University of Calgary
Department of Communication, Media and Film

COMS 591 (S02): Capstone Seminar in Communication and Media Studies
Topic: Media & Memory

FALL 2021: September 7 to December 9 (excluding Nov. 7-13)

Lecture: T 14:00 to 15:15 (synchronous on Zoom)

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

IMPORTANT NOTE FOR ONLINE COURSE DELIVERY

Asynchronous & Synchronous Course Components: Please read this outline carefully to see which course components will be offered synchronously (where you are expected to participate in person or online at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous sessions hosted on Zoom can be accessed on D2L by clicking on the Communications tab and selecting Zoom.

Note: If you will not be able to participate in synchronous in-class or online class sessions owing to time differences or geographical location, then consult with the instructor to see if accommodation is possible or arrange to take this course in a future term.

Online Quizzes and Exams: You will be allowed a minimum window of 24 hours to access online quizzes and exams, but there may be a time limit for completing a quiz once you open it. Read the description carefully. The time specified for any timed online assessments includes 50% extra time.

Instructor:	Dr. Samantha Thrift (she/her)
Office:	SS 210
Email:	samantha.thrift@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	T 15:30-16:30; Th 16:00-17:00 (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 social media 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 death. If you have concerns about studying or discussing these topics, please contact the instructor.

Additional Information
- The weekly schedule of topics and readings can be found at the end of this outline or on D2L.
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- Synchronous Zoom sessions are scheduled for every Tuesday (2:00-3:15pm). 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). Students should schedule approximately 90 minutes per week for lecture review.
- Office Hours will be held by appointment via Zoom. Please 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 analysis.

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

The weekly readings may be found in the "Reading List" section of D2L (click on the "My Tools" tab → "Reading List").

Learning Technologies and Requirements

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), and a microphone and speaker (built-in or external) or headset with 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 IT support services. See https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html

Policy on the Use of Electronic Communication Devices

Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at https://www.ucalgary.ca/pubs/calendar/current/e-6.html, and 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.

Respect and Diversity in the Classroom: This course is built around student participation. Lecture periods often contain opportunity for student contributions and I welcome your insightful comments (based on course materials) and questions. During these discussion periods I ask that students be respectful of diverse viewpoints; however, racist, sexist, trans-/homophobic, Islamophobic, and other types of discriminatory comments are not permitted in the classroom. Comments of this nature will be dealt with at the professor's discretion on an individual basis.

On pronouns: I respect all students' choice of pronouns. Please alert me to your pronoun and I am happy to oblige.

Assignments and Evaluation

Weight	Assessed Components	Due
25%	**Mediated Memory Analysis** Working in small groups (3-4), students will analyze their own memory practices in order to answer the question: what is the relationship between personal memory and media? Groups will utilize theories, concepts and ideas learned in Unit I of the course to support their findings and explanation of this relationship. Each group will submit one analysis. Please note the final submission must substantively reference 2-3 scholarly readings from Unit I, and include a bibliography. Submissions may be essay-style (~5 pages) or take an alternative format (ex. video, photo essay, podcast episode format). More details to come.	Oct. 5 (11:59pm)

20%	**Discussion Responses (4 x 5%)** Throughout the term, students will be required to keep a discussion journal. Each week, students will be provided with a discussion prompt (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 500-750 word reflection on the discussion. The entry should provide: (i) a brief summary (~4-5 sentences) of the group discussion, and (ii) the student's own answer to/perspective on the week's question or topic. Strong responses will demonstrate accurate understanding of and strong engagement with the course material. Responses that do not provide a summary of the group discussion and/or substantively reference the week's reading(s) will receive no more than 50%. Four submissions are due, each worth 5 points. Submissions are due to the D2L Dropbox at <u>11:59pm</u> on the dates indicated. Please note, students may choose to submit their fourth response on a date of their choosing	Sept. 23; Oct. 14; Oct. 28; Student Choice
15%	**Monument Study Proposal** 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/memorials. In this essay, students will examine the cultural politics of a particular monument (or genre of monuments, such as "Confederate statues") in an 8-10-page essay. For this portion of the assignment, students will produce a 3-page proposal that outlines the topic, method, scholarly (and non-scholarly) sources, and preliminary argument to be made in the study. The proposal and accompanying bibliography must be formatted using either APA or MLA citation.	Nov. 2
40%	**Monument Study** Completion of the 8-10 page essay that carries out the analysis first outlined in the proposal. Essays must be accompanied by a properly formatted bibliography (APA or MLA) of all sources. More details to be provided in class.	Dec. 9 (11:59pm)

Registrar-scheduled Final Examination: No
If your class is held in the evening, the Registrar's Office will attempt to schedule the final exam in the evening, but there is no guarantee that the exam will NOT be scheduled during the day.

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

Submission of Assignments

Please submit all assignments by uploading them to the designated D2L Dropbox. **Include your name and ID number on all assignments**. Be sure to keep a copy of each submitted assignment and to submit the proper version.

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 recording 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. For the full policy on Student Accommodations, see https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy

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 a medical note. For information on the use of a statutory declaration, see the *University Calendar*: https://www.ucalgary.ca/pubs/calendar/current/m-1.html

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, point grades will be used for Discussion Responses, while letter grades will be used for the Mediated Memory and Monument Study assignments.

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, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to https://ucalgary.ca/student-services/student-success/writing-support

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including lectures, 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.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy and the requirements of the *Copyright Act* (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html). 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 deferral of term work, see https://www.ucalgary.ca/pubs/calendar/current/g-7.html

For information about deferrals of final examinations, see https://www.ucalgary.ca/pubs/calendar/current/g-6.html

For information about requesting a reappraisal of course work or of a final grade, see https://www.ucalgary.ca/pubs/calendar/current/i.html

Student Support Services and Resources

Please see 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, Zoom, Yuja, etc., see https://elearn.ucalgary.ca/desire2learn/home/students. (Find the topic menu under the icon to the left of the ELEARN banner.)

Schedule of Lecture Topics and Readings

Readings, screenings, and lecture review should be completed in time for our Tuesday Zoom class.

Date	Topic & Reading	Deadlines
Sept 7	**Course Introduction**	
Unit I: Personal Memory		
Sept 14	**Communities of Memory** Iwona Irwin-Zarecka. 1994. "Communities of Memory." In *Frames of Remembrance: The Dynamics of Collective Memory.* Transaction Publishers.	
Sept 21	**My Memories** Jose van Dijk. 2007. "Memory Matters in the Digital Age." In *Mediated Memories in the Digital Age,* 27-52. Stanford University Press. Screening: "Memory Explained" (2020). *Vox.*	Sept. 23: Discussion Response due (11:59pm)
Sept 28	**Personal Archives** Joanne Garde-Hansen. 2009. "MyMemories? Personal Digital Archive Fever and Facebook." In *Save as … Digital Memories*, eds. Joanne Garde-Hansen, Andrew Hoskins, and Anna Reading, 135-150. New York: Palgrave Macmillan. Non-scholarly: Brian Resnick. (2018). "What Smartphone Photography is Doing to our Memories." *Vox* (March 28). Available: **https://www.vox.com/science-and-health/2018/3/28/17054848/smartphones-photos-memory-research-psychology-attention**	
Oct 5	**Witnessing** Marianne Hirsch. 2008. "The Generation of Postmemory." *Poetics Today* 29, no. 1 (Spring): 103-128. Kate Douglas. 2017. "Youth, Trauma, and Memorialisation: The Selfie as Witnessing." *Memory Studies*. doi: 10.1177/1750698017714838	Mediated Memory Project due (11:59pm)
Unit II: Public Memory		
Oct 12	**Public Images** Barbie Zelizer. 2004. "The Voice of the Visual in Memory." In *Framing Public Memory*, edited by Kendall	Oct. 14:

	R. Philipps, 157-187. Tuscaloosa, AL: University of Alabama Press.	Discussion Response due (11:59pm)
Oct 19	**Popular Culture & Memory** Alison Landsberg. 2004. "Prosthetic Memory." In *Prosthetic Memory: The Transformation of American Remembrance in the Age of Mass Culture,* 25-48. Columbia: Columbia University Press.	
Oct 26	**Monumental Design** Jay Winter. 2010. "Sites of Memory and the Shadow of War." In *A Companion to Cultural Memory Studies: An International and Interdisciplinary Handbook,* 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 *The Texture of Memory: Memorials and Meaning,* 27-48. New Haven: Yale University Press. Screening: *In the Monument* (2015). dir. Boris Ivanov.	Oct. 28: Discussion Response due (11:59pm)
Nov 2	**Social Ghosts** Tonya Davidson. 2016. "Imperial nostalgia, social ghosts, and Canada's National War Memorial." *Space and Culture* 19, no. 2: 177-191. Non-scholarly: Tyler Steim. 2018 (Sep 28). "Statue wars: what should we do with troublesome monuments?" *The* Guardian. Available: https://www.theguardian.com/cities/2018/sep/26/statue-wars-what-should-we-do-with-troublesome-monuments	Proposal Due (11:59pm)
Nov 9	**Reading Break (No Class)**	
Unit III: Counter-Memory		
Nov 16	**Erasure & Resistance** Paul Connerton. 2008. "Seven Types of Forgetting." *Memory Studies* 1, no. 1: 59-71. Screening: *Destruction of Memory* (2016), dir. Tim Slade.	
Nov 23	**Grassroots Memory Work**	

	Erika Doss. 2006. "Spontaneous Memorials and contemporary modes of mourning in America." *Material Religion* 2, no. 3: 294-318.	
Nov 30	**Video Activism** Tina Askanius. 2012. "DIY Dying: Video Activism as Archive, Commemoration and Evidence." *International Journal of E-Politics* 3, no. 1: 12-25.	
Dec 7	**Additional Office Hours**	Monument Study due