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OFFICE OF THE  
SENATE COUNCIL**Course Information**

Date Submitted: 1/28/2015

Current Prefix and Number: WRD - Writing, Rhetoric, and Digital Media, WRD 422 PUBLIC ADVOCACY: (SUBT REQ)

Other Course:

Proposed Prefix and Number: WRD 422

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

U.S. Citizenship, Community, Diversity

**1. General Information**

a. Submitted by the College of: ARTS &amp; SCIENCES

b. Department/Division: Writing, Rhetoric, and Digital Studies

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Diane Robertson

Email: diane.robertson@uky.edu

Phone: 218-2867

Responsible Faculty ID (if different from Contact)

Name: Beth Connors-Manke

Email: b.connors-manke@uky.edu

Phone: 257-8046

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: N/A

b. Full Title: PUBLIC ADVOCACY: (SUBT REQ)

Proposed Title: PUBLIC ADVOCACY: (SUBT REQ)

c. Current Transcript Title: PUBLIC ADVOCACY: (SUBT REQ)

Proposed Transcript Title: PUBLIC ADVOCACY: (SUBT REQ)

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements.

Proposed Course Description for Bulletin: This course examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements.

2j. Current Prerequisites, if any: Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.

Proposed Prerequisites, if any: Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Changes have been made to the student learning outcomes to align this course with the outcomes for UK Core: US Citizenship.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|AJBA227|Adam J Banks|WRD 422 CHANGE Dept Review|20140430

SIGNATURE|ACSI222|Anna C Harmon|WRD 422 CHANGE College Review|20141023

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 422 CHANGE UKCEC Expert Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 422 CHANGE UKCEC Review|20150414

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 422 CHANGE Undergrad Council Review|20150415

### Course Change Form

<https://myuk.uky.edu/sap/bc/soap/fc?services=>

Generate R

[Open in full window to print or save](#)

**Attachments:**

Upload File

ID	Attachment
Delete 3215	WRD 422_Citizenship-Diversity CourseReview.docx.pdf
Delete 3903	WRD-422.pdf

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number  
 (\*denotes required fields)

<b>Current Prefix and Number:</b> WRD - Writing, Rhetoric, and Digital Media WRD 422 PUBLIC ADVOCACY: (SUBT REQ)		<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G) WRD 422 <input type="checkbox"/> Check if same as current
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change course content or emphasis, or which is made necessary by the elimi or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input checked="" type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics		
<b>1. General Information</b>		
a. Submitted by the College of: ARTS & SCIENCES		Submission Date: 1/28/2015
b. Department/Division: Writing, Rhetoric, and Digital Studies		
c.* Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...		
e.* Contact Person Name: Diane Robertson Email: diane.robertson@uky.edu Phone: 218-2867		
* Responsible Faculty ID (if different from Contact): Beth Connors-Manke Email: b.connors-manke@uky.e Phone: 257-8046		
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term: 2
<b>2. Designation and Description of Proposed Course.</b>		
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed change not affect DL delivery.		
b. Full Title: PUBLIC ADVOCACY: (SUBT REQ)		Proposed Title: * PUBLIC ADVOCACY: (SUBT REQ)
c. Current Transcript Title (if full title is more than 40 characters):		PUBLIC ADVOCACY: (SUBT REQ)
c. Proposed Transcript Title (if full title is more than 40 characters):		PUBLIC ADVOCACY: (SUBT REQ)
d. Current Cross-listing:		OR

	<input checked="" type="checkbox"/> N/A	Currently <sup>2</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):			
Proposed – REMOVE <sup>2,4</sup> Cross-listing (Prefix & Number):			
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern</b>			
Current:	Lecture 3	Laboratory <sup>2</sup>	Recitation
			Discussion
			Indep. Study
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other: _____ Please explain:
Proposed: *	Lecture 3	Laboratory <sup>2</sup>	Recitation
			Discussion
			Indep. Study
	Clinical	Colloquium	Practicum
			Research
			Residency
	Seminar	Studio	Other: _____ Please explain:
f.	Current Grading System:	ABC Letter Grade Scale	
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale	
g.	Current number of credit hours:	3	Proposed number of credit hours:*
			3
h.*	Currently, Is this course repeatable for additional credit?		<input checked="" type="radio"/> Yes <input type="radio"/> No
*	Proposed to be repeatable for additional credit?		<input checked="" type="radio"/> Yes <input type="radio"/> No
	If YES:	Maximum number of credit hours:	6
	If YES:	Will this course allow multiple registrations during the same semester?	<input type="radio"/> Yes <input checked="" type="radio"/> No
i.	<b>Current Course Description for Bulletin:</b>		
	This course examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements.		
*	<b>Proposed Course Description for Bulletin:</b>		
	This course examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements.		
j.	<b>Current Prerequisites, if any:</b>		
	Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.		
*	<b>Proposed Prerequisites, if any:</b>		
	Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.		
k.	Current Supplementary Teaching Component, if any:		<input type="radio"/> Community-Based Experience

	<input type="radio"/> Service Learning <input type="radio"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change	
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, enter the off campus address:		
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No	
If YES, explain and offer brief rationale:		
Changes have been made to the student learning outcomes to align this course with the outcomes for UK Core: US Citizenship.		
6. Course Relationship to Program(s).		
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES, identify the depts. and/or pgms:		
b.* Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No	
If YES <sup>2</sup> , list the program(s) here:		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/>	Check box if <u>changed to 400G or 500.</u> If <u>changed to 400G- or 500-level course</u> you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

<sup>1</sup>See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup>Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

<sup>5</sup>Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>6</sup>You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup>In order to change a program, a program change form must also be submitted.

# WRD 422: Public Advocacy

UK Core: U.S. Citizenship

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WRD 422.003

Location: FB 307A

Schedule: MWF 11-11:50 a.m.

Writing Division: POT 1353/ 257-7002

Writing Center: 257-1368

Instructor: Dr. Beth Connors-Manke

Office: POT 1359

Office Hours: MWF 2-3p.m. & by appointment

Office Phone: 257.8046

Email: b.connors-manke@uky.edu

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## Course Description

This course examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements.

This semester, we will examine the ways individuals and social movements seek to intervene in public systems and private experiences in order to create change. This course will be based on themes such as politics, labor and immigration, and human trafficking. Within each theme, we'll analyze literature, film, speeches, essays, articles, or memoirs about an emblematic moment. For instance, in thinking about American Cold War politics, we'll read Arthur Miller's play *The Crucible* and view the recent film *Good Night and Good Luck* about mid-century journalist Edward R. Murrow. We'll consider the way rhetoric frames struggles for social change, the way it allows a different vision of the world, and the way it limits that vision. Our study will also examine how advocacy discourses create temporary socio-political alliances while also fostering social division.

*Repeatable up to 6 hours. Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.*

## Student Learning Outcomes

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By the end of the semester, students will be able to . . .

- demonstrate an understanding of historical, societal, and cultural differences, such as those arising from race, ethnicity, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class.
- demonstrate a nuanced understanding of how these differences influence issues of social justice and civic responsibility.
- demonstrate an understanding of historical, societal, and cultural contexts relevant to rhetoric and public advocacy
- demonstrate an understanding of civic engagement, power, and resistance.
- participate in individual and group projects that focus on personal and collective decision-making and ask for thoughtful evaluation of conflicts and ethical dilemmas.
- understand and employ rhetorical strategies for intervening in public issues, discussions, concerns.
- analyze written, oral, and visual rhetoric.
- perform extensive research for an academic writing project.
- compose and edit prose for stylistic principles appropriate to the genre and purpose.
- employ highly refined strategies for organizing, revising, editing, and proofreading.
- provide editorial critique for others' writing.



# WRD 422: Public Advocacy

UK Core: U.S. Citizenship

## Course Texts

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- \* Bastone, David. *Not for Sale: The Return of the Global Slave Trade*. Revised and Updated. New York: HarperOne, 2010. ISBN: 9780061998836
- \* Chavez, Cesar. *An Organizer's Tale: Speeches*. Edited and with an Introduction by Ilan Stavans. New York: Penguin, 2008. ISBN: 0143105264
- \* Miller, Arthur. *The Crucible*. New York: Penguin, 2003. Introduction by Christopher Bigsby ISBN: 0142437336
- \* Viramontes, Helena Maria. *Under the Feet of Jesus*. New York: Plume, 1995. ISBN: 0452273870
- \* Readings provided in .pdf
- \* Your writing

## Course Requirements & Evaluation

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Prompts for these assignments are at the end of the syllabus.

### Major Projects:

*Rhetorical Analysis (20%): 6 pages*

*Group Campaign Project (30%): presentation (15%) and textual product (15%)*

*Historical Research Paper (25%): 10 pages*

*Midterm Assessment (15%)*

*Minor Assignments: homework, quizzes, in-class writing, class facilitation (10%)*

*Final Exam Information: Wednesday, 12.12.12 at 10:30 a.m. Historical Research paper due during our exam period.*

*Mid-term Grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)*

### Technology:

Please note that we will be using Blackboard (Bb) on a regular basis and to the degree that the technology is useful for our class study. It is your responsibility to check Bb daily for announcements and assignments. You should also print out important documents posted on Bb such as major project prompts, etc., in the event of a technology failure. If we have technological mishaps with Bb, you should always have an alternate plan for getting your work to me; don't use computer problems as an excuse for not doing your work. Always have a backup file.

### Late Work:

\* *Major Projects:* All major writings must be turned in to me during our class period or during the Bb time window. Any piece turned in after the class period on the date it is due will be considered late. If you cannot make it to class on the due date, arrange to have a classmate turn in your portfolio or turn it in earlier. Computer or printer problems are not acceptable reasons for turning in a late paper; always back-up your files. *Late projects will lose .5 for each calendar day they are late, except in the case of excused absences.*

\* *Minor Assignments:* No minor assignments, with the exception of peer review, may be turned in late (meaning after class or after the designated time for Blackboard) or made up for credit. In the case of an excused absence, the assignment will not be factored in your final grade.

\* *Quizzes:* Quizzes will be given at the beginning of the class period. This means that if you are late, you can only answer the questions you were present for—I will not repeat questions you missed because you were late. Quizzes

# WRD 422: Public Advocacy

UK Core: U.S. Citizenship

cannot be made up in the event of an absence; however, you will not be penalized for quizzes missed because of an excused absence.

## Evaluation:

*Major Projects:* Major projects will be graded on an A,B,C,D,E scale, corresponding to the university's point system. Each major project will be evaluated according to the rubric, portfolio grading sheet, and the essay's success in fulfilling the assignment prompt.

*Minor Assignments & Quizzes:* Minor assignments and quizzes will be evaluated using an A,B,C,D,E scale, by points, or using a  $\checkmark+$ ,  $\checkmark$ ,  $\checkmark-$  system. Some minor assignments may simply be awarded a "CR," signifying the student receives credit for having fully completed the assignment.

General Grading Scale: A 3.6-4.0 B 2.7-3.59 C 1.7-2.69 D .7-1.69 E 0-.69

## **Attendance Policy**

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You will be allowed three unexcused absences without penalty, but on your 4<sup>th</sup> unexcused absence, you will lose .5 (1/2 point) from your final grade. For every unexcused absence thereafter, another .5 will be subtracted from your final grade. For example, if your final grade is 3.1 (B) and you have six unexcused absences, your grade will drop 1.5 points to 1.6 (C). If you are absent, you are responsible for the material you missed. *It is solely the student's responsibility to provide proper documentation for excused absences.* See <http://www.uky.edu/StudentAffairs/Code/> for the University's policy on excused/unexcused absences. Students are expected to come to class on time and stay for the whole period. Each time you come late and/or leave early, .1 will be subtracted from your final grade.

### *Excused Absences*

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### *Verification of Absences*

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

## Integrity

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### Civil Discourse, Rights, and Responsibilities:

During this course we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an environment that allows for intellectual expression; challenging issues may arise, but none of these should be expressed in an inappropriate manner, verbally, physically, or in writing. One of the goals of a university is to challenge us to think again about what we know and all that we do not. This demands we share responsibility for creating and maintaining a civil learning environment.

### Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

# WRD 422: Public Advocacy

UK Core: U.S. Citizenship

## **Accommodations due to disability**

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If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257- 2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

# WRD 422: Public Advocacy

UK Core: U.S. Citizenship

## TENTATIVE SCHEDULE

r: reading due that day. Unless otherwise noted, the entire reading should be read and digested for the first date it appears on the syllabus. Pdf readings noted.

w: writing due that class period; remember, you will have other written homework due as assigned.

Week	Monday	Wednesday	Friday
1		8.22 syllabus in-class writing: public sphere	8.24 <i>Rhetoric &amp; the Public Sphere</i>
2	8.27 <i>Cold War Politics</i> <i>Rhetorical Analysis prompt</i> r: Miller essay (pdf)	8.29 <i>Cold War Politics</i> r: <i>Crucible</i> intro by Bigsby	8.31 <i>Cold War Politics</i> r: <i>Crucible</i> , Act 1
3	9.3 LABOR DAY—NO CLASS	9.5 <i>Cold War Politics</i> r: <i>Crucible</i> , Acts 2 & 3	9.7 <i>Cold War Politics &amp; Oral Composition</i> r: <i>Crucible</i> , Act 4
4	9.10 <i>Cold War Politics</i> Good Night & Good Luck	9.12 <i>Cold War Politics</i> Good Night & Good Luck	9.14 <i>Cold War Politics</i> Good Night & Good Luck
5	9.17 <i>Cold War Politics</i> r: Lemann (pdf)	9.19 w: workshop (6 pg draft due)	9.21 <b>Rhetorical Analysis due</b> <i>Historical Research prompt</i> lecture on Viramontes
6	9.24 <i>Labor &amp; Immigration</i> r: Viramontes, part 1	9.26 <i>Labor &amp; Immigration</i> r: Viramontes, part 2	9.28 <i>Labor &amp; Immigration</i> r: Viramontes, part 3
7	10.1 <i>Labor &amp; Immigration</i> r: Viramontes, part 4	10.3 <i>Labor &amp; Immigration</i> r: Viramontes, part 5	10.5 <i>Labor &amp; Immigration</i> r: Leon (link)
8	10.8 <i>Labor &amp; Immigration</i> r: Chavez: Stavans intro	10.10 <i>Labor &amp; Immigration</i> r: Chavez speeches (TBA)	10.12 <i>Labor &amp; Immigration</i> r: Chavez speeches (TBA)
9	10.15 <i>Labor &amp; Immigration</i> r: view Chavez speeches	10.17 <b>Midterm Assessment</b>	10.19 <i>Campaign Case study</i> <i>Campaign Project prompt</i> lecture on human trafficking
10	10.22 <i>Human Trafficking</i> r: Kristoff (links)	10.24 <i>Human Trafficking</i> r: Vance (pdf)	10.26 <i>Human Trafficking</i> r: Pope (pdf)
11	10.29 <i>Human Trafficking</i> r: Bastone, intro & ch 1	10.31 <i>Human Trafficking</i> r: Bastone, ch 2	11.2 <i>Human Trafficking</i> r: Bastone, ch 3
12	11.5 <i>Human Trafficking</i> r: Bastone, ch 6	11.7 <i>Human Trafficking</i> r: Bastone, conclusion	11.9 <i>Speaker: Milby</i>
13	11.12 <i>Speaker (TBA)</i>	11.14 <i>Speaker (TBA)</i>	11.16 <i>Speaker (TBA)</i>
14	11.19 workshop	11.21 THANKSGIVING BREAK	11.23 THANKSGIVING BREAK
15	11.26 campaign presentation	11.28 campaign presentation	11.30 campaign presentation
16	12.3 workshop	12.5 workshop	12.7 workshop

**Final Exam Period:** Wednesday, 12.12.12 at 10:30 a.m. Historical Research paper due during our exam period.

# WRD 422: Public Advocacy

UK Core: U.S. Citizenship

## Analysis Paper Prompt

For this 6-page paper, you'll analyze an aspect of McCarthy-era repression in light of what it says about the American public sphere(s). So, revisit our lecture on the public sphere or draw on other theorists of the public sphere in order to discern how the public sphere was, or was not, working during that era. A central component of this paper is your evaluation of conflicts, compromises, and/or ethical dilemmas at play during the era, as well as the dynamics of activities of power and resistance occurring in the public sphere.

Questions to consider: Who dominated discourse and by what means? Who could act? Who was excluded and stigmatized and why? What was the relation between society and the state at that time? Which figures or groups moved back and forth between state institutions and public forums? Were there counterpublics in evidence?

You are not restricted to just the texts we're reading for this unit. You may also want to research rhetorical fallacies, loyalty oaths (particularly in academia), the effects on the culture industry/artists/writers, or the execution of Julius and Ethel Rosenberg. Pitch any other ideas you may have as well.

## Group Campaign Project Prompt

For this project, your group will choose a live public advocacy campaign for which you will craft a textual product and about which you will give a presentation to our class. A "live" campaign is one that has been in public discussion during the last two years, identifies a specific need for change, and suggests one or more solutions for the problem. A live campaign may or may not have explicit adversaries (like a breast cancer awareness campaign), but may have implicit antagonists/obstacles (the [perceived] lack of federal funding for medical research).

As you research your campaign, be sure to consider three levels of audience involved in the public discussion: 1) immediate stakeholders (the first audience, perhaps); adversaries/obstacles (the second audience, perhaps); 3) a listening public (in Warner's theoretical framework). Your rhetorical strategies should show awareness of different levels of audience.

### *Textual Product (15%)*

We're using "textual" loosely here. This part of your project may be 1400 words text, 3 minutes of audio, or 3 minutes of video. If you would like to do a purely non-moving image-driven project (a series of ad images, for example), we'll discuss appropriate length based on your idea. Whichever option you choose, your textual product must have a specific and real publication venue in which it may possibly be placed.

### *Presentation (15%)*

You will give a 4-6 minute presentation (this should include visual aids) to the class on your campaign. You have two options for this presentation: 1) you may give it as if the class is full of immediate stakeholders or adversaries, i.e. like you are giving the speech in the real world; 2) you may give it as an analysis of the issue and your rhetorical strategies used in your textual product. This part of the project will be graded on the quality of the content as well as your presentational skills. So, dust off your formal public speaking skills and make us your public.

## Historical Research Paper Prompt

For this 10-page paper, which is due during our final exam period at the end of the semester, you'll compose an intensively researched paper about a historical advocacy campaign of your choice. (You may want to consider tying this paper to the campaign you'll be writing for later in the semester.) This paper should describe the advocacy methods employed by your individual or group, give a rich context for their actions, and analyze the individual/group's effectiveness in intervening in the public sphere. In particular, how did your advocates shape their own rhetoric and influence public discourse (for better or for worse)?

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For example, if I chose the American women's suffrage movement from the early twentieth century, I would research individual figures like Alice Paul; survey the previous attempts at women's suffrage in the U.S. and in England since Paul learned some of her methods there; discuss the effect of World War I on the momentum of the movement; and perhaps discuss any literature, art, or pop culture created at the time that is related to suffrage (as we did with *The Crucible* & the McCarthy era).

If you need help brainstorming some historical movements, here's a starting list:

- \*Abolition
- \*Birth control & Margaret Sanger
- \*Civil Rights Movement
- \*Jane Addams & The Hull House or other Progressive social programs in the late 19<sup>th</sup>/early 20<sup>th</sup> century
- \* Anti-war or anti-nuclear weapons movements
- \* Nature-based movements, like the environmental movement
- \* Conservative or liberal religious movements related to gender & politics
- \* Dorothy Day & the Catholic Worker movement
- \* Racial supremacy groups like the KKK
- \* Movements & laws opposing immigration (historical example: treatment on west coast of Asian immigrants in the early 20<sup>th</sup> century; current example: the Minutemen on the southern border)
- \* Early union movements in northern industrial cities or southern coal areas
- \* Advocacy surrounding imprisonment/penitentiaries
- \* Emma Goldman and early 20<sup>th</sup> century anarchism