Contact Name: David Moscowitz    Email: moscowitzd@cofc.edu    Phone: 3-7017

Department Name: Communication    Graduate Program name: M. A. in Communication

Course Prefix, Number, and Title: COMM 680: Seminar in Rhetoric

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
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<tbody>
<tr>
<td>☒ New Course</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
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<tr>
<td>(attach syllabus*)</td>
<td>□ Change Title (IV, VII, VIII, IX)</td>
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<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
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<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
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<td>□ Edit Description (III, IV, VII, VIII, IX)</td>
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☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: TBD

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

COMM 500 and COMM 510 or permission of instructor

Will this course be added to the Degree Requirements?

a) ☐ Yes ☒ No

b) If yes, explain

COMM 680 will become an elective course in the M.A. in Communication program.

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
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<tbody>
<tr>
<td>A. Contact Hours</td>
<td></td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☒ yes ☐ no If so, how many credit hours may the student earn in this course? 6

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

A topical seminar that evaluates research in rhetorical theory, method, and textual analysis criticism and culminates in an original research project. This course may be repeated for additional credit if the content is different.

IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.
The goals and objectives for this new course are centered on continuing the study of rhetoric and critical/interpretive textual analysis in each student’s M.A. program.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Demonstrate and analyze knowledge of rhetorical study.</td>
<td>This outcome is measured by sustained, semester-long assessment (e.g. papers, presentations, exams, seminar discussion).</td>
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<tr>
<td>2. Evaluate and create original research in an area of rhetorical study.</td>
<td>This outcome includes assessment that accounts for how rhetorical theory and criticism is researched by culminating in an original research project that undergoes revision and refinement.</td>
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<td>3.</td>
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<td>4.</td>
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</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

Some study of textual analysis will be introduced in the COMM 500 course, but COMM 680 ensures that this content and skill are reinforced and demonstrated. COMM 680 supports all program-level outcomes (demonstrate proficiency in applying communication theories to practice; demonstrate proficiency in research design and analysis; demonstrate proficiency in a specific area of communication through a course project and/or external environment).

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.
None

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

None
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  
Date: 2-13-12

Signature of Department Chair:  
Date: 2-14-12

Signature of Additional Chair*:  
Date: ________________

Signature of Schools’ Dean:  
Date: 2-15-12

Signature of Additional Schools’ Dean*:  
Date: ________________

Signature of the Provost:  
Date: 2/15/12

Signature of Budget Director/Business Affairs Office:  
Date: 2-15-12

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:  
Silvia Rodriguez Sabater  Date: 2/23/2012

Signature of Chair of the Graduate Council:  
Angela McDonald  Date: 3/10/12

Signature of Faculty Senate Secretary:  
Date: ________________

Date Approved by Faculty Senate:  
__________________________________________

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"We don't see things as they are, we see them as we are." — Anais Nin

COMM 680
Seminar in Rhetoric: Influence, Ideology, and Culture

Fall 2010 • Wednesdays 6:00 to 8:45 p.m. • NORT 108

Instructor: David Moscowitz, Ph.D.
Email: moscowitzd@cofc.edu
Office: 9 College Way, room 302
Office Hours: Walk-in time on Mondays and Wednesdays from 10:30 to 11:30 a.m. at my office. I also am available by appointment other times and days (we'll talk about what works best for you all).
Office Phone: (843) 953-8128
Dept. Phone: (843) 953-7017

Course Overview

Call it "persuasion" or "advocacy" or perhaps "impression management" or maybe even "propaganda." Whatever it's called, we cannot get through a day without confronting ideological and cultural discourses of influence. This seminar invokes the study of rhetoric and culture to evaluate discourses of influence: how people and institutions work to motivate not only our behavior, but also how we view the world, consider our role(s) within it, and communicate with others within various communities.

In particular, this course examines the cultural and rhetorical shift from nationalistic political and popular discourses toward ensuing paradigms stemming from globalization, multiculturalism, and postmodernity. Whereas documentaries easily considered nationalist propaganda such as Triumph of the Will and Why We Fight once embodied conventional ideological rhetoric at the height of modernist influence, emerging modes of influence dovetail toward new forms of social and cultural activism, new indictments of economic class, and identity-based movements that implicate whiteness, tribalism, food politics, fair housing, clothing and the body, sustainability, and more. This course interrogates contemporary forms of influence, ideology, and culture through contexts and case studies ranging from promotion and marketing to contemporary cultural politics of identity and memory.

It is important to keep in mind that this course is not strictly a "methods course" or a "theory course." For a research seminar in rhetorical study, the goal is holistic: we will evaluate by means of interrogation, context, and assessment. This should be understood in two ways. First, the seminar nature of this course dictates that our study of methods, theory, and analysis will be integrated with, not isolated from, each other. Second, the research nature of this course suggests that we will not only study this stuff, but how it is studied (how others have sought to study it), which is a pretty typical pursuit in any grad class.

Course Materials

A. Note the course website on OAKS, which has important course documents and announcements. Go to MyCharleston <http://my.cofc.edu> and click the OAKS icon on the upper right toolbar.

B. This syllabus is posted on the OAKS course website and is subject to change by the professor at any time. Any changes will be announced in class and on the OAKS site.

C. The books that are required are listed in the course plan and readings section. Here are some vendors you could use: http://books.half.ebay.com/ (formerly half.com); http://amazon.com/ (Amazon Marketplace for used versions); http://www.สนbria.com/; and http://www.powells.com/. The remaining articles and chapters will be posted on the OAKS course website.
D. Consider investing in your own copy of a style guide (MLA, Chicago, APA). The abridged online guides often don’t cut it, particularly for graduate-level research. I prefer MLA and Chicago (notes version), but will accept citation work in APA since it is so prevalent in our department.

**Course Expectations and Policies**

As far as expectations go, I understand that graduate work can be intensive. Our intellectual pursuit is pursued with greater depth, and for that reason, I’ll be diligent responding to your emails and queries, making time to talk about what you want to accomplish, preparing for meaningful discussion during class, and offering cogent, substantive, useful feedback to your writing. Likewise, you should understand that I expect similar commitment from you (i.e. putting sufficient time and effort into your work, being well read and prepared for active discussion during class, etc.). The following policies elaborate this:

**Academic Integrity:** To me, a graduate seminar presumes a higher degree of trust between instructor and student. In order to preserve and nurture that trust, be attentive to and proactive about situations that could cross the line between academic integrity and academic misconduct. Pay close attention to the nature of your collaboration with others. Unless noted otherwise, all work submitted for this course should be completed only by you. Likewise, research conducted and/or work completed for any other course cannot be used in whole or in part in this course without obtaining prior permission from me. (I’m completely open to your desire to extend research and critique you’ve done for another course; I simply want you to talk about this with me.) Any incident of academic misconduct—no matter how “minor” it seems—may result in course dismissal and failure as well as program expulsion.

**Attendance:** You should be present for every session and contribute meaningfully and consistently to the seminar as an on-time, active participant. If personal issues, religious holidays, bereavement, etc. will conflict with a class session, be sure to talk to me well in advance.

**Conduct and Values:** Common sense + context largely determine appropriate conduct. I project two core values in my courses: inquiry and civility. Inquiry demands that we cultivate an open forum for the exchange, debate and substantiation of ideas. Our goal is not necessarily to reach consensus, but to open up issues and problems that demand closer scrutiny. Inquiry is tempered by civility, which demands the preservation of respect. Threatening or disruptive behavior will result in course dismissal and failure. Civility also demands basic courtesy and consideration (i.e. turning off electronic devices and other potential distractions, being well rested, being on time and prepared for class, etc.).

**Email:** It is your responsibility to check your College of Charleston email account regularly (i.e. every 24 hours) and to maintain your account sensibly. If there is a problem with your email account, it is your responsibility to get it fixed promptly.

**Grading Scale:** Unless this is your first semester, you are probably aware that the Graduate School allows only the following grades to be assigned. Here is how they’ll be applied in this course:

- **A** = 90% and up
- **B+** = 88-89%
- **B** = 80-87%
- **C+** = 78-79%
- **C** = 70-77%
- **F** = below 70%

**Impairment/Disability:** Reasonable accommodations will be made for students with properly documented disabilities. If this applies to you, please be sure to alert me to this immediately.

**Laptops** should not be open during our discussion. If you feel strongly that your note-taking is best accomplished using a laptop, please discuss this with me during the first week of class.

**Late work** is simply not acceptable in a graduate course. If you see a difficult situation on the horizon involving a deadline due to family/work/life issues, be sure to talk to me well in advance. With enough planning and communication, accommodation is certainly possible.
Course Assignments

Two components comprise your grade equally: your presence in seminar discussion, and your contribution to ongoing academic research.

Both of these components demand proficient writing. Not only should you write well stylistically and technically, but also with a clear, cogent point of view that is supported by properly cited evidence and thoughtful analysis and reflection. In terms of both your writing and your contribution to discussion, your task will include discovering the complicated in what seems simple, even as you work to simplify and clarify ideas and associations that are complex.

Seminar Presence (50%)
A seminar, by definition, is a group of scholars coming together at a scheduled time and place to discuss and exchange ideas, thoughts, and research. Since inquiry cannot take place within a vacuum, students are expected to maintain an active presence in class. Students should prepare carefully for each session by completing the assigned reading, developing their own queries and challenges related to it, and then invoking those ideas and associations by contributing actively to discussion.

In addition to the quality of your contribution to discussion during class, seminar presence is evaluated in two other ways: session preview papers submitted in advance of class, and one class session when you set up and facilitate our discussion.

Session Preview Papers
These are due every week for the first twelve weeks (although you are allowed a couple of grace periods). Each should be single-spaced and not exceed one and a half pages (500-750 words). Each must be uploaded to the OAKS course website at least 24 hours before the start of class (by Tuesday at 6:00 p.m.). Each student is expected to reserve some time in that 24 hours before our class meets to read and reflect on the other preview papers that have been posted.

Each session preview paper should sketch your critical engagement with all of the assigned reading. As the modifier “critical” suggests, the purpose of these short papers is neither to summarize nor to free-associate. Rather, these papers should identify and frame a particular question, issue, idea, or interpretive problem that arises from the reading. When making reference to a particular idea or perspective, be sure to specify where it appears in which text (i.e. author, title if necessary, and page numbers) so that the rest of us can follow along and contribute more readily during discussion. As the semester progresses, these papers also should reflect upon and invoke how readings from earlier weeks help inform issues related to the reading assigned.

Discussion Facilitation
Consider discussion facilitation to be an extension of what is asked for the session preview papers. Facilitators will prepare an agenda that identifies, contextualizes, and applies what they consider to be primary issues and problems posed by the reading assigned. Facilitators also should integrate two additional readings or texts that relate to the week’s topic of inquiry. These additional texts do not have to be assigned to the rest of the class (although it would be nice if they are accessible), but they should be mentioned and fully cited in the facilitators’ session preview papers.

Two students will be assigned to each of the designated sessions and work collaboratively on discussion facilitation, but students must work independently to prepare separate session preview papers. I will describe this further on the first day of class.

Research Project (50%)
The culminating work for this course is a research project due at the end of the semester. Depending on students’ interests, two options are offered. Option 1, the research paper, might be preferred by students keeping their sights on further academic training, including plans to present research and/or apply for doctoral programs of study. Option 2, the group consulting project, might be preferred by students
pursuing the M.A. for enhanced professional development. For both options, an abstract, prospectus, and literature review(s) for the project will be due before submitting your final paper.

**Option 1 - Research Paper**

The purpose of this option is to construct a work of research in rhetorical and/or cultural criticism that conjoins the reading of a particular artifact to a discussion of the broader theoretical and critical stakes found in such a reading. The artifact could be found in mediated culture (i.e. film, advertising, music video, literature) or material culture (i.e. a museum exhibit, style of dress or behavior, commodity [e.g. the Snuggie]). Other ideas for artifacts could include media events or subcultural discourses (new forms of protest or dissent, online fan cultures, alternative communities or living arrangements). However the artifact is defined and whatever its scope, this paper should pursue a close reading of the artifact (its meaning and interpretation by others) with attention to the broader critical, cultural, and theoretical implications posed by this reading.

Students should meet a standard of writing suitable for submission to an academic publication or to a conference oriented around issues of influence, ideology, and/or culture. At the end of the term, students will present this research to the class in the form of a mock conference presentation.

**Option 2 - Group Consulting Project (GCP)**

Like the first option, this one also demands contributing to existing academic research by analyzing and contextualizing the advocacy efforts of a local non-profit/non-governmental organization or initiative (e.g. blood donation, fair trade initiatives, hunger and/or nutrition projects, literacy outreach, living wage advocacy, neighborhood associations, voter registration efforts). In a group of two or three members, students will synthesize and evaluate current research and commentary as well as pursue original analysis and a suggested plan to extend or revise that initiative or those efforts. This project will culminate in a group presentation to the class at the end of the term.

The GCP should contextualize and evaluate an organization’s outreach by analyzing present efforts as well as recommending short-term and long-range plans for the future. In doing so, it should integrate, apply, and extend related concepts, theories, and contexts of influence addressed in class. Are the organization’s attempts to nurture its cause successful? How so? To which audiences or segments of the community? How could it augment or extend its influence, or should it change course, shut down, or dramatically retreat? Is it overlooking parts of the community? Is it keeping an eye toward the continually evolving nature of culture? Should its mission be narrowed, expanded, updated, or revised? And key to all of this: how does study of your site of analysis contribute to ongoing academic research about theoretical constructs of influence, ideology, and culture?

Be sure to refer to the RUBRICS file at the OAKS course website for more about the research project.

### Tentative Course Plan and Readings

The following books are required. All other assigned reading is posted at the OAKS course website.


Week 1 – 8/25: Rhetoric as a mode of influence (case study – whiteness)
Watch the carousel scene/speech from the *Mad Men* Season 1 finale (Oct. 18, 2007): http://www.youtube.com/watch?v=DHUUy0d7gw or http://www.youtube.com/watch?v=suRDUFpsHus

Week 2 – 9/1: Propaganda as a mode of influence (case study – Nazis)
Nealon and Sears Giroux, chapters 1, 2, 3, and 4
Bosmajian, Haig A. “Nazi Persuasion and the Crowd Mentality.”
These two recent *New York Times* articles:

Week 3 – 9/8: Popular culture as a mode of influence (case study – rap and hip hop)
**Discussion facilitation: Alex and Nina**
Nealon and Sears Giroux, chapter 5

Week 4 – 9/15: The visual as a mode of influence (case study – tree huggers)
**Discussion facilitation: Molly and Cera**
DeLuca, *Image Politics*
Part 2. Ideology: The work of signs, symbols, and semantics.

Week 5 – 9/22: Hegemony as substantiation of ideology (case study – campus branding)  
**Discussion facilitation: Nicola and Keyla**  
10 (1986): 28-44.  
Nealon and Sears Giroux, chapter 6

**BY NOON, Sunday, September 26th: abstract and prospectus due (both options)**

Week 6 – 9/29: Subculture as challenge to ideology (case study – Little Rock)  
**Discussion facilitation: Allie and Adrianne**  
Allen, *Talking to Strangers*.  
Nealon and Sears Giroux, chapter 10

Week 7 – 10/6: Postmodernity as confrontation to ideology (case study – Los Angeles)  
Nealon and Sears Giroux, chapter 9

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Pause for mid-semester thought:

"There's nothing to writing. All you have to do is sit down at a typewriter and open a vein."  
- Walter Wellesley "Red" Smith

Week 8 – 10/13: Citizenship as redefinition of ideology (case study – MSM)  
**Discussion facilitation: Ted and Whitney**  
Bennett, Banning *Queer Blood*.  
Nealon and Sears Giroux, chapter 11

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Week 9 – 10/20: Normativity (case study – male underwear)  
**Discussion facilitation: Caitlin and Kate**  

**BY NOON, Sunday, October 24th:** Literature review due for option 1

Week 10 – 10/27: "The media" (case study – Canada)
Watch these rants from *Network* (1976): [http://www.youtube.com/watch?v=q_qgVn-Op7Q&feature=related](http://www.youtube.com/watch?v=q_qgVn-Op7Q&feature=related) and [http://www.youtube.com/watch?v=c5Gf0VKXk5Q](http://www.youtube.com/watch?v=c5Gf0VKXk5Q)

**BY NOON, Sunday, October 31st (boo!):** Literature reviews (individual papers) due for option 2

Week 11 – 11/3: The vernacular (case study – heritage museums)

Week 12 – 11/10: The local (case study – toxic tours)
Pezzullo, *Toxic Tourism*

**Part 4. Research time: Time alone, then time together...**

Week 13 – 11/17: Class will not meet (I'll be at NCA in San Francisco)
11/24: Class will not meet (Thanksgiving Break)
Week 14 – 12/1: Student research talks

**BY NOON, Sunday, December 12th:** Final papers and portfolios due

Thanks for sharing your semester with me!