

English R355: Public Memory in Communication and Culture

Fall 2017: TR 11:15-12:30 BAL 232

Professor:	Cynthia Duquette Smith, Ph.D.
Office:	Ballantine Hall 437
Hours:	TR 1:00-2:00, W 12:30-1:45 and by appointment
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Intensive Writing:

This class meets the IW requirement. You will write at least 5,000 words (about 18-20 pages), and revise a paper based on my comments. Woوو writing! It's good for you!

Course Texts:

All readings for our class are available on Canvas, along with a complete Works Cited list.

Recommended:

- A dictionary (online or otherwise) for looking up unfamiliar words as you read.
- A basic grammar style guide of your choice. Some good ones are Strunk & White's *Elements of Style*, and Hacker's *Pocket Style Manual*.

Course Description

This course takes a rhetorical perspective on the contested nature of public memory in the United States. We will examine what public memory is, how it is perpetuated in societies, how and why it is configured to privilege some historical interpretations over others, and how it is modified over time. Ultimately, this course asks the related questions: *How do our public memories shape us as American citizens? How do those memories shape our relationship to ourselves, to others, to the state, the nation, and the world? What are the implications of the personae shaped for us through public memory?* We will be especially interested in examining how rhetorics of public memory incline (or disincline) people toward particular kinds of public action. This semester we will examine various media of memory such as museums, popular film, memorials, living history museums, children's toys and collectibles, television, tourist souvenirs, and more.

After taking R355 you will be able to:

- 1) Understand the processes of public memory creation in the United States
- 2) Understand and evaluate public memory's strategic operation within the ideological frame of American culture
- 3) Be able to articulate the interconnection between public memory and physical spaces/locations, whether landscapes, memorial sites, museums, or other features of the built environment
- 4) Evaluate approaches to public memory by scholars in communication and other disciplines, recognizing the connection between public memory and rhetoric
- 5) Create your own interpretation/argument about public memory rhetorically constructs American citizens, and to what ends
- 6) Apply your understanding of the rhetorical functions of public memory to your own original analyses of public memory representations in American life

Dr. Smith's Teaching Philosophy

I believe that responsibility for learning rests jointly with students and professors. I promise to be prepared for class, and I expect you to be prepared as well. I see myself as the architect of a series of learning experiences designed to help us meet our course goals. Therefore, I will lecture briefly, lead discussions and design in-class activities to assist you in understanding and applying course material. *I will not lecture over things I expect you to have read and reflected upon before you come to class.* Your preparation is critical to the success of this course. I encourage active learning in class and value your thoughtful contributions, which is why I expect you to prepare for each class session by careful reading, note taking and reflection. I strive always to be a FAIR instructor. This means I won't make exceptions to the policies and guidelines in this syllabus just for you. My goal is to help you succeed, so please seek me out for any help you need.

Assignments & Grading

Percentages per assignment:

- 10 Engaged class participation and peer reviews
- 15 Reading responses (12 of 15 count)
- 10 Memory interview essay
- 5 Memory object essay (2-3 pages)
- 10 9-11 essay (5-7 pages w/ required revision)
- 5 Revised 9-11 essay (5-7 pages)
- 20 Movie analysis essay (5 pages)
- 25 Memory Mosaic project (20% Presentation, 4% Outline, visual aids, works cited, 1% Peer evaluation)

Final grade scale:

(A+ 97%, A 93%, A- 90%, B+ 87%, B 83%, B- 80%, C+ 77%, C 73%, C- 70%, D+ 67%, D 63%, D- 60%, F 59%>)

Engaged Class Participation

Your informed class participation is a **critical** part of making this class exciting and interesting for all concerned. Your "active participation" score will evaluate the extent to which you've played an active role in the class based on your thoughtful preparing through reading and reflection. "Active participation" does *not* mean mere physical presence. People participate differently, and I do recognize this. However, by the end of the semester I'll have a very clear sense of who contributed to discussions, who didn't seem prepared, who was utterly silent, and so forth. Be as engaged as you can in each class session; be prepared by reading in advance and thinking about the ideas in the readings as well as your own experiences. On the next page is a chart designed to help you understand how class participation will be evaluated.

How Class Participation is Determined:

A+	A	B	C	D	F
Actively supports, engages, and listens to peers (ongoing)	Actively supports, engages, and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers	No interaction with peers
Arrives fully prepared at every session	Arrives fully prepared at almost every session	Arrives mostly, if not fully, prepared (ongoing)	Preparation and level of participation are inconsistent	Rarely prepared	Never prepared
Plays an active role in discussions (ongoing)	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions making comments relevant to assigned materials	Comments are generally vague or drawn from outside the assigned material	Demonstrates a noticeable lack of interest in the material (ongoing)
Comments consistently advance the level and depth of the dialogue	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on assigned material		Demonstrates a noticeable lack of interest in the material (occasionally)	Group dynamic and level of discussion are harmed by the student's presence
Group dynamic and level of discussion are consistently <i>better</i> because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are sometimes better (never worse) because of the student's presence	Group dynamic and level of class discussion are not affected by the student's presence	Group dynamic and level of discussion are harmed by the student's presence	

Reading Responses: (12 of 14 count) *You'll bring a printed hard copy of these to class (because we will often use them in discussion).*

Almost every day we have an assigned reading is an opportunity for you to provide a 2 page typed response to a prompt about that reading. Prompts are available in the Files folder on Canvas. Each Reading Response will be scored on a 100 or 0 basis. Reading Responses receive a 100 if: (a) you have completed the response satisfactorily, by answering all the parts of the response prompt, demonstrating that you read the material and engaged in thoughtful reflection, (b) turned the printed Reading Response in to me during class the day it is due. Reading Responses that do not meet those requirements will earn a 0. *There will be 14 opportunities to provide a Reading Response this semester. Your top 12 Reading Responses count toward your grade.* Unless you have an excused absence, if you miss class you can't turn in a reading response for that day.

Memory Interview Essay:

In this 3-5-page essay, you will report on an interview you conduct with an older member of your family about what your interviewee sees as the most important historical event of their lifetime, and what they remember about that event. A detailed assignment description will be provided in class for this and all essays in R355.

9-11 Essay:

This 5-6-page essay will ask you to critically reflect on the public memory of September 11, 2001 by connecting to class readings and two outside sources. This paper must be revised based on my comments, and resubmitted. The grade for the initial version and revised version will be averaged. If you don't submit a revision, you won't get IVW credit for the class.

Memory Object Essay:

This 2-3-page essay will ask you to write about a personal object (of any kind) to which you attach particular emotional value and significance.

Movie Analysis Essay:

This 5-7 page essay will ask you to watch a movie about or related to a particular historical event, and to examine how that film shapes our understanding of the events portrayed using at least two course concepts.

The Memory Mosaic Group Project:

Since this course moves from our individual memories to focus on *socially shared, collectively constructed, public memories*, a collaborative group project is especially appropriate. In this project, you and your team will select a particular event in public memory and critically examine the “coverage” of this memory through a variety of texts (e.g., documentary film, newspapers, video games, monuments and so on). In doing so, you'll synthesize information from multiple texts and resources to create a more authentic and complex reading of the memory in question and its deployment in American society. Ultimately, you will create and argue for your team's interpretation of how this memory rhetorically constructs American citizens, and to what ends. You'll support your specific thesis with theoretical concepts from the course and evidence from a variety of memory texts your group gathers. You'll receive a detailed handout covering each part of the Mosaic assignment.

Standards For Written Work In R355

All written work in R355 must be typed, double-spaced, page numbered, and include in-text citations for any sources you use (MLA style--<http://www.libraries.iub.edu/index.php?pageId=337>). See the Works Cited list of course readings in Canvas for your citations. Formal essays should also have a cover sheet (include this in your Turnitin.com upload). Include your name, date, and a catchy, engaging title. We will share additional writing advice and tips throughout the semester.

Please note that **clean, error-free writing** (no typos, no spelling errors, correct punctuation, appropriate grammar, correct author gender pronouns and the like) **is the assumed starting point** for all of your written work in R355. Take the time to carefully proofread your work and/or have someone else help you to proofread your work.

Grading Scale Outline

We'll go over the grading criteria for your essays in class when I explain your first writing assignment. Each assignment will have specific criteria in addition to this general description. Each assignment will also have an accompanying rubric that you will receive in advance.

- A Exemplary.** The "A" paper could serve as a model for others. It combines a clear thesis supported with a solid argument and convincing evidence with a strong writing style. The "A" paper teaches us something new or looks at things in particularly insightful or novel ways.
- B Good.** The "B" paper meets the basic requirements of the assignment with a degree of sophistication not found in the "C" paper. It has a clear thesis supported with evidence, but may not be as thoroughly supported or well written as the "A" paper.
- C Satisfactory.** A "C" paper meets the basic requirements of the assignment at a functional level. It does not have serious errors of logic, evidence, or writing style, although its observations may be somewhat obvious. This is a competent paper.
- D Marginal.** A "D" paper fails to meet all of the basic requirements of the assignment, and/or fails to demonstrate sufficient writing competence. Typically a "D" paper misunderstands the assignment and therefore does not respond directly to it. There may be many sentence-level grammatical errors obstruct the reader's ability to follow the writer's argument.
- F Failing.** This paper is not turned in (see "No Late Work" policy below), does not meet the basic assignment requirements or lacks the basic writing skill necessary for the reader to understand the writer.

R355 Course Policies

Classroom Atmosphere

Our classroom must be a comfortable place for active and informed discussion. I expect that everyone will show respect for others at all times. Any behavior disrespectful to others in the class (or in society at large) and potentially damaging to the learning environment of our class will not be tolerated. Disagreement is inevitable, but *educated adults are capable of disagreeing with civility & respect.*

Attendance

Because this course uses active-learning strategies including small groups, pairs, and class discussion, your regular presence is required. I expect you to come to class (a) on time, (b) having done the reading, (c) with any assignments that are due, (d) with the appropriate reading in hand (electronic or otherwise) and (e) ready to participate in discussion or group work with classmates. I will do the same.

You'll have 3 "personal days" in this class, followed by the deduction of 2% from your final grade for each unexcused absence beyond those 3. After the first few class meetings roll will be taken with a roll sheet. Your signature is the only proof of your attendance, so be sure to find the roll sheet if you arrive to class late. NOTE—If you habitually arrive late or leave early, I will begin to add up those minutes. When you've accrued 75 minutes, you'll receive an absence. (Exceptions to this policy only for serious emergencies you can document, religious observances that you alert me to in the first two weeks of class, and mandatory IU athletic travel).

No Late Work

All work is due at the **start** of class in the following formats:

- (1) Reading Responses must be printed and brought to class in person because we will often use them during class.
- (2) **Essays** must be uploaded to *Assignments in Canvas* by 11:15 on their due date

If you must miss class, make arrangements for me to receive your work before it is due. *If your written work does not appear as described above, it is late and won't be accepted. That means you'll receive a 0 on that work—so, be very mindful of deadlines.*

Academic Integrity

Putting your name on your work symbolizes that the wording and the major ideas are yours, and that exceptions are clearly marked with quotations and citations. You must carefully attribute the work you reference from other scholars. Plagiarism involves using the words of another person as if they were your own (e.g., the words of your friend, an on-line paper mill, an internet source, a book or article, your dog's thoughts about Aristotle, etc). Collaboration with another student to prepare work in this class is not acceptable unless I expressly require it. In this class, the only collaborative project is the Memory Mosaic group assignment. Perhaps less obvious is the fact that it is academically dishonest to use your work for another class for assignments in this class, unless you and I have discussed the matter in detail and you have had a similar conversation with your other instructor. All work must be entirely your own and prepared specifically for this class. As always, the complete and correct attribution of all of your

Academic Integrity (con't)

sources and quotations is critical to your success in the course. This course will use Turnitin for several of the essay assignments.

- I.U. Libraries guides to source citation: <http://www.libraries.iub.edu/index.php?pagelD=337>.
- The IU Code lives at <http://www.iu.edu/~code/code/index.shtml>

Penalties for academic misconduct range from failure on the assignment in question with a grade of 0 to failure in the entire course. Please do not test me, and know with absolute clarity that I WILL RABIDLY PROSECUTE ANYONE ENGAGING IN ACADEMIC MISCONDUCT IN THIS CLASS.

Technology and You

Simple policy. *Don't be a jerk.* Do not distract others by texting or using your laptop inappropriately. I want you to have access to your technology and I will sometimes ask you to use it in class. *Pro Tip:* Professors can actually tell that you “may” be texting if your phone is on your lap under your desk and your hands aren't visible... Curious about how technology use in the classroom affects your learning and grades? (Hint—it's not good news). Check this reading out (also on Canvas): <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/> Studies continue to show that writing things down by hand is the best way to retain them.

Support for your Writing

This course involves a substantial amount of writing. To perform well, you must write well. I am happy to meet with you to discuss your writing during the term, and I encourage you to share your writing with your classmates and friends to solicit their feedback.

Our focus in R355 will tend not to be on basic writing mechanics (grammar, spelling, sentence construction, topic sentences, and the like), so if you would like assistance in that area please talk to me and/or to Writing Tutorial Services (WTS, pronounced “wits”). WTS can also help you organize and plan papers, learn how to smoothly integrate source materials into your work, and much more. Call WTS at 855-6738 for an appointment. When you visit WTS, you'll find a tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please call in advance. You can find WTS locations in the Wells Library Information Commons and in the Academic Support Centers of many of the IU Residence Halls. Most locations have both walk-in availability and appointments. Another important note: You should also know that visiting WTS is *completely confidential*. I will not be informed of your visit unless you tell me yourself.

Special Circumstances

If anyone requires assistance or appropriate academic accommodations for a disability, please contact me after class, during my office hours, or by individual appointment. You must have established your eligibility for disability support services through the Office of Disability Services for Students, 855-7578. <http://studentaffairs.indiana.edu/disability-services-students/index.shtml>

R355 FALL 2017 COURSE CALENDAR

- Readings—are to be completed **prior to class** on the date listed. Some authors have multiple readings; be sure you're reading the correct choice for the day. All readings are filed on Canvas in the "Course Readings" folder.
 - Reading responses—all reading response prompts are posted in the same "Course Readings" folder. You don't need a Works Cited page for Reading Responses.
 - *Please bring your reading to class each day (print or electronic).* Show your R355 reading the love: Mark it up, flag it, scribble on it, take it with you to dinner (it loves Mother Bear's)!
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Week 1

- T 8-22 Course overview and introduction
 Read: Class Syllabus, stored on Canvas
- R 8-24 An introduction to rhetoric
 Essay 1 Assignment: Memory Interview
 Read: Palczewski et al, Rhetoric as Symbolic Action (this is a big chapter, allow yourself plenty of time)
 Practice Reading Response, ungraded (see Canvas Readings folder for prompt)

Week 2

- T 8-29 Introduction to rhetoric and public memory part I
 Read: Dickinson et al/Places of Public Memory: Introduction (this is a big chapter, allow plenty of time)
 Reading Response 1
- R 8-31 Introduction to rhetoric and public memory part II
 Read: Zelizer/Reading the Past Against the Grain
 Reading Response 2

Week 3

- T 9-5 Memory interview results discussion
 Essay 2 Assignment: 9-11
 * **Essay 1 Due: Memory Interview** *bring a copy (printed or electronic) for your own use in class discussion, and upload your essay to Canvas assignments by 11:15am
- R 9-7 Tragic landscapes
 Read: Foote/Chapter 1 and Afterword
 Reading Response 3

Week 4

- T 9-12 Tourism and monument making at Ground Zero
 Read: Sturken/Tourism and Sacred Ground
 Reading Response 4
- R 9-14 **Writing Workshop & Essay 2 In-Class Peer Review:** bring a printed copy of your 75% completed paper to share in class.

Week 5

T 9-19 9-11 Essay Discussion
Blair's functions of public memorials
*** Essay 2 Final Version Due: 9-11** *bring a copy (printed or electronic) to use in class

R 9-21 Material rhetoric and memorial sites
Essay 3 Assignment: Memory Object
Read: Blair/Contemporary U.S. Memorial Sites
Reading Response 5

Week 6

T 9-26 The Vietnam Veterans Memorial, Part I
Screening begins—"Maya Lin: A Strong, Clear, Vision"

R 9-28 The Vietnam Veterans Memorial, Part II
Screening concludes—"Maya Lin: A Strong, Clear, Vision"
Read: Griswold/The Vietnam Memorial and the Washington Mall
Reading Response 6

Week 7

T 10-3 Public Memory & Museum Studies
Wylie House visit analytical questions
*** Essay 3 Due: Memory Object.** Upload your final essay to Turnitin by 11:15am, and bring a copy (electronic or paper) to class for your use in discussion.

R 10-5 *Wylie House Museum Field Trip: Meet at the Wylie House Museum, 307 E. Second Street.*
<http://www.indiana.edu/~libwylie/>
Read—either for today or by Tuesday: Dickinson, Ott & Aoki, Buffalo Bill Museum

Week 8

T 10-10 Wylie House Discussion
Essay 4 Assignment: Movie Analysis
Read—Dickinson, Ott & Aoki, Buffalo Bill Museum
*** 9-11 essay revisions due**, upload to Canvas assignments by 11:15am

R 10-12 Public Memory on Alcatraz Island
Read: Smith/You Were on Indian Land
Reading Response 7

Week 9

T 10-17 Iconic photography and public memory
Read: Hariman & Lucaites/Public Memory and Collective Identity...
Reading Response 8

R 10-19 Forgetting and remembering Japanese Internment in the United States
Reading Response 9

Week 10

T 10-24 The United State Holocaust Memorial Museum (USHMM)
Read: Linenthal/Preserving Memory
Reading Response 10

R 10-26 Memorializing the submerged
Read: Linenthal, Pearl Harbor
 Reading Response 11

Week 11

T 10-31 **Writing Workshop & Essay 4 Movie Analysis Peer Review:** bring a printed copy of your 75% completed paper to share in class.

R 11-2 Memory Mosaic Assignment Explained and Teams Assigned—BE HERE ☺
 * **Essay 4 Due: Movie Analysis** *bring a copy for your own use in class

Week 12

T 11-7 Remembering *Titanic*: Introduction
Read: Spend a minimum of 1 hour browsing online sources about Titanic—look for articles, discussion forums, and/or documentary or other videos. Sample locations might include <http://www.encyclopedia-titanica.org/> or <http://www.rmstitanic.net/> or <http://www.history.com/topics/titanic/videos#titanic> . The options are virtually endless.
 Reading Response 12

R 11-9 Remembering *Titanic*: Documentaries
 Rhetorics of salvage and preservation
Read: Jorgensen-Earp/Satisfaction of Metaphorical Expectations
 Reading Response 13

Week 13

T 11-14 Remembering *Titanic*: Popular culture and the consumption of tragedy
Visit: <http://www.titanicpigeonforge.com/>
 Reading Response 14

R 11-16 Remembering *Titanic*: Titanic Belfast
Visit: <http://titanicbelfast.com/>

Thanksgiving Break—Nov 19-26

Week 15

T 11-28 *Titanic* mystery surprise day! Don't miss it!
Memory Mosaic Group Outline and Works Cited due (online)

R 11-30 Pre-Mosaic group meetings w/Prof. Smith
 (Schedule will be provided in class, meet in classroom)

Week 16

T 12-5 **Memory Mosaic Presentations (3)**
 R 12-7 **Memory Mosaic Presentations (2)**

There is no Final Exam in R355