

AP/COMN 4731M: Nonverbal Communication (Winter 2013)

Fridays 11:30 – 2:30 – Vari Hall, 3004

Instructor: Dr. Phil Rose (prose@yorku.ca)

Office Hours: 3038 TEL Building, Fridays 2:30-3:30 (no office hours Jan. 25)
(or by telephone/skype appointment)

The Course: This interdisciplinary course surveys and explores the various forms of nonverbal communication, particularly as they relate to the intersection of human nature and culture. Among the topics to be addressed are the relationship of verbal to nonverbal communication, mimesis, facial expressions, eye behaviour, kinesics, posture, body language, body adornment, dress codes, proxemics, chronemics, imagery, prosody, music, touch, and violence. The course will also address how these forms intersect with the sensory modalities of audition, vision, haptics, taste, and scent.

Nonverbal messages tend to communicate emotions, attitudes, or directions, and they can contradict, emphasize, regulate or substitute for verbal messages. Though often ambiguous, nonverbal cues are sometimes more reliable than verbal messages, and we will explore how these numerous parameters of communication function in interpersonal, organizational, cultural, and intercultural contexts.

Students will consider key debates surrounding the study of nonverbal communication by examining general theories of human interaction and emotional expression, including mimetic theory, social learning theory, equilibrium theory, affect-based theories, and symbolic interactionism – along with the functional, interpersonal adaptation, and parallel process models of communication. Students will also investigate how topics such as evolutionary psychology, semiotics, and neuroscience can elucidate our understanding of nonverbal cues in the greater communication context.

Course Learning Objectives:

1. To provide an introduction to thinking about the various forms of nonverbal communication within a framework that increases awareness of their roles in human evolution, as well as in historical and contemporary cultural contexts.
2. To survey the various dynamics of nonverbal communication in specific interpersonal, intercultural, mass media, and online contexts.

Expected Learning Outcomes:

On completion of this course students should be able to:

1. Account for the fundamental differences between verbal and nonverbal communication.
2. Describe and explain the characteristics and functioning of the various forms of nonverbal communication as they relate to cognitive and affective experience.
3. Identify, compare, contrast, and analyse these forms – particularly as they are manifested in interpersonal, cultural, intercultural, social networking, and mass media contexts.
4. Demonstrate an ability to understand and distinguish between complex theoretical debates relating to the study of nonverbal communication.
5. Present theoretical scholarly arguments in both oral and written forms.

Assessment and Evaluation:

Seminar attendance and participation	20%
Surprise reading content tests	(2 x 2.5%) = 5 %
Two Written Responses	(25% + 25%) = 50%
Final written exam	25%

Assignments:

Seminar attendance and participation 20% -- Each student will be responsible for leading discussion around one of the weekly readings/recordings or a portion thereof (see presentation schedule on moodle). If students wish to switch dates/articles, they should make the necessary arrangements and then notify me of any changes.

The following rubric should guide the observations of presenters (as well as the rest of the class) in our ongoing discussions of weekly materials:

- a) how do the themes of mimesis, nature-culture, and affect-feeling-emotion pertain to our discussion of this week's readings?
- b) item's most interesting aspects?
- c) item's problematic aspects?
- d) author's/broadcaster's oversights?
- e) item's confusing aspects?
- f) general thoughts/commentary? AND....

g) at least 2 good discussion questions per item.

Students are required to come to each class prepared to discuss the materials allocated for that week. This means that they should keep notes regarding the main points and strengths/weaknesses of each course item. While they can also make contributions to the learning environment of the course through our online Moodle domain (and are encouraged to do so), online participation will only make up in part for physical absence from classes.

IF A CLASS IS CANCELLED DUE TO INCLEMENT WEATHER OR THE LIKE, THAT WEEK'S SESSION WILL AUTOMATICALLY BE CONDUCTED ONLINE ASYNCHRONOUSLY.

Surprise content tests (2 x 2.5% = 5%) -- There will be four surprise content tests, each related only to that week's readings.

Two Response Essays -- Total = 50%.

Substantially and critically engage topics from the two course blocks [*weeks 2-6 for response #1 and weeks 7-11 for response #2*].

Response Essay #1: Referring to each of the 'required' items in the first half of the syllabus and to relevant material presented within weekly seminars, address how the themes of mimesis, nature/culture, and affect/feeling/emotion are manifested in each item from the course materials, and explore the connections that exist between them. Your work will address each course item in sequence, as it relates to all three themes, and organise your writing with title headings for each item. Despite these sectional divisions, your paper should take the form of an expository piece of writing that is characterized by continuity between sections, and should feature a proper introduction and conclusion. In the event that a theme does not relate to a particular course item, be sure to make mention of this in your essay, but then elucidate how it might nonetheless be applied. Refer to each of the forms of **nonverbal** communication covered within the first part of the course. Papers should include any relevant critiques of ideas presented – 2500-3000 words -- #1 due Mar. 1 (25%)

Superior papers will be free of writing errors, be of professional copy (i.e. justified margins, use of pagination, proper indenting, proper integration of quotations, double-spaced, proper use of citation method etc.), and will make observations and arguments that go beyond those discussed in class. Include references in a consistent bibliographic style of your choice.

Response Essay #2: Referring to each of the 'required' items in the second half of the syllabus and to material presented within weekly seminars, again address how the themes of mimesis, nature/culture, and affect/feeling/emotion overlap across these course materials, and how they otherwise interrelate. Your paper should take the same form as the first Response Essay, attend to each of

the forms of nonverbal communication covered within the second part of the course, and in the event that a theme does not relate to a particular course item, be sure to make mention of this in your essay, but then elucidate how it might nonetheless be applied. Papers should include any relevant critiques of the ideas presented in course materials – 2500-3000 -- #2 due Apr. 5 (25%).

Final written exam 25% -- to be announced -- Students will be required to account for the fundamental differences between verbal and nonverbal communication, and describe/explain the characteristics and functioning of the latter in various settings. They will also be required to engage with some of the theoretical debates relating to nonverbal communication study as these pertain to interpersonal, intercultural, mass media, and online contexts.

READING SCHEDULE

Week 1: Introduction: What is Nonverbal Communication? (Jan. 11)

Introductions - no readings

Week 2: Mimesis – Preverbal Communication and the Origins of Symbolic Thought: Communicating Emotion, Desire, and Violence (Jan. 18) – 55 minutes, 38 pages

Cayley, D. (2001) “The Scapegoat”, Part 1, IDEAS. CBC Radio. [MOODLE]

Garrels, S. (2011) “Chapter 1 – Human Imitation: Historical, Philosophical, and Scientific Perspectives”, in *Mimesis and Science: Empirical Research on Imitation and the Mimetic Theory of Culture and Religion*. East Lansing: Michigan State University Press, pp. 1-38.

Recommended:

Donald, M. (2005) “Chapter 14 - Imitation and Mimesis”, in S. Hurley and N. Chater (eds) *Perspectives on Imitation: From Neuroscience to Social Science, Vol. 2*. Cambridge: MIT Press, 282-300. [<http://psycserver.psyc.queensu.ca/donaldm/reprints/PerspectivesImitation2.pdf>]

Bandura, A., D. Ross, and S. Ross (1961) “Transmission of Aggression Through Imitation of Aggressive Models”, in *Journal of Abnormal and Social Psychology*, Vol. 63, No. 3, pp. 575-782. [ONLINE]

Lakin, J. et al (2003) “The Chameleon Effect as Social Glue: Evidence for the Evolutionary Significance of Nonconscious Mimicry”, in *Journal of Nonverbal Behavior*, Vol. 27, No. 3, pp. 145-162. [ONLINE].

Week 3: Intersecting Nature and Culture (Jan. 25) – 45 pages

Segerstrale, U. and P. Molnar (1997) “Nonverbal Communication: Crossing the Boundary Between Culture and Nature”, in Segerstrale, U. and P. Molnar, eds. *Nonverbal Communication: Where Nature Meets Culture*. New Jersey: Lawrence Earlbaum Associates, pp. 1-26.

Patterson, M. (2006) “The Evolution of Theories of Interactive Behavior”, in *The SAGE Handbook of Nonverbal Communication*. London: Sage Publications, pp 21-40.

Recommended:

Bargh, J. and T. Chartrand (1999) “The Unbearable Automaticity of Being”. *American Psychologist*. Vol. 54, No. 7, pp. 462-479. [ONLINE]

Neumann, R. and F. Strack (2000) “Mood Contagion’: The Automatic Transfer of Mood Between Persons”, in *Journal of Personality and Social Psychology*, Vol. 79, No. 2, pp. 211-223. [ONLINE]

Week 4: Affect and the Face (Feb. 1) – 34 pages

Tomkins, S. (1962) “Chapter 7 – The Primary Site of the Affects: The Face”, *Affect, Imagery, Consciousness*, Vol. 1, New York: Springer, pp. 113-227.

Russell, J. et al. (2003), “Facial and Vocal Expressions of Emotion”, *Annual Review of Psychology* 54: pp. 329-49. [ONLINE]

Recommended:

Wicker, B. et al (2003) “Both of Us Disgusted in *My* Insula: The Common Neural Basis of Seeing and Feeling Disgust”. *Neuron*. Vol. 40, pp. 655-664. [ONLINE]

Wataru, S. and S. Yoshikawa (2007) “Spontaneous facial mimicry in response to dynamic facial expressions”, *Cognition*, Vol. 104, pp. 1-18.

Week 5: The Relationship of Verbal to Non-Verbal Communication (Feb. 8) – 44 pages

Buck, R. and C. VanLear (2002) “Verbal and Nonverbal Communication: Distinguishing Symbolic, Spontaneous, and Pseudo-Spontaneous Nonverbal Behavior”. *Journal of Communication* 52: 522-541. [ONLINE]

Nystrom, C. (2000) “Symbols, Thought, and Reality: The Contributions of Benjamin Lee Whorf and Susanne K. Langer to Media Ecology”. *The New Jersey*

Journal of Communication 8, no. 1: 8-33. [ONLINE: SEARCH UNDER 'ATLANTIC JOURNAL OF COMMUNICATION']

Week 6: Prosody and Paralinguistics: Vocal Expression (Feb. 15) – 35 long pages

Gervais, M. and D.S. Wilson (2005) "The Evolution of Laughter and Humor: A Synthetic Approach", *The Quarterly Review of Biology*, Vol. 80, No. 4, pp. 395-430. [ONLINE]

Recommended:

Hoeckner, B., Wyatt, E. W., Decety, J., & Nusbaum, H. (2011). "Film Music Influences How Viewers Relate to Movie Characters". *Psychology of Aesthetics, Creativity, and the Arts*. Vol. 5, No. 2, pp. 146-153. [ONLINE]

Curtis, M. and J. Bharucha (2010) "The Minor Third Communicates Sadness in Speech, Mirroring Its Use in Music", *Emotion*, Vol. 10, No. 3, pp. 335-348.

Scherer, K. (2003) "Vocal Communication of Emotion: A Review of Research Paradigms". *Speech Communication*. Vol. 40, pp. 227-256. [ONLINE]

READING WEEK (Feb. 22)

Week 7: Kinesics - Body Language and Eye Behaviour (Mar. 1) – 61 pages

Hall, E.T. (1976) "Rhythm and Body Movement", in *Beyond Culture*. New York: Anchor Press/Doubleday, pp. 71-84.

Richmond, V. and J. McCroskey (1999) "Gesture and Movement", in *Nonverbal Behavior in Interpersonal Relations, 4th Edition*, Allyn & Bacon, pp. 52-75.

Knapp, A. and M. Hall (2010) "The Effects of Eye Behavior on Human Communication", in *Nonverbal Communication in Human Interaction*. Boston: Wadsworth, pp. 334-366.

Recommended:

Hove, M. and J. Risen (2009) "It's All in the Timing: Interpersonal Synchrony Increases Affiliation". *Social Cognition*. Vol. 27, No. 6, pp. 949-960. [ONLINE]

Wiltermuth, S. (2012) "Synchrony and Destructive Obedience". *Social Influence*. Vol. 7, No. 2, pp. 78-89.

Week 8: Proxemics and Touch (Mar. 8) – 48 pages

Hall, E. T. (1966) "Perception of Space", in *The Hidden Dimension*. New York: Anchor Books, pp. 41-50.

Dolphin, C. Z. (1988) "Beyond Hall: Variables in the Use of Personal Space in Intercultural Transactions", *The Howard Journal of Communication*, Vol. 1, No. 1, pp. 23-38. [ONLINE]

Knapp, A. and M. Hall (2010) "The Effects of Touch on Human Communication", in *Nonverbal Communication in Human Interaction*. Boston: Wadsworth, pp. 262-286.

Recommended:

Hodkinson, P. and S. Lincoln (2008) "Online Journals as Virtual Bedrooms? Young People, Identity and Personal Space", *Nordic Journal of Youth Research*, Vol. 16, No. 1, pp. 27-46. [ONLINE]

Week 9: Chronemics, Silence, et al. (Mar. 15) – 35 pages

Bruneau, T. J. (2009) "Chronemics". In Littlejohn, S., & Foss, K. (eds), *Encyclopedia of Communication Theory*. Thousand Oaks, CA: Sage Publications, pp. 96-101. [ONLINE]

Juergensmeyer, M. (2003) "Theater of Terror", in *Terror in the Mind of God: The Global Rise of Religious Violence*. Berkely: University of California Press, pp. 121-147.

Bruneau, T. J. (2009) "Silence, silences, and silencing". In Littlejohn, S., & Foss, K. (eds), *Encyclopedia of Communication Theory*. Thousand Oaks, CA: Sage Publications, pp. 14-18. [ONLINE]

Recommended:

<http://en.wikipedia.org/wiki/Chronemics>

Walther, J. (2006) "Nonverbal Dynamics in Computer-Mediated Communication, or ☺ and the Net ☺'s with You, ☺ and you ☺ Alone", in *The SAGE Handbook of Nonverbal Communication*. London: Sage Publications, pp. 461-475.

Week 10: Dress Codes and Body Adornment (Mar. 22) - 26 pages

Danesi, M. (2004) 'Chapter 9 - Clothes', in *Messages, Signs, and Meanings: An Introduction to Semiotics*. Toronto: Canadian Scholar's Press Inc, pp. 177-191.

Roberts, D. J. (2012) "Secret Ink: Tattoo's Place in Contemporary American Culture", *Journal of American Culture*, Vol. 35, No. 2, pp. 153-165. [ONLINE]

Recommended:

Vaillancourt, T. and A. Sharma (2011) "Intolerance of Sexy Peers: Intrasexual Competition Among Women", *Aggressive Behavior*, Vol. 37, pp. 569-577. [MOODLE]

<http://www.onpointradio.org/2008/02/tattoos-from-maori-to-america>,
Ashbrook, T. (2008) "Tattoos: From Maori to America", *On Point*. National Public Radio, Boston, WBUR.org (running time - 45:46). [MOODLE]

Hassan, F. (2011) "Burqas and Bans: Freedom or Repression?", IDEAS, Toronto: CBC Radio. <http://www.cbc.ca/ideas/episodes/2011/06/24/burqas-and-bans-freedom-or-oppression/>. [MOODLE]

Berkaw-Pratt, J. et al (2012) "The Incidence, Attitudes, and Practices of the Removal of Pubic Hair as a Body Modification", *Journal of Pediatric and Adolescent Gynecology*, Vol. 25, pp. 12-14. [ONLINE]

**Week 11: Further Contextualisations – Environments, Social Situations, and the Presentation of Self
(Mar. 29) – 42 pages**

Meyrowitz, J. (1985) "Chapter 2 – Media, Situations, and Behavior" and "Chapter 6 – The Blurring of Public and Private Behaviors", in *No Sense of Place: The Impact of Electronic Media on Social Behavior*. Oxford: Oxford University Press, pp. 35-51 and 93-114.

Recommended:

Bourgeois, P. and U. Hess (2007) "The Impact of Social Context on Mimicry", in *Biological Psychology*, Vol. 77, pp. 343-352. [ONLINE]

Week 12: /Conclusions, Synopsis, and Review (Apr. 5)

NO READINGS

POLICIES: Do not submit papers to any administrative office. Since the university uses software that can check for plagiarism, you must submit papers directly to me both in hard copy and electronically. If you are unable to submit papers on time in class, wait until next class to submit your hard copy, but be

sure to send it electronically. Hard copies must be identical to electronic copies or risk a mark of 0%. Retain a copy of your paper for your own files.

Late penalties/Academic Honesty: For each of your assignments in this course, you will lose 3% per day (including weekends) for every day it is late. If an assignment is going to be late *for any reason*, you must make special arrangements with me, otherwise it may not be accepted.

York University policy stipulates that all students read and understand the Senate Policy on Academic Honesty available in the section 'For Students' at <http://www.yorku.ca/academicintegrity>. Students may want to refresh their knowledge of such issues by completing the Academic Integrity Tutorial online at http://www.yorku.ca/tutorial/academic_integrity/.

York Senate Policy on Academic Accommodation for Students with Disabilities:
<http://www.yorku.ca/secretariat/policies/document.php?document=68>

Effective time management is critical for university students. Adhering to the schedule for assignments supports the development of this skill. In this regard, therefore, consider the following:

“What information consumes is rather obvious: it consumes the attention of its recipients. Hence a wealth of information creates a poverty of attention, and a need to allocate that attention efficiently among the overabundance of information sources that might consume it” (Herbert A. Simon).