

Marshall University

Course Title/Number	CMM 656 Seminar in Public Communication: Rhetoric of Collective Memory
Semester/Year	Fall 2013
Days/Time	Thursday 6:30-9:00 pm
Location	Smith Hall 261
Professor	Dr. Stephen M. Underhill
Office	Smith Hall 248
Phone	(304) 696-3020
E-Mail	underhills@marshall.edu
Office Hours	Tuesday 11:00-12:00 Wednesday 10:00-3:00 Thursday 11:00-12:00, 3:30-6:30
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment
Class Policies	All assignments must be typed, size 12 font, 1 inch margins, double spaced

Course Description

This course examines the rhetoric of collective memory by focusing on how the past is constructed to serve the present. Students learn principles of visual rhetoric in the analysis of public memory places.

General Education Program Student Learning Outcomes

Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:

1. Aesthetic/Artistic
2. Communication (oral, written, visual)
3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.
4. Mathematical and Abstract
5. Multicultural/International
6. Scientific
7. Social/Ethical/Historical

Relationships among Course, Program, and Degree Profile Outcomes

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course	Program Outcomes	Degree Profile Outcomes
Students will understand theory as a context for communication.	Class discussion; Class reading; Class activities; Research Project.	Exams, Research Paper.	2,3,6,7	Applied learning; Intellectual skills;
Students will generalize communication patterns from qualitative inquiry.	In-depth interviews, observations, primary source data.	Research Paper.	2,3,6,7	Applied learning; Intellectual skills;
Students will assess the ways qualitative research methods inform theoretical understanding.	Class discussion; Class reading; Class activities; Research Project.	Exams, Research Paper.	2,3,6,7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge
Students will analyze communication artifacts using qualitative communication theory.	Research Project.	Exams, Research Paper.	2,3,6,7	Applied learning; Broad, Integrative Knowledge; Intellectual skills

Students will synthesize qualitative data.	Research Project.	Research Project.	2,3,6,7	Broad, Integrative Knowledge; Intellectual skills
Students will analyze qualitative data.	Research Project.	Research Project.	2,3,6,7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning.

Required Texts

Bergman, Teresa. *Exhibiting Patriotism: Creating and Contesting Interpretations of American Historic Sites*. Walnut Creek: Left Coast Press. 2012.

Dickinson, Greg, Carole Blair, and Brian L. Ott. *Places of Public Memory: The Rhetoric of Museums and Memorials*. Tuscaloosa: University of Alabama Press. 2010.

Olick, Jeffrey K. *The Politics of Regret: On Collective Memory and Historical Responsibility*. New York : Routledge, 2007.

Course Requirements	Due Date	Points
Midterm Exam	October 17	100
Final Exam	December 12	100
Participation and Discussion 10 sessions x 10 points	-----	100
Semester Project		
Proposal	October 3	50
Paper Update and Bibliography	October 31	75
Paper	December 5	175
Presentation	December 12	100
TOTAL		700

Participation and Discussion 100 points

This class will be conducted as a seminar, which is organized and conducted differently from typical undergraduate courses. Specifically, students will spend little time listening to lectures and much more time reading and analyzing course materials, participating in thoughtful and focused discussion about the material, and synthesizing old and new ideas. In hopes of fulfilling these goals, *you are required to bring at least four well developed discussion questions to class that pertain to that day's readings*. Questions might be related to inconsistencies between readings, misunderstandings you might have, questions for other students about how readings relate, problems with the research, ethical quandaries that arise, etc. These questions are expected to be intelligent and well thought out (simply asking questions that are answered in the readings won't be counted). The point of the questions is to stimulate interesting conversation and demonstrate that you completed the assigned readings. You should provide me with a printed copy of your questions (at least four) at the beginning of class, clearly labeled with the date and the topic at the top of the page. You should also have a copy for yourself so you'll remember what questions need asking. You will be graded on the questions you bring each day as well as the quality of your contributions to the discussion. This goes without saying, but it is expected that students are respectful of differing opinion during discussion: debate is great, but antagonism is not. If it becomes clear that people aren't sufficiently reading, I reserve the evil right to administer pop quizzes, and these grades will be incorporated into the participation grade. Additionally, each student is expected to lead class discussion once. Discussion leaders do not need to generate questions for days they lead discussions. Students who fail to meet their discussion requirement will lose ALL participation points. **Discussion leadership is further explained below.**

Semester Project

Marshall University does its share of memory work. Each Fall we remember the November 14, 1970 plane crash at a ceremony around the Memorial Fountain. This public memory event is always a moment of pause to remember many things. Beyond the ceremony and the fountain, the plane crash is remembered in *We Are Marshall* (2006), at the MU Hall of Fame Café, at the Spring Hill Cemetery, through the pages of the *Parthenon* (including when it reports on the memorial ceremony), in local media coverage of the ceremony (WSAZ-TV3—available in Morrow Library's Special Collections; the *Herald-Dispatch*). Obviously, memory work is also done by the media when it offers other ways of remembering as well, but I am emphasizing that the work is done in the present about the past. In this way, the past remains with us.

The semester project is the most central component of this class. It will guide our readings, discussions, and collaboration. As a class, we will all attend the Plane Crash Memorial Ceremony on November 14 and read through local news accounts of the crash written at the time of the crash. Each student will also select one of the mentioned artifact (collections), or another of equal importance, and analyze the nexus of ceremony, historical record, artifact (collection), and public memory rhetorical theory. Students who analyze media will cross reference stories from at least ten different years. You will present your analysis to the class. You will analyze how your artifact and the ceremony treats the past in a manner that makes a claim about the present/future. You will make an argument about their vision of the past and their implications

for the present/future. You may focus, for example, on connections between the past and current political-cultural debates, re-articulations of the past in terms of more contemporary cultural resources, projections of a particular “public,” etc. You will submit a brief proposal for the paper in the early weeks of the semester.

As mentioned above, each student is responsible for two class discussions in which you will discuss the readings assigned for that week. In so doing, you will share at least one way that an insight, concept, or approach from the readings might inform your own analysis, and spearhead conversation/exercises that pushes your classmates to do the same. I want us to teach and learn together.

Step One: Proposal (Due October 3) 50 Points

You will begin the assignment by first submitting a short paper (5-7 pages in length) that identifies your rhetorical artifact(s) of interest, explains your belief of its significance to rhetoric, and what particular resources you may incorporate into your study (for example, books, newspapers, magazines, documentaries, journal articles, etc.). Your proposal should include research question(s), and you should clear your research question(s) with me before formally submitting them in the proposal. You are encouraged to be imaginative and critical in your thinking, and you should share your thought processes with me as early as possible. Specifically, you should be considering what an artifact may teach us about the rhetorical construction of the past.

Step Two: Paper Update and Annotated Bibliography (Due October 31) 75 Points

Next, you will report your progress in conceptualizing your paper and research agenda in 5-7 pages. Address what you think is going right (and why), as well as what is going wrong and thus needs to be adjusted (and how you are going to do so). Also include your research question(s) (again), and offer a prediction of where your argument will take you. Work toward identifying the significance of your argument.

In addition to the 5-7 pages, also include an annotative bibliography. Your bibliography includes all sources that you will incorporate into your argument. Each entry should briefly include (1) a description of the source, and (2) its potential usefulness.

Step Three: Paper (Due December 5) 175 Points

You will submit a paper that answers your question(s) about the ceremony, your rhetorical artifact, and their vision(s) of the past. The paper requires you to know about the past it recounts, about the cultural resources that were available to the rhetors, about what interests it served (or failed to serve) by remembering the past in a particular manner, any forgetfulness and its significance to the artifact's/event's argument, and any political/cultural consequences. Your final paper should illustrate that you have reflected critically on previous instructor comments, class discussion, and other modes of feedback.

This essay should integrate your previous arguments to answer your research question(s), offering a claim about the rhetorical construction of the past, providing substantial analysis and

evidence supporting your claim. You must do more than describe your artifact and event in their context(s). You must make judgments about how it works and their purposes based on your combination of evidence and theory. The paper should be 15-20 pages of text.

Step Four: Presentations (Due December 12) 100 Points

You will present your findings to the class. Because public memory places, films, and other media belong to visual rhetoric, I presume you will have images to share with the class when you present your analysis. Unless instructed otherwise, I want you to use Prezi software to create a presentation that will be stimulating to experience. This course combines issues of form and content. Whereas form refers to issues of style, content focuses on conceptual meaning. Obviously, the two overlap. Therefore, how students pull together their analyses papers in the class presentations is of central importance.

Document Policy

All documents must be typed, size 12 font, 1 inch margins, double spaced and submitted to Dropbox.
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Semester Calendar

Week	Reading/Assignment Due	Discussion
1 (8/29)	-----	Domain of Rhetorical Analysis; Doing Library Research
2 (9/05)	Dickenson et al., (Introduction; Ch. 1)	Rhetoric/Memory/Place
3 (9/12)	Dickenson et al. (Ch. 2+3)	Public Memory; Rhetorical Experience
	Discussion Leader _____	
4 (9/19)	Dickenson et al. (Ch. 4+5)	Vision vs. Genre; Memory Ownership
	Discussion Leader _____	
5 (9/26)	Dickenson et al. (Ch. 6+7)	Placeness and Invention
	Discussion Leader _____	
6 (10/3)	Dickenson et al. (Ch. 8) Bergman (Introduction) Proposal	Place and Movement; Politics of Memory
	Discussion Leader _____	
7 (10/10)	Bergman (Ch. 1+2)	Representational Evolution; Negotiating Publics
	Discussion Leader _____	
8 (10/17)	MIDTERM	
9 (10/24)	Bergman (Ch. 3+4)	Rhetorical Custodianship; Sex & Gender
	Discussion Leader _____	
10 (10/31)	Bergman (Ch. 5+Conclusion) Paper Update and Annotated Bibliography	National Symbolism and Change
	Discussion Leader _____	
11 (11/7)	Olick (Ch.1+Ch.2)	Collective Memory and Regret
	Discussion Leader _____	

12 (11/14) Olick (Ch.3+Ch.4)
Plane Crash Ceremony

Cultural Constraints;
Cultures of Collective Memory

Discussion Leader _____

13 (11/21) Olick (Ch. 5+6)

No Class: NCA

14 (11/28) Olick (Ch. 7+8)

No Class: Thanksgiving

15 (12/5) Final Paper **Due**

Presentations

16 (12/12) Final Exam **6:30-9:00**