

**Graduate Course Atlas
Spring 2020****COMM 6015****From the Streets to the Suites: Communicating Hip Hop-Dr. A.E. Johnson
TBA**

The hip-hop generation has moved from being a sub-culture hidden on the decadent and decaying streets of inner-city America to society affording its full-fledged acceptance and mainstream status in the wider culture. Since it is evident that hip-hop “speaks” to a diverse group of people, this class will track hip-hop’s move into mainstream America by studying its persuasive, identifying, and constitutive features and effects. The aim of the class is to present this material in such a way that students not only benefit from its academic rigors but also to become critical engaged through the lens of hip hop. As an academic study, hip hop provides entry into a myriad of topics that students find interesting. We will examine identity, race, gender, sexism, class, capitalism, homophobia, along with a host of other topics.

COMM 6223**Monster Films – Dr. Marina Levina
Wednesdays 1-4pm**

In her famous book, *Our Vampires, Ourselves* (1997), Nina Auerbach writes that each age embraces the vampire it needs. This statement speaks to the essential role that monster narratives play in culture. They offer a space where society can safely represent and address anxieties of its time. This course will survey classic and contemporary monster films. As a whole, it argues that monstrous narratives of the past decade have become omnipresent specifically because they represent social collective anxieties over resisting and embracing change. They can be read as a response to a rapidly changing cultural, social, political, economic, and moral landscape. And while monsters always tapped into anxieties over a changing world, they have never been as popular, or as needed, as in the past decade. This course explores monstrosity as a social and cultural category for organizing, classifying, and managing change. Based in the field of media studies and critical theory, it will provide film case studies that explore monstrous discourse and representation in film.

COMM 6340**Listening - Gray Matthews
Monday/Wednesday - 2:20-3:45pm**

Exploration of communication from a contemplative perspective of listening that integrates *theoria*, *poiesis* and *praxis*; philosophical, practical, personal dimensions of listening will be explored as an art of living a living life as opposed to a deadening one.

Proposed Text: *The Other Side of Language*, Gemma Corradi Fiumara; *Letter From Manus Island*,

Behrouz Booshani.

Particulars: Course emphasizes engaged communication through cultivating receptivity, relationality and critical responsiveness. Research paper, brief experiential reports, and one reflective essay on the readings.

COMM 6363**Dialogue -Gray Matthews****Tuesday/Thursday - 9:40-11:05am**

Examines various theoretical and philosophical approaches to human conversation as dialogical; enhances awareness and appreciation of dialogic communication values as applicable to a wide range of communication contexts and goals, understand more deeply the relationship of speech forms to thought processes and learn how to convene, and engage in, dialogue practices.

Proposed Text: *Dialogue*, David Bohm; *Letter From Manus Prison*, Behrouz Booshani; *How To Be an Antiracist*, Ibram X. Kendi.

Particulars: Course emphasizes contemplative engagement for dialogical praxis. One reflective-critical essay applying dialogue to a conventional communication forms; research paper that seeks ways to understand and intervene in closed dominating systems via dialogical praxis.

COMM 6853**Documentary Form Film – Professor David Appleby****Monday/Wednesday - 12:40-2:40pm**

We will discuss the development of non-fiction film as both a rhetorical and expressive form. The course will provide a broad overview as well as allow for the analysis of individual films, genres, eras and filmmakers. Readings and discussions will address such questions as, “How do we come to know others and the worlds they inhabit?... What strategies are available to us for the representation of people?” (Bill Nichols) “Who are these visitors, these avowed doers of good, these earnest documentarians, and what are they up to... and what will come of this, for us and for them?” (Robert Coles) “When does fact veer toward fiction – and how are those words to be understood with respect to one another?” (Robert Coles)

COMM 6894**Corporate/Promotional Video – Professor David Goodman****TBA**

Students work together to make short films that promote the work of not-for-profit organizations that benefit the community. Production work outside of class time will be required

COMM 7/8632**Seminar Rhetorical Criticism-Dr. A.E. Johnson****Thursday - 5:30-8:30pm**

Laurent Pernot wrote, "Religion is intimately linked with words. Everyone knows that the spoken and written word plays an essential role in religion, as language is necessarily used to address the gods or God, to speak about the divine or the sacred, and to express religious feeling or awareness." What Pernot called for was an understanding of the role rhetoric plays in our expression and performance of religion.

One of the reasons for his understanding of this is rhetoric's transdisciplinary role—having a place within and among the sciences, arts and other humanistic fields while at the same time critiquing and challenging the foundations of those fields. However, many times in our study of religion, the way we talk about religion, the way we articulate our beliefs, the arguments we construct and even how we defend our religious positions, we dismiss the role rhetoric plays in our construction of religion and the discourse it produces. Moreover, when we discuss religion or how its functions many times we ignore how race shapes our perceptions of not only religion itself, but also how it shapes the language (rhetoric) we use.

In short, we want to understand how one uses rhetoric as method or how rhetorical approaches to religion can contribute to a deeper and more meaningful understanding of both religion and race. We use rhetoric here as language and other forms of symbolic activity that motivate and/or guide people in matters of belief. We also see rhetoric as what communicators invite their audiences to do. Therefore, this seminar seeks to address rhetoric race and religion from both a historical or contemporary perspective and examine those explicit and implicit warrants that function in religious discourse that better help us to theorize ways in which religion(s) and race operate.

COMM 7/8332**Seminar Comm Research – Dr. Amanda Edgar****Monday - 5:30 – 8:30pm**

Rooted in the work of the Centre for Contemporary Cultural Studies (sometimes called The Birmingham School) in 1960s and 1970s, the British Cultural Studies tradition approaches scholarship from the premise that “culture is ordinary” (Williams, 1958). In other words, to fully understand the ways power, agency, structure, and resistance operate, we must take seriously the everyday experiences of regular people as cultural producers and consumers.

This course is an immersive experience in Cultural Studies through two dimensions. First, you will come away from the course with an understanding of the theoretical and analytical

perspectives of cultural studies. To that end, we will root our study in the works of scholars like Stuart Hall, Richard Johnson, Angela McRobbie, and Julie D'Acci and embrace the critical lenses of feminist, critical race, social class, queer, and disability studies. Second, you will gain experience with the path to publication in the Cultural Studies tradition. Thus, we will practice and/or discuss the process of drafting, revising, soliciting feedback, selecting an outlet, and submitting work for publication or a conference.

Required texts will be made available through eCourseware. Additional texts may be selected by class consensus and may require purchase of no more than two academic press books totaling a maximum of \$70 later in the semester.

COMM 7/8820**Topics in Rhetoric- Dr. Christina Moss****Wednesday - 5:30-8:30pm**

This course will focus on the ways regionalism is created rhetorically as a strategic identity developing insider and outsider status in a variety of contexts. 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.

Required Texts:

Douglas Powell, (2007) *Critical Regionalism: Connecting Politics and Culture in the American Landscape*, UNC Press.

Several Outside Readings will be available on E-Courseware including work from Jenny Rice & Casey Boyle, Patricia Davis, Dave Tell, Wood, Baker & Ewalt, Andy Woods, E Patrick Johnson, Jason Black, among others.

Assignments: Weekly position papers, Essay development and drafts, Final Exam

COMM 7/8012**Graduate Seminar in Health Communication: The Informal Caregiver – Dr. Joy V. Goldsmith****Tuesday - 5:30-8:30 PM**

This course will provide foundational learning to students in the communication studies areas of health/relational communication, rhetoric, media, and culture. The course will explore communication theories including the work of Goffman, Petronio, Ritchie and Fitzpatrick, and others who have contributed to the cultivation of new knowledge driven by communication phenomenon. The seminar focuses on the role of the informal caregiver in health care. Over the

next five years, one in five Americans will be over age 65 and 90 percent will have one or more chronic conditions. Limitations in healthcare policy and insufficient support from healthcare providers warrants the involvement of friends or family (i.e., informal caregivers) to successfully manage chronic illness. Currently, there is an estimated 43.5 million adults providing unpaid, informal caregiving to a loved one or friend. While informal caregivers provide a critical role in supporting patient care, they also represent a vulnerable community in society who often struggle to find support, experience high stress, and suffer in isolation. Caregivers are at risk for adverse health effects, morbidity, and mortality. As the course is geared specifically for communication studies students and their need to develop as independent productive scholars, the course will include publishing and grant writing components. Data collection and writing are integrated throughout the course.

Readings will include policy documents, popular and peer reviewed articles, and texts.

Particulars: Seminar course labors include **individual presentations, discussion, data collection, and writing.**