

COMMUNICATION 5840—Landscapes of Public Memory- Spring 2022

Instructor: Brian Lain, PhD

pronouns: he/him/his

TH 6-8:50pm,

E-Mail: blain@unt.edu

Office Hours:

Tuesday 1:30-3pm and Wednesday 1-3:00pm and by appointment
and by appointment

Instructor's Office: GAB 320D

Communication Expectations: Canvas is the primary tool we use to communicate with students.

Secondary communication tools include remind.com and Zoom. PLEASE NOTE WHEN ON ZOOM YOU ARE EXPECTED TO HAVE A CAMERA AND MICROPHONE. YOUR CAMERA SHOULD BE ON FOR ALL OF CLASS, BUT PLEASE KEEP YOUR MIC MUTED UNLESS YOU ARE SPEAKING. Personal concerns or questions can be directed to Brian Lain either through Canvas DM, Zoom meeting, or email. Please be aware that it may take up to 24 hours to respond to messages. Grades are posted within 2 weeks of assignments due date.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Overview to the Course:

This course is designed to introduce students to studies on the impact of memory work on public culture.

Course Content Note:

We are studying the promise and perils of memory. Public spaces are rhetorically powerful because they often incite emotion and affect. At times this semester we will be discussing images and readings that may be disturbing, even traumatizing, to some. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork.

If you ever feel the need to step out during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

(adapted from samples at <https://studentactivism.net/> [.\(https://studentactivism.net/\)](https://studentactivism.net/).)

Course Structure

We are meeting in person!

Course Goals:

1. Understand the rhetoricity of spaces of public memory all around us.
2. Improve your ability to describe, interpret, and evaluate the spaces that you encounter, or put another way, to improve one's rhetorical literacy.
3. Bolster critical thinking and analytical skills. You should be able to identify an issue, critically evaluate a situation, formulate a position and answer research questions.

Texts (Purchase optional in most cases):

Bergman, T. (2016). *Exhibiting patriotism: Creating and contesting interpretations of American historic sites*. Routledge.

Dickinson, G., Blair, C., & Ott, B. L. (Eds.). (2010). *Places of public memory: The rhetoric of museums and memorials*. University of Alabama Press.

Foucault, M. (2013). *Archaeology of knowledge*. routledge.

Weiser, M. E. (2017). *Museum rhetoric: Building civic identity in national spaces* (Vol. 5). Penn State Press.

This course uses Canvas please go to <https://unt.instructure.com/> to login to the course site.

Course Assignments:

1. Class Presentations (10%): Each participant is required to make one 15 minute presentation to the class on the assigned readings for that day. Each presentation should: (1) provide a short, cogent exegesis of the essay(s), (2) Contextualize the essay(s) as a part of a conversation, (3) critique the essay(s), and (4) present some discussion questions (shared with the class) to prod discussion in a particular direction. Students must turn in to me a script or detailed outline of their presentation NO LATER than the Monday preceding their presentation (4 days ahead of time). I strongly encourage students to discuss their presentations with me ahead of time.
2. Digital abstracts (15%): Over the course of the semester, each participant will produce an “abstract” for each essay we read. All abstracts should be digital in word ,txt, some similar format. Each abstract should present the following information in this order:
 - A. Author and Title of the Essay
 - B. The Central Question(s) raised in the Essay (or Conversation)
 - C. The Central Claim/Main Point/Thesis of the Essay
 - D. Crucial Subordinate claims of the essay
 - E. Relationships to other critics and theorists
 - F. List potential points of contact with or implications for your particular focus of study.

Abstracts need not be long and should not be complete outlines of the readings. Imagine about a half a page to do the entire process.

There are a total of 37 abstracts for the course. I will drop the lowest weekly grade.

3. Learning from the Pros- This semester we are partnering with 4 different museum institutions to further our applied knowledge of the industry:

[The Dallas Holocaust and Human Rights Museum](https://www.dhhrm.org/) [_\(https://www.dhhrm.org/\)_](https://www.dhhrm.org/)

[The Sixth Floor Museum](https://www.jfk.org/) [_\(https://www.jfk.org/\)_](https://www.jfk.org/)

[The African American Museum in Dallas](https://aamdallas.org/) [_\(https://aamdallas.org/\)_](https://aamdallas.org/)

[The Denton County Office of History and Culture](https://www.dentoncounty.gov/Facilities/Facility/Details/CourthouseontheSquare-Museum-11)

[_\(https://www.dentoncounty.gov/Facilities/Facility/Details/CourthouseontheSquare-Museum-11\)_](https://www.dentoncounty.gov/Facilities/Facility/Details/CourthouseontheSquare-Museum-11)

Students will have opportunities to shadow and learn from professionals from one of those institutions as well as complete various projects as assigned to assist the museums in furthering their mission statements. The expectation is that each student would spend about 10-15 hours in direct contact with

statements. The expectation is that each student would spend about 10-15 hours in direct contact with the museum whether face-to-face or virtually over the course of the semester.

At the end of the semester, each student will reflect by composing a "What did I learn" essay (3-4 pages double spaced) in order to critically reflect on the experience (10%).

4. Investigating Memory Spaces Project- As a semester-long research project we will examine a space of collective memory. This project is broken into four parts and includes its own production project:

A. Part 1- Identifying a Site (5%)-a short paper that explains the material space you will be examining (2-3 pages not including works cited, double spaced).

B. Part 2- Developing Context (10%)- a paper examines the circumstances that led to the emergence of the space. not just the history it claims to commemorate but also the conditions of its own production (5-6 pages not including works cited, double spaced).

C. Part 3- Literature Review- (10%)this paper has 2 parts: 1- a review of research done on the space (if it exists) and 2 a review of relevant scholarly material you will use to examine the site (6-7 pages, not including works cited, double spaced).

D. Part 4- Analysis and Criticism (20%)- this paper examines the space in detail looking at images, stories, narrative, doцент description, and makes a critical point on how the space impacts the larger public and what function (rhetorical) it serves in society (10 pages, not including works cited, double spaced).

E. Part 5- Building your own Exhibit (20%)- this is not a paper it is the production of a virtual exhibit that would somehow supplement or enhance the site and the points you have criticized above.

Course Assignments

Assignment Name	Weight
Class Presentation	(10%)
Digital Abstracts	(15%)
Experiential reflection	(10%)

Investigating Memory Spaces Part (5%)

Investigating Memory Spaces:
Part 2 (10%)

Investigating Memory Spaces:
Part 3 (10%)

Investigating Memory Spaces:
Part 4 (20%)

Investigating Memory Spaces:
Part 5 (20%)

Total (100%)

Grading The graded assignments are designed to allow the student to demonstrate proficiency in these areas. The following scale will be used:

A	90-100	Clearly Outstanding and exceptional work
B	80-89	Above Average Work
C	70-79	Average Work; Meets all the criteria for an assignment
D	60-69	Below Average Work
F	Below 60	Fails to Meet Minimal Expectations

Course Policies:

COVID-19 Impact on Attendance

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

a decision about accommodating your request to be excused from class.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) [_ \(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html\)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu (mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu (mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction

The UNT Spring schedule requires this course to have fully remote instruction beginning January 11th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam and microphone to participate fully in the class. Additional required classroom materials for remote learning include: an up to date web browser, some word processing software (Word or google docs preferred).

Statement on Face Covering

Face coverings are required in all UNT facilities. Students are expected to wear face when in UNT facilities. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Class Participation

Students are expected to attend each class session, to have read and synthesized the material to be covered that day, and to be prepared to participate actively and intelligently in class discussions. It is impossible to participate intelligently if one has not completed the reading assignment for the day. Class participation is an important part of your grade. Class participation includes attending class regularly, being on time, doing all assigned work outside of class as directed, and being prepared to take part in all in-class activities. These will include informal writing and speaking exercises, as well as large and small group discussions. Note that it is important to balance speaking and listening, to direct comments constructively to the subject at hand, and to show respect to all speakers.

Attendance

Much of your success in this course depends on your active participation in the daily class discussions. Not only is the material covered in class important to your success, but also your participation as an audience member and a participant in the daily activities of the class is crucial to achieving the course

audience member and a participant in the daily activities of the class is crucial to achieving the course objectives. Consequently, you are expected to attend every class session and to be on time. The term *absence* used in this policy does not apply to “authorized absences” as defined by the university. It is not the responsibility of the instructors to keep you apprised of the number of absences you have accumulated. University policies about excused absences can be found at

http://policy.unt.edu/sites/default/files/untpolicy/1.4.1_Absence_Attendance_0.pdf
(http://policy.unt.edu/sites/default/files/untpolicy/1.4.1_Absence_Attendance_0.pdf)

Tardiness

Many times in this class, you will be making presentations. Entering during a speech or performance is a rude distraction to the performer and the class. If you arrive after the roll has been taken it is your responsibility to inform us at the end of that class period. Absences will not be removed otherwise.

Assignments and Requirements

All assignments are due on the date specified. Late assignments are not accepted, and, excepting authorized absences, make-up assignments will not be scheduled. If you miss a presentation, workshop, or other schedules or informal class activities and you have a University Authorized Absence (i.e. an excused absence from the Dean of Students), we will try to reschedule you at our earliest convenience. You should be prepared to perform whenever you are called upon, certainly the next time you come to class. When a reading assignment is listed in the syllabus for a given day, you should complete the reading assignment by that day.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean

of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) [\(http://www.ecfr.gov/\)](http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu <mailto:internationaladvising@unt.edu>.) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) [_\(https://policy.unt.edu/policy/07-002\)](https://policy.unt.edu/policy/07-002) [_\(https://policy.unt.edu/policy/07-002\)](https://policy.unt.edu/policy/07-002).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- **[Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)** [_\(https://studentaffairs.unt.edu/student-health-and-wellness-center\)](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- **[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)** [_\(https://studentaffairs.unt.edu/counseling-and-testing-services\)](https://studentaffairs.unt.edu/counseling-and-testing-services)
- **[UNT Care Team](https://studentaffairs.unt.edu/care)** [_\(https://studentaffairs.unt.edu/care\)](https://studentaffairs.unt.edu/care)
- **[UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)** [_\(https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry\)](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- **[Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)** [_\(https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling\)](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- **[UNT Records](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)** [_\(https://registrar.unt.edu/transcripts-and-records/update-your-personal-information\)](https://registrar.unt.edu/transcripts-and-records/update-your-personal-information)

- **UNT ID Card** [_\(https://sfs.unt.edu/idcards\)](https://sfs.unt.edu/idcards)
- **UNT Email Address**
[_\(https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FCexecution=e1s1\)](https://sso.unt.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=E4DCA43DF85E3B74B3E496CAB99D8FCexecution=e1s1)
- **Legal Name** [_\(https://studentaffairs.unt.edu/student-legal-services\)](https://studentaffairs.unt.edu/student-legal-services)

**UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can **[add your pronouns to your Canvas account](https://community.canvaslms.com/docs/DOC-18406-42121184808)** [_\(https://community.canvaslms.com/docs/DOC-18406-42121184808\)](https://community.canvaslms.com/docs/DOC-18406-42121184808) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- **[What are pronouns and why are they important?](https://www.mypronouns.org/what-and-why)** [_\(https://www.mypronouns.org/what-and-why\)](https://www.mypronouns.org/what-and-why)
- **[How do I use pronouns?](https://www.mypronouns.org/how)** [_\(https://www.mypronouns.org/how\)](https://www.mypronouns.org/how)
- **[How do I share my pronouns?](https://www.mypronouns.org/sharing)** [_\(https://www.mypronouns.org/sharing\)](https://www.mypronouns.org/sharing)
- **[How do I ask for another person's pronouns?](https://www.mypronouns.org/asking)** [_\(https://www.mypronouns.org/asking\)](https://www.mypronouns.org/asking)
- **[How do I correct myself or others when the wrong pronoun is used?](https://www.mypronouns.org/mistakes)**
[_\(https://www.mypronouns.org/mistakes\)](https://www.mypronouns.org/mistakes)

Additional Student Support Services

- Registrar [_\(https://registrar.unt.edu/registration\)](https://registrar.unt.edu/registration)
- **[Financial Aid](https://financialaid.unt.edu/)** [_\(https://financialaid.unt.edu/\)](https://financialaid.unt.edu/)
- **[Student Legal Services](https://studentaffairs.unt.edu/student-legal-services)** [_\(https://studentaffairs.unt.edu/student-legal-services\)](https://studentaffairs.unt.edu/student-legal-services)
- **[Career Center](https://studentaffairs.unt.edu/career-center)** [_\(https://studentaffairs.unt.edu/career-center\)](https://studentaffairs.unt.edu/career-center)
- **[Multicultural Center](https://edo.unt.edu/multicultural-center)** [_\(https://edo.unt.edu/multicultural-center\)](https://edo.unt.edu/multicultural-center)
- **[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)** [_\(https://studentaffairs.unt.edu/counseling-and-testing-services\)](https://studentaffairs.unt.edu/counseling-and-testing-services)
- **[Pride Alliance](https://edo.unt.edu/pridealliance)** [_\(https://edo.unt.edu/pridealliance\)](https://edo.unt.edu/pridealliance)
- **[UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry)** [_\(https://deanofstudents.unt.edu/resources/food-pantry\)](https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) [_\(https://clear.unt.edu/canvas/student-resources\)](https://clear.unt.edu/canvas/student-resources)
(https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) [_\(https://success.unt.edu/asc\)](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) [_\(https://library.unt.edu/\)](https://library.unt.edu/) (https://library.unt.edu/)
- [Writing Lab](http://writingcenter.unt.edu/) <http://writingcenter.unt.edu/> [_\(http://writingcenter.unt.edu/\)](http://writingcenter.unt.edu/) ()

Classroom Etiquette:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at

<http://policy.unt.edu/policydesc/code-student-conduct-and-discipline-18-1-11>
[_\(http://policy.unt.edu/policydesc/code-student-conduct-and-discipline-18-1-11\)](http://policy.unt.edu/policydesc/code-student-conduct-and-discipline-18-1-11)

Emergency Situations:

In case of university closure due to emergency situations, such as inclement weather or a widespread infectious disease (e.g., swine flu), I will communicate with you via the email you get through Canvas.

Completing the Course

Students are expected to complete all assignments for this course during the semester. Assigning a grade of "incomplete" is rare, and in order to request an "I," the student must meet these requirements: a) The student must have completed at least 75% of the course assignments; b) The student must be passing the course; c) There must be an unforeseen and compelling reason why the course cannot be completed on time; and d) The student must present a plan for completing the assignments within the time period specified in the catalog.

Course Evaluations:

Course evaluations are conducted online through the university's program. Log onto my.unt.edu to access and complete the course evaluation.

Academic Dishonesty.

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. You will find the policy at: <http://vpaa.unt.edu/academic-integrity.htm> [_\(http://vpaa.unt.edu/academic-integrity.htm\)](http://vpaa.unt.edu/academic-integrity.htm).

Examination Policy

This class has 2 exams. They are closed-book exams taken by individuals not groups. If you do not take the exam by the due date, you will receive a zero for the assignment. If you encounter difficulty while taking exams contact the Student Helpdesk and document the remedy ticket number before you contact me.

Access

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda> [_\(https://webmail.unt.edu/OWA/redir.aspx?C=2-p95jp_-EWwoilbfsvlphc0yxEpdtAl_GDGEHVXx4kQVv_shUsY-8lvuU2tlikQaYuZ0Dy51Oc.&URL=http%3a%2f%2fwww.unt.edu%2foda\)](https://webmail.unt.edu/OWA/redir.aspx?C=2-p95jp_-EWwoilbfsvlphc0yxEpdtAl_GDGEHVXx4kQVv_shUsY-8lvuU2tlikQaYuZ0Dy51Oc.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact them by phone at 940-565-4323.

COMM Library Copier Use Policy

Students conducting research in the Communication Studies Library associated with departmental

coursework have access to a printer/photocopier located in the office adjacent to the library. We encourage students to make use of this resource to print research accessed online in the library or to copy essays from any of the department's holdings. Students may not use this resource for other

copy essays from any of the department's holdings. Students may not use this resource for other purposes, such as printing courses assignments, class notes, scripts, etc. Students who use the copier for uses other than those outlined above will lose copying privileges.

Netiquette: An Introduction

Netiquette provides guidelines for an appropriate way to interact with others in a professional online environment. This brief summary draws from Virginia Shea's [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) (<http://www.albion.com/netiquette/corerules.html>).

Rule 1: Remember the Human

Practice the Golden Rule: Do unto others as you would have others do unto you. Remember, your written words are read by real people, and the words you are read are written by real people-- all interactions are deserving of respectful communication.

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Ask yourself would you behave rudely to someone face-to-face? Before you press "submit," ask yourself, "Would I be okay with this if I was telling this person face-to-face?"

Rule 3: Know where you are in cyberspace

"Netiquette varies from domain to domain." (Shea, 1994). Your context and audience matter - What you text to a friend may not be appropriate in an email to a classmate or colleague.

Rule 4: Respect other people's time and bandwidth

Electronic communication takes time: time to read and time in which to respond. Make your written communication meaningful and to the point, without extraneous text or superfluous graphics or attachments that may take forever to download.

Rule 5: Make yourself look good online

Put your best foot forward. Keep in mind that others will note the quality of your writing, so keep the following tips in mind:

- Always check for spelling and grammar errors
- Know what you're talking about and state it clearly
- Be pleasant and polite

Rule 6: Share expert knowledge

The Internet offers its users many benefits; one is the ease in which information can be shared or accessed and in fact, this "information sharing" capability is one of the reasons the Internet was founded.

Remember to post resources and references about your subject matter.

Rule 7: Help keep flame wars under control

What is meant by "flaming" and "flame wars?" "Flaming is what people do when they express a strongly held opinion without holding back any emotion." (Shea, 1994). Don't feed the flames; extinguish them by guiding the discussion back to a more productive direction.

Rule 8: Respect other people's privacy

Depending on what you are reading in the virtual world, be it an online class discussion forum, Facebook page, or an email, you may be exposed to some private or personal information that needs to be handled with care. Just as you expect others to respect your privacy, so should you respect the privacy of others. Be sure to err on the side of caution when deciding to discuss or not to discuss virtual communication.

Rule 9: Don't abuse your power

Just like in face-to-face situations, there are people in cyberspace who have more "power" than others. They have more expertise in technology or they have years of experience in a particular skill or subject matter. Just remember: knowing more than others do or having more power than others may have does not give you the right to take advantage of anyone. Think of Rule 1: Remember the human.

Rule 10: Be forgiving of other people's mistakes

Not everyone has the same amount of experience working in the virtual world. And not everyone knows the rules of netiquette. At some point, you will see a stupid question, read an unnecessarily long response, or encounter misspelled words; when this happens, practice kindness and forgiveness as you would hope someone would do if you had committed the same offense.

Adapted from [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) [\(http://www.albion.com/netiquette/corerules.html\)](http://www.albion.com/netiquette/corerules.html), Shea, V. (1994). Core rules of netiquette. *Netiquette* (Online ed., pp. 32-45). San Francisco: Albion Books.

This syllabus is not a contract. It is a guide and may be changed by the professor at any time without prior notice.

Tentative Class Schedule:

This schedule indicates class meeting days, items which are due on those days, and items which should be read from the texts in advance of those meetings. This schedule is subject to change.

(1/20) Week 1 Introduction: Foundations: Structuralism

Introduction to course and studying memory. Introductions to class and assignments, Introductions to technology.

Readings: This Syllabus

Foucault, M. (2013). *Archaeology of knowledge*. routledge.

(1/27) Week 2: Using the Foundation

In order to understand the visual, we will need to understand language. To get a common foundation we will explore in detail the idea of structuralism

Readings:

Blair, C., Dickinson, G., & Ott, B. L. (2010). Introduction: Rhetoric/memory/place. In *Places of public memory: The rhetoric of museums and memorials* (pp. 1-54). The University of Alabama Press.

Bennett, Tony. (1988). "The Exhibitionary Complex' *new formations*. 73-102. (PDF online)

2 digital abstracts

(2/3) Week 3- Initial uses of Memory

Here are 3 short applications of our foundation.

Readings:

Biesecker, B. A. (2002). Remembering World War II: The rhetoric and politics of national commemoration at the turn of the 21st century. *Quarterly Journal of Speech*, 88(4), 393-409.

<https://doi.org/10.1080/00335630209384386> [_\(https://doi.org/10.1080/00335630209384386\)](https://doi.org/10.1080/00335630209384386)

Blair, C., Jeppeson, M. S., & Pucci Jr, E. (1991). Public memorializing in postmodernity: The Vietnam Veterans Memorial as prototype. *Quarterly Journal of Speech*, 77(3), 263-

288. <https://doi.org/10.1080/00335639109383960> [_\(https://doi.org/10.1080/00335639109383960\)](https://doi.org/10.1080/00335639109383960)

Taylor, B.C. (2010) Radioactive History: Rhetoric, Memory, and Place in the Post-Cold War Nuclear Museum. In *Places of Public Memory: The Rhetoric of Museums and Memorials*, Eds. Blair, C., Dickinson, G., & Ott, B. L. (pp. 57-86), The University of Alabama Press

3 Abstracts

(2/10) Week 4 African American Museum in Dallas

Visit to African American Museum in Dallas

Read a Chapter from

Davis, P. G. (2016). *Laying claim: African American cultural memory and southern identity*. University of Alabama Press. pdf online

1 Abstract

(2/17) Week 5- Dallas Holocaust and Human Rights Museum

Visit to Dallas Holocaust and Human Rights Museum

Read a Chapter from

Zelizer, B. (Ed.). (2001). *Visual culture and the Holocaust*. A&C Black. pdf online

1 Abstract

(2/24) Week 6 - The exhibit and the nation in depth discussions

Readings:

Intro and Chapters 1-2

Bergman, T. (2016). *Exhibiting patriotism: Creating and contesting interpretations of American historic sites*. Routledge.

3 Abstracts

(3/3) Week 7 The exhibit and the nation in depth discussions

Readings:

Chapter 3-5 and Conclusion

Bergman, T. (2016). *Exhibiting patriotism: Creating and contesting interpretations of American historic sites*. Routledge.

3 Abstracts (none for conclusion)

(3/10) Week 8 Re-Turning to Racial Commemoration

Readings:

Blair, C., & Michel, N. (2000). Reproducing civil rights tactics: The rhetorical performances of the Civil Rights Memorial. *Rhetoric Society Quarterly*, 30(2), 31-55. <https://doi.org/10.1080/02773940009391174>
[_ \(https://doi.org/10.1080/02773940009391174\)](https://doi.org/10.1080/02773940009391174)

Gallagher, V. J., & Margaret, R. L. (2010). Sparring with Public Memory. In *Places of Public Memory: The Rhetoric of Museums and Memorials*, Eds. Blair, C., Dickinson, G., & Ott, B. L. (pp. 87-112), The University of Alabama Press.

Brouwer, D. C., & Morris III, C. E. (2021). Decentering whiteness in AIDS memory: Indigent rhetorical criticism and the dead of Hart Island. *Quarterly Journal of Speech*, 107(2), 160-184.
<https://doi.org/10.1080/00335630.2021.1905868> [_ \(https://doi.org/10.1080/00335630.2021.1905868\)](https://doi.org/10.1080/00335630.2021.1905868)

3 Abstracts

(3/24) Week 9 Taking an International Turn

Readings:

Intro, Chapters 1,2,3

Weiser, M. E. (2017). *Museum Rhetoric*. Penn State University Press.

3 Abstracts (no intro)

(3/31) Week 10 Finishing Weiser

Readings:

Chapters 4,5,6 Conclusion

Weiser, M. E. (2017). *Museum Rhetoric*. Penn State University Press.

3 Abstracts (none for Conclusion)

(4/7) Week 11 Spaces/Places Inhabiting, resisting

Readings:

Kretsinger-Harries, A. C. (2014). Commemoration controversy: the Harpers Ferry raid centennial as a challenge to dominant public memories of the US civil war. *Rhetoric & Public Affairs*, 17(1), 67-104.

<https://doi.org/10.14321/rhetpublaffa.17.1.0067> [_ \(https://doi.org/10.14321/rhetpublaffa.17.1.0067\)](https://doi.org/10.14321/rhetpublaffa.17.1.0067)

Jackson, S. J. (2021). Making #BlackLivesMatter in the shadow of Selma: Collective memory and racial justice activism in US News. *Communication, Culture and Critique*, 14 (3): 385–

404 <https://doi.org/10.1093/ccc/tcab007> [_ \(https://doi.org/10.1093/ccc/tcab007\)](https://doi.org/10.1093/ccc/tcab007)


Maxson, J. D. (2020). “Second Line to Bury White Supremacy”: Take'Em Down Nola, monument removal, and residual memory. *Quarterly Journal of Speech*, 106(1), 48–

71. <https://doi.org/10.1080/00335630.2019.1704428> [_ \(https://doi.org/10.1080/00335630.2019.1704428\)](https://doi.org/10.1080/00335630.2019.1704428)

3 Abstracts

(4/14) Week 12 Case Studies in Gender Identity

Readings:

Kitsch, S. R. (2020). The contained citizen: first ladies, public memory, and the rhetoric of visual containment. *Communication quarterly*, 68(2), 138-160. 

<https://doi.org/10.1080/01463373.2019.1709089> [_ \(https://doi.org/10.1080/01463373.2019.1709089\)](https://doi.org/10.1080/01463373.2019.1709089)

Dunn, T. R. (2011). Remembering “a great fag”: Visualizing public memory and the construction of queer space. *Quarterly Journal of Speech*, 97(4), 435-460.

<https://doi.org/10.1080/00335630.2011.585168> [_ \(https://doi.org/10.1080/00335630.2011.585168\)](https://doi.org/10.1080/00335630.2011.585168)

Cram, E. (2016). Archival ambience and sensory memory: Generating queer intimacies in the settler colonial archive. *Communication and Critical/Cultural Studies*, 13(2), 109-129.

<https://doi.org/10.1080/14791420.2015.1119290> [_ \(https://doi.org/10.1080/14791420.2015.1119290\)](https://doi.org/10.1080/14791420.2015.1119290)

3 Abstracts

(4/21) Week 13 Colonial Decolonial PostColonial Interventions**Readings**

Duquette Smith, C., & Bergman, T. (2010) "You Were on Indian Land: Alcatraz Island as Recalcitrant Memory Space." In *Places of Public Memory: The Rhetoric of Museums and Memorials*, Eds. Blair, C., Dickinson, G., & Ott, B. L. (pp. 170-188), The University of Alabama Press.

Na'puti, T. R., & Dionne, T. J. (2021). Settler colonialism on display: Touring on-campus places of public memory to teach ideological rhetorical criticism. *Communication Teacher*, 35(2), 114-121.

<https://doi.org/10.1080/17404622.2020.1857420> [_ \(https://doi.org/10.1080/17404622.2020.1857420\)](https://doi.org/10.1080/17404622.2020.1857420)

Dickinson, G., Ott, B. L., & Aoki, E. (2006). Spaces of remembering and forgetting: The reverent eye/I at the Plains Indian Museum. *Communication and Critical/Cultural Studies*, 3(1), 27-

47. <https://doi.org/10.1080/14791420500505619> [_ \(https://doi.org/10.1080/14791420500505619\)](https://doi.org/10.1080/14791420500505619)

3 Abstracts

(4/28) Week 14 -New openings in Textuality and Practice**Readings**

Maldonado, C. A. (2021). Commemorative (dis) placement: On the limits of textual adaptability and the future of public memory scholarship. *Rhetoric and Public Affairs*, 24(1-2), 239-252.

<https://doi.org/10.14321/rhetpublaffa.24.1-2.0239> [_ \(https://doi.org/10.14321/rhetpublaffa.24.1-2.0239\)](https://doi.org/10.14321/rhetpublaffa.24.1-2.0239)

Aden, R. C., Han, M. W., Norander, S., Pfahl, M. E., Pollock Jr, T. P., & Young, S. L. (2009). Re-collection: A proposal for refining the study of collective memory and its places. *Communication Theory*, 19(3), 311-336. <https://doi.org/10.1111/j.1468-2885.2009.01345.x>

[_ \(https://doi.org/10.1111/j.1468-2885.2009.01345.x\)](https://doi.org/10.1111/j.1468-2885.2009.01345.x)

Kalin, J., & Frith, J. (2016). Wearing the city: Memory p (a) laces, smartphones, and the rhetorical invention of embodied space. *Rhetoric Society Quarterly*, 46(3), 222-

235. <https://doi.org/10.1080/02773945.2016.1171692> [_ \(https://doi.org/10.1080/02773945.2016.1171692\)](https://doi.org/10.1080/02773945.2016.1171692)











3 abstracts











(5/5)- Week 15











Gallery Night This evening we will share our visual installations and allow people to present on their work.





Course Summary:

Date	Details	Due
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Date	Details	Due
Thu Jan 20, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> https://unt.instructure.com/calendar?event_id=522170&include_contexts=course_62187	6pm to 9pm
Wed Jan 26, 2022	 <u>Digital Abstracts Week 2</u> https://unt.instructure.com/courses/62187/assignments/1309471	due by 11:59pm
Thu Jan 27, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> https://unt.instructure.com/calendar?event_id=522171&include_contexts=course_62187	6pm to 9pm
Wed Feb 2, 2022	 <u>Digital Abstracts Week 3</u> https://unt.instructure.com/courses/62187/assignments/1309472	due by 11:59pm
Thu Feb 3, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> https://unt.instructure.com/calendar?event_id=522172&include_contexts=course_62187	6pm to 9pm
Sat Feb 5, 2022	 <u>Identifying a Site</u> https://unt.instructure.com/courses/62187/assignments/1309479	due by 11:59pm
Wed Feb 9, 2022	 <u>Digital Abstracts Week 4</u> https://unt.instructure.com/courses/62187/assignments/1309473	due by 11:59pm
Thu Feb 10, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> https://unt.instructure.com/calendar?event_id=522173&include_contexts=course_62187	6pm to 9pm
Wed Feb 16, 2022	 <u>Digital Abstracts Week 5</u> https://unt.instructure.com/courses/62187/assignments/1309474	due by 11:59pm
Thu Feb 17, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> https://unt.instructure.com/calendar?event_id=522174&include_contexts=course_62187	6pm to 9pm

Date	Details	Due
Sat Feb 19, 2022	 <u>Developing a Context</u> (https://unt.instructure.com/courses/62187/assignments/1309480)	due by 11:59pm
Wed Feb 23, 2022	 <u>Digital Abstracts Week 6</u> (https://unt.instructure.com/courses/62187/assignments/1309475)	due by 11:59pm
Thu Feb 24, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> (https://unt.instructure.com/calendar?event_id=522175&include_contexts=course_62187)	6pm to 9pm
Wed Mar 2, 2022	 <u>Digital Abstracts Week 7</u> (https://unt.instructure.com/courses/62187/assignments/1309476)	due by 11:59pm
Thu Mar 3, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> (https://unt.instructure.com/calendar?event_id=522176&include_contexts=course_62187)	6pm to 9pm
Sat Mar 5, 2022	 <u>Literature Review</u> (https://unt.instructure.com/courses/62187/assignments/1309481)	due by 11:59pm
Wed Mar 9, 2022	 <u>Digital Abstracts Week 8</u> (https://unt.instructure.com/courses/62187/assignments/1309477)	due by 11:59pm
Thu Mar 10, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> (https://unt.instructure.com/calendar?event_id=522177&include_contexts=course_62187)	6pm to 9pm
Wed Mar 23, 2022	 <u>Digital Abstracts Week 9</u> (https://unt.instructure.com/courses/62187/assignments/1309478)	due by 11:59pm
Thu Mar 24, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> (https://unt.instructure.com/calendar?event_id=522179&include_contexts=course_62187)	6pm to 9pm

Date	Details	Due
Wed Mar 30, 2022	 <u>Digital Abstracts Week 10</u> (https://unt.instructure.com/courses/62187/assignments/1309468)	due by 11:59pm
Thu Mar 31, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> (https://unt.instructure.com/calendar?event_id=522180&include_contexts=course_62187)	6pm to 9pm
Sat Apr 2, 2022	 <u>Analysis and Criticism</u> (https://unt.instructure.com/courses/62187/assignments/1309482)	due by 11:59pm
Wed Apr 6, 2022	 <u>Digital Abstracts Week 11</u> (https://unt.instructure.com/courses/62187/assignments/1309469)	due by 11:59pm
Thu Apr 7, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> (https://unt.instructure.com/calendar?event_id=522181&include_contexts=course_62187)	6pm to 9pm
Wed Apr 13, 2022	 <u>Digital Abstracts Week 12</u> (https://unt.instructure.com/courses/62187/assignments/1309470)	due by 11:59pm
Thu Apr 14, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> (https://unt.instructure.com/calendar?event_id=522182&include_contexts=course_62187)	6pm to 9pm
Wed Apr 20, 2022	 <u>Digital Abstracts Week 13</u> (https://unt.instructure.com/courses/62187/assignments/1358614)	due by 11:59pm
Thu Apr 21, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> (https://unt.instructure.com/calendar?event_id=522183&include_contexts=course_62187)	6pm to 9pm
Wed Apr 27, 2022	 <u>Digital Abstracts Week 14</u> (https://unt.instructure.com/courses/62187/assignments/1358616)	due by 11:59pm

Date	Details	Due
Thu Apr 28, 2022	 <u>COMM 5840 Section 002 - Seminar in Rhetorical Studies (Spring 2022 1)</u> https://unt.instructure.com/calendar?event_id=522184&include_contexts=course_62187	6pm to 9pm
	 <u>Class Presentation</u> https://unt.instructure.com/courses/62187/assignments/1309467	due by 11:59pm
Sat Apr 30, 2022	 <u>Building your own Exhibit</u> https://unt.instructure.com/courses/62187/assignments/1309486	due by 11:59pm
Thu May 5, 2022	 <u>"What did I learn" Reflection</u> https://unt.instructure.com/courses/62187/assignments/1309485	due by 11:59pm