

COMM 7405: Political Rhetoric
University of Utah, Spring 2018
Tuesday 3:00-6:00, LNCO 2630

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Course Website: Canvas (utah.instructure.com)

Overview

The study of political rhetoric is among the oldest and most enduring areas of research in Communication, and has connections across Political Science, History, and English as well. This course surveys this rich body of scholarship to better understand the determinants, content, and potential effects of political rhetoric in its various forms. Special attention will be paid to how political rhetoric fits into the rapidly changing political and media landscape. We will focus primarily on the American context, though international contexts will sometimes serve as points of comparison. The course has two primary objectives: 1) to provide students with a critical appreciation of many of the key theories, concepts, and figures in the political rhetoric research tradition, and 2) to help students produce a publishable study of political rhetoric, broadly defined.

Readings

No books are required for this course. Rather, the readings—consisting of academic journal articles and book chapters—will be made available via library reserves. A link to the reserves is available on Canvas. Specific reading assignments are listed on the Course Calendar below. Readings should be completed by the beginning of class on the day they are listed.

Assignments

Participation. This is a seminar course, so its success depends on the active participation of everyone involved. Active participation includes being in class (on time), regularly contributing to discussion in a manner that reflects a close reading of the assigned material, and treating your classmates with respect. Engaging in inappropriate or disrespectful behaviors during class will not be tolerated.

To facilitate active participation, students are required to prepare two things in advance of each class meeting:

- 1) *Discussion questions:* Write two questions that reflect something interesting, challenging, problematic etc. about one or more of the readings for that day. These questions will sometimes serve as prompts for class discussion.

- 2) *Propositions*: Identify two propositions (i.e., plausible claims) that the readings for that day generally support. These can be broad or narrow, but ideally should garner support from more than a single reading. These propositions help set the stage for us to draw connections across different concepts and topics.

Each week, students should send their discussion questions and propositions to kevin.coe@utah.edu at least two hours prior to the start of class.

Response Papers. Two times during the semester students will write a brief critique of the readings for that day. These response papers, which should be roughly two double-spaced pages long, should not merely summarize the assigned readings. Rather, they should critically analyze and discuss the central ideas and arguments advanced in one or more of the readings. Students turning in a reaction paper should be prepared to share their main ideas with the rest of the class to stimulate broader discussion. Response papers should be turned in as a hard copy, not emailed.

Research Paper. Students will complete one major research paper focusing on political rhetoric, broadly defined. The focus of this paper is up to the student but should be approved by the instructor. The specific paper requirements will be provided in an assignment sheet. A brief presentation of the paper is also required, the effectiveness of which will factor in to the paper grade.

Grading

Grades are determined on the basis of participation (20%), two response papers (15% each), and the research paper (50%). The grading scale is as follows:

A 93 or above	B 83 – 86	C 73 – 76	D 63 – 66
A- 90 – 92	B- 80 – 82	C- 70 – 72	D- 60 – 62
B+ 87 – 89	C+ 77 – 79	D+ 67 – 69	E 59 or below

Late assignments will be dealt with at the instructor's discretion and will receive dramatically reduced grades. You should notify the instructor of any problems as soon as they occur.

Student Conduct

All students will be strictly held to the standards of conduct and academic integrity set forth in the University's Code of Student Rights and Responsibilities. Students are advised to carefully review this code (available at <http://regulations.utah.edu/academics/6-400.php>). Please also note that audio or video recording during class is not allowed without the instructor's written consent.

Content Accommodation

The University of Utah recognizes that students' sincerely-held core beliefs might make it difficult for students to fulfill some requirements of some courses or majors. It is the student's obligation to determine, before the last day to drop courses without penalty, when course requirements conflict with the student's sincerely-held core beliefs. If such accommodations are

desired, students should carefully review the university policy (available at <http://regulations.utah.edu/academics/6-100.php>) and consult with the instructor.

Disability Accommodation

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodation in this class, reasonable prior notice must be given to the Center for Disability Services, 162 Olpin Union Bldg, 801-581-5020 (V/TDD), <http://disability.utah.edu>. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action (135 Park Building, 801-581-8365) or to the Office of the Dean of Students (270 Union Building, 801-581-7066). For support and confidential consultation, contact the Center for Student Wellness (426 SSB, 801-581-7776). To report to the police, call the Department of Public Safety at 801-585-2677.

Course Calendar

(Please note that this schedule is tentative. Any changes will be announced in class or via email.)

Jan. 9 Course Introduction

Coe, K. (2015). Political rhetoric. In G. Mazzoleni (Ed.), *The international encyclopedia of political communication* (pp. 1427-1435). Hoboken, NJ: Wiley-Blackwell.

Jan. 16 Foundations

Bitzer, L. F. (1981). Political rhetoric. In D. D. Nimmo & K. R. Sanders (Eds.), *Handbook of political communication* (pp. 225-248). Beverly Hills, CA: Sage.

Ceaser, J. W., Thurow, G. E., Tulis, J., & Bessette, J. M. (1981). The rise of the rhetorical presidency. *Presidential Studies Quarterly*, 11, 158-171.

Jamieson, K. H. (1988). *Eloquence in an electronic age: The transformation of political speechmaking*. Oxford University Press. Chapter 6: Dramatizing and storytelling (pp. 118-164).

Kernell, S. (2007). *Going public: New strategies of presidential leadership*. Washington, DC: CQ Press. Chapter 2: How Washington has changed (pp. 10-47).

Lasswell, H. D., Leites, N., and Associates. (1949). *Language of politics: Studies in quantitative semantics*. Cambridge, MA: The M.I.T. Press. Chapter 1: The language of power (pp. 3-19).

Jan. 23 Transitions

Cohen, J. E. (2010). *Going local: Presidential leadership in the post-broadcast age*. Cambridge, MA: Cambridge University Press. Chapter 1: Context and presidential leadership styles (pp. 11-34).

Mercieca, J. R. (2017). Ignoring the president: Barack Obama and the postrhetorical presidency. In S. A. Martin (Ed.), *Columns to characters: The presidency and the press enter the digital age* (pp. 206-230). College Station: Texas A&M University Press.

Scacco, J. M., & Coe, K. (2016). The ubiquitous presidency: Toward a new paradigm for studying presidential communication. *International Journal of Communication, 10*, 2014-2037.

Stuckey, M. E. (2010). Rethinking the rhetorical presidency and presidential rhetoric. *Review of Communication, 10*, 38-52.

Teten, R. L. (2011). *The evolutionary rhetorical presidency: Tracing the changes in presidential address and power*. New York, NY: Peter Lang. Chapter 2: Speaking to the people (pp. 31-105).

Jan. 30 Content and Genres

Campbell, K. K., & Jamieson, K. H. (2008). *Presidents creating the presidency: Deeds done in words*. Chicago, IL: University of Chicago Press. Chapter 9: Presidential war rhetoric (pp. 217-253).

Dow, B. J. (1989). The function of epideictic and deliberative strategies in presidential crisis rhetoric. *Western Journal of Communication, 53*, 294-310.

Edelman, M. (1964). *The symbolic uses of politics*. Urbana, IL: University of Illinois Press. Chapter 7: The forms and meanings of political language (pp. 130-151).

Hart, R. P., Jarvis, S. E., Jennings, W. P., & Smith-Howell, D. (2004). *Political keywords: Using language that uses us*. New York, NY: Oxford University Press. Chapter 6: The people (pp. 108-128).

Ware, B. L., & Linkugel, W. A. (1973). They spoke in defense of themselves: On the generic criticism of apologia. *Quarterly Journal of speech, 59*, 273-283.

Feb. 6 Effects

Edwards, G. C., III. (1996). Presidential rhetoric: What difference does it make? In M. J. Medhurst (Eds.), *Beyond the rhetorical presidency* (pp. 199-217). College Station: Texas A&M University Press.

Edwards, G. C., III. (2003). *On deaf ears: The limits of the bully pulpit*. New Haven, CT: Yale University Press. Chapter 2: Presidential persuasion (pp. 24-48).

McGee, M. C. (1980). The "ideograph": A link between rhetoric and ideology. *Quarterly Journal of Speech, 66*, 1-16.

Stuckey, M. E. (2015). *Presidential briefings: Political rhetoric*. New Brunswick, NJ: Transaction Publishers. Introduction (pp. xi-xxxiii).

Zarefsky, D. (2004). Presidential rhetoric and the power of definition. *Presidential Studies Quarterly, 34*, 607-619.

Feb. 13 Effects (continued)

- Gillion, D. Q. (2017). Obama's discussion of racial policies and citizens' racial resentment in the experimental setting. *Presidential Studies Quarterly*, 47, 517–528.
- Nelson, T. E., Clawson, R. A., & Oxley, Z. M. (1997). Media framing of a civil liberties conflict and its effect on tolerance. *American Political Science Review*, 91, 567-583.
- Rottinghaus, B. (2010). *The provisional pulpit: Modern presidential leadership of public opinion*. College Station: Texas A&M University Press. Chapter 4: Successful presidential leadership of public opinion (pp. 54-80).
- Scheufele, D. A., & Tewksbury, D. (2007). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of Communication*, 57, 9–20.
- Villalobos, J. D., Vaughn, J. S., & Azari, J. R. (2012). Politics or policy? How rhetoric matters to presidential leadership of Congress. *Presidential Studies Quarterly*, 42, 549-576.

Feb. 20 Circulation and Intertextuality

- DeLuca, K. M., Lawson, S., & Sun, Y. (2012). Occupy Wall Street on the public screens of social media: The many framings of the birth of a protest movement. *Communication, Culture & Critique*, 5, 483-509.
- Himmelboim, I., McCreery, S., & Smith, M. (2013). Birds of a feather tweet together: Integrating network and content analyses to examine cross-ideology exposure on Twitter. *Journal of Computer-Mediated Communication*, 18, 40-60.
- McGee, M. C. (1990). Text, context, and the fragmentation of contemporary culture. *Western Journal of Communication*, 54, 274-289.
- Oddo, J. (2014). *Intertextuality and the 24-hour news cycle: A Day in the rhetorical life of Colin Powell's UN Address*. East Lansing: Michigan State University Press. Chapter 2: The prosecutor and the Iraqi regime (pp. 45-76).
- Stromer-Galley, J. (2014). *Presidential campaigning in the Internet age*. New York, NY: Oxford University Press. Chapter 5: Networked campaigning and controlled interactivity (pp. 104-139).

Feb. 27 Presidents and the Press

- Bennett, W. L., Lawrence, R. G., & Livingston, S. (2007). *When the press fails: Political power and the news media from Iraq to Katrina*. Chicago, IL: University of Chicago Press. Chapter 3: None dare call it torture (pp. 72-107).
- Coe, K., & Bradshaw, S. C. (2014). Toward a fuller understanding of the echoing press: Presidential addresses and the *New York Times*, 1933-2013. *Communication Theory*, 24, 272-290.
- Entman, R. M. (2004). *Projections of power: Framing news, public opinion, and U.S. foreign policy*. Chicago, IL: University of Chicago Press. Chapter 1: Projecting power in the news (pp. 1-28).
- Eshbaugh-Soha, M. (2017). Presidential leadership of partisan news. *Presidential Studies Quarterly*. Online first version. doi:10.1111/psq.12413
- Graber, D. A. (1976). Press and TV as opinion resources in presidential campaigns. *Public Opinion Quarterly*, 40, 285-303.

Mar. 6 Campaigns

- Benoit, W. L., Blaney, J. R., & Pier, P. M. (2000). Acclaiming, attacking, and defending: A functional analysis of US nominating convention keynote speeches. *Political Communication, 17*, 61-84.
- Jarvis, S. E. (2004). Partisan patterns in presidential campaign speeches, 1948–2000. *Communication Quarterly, 52*, 403-419.
- Kenski, K., Hardy, B. W., & Jamieson, K. H. (2010). *The Obama victory: How media, money, and message shaped the 2008 election*. New York, NY: Oxford University Press. Chapter 13: The effect of messages (pp. 287-302).
- McGregor, S. C., Lawrence, R. G., & Cardona, A. (2017). Personalization, gender, and social media: Gubernatorial candidates' social media strategies. *Information, Communication & Society, 20*, 264-283.
- West, D. M. (2014). *Air wars: Television advertising and social media in election campaigns 1952-2012* (6th ed.). Los Angeles, CA: CQ Press. Chapter 4: Ad messages (49-72).

Mar. 13 Vernacular Political Rhetoric

- Endres, D., & Senda-Cook, S. (2011). Location matters: The rhetoric of place in protest. *Quarterly Journal of Speech, 97*, 257-282.
- Hauser, G. A. (1999). *Vernacular voices: The rhetoric of publics and public spheres*. Columbia: University of South Carolina Press. Chapter 8: Democracy's narrative (pp. 232-267).
- Mutz, D. C., & Mondak, J. J. (2006). The workplace as a context for cross-cutting political discourse. *Journal of Politics, 68*, 140-155.
- Stroud, N. J., Scacco, J. M., Muddiman, A., & Curry, A. L. (2015). Changing deliberative norms on news organizations' Facebook sites. *Journal of Computer-Mediated Communication, 20*, 188-203.
- Young, D. G. (2008). The privileged role of the late-night joke: Exploring humor's role in disrupting argument scrutiny. *Media Psychology, 11*, 119-142.

Mar. 20 No Class: Spring Break**Mar. 27 Political Rhetoric and Marginalized Groups**

- Beasley, V. B. (2004). *You, the people: American national identity in presidential rhetoric*. College Station: Texas A&M University Press. Chapter 4: Race and presidents' rhetoric of shared beliefs (pp. 93-120).
- Coe, K., Bruce, R. J., & Ratcliff, C. L. Presidential communication about marginalized groups: Applying a new analytic framework in the context of the LGBT community. *Journal of Communication, 67*, 851-873.
- Horn Sheeler, K., & Vasby Anderson, K. (2013). *Woman president: Confronting postfeminist political culture*. College Station: Texas A&M University Press. Chapter 5: Bodies politic (pp. 132-151).
- Mendelberg, T. (2001). *The race card: Campaign strategy, implicit messages, and the norm of equality*. Princeton, NJ: Princeton University Press. Chapter 7: Implicit, explicit, and counter-stereotypical messages (pp. 191-208).

Stuckey, M. E. (2004). *Defining Americans: The presidency and national identity*. Lawrence: University Press of Kansas. Chapter 1: Land, citizenship, and national identity in Jackson's America (pp. 21-60).

Apr. 3 Visual Political Rhetoric

Bucy, E. P., & Grabe, M. E. (2007). Taking television seriously: A sound and image bite analysis of presidential campaign coverage, 1992–2004. *Journal of Communication*, 57, 652-675.

Finnegan, C. A. (2000). Social engineering, visual politics, and the New Deal: FSA Photography in Survey Graphic. *Rhetoric & Public Affairs*, 3, 334-362.

McFarlane, M. D. (2016). Visualizing the rhetorical presidency: Barack Obama in the situation room. *Visual Communication Quarterly*, 23, 3-13.

Medhurst, M. J., & Desousa, M. A. (1981). Political cartoons as rhetorical form: A taxonomy of graphic discourse. *Communications Monographs*, 48, 197-236.

Valentino, N. A., Hutchings, V. L., & White, I. K. (2002). Cues that matter: How political ads prime racial attitudes during campaigns. *American Political Science Review*, 96, 75-90.

Apr. 10 Religion and Nationalism

Albertson, B. L. (2015). Dog-whistle politics: Multivocal communication and religious appeals. *Political Behavior*, 37, 3-26.

Chapp, C. B. (2012). *Religious rhetoric and American politics: The endurance of civil religion in electoral campaigns*. Ithaca, NY: Cornell University Press. Chapter 3: Religious rhetoric and the politics of identity (pp. 39-60).

Domke, D., & Coe, K. (2010). *The God strategy: How religion became a political weapon in America* (Updated Edition). New York, NY: Oxford University Press. Chapter 3: God and country (pp. 49-70).

Gilmore, J., Sheets, P., & Rowling, C. (2016). Make no exception, save one: American exceptionalism, the American presidency, and the age of Obama. *Communication Monographs*, 83, 505-520.

Jamal, A. A. (2017). Trump(ing) on Muslim women: The gendered side of Islamophobia. *Journal of Middle East Women's Studies*, 13, 472-475.

Apr. 17 Students' Choice: Topic(s) TBA

Apr. 24 Course Conclusions: Papers and Presentations Due

Please note that your continued enrollment in this course constitutes an agreement to abide by the policies and procedures explained in this syllabus.