Techniques of editing and sound mixing. Tape footage will be given to each student for edited presentation next week.
- Class 7. Viewing and critique. Planning the story-telling film; preparing a shot list related to project one. Further study of editing and soundmixing applications. Test.
- Class 8. Discussion of storyboards. Participation from stream professors who will help critique the appropriateness and relevance of the projected assignment. Due in two weeks: tapes assignment up to 5 minutes.
- Class 9. Commercial TV; commercials as an art form and as cultural screens; producing the anti commercial. Project of anti commercial due in two weeks.
- Class 10. Viewing and critique of stream assignments; participation of stream professors; assignment of revised work due in two weeks.
- Class 11. View and critique of anti-commercials. Assignment of revised work. Outline for final project of group work.
- Class 12. Work in progress; review of course and techniques.
- Class 13. Presentation and discussion of final projects.

A reading list accompanies the outline.

Overlap: This course provides instruction not otherwise available to students. Copies have been circulated to relevant departments.

DEPARTMENT OF COMMUNICATION STUDIES

SPRING 1975

READING LIST

Print media can be useful and helpful in thinking about and working with video. Like the equipment and the instructor they are resources: the real learning in this course (as in other life situations) will come from your experiencing and doing.

The single most useful guide for our purposes is Petersen's Guide to Videotape Recording by Chas. Bensinger, published by Petersen Publishing Co. Los Angeles, 1973. Available in the Bookstore. The diagrams and step-by-step instructions are helpful although the text is sometimes crude. Essential to have this book.

Covering the same ground in more detail and with fewer pictures is Making the media revolution, Peter Weiner, Macmillan, 1973. Some interesting ideas on feedback, animation and other unusual uses of video. Well written and informative. On 24 hours reserve.

Historically interesting and with some useful, formal guidelines on technique is Television programming and production, Richard Hubbell, Murray Hill, 1945.

Up to date on the video scene in Canada, especially video art in Vancouver is Arts Canada: The issue of video art. Some very far out trips. Three copies on 24 hour reserve under professor's copies.

Another technique book which is more applicable to large studio productions but readable, clear and well illustrated is The technique of television production, Gerald Millerson, Hastings House N.Y., 1969.

There is much material ranging from the erudite to the incomprehensible in the SFU Library. See index under Television and the many sub-headings. Specific stacks areas to browse in are PN 1992 and TK 6655, the former more general the latter tending more technical.

An excellent book, definitely worth buying is Guerilla Television by Murray Shambert, Raindance Corp and Harper & Row. The library copy is "missing"; additional copies on order. Will be on reserve.

From the same family is Radical Software, a quarterly devoted to alternate uses of video. Some copies available at UBC and other libraries. Some on reserve. We have a department subscription.

Another highly recommended book is The Wired Nation. It deals with the implications of cable tv. Hopefully a Xerox of the original article from The Nation will shortly be on reserve.

Two other articles about cable tv in Canada: National Film Board: Community TV and You; and Community & Cable in Vancouver, Chris Ellam, a paper for the 337 course, most comprehensive and informative. Both on reserve.

The effects of videotape feedback are discussed in two SFU papers. Guided self analysis and teacher education, D.R. Birch, Dean of SFU's educational faculty outlines a project with video and teacher trainees. More comprehensive and often fascinating is An experimental investigation of the effects of videotape feedback on changes in self perception, MA thesis by M. Teresa Nash. Chapter III and ff contains the essence of her findings. The bibliography is very comprehensive.

Television has had a world wide impact. Marshall McLuhan has been one of the few to discuss the impact of media in global terms. The introduction and section on TV in Understanding Media is still one of the most provocative statements about the media. Some of his later books are visually more attractive and elaborate the same theme, in particular War & Peace in the global Village and The medium is the Massage. All are available in paperback and the Medium is available both in film and tape versions, the tape is on file in the SFU Library.

A recent and interesting survey of what people in different countries are actually seeing on their tv sets and an outline of tv's present effects is contained in Newsweeks April 22 special issue on the subject. Although marred by slight inaccuracies, the survey is a masterpiece of global reporting. Ten copies are on reserve in the Xerox section in the library under: Newsweek Global TV Survey.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Abbreviation Code: CMNS Course Number: 258 Department: COMMUNICATION STUDIES
Credit Hours: 3 Vector: 0-1-3

Title of Course: Explorations in Sound Tape Recording

Calendar Description of Course:

An examination of the significance of aural documentation for today and the nature of the content that can be communicated in this new medium, with emphasis on how it can be applied: sound tape recording, interviewing, compiling aural documents.

Nature of Course Seminar/Lab:

Prerequisites (or special instructions):

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? one semester annually

Semester in which the course will first be offered? Spring 1976

Which of your present faculty would be available to make the proposed offering possible? Faculty

Objectives of the Course

To give the student a grounding in the problems of aural documentation and show him something of its special nature and application. As well as being of particular relevance to other work in the department, it would be a valuable course for students majoring in history, geography, sociology, anthropology, criminology, linguistics, creative writing and education.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty Additional faculty required

Staff None

Library None

Audio Visual None except for occasional use of cassette recorders

Space None

Equipment None

5. Approval

Date: _____

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

COMMUNICATION STUDIES DEPARTMENT

CMNS 258

EXPLORATIONS IN SOUND TAPE RECORDING

Social documentation with special reference to the sound tape recorder: the qualities of the tape recorder as an instrument of documentation, techniques of interviewing, research and editing.

The early stages of the work will be based on material that has already been recorded, in order to familiarize students with the nature of "documents in sound" and how to extract information from them. As these will also be recorded interviews they will lead to the study of the techniques of interviewing, and the qualities required of an interviewer.

Several assignments will be given, and these will culminate in the student carrying out his or her own recorded interview, extracts from which will be compiled with narrative to form a short "thesis" or "documentary" in sound.

Bibliography

Sound Heritage, Volume III

A Guide for Aural History Research

Objectives

To learn about:

1. The nature of sound tape recording and its meaning for today.
2. The document in sound: its various categories
3. Acquiring information from tapes: listening, making outlines, selecting.
4. Using the information
5. Related research (work on the above objectives will culminate in the first major assignment, which will be written.)
6. Recording techniques and qualities
7. Conducting recorded interviews
8. The running commentary
9. Narrative
10. Tape editing
11. Compiling a simple documentary in sound (the second major assignment will be a compilation in sound of interview material and narrative, while the third major assignment will be a review and critique of sound tape recording as explored during the course.

SAMPLE OF ASSIGNMENTS

CMNS 258 - EXPLORATIONS IN SOUND TAPE RECORDING

ASSIGNMENT I

Listen to the tapes that have been supplied to you and make an outline of the contents, noting the "minutes in" of important sections, particularly those that relate to the subject matter you have chosen to write about. Next you search for other relevant source material in books, periodicals, newspaper items, maps, pictures etc.

The article that you write from all this should:

- (a) be based on the oral document. The additional research is largely supplementary, perhaps helping you to fill in gaps or put the whole thing within an adequate framework. If the tape material is sufficiently objective you can ignore the personality of the speaker. Otherwise there should be some indication that the subject matter is presented as within the framework of a given life and personality.
- (b) show a proper sense of continuity, and an ability to express what needs to be expressed.
- (c) be able to read as a coherent and reasonably complete statement.
- (d) be double-spaced. It does not have to be typed as long as it is sufficiently legible.
- (e) have numbered footnotes, either at the bottom of the page or at the end, indicating the more important sources of information.
- (f) include at the end a bibliographical list of source material, including tapes.

Hand in the outline along with the article. It will be returned to you for your work on the next assignment.

Don't hesitate to see me whenever you feel you need advice about the project.

After you have finished I would like you to be able to give a brief account in class of your evaluation of the various kinds of source material used, and in particular about the relative value of the oral document.

ASSIGNMENT II

An exercise in tape editing and narration.

Select one tape from those that you have just used in connection with your first assignment. We will arrange for it to be dubbed, and from this dubbed version you will edit out portions that, together with a few sections of narration, will make a complete item of about 15 minutes duration, as if for broadcasting.

It will be best to work from an outline of the tape. You will write the narration as an introduction to the topic and, where necessary, as brief continuity. You

record it yourself either on a Uher or in the AV studios and insert it into the tape. The narrator may be anyone you choose, including yourself.

I will be glad to discuss this with you at various stages, particularly:

1. When you have made your selection of the portions of tape you intend to use.
2. When you have written your narrative.
3. Whenever you have problems in editing.

ASSIGNMENT III - Running commentary

Take a Uher or cassette recorder to some reasonably busy locality off campus and record a running commentary on what you see, hear etc. This may be done with someone else, if you wish, so that it takes the form of a conversation. Whether edited or not, the sample that you submit should not run for more than 15 minutes.

ASSIGNMENT IV - Oral documentary

The final assignment is based on recorded interviews with one or more people who have special information in a particular topic. You will compile a documentary of 15 to 25 minutes duration, using narrative where necessary, also running commentary. The narrator can be yourself or anyone you choose. It will not be necessary to do any mixing, though you are free to do so if you wish and have the time.

I will want to discuss your work with you as it progresses, particularly:

1. When you have chosen your interviewees and topic
2. When you have arrived at a plan for editing and narrative
3. Whenever there seems to be a problem, technical or organizational

It will be appropriate to research the topic from additional sources.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 323 Credit Hours: 3 Vector: 1-2-0

Title of Course: Communication Processes and Individual Behaviour

Calendar Description of Course:

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 behaviour and human nature.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

CMNS 220 or equivalent

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? Twice annually

Semester in which the course will first be offered? Spring 1976

Which of your present faculty would be available to make the proposed offering possible? R. Harper, T. Mallinson

Objectives of the Course

To acquaint the student with the essential nature of Communication processes in the development of the human self and the implications (both ethical and strategic) of communication and communication media.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

No additional resources

Space

Equipment

5. Approval

Date: _____

David W. Linder
Department Chairman

RC Brown
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

COMMUNICATION STUDIES DEPARTMENT

CMNS 323-3 Communication Processes and Individual Behaviour

Topical Outline

1. Communication and the Human Condition

The role of communication in human emergence; in the conditions of human existence and in human realization; human and social consequence of the conditions of human communication; the emergence and evaluation of "communicational realities"; the conditions and consequence of communicational competencies, etc.

2. Communication and the Reality Process

Identity and self-consistency; the structure of reality and the reality of structure; comprehension, belief and perception; on knowing what is and what isn't - sources and validation; the utility of knowledge; abstraction and reification; communication and self-control, etc.

3. Communication and Social Process

Relationship; interdependence (The Yin and the Yang), institutionalization and the attenuation of knowledge and belief; communication and ex-communication; social control and the individual; roles and experimental communications; cognition, insight, intuition; dilemmas.

4. Languages and Media

Languages (verbal and non-verbal), codes, rituals, etc; tools and techniques for the creation, realization and utilization of the individual self; the design and assessment of communication systems with reference to the individual, etc.

5. Dimensions and Dilemmas

Public and private, privileged and non-privileged, instrumental and consummatory, synchronic and diachronic, morphostatic and morphogenetic, hygenic and pathologic, form and substance, necessity and possibility, freedom and reliability, etc.

6. Implications

Fashions rituals in teaching, and individual development, dominant images of man and their social, political and practical consequences, communicational and technological dysfunctions, ethics of communication.

Bibliography

1. Berger, Peter L. Social Construction of Reality
2. Boulding, Kenneth. The Image
3. Cassirer, Ernest. An Essay on Man
4. Darwin, Charles. The Expression of the Emotions in Man
5. Framm, Erick. The Forgotten Language
6. Goffman, E. The Presentation of Self in Everyday Life
7. Laing, Ronald D. Divided Self
8. Matson, F.W. and Ashley Montagu (eds.). The Human Dialogue
9. Smith, F. Communication and Culture
10. Thayer, L. Communication: Ethical and Moral Issues

OBJECTIVES:

This course focusses on the implications of communication processes for the growth and development of the individual and the conditions and potentialities inherent in these processes. The course is intended to emphasize the role of the individual person in communication.

OVERLAP:

This course is designed to emphasize the cross-disciplinary nature of communication and will therefore overlap with courses from other disciplines. However the juxtaposition of these materials will be unique. Course descriptions have been sent to other departments for comment.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

Department: Communication Studies

Calendar Information

Abbreviation Code: CMNS Course Number: 334 Credit Hours: 3 Vector: 0-3-0

Title of Course: The Political Economy of the Radio Spectrum and Telecommunications

Calendar Description of Course:

Analysis of the process of radio spectrum allocation. Attention is focussed 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 due relation to the role of provincial, national, hemispheric and world regulatory processes.

Nature of Course

Seminar
Prerequisites (or special instructions):

CMNS 234 or equivalent

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? Normally once a year

Semester in which the course will first be offered? Spring, 1976

Which of your present faculty would be available to make the proposed offering possible? Dallas W. Smythe

Objectives of the Course

All the electronic industries use the radio spectrum. This natural resource is as basic to them as are soil, water and air in agriculture. The objective of the course is to introduce students to the unique political economic and social characteristics of this natural resource.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

No extra resources required beyond upgrading basic library holdings in the field

Library

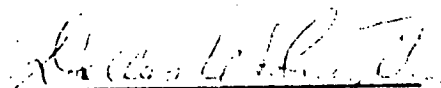
Audio Visual

Space

Equipment

5. Approval

Date: _____


Department Chairman


Dean

Chairman, SCUS

The Political Economy of the Radio Spectrum and Telecommunications

- Week 1: The character of the radio spectrum.
Required reading: Dept. of Communications: Instant World.
Joint Technical Advisory Committee. Radio Spectrum Conservation.
(N.Y. McGraw Hill 1952).
- Week 2: The process of radio frequency allocation: standards, assignment of bands to classes of users, and frequency assignments in space and time.
Required reading: Smythe, D.W., Policy and Structure of Electronic Communications.
DOC, Instant World
- Week 3: Regulatory institutions in relation to historical development of radio: low, medium and high frequencies and the world and national institutions.
Required reading: Smythe, D.W. Policy and Structure of Electronic Communications
DOC, Instant World
- Week 4: Regulatory institutions in relation to historical development of radio: VHF, UHF and higher and world, national and local institutions.
Required reading: Smythe, D.W., Memorandum on Telecommunications Development in British Columbia.
- Week 5: Who can own radio frequency assignments: Analysis of a unique form of world property.
Required reading: Levin, Harvey, The Invisible Resource.
Smythe, D.W., "Facing the Facts About Broadcasting", University of Chicago Law Review, 1952.
Smythe, D.W., Memorandum...
- Week 6: Telecommunications: Analytical description of the Canadian infrastructure.
Required reading: Gainer, Walter, The Canadian Telecommunications Industry: Structure and Regulation. DOC Tele. Study 2A.
- Week 7: Telecommunications: development of policy and structure of telegraphs, cables and telephones.
Required reading: Smythe, D.W., Telecommission Staff Report, 1971.
- Week 8: Competition and Monopoly in Telecommunications Common Carriers: Networking, leased Channels and Interconnection.
Required reading: Melody, W., Various papers in Econ. journals.
- Week 9: Policy and Structure for Communications Satellites.
Required reading: Smythe, D.W., "Conflict, Cooperation and Communications Satellites", Ljubljove Symposium paper.
- Week 10: Policy and Structure for Community Antenna Systems.
Required reading: Babe, Robert, The Economics of the Canadian Cable Television Industry.

Week 11: Analysis of the economics of safety and special radio services.

Week 12: Political economy of broadcasting: aural, T.V. and facsimile.
Required reading: Smythe, D.W., The Role of Mass Media in Defining Development.

Week 13: Review.

Basic course requirements:

1. A mid-term examination in the seventh week, and a take-home final examination.
2. A term paper or project.
3. Approximate weights for final grade: One fourth for each examination, the term projects and for class participation.

Overlap:

This course presents material not otherwise dealt with at present. Course outlines have been sent to relevant departments for comment.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 338 Credit Hours: 3 Vector: 0-1-3

Title of Course: Sound Tape Recording: Theory and Uses

Calendar Description of Course:

A continuation of the work in CMNS 258 involving a more extensive exploration of the significance of aural documentation as well as individual and group projects in the preparation of aural documentaries. A good deal of importance is placed on content, and hence on disciplines that relate to it. There will be some field work.

Nature of Course Seminar/lab

Prerequisites (or special instructions):

CMNS 258 or equivalent

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? One semester annually

Semester in which the course will first be offered? Spring 1976

Which of your present faculty would be available to make the proposed offering possible?

Objectives of the Course

CMNS 258 introduces the student to this work to the degree that he can begin to apply it to other courses and disciplines. CMNS 336 makes possible an enrichment and consolidation of the experience gained and is of particular value to those who are specialising in a sound media stream leading to more advanced work within the university and professional work outside.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty	Additional Faculty
Staff	None
Library	None
Audio Visual	None
Space	None
Equipment	Some additions, already in the budget

5. Approval

Date: _____

Albert L. Smith
Department Chairman

R. C. Brown
Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

COMMUNICATION STUDIES DEPARTMENT

CMNS 338

SOUND TAPE RECORDING: THEORY AND USES

This course is a continuation of CMNS 258, which is a prerequisite. On the theoretical side there is a more thorough examination of the nature of the work, together with a study of a variety of radio documentaries.

For practical work there will be a number of exercises in the compilation of material on tape - editing, mixing etc. There will be detailed instruction in handling running commentary, writing narrative and directing narrators, all of which emphasizes content and the way it has to be communicated, rather than mere technique.

While this is going on the students are preparing their own individual assignment, which is the production of fairly long documentary in sound, involving interviews, research, the writing of narrative, running commentary compilation and mixing. There is also a written and oral exam.

Bibliography

Sound Heritage, Volume III

Sound Heritage, Volume IV, #1 - Proceedings of Canadian Aural History Conference, 1974

Various radio documentaries.

A PROGRAM IN AURAL DOCUMENTATION

Although the tape recorder has been on the market in one form or another for approximately twenty years, we are only gradually coming to understand its scope and significance. We still tend to think of it merely as a gadget for recording music and speech, whereas it is actually bringing about a new kind of "vision" that parallels the impact of photography, film and television.

We all know that when words and numbers became symbols and so were able to be fixed in space, our civilisation entered a new era. A statement could be read and re-read, interpreted, analysed, rearranged and so on. The impact this made on human development was so vital that the written or printed word is still the medium in which we carry out the greater part of our academic work. But with the arrival of the tape recorder the fixing of words in space has taken on a new dimension, and it is now possible to make a record of words as spoken, including the inflexions, rhythms, tempos and pauses, which themselves are part of the meaning. In addition, something of the personality of the speaker is likely to get onto the tape, together with background sounds and a sense of the acoustic dimensions and qualities of the space in which the words are spoken; and because we are so used to communicating via the written or printed word, we forget that all this, too, can be part of the meaning.

Again something that exists primarily in time is converted into something spatial and can be repeated, interpreted, analysed, acoustically modified, rearranged etc. so that sound on tape, or signal on tape, has opened up new and sophisticated avenues of investigation.

In its portable form the tape recorder is an instrument of penetration. It reaches into all kinds of places and situations and, by means of either running commentary or recall, can make a record of events to an extent that was not hitherto possible. It is not too much to say that we are rapidly developing a new kind of historical awareness, similar to that which was brought about by photography over a hundred years ago.

Since aural documentation, meaning the documentation of what can be heard, is such a far-reaching phenomenon, it is now important that it be properly understood by all who have in some way to be concerned with it, and that it be put in its proper frame work within the university. It cannot any longer be looked at piecemeal, each discipline seeing only the fraction of the whole that seems to relate to its requirements. If work in sound documentation remains at this level, it will continue to be misunderstood and, at best, looked upon as a mere alternative to other methods of acquiring source material. We should now be willing that the whole process be a subject of investigation and instruction at university level; for just as the medium of writing and printing defines the nature of the content that it carries, so, similarly, the aural document conveys a communications content that is distinctly its own. If only for the sake of its present uses within the university it is important that somewhere in the curriculum students obtain a reasonably comprehensive knowledge of the process as a

whole, that is to say, what it can do and what it can not do, how to handle aural information, how to compile and communicate what has been recorded.

These studies are rapidly becoming essential for yet another reason: the growing demand for people who have been properly trained in the making of aural documents, and in presenting the information in writing or sound. For instance:

there are now openings for both permanent and temporary work with national, provincial and municipal archives and museums:

institutions and corporations are beginning to look for people who can write histories or compile sound documentaries of their operations based on aural documentation:

schools and colleges are now getting into the field in a number of ways, and it would be valuable for teachers to have a centre to which they could turn for instruction and information.

there is a growing demand for free-lancers who can put together sound documentaries for radio, schools, corporations etc.

It is plain, therefore, that oral documentation is the kind of work that readily extends from a university into the field - into communities and institutions.

In all this, one thing is abundantly clear. A merely technical training, such as is given at a technical institute, is of little value; indeed, it is no more necessary for a student in sound documentation to have a grounding in electronics and the mechanics of a tape recorder, than it is for a stenographer to be able to take her typewriter apart and put it together again. Each relies on the trained technician because that is what he is for. The ability to record, edit and mix is easily acquired along the way, while the real job is to understand the particular nature of the content that is carried in a sound document and how it can be utilised: and for such a purpose there is no substitute for a university education particularly as the skills and background which the student requires come from a variety of disciplines. It follows that we should offer a program designed especially for those who want to go in this direction.

The core of the work should lie in the courses that specialise in aural documentation leading to courses in directed study and group work. As a pre-requisite to these courses, or concurrently, students specialising in aural documentation should be required to take courses that give a grounding in English Composition or Creative Writing, in Historical Method, and Geography. Of value too would be courses in Sociology and Anthropology. In particular they need a grounding in the history and geography of British Columbia. Students must be familiar with carrying out research in a variety of media: books, newspapers, maps, pictures, manuscripts etc. They must have the ability to weigh and value the material, and compile it into meaningful and coherent presentations, either written or in sound. They must be able to write good oral narrative.

Of special importance are certain courses in the "institutions" stream of the Department of Communication Studies, particularly:

those which contribute to an understanding of broadcasting systems at all levels, from local to international:

those in Soundscape, which expand the student's awareness of sound in the environment; and indeed soundscape studies are somewhat complementary to those in aural documentation:

studies that compare the various communications media:

courses in the visual media, leading to the possibility of inter-media presentations.

And now for a few details about the mainstream courses in the field of aural documentation.

CMNS 258 - Explorations in Sound Tape Recording

Starts by introducing the student to material that has already been recorded, from which he compiles a written article, aided by research in literary and other sources. He is thus exposed at the very beginning to the difference between aural and written material, as well as to the techniques of interviewing as exemplified in the tapes, which are in the field of oral history. Next the student learns to compile a sound presentation, including narrative, based on these same tapes, and this involves learning how to edit.

All of what he has done up to now has made him familiar with the final product, so that he has some idea where he is going, because the next step is to introduce him to the process of conducting an interview, after which he sets out to record and compile his own short documentary in sound. But always the main stress is on the content of the aural document, what its nature is and how it is to be communicated.

CMNS 338 - Sound Tape Recording - Theory and Uses

Is a continuation of the above. On the theoretical side there is a more thorough examination of the nature of the work, along with exposure to a variety of radio documentaries. Students gain a great deal more insight into editing and compiling, and part of the work is done as a group project based on a field trip to a nearby community. For much of the time however, the student is working on his own individual projects, large and small, involving interviews, research, compiling, narrative writing and presentation as sound documentaries, all of which may give him an entry into the world of broadcasting or, at the very least, into an understanding of its requirements.

The time is doubtless approaching when students will come to us already reasonably "literate" in the handling of sound on tape, and our mainstream courses can start at a higher level. But until then we have to begin at the beginning.

The student can continue his program in aural documentation by means of the guided study courses, which enable him to carry out projects on his own, and the full semester which has to do with group work in a particular community, where he is involved in collecting information and feeding it back

via local newspapers, radio etc., where he can collaborate with students using other media. It is in these latter courses in particular that he gets a chance to combine with aural documentation much of what he has learnt in other disciplines. They are to a high degree a synthetic culmination of his studies.

Nothing has been said about the contribution of these courses to other work in the Communication Studies Department or in other departments, but this is fairly obvious wherever sound documents are a useful source of information. But practical experience in the "grass roots" of radio broadcasting as exemplified in sound tape recording is particularly valuable for students studying communications systems, because it counters the more theoretical courses with a measure of actuality. Similarly, in the face of the "imperialistic" controls of the established systems, it presents - along with other media devices such as video-tape recording - some democratic alternatives, because of its simplicity, portability and, above all, its capacity to reveal the thoughts and feelings and attitudes of ordinary people, wherever they may be. The student soon comes to realise that there is no mystery in these very new art forms and techniques, and that, in the hands of people of independent mind, they can even challenge the systems. In other words, photography, film, video-tape and sound tape can be instruments of democracy as well as autocracy.

In conclusion, while it is true that such studies are very new for any university, and there is as yet very little written material on the subject, because of the interest of the provincial government in setting up aural history archives and funding a valuable periodical, because aural documentation has played and continues to play an important part in helping people to be more aware of the special qualities of B.C. life, particularly as presented on CBC Radio, and because we at Simon Fraser are beginning to train people in this work at a university level - all of these circumstances have brought about a happening of which we are scarcely aware, that puts us in the forefront of this pioneer work, certainly as far as this continent is concerned. And this in itself is remarkable enough.

Overlap: This material is not presently dealt with in other SFU courses. Copies of proposals have been forwarded to other relevant departments for comment.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 404 Credit Hours: 5 Vector: 2-3-0

Title of Course: Communications: Ecosystems

Calendar Description of Course:

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

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

CMNS 200 or equivalent

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? At least once a year.

Semester in which the course will first be offered? Spring 1976

Which of your present faculty would be available to make the proposed offering possible? Anthony Wilden and others

Objectives of the Course

As a new offering, the course is designed to provide an appropriate vehicle for the teaching of recent developments in communications theory, particularly as a background and/or complement to other departmental offerings. It is intended to be selective in approach, drawing principally on anthropology, economics, psychology, and philosophy within a communications framework.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

No extra resources required

5. Approval

Date: _____

Department Chairman

Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. 1973

COMMUNICATION STUDIES DEPARTMENT

CMNS 404-5

Communications: Ecosystems

The course is designed to approach fundamental social and economic problems of contemporary concern from a communications perspective. The perspective draws on the analysis of the "symbolic function" of exchange in other societies (structural anthropology); on the analysis of the role of information in social and environmental regulation (ecological anthropology); on approaches to human interaction as communication (communicational psychology); and on the macroeconomic theory of the relationship between use value and exchange value in different societies, value being viewed in terms of coded exchanges of information. Some attention will be paid to the role of information in biological-ecological production, reproduction, and regulation.

Readings will vary depending on the emphasis of the instructor. The following are representative of core texts amongst which selections would be made.

- P. Watzlawick et al.: The Pragmatics of Human Communication (1967)
- G. Bateson: Steps to an Ecology of Mind (1972)
- C. Levi-Strauss: Structural Anthropology (1954)
- W. Buckley: Sociology and Modern Systems Theory (1968)
- A. Wilden: System and Structure (1972)
- A.P. Vayda, ed. Environment and Cultural Behavior (1964)
- K. Marx: Grundrisse
Economic and Philosophical Manuscripts of 1844
Capital, Vol. I, Book I.
- S. Freud: 'Die Verneinung' (Negation).
- R. Jakobson and M. Halle: Essentials of Language (1956)
- R. Barthes: Elements of Semiotics (1960)
- K. Polanyi, ed.: Trade and Market in the Early Empires (1960)
- M. Sahlins: Stone Age Economics (1972)

COMMUNICATION STUDIES DEPARTMENT

CMNS 404-5

Communications: Ecosystems

LECTURE OUTLINE (WILDEN)

1. Introduction to ecological systems theory and terminology. Atomism, pseudo-holism, holism.
2. Lecture one continued. Mediation and deep structure. Feedback. Analog and digital communication.
3. Epistemological and ideological relationships between theory and practice. Family, class, race, sex, culture. The master-slave dialectic.
4. Application of systems orientation to social systems as information systems. Code/message constraints. Matter-energy and information. Entropy.
5. Outline of the informational characteristics of natural ecosystems. Nature and Culture. Hierarchy and symmetry.
6. Orientation # 1 (open book).
7. Recapitulation in response to results of Orientation # 1.
8. Extension of theoretical orientation. The role of transdisciplinary abstractions in the scientific discourse. Logical typing of discourses. Boundaries and punctuation.
9. Sociohistorical differences in systemic organization (ecological anthropology). Logical typing of competition and cooperation and of use value and exchange value in different systems.
10. Orientation # 2.
11. Recapitulation in response to Orientation # 2.
12. The world ecosystem (economic-ecological). Growth. Homogenization. Diversity, stability, and redundancy in natural and social systems. The environment of the future. "Mortgages" on future flexibility.
13. Papers due. General discussion.

Course Overlap: Material is not represented in other courses. Copies of proposals have been forwarded to other departments for comment.

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 425 Credit Hours: 5 Vector: 0-4-0

Title of Course: Seminar in Communication Processes

Calendar Description of Course:

This seminar will be devoted to a detailed study of selected areas in Communication Processes.

Nature of Course seminar

Prerequisites (or special instructions):

Completion of two upper division communication courses

What course (courses), if any, is being dropped from the calendar if this course is approved:

None

2. Scheduling

How frequently will the course be offered? One semester annually

Semester in which the course will first be offered? 1976-3

Which of your present faculty would be available to make the proposed offering possible? Professor Lorimer, Professor Harper, Professor Mallinson

Objectives of the Course

This seminar will provide a forum for students in this stream to present and analyze materials not dealt with in other courses.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

No additional resources

Library


Audio Visual

Space

Equipment

5. Approval

Date: _____


Department Chairman


Dean

Chairman, SCUS

SCUS 73-34b:- (When completing this form, for instructions see Memorandum SCUS 73-34a. Attach course outline).

Oct. '73

COMMUNICATION STUDIES DEPARTMENT

CMNS 425-5

Seminar in Communication Processes

This seminar will be directed to a concentrated study of writings or research in progress in the area of Communication Processes. Students will be expected to select a particular area for study and report in advance of registration.

EXAMPLES

1. Research in Small Group and Organizational Communication
2. The Applications to Specific Areas (Education, Industry, Professional In-service research).
3. Intensive review of longitudinal joint research project
4. Communication research in selected areas (blind, deaf, brain injured, etc.)

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 455 Credit Hours: 5 Vector: 0-4-0

Title of Course: Special Topics in Communications

Calendar Description of Course:

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

Nature of Course Seminar

Prerequisites (or special instructions):

Two Upper Division courses in Communication Studies

What course (courses), if any, is being dropped from the calendar if this course is approved: None

2. Scheduling

How frequently will the course be offered? At least once a year.

Semester in which the course will first be offered? Spring 1976

Which of your present faculty would be available to make the proposed offering possible? Various

Objectives of the Course The course is modelled on similar ones that have been highly successful at other universities. It is designed as an "umbrella" under which (1) a restricted topic may be treated (e.g. science as a communications system; the communication of ideology; communication and economics); or (2) a particular writer or school important in the field may be subjected to an analysis more intensive than that possible in more generalized courses. Given the changes in topics, students may take the course more than once.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

Space

Equipment

No additional resources

5. Approval

Date: _____

Department Chairman

Dean

Chairman, SCUS

COMMUNICATION STUDIES DEPARTMENT

CMNS 455-5:

Topics in Communications

Given the "umbrella" nature of the course and the varied interests of faculty, no particular outline that would be representative of all offerings can be given. The importance of the rubric is that it allows for both latitude in the choice of topics and specialization in their treatment.

The following are possible examples:

Example I: The Work of Gregory Bateson

- (a) analog and digital communication
- (b) play as metacommunication; the role of difference
- (c) learning as a communications process; the logical categories of learning
- (d) schizophrenia as pathological communication

Example II: Economics as Communication

- (a) the fundamental categories of macroeconomic theory viewed as units of communication
- (b) commodities as bearers of information; production and consumption as semiotic systems
- (c) the production and reproduction of environments and ideas
- (d) relationships between the economic process and its representations in society

Example III: Structuralism

- (a) myth and kinship as communications systems
- (b) cybernetic regulation in societies; code-message relationships
- (c) the symbolic function in society; conscious and unconscious communication
- (d) language, kinship, and social laws
- (e) the role of models in social science (e.g. does a particular model as a code account for the actually perceived messages in the system?)

Example IV: Semiotics

- (a) the production, reproduction, consumption and exchange of signs (semes) in societies
- (b) the semiotics of C.S. Peirce, R. Barthes, the Tel Quel School, Charles Morris
- (c) linguistic and communicational models of sign systems; the role of constraint
- (d) the historical evolution of the concept of the sign from the Stoics to the present day
- (e) metaphor and metonymy in semiotic systems
- (f) Gestaltism as an antecedent to contemporary semiotics

SENATE COMMITTEE ON UNDERGRADUATE STUDIES

NEW COURSE PROPOSAL FORM

1. Calendar Information

Department: COMMUNICATION STUDIES

Abbreviation Code: CMNS Course Number: 323 Credit Hours: 3 Vector: 1-2-0

Title of Course: Communication Processes and Individual Behaviour

Calendar Description of Course:

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 behaviour and human nature.

Nature of Course Lecture/Tutorial

Prerequisites (or special instructions):

CMNS 220 or equivalent

What course (courses), if any, is being dropped from the calendar if this course is approved:

2. Scheduling

How frequently will the course be offered? Twice annually

Semester in which the course will first be offered? Spring 1976

Which of your present faculty would be available to make the proposed offering possible? R. Harper, T. Mallinson

Objectives of the Course

To acquaint the student with the essential nature of Communication processes in the development of the human self and the implications (both ethical and strategic) of communication and communication media.

4. Budgetary and Space Requirements (for information only)

What additional resources will be required in the following areas:

Faculty

Staff

Library

Audio Visual

No additional resources

Space

Equipment

5. Approval

Date: _____

[Signature]
Department Chairman

[Signature]
Dean

Chairman, SCUS

SAMPLE OF ASSIGNMENTS

CMNS 258 - EXPLORATIONS IN SOUND TAPE RECORDING

ASSIGNMENT I

Listen to the tapes that have been supplied to you and make an outline of the contents, noting the "minutes in" of important sections, particularly those that relate to the subject matter you have chosen to write about. Next you search for other relevant source material in books, periodicals, newspaper items, maps, pictures etc.

The article that you write from all this should:

- (a) be based on the oral document. The additional research is largely supplementary, perhaps helping you to fill in gaps or put the whole thing within an adequate framework. If the tape material is sufficiently objective you can ignore the personality of the speaker. Otherwise there should be some indication that the subject matter is presented as within the framework of a given life and personality.
- (b) show a proper sense of continuity, and an ability to express what needs to be expressed.
- (c) be able to read as a coherent and reasonably complete statement.
- (d) be double-spaced. It does not have to be typed as long as it is sufficiently legible.
- (e) have numbered footnotes, either at the bottom of the page or at the end, indicating the more important sources of information.
- (f) include at the end a bibliographical list of source material, including tapes.

Hand in the outline along with the article. It will be returned to you for your work on the next assignment.

Don't hesitate to see me whenever you feel you need advice about the project. After you have finished I would like you to be able to give a brief account in class of your evaluation of the various kinds of source material used, and in particular about the relative value of the oral document.

ASSIGNMENT II

An exercise in tape editing and narration.

Select one tape from those that you have just used in connection with your first assignment. We will arrange for it to be dubbed, and from this dubbed version you will edit out portions that, together with a few sections of narration, will make a complete item of about 15 minutes duration, as if for broadcasting.

It will be best to work from an outline of the tape. You will write the narration as an introduction to the topic and, where necessary, as brief continuity. You