

COM 441: RHETORIC OF DISSENT

DEPARTMENT LEARNING OBJECTIVES. Upon completion of the Bachelor's degree, students should be able to:

1. define communication in interpersonal and rhetorical contexts;
2. analyze and evaluate messages and interaction in interpersonal and rhetorical settings;
3. identify and discuss historical developments and key theories in interpersonal and rhetorical communication;
4. recognize and explain self-reflexivity in rhetorical and interpersonal contexts;
5. read critically and analyze productively published research articles;
6. recognize and explain multiple perspectives in rhetorical and interpersonal communication theory;
7. conduct original research in interpersonal and/or rhetorical communication at a level appropriate to capstone work in an undergraduate education;
8. identify and assess features of ethical and unethical interpersonal and rhetorical communication.

This course attends in detail to Objectives 2, 3, 5, 6, and 7.

COURSE-SPECIFIC GOALS

By the end of this course, students will:

1. Have gained knowledge in *theoretically grounded* principles of social movement discourse though the *application* of those principles to institutional speech and protest rhetoric.
2. Be able to centralize arguments and conversation around a multi-faceted case study; this will include *the major events, figures, and moments* in the emergence of, and response to 1960's protest rhetoric.
3. Have an improved and refined ability to analyze, evaluate, and communicate social movement advocacy.

TEXTS

Required

Bowers, John W., Donovan J. Ochs, Richard J. Jensen, and David P. Schulz. *The Rhetoric of Agitation and Control*. Third Edition. Long Grove, IL: Waveland Press. 2010.

Isserman, Maurice and Michael Kazin. *America Divided: The Civil War of the 1960s*. Fourth Edition. New York: Oxford University Press. 2012.

Additional readings will be assigned throughout the term. These will most often be provided directly by email as pdf attachments

Recommended.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Seventh Edition. Chicago: University of Chicago Press. 2007.

Research papers require the use of the **endnotes format** from the *Chicago Manual of Style*, 16th edition. Turabian is a useful, affordable guide to the essential features of that format.

REQUIREMENTS

1. Once each class session begins, **electronic devices must be turned off**. This includes laptop computers, personal digital assistants (PDAs), cell phones, etc. As David Cole, Professor of Law in the Georgetown University Law Center, explains, absent such devices students [1] are more apt to focus on course content during class, and [2] benefit from learning to take notes rather than to type lectures verbatim on electronic devices. See: "Laptops vs. Learning," *Washington Post*, 7 April 2007, A13.
2. Because of a strong correlation between students' presence and participation in class and their performance on examinations, **daily attendance is required**. Ten percent of the course grade is determined based on the following scale: 0-1 absences = A, 2 absences = A-, 3 absences = B+, 4 = B, 5 = B-, etc.

Consistent with university policy, reasonable accommodation will be made for holy days and religious observance. In the case of such occasions, students should contact the instructor the first week of the term so that appropriate accommodation, if necessary, can be made.

3. **Examinations.**
 - a) Students will take at 2-3 in-class examinations. The first midterm is required of all students.
 - b) As detailed elsewhere in the syllabus, exams consist of ten short answer items. Each response is evaluated on both content and composition.

- c) This semester, Examinations will be administered on February 29, April 4, and May 11. These are discrete tests with coverage limited roughly to one-third of course readings and lectures each time.
4. **Research project.**
- a) Students will write an **8-12 page analytical** essay. These are critical papers that evaluate a clearly defined case study in 1960s protest rhetoric. The case selected will be generated by readings in Maurice Isserman and Michael Kazin, *America Divided*.
- b) The **analytical scheme** employed will merge precepts from at least three chapters in Bowers, et al, *The Rhetoric of Agitation and Control*, and at least 2-3 additional scholarly sources on social movements and dissent approved by the instructor well in advance of the paper's due date.

CALCULATING COURSE GRADES

- Attendance and participation constitute 10% of the course grade.
- Students' two highest exam scores constitute 30% each of their course grades.
- The Research Paper is graded in two stages. Part One is weighted at 10%, and the final paper is 20%.
- Standard numerical values are assigned to each letter grade earned: A = 4, B = 3, C = 2, D = 1.
- If a plus or minus attaches to any letter grade, the numerical value increases or decreases .3. An A- is thus worth 3.7, a C+ is 2.3, and so on.
- After determining the point value on each assignment, students can calculate their course grades by doubling the grade point value of their term essay grade, adding that to the point values for each midterm, and dividing by 4. For example:

Attendance	A- (2 absences)		3.7
Exam #1	C-	1.7 X 3 =	5.1
Exam #3	B+	3.3 X 3 =	9.9
Paper part I	C		2.0
Term Essay	B-	2.7 x 2 =	5.4
Total			26.1

The 26.1 grade points are divided by 10, since Attendance and the first paper each count 10%, the final paper is 20%, and the two highest exam scores are both 30%. Here, 26.1 divided by ten yields a grade point of 2.61, or on the border between a B- and a C+.

When students' numerical scores place them between two clear cut grades, the questions become: Did the student do all s/he could to help determine her/his own grade? Factors include attendance, participation, completing more than the minimum number of required assignments, improvement in the course of the semester, and so on. Teachers do not give grades, students earn them.

<u>Scale:</u>	3.85-4.00	A
	3.65-3.84	A-
	3.25-3.44	B+
	2.85-3.24	B
	2.65-2.84	B-
	2.25-2.44	C+
	1.85-2.24	C
	1.65-1.84	C-
	1.25-1.44	D+
	.85-1.24	D
	.65-.84	D-

POLICY ON ACADEMIC DISHONESTY

Students are expected to read and abide by the guidelines on the Student Academic Misconduct Policy posted at the UNLV web site (<https://www.unlv.edu/studentconduct/student-conduct>). Students who submit work not of their own creation, who attempt to cheat on examinations, or who commit other transgressions described in the policies will receive an automatic “F” in the class, will be referred to the university’s Student Judicial Affairs officer, and are subject to university suspension.

COPYRIGHT

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

DISABILITY ACCOMODATION POLICY

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

RELIGIOUS HOLIDAYS AND UNIVERSITY REPRESENTATION

Students who observe religious holidays and/or participate in university-authorized activities may be excused from class, per university policy. Absences for religious occasions require written notification to the instructor no later than one week into the semester. Absences for university activities—e.g. moot court competitions, presentation of research projects, athletics, debate, etc.—require written notification to the instructor at least one week in advance of the absence.

LIBRARY RESOURCES

Students may consult with a librarian on research needs. For this class, the subject librarian is Susie Skarl. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

TUTORING AND COACHING

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

TRANSPARENCY IN TEACHING AND LEARNING

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning> and <https://www.unlv.edu/provost/transparency>

REBELMAIL

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

EXAMINATION GUIDELINES

- 1) All midterm examinations consist of 10 short-answer items. The final examination is in the same form as the midterms, but often contains 10-12 items.
- 2) Examinations options are based equally on lectures and assigned readings. Roughly 1/3 of the items are from lecture and cannot be located in readings, material for another 1/3 of the questions is taken from readings alone, and the balance of the questions merge reading and lecture material.
- 3) Grades are assigned on a 90-, 80-, 70-, 60-, etc. distribution. Curves are not employed. Results are examined carefully, however, to discern any problems in the test itself that might require adjustment. Every effort is made to ensure the fair and equitable assessment of student performance.
- 4) Short-answer exams typically contain 10 items, and each item is worth six points.
 - a) In a majority of instances there will be choice within an item. In such instances, students are to write either on item A or on item B. There is no extra credit for writing on both, and time is wasted in doing so.
 - b) Literacy counts. Express all answers in complete sentences and paragraphs.
- 5) Three types of short answer items are used.
 - a) If an item asks the student to list or enumerate, a complete response is limited to the initial list itself, written as a complete sentence. An item might read as follows: *In their opening chapter, Bowers, et al, address three topics in their analysis of Social Change. Identify all three topics.*

A complete response is simply: “Three topics addressed by Bowers and his co-authors on the topic of Social Change are Social Organization, Bases of Social Power, and Rumor.”
 - b) Definition items identify terms essential to the comprehensive study of dissent, institutional advocacy, and the case of environmentalism. They require simple definitions cast as literate responses. An example: *Based on Isserman and Kazin’s orientation to “Black Ordeal, Black Freedom” (ch. 2), explain Rosa Parks’ symbolic significance in 1950s civil rights protest.*

Response: Rosa Parks, an African-American woman, refused to give up her seat to a white passenger on a Montgomery, AL, bus in 1955. Despite a high school education and an exemplary character, Parks could find only menial employment and was subjected to verbal abuse by whites. When she was arrested, local NAACP leaders recognized the symbolic potential of her act. In December 1955 they launched the Montgomery Bus Boycott, led in part by Martin Luther King, Jr., to protest Jim Crow laws. The boycott lasted over a year, leading eventually to a Supreme Court decision that ruled segregation on Montgomery busses unconstitutional.

- c) Identification, list, and definition items often also require brief explanation. In such cases, *literacy is crucial*. Answers must be expressed carefully and in complete sentence form to ensure full credit.

For instance: *Lectures based on Clinton Rossiter's explication of the American political spectrum examined seven political philosophies. List four of those philosophies, then define and explain the salient traits of two of the four.*

Response: "Four political philosophies in Rossiter's scheme are Revolutionary Radicalism, Radicalism, Liberalism, and Conservatism. Revolutionary radicals see social institutions as diseased and oppressive. They find traditional values dissembling and dishonest, and propose to supplant them with a benign way of life. Liberals are generally satisfied with the status quo, but believe that society can be improved. Improvement requires change, but such change can take place within established political and cultural rules and norms, and does not require revolution."

- 6) **Instructions** for short answer items: Provide appropriate list, definition, or explanatory options on each of the following items. Do everything the item requires, but do only what the item requires. Because assessment is based on expression as well as content, all responses must be cast as complete, literate sentences and paragraphs.
- 7) **Evaluation Standards** employed in assessing short answer responses include:

6- This is an excellent response. The content is complete and thorough. Expression is clean and characterized by qualities of language discussed in class as elements of good style. Answers with **abbreviations** and **short hand symbols** in place of words are **ineligible for this rating**.

5- This is a very good/good answer. Most of the content is covered, but there is insufficient detail to warrant a 6. Or the content may be thorough, but the writing is flawed in terms of mechanics or style.

4- This is good/average response. The writer may have the "right idea," but when an identification of three items is required, only two are identified correctly. Or, someone may have all the content, but submits a fragmented, awkward, or incompletely expressed response. See instructions: All answers must be expressed as complete sentences.

3- This is an average/fair answer, which shows something of what is called for but is incomplete in content and/or seriously problematic in expression. One example would be an answer that does half of what is called for, but is expressed clearly. Or there might be a good though incomplete start on content, yet the answer is in fragments and/or abbreviations and/or symbols.

2- This fair/poor response provides something to indicate that the author has an idea of what's expected and understands how the task is to be executed. But s/he simply may not be responding to the question asked. This rating is used, for instance, when a "good" or "average" answer is provided to a question based on reading or lecture, but is an answer to a question other than the one that is asked. Responses that are seriously problematic in both content and expression also may be rated at this level.

1- Writers receive something if they try and if the response is in the area of remote plausibility.

ORIGINAL ANALYTICAL ESSAY

Instructions: Form

- 1 **Students** will write an 8-12 *page term paper* (typed, double-spaced, 12 point font) which advances a compelling and clearly stated thesis. Endnotes or works cited may begin on p. 13, but textual analysis is limited to 12 pages.
- 2 Papers require a **minimum of 3-5 scholarly references**, including course texts. Online references may be used *in addition* to these sources, but **not** as a substitute for them.
- 3 **Accurate documentation form**, employing the endnotes format explained in the *Chicago Manual of Style*, 16th edition. Orientations to the style are available in the library, and Kate Turabian's *A Manual for Writers*, seventh edition, is available in the bookstore.
- 4 Attach a separate title page to the front of the paper. Include the writer's name, paper title, course and section number, date, and the instructor's name. Students' names should appear nowhere else in the essay. **Please do not use folders.**
- 5 **Criteria** for evaluation of the essay include:

Organization	Reasoning and Analysis
Style and Language Use	Evidence and Documentation
Writing Mechanics	Accuracy of Claims
- 6 The **process** employed to develop the term essay evolves in three stages.
 - a. At the beginning of class on **Wednesday, February 17**, students will submit a **1-2 page overview** (typed, double spaced) of three prospective topics, and the rationale for studying any of these topics. The task requires at least two references and must employ the endnotes format of the *Chicago Manual of Style*. Electronic copies are required as email attachments no later than 12:00 noon.
 - b. At the beginning of class on **Wednesday, March 30** students will submit a **4-6 page draft** of the paper's early work. Electronic copies submitted as email attachments are due by 12:00 noon. The draft will include a **minimum of 2-3** appropriately documented references, including Bowers, et al, and Isserman and Kazin. ***These are scholarly references on which course textbook authors develop their work, or references from similar sources.*** These are **not** trade books, web sites, popular periodicals, etc. Such references may be used along with scholarly work, but they **may not be substituted for scholarship.**

- c. One electronic version and one hard copy of 8-12 page final papers are **due no later than the beginning of class on Wednesday, April 27.** Electronic copies are due no later than 12:00 noon.

Instructions: Content

- 1 Write an analytical essay that applies principles from course readings on dissent and/or institutional persuasion to a case study of 1960s social movement rhetoric.
- 2 *America Divided*, by Maurice Isserman and Michael Kazin, is the required starting point for selecting a *case study*. Prospective topics open to consideration include advocates, events, or key moments in:
 - a. the civil rights movement;
 - b. the New Left and student activism;
 - c. protest of the war in Vietnam;
 - d. conservatism's resurgence as a counter-movement;
 - e. presidential or other systemic response(s) to protest;
- 3 In addition to coverage in one or more chapters in *America Divided*, Isserman and Kazin provide useful orientations to relevant works on the topics in item 2 at pp. 295-300. Of specific potential use are their treatments of Economic and Social Life; Black Ordeal, Black Freedom; Conservatism; Liberalism; The New Left; Vietnam; and The Nixon Presidency.
- 4 Essays may vary significantly in the principles of analysis explored and the case study (or case studies) examined. All papers, however, will have *three traits in common*.
 - a. In developing the analysis, all papers must draw from at least three assigned chapters in Bowers, Ochs, Jensen, and Schulz, *The Rhetoric of Agitation and Control*, Third Edition. These books provide the grounding for the analytical approach, and mastery of the authors' treatment of the selected principles is required. Neither a passing reference to a concept nor an allusion to a principle constitutes mastery.
 - b. Similarly, in building on an issue, event, or advocate introduced by Isserman and Kazin, it is essential to provide detailed explanation of the authors' treatment. The student's purpose may be to build upon, modify, reject, or replace Isserman and Kazin's views, but prior to engaging in that purpose s/he must demonstrate a thorough understanding of their perspective on the issues at hand.
 - c. Beyond course texts, a minimum of 1-2 scholarly references on social movement advocacy must be central to the analysis. These can be sources that are introduced in course readings, but their employment in the essay must go well beyond their coverage in the text/s if they are to be credited. **This requirement entails reading—and using—scholarly articles and books.**

ESSAY EVALUATION

Organization _____

Complete introduction: clear attention step, thesis, overview
 Transitions tied arguments together and reasserted thesis
 Conclusion summarized arguments, reestablished thesis, and provided closure.

Style _____

Language evinced clarity, correctness, propriety, and economy
 Connotative and denotative language used appropriately
 Linguistic fallacies avoided

Mechanics _____

Sentence and paragraph construction
 Spelling, punctuation, grammar

Reasoning and Analysis _____

Arguments clear and complete
 Adheres to rules for sound deduction and rigorous induction
 Claims free of argumentative fallacies

Evidence, Documentation, and Development _____

Claims backed by expert references, examples and explanation
 Documentation form adheres to details of APA or MLA guidelines
 Sources meet general tests of evidence: competent, recent, relevant, sufficient, consistent

Accuracy _____

Claims demonstrate clear understanding of lectures and readings
 Interpretation and analysis accurately reflect intent of original source/s

RATINGS

SCALE

TOTAL _____

5-Excellent
 4-Good
 3-Average
 2-Fair
 1-Poor

26-30 A- to A
 21-25 B- to B+
 15-20 C- to C+
 9-14 D- to D+
 6-8 F

GRADE _____

NOTES ON ESSAYS

- 1) These comments reflect many of the salient writing problems frequently exhibited in student papers. Since current students have access to the comments well in advance of the due dates for their own essays, it is assumed that these difficulties will not appear in the papers I read this term.
- 2) First person writing should be used sparingly, if at all.
- 3) Page numbers should appear at the top right of each page after page 1, which should not be numbered.
- 4) Avoid generic references to gender, specifically the use of “he” to stand for all humans. If “his or her” or “he or she” seems clumsy, re-cast sentences in the plural.
- 5) In using works cited or reference lists for documentation,
 - a) Names are included internally only if it is not clear from the sentence who is responsible for the citation used, and
 - b) The names included in internal citations should refer to essay authors rather than to editors of collections.
- 6) Good style evinces variety. Repeated use of the same phrase/s, word/s, and so on becomes redundant and is counter-productive to effective prose.
- 7) Pl-sing margin notes indicate that number agreement is problematic. Examples include:
 - a) “The informed speaker gives their viewpoint,” which is easily revised to “Informed speakers give their viewpoints.”
 - b) “The writers and readers did not see the contradictions and therefore was not responsive.” The problem here is verb-subject agreement.
- 8) Avoid split infinitives. The preposition “to” combines with a verb to form an infinitive: to go, to walk, to give, to vote, etc. Despite the common presence of split infinitives in our culture-eg, “To boldly go where no man has gone before”-the practice is incorrect according to the rules of composition.
- 9) Papers with a borderline grade (A/B, B/C, C/D, etc) on first reading are read a second time. Those that cannot be raised to the higher of the two grades are left on the borderline, which will result in a .2 grade point benefit to the student in calculating course grades.

READING SCHEDULE

Readings for the three examinations divided roughly equally across all three tests. Readings complement the lectures rather than repeat the lectures. Students are expected to begin reading early, take detailed notes of the reading, and know both the readings and the lectures in preparation for the examinations. Readings noted with an asterisk (*) are distributed by the instructor and are required readings.

Examination #1, February 29

Bowers, et al, *The Rhetoric of Agitation and Control*, chapters 1-3
 Isserman and Kazin, *America Divided*, chapter 1 and pages 289-294
 *Brockriede, "Rhetorical Criticism as Argument" (pdf)
 *Paletz, "Commentary" in *Media in American Politics* (pdf)
 *Stewart, Smith, and Denton, "The Stages of Social Movements" (pdf)

Examination #2, April 6

Bowers, et al, *The Rhetoric of Agitation and Control*, chapters 4-5
 Isserman and Kazin, *America Divided*, chapters 2-6

Examination #3, May 11

Bowers, et al, *The Rhetoric of Agitation and Control*, chapters 6-7
 Isserman and Kazin, *America Divided*, chapters 7 and 9-12
 See the Final Exam schedule at: <http://www.unlv.edu/registrar/calendars>.

TENTATIVE COURSE OUTLINE

<i>Unit</i>	<i>Topic/s</i>
I	Orientation to Rhetoric A. What is Rhetoric? B. Modes of Persuasion C. Identification D. Language
II	Contemporary Political Culture A. The American Political Spectrum B. Issues and Political Ideology
III	Analytical Writing as Argument

- A Preliminary Concepts
 - B Types of Analysis
 - C Research and Theory
- IV Antecedents to 1960s Social Movements
- A Post-World War II Economics
 - B Domestic Culture
 - C The Cold War
 - D Framing the Decade
- V Rhetoric and Strategies of Agitation
- A Promulgation
 - B Solidification
 - C Nonviolent Resistance
- VI Stages of Social Movements
- A. Genesis
 - B. Social Unrest
 - C. Enthusiastic Mobilization
 - D. Maintenance
 - E. Termination
- VII Rhetoric and Strategies of Control
- A. Avoidance
 - B. Suppression
 - C. Adjustment
 - D. Capitulation
- VIII “Segregation at All Costs”
- A Orientation
 - B Birmingham, 1963-63
 - C Connor’s Response
 - D Impact on Mainstream America
- IX President Johnson and Domestic Policy
- A The 1964 Presidential Election
 - B LBJ’s Civil Rights Leadership
 - C The Great Society
- X Vietnam: The Administrative Perspective
- A Media Coverage, Public Awareness, and Movement Evolution
 - B Presidential Advocacy for War, 1965-1967

- XI Vietnam: Protesters Respond
 - A Attaining Social Movement Leadership
 - B Paul Potter at the Washington Monument, 17 April 1965
- XII 1968
- XIII Agitation for a New Millennium
 - A. Background
 - B. Ideology of the Establishment
 - C. Ideologies of the Agitators
 - D. Promulgation and Avoidance
 - E. Confrontation and Suppression