

Marshall University

Course Title/Number	Law Enforcement and National Security Discourse/ CMM 480
Semester/Year	Spring 2015
Days/Time	Thursday 6:30-9:00
Location	Smith Hall 261
Instructor	Dr. Stephen M. Underhill
Office	Smith Hall 248
Phone	(304) 696-3020
E-Mail	underhills@marshall.edu
Office Hours	Monday 6:00-9:00 Tuesday 9:00-11:00; 12:15-1:45 Thursday 9:00-11:00; 12:15-1:45 Please e-mail me in advance of your arrival, if possible.
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

Course Description: From Catalog

This course examines issues of race, class, and gender in the rhetoric of security planners. In particular, students will learn how discourses of law and order organizes public life.

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 develop a basic understanding of narrative theory.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Weekly Applications, Final Project	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will develop advanced understanding of rhetorical theory.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Weekly Applications, Final Project	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will develop a basic understanding of the rhetorical situation.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Weekly Applications, Final Project	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will understand the traditional concepts, values, and contexts of rhetoric.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Weekly Applications, Final Project	7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning
Students will evaluate specific discursive texts by determining the technical strategies, rhetorical theories, and discursive concepts at play.	Course readings and in-class group exercises will be combined to help students develop their information literacy skills.	Tests, Weekly Applications, Final Project	1, 2, 3, 7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning

Optional Text

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Vintage Books. 1995.

Course Requirements

Weekly Think Pieces	100 Points
Topics Selection and Background Checks	20 Points
Midterm Exam	100 Points
Final Exam	100 Points

Grading Policy

A+ 97—100%, A 93—96%, A- 90—92%, B+ 87—89%, B 83—86%, B- 80—82%, C+ 77—79%, C 73—76%, C- 70—72%, D+ 67—69%, D 63—66%, D- 60—62%, F 59—0%.

Attendance Policy

Attendance is not required for this course. PLEASE NOTE, I DO NOT RESPOND TO E-MAIL REQUESTS ASKING ME TO COVER WHAT YOU MISSED IN CLASS. You may visit me during my office hours to catch up on missed material.

Document Policy

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

SEMESTER PROJECT

We will examine how law enforcement and national security discourse works to structure public life in terms of race, class, and gender. We will balance readings between Robert Ivie’s work on war discourse and a variety of chapters/articles about literary naturalism. You will learn that how we talk about law and order extends from a particular literary genre that was formed in a particular rhetorical context in the Progressive Era. Although we now recognize that this context was steeped in eugenics and other forms of scientific racism, we continue to talk about security matters according to its organizational terms. This semester, we will apply what literary critics have written about naturalism to Ivie’s work on war discourse to understand how our world is imagined in such terms.

Step One: Topics Selection and Background Checks

20 Points

You will identify **THREE (3)** stories of interest to you that relate to law enforcement and

national security discourse. You will select one story about law enforcement from FBI Speeches (<http://www.fbi.gov/news/speeches>), one story about the War on Drugs from DEA speeches (<http://www.dea.gov/pr/speeches-and-testimony.shtml>), and one story about foreign war/terrorism or internal subversion from DOD speeches (<http://www.defense.gov/speeches/>).

You will write a one-two page synopsis covering ALL THREE TOPICS (so three to six pages altogether). Address 1) who are the characters involved? 2) What events have happened? 3) Where key events have happened? 4) When did key events happen? 5) How is action being deployed in ALL THREE TOPICS? 6) For what purpose is action being deployed in ALL THREE TOPICS? This assignment will provide you with the requisite background material for the rest of the semester. You should do it well. You must turn in a citation page, using the Chicago style guide.

Underhill, Stephen. "Example Fake News Story Title." *New York Times*. August 10, 2013: 10.

If you do not cite at least nine speeches/press releases between all three topics, you will get a zero for this assignment!

Topics Selection & Background Checks Rubric		
Vector	Value	Score
Proposition of three topics.	10	
Synopsis: Who is involved? What is the clash over? Where is the clash occurring? When did this clash arise? 5) How is action being deployed? For what purpose is action being deployed?	5	
Citation Page	5	
		Total

Step Two: Weekly Applications.

100 Points

Each week, students will apply principles from the readings to their selected topics. For full credit, students should intelligently (and briefly) quote each reading, and use those quotes to analyze their stories. You may either focus on one story or explain how the readings inform two or more. Each submission should be 1½ pages in length. **SUBMIT ALL PAPERS TO DROPBOX BY 11:59 PM MONDAY NIGHT.** Title each paper “Last name, Think Piece #” (# represents the appropriate week number).

Weekly Application Rubric		
Vector	Value	Score
Quality of quotes from readings and speeches.	5	
Writing illustrates command of topic.	5	
		Total

CLASS SCHEDULE

Week 1

1/15

Introduction

Week 2

1/22

Beer and Hariman, “Realism and Rhetoric in International Relations”

Week 3

1/26

Background Check Due

1/29

Ivie, Metaphor and the Rhetorical Invention of Cold War “Idealists”

Week 4

2/2

Think Piece 1 Due

2/5

Ivie, “Literalizing the Metaphor of Soviet Savagery: President Truman's Plain Style”

Week 5

2/9
2/12

Think Piece 2 Due

Ivie, "Images of Savagery in American Justifications for War"

Week 6

2/16

2/19

Think Piece 3 Due

Ivie, "War is Easy"

Week 7

2/23

2/26

Think Piece 4 Due

Ivie, "The Threat of Democratic Peace"

Week 8

3/2
3/5

Think Piece 5 Due

Ivie, "U.S. Aggression in the Guise of Self-Defense"

Week 9

3/12

Midterm

Week 10

3/19

SPRING BREAK

Week 11

3/26

Ivie and Giner, "American Exceptionalism in a Democratic Idiom: Transacting the Mythos of Change in the 2008 Presidential Campaign"

Week 12

3/30

4/2

Think Piece 6 Due

Ivie and Giner, "Hunting the Devil"
Democracy's Rhetorical Impulse to War"

Week 13

4/6

Think Piece 7 Due

4/9

Ivie, "Metaphor of Force in Prowar Discourse: The Case of 1812"

Week 14

4/13

Think Piece 8 Due

4/16

Ivie, "Obama at West Point: A Study in Ambiguity of Purpose"

Week 15

4/20

Think Piece 9 Due

4/23

Ivie, "Fighting Terror by Rite of Redemption and Reconciliation"

Week 16

4/27

Think Piece 10 Due

4/30

PRESENTATIONS

Final Exam

5/7