

Course Description:

This course will examine the ways in which the causes and consequences of war are portrayed through speech, image, and media. Students will examine the rhetoric of war as objective analysts and assess how speakers have rallied people to war or railed them against it. Exploring the relationship between communication and war, we will look at the role of address, journalism, propaganda, social media and pop culture in the waging and protesting of war. The topical units for the course are: 1) Ideas of Patriotism & Nationalism 2) Banal Militarism & Pop Culture 3) Presidential War Rhetoric 4) Media-Military Relations & News 5) Military Communication Strategy 6) Antiwar Rhetoric.

Course Objectives:

In taking this class, you will be able to:

- Read & understand contemporary scholarship on communication in/of war
- Recognize and explain the role of communication in society & your own life
- Evaluate oral, written or visual argument with consideration to audience
- Recognize and explain the influences of new media technologies in the communication of war

Texts & Course Materials:

- Selected journal articles - available on Moodle
- Syllabus & Assignment Packet – available on Moodle

Attendance: Regular, timely, attendance is expected. Studies have shown a positive link between class attendance and performance (in other words, the more classes students show up to, the better the grade they earn). Attendance is also a key job skill, being linked to not only maintaining your employment but also to raises and promotions, and is central to civic life because 'the world is run by those who show up.' To reinforce the importance of class attendance and participation, there is a direct and immediate pay-off for you: For every full week of class you attend (attendance means on time and for the entire class period) you will earn credit towards being able to "opt out" of one or more test questions on the exams.

Due Dates/Late Work: LATE ASSIGNMENTS ARE NOT ACCEPTED. *If you know in advance you will not be in class when an assignment is due, turn it in early. If you wake up sick when something is due, please email it by class time.* All due dates are on the course calendar.

Etiquette: The success of this course is directly related to the sense of community that we develop in the classroom. Participation is essential to this process. I encourage you to share your views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, I expect the members of this community (including myself) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking individuals.

Extra Credit: Extra credit will not be available as an end-of-semester option to make-up-for or replace work that you did not do throughout the semester. There are some chances at bonus points built in to the course; remain attentive to course material and assignments to discover these opportunities.

Incompletes: Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end in extreme circumstances with documentation. To receive an incomplete, there must be a serious *emergency* so late in the semester that there isn't time to make up what you miss.

Grading:	● Exam 1:	25%	● Exam 3:	25%
	● Exam 2:	25%	● Journal:	25%

Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying "Assignments Packet."

Final Grades are broken down **in this class** as follows:

- 4.0 = 95-100 ● 3.7 = 90-94 ● 3.3 = 86-89 ● 3.0 = 82-85 ● 2.7 = 78-81
- 2.3 = 72-77 ● 2.0 = 67-71 ● 1.7 = 61-66 ● 1.3 = 56-60 ● 1.0 = 51-55 ● (0.0 = below 51)

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved. Higher grades are awarded to work that goes above and beyond the minimum standards to produce papers and presentations that reflect superior intellectual effort, excellence in critical analysis and overall creativity in the approach towards any given assignment. A 4.0 is attainable but will require much more than minimal effort.

Challenging a Grade: If you identify an error in grading, I am always willing to admit to a mistake and correct it. If you want me to *reconsider* a grade, follow these steps:

- Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- Write a 1-2 page explanation of why the grade should be reconsidered identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of your performance rests with you.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. Accept the final decision. *I will reconsider each assignment only once.*

Academic Integrity & Dishonesty: As stated in the Undergraduate Catalog, the following pledge is made on all academic work done by students at SUNY Potsdam. This pledge is regarded as an indication that you understand and have complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code

To plagiarize is to pass off *ideas or words of someone else* as your own or to use created productions without crediting the source. Any time you incorporate the words &/or ideas of another person into your work, no matter what the medium/source, without giving their creator the credit, you have plagiarized. It is literary and intellectual theft when you present work that someone else did as being new and original. This includes user-generated content on sites like Wikipedia. ***I have a zero tolerance policy on plagiarism. In the event of plagiarism on an assignment in this course you will A.) Definitely fail the assignment. B.) Possibly fail the course.*** Therefore, you will be responsible for authenticating any assignment submitted in this course. I recommend that you keep copies of all drafts of your work, make photocopies &/or careful notes of research materials, save drafts or versions of assignments under individual file names on computer disks, etc. Other forms of dishonesty or cheating are also not tolerated and will result in a failure of the assignment and/or class. If you think you are engaging in questionable behavior, you probably are, so either don't do it or seek clarification.

Technology/Electronic Devices: Technology use is permissible in the classroom IF:

- Your usage is polite. You are taught from kindergarten on that it is not acceptable to carry on personal conversations with others or to pass notes to people during class time.
- Your usage does not interfere with your performance in class. Multitasking is a fact of modern life, but if you're not good at Facebooking and listening at the same time, don't do it.
- Your usage does not bother your neighbors. Be aware of and polite to people near you. Communication devices should always be set to silent & only answered outside the room.
- You are willing to apply your technology use to course materials in productive ways.
- You do not secretly record any portion of a class without seeking permission from all involved parties.

Consider your technology use outside of class, too. If contacting me via email, be professional: use an appropriate and informative subject, address me politely, and use good Standard English. Many (potential) employers will not be impressed by communication like, "hey-idk wuts du 2mrw. tia"

Course Calendar:

Tu. 1/22 – “Why We Fight”	Th. 1/24 – “Why We Fight”
Tu. 1/29 - Propaganda	Th. 1/31 – Nationalism & Patriotism
Tu. 2/5 – Nation Branding	Th. 2/7 – MIME-NET & Banal Militarism
Tu. 2/12 – Video Games Read: “The WWII Video Game” (Tanine)	Th. 2/14 – Music Read: “Popular Music & WWII” (Mohrmann & Scott)
Tu. 2/19 – February recess.	Th. 2/21 – Film & TV Read: “The Military & Society” (Harper)
Tu. 2/26 – “Black Hawk Down”	Th. 2/28 – “Black Hawk Down”
Tu. 3/5 – <u>Exam</u>	Th. 3/7 – Presidential Rhetoric Read: “Presidential Motives for War” (Ivie)
Tu. 3/12 – Enemy Creation	Th. 3/14 – Comics, Cartoons & Editorial Cartoons
Tu. 3/19 – News & Public Opinion Read: “Image as Argument” (Dauber)	Th. 3/21 – Technology & Death
Tu. 3/26 – Spring recess.	Th. 3/28 – Spring recess.
Tu. 4/2 – War Reporters, Embedding & PA	Th. 4/4 – <u>Exam</u>
Tu. 4/9 – No class. Dr. Knopf will be at a conference in NYC.	Th. 4/11 – No class. Academic Festival.
Tu. 4/16 – “Journalist & Jihadi”	Th. 4/18 – “Journalist & Jihadi”
Tu. 4/23 – Battle Exhortation Read: “Rhetoric in the Army” (Colby)	Th. 4/25 – Social Media
Tu. 4/30 – Nuke films	Th. 5/2 – Protest & Dissent
Tu. 5/7 – <i>war cartoons</i>	Th. 5/9 - <u>Journal due</u>
Mo. 5/13 @ 12:30-2:30 (T/H 12:30) – Exam @ 2:45-4:45 (T/H 2:30)	Tu. 5/14 @ 5-7 (T/H 5:30)

- A random selection of journals will be collected each Tuesday.
- Assigned articles are available via Moodle.

**COMM390: Communicating War, with Dr. K.
Spring 2013 Assignment Packet**

This packet provides you with all the basic information and instructions to succeed at the graded portions of this course. Details for every assignment in this class are provided here for you. Use this resource in conjunction with the Syllabus and class meetings. You are responsible for reading the information in this packet just as you are responsible for reading any other assignment in class.

Readings : There are six assigned journal articles that you are responsible for reading. They are indicated on their due dates in the course calendar. Some of the ideas discussed in these articles will be reviewed in class, some will not. It is important that you read the articles to get a broader understanding of course material. Additionally, these articles will give you exposure to the kinds of research communication scholars do regarding matters of war and the military. You are encouraged to ask questions in class about the readings. Because the articles will not be direct topics of course lectures, the following option is available to you to help you learn the material from the readings and to prepare for the exams:

On the day an article is due you may turn-in one 4x6 index card with handwritten notes (front & back) from the reading, which you will be able to use as a cheat sheet on the exams:

- You may have **only 1 card per article, no larger than 4x6 inches.** (See below.)
- Notes must be **handwritten**, not typed, with **your name** on the card.
- Cards will be only accepted **on the day the reading is due**, or before.

This is approximately a 4x6" card.

If you do not have index cards available,
you may cut paper to this size to use.

It may not be any larger than this outline.
Larger notecards WILL NOT be accepted.

If you do not have a ruler, trace this box.

Exams: To help reinforce course material, there will be three exams throughout the semester. The exams will be comprised of multiple-choice questions. Exams will be a minimum of 25 questions. There are several ways to prepare for the exams:

- Read (and take advantage of the note cards)
- Listen carefully and take notes in class.

★ Good attendance will pay off in having credit that you can use to "buy out" of 1 or more questions on an exam. *Sleeping in class and extended or frequent texting or web browsing will be treated as an absence and reduce the attendance credit you may earn for exams.*

Exams can only be made up when they are missed because of DOCUMENTED emergencies or college-sanctioned events, or for religious observances with notice.

Journal: At least once per week, you will make note of, and comment on/respond to, some pro or anti war message that has crossed your path, *outside of class*. As we discuss throughout the semester, such messages and ideas are pervasive in American life. The purpose of this assignment is to make you both aware and critical/considerate of the messages.

You might note a news story you read, a movie you watch, a TV show you see, a song you hear, an advertisement you encounter, clothing you buy, a game you play, or anything else that directly or indirectly makes a statement about military or war.

To give you a sense of how abundant such messages are, here are a few examples that can cross your path, even if you don't pay attention to current events:

			
<p>Food Network's <i>Cupcake Wars</i> logo & slogan ("war is sweet") - suggests war is fun, enjoyable, frivolous</p>	<p>Glamour Magazine's 2012 trends: military clothing - suggests war is sexy, attractive/military service is fashionable, frivolous</p>	<p>"Boot Camp" style workouts - suggests war is sexy, good exercise, about individual improvements, anyone can do it</p>	<p>Military NASCAR sponsorship - suggests Army is cool, sporty</p>

Your journal entries do not have to be long. Make note of what you see/read/hear/buy/play and what kind of message it sends or influence it might have. If you can relate it to concepts you've learned in class, you might earn bonus points. You can have fun with this if you want to, doing a scrapbook or using other creative approaches.

Your observations must be your own. There is no right or wrong answer, so there is no need (there is never a need) to borrow or steal (aka: plagiarize) the thoughts and work of another.

A few journals (full journals, not single entries; a journal is an ongoing record of observations) will be randomly collected each Tuesday to help keep you up-to-date with your efforts and to give you feedback; all journals will be reviewed about 5 times during the semester. Final journal grades will be determined at the end of the semester according to the following criteria:

- When randomly selected for collection, journal was always available.
- Journal was up-to-date when collected during the semester
 - If incomplete during random collection, journal was caught-up by the last class.
- Includes a minimum of 15 entries.
- Entries show thought and effort appropriate for a person with some college education, studying communication, who is engaging in a course on war messages. This means pay attention to content and to spelling and grammar.