

Term Information

Effective Term Autumn 2022

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 3021
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 Prerequisite: English 1110
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)

Comments

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
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	04/13/2021 03:36 PM	ASCCAO Approval

English 3021

Lived Rhetorics: Interpreting Place and Space

General Education Course Proposal

Proposal Information

- **Proposed Number:** 3021
- **Proposed Title:** Lived Rhetorics: Interpreting Place and Space
- **Proposed GE Category:** Lived Environments (Theme)
- **Proposed Embedded Literacies Category:** N/A
- **Proposal Type:** New
- **Proposal prepared by:** Jim Fredal

Description, Rationale, and Links to Other English Classes

Lived Rhetorics: Interpreting Place and Space is a course in the rhetorical theory and analysis of space and place as meaningful human product. Here we ask, "How do the spaces and places of our lives and our thoughts impact us?" While other courses in rhetoric examine texts (like political speeches) and social acts (like protest movements), here we examine the rhetorical purpose and effect of space and place as concept or idea (like the public sphere), as specific location (the neo-classical Thompson library or post-modern Wexner Center for the Arts), as metaphor, metonym, or icon (the "center" or the "right," "main street"), as local marker (memorial, shrine, or path) or national or global landmark (the Hague, Banff).

The spaces and places that we move through, visit, and think with are the product of human work and thought, and they have a profound impact on how we live our lives. Yet most of our experience with space and place remains unconscious and its impact on us remains unregistered. English 3021 will help 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.

Other rhetoric courses (4573.01 and .02) examine the rhetoric of texts and of social action and movements. English 3021 will complement these courses by examining spatial categories of thought and experience and the rhetorical impact of place. Visual and spatial encounters in some ways overlap with textual and behavioral encounters: they arouse emotions, thoughts, normative and aesthetic judgements. But in other ways visuo-spatial experience and meaning departs from textual and performative forms of expression. English 3021 will aid students in grasping and appreciating the unique ways in which places and spaces affect us and the methods through which they can be studied and understood.

Relevance to the GE Category

This class will effectively address the expected learning outcome for the Lived Environments (Theme) category.

Theme: Lived Environments		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and the various kinds of environments in which humans live.	Successful students are able to ... 1.1 Engage with the complexity and uncertainty of human-environment interactions.	In this course, students will ... 1.1 Use rhetorical concepts to engage with the complexity and uncertainty of human-environment interactions.
	1.2 Describe examples of environmental change and transformation over time and across space, including the roles of human interaction and impact.	1.2 Use rhetorical analysis to better understand the spaces and places humans have transformed—both through discourse and material means.
GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.	2.1 Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.	2.1. Use rhetorical frameworks to analyze attitudes, beliefs, values and behaviors with respect to places and spaces.
	2.2 Describe how humans perceive and represent the environments with which they interact.	2.2 Use rhetorical frameworks to describe how humans perceive and represent their environments.
	2.3 -Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	2.3 Use rhetorical frameworks to analyze and critique conventions, theories, and ideologies of the discourses of spaces and places.

Staffing

Liz Weiser and Jim Fredal are all interested in teaching this class. It is also a course that GTAs could teach.

Syllabus Status

Attached.

SYLLABUS: ENGLISH 3021

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, TIME, or by appointment

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 environments.

Questions we will examine include:

- What is a “public space,” what constitutes access to it, and by whom? How does that space become seen as communal space?
- How do shared symbolic experiences persuade diverse peoples to adopt a communal identity, and how do people modify or resist these identities?
- How are natural landscapes rhetorized into communal public spaces?
- What is the role of public memory as inscribed in memorials and monuments in developing communal identity, and how is public memory debated and formulated?
- What stories do these memorials tell, and how do these stories change over time?
- How can these narratives remain “true” while embracing polyphony?
- How do museums both shape and reflect public identity, and what role—forensic, epideictic, and deliberative—do they play in processes of communal memory, identity, and decision-making?
- How do participatory forms of public commemoration enable &/or complicate the relationship between communities and spaces?

To explore the questions outlined above, we will

- Read and view chapters and articles from recent rhetorical texts that examine the public sphere in multiple contexts
- Use these reading discussions to examine the public spaces of our university campus, first, and then our town, considering both analysis of the sites themselves and archival research of the texts and visuals that frame those sites in particular ways
- Conduct independent research into public space in students' own lived environments
- Write
 - One-page response papers to each of the readings
 - Three 3-4-page analyses that apply concepts from the readings to a local site
 - One poster presentation and one final 5-page paper analyzing an environment of the student's choice (local to Newark or in their own community) as seen through the lenses of the semester's readings

General Education Statement:

English 3021 fulfills a requirement for a 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.”

Students will engage in critical and logical thinking about their lived environment as a space that is continually persuading them toward particular iterations of a communal identity. They will read a variety of scholars discussing the lived environment from the perspective of critical memory studies and access to the public sphere. They will focus on critical analysis of the environment enhanced with multidisciplinary archival research to practice communicating in writing both collaboratively and independently.

Course materials

Required

All readings will be available in the appropriate week's module in Carmen.

Grades

Assignment or category	Percentage
Response papers	15%
Three analyses of local environments	45%
Research paper	20%
Research presentation	10%
Homework/class participation	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	73–76.9: C
90–92.9: A-	77–79.9: C+
87–89.9: B+	70–72.9: C-
83–86.9: B	67–69.9: D+
80–82.9: B-	60–66.9: D
	below 60: 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)**. *If you know you did something and don't see a grade for it after a week, please ask me about it.* A lot of paper and gigabytes go back & forth, and we can track yours down if you let me know.

E-mail

I will reply to e-mails within **24 hours Monday-Friday**. Please email through Carmen or put 3--- in the subject line to distinguish your email as important. Note that this does not include the weekend.

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.

If you cannot make class, it is always smart practice to let your professors know via a quick email. But it is rhetorically never smart to ask them to recap the whole class for you. "Did I miss anything?" is the standard punchline for faculty complaints. Ask a classmate, read Carmen closely, or stop by during office hours.

Classroom guidelines

Attendance

The attendance policy is straightforward: 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 ½ 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." We'll discuss some controversial topics and probably hit up against some language prejudices you didn't know you had—be open to exploring why rhetoricians may say something different or why your classmates may think differently. Argument is the dance of conflicting ideas seeking greater insight.

Academic integrity policy

Obviously, plagiarism is a serious offense and the university comes down hard on it. 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." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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.

Work expectations

There is a lot of reading in this class, as well as discussion and some on-the-ground walking around and looking at our world and some digging through the available archives. Success is based on **knowledge** of the content (the weekly responses, your research), on **communication** of the content (your presentation of your research in poster and paper, your participation in class discussions), and on **effort** regarding the content (your work in the field and the archives). Expect to put in, on average, the standard two hours of homework per class.

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—doing a Google search alone is NOT good scholarship and will NOT earn you above a C. I'll give you a quick rundown of how to find sources, but your very best resources for any class are our Reference Librarians, whose offices 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 who can show you how to find it.

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.** If your car breaks down or you can't buy books, if you're hungry or sick, if your family is in crisis, if you are harassed, if you feel stressed or overburdened or depressed, if you're failing a class or having problems with a teacher—you name it and we really do have support networks for all of this, and as a Buckeye

it's your right to access them. If you talk to me I will put you in contact with the appropriate people here.

Disability Services

The University strives to make all learning experiences as accessible as possible. 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 suggest 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. SLDS contact information: Warner 226 (740) 366-9441, <http://newark.osu.edu/students/student-life/disability-services.html>

ENGLISH 3--- CALENDAR

This calendar will undoubtedly change as the semester progresses--I recommend that you follow the **online weekly assignment Modules and the Carmen Calendar to stay on top of what we're doing**. However, here is a general sense of the topics we will cover, and in what order, this semester.

Week 1 What is Rhetoric and the Rhetorical Situation?

Reading: Bitzer, "The Rhetorical Situation"

Week 2 What is the Public Sphere?

Reading: Hauser Vernacular Voices: The Rhetoric of Publics and Public Spheres excerpts

Week 3 Who has access to the Public Sphere?

Reading: Johnson Gender and Rhetorical Space in American Life, introduction; "Emergent Voices in Material Memories: Conceptualizing Public Voices of Segregated Memories in Detroit"

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

Reading: Campus Viewbook and Selected Website pages, campus tour and observations

Fieldwork for Paper 1, due end of Week 5: Who has access to the Newark public sphere and how do they utilize it?

Week 5 What is a Rhetorical Landscape?

Reading: Clark, Rhetorical Landscapes in America excerpts

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

Reading: The 2020 Vision Summaries, Newark Advocate articles

Fieldwork: Tour of the Square, Visit to the Newark Public Library archives

Week 7 What is the role of Public Memory?

Reading: Dickinson, Blair, Ott, Places of Public Memory excerpts

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

Reading: The Sculptures of the Newark Campus; various articles

Fieldwork around the campus, reading the plaques, exploring the archives

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

Reading: Weiser, Low, Madsen, "One Site, Many Interpretations: Managing Heritage at an Ancient American Site"; websites of the Ohio History Connection, Newark Earthworks Center, and Moundbuilders Countryclub

Tour the Earthworks as fieldwork for Paper 2, due end of Week 10: How can the landscape contain multiple memories?

Week 10 How do Museums narrate public memory?

Reading: Weiser, Museum Rhetoric: Building Civic Identities in National Spaces excerpts

Week 11 What does it matter how the story is told?

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

Week 12 What is the story of Newark's history museum?

Reading: The Works museum website; Tour of the Works as fieldwork for Paper 3, due end of Week 13: Who is included, who excluded in the Newark narrative? How can the museum increase its epideictic appeal in the county?

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

Reading: Haskins, Popular Memories: Commemoration, Participatory Culture, and Democratic Citizenship excerpts

Viewing: Ohio State Newark students' documentary on New Orleans; possibly Newark Veteran's Day parade or Canal Market District Friday market

Week 14-15 Work on Independent Research Projects

Guide: 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 COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number

General Expectations of All Themes

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

Please briefly identify the ways in which this course represents an advanced study of the 1

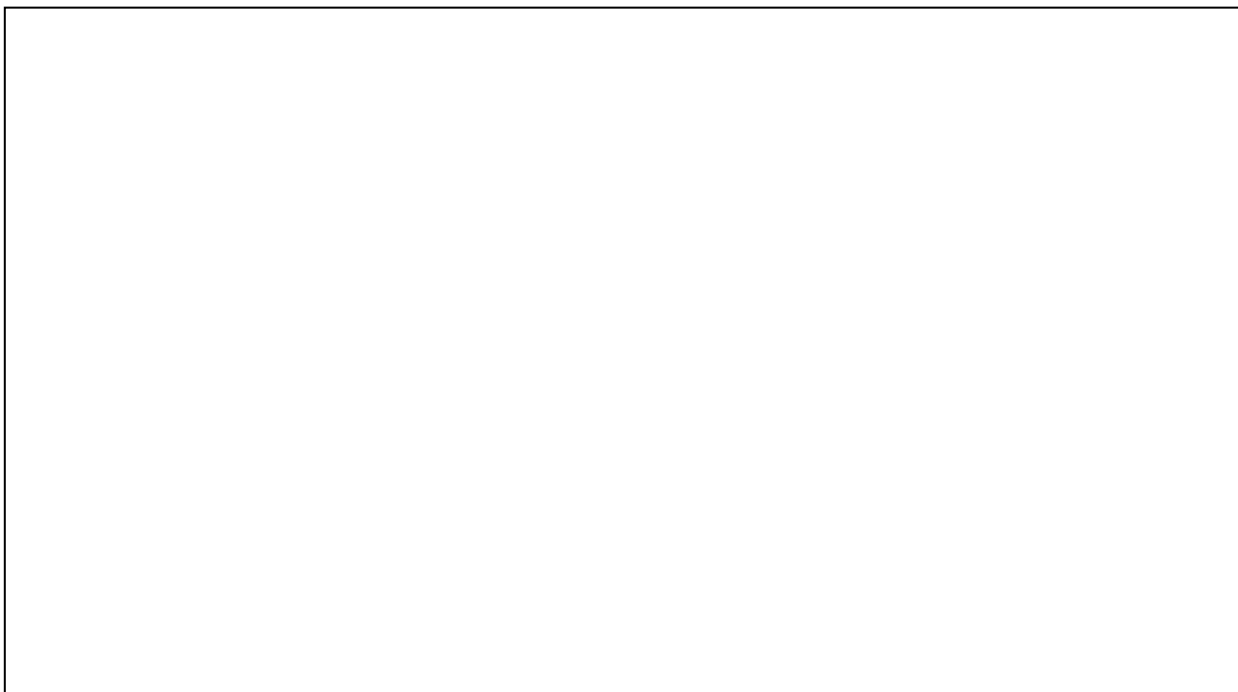
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

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.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

GOAL 1: 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.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

