

**CA 522: Rhetorical Theory**  
**Dr. Brett Lunceford**  
**T/R: 12.30-1.45PM**  
**University Commons 1016**  
**Office: UCOM 1016**  
**Office Hours: T/R 2.00PM-5.00PM and by appointment**  
**Phone: 380.2822**  
**Email: lunceford@usouthal.edu**

### **Course Description**

The study of rhetoric can help us to more fully understand how we make sense of our socially constructed world. This course explores specific elements of rhetorical theory, and in this course we will examine the idea of public memory. Despite the fact that most historians seem to agree that there is no complete, unified, unchallenged account of historical events, we sometimes forget that how we make sense of these competing accounts of history is the realm of rhetoric. We use the past as a way to justify or otherwise account for our present and to point toward a particular conception of the future. This class explores those processes.

There are two main goals for this course:

- Students will be able to discuss and explain various facets of rhetorical theory surrounding the idea of public memory.
- Students will be able to apply and synthesize theory while examining historical events.

We will cover a considerable amount of material in this course, which will provide a foundation for your own study. The end result will be a paper that demonstrates an understanding of theory and the ability to apply theory in creating original research.

### **Required Texts**

Berger, Peter L., and Thomas Luckmann. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor Books, 1966.

Halbwachs, Maurice. *On Collective Memory*. Translated by Lewis A. Coser. Chicago: University of Chicago Press, 1992.

Phillips, Kendall R., ed. *Framing Public Memory*. Tuscaloosa: University of Alabama Press, 2004.

Other readings will be available through the library's online course reserves.

### **Recommended Texts**

Connerton, Paul. *How Societies Remember*. Cambridge: Cambridge University Press, 1989.

Ricœur, Paul. *Memory, History, Forgetting*. Chicago: University of Chicago Press, 2004.

### **Class Climate**

The questions that we will grapple with have no easy answers. There will be points where you may disagree with someone else. This is appropriate and, to some degree, desirable. However, respect for others in the class is an essential component of this class. Arguments should be made in a spirit of inquiry rather than as a personal attack.

### **Attendance Policy**

This is a graduate course, so I assume that by now you recognize the value of regular class attendance. This course relies heavily on in-class discussion. Excessive absences will negatively impact your participation grade in this course. If you are not present, you are not able to participate and it is impossible to make up the discussion. You get three absences free—no questions asked. However, after these absences, each absence will decrease your final grade by 5 points (half a letter grade), so use them wisely. In addition, there may be in-class activities, such as the opportunity to lead the discussion, that are impossible to make up. If you are absent, please do not email me asking, “What did I miss?” You missed 75 minutes of discussion and perhaps an assignment. Make friends with your classmates and get the notes from them and/or come to my office hours.

### **Academic Honesty**

From the Student Academic Conduct Policies: “Any dishonesty related to academic work or records constitutes academic misconduct including, but not limited to, activities such as giving or receiving unauthorized aid in tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, or altering transcripts or university records. . . . Penalties may range from the loss of credit for a particular assignment to dismissal from the University” (*The Lowdown*, p. 249). In short, don’t do it. I don’t like to bust students for plagiarism or other forms of academic dishonesty but I will. It isn’t fair to others and it isn’t fair to yourself.

Here is the policy set forth by the Department of Communication:

Standards of academic conduct are set forth in the Student Academic Conduct Policy. By registering at the university, you have acknowledged your awareness of the Academic Conduct Policy, and you are obliged to become familiar with your rights and responsibilities as defined by the code. Please see *The Lowdown* for the complete **Student Academic Conduct Policy**.

Each instance of academic dishonesty will be reported to the chair of the department. The student involved will receive written notification describing the alleged violation and the recommended penalty, along with a copy of the policy. The written notification will inform the student that if it is determined that previous incident(s) of Academic Misconduct have occurred, an additional or higher level charge may be brought.

The student involved has ten (10) Class days from receipt of the written notification to submit a written response to the instructor and request a conference with the department chair and the instructor.

### **Assignments**

**Paper Proposal:** In a brief 2-3 paper, discuss your topic, paying special attention to any insights that you think would illuminate the theory or practice of public memory. Moreover, keep in mind that this is a rhetorical theory course, so I expect that you will explore the rhetorical dimensions of public memory rather than simply take a historical approach. If you have questions, it is better to see me earlier than later. **This paper will be due on September 7.**

**Literature Review:** Although this paper will not be the same kind of literature review that you would do in quantitative methods, it is important to know the contours of previous thought on your subject. In this paper, discuss and critique previous literature on your topic. Trace the connections between theorists, when possible. Most importantly, do not be alarmed if others have come up with similar thoughts that you plan to discuss, but consider how your conceptions of the topic differ and improve upon past efforts. Keep in mind that you probably will not be able to simply tack this paper onto your final paper, although you will certainly incorporate many elements. **This paper will be due on October 7.**

**Final Paper:** The final paper should be a well thought out, theoretically sophisticated consideration of some aspect of the rhetoric of public memory. The paper should be polished and ready for submission to a scholarly conference. You can use any citation style you wish (APA, MLA, Chicago), but you must use it consistently and accurately. **This paper will be due on December 9.**

**Participation:** I expect that students will come to class prepared to discuss the readings. However, part of being a graduate student is making the transition from student to scholar. To that end, each graduate student will lead one discussion, selecting from the class period that most closely aligns with his or her interests. Please talk to me about your choice well in advance, preferably by the second week, so we can prepare for the discussion.

**Final Exam:** Because we no longer have comprehensive exams, you will have a comprehensive exam-like question that you will answer that stands in for that assessment. **The exam is scheduled for December 14, but we may do it earlier if possible.**

## **Grading Scale**

There are a total of 100 points available in this course:

Paper Proposal: 10

Literature Review: 15

Final Paper: 30

Participation: 20

Final Exam: 25

A=90-100; B=80-89.99; C=70-79.99; D=60-69.99; F=below 60

## **Statement Regarding Students with Disabilities**

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations.

If you have a specific disability that qualifies you for academic accommodations, please notify the instructor/professor and provide certification from Special Student Services. (OSSS is located in Room 270 of the Student Center (460-7212)).

Keep in mind that OSSS prohibits me from making any retroactive accommodations, so if you will need special accommodations please talk to me as soon as possible. Moreover, I can make no accommodations unless you are registered with OSSS.

## **A Note on my Teaching Philosophy**

I believe that every student in my class has the ability to succeed in this course. My goal is to create a comfortable environment in which you can explore and improve your ability to think critically and skillfully present your ideas to an audience. I do not “give” grades; students earn grades—no one is entitled to get an “A” in a class unless they earn it. I cannot grade on effort—I must grade what you actually do. My job is to push students to do their best and to then exceed that standard. I recognize that this is futile unless I also provide the support and assistance that each student needs to excel. Therefore, I provide office hours and expect students to use them and I am generally available through email. I assume that attaining a university degree is your first priority. If this is not the case, it is less likely that you will excel. As graduate students, I see you less as students and more as potential future colleagues. There is really only one way to master the material such that you can be said to have truly earned a master’s degree, and that is to seriously grapple with the material and consume and absorb as much of it as possible. The readings in this class are not simply academic hazing; my goal is to provide you with the tools that you will need to become an effective scholar and educator. Bottom line—you do your part to excel and I will be there to help you reach that goal.

## **Course Schedule**

### **Week 1**

8/24 Introduction to the Course

8/26

Browne, Stephen H. "Reading Public Memory in Daniel Webster's Plymouth Rock Oration." *Western Journal of Communication* 57, no. 4 (1993): 464-77.

Vivian, Bradford. "Jefferson's Other." *Quarterly Journal of Speech* 88, no. 3 (2002): 284-302.

### **Week 2**

8/31

Jorgensen-Earp, Cheryl R., and Lori A. Lanzilotti. "Public Memory and Private Grief: The Construction of Shrines at the Sites of Public Tragedy." *Quarterly Journal of Speech* 84, no. 2 (1998): 150-70.

Mandziuk, Roseann M. "Commemorating Sojourner Truth: Negotiating the Spaces of Public Memory." *Western Journal of Communication* 67, no. 3 (2003): 271-91.

Soukup, Charles. "I Love the 80s: The Pleasures of a Postmodern History." *Southern Communication Journal* 75, no. 1 (2010): 76-93.

9/2

Berger and Luckmann, pp. 1-46.

### **Week 3**

9/7

Berger and Luckmann, pp. 47-128.

### **Proposal Paper due.**

9/9

Berger and Luckmann, pp. 129-189.

**Week 4**

9/14

Casey, Edward S. "Public Memory in Place and Time," in Phillips.

Halbwachs, pp. 37-83.

9/16

Halbwachs, pp. 84-119

**Week 5**

9/21

Halbwachs, pp. 120-166

9/23

Halbwachs, pp. 167-236

**Week 6      Rhetorics of Space and Memory**

9/28

Atwater, Deborah F., and Sandra L. Herndon. "Cultural Space and Race: The National Civil Rights Museum and MuseumAfrica." *Howard Journal of Communications* 14, no. 1 (2003): 15-28.

Boyd, Josh. "Selling Home: Corporate Stadium Names and the Destruction of Commemoration." *Journal of Applied Communication Research* 28, no. 4 (2000): 330-46.

Wright, Elizabethada A. "Rhetorical Spaces in Memorial Places: The Cemetery as a Rhetorical Memory Place/Space." *RSQ: Rhetoric Society Quarterly* 35, no. 4 (2005): 51-81.

9/30

Griffin, Larry J., and Kenneth A. Bollen. "What Do These Memories Do? Civil Rights Remembrance and Racial Attitudes." *American Sociological Review* 74, no. 4 (2009): 594-614.

Hoelscher, Steven. "Tourism, Ethnic Memory and the Other-Directed Place." *Cultural Geographies* 5, no. 4 (1998): 369-98.

Spiegelman, Art. "The Sky Is Falling, the Sky Is Falling!" *Virginia Quarterly Review* 80, no. 4 (2004): 8-14.

**Week 7**

10/5           **Fall Break: No Class**

10/7

Reyes, G. Mitchell. "Memory and Alterity: The Case for an Analytic of Difference." *Philosophy & Rhetoric* 43, no. 3 (2010): 222-52.

Vivian, Bradford. "'A Timeless Now': Memory and Repetition," In Phillips.

**Literature Review due**

**Week 8           Revising History**

10/12

Morris III, Charles E. "My Old Kentucky Homo: Lincoln and the Politics of Queer Public Memory," In Phillips

King, Stephen A. "Memory, Mythmaking, and Museums: Constructive Authenticity and the Primitive Blues Subject." *Southern Communication Journal* 71, no. 3 (2006): 235-50.

Lynch, John. "Memory and Matthew Shepard: Opposing Expressions of Public Memory in Television Movies." *Journal of Communication Inquiry* 31, no. 3 (2007): 222-38.

10/14

Hasian Jr, Marouf, and A. Cheree Carlson. "Revisionism and Collective Memory: The Struggle for Meaning in the Amistad Affair." *Communication Monographs* 67, no. 1 (2000): 42-62.

Reading, Anna. "Digital Interactivity in Public Memory Institutions: The Uses of New Technologies in Holocaust Museums." *Media, Culture & Society* 25, no. 1 (2003): 67-85.

Zandberg, Eyal. "Critical Laughter: Humor, Popular Culture and Israeli Holocaust Commemoration." *Media, Culture & Society* 28, no. 4 (2006): 561-79.

**Week 9**

10/19

Scott, Charles E. "The Appearance of Public Memory," In Phillips.

Zelizer, Barbie. "The Voice of the Visual in Memory," In Phillips.

10/21

Delle, James A. "A Tale of Two Tunnels: Memory, Archaeology, and the Underground Railroad." *Journal of Social Archaeology* 8, no. 1 (2008): 63-93.

Schudson, Michael. "Lives, Laws, and Language: Commemorative Versus Non-Commemorative Forms of Effective Public Memory." *Communication Review* 2, no. 1 (1997): 3-17.

**Week 10      Digital Memory**

10/26

Foot, Kirsten, Barbara Warnick, and Steven M. Schneider. "Web-Based Memorializing after September 11: Toward a Conceptual Framework." *Journal of Computer-Mediated Communication* 11, no. 1 (2005): 72-96.

Haskins, Ekaterina. "Between Archive and Participation: Public Memory in a Digital Age." *RSQ: Rhetoric Society Quarterly* 37, no. 4 (2007): 401-22.

Hess, Aaron. "In Digital Remembrance: Vernacular Memory and the Rhetorical Construction of Web Memorials." *Media, Culture & Society* 29, no. 5 (2007): 812-30.

10/28

Discussion of Papers: No readings, but come prepared to discuss your project in detail

**Week 11      Politics and Memory**

11/2

Bruner, M. Lane. "Rhetorical Theory and the Critique of National Identity Construction." *National Identities* 7, no. 3 (2005): 309-27.

Kiewe, Amos. "Framing Memory Through Eulogy: Ronald Reagan's Long Good-bye," in Phillips.

Schwartz, Barry and Horst-Alfred Heinrich. "Shadings of regret: America and Germany," In Phillips.

11/4

Biesecker, Barbara. "Renovating the National Imaginary: A Prolegomenon on Contemporary Paregoric Rhetoric," In Phillips.

Schulz, David, P. and G. Mitchell Reyes. "Ward Churchill and the Politics of Public Memory." *Rhetoric & Public Affairs* 11, no. 4 (2008): 631-58.

**Week 12**

11/9

Browne, Stephen Howard. "Arendt, Eichmann, and the Politics of Remembrance," In Phillips.

Eberly, Rosa A. "'Everywhere You Go, It's There': Forgetting and Remembering the University of Texas Tower Shootings," In Phillips.

11/11

Bogart, Michele H. "Public Space and Public Memory in New York's City Hall Park." *Journal of Urban History* 25, no. 2 (1999): 226-57.

Grider, Nicholas. "'Faces of the Fallen' and the Dematerialization of US War Memorials." *Visual Communication* 6, no. 3 (2007): 265-79.

**Week 13**

11/16            **NCA Convention: TBA**

11/18            **NCA Convention: TBA**

**Week 14        Gender and Public Memory**

11/23

Connerley, Jennifer L. "Quaker Bonnets and the Erotic Feminine in American Popular Culture." *Material Religion* 2, no. 2 (2006): 174-203.

Yorgason, Ethan. "The Public Memory of Women's Suffrage in Iowa." *Social Science Journal* 37, no. 2 (2000): 261-76.

11/25            **No Class: Thanksgiving Break**

**Week 15        Media and Memory**

11/30

Hume, Janice, and Noah Arceneaux. "Public Memory, Cultural Legacy, and Press Coverage of the Juneteenth Revival." *Journalism History* 34, no. 3 (2008): 155-62.

Hume, Janice, and Amber Roessner. "Surviving Sherman's March: Press, Public Memory, and Georgia's Salvation Mythology." *Journalism & Mass Communication Quarterly* 86, no. 1 (2009): 119-37.

Jordan, John W. "Transcending Hollywood: The Referendum on *United 93* as Cinematic Memorial." *Critical Studies in Media Communication* 25, no. 2 (2008): 196-223.

12/2

Cohen, Elisia L., and Cynthia Willis. "One Nation under Radio: Digital and Public Memory after September 11." *New Media & Society* 6, no. 5 (2004): 591-610.

Ito, Mamoru. "Television and Violence in the Economy of Memory." *International Journal of Japanese Sociology* 11, no. 1 (2002): 19-34.

Keightley, Emily, and Michael Pickering. "For the Record: Popular Music and Photography as Technologies of Memory." *European Journal of Cultural Studies* 9, no. 2 (2006): 149-65.

**Week 16**

12/7            **Paper Presentations**

12/9            **Paper Presentations**

**Final Papers Due**

12/14          **Final Exam**

**Regarding Changes in Course Requirements**

Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of this policy statement.