



# IT'S IN THE SYLLABUS

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## COMM304 Rhetoric of the Cold War & The War on Terror

Fall 2015

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**Email:** schandorf@gmail.com  
**Office Hours:** After class & by appointment

**Class Time:** 4:15 – 6:45, W  
**Class Location:** Mundelein Center - Room 608

### *COURSE OVERVIEW*

A mere decade after the Cold War ended, the U.S. embarked on the War on Terror, a war that some have warned may last even longer than the 40 years of the Cold War. Neither war is a traditional one. What can we learn about the War on Terror from an exploration of the rhetoric that characterized the Cold War? In what ways have we fallen back on ways of talking that we inherited from that earlier and different struggle? In this course, we will develop an understanding of the key generic features of Cold War rhetoric and of central lines of argument and areas of dispute; that will then be used as a basis for our study of the War on Terror, as we seek to identify continuities and discontinuities and reflect on what those offer us as a guide to understanding and judging contemporary foreign policy rhetoric.

### *TEXTBOOKS*

All reading materials will be provided on Sakai, or otherwise, as needed.

### *REQUIREMENTS AND GRADES*

*Rhetoric of the Cold War & the War on Terror* is a seminar-style class. There is nothing to memorize. There are no quizzes. There are no tests: no midterm, no final exam. Your performance will not be evaluated, and your grade in this course will not be based, on your ability to regurgitate arbitrary facts or definitions from the course materials and lectures. (There will be very little “lecturing,” in any case.)

Your grade will ultimately be based on the effort you demonstrate in engaging with the ideas we will be confronting this semester. This is because your engagement and contribution will have a decisive impact on the success of the course as a whole. This means two things: 1) you must attend class, and 2) you must be prepared to participate. Individual grades will be computed as follows:

Revised: August 25, 2015

Participation (in class and online):	25%
Weekly Response Blog	20%
Primary Reading Discussion Lead	15%
Supplemental Reading Presentation	20%
Final Project	20%

Grades will **not** be posted on Sakai. Your grades will be returned to you with comments on your weekly reading responses. You can keep up with your progress using the grade distribution above.

### *READING (AND READING, AND READING...)*

We will be reading a lot this semester. A lot. The schedule of weekly readings is divided into two parts for each week: primary readings and supplemental presentation readings. **You are expected and required to read and respond to all of the primary readings every week.** The supplemental presentation reading options provide further information and broader perspectives on the primary readings. Those leading or giving in-class presentations are strongly encouraged to make use of the supplemental presentation readings as well as the required primary readings. I *do not* expect you to read *all* of the materials provided for the course. I *do* expect you to demonstrate an effort at understanding, which means at least in part, exploring the assigned readings and provided and making connections among them, including material from earlier weeks as we move through the semester, as well as with other material you find on your own and your previous knowledge and experience. It also, of course, means demonstrating a familiarity with the ideas in the readings in discussions (both in class and online). The material in this class can sometimes be dense difficult. The dictionary and Wikipedia will be your friends. Use them.

### *PARTICIPATION*

In order to participate in class discussions, you must attend class. **Absences and tardiness will negatively and significantly affect your participation grade.** Sitting quietly in class and hoping others do the talking is not an option. **Silence and reticence will negatively affect your participation grade.** Do not be afraid to say something “dumb.” We are going to be reading materials that will sometimes be entirely alien. The only way to get a grip on them will be to confront them openly together as a class. Go ahead and say something “dumb” – it probably won’t be as dumb as you think (and you’ll probably find that you’re not the only one thinking it), and at the very least you may bring up interesting questions. At the same time, do not assume that you “get it.” If it seems easy or simple, you’re probably missing something. Try to figure out what you’re missing. Talk to each other. Ask questions.

Your participation, both in class and online, will be evaluated in terms of **activity, depth, and consistency**. You will also be given credit for adding or integrating your class notes onto the wiki, and for editing reading outlines on the wiki—so adding your class notes is an easy way to earn credit and help everyone out at the same time. Though I expect to see each student contributing online on a weekly basis, there are no hard-and-fast quantifiable measures that I am looking for: no minimum/maximum number of expected posts or comments, no checklist of who speaks and who doesn’t in each class, no minimum number of absences. That’s too easy. This class is not a game, not a competition. There is no score. Your job is to read, think, engage, and learn. Do *that*, and your grade will take care of itself.

The online discussions should be an ongoing process of engagement rather than a weekly burst of activity at the beginning of the week. Ignoring others’ reading responses and comments (failing to respond to comments) and a general lack of online interaction will significantly and negatively affect your participation grade. Do not expect to whip up a flurry of comments and activity in the last or two week of the semester in order to “make your points.”

Try not to think of the in-class and online discussions as separate events. Let them reference and engage with one another in an ongoing dialogue.

When someone comments on one of your posts, reply to them.

### *READING RESPONSE BLOG*

Each week (by Tuesday) you will be expected to post a response to the primary readings on our class blog (on Sakai).

While there is no minimum required length for your responses, **each week's reading response should do four things:**

- 1) Demonstrate that you've done all of the week's reading,
- 2) Demonstrate that you've thought about the reading,
- 3) Make connections among the ideas in the present week's readings and among previous weeks' materials, and
- 4) Reference (and link to) at least one other classmate's post.

Your reading response should be a well-considered, (loosely) essay-style discussion of the week's readings. As we move through the semester, your responses should make connections among readings, ideas, and discussions from previous weeks. Your reading responses should demonstrate your active efforts to make connections and to question the ideas presented in the readings and class discussions. Your understanding of the material will be demonstrated in your application of the ideas presented to your own knowledge and experience.

Remember that everyone in the class will be reading the primary readings: **your reading response should NOT be a summary of the readings.** A summary tells us (at most) that you read; it doesn't tell us anything about *what you think* or that you've thought about what you read.

You are not required or expected to read *all* of the weekly responses by *all* of your classmates – you have enough to read. You are, however, expected to pay attention to what your classmates are saying and to engage with one another, questioning, answering, and/or reinforcing each other's ideas and concerns on a regular basis throughout the week.

### *PRIMARY READING DISCUSSION LEAD*

By the second week of the semester, each student will sign up on the Sakai wiki for 3 **separate weeks** in which you'll be responsible for introducing one (or more) of the primary readings during class and for providing an outline of that reading on a separate dedicated page of the Sakai wiki. Each primary reading will be introduced to the class in a brief, informal overview that

- 1) identifies the author(s)
- 2) identifies the main argument(s) and points of the reading,
- 3) attempts to articulate what the article is trying to do and how,
- 4) attempts to position the reading in relation to the other readings of that week, and
- 5) provides a couple of initial discussion questions.

Your overview, in other words, should simply introduce what the reading says, what it does, and how it does it, and then position it in relation to the other readings in order to facilitate class discussion. Remember that your classmates will have read the material themselves. **An outline of the reading(s) is to be posted on the Sakai wiki before class,** but your introduction, **should not just be a reading of your outline.**

Outlines should be complete enough to function as study guides. In composing the outline, pay attention to the organization and structure of the argument being presented and try to present the main points of that argument succinctly. To help you develop your introduction and outline, read your fellow students' reading responses, and ask questions of your classmates. This will make your introduction and outline better, will encourage discussion and interaction, and will give others opportunities to participate. (Remember that the outlines are on a wiki: anyone can contribute, emend, or improve once the initial responsibility of posting the outline has been completed. Such contributions will count toward your online participation grade.) Work together. Have fun. This is not a competition

**No students should have more than one class responsibility each week, ie don't sign up for a primary and a supplemental presentation in the same week.**

### *SUPPLEMENTAL READING PRESENTATION*

By the second week of the semester, each student will sign up to present (in separate weeks) **three** of the supplemental readings (in the far right column in the reading schedule) in class. There are no tests or midterms in this course. Instead, consider the supplemental presentations to be the equivalent of a “midterm.”

The supplemental readings are not required of the entire class; therefore, unlike with the primary readings, you cannot expect others in the class to have read them: **your job is to teach your chosen reading to the class**. In informal presentations of no more than 15 minutes and an outline posted on the Sakai wiki (same requirements as for primary reading outlines), you will be expected to:

- 1) identify the author(s),
- 2) succinctly present and explain the main argument and points of the reading,
- 3) succinctly explain what the reading does and how it does it, and
- 4) position the reading in relation to the week's other materials as well as to previous ideas and perspectives covered in class.

**Do not just read your outline.** Find the best way can to present the argument of the reading to the rest of the class. Simply going linearly through the reading itself may not be (*is probably not*) the best or clearest way to present the ideas of the reading and what it accomplishes. Presenters are strongly encouraged to work with primary reading presenters in developing their presentations. Presenters are also encouraged to bring their readings into online discussions and supplement continuing discussion with the additional ideas and material.

### *FINAL PAPER*

Final papers will be developed according to student interests as articulated in an original work of rhetorical criticism. The final project will largely be of your own design. We'll talk about it more as we get closer to the end of the semester.

### *ACADEMIC INTEGRITY*

You are responsible for reading and abiding by the University principles regarding academic integrity. Make sure to document all of your work and acknowledge the ideas and the work of others. Citations are how you join the academic conversation; they are how you help your reader find out *more*.

## COM304: Rhetoric of the Cold War & the War on Terror – Reading Schedule

(Subject to change. For the most current version, see the wiki.)

Class	Primary Readings (Choose 3 – in 3 different weeks)	Supplemental Readings (Choose 3 – in 3 different weeks)
1. Aug 26: <b>Introduction</b>		
2. Sept 2: <b>From War to Cold War</b>	<p><b>History/Culture</b></p> <ul style="list-style-type: none"> <li>Hinds &amp; Windt (1991), ch 3: ‘Prologue to the Cold War’</li> <li>Hinds &amp; Windt (1991), ch 7: ‘Maintenance &amp; the moral imperative of the new political universe’</li> </ul> <p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>Stalin’s 1946 election speech (<a href="http://www.marx2mao.com/Stalin/SS46.html">http://www.marx2mao.com/Stalin/SS46.html</a>)</li> <li>Churchill’s ‘Iron Curtain’ speech (<a href="http://history1900s.about.com/od/churchillwinston/a/Iron-Curtain.htm">http://history1900s.about.com/od/churchillwinston/a/Iron-Curtain.htm</a>) &amp; Stalin’s response (<a href="https://www.marxists.org/reference/archive/stalin/works/1946/03/x01.htm">https://www.marxists.org/reference/archive/stalin/works/1946/03/x01.htm</a>)</li> <li>Kennan’s “Long telegram”: (<a href="http://nsarchive.gwu.edu/coldwar/documents/episode-1/kennan.htm">http://nsarchive.gwu.edu/coldwar/documents/episode-1/kennan.htm</a>)</li> <li>The Marshall Plan (<a href="http://marshallfoundation.org/marshall/the-marshall-plan/marshall-plan-speech/">http://marshallfoundation.org/marshall/the-marshall-plan/marshall-plan-speech/</a>)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>Hinds &amp; Windt (1991), ch 1: ‘Political rhetoric &amp; political reality’</li> </ul>	<ul style="list-style-type: none"> <li>Costigliola (1997), “‘Unceasing pressure for penetration’”</li> </ul>
3. Sept 9: <b>Truman</b>	<p><b>History/Culture</b></p> <ul style="list-style-type: none"> <li>Hinds &amp; Windt (1991), ch 9: ‘The final proofs &amp; conclusions’; &amp; ‘Postscript’</li> </ul> <p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>Wallace (1946), ‘The US should seek peace with the Soviet Union (in Dudley 1992)</li> <li>Truman Doctrine speech (<a href="http://avalon.law.yale.edu/20th_century/trudoc.asp">http://avalon.law.yale.edu/20th_century/trudoc.asp</a>)</li> <li>Zhadanov’s Comintern speech (<a href="http://www.uncg.edu/~jwjones/russia/378readings/1947speeches.html">http://www.uncg.edu/~jwjones/russia/378readings/1947speeches.html</a>)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>Brockreide &amp; Scott (1970), ‘The rhetoric of containment’</li> <li>Hinds &amp; Windt (1991), ch 5: ‘The Truman Doctrine’</li> </ul>	<ul style="list-style-type: none"> <li>MacDougal (1999), ‘Red, brown, &amp; yellow perils’</li> <li>Keaton (2010), "Backyard desperadoes"</li> <li>Atkinson (2011), "Newsreels as domestic propaganda"</li> </ul>
4. Sept 16: <b>Eisenhower</b>	<p><b>History/Culture</b></p> <ul style="list-style-type: none"> <li>Chernus (1999), ‘Eisenhower &amp; the Soviets’</li> <li>Osgood (2006), ch 2: ‘A new type of cold war’</li> </ul> <p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>Eisenhower’s ‘Atoms for Peace’ speech (<a href="http://www.americanrhetoric.com/speeches/dwightdeisenhoweratomsforpeace.html">http://www.americanrhetoric.com/speeches/dwightdeisenhoweratomsforpeace.html</a>)</li> </ul>	<ul style="list-style-type: none"> <li>Parry-Giles (1996), "Camouflaged propaganda"</li> <li>Lichtman (2006), ‘Do-it-yourself security’</li> <li>Genter (2007), "Cold War culture &amp; the birth of Marvel Comics"</li> <li>Clymer (2013), "The Ground</li> </ul>

	<p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>• Medhurst (1990), ch 3: 'Eisenhower's "Atoms for Peace"'</li> <li>• Zarefsky (2014) ch 10: 'The self-sealing rhetoric of John Foster Dulles'</li> </ul>	<p>Observer Corps"</p> <ul style="list-style-type: none"> <li>• Ringstad (2012), "The evolution of American civil defense film rhetoric"</li> </ul>
5. Sept 23: <b>McCarthyism</b>	<p><b>History/Culture</b></p> <ul style="list-style-type: none"> <li>• Hinds &amp; Windt (1991), ch 6: 'The Truman Doctrine extended'</li> <li>• Brands (1993), ch 2: 'The national insecurity state'</li> </ul> <p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• NSC-68 (1950)</li> <li>• McCarthy (1950), 'Communist subversives threaten America' &amp; the Tydings Committee (1950) 'Communist subversives do not threaten America' (in Dudley 1992)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>• Ivie (1990), 'Diffusing Cold War demagoguery' (ch 6 in Medurst)</li> <li>• Winsboro &amp; Epple (2009), 'Religion, culture &amp; the Cold War'</li> </ul>	<ul style="list-style-type: none"> <li>• Smith (1992), 'National security &amp; personal isolation'</li> <li>• Shaw (2002), 'Martyrs, miracles &amp; Martians'</li> <li>• Achter (2003), 'TV, technology, &amp; McCarthyism'</li> <li>• Friedman (2003), 'Sadists &amp; sissies'</li> <li>• Tuszynski (2006), "A Cold War cautionary tale"</li> <li>• Storrs (2007), "Attacking the Washington 'Femmocracy'"</li> <li>• Dumani (2014), "Spectrums of oppression"</li> </ul>
6. Sept 30: <b>JFK &amp; LBJ</b>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• JFK's 'Berlin crisis' speech (<a href="http://www.presidentialrhetoric.com/historicspeeches/kennedy/berlincrisis.html">http://www.presidentialrhetoric.com/historicspeeches/kennedy/berlincrisis.html</a>)</li> <li>• JFK at American University (<a href="http://www.americanrhetoric.com/speeches/jfkamericanuniversityaddress.html">http://www.americanrhetoric.com/speeches/jfkamericanuniversityaddress.html</a>)</li> <li>• Goldwater (1961), 'The US should aim for total victory in the Cold War' (in Dudley 1992)</li> <li>• Allen (1964), 'The US should not seek peaceful coexistence with the Soviet Union' (in Dudley 1992)</li> <li>• LBJ at Johns Hopkins, 'Peace without conquest' (<a href="http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650407.asp">http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/650407.asp</a>)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>• Brockreide &amp; Scott (1970), 'A complex persuasive campaign'</li> <li>• Windt (1983), 'Seeking détente with superpowers' (in Windt &amp; Ingold)</li> <li>• Bostdorff &amp; Ferris (2014), 'JFK at American University'</li> <li>• Zarefsky (2014) ch 11: 'Foreign policy as persuasion'</li> <li>• Logue &amp; Patton (1983), 'From ambiguity to dogma' (in Windt &amp; Ingold)</li> </ul>	<ul style="list-style-type: none"> <li>• Worland (1996), 'Sign posts up ahead'</li> <li>• Nicholson (2002), 'Shocking masculinity'</li> <li>• Carabas (2007), "Tales calculated to drive you MAD"</li> <li>• Goss (2013), "Ideology &amp; Cold War identity in Mission Impossible"</li> <li>• Moran (2013), "Ian Fleming &amp; the public profile of the CIA"</li> </ul>
7. Oct 7: <b>Nixon, Reagan, &amp; Bush I</b>	<p><b>History/Culture</b></p> <ul style="list-style-type: none"> <li>• Medhurst, ch 9: Wander, 'The rhetoric of American foreign policy'</li> </ul> <p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• Nixon's "Vietnamization" speech (<a href="http://www.let.rug.nl/usa/presidents/richard-milhous-nixon/vietnamization-speech-1969.php">http://www.let.rug.nl/usa/presidents/richard-milhous-nixon/vietnamization-speech-1969.php</a>)</li> <li>• Nixon's 'Cambodian incursion address' (<a href="http://www.americanrhetoric.com/speeches/richardnixonCambodia.html">http://www.americanrhetoric.com/speeches/richardnixonCambodia.html</a>)</li> <li>• Kim (1972), 'US actions in Vietnam are not justified' (in Dudley</li> </ul>	<ul style="list-style-type: none"> <li>• DeLuca (2004), <i>Image Politics</i> chpt 5</li> <li>• Blumenau (2014), "The other battleground of the Cold War"</li> </ul>

	<p>1992)</p> <ul style="list-style-type: none"> <li>Reagan (1983), 'The Soviet Union is a serious threat to the US' &amp; Lens (1983), 'The Soviet threat is exaggerated' (in Dudley 1992)</li> <li>Reagan's "Evil empire" speech (<a href="http://voicesofdemocracy.umd.edu/reagan-evil-empire-speech-text/">http://voicesofdemocracy.umd.edu/reagan-evil-empire-speech-text/</a>)</li> <li>GWB's address to the UN 10 Oct 1990 (<a href="http://millercenter.org/president/speeches/speech-3426">http://millercenter.org/president/speeches/speech-3426</a>)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>Ivie (1984), 'Speaking "common sense"'</li> <li>Pearce &amp; Fadely (1992), 'Justice, sacrifice &amp; the universal audience'</li> <li>German (1995), 'Invoking the glorious war'</li> </ul>	
<p>8. Oct 14: <b>Bush 2 &amp; 9/11</b></p>	<p><b>History/Culture</b></p> <ul style="list-style-type: none"> <li>Stein (2003), "Days of awe"</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>GWB Remarks at Emma Booker Elementary (<a href="http://www.washingtonpost.com/posttv/politics/george-w-bushs-remarks-from-booker-elementary-on-sept-11-2001/2014/09/11/58e84c64-39cb-11e4-a023-1d61f7f31a05_video.html">http://www.washingtonpost.com/posttv/politics/george-w-bushs-remarks-from-booker-elementary-on-sept-11-2001/2014/09/11/58e84c64-39cb-11e4-a023-1d61f7f31a05_video.html</a>)</li> <li>GWB 9/11 Morning press conference (<a href="http://blushingbush.com/george-bush-funny-moments/george-w-bush-speaking-on-the-morning-of-september-11-2001">http://blushingbush.com/george-bush-funny-moments/george-w-bush-speaking-on-the-morning-of-september-11-2001</a>)</li> <li>GWB 9/11 Address to the Nation (<a href="http://www.americanrhetoric.com/speeches/gwbush911addressstothenation.htm">http://www.americanrhetoric.com/speeches/gwbush911addressstothenation.htm</a>)</li> <li>Interview with Osama bin Laden (1998) (<a href="http://www.pbs.org/wgbh/pages/frontline/shows/binladen/who/interview.html">http://www.pbs.org/wgbh/pages/frontline/shows/binladen/who/interview.html</a>)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>Silberstein (2002), ch 1: 'From terror to war'</li> <li>Zarefsky (2014) ch 12: 'George W. Bush discovers rhetoric'</li> <li>Thompson (2011), "Magic for people trained in pragmatism"</li> </ul>	
<p>9. Oct 21: <b>Reaction</b></p>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>GWB Address to Congress 20 Sept 2001 (<a href="http://www.presidentialrhetoric.com/speeches/09.20.01.html">http://www.presidentialrhetoric.com/speeches/09.20.01.html</a>)</li> <li>Remnick, 'The trap' (<a href="http://www.newyorker.com/magazine/2001/10/01/the-trap">http://www.newyorker.com/magazine/2001/10/01/the-trap</a>)</li> <li>Herzberg, 'Jitters' (<a href="http://www.newyorker.com/magazine/2001/10/29/jitters">http://www.newyorker.com/magazine/2001/10/29/jitters</a>)</li> <li>Beer (2002), 'Terrorist rhetorics, rhetorics of democracies, &amp; worlds of meaning' (in Hauser &amp; Grim)</li> <li>Cloud (2002), 'The triumph of consolatory ritual over deliberation since 9/11' (in Hauser &amp; Grim)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>Lakoff (2001), 'Metaphors of terror'</li> </ul>	<ul style="list-style-type: none"> <li>Cos (2007), "Dissent &amp; the rhetoric of reflection"</li> </ul>

	<ul style="list-style-type: none"> <li>Hyde (2005), "The rhetor as hero &amp; the pursuit of truth"</li> <li>Biesecker (2007), "No time for mourning"</li> <li>Noon (2007), 'Cold War revival'</li> </ul>	
10. Oct 28: <b>Declaring the War on 'Terror'</b>	<p><b>History/Culture</b></p> <ul style="list-style-type: none"> <li>Thorne &amp; Kouzmin (2014), 'The USA PATRIOT Acts'</li> </ul> <p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>GWB's 2002 State of the Union, 'Axis of 'Evil' (<a href="http://www.americanrhetoric.com/speeches/stateoftheunion2002.htm">http://www.americanrhetoric.com/speeches/stateoftheunion2002.htm</a>)</li> <li>GWB at West Point (<a href="http://www.presidentialrhetoric.com/speeches/06.01.02.html">http://www.presidentialrhetoric.com/speeches/06.01.02.html</a>)</li> <li>National Security Strategy 2002</li> <li>John Ashcroft: Remarks on the Patriot Act (<a href="http://www.justice.gov/archive/ag/speeches/2003/082503patriotactremarks.htm">http://www.justice.gov/archive/ag/speeches/2003/082503patriotactremarks.htm</a>)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>Bostdorff (2003), 'George W Bush's post-September 11 rhetoric of covenant renewal'</li> <li>Murphy (2003), 'Our mission, our moment'</li> <li>Mills-Knutsen (2011), "Desire for destruction"</li> </ul>	<ul style="list-style-type: none"> <li>Ivie (2002), 'Rhetorical deliberation &amp; democratic politics in the here &amp; now'</li> <li>Merskin (2004), 'The construction of Arabs as enemies'</li> <li>Domke et al (2006), 'Going public as a political strategy'</li> <li>Holcomb (2007), "Anyone can be president"</li> <li>Maggio (2007), "The presidential rhetoric of terror"</li> </ul>
11. Nov 4: <b>Iraq</b>	<p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>GWB at the Cincinnati Museum Center (<a href="http://georgewbush-whitehouse.archives.gov/news/releases/2002/10/20021007-8.html">http://georgewbush-whitehouse.archives.gov/news/releases/2002/10/20021007-8.html</a>)</li> <li>GWB at the American Enterprise Institute (<a href="http://www.presidentialrhetoric.com/speeches/02.26.03.html">http://www.presidentialrhetoric.com/speeches/02.26.03.html</a>)</li> <li>Byrd, 'Arrogance of power' (<a href="http://www.americanrhetoric.com/speeches/wariniraq/robertbyrdhiraq31903.htm">http://www.americanrhetoric.com/speeches/wariniraq/robertbyrdhiraq31903.htm</a>)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>Record (2003), 'The Bush Doctrine &amp; war with Iraq'</li> <li>Noon (2004), 'Operation enduring analogy'</li> <li>Kellner (2007), "Bushspeak..."</li> <li>Ivie (2007), "Fighting terror by rite of redemption..."</li> <li>De Castella &amp; McGarty (2013), 'The war/crime narrative &amp; fear content in leader rhetoric about terrorism' (in Sinclair &amp; Antonius)</li> </ul>	<ul style="list-style-type: none"> <li>John (2007), "Going public, crisis after crisis"</li> <li>Makstieniaks (2007), "The end of innocents"</li> <li>Winkler (2007), Parallels in preemptive war rhetoric"</li> <li>Chistensen &amp; Ferree (2008), "Cowboy of the world?"</li> </ul>
12. Nov 11: <b>War without End</b>	<p><b>History/Culture</b></p> <ul style="list-style-type: none"> <li>Attias (2005), 'Towards a rhetorical understanding of modern terrorism'</li> </ul> <p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>GWB's second inaugural address (<a href="http://bartleby.com/124/pres67.html">http://bartleby.com/124/pres67.html</a>)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>Sarbin (2003), 'The metaphor-to-myth transformation'</li> <li>Crichton (2007), "Doing battle with a noun"</li> <li>Johnson (2007), "General semantics, terrorism &amp; war"</li> </ul>	<ul style="list-style-type: none"> <li>Beinin (2004), 'The new American McCarthyism'</li> <li>Silberstein (2004), ch 6: "'The new McCarthyism'"</li> <li>Vivian (2006), "Neoliberal epideictic"</li> <li>Stahl (2009), "Why we 'support the troops'"</li> <li>Bostdorff (2011) "Epideictic rhetoric in the service of war"</li> <li>McCracken (2011), "Obama's war"</li> </ul>



	<ul style="list-style-type: none"> <li>• Simone (2009), "Give me liberty &amp; give me surveillance"</li> <li>• Esch (2010), "Legitimizing the war on terror"</li> </ul>	<p>of terror in rhetoric &amp; practice"</p> <ul style="list-style-type: none"> <li>• Saeed (2011), "News media, public diplomacy &amp; the War on Terror"</li> <li>• Makoni (2013), "Discourses of terror"</li> <li>• Simko (2012), "Rhetorics of suffering"</li> </ul>
13. Nov 18: <b>Reckoning</b>	<p><b>History/Culture</b></p> <ul style="list-style-type: none"> <li>• Zulaika (2009), ch 6: 'The Cold War is dead, long live terrorism'</li> <li>• Zulaika (2009) ch 8: '9/11 &amp; the Iraq War as self-fulfilling prophecies'</li> <li>• Zulaika (2009) epilogue: 'The passion for ignorance &amp; its Catch-22'</li> </ul> <p><b>Key Texts</b></p> <ul style="list-style-type: none"> <li>• Clark, 9/11 testimony (<a href="http://www.americanrhetoric.com/speeches/richardclarke911commissiontestimony.htm">http://www.americanrhetoric.com/speeches/richardclarke911commissiontestimony.htm</a>)</li> <li>• Hersh, 'Torture at Abu Gharaib' (<a href="http://www.newyorker.com/magazine/2004/05/10/torture-at-abu-ghraib">http://www.newyorker.com/magazine/2004/05/10/torture-at-abu-ghraib</a>)</li> </ul> <p><b>Method/Theory</b></p> <ul style="list-style-type: none"> <li>• Ritter (2009), "Domestic containment or equal standing?"</li> <li>• Treat (2009), "How I learned to stop worrying &amp; cynically ENJOY! the post-9/11 superhero zeitgeist"</li> <li>• Fahmy (2015), 'The Green scare is not McCarthyism 2.0'</li> </ul>	<ul style="list-style-type: none"> <li>• Devetak (2005), 'The Gothic scene of international relations'</li> <li>• Machin &amp; Van Leeuwen (2009), "Toys as discourse"</li> <li>• DerDerian (2010), "Imaging terror"</li> <li>• Sanchez-Escalanilla (2010), 'Hollywood &amp; the rhetoric of panic'</li> <li>• Seja (2011), "No laughing matter"</li> <li>• Stockwell (2011), "Messages from the apocalypse"</li> <li>• Milford &amp; Rowland (2012), "Situated ideological allegory &amp; Battlestar Galactica"</li> <li>• Nath (2013), "Seeing Guantanamo, blown up"</li> <li>• Anderson (2014), "Act of valor"</li> <li>• Grajeda (2014), "Post-war postponed"</li> <li>• Kumar &amp; Kundnani (2014), "Imagining national security"</li> <li>• Lamb &amp; Long (2014), "Drawing fire"</li> <li>• Mirlees (204), "Medal of honor"</li> <li>• Kim (2015), "From cold wars to the War on Terror"</li> </ul>
14. Dec 2: <b>Final Presentations</b>		