COMM 6011  
Communication in Organizations – Cicely Wilson  
Tuesday/Thursday, 5:30-6:55pm

COMM 6016  
PUBLIC HEALTH CAMPAIGNS – Sachiko Terui  
Monday/Wednesday, 2:20-3:45pm

Course Description:  
The primary goal of this course is to examine theories and research about public health campaigns. We will address and explore a variety of research studies that both (a) inform us about planning, implementing, and evaluating processes of public health campaigns and (b) involve conscious, sustained communication efforts designed to influence the thinking, feelings, and/or behaviors of targeted receiver audience. The format of the class will largely be discussion-based with some lecture. In the tradition of graduate seminars, the instructor’s role is to act more as a facilitator rather than a lecturer. Students enrolled in the course will be required to present a specific topic in a formal presentation.

Particulars: Graduate students will be expected to have additional presentations and write additional critiques.

Proposed Textbooks:  

Additional texts available online

COMM 6342  
SMALL GROUP COMMUNICATION – Cicely Wilson  
Tuesday/Thursday, 7:10-8:35pm

This course will focus on small groups and team interaction with the primary purpose of increasing your understanding of the principles of group communication so that you may learn to function more effectively in personal and professional settings.
**Tentative Textbooks:**
(graduate students will receive additional readings)

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**COMM 6363**
**DIALOGUE – Gray Matthews**
**Tuesday/Thursday, 1:00-2:25pm**

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

**Proposed Text:** TBA

**Particulars:** Course emphasizes engaged communication, classroom practice in dialogical conversation. Two take-home essay exams and one reflective-critical essay applying dialogue to a conventional communication problem (note: graduate students do a research paper in lieu of the two exams).

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**COMM 6365**
**PLACE/COMMUNITY/COMMUNICATION – Antonio de Velasco**
**Tuesday/Thursday, 11:20-12:45pm**

What does it mean to live in Memphis? How do place-specific meanings change across time? Across the range of different peoples for whom “Memphis” has signified such different truths? What role does place take in how we use language to imagine ourselves as part of a community? This course looks at such questions through the lens of rhetoric, a term whose definition and whose relation to “place” and “community” is often clouded in misperception and confusion. The course starts with an extended consideration of these terms, along with a close reading of an accessible general history of the city, in order to develop a basic method, vocabulary, and historical vantage from which to view and appreciate the many meanings of Memphis. We then move to three case studies in the rhetorical construction of place and community. Lastly, and most importantly, we dedicate the last third of the course to three (3) major assignments – a book report, a research presentation and a research paper on topics related to “place” and “community” in Memphis.

**Assignments:**
Book Report
Research Presentation
Research Paper
Texts:
*At the River I Stand, Beifuss*
*Memphis in Black and White, Bond and Sherman*
*Alice + Freda Forever, Cole*
*Beale Street Dynasty: Sex, Song, and the Struggle for the Soul of Memphis, Lauterbach*

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**COMM 6373**  
**INTERRACIAL COMMUNICATION – Andre E. Johnson**  
**Tuesday/Thursday, 11:20-12:45pm**

**Course Description:**  
In this class, we will study interracial communication as what Orbe and Harris calls the “transactional process of message exchange between individuals in a situational context where racial difference is perceived as a salient factor by at least one person.” Students will examine the special problems encountered in communication among races. By critically engaging with assigned readings, participating in group work and facilitating discussions, students will explore how prejudice, stereotypes, and self-concepts can and do affect communication between races. In addition, students will also examine how race functions and explore methods and approaches to minimize problems that may arise within the communication experience.

**Required Text:**  

Additional Readings Assigned by the Professor

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**COMM 6851**  
**FILM HISTORY II – Steven J. Ross**  
**Monday/Wednesday, 2:40-5:10pm**

This course will examine films from the late 1940’s through the late 1970’s. The focus will be primarily – but not exclusively- on American cinema. Touchstone films, such as THE SEARCHERS, VERTIGO, LAWRENCE OF ARABIA, and CHINATOWN will be studied from a variety of perspectives – as will specific genres, such as The Western and Film Noir, that flourished during this period. The relationship between the medium and the American sociopolitical landscape will also be given consideration, particularly in terms of the House UnAmerican Activities Hearings in the 1950’s. Please note that Film History I is NOT a necessary prerequisite to take this course.
COMM 6853
DOCUMENTARY FORM FILM – David Appleby
Monday/Wednesday, 12:40-2:05pm

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

COMM 7/8012
SEMINAR IN HEALTH COMMUNICATION – Joy Goldsmith
Wednesday, 5:30-8:30pm

TOPIC: Photovoice

Course Description: Research driven by community/stakeholder needs has been a dynamic form of inquiry for several decades, drawing from multiple social science traditions, including communication studies. Research that is led by stakeholder perspectives provides a counter narrative to traditional research agendas generated by the research community. PCORI, engagement scholarship, and other emergent funding mechanisms demonstrate the growing recognition of the power of stakeholder research grounded in the perspectives of its participants. In this seminar course in health communication, the method of Photovoice will be explored in the context of health literacy. As a practice method based in the production of knowledge, Photovoice commonly includes three main goals: (1) to enable people to record and reflect their community's strengths and concerns, (2) to promote critical dialogue and knowledge about important issues through the discussion of photographs, and (3) to reach policymakers. Students will participate in a collective photovoice project examining health literacy barriers and pathways guided by patient, family caregiver, provider, community, and healthcare system stakeholders, and will explore the value of photovoice in this participatory needs assessment.

Proposed Texts:


Additional readings addressing health communication, health literacy, Photovoice as a method, Photovoice in health care contexts, and PCORI will be assigned.
Particulars: Seminar course expectations include individual presentations, discussion, peer evaluation, team research collaboration, research site visits, data collection, and manuscript drafting.

COMM 7/8332
SEMINAR IN COMMUNICATION RESEARCH – Amanda Edgar
Thursday, 5:30-8:30pm

TOPIC: Research, Writing, and Publication in the Cultural Studies tradition

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

This course is an immersive experience in Cultural Studies through two dimensions. First, you will come away from the course with an understanding of the theoretical and analytical perspectives of cultural studies. To that end, we will root our study in the works of scholars like Stuart Hall, Richard Johnson, Angela McRobbie, and Julie D’Acci and embrace the critical lenses of feminist, critical race, social class, queer, and disability studies. Second, you should gain experience with the path to publication in the Cultural Studies tradition. Thus, we will practice the complete process of drafting, revising, soliciting feedback, and submitting work for publication (8000) or a conference (7000).

(I suggest you purchase a paper copy rather than the Kindle edition, as the book contains worksheets that we will use)
Other articles and chapters available on eCourseware

Semester long assignment: Demonstrated weekly progress toward an article (8000) or conference paper (7000) that you will submit to a journal or conference at the end of the course.

COMM 7/8362
SEMINAR IN PUBLIC ADDRESS – Sandra Sarkela
Monday, 5:30-8:30pm

TOPIC: Women’s Rhetorical Road to the White House

Win or lose, Hillary Clinton’s 2016 campaign for the US Presidency is groundbreaking, but not completely without precedent. This course will examine the rhetorical trajectory of women’s efforts to seek the highest political office in the land, beginning with the call for independence at
the Continental Congress in 1776, through the 20th-century campaigns of Margaret Chase Smith and Shirley Chisholm. Questions include: what rhetorical exigencies legitimated women’s claim to high political office? How have women seeking the highest political office negotiated the double-bind of competent public leadership vs. gender norms of femininity? What are the ongoing arguments in opposition to women seeking the highest office and how have they changed? How has changing media influenced the rhetorical landscape for women as national political candidates? This course is, therefore, interdisciplinary and, in addition to scholarship in rhetoric and political communication, we will turn to American history, sociology, political science and social psychology for supplementary information and analysis.

COMM 7/8820
TOPICS IN RHETORIC – Andre E. Johnson
Tuesday, 5:30-8:30pm

TOPIC: From Riverside to Memphis: The Prophetic Pessimism of Martin Luther King Jr.

FBI Director, J. Edgar Hoover called the Rev. Dr. Martin Luther King Jr. "the most dangerous man in America." This is a far cry from what we think of King today. As Osagyefo Sekou writes, "While the popular rendering of King is one of a civil rights leader who now enjoys widespread acceptability in American public discourse, his radical politics and his rough-edged critique of U.S. imperial adventures have been smoothed over. The real King, Sekou continues, "was committed to a democratic socialist vision that germinated from his black church roots." In this class, we focus on this more radical King by examining his prophetic rhetoric during the last year of his life. More specifically, we examine King within the African American prophetic tradition placing special emphasis on his prophetic pessimism.