

Term Information

Effective Term Spring 2024

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3019
Course Title Lived Rhetorics: Interpreting Place and Space
Transcript Abbreviation LivedRhetorics
Course Description This is a course in the rhetorical theory and analysis of space and place as meaningful human product. Students examine the rhetorical purpose and effect of space and place as concept or idea, specific location, as metaphor, metonym, or icon, as local marker or national or global landmark, and learn to appreciate how the visuo-spatial experience of places and spaces profoundly impacts our lives.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites 1 WIL Foundation course
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Lived Environments

Course Details

Course goals or learning objectives/outcomes

- Students become aware of, analyze, and understand the spatial categories of their thought and of our collective social experience, and the rhetorical impact of the spaces and places of their lives.

Content Topic List

- Rhetoric and the Rhetorical Situation
- The Public Sphere
- Rhetorical Landscape
- Places of Public Memory

Sought Concurrence

No

Attachments

- Lived Rhetorics Proposal and Syllabus.pdf: Proposal and Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- GE Submission Form, Lived Rhetorics - Interpreting Place and Space, English 3021.pdf: GE Submission Form
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- English3019_NewThemesForm.pdf: Theme Submission Form
(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)
- English3019RevisionsCoverLetter.docx: Cover Letter
(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)
- 3019Syllabus.docx: Revised syllabus
(Syllabus. Owner: Hewitt,Elizabeth A)

Comments

- Sent back to remove syllabus without schedule & upload version of syllabus with the course schedule. *(by Vankeerbergen,Bernadette Chantal on 09/14/2023 12:18 PM)*
- This is a course that was originally submitted as 3021, but that department would like changed to 3019: the course title remains the same. *(by Hewitt,Elizabeth A on 09/11/2023 10:42 AM)*
- Please see Panel feedback email sent 05/03/2021. *(by Hilty,Michael on 05/03/2021 01:28 PM)*

COURSE REQUEST
3019 - Status: PENDING

Last Updated: Hilty,Michael
09/25/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	03/19/2021 05:09 PM	Submitted for Approval
Approved	Winstead,Karen Anne	03/19/2021 06:20 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/13/2021 03:36 PM	College Approval
Revision Requested	Hilty,Michael	05/03/2021 01:28 PM	ASCCAO Approval
Submitted	Hewitt,Elizabeth A	08/31/2023 01:15 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	08/31/2023 01:15 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/31/2023 02:12 PM	College Approval
Submitted	Hewitt,Elizabeth A	08/31/2023 09:30 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	08/31/2023 09:30 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/04/2023 04:21 PM	College Approval
Submitted	Hewitt,Elizabeth A	09/11/2023 10:42 AM	Submitted for Approval
Approved	Hewitt,Elizabeth A	09/11/2023 10:42 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/14/2023 12:18 PM	College Approval
Submitted	Hewitt,Elizabeth A	09/14/2023 01:30 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	09/14/2023 01:30 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/18/2023 02:11 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/18/2023 02:11 PM	ASCCAO Approval



To: ASC Curriculum Cmte

From: Liz Weiser, on behalf of English Department

Re: English 3019 (formerly English 3021), “Lived Rhetorics: Interpreting Place and Space”

Date: 2/13/23

In 2021, English was asked to revise our proposal for Lived Rhetorics: Spaces and Places, for the Lived Environments theme, but unbeknownst to me, who worked on the original proposal and provided the syllabus, but was then on sabbatical, this revision was never completed. Below I outline the revisions I’ve completed at the request of the curriculum committee.

Contingency: The Panel requests the amount of contact hours (both the hours and the amount of time this course meets per week) be included on the syllabus, so they are able to evaluate the hours and ensure they meet the requirements for a 3 credit-hour course.

Done.

Recommendation: On page 4 of the syllabus, under the “Academic integrity policy” section, the link to the Student Code of Conduct is missing. The link (and the rest of the language) can be found on the ASC Curriculum and Assessment Services website at <https://ascas.osu.edu/curriculum/syllabus-elements> .

Done.

Recommendation: The course objectives and ELOs are not clear on page 2 of the syllabus. The Panel recommends listing out the course ELOs/objectives for students to be able to find them easily. Additionally, the Panel would like to see the new GE language within the course syllabus.

Done.

Recommendation: On page 4 of the syllabus, the text seems to run off the bottom of the page. The Panel suggests fixing this formatting issue before students view the syllabus.

Done.

SYLLABUS: ENGLISH 3019

Lived Rhetorics: Interpreting Place and Space

Instructor

Instructor: Dr. Elizabeth Weiser Pronouns: she/her/hers
Email address: weiser.23@osu.edu Phone number: 740-366-9175
Office: Warner 251, T-Th 3:00-5:30, or by appointment

Meeting Times and Place

Tues. & Thurs.: 11:10 – 12:30, Warner 375.

Course description

Description: One well-studied instance of the lived environment is the public places and spaces communities construct that influence how we as communal beings think, feel, and interact with others. We will explore how and why these publicly accessible spaces, whether built or natural, function as rhetorical scenes, communicating messages to us that influence how we see ourselves and react to others. In this course we'll analyze the ways that landscapes, parks, memorials, museums, and street pageants shape our communal identity and influence our communal actions. We will study how the design of particular places and spaces operates like a language that communicates with us. The goal of the course is to provide students with a better understanding of the constant rhetorical influences that aspects of environment exert on their public lives, as well as introduce them to rhetorical concepts through material scenes. While we will study a variety of recent texts analyzing the rhetorics of public space in order to develop a solid foundation in rhetorical principles, the analyses students carry out themselves will focus on our local area as an example of the relationships that exist between people and their built and natural environment

General Education Statement

English 3019 fulfills a requirement for a GE Theme course in Lived Environments, in which “students understand issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural and aesthetic space that individuals occupy, and the relationship between humans and their natural environment.”

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

Through a series of rhetorical readings and case studies, as well as investigation into their local environment, students will examine the meaning of rhetorical “public space,” what constitutes access to it, and by whom it is accessed. They will consider how space can become seen, or not, as communal space.

1. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Through class investigations at the site of Newark and its Earthworks combined with rhetorical analyses, students will consider how natural landscapes are rhetoricized into communal public spaces.

Through individual investigations of their own home locations (and our campus), combined with film and other media portrayals of recent public monument debates and rhetorical analyses of same, students will analyze the role of public memory as inscribed in memorials and monuments in developing communal identity, and discuss how public memory is debated and formulated: What stories do these memorials tell, and how do these stories change over time?

2. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.

Throughout the semester, students will examine the ways that humans configure public history in their museums to both shape and reflect public identity, and consider what rhetorical role they play in processes of communal memory, identity, and decision-making. (With funding, we would visit several examples.) : How do participatory forms of public commemoration enable &/or complicate the relationship between communities and spaces?

3. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

Throughout the semester, key questions will include:

- *How do shared symbolic experiences persuade diverse peoples to adopt a communal identity, and how do people—particularly those people in silenced subaltern communities—modify or resist these identities?*
- *How do museum and monument representations directed by marginalized groups differ from those directed by dominant groups?*
- *How do multiple narratives embrace both truth and polyphony, restitution and reconciliation?*

Expected Learning Outcomes:

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

Response papers and social annotation for each reading will enhance class discussions, for 15% of total student work.

- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Readings will all be primary texts, and rhetorical concepts will be continually applied and reapplied.

- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Personal and class field experiences will allow for application of theory.

- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Analyses of lived environments encountered by students will form 45% of student work.

- 3.1. Engage with the complexity and uncertainty of human-environment interactions.

A class focus on the extended historical controversy over the Newark

Earthworks/Moundbuilders Country Club golf course will provide local real-world applications.

3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

Consideration of the politics/history/environmental impacts and rhetorical conditioning afforded Licking County as it changes to accommodate giant factories will be the focus on several classes.

4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.

Rhetorical engagement to shape attitudes remains the dominant theme of the course.

4.2. Describe how humans perceive and represent the environments with which they interact.

Rhetorical engagement means how do humans represent the environment—all student work in both response and longer papers will focus on the nature of symbolic action that represents a lived reality.

4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

Students will engage with theories of rhetoric, public memory, the public sphere, the rhetorical situation, rhetorical narrative and identification, communal and competing national identities, dialogic communication, decolonization and restitution.

Narrative description of how this course fulfills the goals and objectives of the General Electives Theme

In this course you will meet the goals and objectives of the General Electives Theme of Lived Environments by spending the semester learning rhetorical evaluation methods to apply to the concept of rhetorical spaces and places: the way humans shape via symbolic action their shared environments. Using primary texts and field research, you will read and write about the way humans shape via symbolic action their shared environments and conduct archival research to supplement your findings. You will apply rhetorical concepts of public memory and public space to class and individual fieldwork in local communities, writing short reflective, medium analysis, and a longer research paper on the rhetorical themes encountered in your fieldwork. You will apply rhetorical concepts to the analysis of local sites which have engendered controversy: public spaces, monuments, exhibits, and will use rhetorical frameworks to analyze the changing lived spaces of central Ohio, both historically and in the present day. With these rhetorical frameworks you will analyze the symbolic actions that shape attitudes, beliefs, values and behaviors with respect to places and spaces, particularly those that reflect silenced voices and demographic shifts. You will consider how shared symbolic experiences persuade diverse peoples to adopt a communal identity, and how people—particularly those people in silenced subaltern communities—modify or resist these identities. Finally, you will engage with theories of public memory, the public sphere, the rhetorical situation, rhetorical narrative and identification, communal and competing national identities, dialogic communication, decolonization and restitution as these relate to rhetorical constructions of places and spaces.

Course materials

All readings will be available for reading and annotating in the appropriate week's module in Carmen.

Assignments & Grades

Assignment or category	Percentage
Response papers reflecting on prompts for the readings, 8 total, 300 words each, formatted as paragraphs	15%
Analyses of local environments, 3 total, 1000 words each, applying particular rhetorical concepts to the lived environment of your hometown, the campus, and Newark/Licking County, formatted in APA Style	45%
Research paper, 1 total, 2000 words, expanding on one of the local analyses with further textual/field research, formatted in APA Style	20%
Research presentation of the research paper, as a poster to class	10%
Homework/class participation, including annotation and discussion	10%
Total	100%

Late assignments, **including homework**, will be graded down one full letter grade for each class day after the due date.

Grading scale

93–100: A. 77–79.9 C+
90–92.9: A- 73–76.9 C
87–89.9: B+ 70–72.9 C-
83–86.9: B. 67–69.9 D+
80–82.9: B- 63–66.9 D
Below 63: E

Feedback

You can generally expect grade and feedback within **7 days** for any daily work. For papers, you can expect a grade and feedback within **10 days (usually less)**.

E-mail

I will reply to e-mails within **24 hours Monday-Friday**. Please email through Carmen so I know it is our class.

Alerts

I will alert you to any upcoming issues, including the possibility of class cancellation for any emergency, via the Announcements section in Canvas. **If you have not already set up your Notifications to receive these messages as texts or emails, please do so now.** Go to Carmen, Account, Notifications. There you can also choose to receive notification of due dates, grades, etc. **It is your responsibility to ensure that you receive regular CarmenCanvas notifications and to stay up to date with your OSU email.** OSU email is our legally mandated method of communicating.

Classroom guidelines

Attendance

You may miss three classes without penalty. No need to bring in an excuse or reason—I know that life happens. However, each absence after three will result in the lowering of your **final** grade by 5%, which is $\frac{1}{2}$ a grade. Excused absences, such as those for public service

(like jury duty), college business, or a verified religious holiday, will not affect your grade—let me know.

Valuing new perspectives

I value greatly the role of the university as “a safe place for unsafe ideas.” This class, therefore, follows the guidelines of the College of Arts and Sciences, “The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.” Argument is the dance of conflicting ideas seeking greater insight.

Academic integrity policy

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

STUDENT ACADEMIC SUPPORT SERVICES

Writer’s Studio

The Writer’s Studio is an academic support service available to all students. Writing specialists and peer tutors are available for one-to-one tutorials in Warner 210, as are internet-connected computers, style manuals, and other assistance. Drop-ins are welcome, or you can call 366-9411. Visit them directly or check out their helpful website at <http://newark.osu.edu/students/student-life/the-writers-studio/>

Warner Library

We have access to millions upon millions of documents at OSU. I’ll expect you to use them for your independent research project. Our Reference Librarians are in the glassed-in area just past the main desk in the library. You can also reach them via their website, <http://newark.osu.edu/library>. You do NOT need to know how to find information to do good research—you need to know how to ask for help from the experts.

General Support Services

Our campus has a wide range of support services that you can access, and we can point you to many others in the community. **We want you to succeed.** Your best starting place for non-academic support (economic, interpersonal, mental health, etc.) is the office of Student Support Services, via Jamie White, white.1291@osu.edu

Disability Services

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **Warner 226 (740) 366-9441**, <http://newark.osu.edu/students/student-life/disability-services.html>

Harrassment/Discrimination

All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

I am happy to help you with these steps. Like all your faculty, I am also obligated by university rules to report incidents of sexual assault or harassment immediately.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. Ohio State Newark's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, you can schedule **free** counseling sessions:

1. Call the Office of Student Life front desk at 740.364.9578 to request an initial appointment.
2. Email a therapist at depriest@17.osu.edu, hughett.12@osu.edu or harris.137@osu.edu.
3. Complete this form to request an appointment – [Counseling Services Appointment Request Form](#)

Additionally, **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://www.nationalsuicideline.org) (suicidepreventionlifeline.org) or by calling **988**, the national suicide prevention hotline. [The Ohio State Wellness app](http://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Ohio State Newark Values

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages everyone to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, ethnicity, religion, sex, sexual orientation, or veteran status, is prohibited.

As a Morrill Act land grant university, OSU acknowledges that it was built both on Indigenous land and with proceeds from the sale of Indigenous land. The land on which its campuses reside has long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, and Delaware; and those ancestral peoples of the Fort Ancient, Hopewell, and Adena cultures who built our magnificent earthworks, including the Newark Earthworks.

ENGLISH 3019 CALENDAR

All texts will be available for reading and annotation in the appropriate Carmen module for each week.

Week 1 What is Rhetoric and the Rhetorical Situation?

T: Introduction to Class and to rhetoric

HW: Read/annotate Bitzer, "The Rhetorical Situation"

Th: The rhetorical situation

HW: Reflect #1: What is the rhetorical situation of Ohio State Newark at this moment?

Week 2 What is the Public Sphere?

T: The Public Sphere: **Reflect #1 due for discussion**

HW: Read Hauser, Introduction, Vernacular Voices: The Rhetoric of Publics and Public Spheres

Th: Publics and the Public Sphere: How to turn your situation into a public discourse

HW: Read/annotate Johnson, Introduction, Gender and Rhetorical Space in American Life

Week 3 Who has access to the Public Sphere?

T: Gender and the public sphere

HW: Read/annotate "Emergent Voices in Material Memories: Conceptualizing Public Voices of Segregated Memories in Detroit"

Reflect #2: How do race and gender (and other identity issues) impact the public voices you most often hear?

Th: **Reflect #2 due.** Race and the public sphere

HW: Examine the OSU Newark Viewbook and OSU Newark website

Reflect #3: Who is represented and who is not in the public image of Ohio State Newark?

Week 4 What is the Public Sphere of the Newark campus?

T: **Reflect #3 due.** Fieldwork: Receive a campus tour from the Office of Student Life or Admissions

HW: Reflect #4: Write up your observations of the material space

Th: **Reflect #4 due.** Group research and discussion: Who is in positions of power at Ohio State Newark?

HW: Local analysis #1: What are the various manifestations of the Newark public sphere? Who has access to which manifestation and how does/does not their discourse matter?

Week 5 What is a Rhetorical Landscape?

T: **Local analysis #1 due:** Discuss your papers. Introduction of Rhetorical Landscapes

HW: Read/annotate: Clark, Rhetorical Landscapes in America excerpts

Th: Discuss rhetorical landscapes, look at examples

HW: Read Newark's The 2020 Vision Summaries, Newark Advocate articles, Explore Licking County website

Week 6 What is the Landscape of downtown Newark, Ohio?

T: Tour of the Newark Square with the Downtown Newark Association member

HW: Reflect #5: Write up your observations of the material space and its signage. Read Wood, "Regionalization and the Construction of Ephemeral Co-Location"

Th: **Reflect #5 due.** Group research and discussion: What messages does the rhetorical landscape of the downtown provide?

HW: Local analysis #2: How is the physical space of the downtown rhetoricized through signage/website/brochure/article/other? How does this impact audience response?

Week 7 What is the role of Public Memory?

T: **Local analysis #2 due.** Discuss your papers. Introduction of Public Memory

HW: Read/annotate: Houdek & Phillips, "Public Memory"

Th: Places of Public Memory—discussion. Examination of the National Memorial for Peace & Justice, Montgomery, AL

HW: Read Dickinson, Blair, Ott, introduction, Places of Public Memory

Week 8 What is the role of monuments/memorials on the Newark campus?

T: View "The Neutral Ground" film

HW: Read Maxson, Second Line to Bury White Supremacy": Take 'Em Down Nola, monument removal, and residual memory."

Th: Fieldwork around campus: "Reading" the sculptures

HW: Reflect #6. Apply the concepts of public memory—disclosure and erasure, to the Newark statues

Week 9 What happens when memory is erased/whose memory counts?

T: **Reflect #6 due.** Group creation of alternative statues/memorials/monuments for the Newark campus.

HW: Read/annotate: Weiser, Low, Madsen, "One Site, Many Interpretations: Managing Heritage at an Ancient American Site"

Th: Tour the Newark Earthworks with NEC director (this date will coordinate with the "no golfing days" of the Moundbuilders Country Club)

HW: Read Earthworks websites of the Ohio History Connection, Newark Earthworks Center, and Moundbuilders Country Club—then see Explore Licking County Reflect #7: Whose public memory is selected for/deflected from in the Explore website?

Week 10 How do museums narrate public memory?

T: **Reflect #7 due.** Introduction to the epideixis of public museums

HW: Read/annotate:: Obermark, Introduction Engaging Museums: Rhetorical Education and Social Justice

Th: Presentation of marginalized museums of public memory: First Americans, Greenwood Rising, Topaz

HW: Read Weiser, "Past as Future: Narrative Identities in Communal History Museums"

Week 11 What is the story of Newark's history museum?

T: **Reflect #8 due.** Class discussion: Presenting difficult/contested heritage.

HW: Macdonald. Displaying Difficult Heritage.

Th: Tour The Works museum with their education director.

HW: Local analysis #3: Who is included, who excluded in the Newark narrative? How can the museum increase its epideictic appeal in the county while addressing difficult heritage?

Week 12 What does it matter how the story is told?

T: Local analysis #3 due. Rhetorical concepts of resilience, resistance, reconciliation: the National Civil Rights Museum, the OKCity Memorial/Museum, the Legacy Museum

HW: Read Weiser, "Constituting Truth and Reconciliation Ad Bellum Purificandum"

Th: Proposal for final research project due. Film TBD

HW: Read the KKK in Licking County archive from the Newark Public Library. Reflect #8: What would be a rhetorically effective way to present this information in an exhibit?

Week 13 How do participatory forms of commemoration influence the public space?

T: Introduce the rhetoric of public performances.

HW: Read Haskins, Introduction. Popular Memories: Commemoration, Participatory Culture, and Democratic Citizenship

Th: View "Summer of Soul" film

HW: Optional fieldtrip to the Canal Street Market District, meeting with founder, food truck dinner on Dr. Weiser

Week 14-15 Work on Independent Research Projects

Guided assistance in How to Write a Paper and How to Conduct a Poster Presentation

Week 16 (final class) Poster Presentations

Final papers due the day of the final exam

GE Theme course submission worksheet: Lived Environments

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Lived Environments)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Lived Environments

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

GOAL 4: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

	Course activities and assignments to meet these ELOs
ELO 3.1 Engage with the complexity and uncertainty of human-environment interactions.	
ELO 3.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.	
ELO 4.1 Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.	
ELO 4.2 Describe how humans perceive and represent the environments with which they interact.	
ELO 4.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	