

Curriculum Vita

LYMAN D. HUNT

Instructor

Department of Communication Studies

Louisiana State University

136 Coates, Baton Rouge, LA 70803

lhunt@lsu.edu

November 2014

EDUCATION

Ph.D. Louisiana State University, Communication Studies, 2003

M.A. Louisiana State University, Speech Communication, 1994

B. A. The Pennsylvania State University, Communication, 1989

PROFESSIONAL EXPERIENCE

1997 - present Louisiana State University, Baton Rouge, LA
Instructor of Communication Studies

1997 - 2014 Our Lady of the Lake College, Baton Rouge, LA
Adjunct Instructor, Arts and Sciences

1990 - 1997 Louisiana State University, Baton Rouge, LA
Graduate Teaching Assistant, Speech Communication

TEACHING RESPONSIBILITIES

4/5 courses per semester

Courses Taught: 1061 Fundamentals of Communication (old format)
(all CMST) 1150 Introduction to Communication Studies
2010 Interpersonal Communication (large section)
2060 Public Speaking
2061 Business and Professional Communication
2063 Argumentation and Debate
2862 Honors Public Address (defunct)
3167 Rhetoric and Civilization
3168 Rhetoric of Social Movements and Social Protest
3169 Rhetoric of Propaganda
3300 Rhetorical Criticism
4100 Political Communication
4167 Contemporary Rhetorical Theory

UNIVERSITY AND DEPARTMENTAL SERVICE

Ongoing	Trained, supervised, and mentored 16 graduate student assistants in both lower and upper division classes.
2014	Evaluation Committee
2014	Degree Outcome Assessment
2013	Committee Member Honors Thesis (Douglas Secrest – Economics)
2013	Departmental Pathways Project (department wide)
2013	Tested CMST 2063 GenEd Outcome Assessment Procedure
2013	Secured General Education Status for CMST 2063
2012	Developed General Education Proposal for CMST 2063
2011	Developed Rhetorical Invention Assessment Procedure for CMST 2060
2010 - 2011	General Education Assessment Committee
2010	Tested ultra-large section of CMST 2010 in Cox Gym Armory
2009	General Education Re-certification Committee CMST 2010
2009	General Education Re-certification Committee CMST 2060
2009	2010 Textbook Selection Committee
2007 - 2009	Degree Assessment and Evaluation Committee
2007	Strategic Planning and Self Study (department wide)
2007	Undergraduate Communication Studies Student Organization Committee
2006	2010 Textbook Selection Committee
2005 - 2008	Departmental History Committee
2004 - present	Judge, State High School Rally
2004 - 2012	Judge, Mardi Gras Debate Tournament
2004 - 2008	Chair (and sole member), Office Equipment Committee

SCHOLARLY ACTIVITY

Publications

Hunt (2008). "Self-Identity" in McLean, S. (2004/2008) *The Basics of Interpersonal Communication*; LSU edition. New York: Allyn Bacon.

Conference Works

"Pat Buchanan's Apocalyptic Vision of the End of Western Identity." Southern States Communication Association Annual Meeting, 2005.

"On Assignment for Owen." Southern States Communication Association Annual Meeting, 2005.

University Works

"The Encounter: Kierkegaard v. Martinsen." Performance for LSU Honors College, 2007.

Moderator, Presidential Debates: College Democrats v. College Republicans. LSU, 2004

PROFESSIONAL ORGANIZATIONS

Member, Southern States Communication Association

Member, Intercollegiate Studies Institute

Member, Michael Polanyi Society

MAJOR AREAS OF INTEREST

Political Communication

Movement and Social Protest Rhetoric

Rhetoric of Propaganda

Rhetoric of Science

Rhetorical Theory

History of Rhetoric

TEACHING PHILOSOPHY

Teaching and student learning are inseparable. Accordingly, for me it is always crucial to stay mindful that the classroom is a developing community, built like all communities from live, two-way interaction. It is a process, not a thing. Were I to sum up my approach in one word, I would choose contact

Communication as a discipline offers singular opportunity to merge theory and application. Therefore, in the classroom, I believe it imperative to drive theory with praxis, praxis with theory. The pragmatics thus involved demand that students acquire a wider range of strategies for dealing with the possibilities, pressures, and responsibilities offered by our daily encounters. Authentic community is only constructed through live interaction. Thus, the classroom becomes a model, a synecdoche for the emergence of community in the greater society. My students learn from me and I learn from my students: All accomplished through daily interaction.

And an interactive, open environment it must be. Michael Polanyi instructs us that the tacit dimension is activated in human interaction. In this dynamic, knowledge is not just conveyed, it is created. It is rhetorically co-constructed by members of a community through their daily encounters. I strive to make my classroom a focused incubator of precisely such a dynamic. I do not parrot a textbook, instead I build upon that foundation.

Our world is predicated on the idea that the citizenry advocate ideas in the open marketplace of civic discourse, and critically discriminate among competing propositions. For me, both represent necessary skills for responsible citizenship as well as personal and professional advancement. Our discipline brings much that is transcendent. Not only do we teach our subject matter, our subject matter in turn equips people to become better at whatever they happen to do. Thus, my approach is informed by a confidence that an understanding of basic communication theory and its application is fundamental to the maturation of civic virtue in each individual. I strive that my students fully realize that all of our fortunes are cojoined.

Rhetoric is my area of specialty. As the communication art specifically concerned with the constructed and the contingent, rhetoric is embedded in and productive of the realities we experience. However, the construction of civil society is not the only work done by rhetoric. Rhetoric is as well the avenue by which we argue for particular views of the world. As such, rhetoric is intimately involved in all culture and knowledge production. It is as Cicero contends, "the art of providing effective expression to thought." A knowledge and understanding of rhetorical communication provide an individual with a better understanding of the individual and collective behaviors encountered in our lives.

And here we return to the symbiotic relationship between theory and praxis. An open classroom environment becomes process – a process which balances rigor in evaluation with emergence in understanding, all the while truly creating something new, something different each time out.