

English H591.02, Special Topics in the Study of Rhetoric
“The Rhetoric of Social Movements and Protest”

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 WebCT: <http://class.osu.edu/> → <http://class.osu.edu/webct/homearea/homearea>

Course Description:

English 573.02 will involve advanced examination of social rhetoric and will include the review of fundamental rhetorical principles, examination of one case study in movement rhetoric (the anti-lynching campaign of Ida B. Wells), and readings in the theory and criticism of social movement rhetoric. Students will learn the basic types of social movements and their relationship to other rhetorical artifacts and processes, the structural patterns of social movements, their constituent features, and their standard stages of development, including central terms, issues, and concepts relevant to social movement scholarship. Students will then apply these principles to the study of one social movement that will form the substance of their final project. Early in the quarter, each student will select one social movement for detailed group study and will present their findings to the class at the end of the quarter.

Course Goals:

- To gain understanding of concepts and issues relating to rhetorical theory and analysis, and specifically to theories of the rhetoric of social movements: their different types, internal structure, patterns of development, situational problems and paradoxes, forms of leadership, audience, and persuasive strategies.
- To explore the relationships between social movements and related social phenomena including campaigns, social trends, organizations and parties,
- To become familiar with a range of rhetorical genres both verbal and non-verbal—in texts, images, performances, and media campaigns—characteristic of social movements and explore their uses, effectiveness, strengths and weaknesses.
- To gain practice in rhetorical analysis of media and artifacts relating to and arising out of social movements through a range of critical methods.
- To gain in-depth knowledge of one social movement or one element of social movement theory within its larger social/cultural context: its history, structure, function, genres, arguments, strategies, leadership style, counter-movements, development, and/or effects.

Texts:

Southern Horrors and Other Writings
Persuasion and Social Movements

Royster
 Stewart, Smith & Denton

Readings on the Rhetoric of Social Protest

Morris & Browne

Course pack

Grade A Notes

Student selected primary sources

On-Line/Web Sources and Sites

--**Attendance:** I strongly recommend that you attend every class. If you miss more than two classes without an excuse recognized by the university as legitimate (for instance, documented proof of illness), your final grade will be lowered for half a letter for each absence. More than four unexcused absences may cause you to receive an "E" for the course.

If you want to stay in this class you must attend the second and third class meetings (or notify me in advance if for a legitimate reason you cannot attend). If you do not appear for the second and third class meetings and if you do not notify me in advance I may give your space to a student on the wait list.

--**Academic Misconduct:** All cases of suspected plagiarism will be reported to the Committee on Academic Misconduct. "Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." As a general rule, stay away from the Internet for criticism of the plays. Please ask if you are unclear about what constitutes plagiarism.

--**The Office for Disability Services** in 150 Pomerene Hall provides services for students with disabilities (292-3307).

Assignments:

1. Daily Class Participation: 10% (total)
 2. 10 WebCT discussion entries: 20% (total)
 3. 5 Weekly Papers: 20% (total)
 4. Annotated Bibliography of Sources: 10%
 5. Leading Class Discussion: 10%
 6. Final Project 30%
 - a. Class Presentation 10%
 - b. Written Paper 20%
1. Come to class prepared to discuss the day's readings as a class and in groups everyday. Take notes on terms, concepts, issues, and themes, as these will inform the theoretical framework of your final project. Ask and respond to questions. Absences will affect not only your participation grade (0 for that day), but will also affect your overall grade; after two absences your overall grade will drop by .3 (out of 4.0 scale). Excused absences include illness, death in immediate family, or participation in university sporting event.
 2. I'm going to try out WebCT <http://class.osu.edu/> as a way to include internet sources on social movements and as a way to facilitate group interaction for class presentations and final projects. You should plan on contributing one WebCT

discussion posting (approx. one page) per week, although you may miss a week that you make up another time (or post multiple times each week early on). Of course, you can always post more than the minimum amount. Feel free to quote others or your own weekly papers in your posts, though the posts should not simply duplicate what you say in the papers.

3. Weekly papers (approx 500 words) will summarize, compare, and discuss the readings for the previous week. Include on each paper the number of the paper (#1 – 5), your name, the date, and a specific title. You need not discuss all the readings but should be able to pinpoint important arguments, issues, concepts, and terms from at least one of the essays, or preferably that intersect several essays. Later in the quarter you may choose to connect current readings from something earlier in the quarter or from discussions on WebCT or in class. Six such papers will be assigned, but only five of these will be graded (i.e. if you choose to do all six the lowest grade will be dropped).
4. Annotated Bibliography: Your group will collaborate on an annotated bibliography of primary and secondary sources related to your group topic. Each student should locate at least 3-4 primary and 1-2 secondary sources. These will have a bibliographic entry (MLA format) accompanied by an annotation (one paragraph) of the source. The final annotation will be due
5. Leading Class Discussion: On one day during the quarter you will be responsible for leading class discussion on a selection of readings from RRSP and your own research with a group of three or four other students. You can meet with your group over WebCT or out of class to divide up the work, the readings, and determine how you will run your time (approximately 45 minutes). Think of at least 4-5 good, open ended questions to get us started, prepare a handout that will help the audience with central concepts, terms, etc. Locate one additional reading for the week.
6. Final Project: Your final project will consist of a written portion and a class presentation. Each group (of four) will receive 20 minutes to present their research. Final projects may research a specific movement (temperance, ant-war, etc.), an element of social movement rhetoric (a genre, a leadership style, a historical situation, a strategy, an audience, a form of internal development, etc.), a type of movement (confrontational, innovative, establishment, etc.) an issue or stasis around which several movements clashed, or any combination of the above. The written paper may take the form of a traditional research paper describing some element of the movement in historical or theoretical terms. It may also include samples of social movement rhetoric appropriate for the topic. That is, you may compose songs, bumper stickers, tracts, leaflets, diatribes, speeches, slogans, open letters, etc. that are appropriate to the movement you are studying and be able to explain how and why these specimens illustrate or contribute to that movement or its elements.

Possible Social Movements include:

Temperance
 Suffrage
 Abolition
 Masonic
 Civil Rights
 Black Power
 GLBT/ Queer
 Women's Liberation
 Animal Rights
 Environment/ Green
 Anti-War/ Peace
 Native American/ Aboriginal
 Chicano/a/ Latino/a
 Aids
 Anti-Nuclear
 Labor
 Anti-Capitalist
 Pro-Life/ Pro-Choice
 Disability Rights
 Free-Trade

WEEKLY SYLLABUS:

Week One: Introduction to Rhetoric

Tuesday March 30: Class Introductions

Thursday April 1: Race Rhetoric: Birth of a Nation

Week Two: Anti-Lynching and the NAACP

Tuesday April 6:

Southern Horrors 1-72

Thursday April 8:

Southern Horrors 73-208

Week Three: New Rhetorics

Tuesday April 13: New Rhetorics

Realm of Rhetoric

Thursday April 15: What is Social Movement Rhetoric?

PSM Ch 1 & 2; 1- 50;

RRSP Griffin; Haiman, Scott and Smith, Simons: 1-44

Week Four: Strategies and Functions

Tuesday April 20: Functions of Social Protest: Persuasion and Resistance

PSM Chs 3 & 14; 51-82, 319-337

WEEKLY PAPER #1 DUE

Thursday April 22: Functions of Social Protest: Early Definitions and Parameters

RRSP: Gregg, Scott, Smith & Windes, Cathcart; 45-59; 74-111.

Week Five: Parts and Pieces

Tuesday April 27: Social Movement Members and Leaders

PSM Chs. 4-5; 83-127
WEEKLY PAPER #2 DUE

Thursday April 29: Social Movement Forms and Stages
PSM Ch. 6 - 7; 129-170

Week Six: Genres

Tuesday May 4: Genres
PSM Chs. 8 – 9
RRSP Windt; 60-73
WEEKLY PAPER #3 DUE

Thursday May 6: Defining Social Movements; *Group #1; Group #2*
RRSP McGee, Zarefsky; 125-146
RRSP Lucas, Andrews; 146-165

Week Seven: Defining Social Movements Cont'd

Tuesday May 11: *Group #3; Group Projects*
RRSP Sillars, Stewart
WEEKLY PAPER #4 DUE

Thursday May 13: Social Movement Arguments; *Group #4*
PSM Chs. 10 - 11
RRSP TBA

Week Eight: Argument Strategies

Tuesday May 18 Social Movement Arguments Cont'd; *Group # 5*
PSM Chs. 12 - 13
RRSP TBA
WEEKLY PAPER #5 DUE

Thursday May 20: *Group #6; Project Groups*
RRSP TBA.
ANNOTATED BIBLIOGRAPHY DUE

Week Nine: Group Work

Tuesday May 25: *Group # 7: Project Groups*
RRSP TBA.
WEEKLY PAPER #6 (MAKE-UP) DUE

Thursday May 27: *Group #8: Project Groups*
RRSP TBA

Week Ten: Group Presentations

Tuesday June 1:
 Schedule TBA
 Thursday June 3
 Schedule TBA

Final Exam Date:
 Tuesday June 8 11:30-1:18

Essay Groupings Possibilities (for Groups) from RRSP:

1. Feminist Rhetoric: Campbell, Conrad, Tonn.
2. Black Empowerment Rhetoric: Burgess, Browne, Stewart
3. Establishment Rhetoric: Zarefsky, Murphy
4. Protest Rhetoric: Lake, Olson and Goodnight, Killingsworth and Palmer
5. Evolution of Movements: Burghardt, Railsback, Darsey
6. Ego-Function of Movements: Lake, Tonn, Killingsworth and Palmer
7. Moral Force: Burgess, Andrews, Brown
8. Internal Development of Movements: Conrad, Stewart
9. Social Context: Conrad, Darsey, Murphy
10. Movement Leadership: Tonn, Stewart
11. Stylistic Devices: Campbell, Browne
12. Role of Audience: Burgess, Lake

Bibliographic Sources in Rhetoric/ Communication		
Editor	Title	Location
Matlon	Index to Journals in Communication Studies	PN 4071.M28 ETC/REF
CCCC	CCCC Bibliography of Composition and Rhetoric	Z5818.E5 ETC
Lindemann	Longman Bibliography of Composition and Rhetoric	Z5818.E5 ETC
Foss	Feminist Rhetoric: A Selected Annotated Bibliography.	EHS ERIC Microf. ED335708
Yadav, K.P.	Encyclopedia of Mass Communication	P92.I7 Main Stacks
Enos	Encyclopedia of Rhetoric and Composition	PN172.E5 ETC
Barnouw	International Encyclopedia of Communic.	P87.5.I5 ETC/ EHS Reference
Sage	Communication Abstracts	Z5630.C6 ETC Index Table
OSU Oscar Comm/Jour database	Communications/ Journalism: http://www.lib.ohio-state.edu/find/subj_display.php?subj=CommJrnl	OSU Libraries Website
JSTOR	http://www.jstor.org/	OSU Libraries Website