

Marshall University

Course Title/Number	Law Enforcement and National Security Discourse/ CMM 580
Semester/Year	Spring 2017
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	Tuesdays: 9:15-11:00; 12:15-4:00 Thursdays: 9:15-11:00; 12:15-6:00 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 organize 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

Required Texts

Lee, Michael J., *Creating Conservatism: Postwar Words that Made an American Movement*. East Lansing: Michigan State University Press, 2014.

Mitchell, Gordon R. *Strategic Deception: Rhetoric, Science, and Politics in Missile Defense Advocacy*. East Lansing: Michigan State University Press, 2000.

Oddo, John. *Intertextuality and the 24 Hour News Cycle*. East Lansing: Michigan State University Press, 2014.

O’Gorman, Ned. *Spirits of the Cold War: Contesting Worldviews in the Classical Age of American Security Strategy*. East Lansing: Michigan State University Press, 2012.

Ritter, Kurt W. and David Henry. *Ronald Reagan: The Great Communicator*. New York: Greenwood Press, 1992.

Course Requirements

Book Reviews	100 Points
Midterm Exam	100 Points
Final Paper	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 the required texts with speeches on war and public order. 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 read five books together. Students will submit a five-page book review for three books (of their choice). Each review should have a clearly defined thesis statement, with clear sections (introduction, body with sub divisions, and conclusion), and cited in Chicago style with a complete bibliography. Each review should be used as a platform to discuss post-9/11 war discourse, using the texts as evidence to base your own arguments about how discourses on national security shape understandings of American “reality” at domestic and international levels. Book reviews are due one week after your selected books are finished in class (extensions available for midterm).

Graduate students will select a topic in the first weeks of the semester that they will develop into a 10-page term paper. Students should meet with the professor by the third week of the semester for topic approval. Papers will be graded on the clarity of thesis statements, clarity of sections (introduction, body with sub divisions, and conclusion), and cited in Chicago style with a complete bibliography.

CLASS SCHEDULE

CLASS SCHEDULE Reading/Assignment Due

Week 1

R, 01/12 Introduction

Week 2

R, 01/19 Ritter & Henry, Chs. 1-3.

Week 3

R, 01/26 Ritter & Henry, Chs. 4-6.

Week 4

R, 02/02 Lee, Prologue- Ch. 2. **Ritter & Henry Book Reviews Due.**

Week 5

R, 02/09 Lee, Chs. 3-5.

Week 6

R, 02/16 Lee, Chs. 6-7.

Week 7 R, 02/23	Midterm	
Week 8 R, 03/02	O’Gorman, Introduction- Ch. 2.	Lee Book Reviews Due.
Week 9 R, 03/09	O’ Gorman, Ch. 3-Conclusion	
Week 10 R, 03/16	Mitchell, Chs. 1- 3.	O’Gorman Book Reviews Due.
Week 11 R, 03/23	Spring Break	
Week 12 R, 03/30	Mitchell, Chs. 4-5.	
Week 13 R, 04/06	Oddo, Introduction- Ch. 1.	Mitchell Book Reviews Due.
Week 14 R, 04/13	Oddo, Chs. 2-3.	
Week 15 R, 04/20	Oddo, Chs. 4-5.	
Week 16 R, 04/27	Presentations.	Oddo Book Reviews Due.
Final Exam	Thursday, May 4, 6:30-9:00	