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


Other readings will be available through the library’s online course reserves.
Recommended Texts


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


**Week 2**

8/31


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


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


9/30


Week 7

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

10/7


**Literature Review due**

Week 8   **Revising History**

10/12


10/14


Week 9

10/19


10/21


Week 10  Digital Memory

10/26


10/28

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

Week 11  Politics and Memory

11/2


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

11/4


Week 12

11/9


Eberly, Rosa A. “‘Everywhere You Go, It’s There’: Forgetting and Remembering the University of Texas Tower Shootings,” In *Phillips*.
11/11


**Week 13**

11/16  NCA Convention: TBA
11/18  NCA Convention: TBA

**Week 14  Gender and Public Memory**

11/23


11/25  No Class: Thanksgiving Break

**Week 15  Media and Memory**

11/30


12/2

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.