

University of Calgary
Department of Communication, Media and Film
COMS 591 (S02): Senior Seminar in Communication and Media
Topic: Media & Memory

FALL 2020: September 8 to Dec. 9 (excluding Oct. 12th and Nov. 9-13th)

Lecture: T 14:00 to 16:45

Lectures will be asynchronous;
Synchronous Zoom sessions on Tuesdays between 14:00-15:15.

IMPORTANT NOTE ON COURSE DELIVERY FOR FALL 2020:

This Fall 2020 course will be offered entirely online as part of the University's plan to ensure everyone's safety during the Covid-19 pandemic. Please read the outline carefully to see which course components will be offered synchronously (where you are expected to participate at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous course sessions will normally be hosted on Zoom, a video-conferencing program. To access scheduled Zoom course sessions, go to D2L, click on the COMMUNICATION tab, and select Zoom 5 or 10 minutes before class is scheduled to begin.

If you will not be able to participate in scheduled synchronous class sessions owing to time differences, then you should arrange to take this course when it is offered in person in the future.

Note that the time indicated on course outlines for all timed quizzes and exams in CMCL, COMS, and FILM courses includes 50% extra time to allow for technical difficulties.

Instructor:	Dr. S. Thrift (she/her pronouns)
Email:	samantha.thrift@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	W 11:00-12:00, Th 11:00-12:00 (via Zoom)

Course Description

Explores the variety of ways in which communication builds social and cultural values with reference to a special topic. Completion of a major project that will integrate understanding of communication theory, history and methodology.

In this seminar, students will examine memory as a mediated phenomenon. From photographic images, protest memorials to online self-archiving practices, we will study how memory does not reside in objects, per se, but is constituted by a set of cultural practices and communicative activities. Understanding how societies remember (and forget) past events will inform discussion of whose histories are deemed worthy of remembrance and whose are not. Students will also study contemporary debates surrounding collective modes of remembrance, such as the removal of controversial monuments, as well as scholarly claims about the democratization of memory in the digital age.

Please note that this course addresses genocidal violence, racialized violence, and representations of trauma and/or death.

Additional Information

The weekly schedule of topics and readings can be found at the end of this outline, which will also be posted on D2L.

Synchronous Zoom sessions are scheduled for every Tuesday (2:00-3:15). These sessions will be discussion based and require that students come prepared to actively participate (i.e., having completed the assigned readings or screenings and having reviewed the lecture slides).

Asynchronous lectures will be uploaded to D2L the Wednesday prior to our Tuesday class (giving students six days to review the following week's material).

Office Hours will be held by appointment via Zoom. Contact the instructor for an appointment.

Students are responsible for reading and following all course and university policies discussed in this outline.

Objectives of the Course

The course objectives are to...

- understand key theories and debates within the field of memory studies,
- identify, describe and interpret the cultural and political significant of public memory sites, such as monuments and memorials,
- further develop and apply media analysis skills through multimedia project design and written analyses.

Textbooks and Readings

A digital course pack has been prepared and will be made available on the COMS 591 D2L course website.

Learning Technologies and Requirements & Policy on the Use of Electronic Communication Devices

This is an online course. In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external);
- A microphone and speaker (built-in or external), or headset with microphone.

Most current laptops will have a built-in webcam, speaker and microphone. If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact the university's IT department. For more information, see <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

Instructors may arrange to record synchronous zoom class sessions for lesson capture; however, students are not to share recordings with others. Please carefully review the section on Instructor Copyright at the end of this outline.

Email

When corresponding with the instructor via email, students should include the course name (ex. Media & Memory or COMS 591) in the subject line. If you do not include the course name in your email's subject line, your message may get overlooked in the instructor's inbox and go unread. Please maintain a respectful tone in your correspondence with the instructor.

Email is most useful for short, specific inquiries. If you have detailed questions on the course material, assignments, or grades, please make arrangements for a Zoom appointment with the instructor during their office hours.

The instructor will respond to emails during the week, usually on a first-come, first-served basis. Emails sent in the evening or on weekends will not be read (or replied to) until the next working day.

Assignments and Evaluation

Weight	Assessed Components	Due
25%	<p>Mediated Memory Reflection</p> <p>Working in small groups (3-4), students will critically reflect on their own uses of media to document personal memories. In the reflection, groups should consider questions like: how do you document your memories using the available media and platforms? what events or activities do you choose to document? What do you deem worth sharing? With whom? How do digital documentation practices differ from analog ones? If you use a social platform, how is your personal memory "organized" by that platform? In what ways does your personal archive reflect social or cultural practices around memory? In their reflection, groups should reference ideas from two readings from Unit I.</p> <p>Each group will submit one reflection. The final submission can be written (3-4 pages), visual (ex. video, photo essay, illustrations), or audio (ex. podcast format). More details to come.</p>	Oct. 6
40%	<p>Discussion Journals (8 x 5%)</p> <p>Throughout the term, students will be required to keep a discussion journal. Each week, the professor will provide students with a question or topic related to that week's course materials to discuss in break-out groups. Each journal entry will note the date, question/topic, group members, and a 500 word reflection on the discussion. The entry can include recap of the group discussion, but should also include the student's own answer to/perspective on the week's question or topic. Each reflection should be substantive – i.e., thoughtful and demonstrate understanding of and engagement with the course material.</p> <p>Students will submit their journals for assessment three times during the term: Sept. 29 (2 entries); Nov. 3 (4 <u>new</u> entries); Dec. 8 (2 <u>new</u> entries).</p>	Sept. 29, Nov. 3, Dec. 8

35%	<p>Monument Study</p> <p>Recently, debates over the cultural and political significance of monuments have led to the reconsideration of planned monuments, the removal of existing statuary, and/or the creation of counter-monuments. In this essay, students will examine the cultural politics of a particular monument (or genre of monuments, such as “Confederate statues”) in an 5-6 page essay. More details to be provided in class.</p>	Dec. 8
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Registrar-scheduled Final Examination: No

Note: You must complete all assignments and exams or a course grade of F may be assigned at the discretion of the instructor.

If you miss a required course component, please contact your instructor as soon as possible.

Submission of Assignments

Please submit all assignments electronically by uploading them to the designated D2L dropbox (unless instructed otherwise in the assignment guidelines). Include your name and ID number on all assignments. It is your responsibility to keep a copy of each submitted assignment and to ensure that you submit the proper version (particularly in courses requiring electronic submission).

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the ***Freedom of Information and Protection of Privacy (FOIP) Act***. Please note that instructors may use audio or video recorded for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require that a medical note be presented. For the policy on supporting documentation the use of a statutory declaration, see Section M.1 of the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>. Also see FAQs for Students: <https://www.ucalgary.ca/registrar/registration/appeals/student-faq>

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, percentage grades will be used for the reflection assignment and final essay, while point grades will be used for the discussion journal.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, please consult your instructor or visit the Student Success Centre, 3rd floor, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success?utm_source=ssc&utm_medium=redirect&utm_campaign=redirect

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic Misconduct

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Research Ethics

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferrals of exams and course work, requests for reappraisals, and other matters, please see the relevant sections in the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/academic-reg.html>

Student Support Services and Resources

Please visit <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk.

For resources on D2L, visit <http://elearn.ucalgary.ca/desire2learn/home/students>. IT support is available at itsupport@ucalgary.ca or by calling 403-220.5555.

Schedule of Lecture Topics and Readings

Lecture Date	Topic & Reading	Deadlines
Sept 8	Course Introduction	
Unit I: Personal Memory		
Sept 15	Communities of Memory Iwona Irwin-Zarecka. 1994. "Communities of Memory." In <i>Frames of Remembrance: The Dynamics of Collective Memory</i> . Transaction Publishers.	
Sept 22	My Memories Jose van Dijk. 2007. "Memory Matters in the Digital Age." In <i>Mediated Memories in the Digital Age</i> , 27-52. Stanford University Press.	
Sept 29	Personal Archives Joanne Garde-Hansen. 2009. "MyMemories? Personal Digital Archive Fever and Facebook." In <i>Save as ... Digital Memories</i> , eds. Joanne Garde-Hansen, Andrew Hoskins, and Anna Reading, 135-150. New York: Palgrave Macmillan. Brian Resnick. (2018). "What Smartphone Photography is Doing to our Memories." <i>Vox</i> (March 28). Available: https://www.vox.com/science-and-health/2018/3/28/17054848/smartphones-photos-memory-research-psychology-attention	Submit discussion journal (2 entries)
Oct 6	Witnessing Marianne Hirsch. 2008. "The Generation of Postmemory." <i>Poetics Today</i> 29, no. 1 (Spring): 103-128.	Reflection due.

	Kate Douglas. 2017. "Youth, Trauma, and Memorialisation: The Selfie as Witnessing." <i>Memory Studies</i> . doi: 10.1177/1750698017714838	
Unit II: Public Memory		
Oct 13	Public Images Barbie Zelizer. 2004. "The Voice of the Visual in Memory." In <i>Framing Public Memory</i> , edited by Kendall R. Philipps, 157-187. Tuscaloosa, AL: University of Alabama Press.	
Oct 20	Popular Culture & Memory Alison Landsberg. 2004. "Prosthetic Memory." In <i>Prosthetic Memory: The Transformation of American Remembrance in the Age of Mass Culture</i> , 25-48. Columbia: Columbia University Press.	
Oct 27	Sites of Memory Jay Winter. 2010. "Sites of Memory and the Shadow of War." In <i>A Companion to Cultural Memory Studies: An International and Interdisciplinary Handbook</i> , edited by Astrid Erll, Ansgar Nünning, and Sara Young, 61-74. Berlin: De Gruyter. James Young. 1993. "The Countermonument: Memory Against Itself in Germany." In <i>The Texture of Memory: Memorials and Meaning</i> , 27-48. New Haven: Yale University Press. Supplementary screening: TBA	
Nov 3	Social Ghosts Tonya Davidson. 2016. "Imperial nostalgia, social ghosts, and Canada's National War Memorial." <i>Space and Culture</i> 19, no. 2: 177-191. Tyler Steim. 2018 (Sep 28). "Statue wars: what should we do with troublesome monuments?" <i>The Guardian</i> . Available: https://www.theguardian.com/cities/2018/sep/26/statue-wars-what-should-we-do-with-troublesome-monuments	Submit discussion journal (4 entries)
Nov 10	Reading Break (No Class)	

Unit III: Counter-Memory

Nov 17	Erasure & Resistance Paul Connerton. 2008. "Seven Types of Forgetting." <i>Memory Studies</i> 1, no. 1: 59-71.	
Nov 24	Grassroots Memory Work Erika Doss. 2006. "Spontaneous Memorials and contemporary modes of mourning in America." <i>Material Religion</i> 2, no. 3: 294-318.	
Dec 1	Video Activism Tina Askanius. 2012. "DIY Dying: Video Activism as Archive, Commemoration and Evidence." <i>International Journal of E-Politics</i> 3, no. 1: 12-25.	
Dec 8	Course Conclusion	Submit discussion journal (2 entries) Monument Study due