

**COMMUNICATION 5370/6370**  
**NUCLEAR COMMUNICATION CRITICISM: THE ATOMIC WEST**  
**Fall 2010**

Professor Endres, Ph.D.

Class Meetings: TTH 10:45-12:05 in BuC 210

Office Location: LNCO 2611

Office Hours: 10:00-10:30 and by appointment

Office Phone: 585-7308

E-mail: danielle.endres@utah.edu

Required Textbook and Materials:

- Valerie Kuletz, *The Tainted Desert: Environmental and Social Ruin in the American West* (New York: Routledge, 1998).
- Foss, Sonja. *Rhetorical Criticism: Exploration and Practice*, 4th edition. Waveland Press, 2009.
- Course reading packet on E-reserve at J. Willard Marriott Library
- Additional readings and texts for critical analysis are available on WebCT. Log onto WebCT at <https://webct.utah.edu> using your uNID and password.

Course Description: The course will introduce students to nuclear communication criticism, a form of rhetorical analysis that encourages critical thinking about the role of nuclear technologies in society. By specifically focusing on the American Atomic West, students will learn how to engage in nuclear communication criticism of historical and contemporary nuclear controversies including: nuclear testing in Nevada, uranium mining in the Four Corners, and nuclear waste storage in Utah and Nevada (e.g., Skull Valley/PFS proposal, Energy Solutions, Yucca Mountain). Specifically, upon completion of this course, students will:

1. Understand the nuclear communication criticism and its related theories and concepts
2. Understand the historical and contemporary relationship between nuclear technologies and the American West
3. Demonstrate an ability to apply nuclear communication criticism theories and concepts to the critical analysis of texts both orally and in writing.

Expectations: The contributions that we bring to each class will largely affect the quality of the learning that takes place in this course. As students, I expect that you will be present, both physically and mentally. This involves actively engaging in classroom activities and discussions, completing assigned reading and work on time, critical listening and evaluating, and helping to create a critical and respectful classroom environment for everyone. This also involves turning off your cell phones when you enter

the classroom. If you miss class, you are responsible for “catching up” on material covered in class. All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

As the professor, you can expect that I will be actively engaged in classroom teaching, come to class prepared and on time, grade and return assignments in a reasonable timeframe, be available during office hours, strive to maintain a classroom climate conducive to thinking and learning, and help to create a critical and respectful classroom environment.

#### Methods of Evaluation:

Text Analysis Quizzes	25%
Rhetorical Criticism Proposal Paper	10%
Group Project	25%
Rhetorical Criticism Final Paper	<u>40%</u>
TOTAL	100%

#### ASSIGNMENTS:

Text Analysis Quizzes (25%): Because it is impossible to or engage a meaningful analysis of the rhetorical construction of a text if you have not carefully read that text, it is very important that you attend class ready to participate in the learning process. To reward you for making this preparation a priority in your busy schedules, there will be quizzes on each textual analysis day that assess how carefully you have read and thought about the text(s) assigned for that day. These quizzes will focus on the primary texts (speeches and statements from activists or in response to activists) that we will be reading. There will be 6 quizzes. Your lowest quiz score will be dropped.

You will be allowed to use one 8½ x 11 inch sheet of notes when taking these quizzes. (I will be testing your thoughtful critical reading of the texts, not your memory.) So when reading the texts, it would be wise to take notes.

Rhetorical Criticism Proposal Paper (10%): Write a 5 page double spaced (11-12 point font) proposal for your final paper. In this paper you will identify the nuclear issue and text(s) you have chosen for your final paper, discuss the background of the texts, and

suggest a few rhetorical concepts that you may use for analysis of your text(s). You can choose to write this paper individually or in a group of 2-5 people. If you choose to write the paper in a group, please note that all group members will receive the same grade—no exceptions. This paper will be due via email by midnight on **Tuesday, October 7**.

Group Project (25%): In groups of 5, you will research and prepare an in-class (30 minute) presentation on a nuclear issue of your choice (local, national, or international). Your presentation should provide some background on the issue, introduce one or more rhetorical texts, and use theories and concepts from nuclear communication criticism to discuss the texts. Your presentation can take any format you like, but it must include some time for class discussion. Please note that all group members will receive the same grade—no exceptions. Your presentation will be due on the date for which your group signs up—there will be no late presentations.

Rhetorical Criticism Paper (40%): For this paper, you will write a rhetorical analysis of the texts from a nuclear issue. There will be a list of potential topics and texts available on WebCT. This paper should be 15-20 double spaced pages (11-12 point), should include at least 5 scholarly references, and should use APA or MLA citation style guide. You can choose to write this paper individually or in a group of 2-5 people. If you choose to write the paper in a group, please note that all group members will receive the same grade—no exceptions. The paper will be due via email by midnight on **December 16<sup>th</sup>**.

#### POLICIES:

Grading Criteria: Every grade you receive on an assignment in this class will be determined according to an A-E scale. To ensure that you understand what these scores mean in this class, you should consider the following evaluative scale. This scale can be used to convert your grades into terms that are more meaningful to your own learning process:

- A = Excellent
- B = Good
- C = Standard
- D = Substandard/Marginal
- E = Unsatisfactory

Assignments: All written assignments should be typed, 11-12 pt. font, and double spaced. Assignments should be turned in via email by midnight on the date they are due. Failure to meet these requirements will result in lowered grades.

Late Assignments: In the event you do not turn in your assignment on the day it is due, you will be assessed the following academic penalty: late written assignments will receive a full letter grade reduction for every full day they are late (i.e. A to B), and a half letter grade reduction for any portion of a day that they are late (i.e., A to A-).

Statement on Attendance: Because participation and cooperative learning are essential to the design of this course, you are expected to attend class and participate. The Student Handbook's attendance policy states "The University expects regular attendance at all class meetings. **You are not automatically dropped from your classes if you do not attend.** You must officially drop your classes by the published deadline in the academic calendar to avoid a "W" on your record. You are responsible for satisfying the entire range of academic objectives, requirements and prerequisites as defined by the instructor. If you miss the first 2 class meetings, or if you have not taken the appropriate requisites, you may be required to withdraw from the course" (<http://www.acs.utah.edu/sched/handbook/attend.htm>).

If a serious illness or emergency keeps you from performing your duties, you should do everything you can to contact me as soon as possible. Prompt consultation with your instructor (within 24 hours) and documentation of the unavoidable event (e.g. a note from your doctor, a copy of the accident report, etc.) might result in accommodations.

According to the attendance policy in the Student Handbook, "If you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor's approval, you will be permitted to make up both assignments and examinations" (<http://www.acs.utah.edu/sched/handbook/attend.htm>).

Statement on Academic Misconduct: Academic misconduct is a serious violation of your contract as a student and will be treated severely. According to the Student Code, academic misconduct "includes but is not limited to cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information... It also includes facilitating academic misconduct by intentionally helping or attempting to help another commit an act of academic misconduct." It is important for you to understand the definitions of these forms of academic misconduct. If at any time you have questions or are unsure whether your actions constitute academic misconduct, please see me immediately. The university policy on academic misconduct is in the Student Code available at <<http://www.admin.utah.edu/ppmanual/8/8-10.html>>.

The professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

ADA Statement: The University of Utah seeks to provide equal access to programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Service, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodation.

Content Accommodations: Content accommodations will not be provided for this course. All assignments, activities, and content are selected to achieve specific pedagogical outcomes. We will engage difficult, controversial subjects. This class asks you to think critically about others' and your own positions. If you believe that you may experience a

conflict with your sincerely held ethical commitments or religious beliefs as a result of this course's readings, assignments, or activities—and you are unclear about materials' relevance to the class—you should speak with the instructor immediately and decide whether this is a course you wish to take.

### TENTATIVE SCHEDULE

[Note: We will try to remain on this schedule, but learning does not always happen according to strict timelines, and unforeseen events can push us off our ideal timeline. Therefore, this schedule is subject to change. You will be informed in class of any changes that evolve over the course of the quarter.]

<b>Date</b>	<b>Class Activity/Assignments Due</b>	<b>Reading Assignments</b> (All reading assignments available from WebCT or E-Reserve as noted)
Tuesday, August 24	Orientation	
Thursday, August 26	Rhetorical Theory and Criticism	Foss, Chapters 1 and 2
Tuesday, August 31	Nuclear Communication Criticism	Taylor et al., "Nuclear Legacies" ( <b>E-Reserve</b> )
Thursday, September 2	Nuclear Issues	
Tuesday, September 7	The Atomic West	1) Kuletz, Chapter 1 2) Hevly & Findlay, "The Atomic West" ( <b>E-Reserve</b> )
Thursday, September 9	Theory: Neo-Aristotelian	Foss, Chapter 3
Tuesday, September 14	Uranium Mining: Context	1) Kuletz, Chapter 2 2) Yih et al., "Uranium Mining and Milling" ( <b>E-Reserve</b> )
Thursday, September 16	Uranium Mining: In-class Analysis	1) "Memories Come To Us in the Rain" ( <b>WebCT</b> ) 2) "Indigenous World Uranium Summit" ( <b>WebCT</b> ) 3) "Uranium Mining is Important" ( <b>WebCT</b> ) 4) TBA
Tuesday, September 21	Theory: Metaphor Criticism	Foss, Chapter 8
Thursday, September 23	Nuclear Power: Context	1) DOE, "Nuclear Energy" ( <b>WebCT</b> )
Tuesday, September 28	Nuclear Power: In-class Analysis	Chu, "Why We Need More Nuclear Power" ( <b>WebCT</b> )

		NRDC “The Future Role” <b>(WebCT)</b>
Thursday, September 30	Theory: Nuclear Colonialism & Narrative	1) Endres, “The Rhetoric of Nuclear Colonialism” <b>(E-Reserve)</b> 2) Peebles et al., “Arguments for What No One Wants” <b>(E- Reserve)</b> <i>Optional, see Foss Chapter 9</i>
Tuesday, October 5	Nuclear Waste: Context	1) LaDuke, “Nuclear Waste” <b>(E-Reserve)</b> 2) Kuletz, Chapter 4
Thursday, October 7	Nuclear Waste: In-class Analysis- Yucca Mountain  <b>Proposal Papers due by midnight</b>	1) Kuletz, Chapter 5 2) Sam, “Ely Public Hearing” <b>(WebCT)</b> 3) Smith, “Prepared Statement and Comments by Edward ‘Tito’ Smith” <b>(WebCT)</b> 4) Begay, “Statement of Marlene Begay” <b>(WebCT)</b>
Tuesday, October 12	<b>NO CLASS- Fall Break</b>	
Thursday, October 14	<b>NO CLASS- Fall Break</b>	
Tuesday, October 19	Nuclear Waste: In-Class Analysis- Skull Valley	1) Cuch <b>(WebCT)</b> 2) Bullcreek <b>(WebCT)</b>
Thursday, October 21	Nuclear Waste: In-class Analysis- Energy Solutions	Energy Solutions Advertisements <b>(WebCT)</b> . Please watch the following commercials from the Energy Solutions website: 1) “We Are” 2) “Our Story” 3) “Legacy” 4) “Safer Cleaner Energy” 5) “Part of the Solution” 6) “Recycle is the Way” 7) “Commitment to the people of Utah” 8) “Commitment to Utah”
Tuesday, October 26	Theory: Master Tropes & Feminist Criticism	Kinsella, “One Hundred Years” <b>(E-Reserve)</b>

		Cohn, "Sex and Death" ( <b>E-Reserve</b> )
Thursday, October 28	Nuclear Weapons & Testing: Guest Lecture- Mary Dickson	
Tuesday, November 2	Nuclear Weapons & Testing: Context	1) Kuletz, Chapter 3 2) Fradkin, "Prologue" ( <b>E-Reserve</b> )
Thursday, November 4	Nuclear Weapons & Testing: In-Class Analysis	1) Gallagher, "American Ground Zero" ( <b>WebCT</b> ) 2) "War Department Release on New Mexico Test" ( <b>WebCT</b> ) 3) Eisenhower, Atoms for Peace ( <b>WebCT</b> ) 4) Atoms for Peace Context Preview ( <b>WebCT</b> )
Tuesday, November 9	Film: <i>Dr. Strangelove</i>	
Thursday, November 11	Film: <i>Dr. Strangelove</i> In-class Analysis of <i>Dr. Strangelove</i>	
Tuesday, November 16	<b>NO CLASS- National Communication Association Conference</b>	
Thursday, November 18	In-class Group Work	
Tuesday, November 23	Group Presentations	
Thursday, November 25	<b>NO CLASS- Thanksgiving</b>	
Tuesday, November 30	Group Presentations	
Thursday, December 2	Group Presentations	
Tuesday, December 7	Group Presentations	
Thursday, December 9	Course Wrap Up	
Thursday, December 16	<b>Final Papers due by midnight</b>	

### **E-RESERVE BIBLIOGRAPHY**

Cohn, Carol, "Sex and Death in the Rational World of Defense Intellectuals," *Signs*, 12 (1987), 687-718.

Endres, Danielle, "The Rhetoric of Nuclear Colonialism: Rhetorical Exclusion of American Indian Arguments in the Yucca Mountain Nuclear Waste Siting Decision" *Communication and Critical/Cultural Studies* 6, no. 1 (2009), 39-60.

Foss, Sonja., *Rhetorical Criticism: Exploration and Practice*, 4th edition. Waveland Press, 2004.

Fradkin, Philip L., "Prologue: The Crime," in *Fallout: An American Nuclear Tragedy*, 1-26 (Tucson: University of Arizona Press, 1989).

- Hevley, Bruce & Findlay, John M., "The Atomic West," in *The Atomic West*, ed. B. Hevley & J. M. Findlay, 3-18 (Seattle: U of Washington Press, 1998).
- Kinsella, William J. "One Hundred Years of Nuclear Discourse: Four Master Themes and their Implications for Environmental Communication." in *The Environmental Communication Yearbook Volume II*. Edited by Susan L. Senecah. Mahwah, NJ: Lawrence Earlbaum Associates, 2005.
- Kuletz, Valerie, *The Tainted Desert: Environmental and Social Ruin in the American West* (New York: Routledge, 1998).
- LaDuke, Winona. "Nuclear Waste: Dumping on the Indians." In *All Our Relations: Native Struggles for Land and Life*. Boston, South End Press, 1999.
- Peeples, Jennifer A., Krannich, Richard S., & Weiss, Jesse, "Arguments for What No One Wants: The Narratives of Waste Storage Proponents," *Environmental Communication: A Journal of Nature and Culture*, 2 (2008), 40-58.
- Taylor, Bryan C., Kinsella, William J. , Depoe, Steven & Metzler, Marybeth, "Nuclear Legacies: Communication, Controversy, and the U.S. Nuclear Weapons Controversy," in *Communication Yearbook 29*, ed. P. Kalbfleisch, 363-409 (Mahwah, NJ: Lawrence Erlbaum, 2005).
- Yih, K., Donnay, A., Yassi, A., Ruttenber, A.J., & Saleska, S., "Uranium Mining and Milling for Military Purposes," in *Nuclear Wastelands: A Global Guide to Nuclear Weapons Production and Its Health and Environmental Effects*, ed. A. Makhijhani, H. Hu & K. Yih, 105-168 (Cambridge, MA: MIT Press, 1995).