**COMM 7820/8820**

**Course Syllabus**

**Topics in Rhetoric: Rhetoric and Regionalism**

**3 Credit Hours**

**Course Description**

This course will focus on how regionalism is created rhetorically as a strategic identity developing insider and outsider status in a variety of contexts. Regionalism works both on the national and global levels. Specific attention will be given to the tensions between regional identity and the crossing of borders. Regional culture will be discussed in terms of religion, politics, tourism, popular culture, immigration, pedagogy and activism among other subject matter.

**Learning Outcomes**

1. Effectively use regionalism to evaluate rhetorical "texts."

2. Site and Discuss relevant scholarship regarding critical regionalism and rhetorical criticism in papers, presentations, projects and on exams.

3. Demonstrate comprehension of foundational terminology and concepts relevant to the course.

4. Demonstrate the ability to write and analyze using rhetorical critique for presentations

5. Utilize methods associated with Rhetoric in *Situ* to analyze regional texts.

**Course Materials**

Required Textbooks:

Douglas Powell. (2007) *Critical Regionalism: Connecting Politics and Culture in the American Landscape*. (Chapel Hill: University of North Carolina Press). (CR)

M. Middleton, et. al. (2015). *Participatory Critical Rhetoric: Theoretical and Methodological Foundations for Studying Rhetoric in Situ*. (Lanham, MD: Lexington Books). (PCR)

Reading packet posted on E-Courseware (EC)

**Recommended:**

APA and/or Chicago style manuals

Wayne Booth, et al. *The Craft of Research*. Fourth edition (Chicago: The Chicago Press) 2016.

**Recommended Readings:**

These are articles we may not discuss in class due to time constraints and direct relevance but are recommended because:

1. They may be referenced in class discussion
2. They are important to the field or subject matter
3. They will help you better understand the material or “big picture”
4. They may help your projects
5. You may be expected to know these readings for comps, thesis/dissertation, or job market.

**Teaching Philosophy**:

Graduate School is a time for narrowing focus and expertise. While not everyone will further their careers in academia, the ability to synthesize difficult material, analyze text, understand trends and development, and discuss meaning are foundations to advanced career opportunities of all types. My job is to mentor and guide you toward publication and presentations demonstrating your academic knowledge and viewpoint while also helping you professionalize your skill set. If there are ways I can better assist you in this, please let me know.

**Course Assignments:**

Your grade comes from the following assignments and weights:

MA PhD

Participation 20% 20%

Paper 20% 25%

Project & Presentation 30% 25%

Exam 30% 30%

TOTAL 100% 100%

**Weekly Response Papers and Presentations (20%):**

Every week you have assigned readings I will give you 15 minutes or so at the start of class to write a short response to the readings. I may give you prompts to help you discuss how the reading(s) inform one another and you. Or you may want to write about what you understand, what you don’t, and any questions you have. **These papers are not summaries**. You may draw on your notes or highlighted material to help you support your answers. You will submit the papers into Dropbox for credit during class.

At two different class meetings you will select a reading and give a class presentation on your selection. For this class, your presentation will count as your response paper. These presentations should be around 10 minutes, explain your reading, and discuss how the reading relates to regionalism and rhetoric. Handouts and/or visuals are encouraged.

**Written Rhetorical Critique**

You will complete one rhetorical critique using concepts, theory and/or methodology from the course. The papers are to be 8-12 pages in length. The paper will be due at two different times in the course, once as a draft and once as finished project.

**(MA Students) Rhetoric Regional Application Paper (20%)**: I’m looking for very focused, well-researched and detailed works with graduate level application. These should be a step up from papers you did as an undergraduate. Topic proposals and outlines will be due at various times in the class for peer review and feedback. The focus and purpose of these papers is conference acceptance.

**(PhD Students) Rhetorical Critique Paper (25%):**

You are to choose a rhetorical text you can research, observe, and analyze. You are to write a rhetorical critique analyzing the “text” by utilizing methods and theory discussed in class. At various times during the class portions of this paper will be due for peer review and professor feedback. The focus and purpose of this paper is a draft with an eye toward publication.

**Regional Project (25-30%)**

You will be divided into pairs to work together on a regional project.

The project will consist of you taking an event, display, or place and putting into a different regional culture than its current location. You and your partner will need to research both the regional culture and artifact given and create a presentation to be given in class that discusses what you reveal in the project about regional culture, the particular artifact, and issues of boundaries and insiders and outsiders. A list of cultures and artifacts will be given and you may choose from the list.

**Exam (30%)**: A take home exam will be given as a final. Questions will reflect major issues from class and will require you to reflect on where you stand on the issue of rhetoric and regionalism.

**Class Management:**

Our time in the classroom will be divided up into some basic activities that you should come prepared to do:

1) Writing responses at the beginning of class.

2)Discussion over readings due, answering questions

3) Presentations that are due in class over readings

4) Any further writing or activities related to class discussion

5) “Real Time”: About 10-20 minutes set aside for discussion of graduate school and academia related issues such as best practices, professional etiquette in settings, mental health and work/life balance issues, job market questions, etc. This is your time to ask about and discuss what may be on your mind that your classmates and I can help with or help you find answers to.

6) Closing: A quick written or oral response to 1) what you feel confident about understanding, 2) what is still fuzzy, and 3) what you’d like to know more about.

**Course Policies**

1. **Late work:** All written assignments will be due on the assigned day, unless we have made previous arrangements. Assignments will be considered late if received after that time. Late papers may incur a penalty.
2. **Attendance:** Absences will affect your course grade. Graduate courses should only be missed in extreme circumstances.
3. **Writing:** I reserve the right to refuse to grade papers that have not been properly edited and revised. Please plan to spend adequate time clearing up basic writing errors before handing in your work.
4. **Academic Honesty**

The Department of Communication is committed to upholding a high standard of academic integrity. This applies to written as well as oral presentations. All of you assignments must reflect your own effort and work. When using external sources you are expected to cite sources appropriately as discussed in class and in citation guides. If you have any questions about academic dishonor or doubts about what constitutes a violation please see me. If you are expected of plagiarizing or cheating on an assignment you will be turned over to the Office of Student Judicial and Ethical Affairs. For further information you my see the University policy on plagiarism at

<http://www.memphis.edu/studentconduct/misconduct.htm>

Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another’s facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work.

Plagiarism is committed in a number of ways:

1. Reproducing another author’s writing as if it were one’s own

2. Paraphrasing another author’s work without citing the original

3. Borrowing from another author’s ideas, even though those ideas are reworded, without giving credit

4. Copying another author’s organization without giving credit

Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system and the graduate school.

\*\*Please note that all papers will be submitted to me electronically and I reserve the right to submit your papers to sites analyzing for academic replication.

**E-Courseware Readings Policy:**

YOU are responsible for getting access to the readings posted on e-courseware. Failure to access these readings does not excuse you from doing the readings. If you are having problems, e-mail the instructors ahead of time, contact the tech people, or use an on campus computer. The best policy is to try to access the readings in advance.

**Course Etiquette:**

The topic matter of this course may present moments when students and or instructors disagree or are uncomfortable. Discussion of disagreements leads to growth and development of arguments and ideas. Discomfort is a sign that you are being asked to think beyond what you already know to be true. All participants in the course will benefit from a safe environment in which to challenge, discuss, air, and describe feelings and ideas. Any behavior that fails to aid in this endeavor shall not be tolerated. This includes hate speech, degrading language or insults, bashing of individuals based on gender or sexual orientation, and an overall disregard of another’s feelings or viewpoint. As your instructors, our roles are to encourage thinking and development. Arguments and disagreements can occur, but they will be handled in an appropriate and fair way.

**Disabilities:**

We will do our best to accommodate any reasonable request from students with verifiable disabilities. In order to take advantage of available accommodations offered by the University and the department, students must register with Disability Services for Students. <http://www.memphis.edu/sds/disabilitysvcs/index.php>

While we will help, it is the student’s responsibility to tell us of any problems. Please make us aware of known problems as early as possible for the most efficient and adequate help. If you encounter problems during the class let us know as soon as possible so that arrangements can be made to help you get the most out of the class.

**Equity Policy:** All persons regardless of age, race, religion, gender, physical disability or sexual orientation shall have equal opportunity without harassment in the Communication Department courses and program. Any harassment should be reported immediately to the classroom Instructor or Department Chair.

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**Course Schedule and Readings**

(EC) E-courseware Reading Packet

(PCR) *Participatory Critical Rhetoric*

**Week 1 Introduction to Course**

**Defining Rhetoric and Regionalism**

**Week 2 Critical Theory and Critical Regionalism**

Read: Powell, *Critical Regionalism*, Introduction-Ch. 3

**Recommended:**

Calvin McGee 1975 (EC)

Raymie McKerrow, 1989 (EC)

Maurice Charland, 1987 (EC)

Molefi Kete Asante, weblink (EC)

**Week 3 Critical Regionalism**

Douglas Powell, *Critical Regionalism*, continued

Jenny Rice, Architectonics to Tectonics 2013 (EC)

**Recommended**:

Inabinet and Moss, Imagined Marginality, 2019 (EC)

**Choose Presentation Days (2) by Saturday 2/8 by e-mail.**

**Week 4**  **Regionalism and Regional Identity**

Perez, Latinos and Southern Apartheid, 2014 (EC)

Neville-Shepard, Southern Strategy, 2018 (EC)

Introduction and Chapter 1 Middleton, et. al. (PCR)

**Recommended:**

Davis, Intro to *Laying Claim*, 2016 (EC)

Moss, A Nation Divided, 2011 (EC)

**Paper Topic Proposals Due**

**Week 5 Regionalism and Display**

Woods, Ewalt, and Baker, 2013 (EC);

Dickinson, Ott, Aoki, Plains Indian Museum, 2006 (EC)

Chapter 2, Middleton (PCR)

**Recommended:**

Poirot, Birmingham 2015 (EC)

**Week 6 Regionalism and Performance**

Davis, Southern Belles, 2012 (EC)

Chapter 3, Middleton et. al (PCR)

**Recommended:**

**Paper Outlines with Working Bibliography Due**

**Week 7 Regionalism and Ethnography**

Davis, Steel, 2020 (EC)

Ward “Purgatory’s Place in the South: A Black Woman’s Journey to the Promise Land” 2018 (EC)

Tennial, Don’t Ask Don’t Tell, 2018 (EC)

Chapter 4 and 5, Middleton et. al. (PCR)

**Recommended:**

Tell, Emmett Till Archives, 2020 (EC)

**Week 8**  **Spring Break**

**Week 9**  **Regionalism in Popular Culture**

Rushing, The Rhetoric of the American Western Myth, 1983 (EC)

Butterworth, *Friday Night Lights*, 2016 (EC)

Moss, Queen Sugar, 2020 (EC)

Griffin, Whiteness in the *Help*, 2015 (EC)

**Recommended:**

Wilson, You Better Redneckonize, 2018 (EC)

Here Comes Honey Boo Boo, 2018 (EC)

Black, Drive By Truckers, 2015 (EC)

Lewis, Religious Rhetoric in Southern College Football, 2013 (EC)

Sigler, Hip Hop, 2013 (EC)

**Paper Draft Due – Peer Review and workshop in class**

**Week 10 Rhetorical Criticism of Place, Space, and Locale**

Tell, The Meanings of Kansas, 2013 (EC)

Scott Herring, “The Hoosier Apex,” 2009. (EC)

Fitzmaurice, Chapter 13, 2020 (EC)

**Recommended:**

Sanchez, Recirculating Out Racism: Public Memory, Folklore and Place in East Texas, 2018 (EC)

King and Gatchet, Miss. Freedom Trail, 2018 (EC)

Schmitt, Native American Effigy Mounds (EC)

**Week 11**  **Work on Papers and Presentations**

**Week 12 Regionalism and Pedagogy**

Beech, Pedagogic Function of Work(ing-Class) Stories: An Exploration of Culture in the Deep South, 2014 (EC)

**Paper and Presentation Workshop (Bring updated Paper Drafts and notes for Regional Presentations)**

**Week 13 Global Regionalism**

Martyn Bone, “Against the Agrarian Grain: Taking the Transnational Turn”2005 (EC)

Olson, Ra ces Americanas for Ecuadorian Nationalism, 2013 (EC)

**Recommended:**

Loewe, Ethnic Identity & the Mexican Periphery, 2007 (EC)

Roka Shome, Thinking Culture and Cultural Studies from/of the Global South, 2019 (EC)

**Week 14 Regional Presentations Due**

Casa Moss

**Week 15 Final Paper Due Wednesday (Dropbox by 11:59PM)**

**Final Final Exam due by 8:30 PM**

**Turn into Drop Box**