

**Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).**

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

***SUBMITTED BY:***

Department	<b>Anthropology</b>	College/School	<b>CLA</b>
Prepared by	<b>Robin Shoaps</b>	Phone	<b>474-6884</b>
Email Contact	<b><u><a href="mailto:rashoaps@alaska.edu">rashoaps@alaska.edu</a></u></b>	Faculty Contact	<b><u><a href="mailto:rashoaps@alaska.edu">rashoaps@alaska.edu</a></u></b>

1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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<b>2. COURSE IDENTIFICATION:</b>	Dept	<b>ANTH</b>	Course #	<b>F 435/635</b>	No. of Credits	<b>3</b>
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Justify upper/lower division status & number of credits:	<p><b>This course involves an in depth, cumulative project—a significant original research paper for which students must collect, transcribe and analyze their own media data. Thus the amount of student work is in line with expectations of an upper-division undergraduate class.</b></p> <p>The graduate level course shares a similar structure and syllabus with the undergraduate version, but the expectations are higher. The course meets more often and, in addition, graduate students will have additional readings about which they are required to prepare short presentations and create and post annotated bibliographies to add to the collective knowledge of the class. The research paper will be longer, more involved, with higher expectations about the depth of the literature review and use of outside sources.</p>
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3. <i>PROPOSED COURSE TITLE:</i>	Political Media and Discourses of the American Right
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4. To be <b>CROSS LISTED?</b> YES/NO	YES	If yes, Dept:	LING	Course #	465/635
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NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be <b>STACKED</b> ? YES/NO	<b>YES</b>	If yes, Dept.	ANTH/LING	Course #	435/635
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:	The undergraduate level course has fewer assignments and less involved research papers.
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Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

<b>6. FREQUENCY OF OFFERING:</b>	<b>Fall Even Numbered Years or As Demand Warrants.</b>
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

<b>7. SEMESTER &amp; YEAR OF FIRST OFFERING</b> (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15)	<b>Fall 2014 (AY2014-2015)</b>
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**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

<b>COURSE FORMAT:</b> (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
<b>OTHER FORMAT</b> (specify)						
<b>Mode of delivery</b> (specify)	<b>Seminar discussion and lab data workshops.</b>					

lecture, field trips, labs, etc)	
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<b>9. CONTACT HOURS PER WEEK:</b>	<b>3</b>	LECTURE hours/weeks		LAB hours /week		PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)	Graduate students will meet for one hour every other week to discuss additional readings.
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**10. COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

**Example of a complete description:**

**FISH F487 W, O Fisheries Management**

**3 Credits** Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites:* COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

**ANTH F435 O Political Media and Discourses of the American Right**

**3 Credits** Offered Fall Even Numbered Years or As Demand Warrants

This class uses “hands-on” discourse analytic techniques of student-collected media data in order to examine whether or not there is a unified rhetorical style associated with the American Right; the nature of the relationship between a message, its form and persuasion; and how moral stance are taken in political contexts. Evaluation of the veracity, ethical or historical merits of conservative political stances is not part of the scope of the class. *Prerequisites:* COMM F131x or COMM F141X; ENGL F111x; ENGL 211x or ENGL 213x. Cross-listed with LING F435. Stacked with ANTH F635 and LING F635. (3+0)

**ANTH F635 Political Media and Discourses of the American Right**

**3 Credits** Offered Fall Even Numbered Years or As Demand Warrants

This class uses “hands-on” discourse analytic techniques of student-collected media data in order to examine whether or not there is a unified rhetorical style associated with the American Right; the nature of the relationship between a message, its form and persuasion; and how moral stance are taken in political contexts. Evaluation of the veracity, ethical or historical merits of conservative political stances is not part of the scope of the class. *Prerequisites:* Graduate standing. Cross-listed with LING F635. Stacked with ANTH F435 and LING F435. (3+0)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities		S = Social Sciences	<b>X</b>
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Will this course be used to fulfill a requirement for the baccalaureate core? <b>If YES, attach form.</b>	<b>YES:</b>		<b>NO:</b>	<b>X</b>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, <b>Format 6</b>		W = Writing Intensive, <b>Format 7</b>		X = Baccalaureate Core	
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**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a added in the printed Catalog, and flagged in Banner.**

**“snowflake” symbol will be**

<b>YES</b>		<b>NO</b>	<b>X</b>
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**12. COURSE REPEATABILITY:**Is this course repeatable for credit? YES ☐ NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

**13. GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.LETTER: ☒ PASS/FAIL: ☐**RESTRICTIONS ON ENROLLMENT (if any)****14. PREREQUISITES** Graduate standing or permission of instructor.These will be *required* before the student is allowed to enroll in the course.**15. SPECIAL RESTRICTIONS, CONDITIONS****16. PROPOSED COURSE FEES**

\$0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes

Yes/No

If yes, give semester, year, course #, etc.:

It was offered Fall 2012 as ANTH F492/692 when I began at UAF as a term faculty member.

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

☒

Yes

☐

Students collect their own data on-line and do not need access to recording equipment or media collections.

**20. IMPACTS ON PROGRAMS/DEPTS**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

This will primarily impact Linguistics and Anthropology, as it will be a new elective for students in each program. Both departments' chairs have signed below.

**21. POSITIVE AND NEGATIVE IMPACTS**Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

There is no negative impact. The positive impacts are that the timely nature of the subject matter may pique student interest in taking more linguistics and anthropology courses; it will increase course offerings in linguistic anthropology (currently underrepresented in Anthropology and Linguistics), and provide an additional course that teaches methods integrated with a specialized topic. It also explicitly promotes civic involvement, through exposing students to new ways of engaging and analyzing political media (a focus on form, not content of views).

### ***JUSTIFICATION FOR ACTION REQUESTED***

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

**Linguistic anthropology is traditionally a subfield of both anthropology and linguistics. Due to faculty changeover, linguistic anthropology has long been a neglected and underrepresented part of the both the linguistics and anthropology curricula. For example, there is currently only one 600-level linguistic anthropology courses in the catalog (most offerings have been Special Topics; with the exception of ANTH F631, all courses are offered by linguistics faculty and do not contain extensive linguistic anthropology content). There are only two other undergraduate linguistic anthropology courses offered in the anthropology department.**

***APPROVALS: Add additional signature lines as needed.*** SEE ATTACHED SIGNATURES - NEXT PAGE

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**Offerings above the level of approved programs must be approved in advance by the Provost.**

	Date	
Signature of Provost (if above level of approved programs)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC		

***ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)***

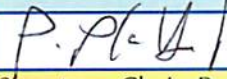
	Date	
Signature, Chair, Program/Department of:		

Signature, Chair, Program/Department of Linguistics (Cross-listed course)

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**APPROVALS:** Add additional signature lines as needed.

	Date	01/08/2014
Signature, Chair, Program/Department of: ANTH		

See below	Date	
Signature, Chair, College/School Curriculum Council for: CLA		

	Date	2/7/14
Signature, Dean, College/School of: CLA		

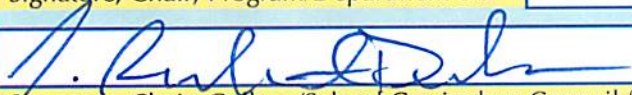
Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

	Date	
Signature, Chair Faculty Senate Review Committee: ___Curriculum Review ___GAAC ___Core Review ___SADAC		

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking)

	Date	
Signature, Chair, Program/Department of:		
	Date	1/21/14
Signature, Chair, College/School Curriculum Council for: CLA		
	Date	
Signature, Dean, College/School of:		



**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

#### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### **1. Course information:**

☐ Title, ☐ number, ☐ credits, ☐ prerequisites, ☐ location, ☐ meeting time  
(make sure that contact hours are in line with credits).

##### **2. Instructor (and if applicable, Teaching Assistant) information:**

☐ Name, ☐ office location, ☐ office hours, ☐ telephone, ☐ email address.

##### **3. Course readings/materials:**

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

##### **4. Course description:**

☐ Content of the course and how it fits into the broader curriculum;

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

##### **5. ☐ Course Goals (general), and (see #6)**

##### **6. ☐ Student Learning Outcomes (more specific)**

##### **7. Instructional methods:**

☐ Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### **8. Course calendar:**

☐ A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### **9. Course policies:**

☐ Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### **10. Evaluation:**

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.) ☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

##### **11. Support Services:**

☐ Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

☐ State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

## **Political Media and Discourses of the American Right**

ANTH/LING 435 O

3 credits

Prerequisites: COMM F131x or COMM F141X; ENGL F111x;  
ENGL 211x or ENGL 213x or instructor's permission.

Recommended: Prior courses in rhetoric, linguistics, anthropology or political science.

Meeting time and location: TBA

Instructor:	Dr. Robin Shoaps
Office Hours:	TBA or by appointment in Bunnell 305B. Bring memory stick or laptop to discuss data
Phone:	474-6884
E-mail:	rashoaps@alaska.edu

### **1. Catalog (Short) Description:**

This class uses "hands-on" discourse analytic techniques of student-collected media data in order to examine whether or not there is a unified rhetorical style associated with the American Right; the nature of the relationship between a message, its form and persuasion; and how moral stances are taken in political contexts. Evaluation of the veracity, ethical or historical merits of conservative political stances is not part of the scope of the class.

### **2. Overview:**

Talk radio, and increasingly, cable news programming, have provided a vibrant platform for conservative punditry and have played a major role in American political discourse. This course will provide students with a new perspective on the mediated political messages leading up to and in the wake of presidential and local and national midterm elections. In approaching political media from a discourse analytic point of view, the course will expose students to a broad analytic framework that is suitable for approaching all forms of political and public moral discourse. A major focus of the class will be on "hands-on" and workshop style analysis of media data and examination of the specific communicative practices found there. Students will be responsible for collecting and transcribing the media broadcasts that will comprise the material for class analysis and discussion. Larger questions to be considered in the class include whether or not there is a unified rhetorical style associated with the American Right; the nature of the relationship between a message, its form and persuasion; and how moral stances are taken in political contexts.

### **What this course WILL NOT prioritize:**

This class is not a journalism or political science class. While we are concerned with identifying political stances, will not evaluate pundits based on the factuality of their statements nor whether their stances are "right" or "wrong." Your and the instructor's political opinions are

irrelevant to analysis. Papers and discussion should not address whether or not you agree with the host. By divorcing ourselves from factual analysis and our political opinions we will be able to learn a new way of listening, one that gives us training to go beyond what a blogger or opinion columnist can write.

### **Course Goals:**

Students will:

- Learn a new framework for “listening” to political media
- Conduct analysis of political media that steps outside of evaluating facts or whether you agree with political platforms
- Recognize and identify the specific rhetorical strategies used by a particular conservative pundit
- Contextualize political media with respect to American conservatism
- Collect data and become an “expert” on the language use of a particular conservative pundit

### **Student Learning Outcomes:**

Upon completion of this course, students should be able to:

- Transcribe discourse data
- Be able to analyze political media with respect to semantic, prosodic and stylistic traits
- Recognize and analyze different units and levels of discourse structure.
- Demonstrate an ability to integrate existing literature into a research project

### **Instructional Methods:**

Regular class time will be divided into 2 formats: In general two days a week will be devoted to lecture and we will discuss the weekly reading assignments and your listening journals. On “workshop days” we will discuss data (often provided by a student).

This course is designated as Oral-Intensive (O). ORAL ACTIVITIES IN THIS COURSE WILL FOLLOW THESE RULES:

- A minimum of 15 percent of the graded work will be based on effectiveness of oral communications.
- Students will receive intermediate instructor assistance in developing presentational competency.
- Students will utilize their communication competency across the span of the semester, not just in a final project.
- Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

### **3. Course Requirements:**

#### **Oral Participation:**



10% of the course grade is based on your oral participation in data workshops. Oral participation is evaluated on your speaking skills and your abilities to integrate class readings into your commentary and presentation.<sup>1</sup>

Each student will have multiple opportunities to discuss their data in class<sup>2</sup>:

1. Data Workshop Presentation: Each student will do a formal presentation of their data, the week of which he/she is “off the hook” for other assignments (aside from readings). The presentation segment should be chosen for rhetorical characteristics (i.e., not necessarily the first few minutes of a show) and should not include commercials, theme music, etc. Plan to prepare a 3-5 minute segment, to be presented in 20 minutes, with copies of transcripts for class to facilitate the question and answer period. Students are required to bring their data to discuss it with me first.

2. Project Presentation: At the end of the semester, each student will present his or her final paper research topic and findings. This presentation will last 20 minutes and provide an opportunity for peer and instructor questions and feedback.<sup>3</sup>

3. Moderation: Each student will moderate another student’s data workshop presentation (#1). The moderator should meet with the presenter in advance and prepare comments on the data and discussion questions. The moderator will speak for 5 minutes and will lead discussion and moderate Q & A.

### **Attendance:**

Because much of the methodological framework introduced in the course will be presented in lecture and data workshop format (not through readings), regular attendance is very important in acquiring the skills necessary for a successful presentation or paper. Students may miss two class periods without it affecting their attendance grade.

### **Weekly Assignments:**

Each week you are required to hand in either hand in a transcript OR a journal entry (see more below).

### **Radio, television and internet data collection:**

Each student will be assigned a talk radio, vlog or television program to observe to for the duration of the quarter. On alternating weeks, you will be assigned to listen to/watch one hour of your program (it can be in chunks over several days, or from a single broadcast) and keep a journal. I will provide details on my expectations for this journal in class. Similarly, on alternating weeks you will record and transcribe a 3-5 minute segment of your program.

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<sup>1</sup> This meets oral requirement “A” for Public speaking small courses, according to university-wide guidelines.

<sup>2</sup> The two 20 minute presentations with Q&A and moderation meet oral requirement “B” in general university guidelines for Public speaking small classes.

<sup>3</sup> The feedback from peers and instructor on both presentations meets oral requirement “C.”

Listening journals, transcriptions and sound files should be handed in via the course website on Blackboard (and hard copy) and are due before workshop sections.

**Final Paper:** Details will be given in class, however an outline will be due several weeks before the deadline. Students are required to visit my office hours to discuss their final papers/data during the semester, before the outline is due (see schedule).

Grade Distribution:

Attendance	10%
Oral participation in data workshops (including moderation)	10%
Research presentation	15%
Written Listening/viewing journals and media ethnography	10%
Transcription assignments	20%
Corpus	15%
Final Paper	20%

Grading is based on the following scale:

95-100%	A
90-94%	A-
86-89%	B+
83-85%	B
80-82%	B-
76-79%	C+
73-75%	C
70-72	C-
66-69	D+
63-65	D
62 and below	F

Grading is not done on a curve. Note that Anthropology and Linguistics students who wish to take this course for part of the requirements for their major must receive a C (2.0) in order for it to count. For more information please see: [http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

#### **4. University Policies and Resources:**

**Academic Integrity:**

Plagiarism is a form of cheating in which you use anyone else's ideas and/or words (both published or personally communicated) without proper citation of the source. Whether from a printed source, the Internet, a lecture or a friend or family member, you must cite the source properly, if you got the idea from someone else—and this is true even if you are not using the source's exact wording. Be aware of the University's policies on academic dishonesty.

When academic dishonesty is documented on any assignment or exam, you will receive a zero and the matter may be turned over to the Dean of Students for inquiry, with the recommendation of a failing grade in the course.

You should familiarize yourself with the Student Code of Conduct  
([http://www.uaf.edu/catalog/current/academics/regs3.html#Student\\_Conduct](http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct))

and the University statement on Plagiarism  
(<http://library.uaf.edu/lis101-plagiarism>).

For information on how to properly cite sources see: <http://library.uaf.edu/lis101-citing>

### **Support Services:**

Student Support Services are available at UAF: <http://www.uaf.edu/sssp/>

These services include: free tutorial services; academic advising, mentoring, and personal support; direct financial assistance to qualified low-income participants; use of laptop computers, labs, and other technology resources; and cultural and social engagement. The office is located at 512 Gruening building.

See also [http://www.uaf.edu/catalog/catalog\\_10-11/services/servo1.html](http://www.uaf.edu/catalog/catalog_10-11/services/servo1.html)

### **Writing Center:**

Students are required to visit the Writing Center (801 Gruening) at least once during the semester:

<http://www.alaska.edu/english/studentresources/writing/>

You can make an appointment (474-5314) to go over a paper with someone at any stage in the writing process, from rough outline to final draft. You can also print up to 25 pages at a time for free. This is an excellent service to take advantage of at any stage of your student career.

### **Speaking Center:**

Students are required to visit the Speaking Center at least once during the semester and are strongly encouraged to seek assistance before presenting the final paper. The Speaking Center is located in Room 507 in the Gruening Building. Call 474-5470 for Speaking Center hours and to schedule an appointment. Walk-ins are welcome, but it is best to make an appointment.

### **Disability Services:**

The University of Alaska is committed to providing equal access for students with disabilities. If you experience a disability and will need special accommodations, please contact me during my office hours. I will work with the Office of Disabilities Services (208 WHIT, 474-5655) to

provide reasonable accommodation to students with disabilities.

## **5. Policies:**

### **Communication:**

Do not expect instant turn-around on emails. I do not check my email frequently on weekends or at night. I would prefer face-to-face interaction and I am passionate about discussing data and readings with you during my office hours or another pre-arranged time—please take advantage of this.

**Electronic devices:** No cell phones in class. Students should bring laptops on transcription days (to be announced in class) and may bring laptops on workshop and presentation days.

### **Late assignments**

Will be docked half a letter grade for each day late. I do not accept listening/viewing journals or transcription assignments that are more three days late. Handing an assignment in after class counts as late.

### **Acceptable assignment submission formats:**

Do not email electronic copies of assignments to me. Please hand in hard copies of transcriptions and listening journals, in addition to electronic submission under “Discussions” on Blackboard.

I have very specific file naming properties, the importance of which will become evident when it is time to compose the class corpus. I will explain these in class and subtract 10% from your assignment grade for failing to follow formatting and file-naming instructions.

## **6.Course Materials (Tentative):**

### **Books:**

The following required texts are available on reserve at Rasmuson library and at the UAF campus bookstore:

David C. Barker, 2002. *Rushed to Judgment: Talk Radio, Persuasion and American Political Behavior*. Columbia U Press, ISBN 0-231-11807-4

Chilton, Paul. 2004. *Analysing Political Discourse: Theory and Practice*, pp. 48-65. Routledge

Thomas Edsall, 2007. *Building Red America: The New Conservative Coalition and the Drive for Permanent Power*. Basic Books. ISBN 10: 0-465-01816-1

John Micklethwait and Adrian Woolridge, 2004. *The Right Nation: Conservative Power in America*. Penguin. ISBN 0-14-303539-8

George Lakoff, 2002. *Moral Politics: How Liberals and Conservatives Think*. University of Chicago Press. ISBN 0-226-46771-6.

The following books are recommended further reading for those who would like to learn more about conservatism in America and responses to its rise (on reserve, some chapters are assigned and will be on Blackboard):

Diamond, Sara. 1995. *Roads to dominion: Right-wing movements and political power in the United States*. Guilford.

Pierson, Paul and Skocpol, Theda, eds. 2007. *The Transformation of American Politics: Activist Government and the Rise of Conservatism*. Princeton University Press.

### **Articles and Book Chapters:**

All other readings will be available or, in the case of library resources, linked on Blackboard under "course documents."

### **Blackboard:**

You will hand in your transcripts, journal entries and recorded segments on Blackboard. The course site will also have links to streaming broadcasts, transcription conventions, transcription software, assignment guidelines and the course schedule.

### **7. Topics, Deadlines and Schedule:**

Because the course is really a research team, much of your training will be sensitive to the sorts of issues that arise organically from our data. Thus, I may tailor latter aspects of the syllabus around particular issues that arise. Similarly, depending on how quickly or slowly we make our way through material, some readings may be moved to "recommended" status or lecture topics may be dropped altogether. Please check Blackboard announcements (and your email) for updated syllabi; I will also announce changes in class.

Unless otherwise noted, readings are required.

*Topics and readings subject to revision.*

Date	Topic	Reading Assignment or note
Week 1	Introduction & class business	
Week 2 (no workshop)	Conservatism and American exceptionalism; Receive host assignment and journal guidelines Guide to contemporary major political figures	Mickelthwaite & Wooldridge Ch 12-13  David Foster Wallace Harper's article (for

		fun)
	First homework assignment handed out: Host Profiles  Overview of accessing and capturing data	American electoral system and government: selections from Shively (2011)
<b>Week 3</b>	The formation of contemporary conservatism  Units of discourse transcription	Edsall Ch 5, 6  Optional: Pierson & Skocpol, 2007)Ch 5
<i>Workshop Session</i>	<i>Practice transcription Host profiles and listening/viewing journals due</i>	<i>Bring headphones and laptop with Transcriber installed. Download sample soundfile from Blackboard</i>
	Formation of conservatism (cont'd) , Talk Radio: history, policy, partisanship Transcription	M & W: Ch 1  Optional: Hartley Hillard and Keith
<b>Week 4</b>	Political discourse	Chilton Ch 1-2
<i>Workshop session</i>	<i>2 minute transcription due</i>	<i>bring memory stick with transcript and sound clip, post to Blackboard before class</i>
	Talk radio genres	Douglas Holland
<b>Week 5</b>	Political discourse	Chilton, ch 3-4
<i>Workshop session</i>	<i>Listening/viewing journal due Discussion of student transcripts</i>	



	Cont'd discussion of transcription conventions	TBA
<b>Week 6</b>	Religious radio and broadcasting & Political engagement of the religious right	Diamond Hangen  Optional: Apostolidis, Brown ch 11-13
<i>Workshop Session</i>	<i>3 minute transcription due</i>	<i>bring memory stick with transcript and sound clip, post to Blackboard before class</i>
	Representation in political discourse	TBA
<b>Week 7</b>	Call-in radio, debate and "hot talk"	Hutchby Ferenchik  Optional: Capella et al (highly recommended for call in hosts)
<i>Workshop session</i>	<i>Listening/viewing journal due Data discussion</i>	
	Presenting the "facts" and speaking with authority Linguistic resources in English for marking evidentiality and epistemic stance	Chafe, Optional Philips
<b>Week 8</b>	Repetition as a rhetorical strategy	Tannen 1987
<i>Workshop session</i>	<i>5 minute transcription assignment due</i>	<i>bring memory stick with transcript and sound clip, post to Blackboard before class</i>

	Evaluation, assessments and explicit stance-taking	Linde Optional: Goodwin
<b>Week 9</b>	Rhetorical strategies for implicit evaluative stance-taking  Part 1: Changes in footing and participant roles as resources contributing to authority and expert status	Wortham,  Optional: Goffman, Matoesian
<i>Workshop Session</i>	<i>Listening/viewing journals due</i>	
	Part 2: Reported speech and double voicing	Tannen 1995 Optional: Voloshinov, Urban
<b>Week 10</b>	Part 3: Transposition, sarcasm and the burlesque	Shoaps  Optional: Clift 1999
<i>Workshop Session</i>	<i>5 minute transcription assignment, data discussion</i>	<i>bring memory stick with transcript and sound clip, post to Blackboard before class</i>
	"Style as substance:" non-referential messages and their conservative appeal	Silverstein
<b>Week 11</b>	The fit between form and content: Persuasion and the power of tropes	Lakoff 3-64 Optional: Agha
<i>Workshop session</i>	<i>Listening/viewing journals, data discussion</i>	
	Persuasion and the power of tropes, cont'd	Lakoff 65-107
<b>Week 12</b>	The fit between form and content: tropes, "concepts" and hegemonic discourse	Lakoff 143-196  Optional: Cohn, Lakoff 222-262
<i>Workshop session</i>	<i>6 minute transcription due</i>	<i>bring memory stick with transcript and sound clip, post to</i>

		<i>Blackboard before class</i>
	Conservative mobilization: putting rhetoric to work?	Edsall Ch. 1
<b>Week 13</b>	Anger points and polarization	Edsall Ch 2, 3
<i>Workshop Session</i>	<i>Listening/viewing journals due, Student-led data discussion</i>	<i>Student presenter should bring soundclip on a memory stick and printed transcripts</i>
	THANKSGIVING HOLIDAY	
<b>Week 14</b>	Conservatism in the public sphere: Media personalities, political commentary and the danger to democracy?  <i>Hand in outline and proposal for final paper You must have met with me before this date</i>	Barker: Chs 1-4  Optional: Bennett Hall
<i>Workshop session</i>	<i>6 minute transcription due Student-led data discussion</i>	<i>Student presenter should bring soundclip on a memory stick and printed transcripts</i>
	Media personalities and danger to democracy, cont'd	Barker Ch 8
<b>Week 15</b>	Dangerous persuasion?	Jacobs
<i>Workshop session</i>	<i>Listening/viewing journal Student-led data discussion</i>	<i>Note: Student presenter should bring soundclip on a memory stick and printed transcripts</i>
	New forms of "political commentary," and the health of public discourse and democracy	Lule Hart Hariman Bennett (very short readings)
<b>Week 16</b>	Student research presentations	

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**Partial and tentative bibliography of book chapters and articles (please note that required and recommended books are cited above):**

- Apostolidis, Paul. 2002. Scanning the "stations of the cross": Christian Right radio in post-Fordist society. In M. Hilmes and J. Loviglio, eds., *The Radio Reader: Essays in the Cultural History of Radio*, pp. 461-483. Routledge. .
- Cohn Carol. 1987. Sex and death in the rational world of defense intellectuals. *SIGNS* 12 (4), pp. 685-718.
- Diamond, Sara. 1989. To rule and to reign. In *Spiritual Warfare: The Politics of the Christian Right*, pp. 45-81. South End Press.
- Douglas, Susan. 2002. Letting the boys be boys: Talk radio, male hysteria and political discourse in the 1980s. In M. Hilmes and J. Loviglio, eds., *The Radio Reader: Essays in the Cultural History of Radio*, pp. 485-503. Routledge.
- Frank, Thomas. 2004. Persecuted, powerless and blind. In *What's the Matter with Kansas? How Conservatives Won the Heart of America*, pp. 113-137. New York: Metropolitan Books.
- Goffman, Erving. 1981. Footing. In *Forms of Talk*, pp. 124-159. University of Pennsylvania Press.
- Hariman, Robert. 2007. In defense of John Stewart. *Critical Studies in Media Communication* 24(3): 273-277.
- Hart, Roderick and EJ Hartelius. 2007. The political sins of John Stewart. *Critical Studies in Media Communication* 24(3): 263-272.
- Hilliard, Robert and Michael Keith. 1999. The genesis of bitter air. In *Waves of Rancor: Tuning in the Radical Right*, pp. 3-35. M.E. Sharpe.
- Hutchby, Ian. 1999. Power in discourse: The case of arguments on a British talk radio show. In A. Jaworski and N. Coupland, eds., *The Discourse Reader*, pp. 576-588. Routledge.
- Lakoff, George and Mark Johnson. 1980. *Metaphors We Live By*, pp. 3-32. University of Chicago Press.
- Larsen, Jonathan. 2001. Rush Limbaugh: Talk radio's big mouth. *Columbia Journalism Review*.
- Laufer, Peter. 1995. *Inside Talk Radio: America's Voice or Just Hot Air*, pp. 38-67. New York: Birch Lane Press.
- Linde, Charlotte. 1997. Evaluation as linguistic structure and social practice. In Gunnarsson, Linell and Nordberg, eds., *The Construction of Professional Discourse*, pp. 151-172. Addison Wesley Longman.
- Lippmann, Walter. [1922] 1949. Selections from *Public Opinion*, pp. 41-49, 150-158. The Free Press.
- Lule, John. 2007. The wages of cynicism: John Stewart tried for heresy at NCA San Antonio. *Critical Studies in Media Communication* 24(3): 262.
- Seib, Philip. 1997. *Rush Hour: Talk Radio, Politics and the Rise of Rush Limbaugh*. Summit Group.
- Shoaps, Robin. 1999. The many voices of Rush Limbaugh: the use of transposition in constructing a rhetoric of common sense. *Text* 19(3): 399-437.

- Silverstein, Michael. 2003. *Talking Politics: The Substance of Style from Abe to "W,"* pp. 1-16. Chicago: Prickly Paradigm Press.
- Tannen, Deborah. 1995. Waiting for the mouse: constructed dialogue in conversation. In Mannheim and Tedlock, eds., *The Dialogic Emergence of Culture*, pp. 198-217. University of Illinois Press.
- Tannen, Deborah 1987. Repetition in conversation: toward a poetics of talk. *Language* 63(3): 574-605.
- Urban, Greg. 1989. The 'I' of discourse. In Lee and Urban, eds., *Semiotics, Self and Society*. Mouton de Gruyter.
- Voloshinov, V.N. Selections from *Speech Genres and Other Late Essays*. University of Texas Press.
- Warren, Donald. 1996. *Radio Priest: Charles Coughlin, Father of Hate Radio*. Chapter 9 Free Press.