

HU 112: Rhetoric of Social Justice Movements & Public Advocacy

Embry-Riddle Aeronautical University
Department of Humanities &
Communication
HU 112 | Section 01 | Spring 2022
Building P58 Rm. 102 | T/TH: 12:00--1:15
PM

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University Course Description

This course surveys theories of rhetoric from antiquity and onward to make sense of the ways symbolic expression is put to work to mobilize change. Students will engage questions of ethics, responsibility, agency, and advocacy by examining evolving social justice movements that continue to be addressed in the present.

Course Overview

This section of HU 112 surveys theories of rhetoric to make sense of the ways symbolic expression is put to work to mobilize change. Students will engage in questions of ethics, responsibility, agency, and advocacy by examining evolving social justice movements that continue into the present. To student social justice movements and public advocacy, students will examine a wide range of “texts.” Such texts invite students to investigate how diverse media and space can harness the power of rhetoric to intervene on behalf of those who remain on the margins of society.

How might everyday citizens step into the role of advocates for social change? Finding an answer to this question invites reflection on the ways social justice movements of the past continue to hold meaning for the present.

Learning Outcomes

At the conclusion of HU 112, students will achieve the following learning objectives:

1. Document knowledge of rhetorical history and theory to make sense of current cultural phenomena.
2. Analyze a wide-range of texts (e.g., discursive, digital, material, embodied, and/or place-based texts, etc.) to explicate theories of persuasion in action.
3. Synthesize on-going public and academic conversations by cultivating, documenting, and responding to primary and secondary evidence.
4. Collaborate with peers using multiple technologies to collectively produce a deliverable
5. Explain key concepts, theories, and historical perspectives from the course through oral, written, and/or multimodal modes of communication.
6. Compare historical movements and theoretical orientations to emergent social justice movements in the present.
7. Compose traditional and multimodal compositions that analyze social justice movements and public advocacy.

Goals

Students’ critical and analytical thinking skills will be enhanced by identifying the rhetorical moves that underwrite and constitute public discourse about social justice issues. By investigating case studies of social justice movements from the past and the present, students will draw from theories

of persuasion to assess how a meshwork of persons, platforms, spaces, artifacts, and texts work together rhetorically to enact, mobilize, and sustain public advocacy.

Conferences

See me when you have questions about an assignment, when you would like to try out some ideas before a document is due, or when you have questions about a comment. You should also see me to get help with particular writing problems, to resolve differences about grades, or to suggest ways to improve the course.

Required Materials

To fully participate in this class, students will be required to have access to the following:

- Canvas Login to access course readings and documents
- ERAU student email

Assignments

Instructions for each assignment will be explained in a detailed handout. Below are general descriptions.

Reading and Discussion Responses:

Students will compose discussion responses to the assigned reading for a class period. The response should: 1) briefly summarize the text; 2) closely analyze textual evidence; 3) offer a stance on the reading; and 3) pose 2 questions to peers to guide discussion. These responses will be posted to Canvas at 11:59 PM the day before the class will meet to discuss the reading in class.

History/Contemporary Case Study Presentations:

Students will sign up to give a 5-minute presentation in class on: (1) the history of a particular social justice movement or (2) a contemporary case study related to that particular social justice movement.

Seminar Paper and Annotated Bibliography:

Students will compose a tightly written literature review that engages key primary texts and rhetorical thinkers from the course material. Students will trace a central premise, concept, or theory across 3-5 thinkers and will draw on primary and secondary textual evidence to support their review.

Additionally, students will draw from these historical texts and thinkers in order to analyze what rhetoric can do to mobilize social justice movements and public advocacy in the present. Prior to submitting the seminar paper, students will also submit an Annotated Bibliography.

Team Case Study Project and Digital Presentations:

Students will work collaboratively in small teams to conduct a mini case study that examines a cultural phenomenon derived from everyday life that highlights the power of rhetoric in the form of public advocacy. The object of study may take the form of a diverse text (e.g., artifacts, YouTube videos, podcasts, public statues, buildings, websites, places, TV, social media, comedy, etc.) derived from a place and time that illuminates the force of persuasion in everyday public life. Students will present their findings to the class in a 15-minute presentation.

Grading

This class uses labor-based contract grading. **Therefore, the default grade for the course is a “B” (3.0).** In a nutshell, if you do all that is asked of you in the manner and spirit it is asked, if you

work through the processes we establish and the work we assign ourselves in the labor instructions during the quarter, if you do all the labor asked of you, then you'll get a "B" course grade. It will not matter what I or your colleagues think of your writing, only that you are listening to our feedback compassionately. We may disagree or misunderstand your writing, but if you put in the labor, you are guaranteed a B course grade. If you miss class (do not participate fully), turn in assignments late, forget to do assignments, or do not follow the labor instructions precisely, you will get a lower course grade (see the final breakdown grade table on the last page of this contract).

"B" Grades

You are guaranteed a course grade of "B" (3.0) if you meet all of the following conditions.

1. **Presence and Participation.** You agree to **fully participate in at least 86.6%** (26 of 30) of our scheduled class sessions and their activities and assignments, which means **you will need to be present in class, as most activities cannot be done before or after class and require your colleagues to complete.** So, you cannot miss more than 4 class sessions and still meet our contract's guidelines. Usually, attendance in class equates to participation.

NOTE: Assignments not turned in because of an absence, either ones assigned on the schedule or ones assigned on earlier days in class, will be late, missed, or ignored (depending on when you turn it in finally, see the guidelines #4, #5, and #6 below).

Any absence due to a university-sponsored group activity (e.g., sporting event, band, another class field trip, etc.), military-related absences (e.g. deployment, work, duty, etc.), or documented illness will be considered independently of the above attendance policy, as long as the student has **FIRST** provided written documentation as soon as they are aware of the days they will be absent. This will allow us to determine how he/she will meet assignments and our contract, despite being absent. This may include absences due to illness that has a medical/doctor's note confirming the illness. Each of these circumstances will be determined on a case-by-case basis in consultation between the student and me (Ashley) in a manner that is fair to all parties involved.

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2. **Lateness.** You agree to come on time or early to class. Walking into class late 1-2 times in a quarter is understandable.
 3. **Sharing and Collaboration.** You agree to work cooperatively and collegially in groups. This may be the easiest of all our course expectations to figure out, but we should have some discussions on what we expect from each other.
 4. **Late/Incomplete Work.** You agree to turn in properly and on time all work and assignments expected of you in the spirit they are assigned, which means you'll complete all of the labor instructions for each assignment. During the semester, you may, however, turn in a few assignments late. The exact number of those late assignments is stipulated in the table on the last page of this contract, which we negotiate. **Late or incomplete work is defined as any work or document due that is turned in AFTER the due date/time BUT within 48 hours of the deadline.** For example, if some work (say a written reflective piece) was due on Thursday, February 15 at 11:59 pm, that piece must be turned in by 11:59 pm on Saturday the 17th.

5. **Missed Work.** If you turn in late work **AFTER the 48 hours** stipulated in #4 above (Late/Incomplete Work), then it will be considered “missed work,” which is a more serious mark against your grading contract. This is due to the fact that all assignments are used in class when they are due, so turning in something beyond 48 hours after it is due means it is assured to be less useful, and its absence has hurt your colleagues in class (since they depended on you to turn in your work for their use).
6. **Ignored Work.** You agree not to ignore any work expected of you. Ignored work is any work unaccounted for in the quarter – that is, I have no record of you doing it or turning it in. My sense is that ignoring the work so crucial to one’s development as a learner in our community is bad and unacceptable, so accumulating any “ignored work” will keep you from meeting our contract expectations (see table below).
7. **All Work/Labor** needs to meet the following conditions. To be **complete and On Time**, you agree to turn in on time and in the appropriate manner complete essays, writing, or other labor assigned that meet all of our agreed upon expectations. (See #4 above for details on late assignments). This means you’ll carefully follow ALL of the LABOR INSTRUCTIONS given for the assignment, and be honest about completing labor that asks for particular time commitments of you (for example, “write for 20 minutes,” etc.).

Knowing Where You Stand

This system is better than regular grading for giving you a clear idea of what your final grade looks like at any moment. If you are doing everything as directed and turning things in on time (no matter what anyone says), you’re getting a B. As for participation in class, you’ll have to keep track of it, but you can check with me at any time. I’ll tell you what I have recorded. If I mark you absent / non-participatory, I’ll always email you and let you know.

Improving Your Contracted Grade

The grade of B (3.0) depends primarily on *behavior* and *labor*. Have you shown responsible effort and consistency in our class? Have you done what was asked of you in the spirit it was asked? Have you put in the appropriate amount of labor? Higher grades than the default, the **grade of A (4.0)**, however, require *more labor that helps or supports the class* in its mutual discussions and work. In order to raise your grade, you may complete as many of the following items of labor as you like. **Each item completed fully and in the appropriate manner will raise your final course grade by one grade category** (see Breakdown table below).

- **A lesson/activity/handout:** These handouts are on a topic and material that you research for the class’s benefit and will need at least 2 weeks lead time, working with me (Ashley) on the materials. While we’ll determine together the scope of your lesson, the main elements of your labor will be to produce: (1) a 1-2 page handout for the class’s benefit in our writing and thinking; (2) some outline for our in-class activity that introduces your handout; and (3) a short reflective essay to me (Ashley) of about 1-2 pages (300-600 words) on what you learned in the process of doing this labor and what you feel the class stands to gain from the lesson you offered us.
- **Revised Drafts:** You may do the optional labor instructions for revising your seminar paper. You may turn these in to me (Ashley) any time **before week 14**.
- **Some other labor that benefits the class** and our mutual learning. Do you want to write about and report to us on a cultural event related to the class? Or maybe you would like to

read an article for us and summarize some of its findings or ideas that you think will help us do our work in class? If you have an idea, come to me (Ashley) early. We will plan it, while making sure the amount of labor is commensurate with the other items above, and schedule it.

For every item you complete on the above list, your contracted grade will **improve by one grade category** on the breakdown table below. So if you meet all the conditions for a B-contract (3.0), then your grade can improve in the following ways:

- **1 item** completed = course grade of **4.0 (A)**
- **2 items** completed = just you being awesome

If you only meet the requirements for a C-contract (2.0) or lower, the same movement up the grade ladder applies by completing items on the list above. You may even do more than two items and continue to raise your grade regardless of what grade you are qualified for. For example, if you only meet the requirements for a C (2.0) contract in the table below, but do 3 extra labors above (the max), then your final course grade will be an A (4.0).

In accordance with FERPA regulations, I am not allowed to discuss your grades via email or in public settings. Similarly, I cannot discuss final grades via email once the semester concludes. These policies are in place to protect your privacy. If you have questions about your grade, please reach out to me to set up an in-person meeting in my office to discuss my evaluation of your performance in the class.

Final Exam

Students will submit their reflection on Canvas as the final exam for the class. There will not be an in-person final exam. Final drafts are due by the end of our scheduled final exam period.

Course Policies

Contacting Me

I will primarily communicate with students individually via ERAU email. Some announcements and updates will also be posted on Canvas. Please check our classroom spaces and your email regularly so you don't miss any important updates or adjustments to our schedule. Please post any questions about the class or assignments in the appropriate forum in Canvas.

I will answer messages and emails during regular business hours (roughly 8am–5pm local time).

Keep these hours in mind when sending messages that may require a quick response.

I expect you to use a professional approach when communicating with your peers and with me. If you do not know what this means, please ask.

Technology Use

Since the course meets in a computer lab, students are expected to use technology for class purposes.

Accessibility Accommodations

ERAU is committed to access for all students. It is University policy to provide reasonable accommodations to students with disabilities who qualify for services. Students with a documented (dis)ability should meet with me during the first two weeks of class to discuss possible

accommodations through the Disability Support Services (DSS) office. However, if a student receives documentation of a (dis)ability later in the semester, I would still like to meet to discuss accommodations. Please feel free to speak with me privately, as I am happy to speak with you about making arrangements that will help you get the most out of this class. If you would like to discuss and/or request accommodations, please contact Disability Support Services. DSS is located on the first floor of Hazy Library, at the end of the hall. You may stop by, call 928.777.6750, or email the director at marcee.keller@erau.edu.

Classroom Civility

Students at ERAU are expected to exhibit professional and ethical behavior in the classroom.

Respect for other students and instructors is required to contribute to a productive learning experience both in and out of the classroom. Students who do not cultivate a professional ethos in the classroom will receive either a warning or dismissal if the behavior is not corrected.

Please be respectful of the different experiences, beliefs, and values expressed by everyone in this course. This class should be a safe space where everyone feels comfortable sharing perspectives, asking questions, and taking productive risks. Behaviors that threaten, harass, or discriminate against anyone will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Unacceptable, inappropriate behaviors include:

- making rude comments regarding students, me as the instructor, or the course material
- inhibiting the participation of other students or posting distracting remarks
- physically or verbally disrupting class spaces or activities
- abusing other students' contact information
- refusing to engage in scheduled learning activities.

Be a generous and kind colleague. Engage with each other respectfully at all times. This doesn't mean we have to always agree, but we should strive to interact with kindness and understanding. If you at any time feel uncomfortable in our class spaces or are upset with any aspect of our course, please let me know privately in a mature, respectful way.

Academic Integrity

Embry-Riddle is committed to maintaining and upholding intellectual integrity. All students, faculty, and staff have obligations to prevent violations of academic integrity and take corrective action when they occur. The adjudication process will include the sanction imposed on students who commit the following academic violations, which may include a failing grade on the assignment, a failing grade for the course, suspension, or dismissal from the University.

1. Plagiarism: Presenting as one's own ideas, words, or products of another. Plagiarism includes use of any source to complete academic assignments without proper acknowledgment of the source.
2. Cheating: A broad term that includes the following:
 - a. Giving or receiving help from unauthorized persons or materials during examinations.
 - b. The unauthorized communication of examination questions prior to, during, or following administration of the examination.
 - c. Collaboration on examinations or assignments expected to be individual work.
 - d. Fraud and deceit, which include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

My assumption will always be that your writing and other creative work is original and generated purposefully for this course during the spring semester of 2022. There are many types of plagiarism—some more obvious than others, but there are subtle forms you may not be aware of. A good rule of thumb to live by: if you're not sure whether you're violating these rules, talk to me about it before turning in the work in question. We are here to learn, after all.

Privacy of Student Records

The University respects the rights and privacy of students in accordance with the Family Educational Rights and Privacy Act (FERPA). The University may disclose certain items of directory information without the consent of the student, unless the student submits a written non-disclosure request. Students are required to file requests for non-disclosure with the Office of the Registrar. Non-disclosure forms remain in place permanently, unless the office is notified otherwise.

Nondiscrimination Statement/Title IX

Embry-Riddle Aeronautical University continually strives to recognize, respect, and celebrate the differences and cultural identities among individuals as we recruit, support, and embrace our diverse community. We work to provide a safe environment where self-expression is welcome. We strive to create a campus climate that is free of discrimination so that networks, partnerships, and cultural competency can be fostered through leadership, integrity, and respect.

In so doing, Embry-Riddle does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, sex, gender identity, gender expression, sexual orientation, disability, veteran status, predisposing genetic characteristic, age, religion, pregnancy status, or any other characteristic protected by University policy or state, local or federal law.

This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive, or limit the educational, employment, and/or social access, benefits, and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the University policy on nondiscrimination. When brought to the attention of the University, any such discrimination will be appropriately remedied by the University.

If you have questions or need guidance regarding your Title IX rights, please contact the Title IX Coordinator at 928-777-3747.

Other Student Responsibilities

All Embry-Riddle students are responsible for knowing all academic regulations and procedures required for continued attendance at the University. These regulations and procedures are presented in University publications such as the catalog, the Student Handbook, the Flight Operations Manual, and the Academic Policies and Procedures Manual. These documents are available for reference either online or at the Office of the Registrar, student government offices, and academic departments throughout the University. A student who requires clarification of any policy or regulation should seek help from their academic advisor, program/department chair, or the Office of the Registrar. University regulations will not be waived because a student pleads ignorance of established policies and procedures. The University reserves the right to change curricula and academic regulations and procedures without notice or obligation.

COVID-19 Policies

Barring unforeseen circumstances, all classes will be held in-person unless otherwise noted on the syllabus. In order to keep us all safe and healthy together, I encourage you to take advantage of ERAU's vaccination clinics and wear a face covering while in class. Per current university policy, vaccinated and masked students will not have to quarantine if exposed to COVID. In order to support community contact tracing, I am required to keep a seating chart for our class this fall. Finally, while I'm available to meet in person upon request, office hours and individual assignment conferences will also be held over Microsoft Teams (see the scheduling links in Canvas).

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Campus Resources

Please feel free to drop by during my office hours, as this can be a productive opportunity to discuss questions, concerns, or to simply work through potential ideas for a project. If you are not available to meet during my scheduled office hours, I am happy to meet with you if you make other arrangements with me ahead of time. If you can't drop by, I make it a point to check my email regularly during the weekdays from 9:00 AM – 5:00 PM, so don't hesitate to send me a message if you have questions or concerns about the class. Of course, please remember that FERPA forbids the discussion of student grades over email.

Hazy Library and Learning Center

The Hazy Library and Learning Center is actively involved in promoting your academic success and enriching your learning experience and research. Ask a Librarian about any of our many services we offer for students, staff, and faculty, including:

- Course Reserves: course support materials
- Information Resources: Research and Course Guides (LibGuides), and Databases
- Materials: Borrowing, My Library Account, Interlibrary Loan (ILL), and Purchase Requests
- Research Assistance: ASK Desk, Faculty Research Support, and online reference assistance
- Space: Computers, Study areas, and Online Room Reservation
- Technology: Computers and other technology, Computer Commons, and Technology Lending Services

University Tutoring

The Tutoring Program at the Embry-Riddle Aeronautical University Prescott campus provides free tutoring for all students. Our experienced peer tutors have already taken the courses for which they tutor, provide specific and knowledgeable guidance, suggest effective study strategies, and encourage independence in learning. For more information, email prtutor@erau.edu.

Counseling Services

The mission of Counseling Services is to enhance the emotional well-being of ERAU students. We believe that good mental health is a key part of overall health, and good health is essential to academic success! We support students' academic experience by providing brief mental health counseling and consultation services that help them identify barriers, improve coping, and achieve personal and academic goals. For more information, call 928.777.3312 or email prcounsel@erau.edu.

Course Schedule

Mode of Delivery: In person classroom instruction (unless otherwise noted)

Week 1: Course Welcome

Date	Day	Topic	Reading Due	Writing Due
1/13	R	Course Introductions, Syllabus	Download syllabus on Canvas	

Week 2: Introduction to Rhetoric

Date	Day	Topic	Reading Due	Writing Due
1/18	T		Read “What is a Labor-Based Grading System?”	Introduction Letter
1/20	R		Read TBA	

Week 3: Defining Social Justice and Public Advocacy

Date	Day	Topic	Reading Due	Writing Due
1/25	T		Read “The Rhetoric of Social Movements Revisited” by Lynée Gaillet	Reading Response 1
1/27	R		Read “Introduction: Making Race and Gender Politics on Twitter” by Sarah J. Jackson, Moya Bailey, and Brooke Foucault Welles	

Week 4: Abolition Movement

Date	Day	Topic	Reading Due	Writing Due
2/1	T		Read “What to the Slave is the 4 th of July” by Frederick Douglas (Canvas)	Reading Response 2

2/3	R		Read “Roots of African American Rhetorical Theory in Frederick Douglass” by D’Angelo Bridges	Seminar Paper Proposal Memo
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Week 5: First Wave Feminism & Suffrage Movement

Date	Day	Topic	Reading Due	Writing Due
2/8	T		Read TBA	Reading Response 3
2/10	R		Read TBA	

Week 6: Civil Rights Movement, Part 1

Date	Day	Topic	Reading Due	Writing Due
2/15	T		Read “The Master’s Tools Will Never Dismantle the Master’s House” by Audre Lorde	Reading Response 4
2/17	R		Read ““Trashing the system: Social movement, intersectional rhetoric, and collective agency in the Young Lords Organization’s garbage collective” by Darrel Enck-Wanzer	Annotated Bibliography

Week 7: Civil Rights Movement, Part 2

Date	Day	Topic	Reading Due	Writing Due
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2/22	T		Read “Language and Racial Injury in <i>Lau v. Nichols</i> ” by Haivan V. Hoang	Reading Response 5
2/24	R		Read “Rhetorical Sovereignty: What do American Indians Want from writing?” by Scott Lyons	

Week 8: Farm Workers Movement & Labor Movement

Date	Day	Topic	Reading Due	Writing Due
3/1	T		Read ““Rhetorical agency as <i>haciendo caras</i> and differential consciousness through lens of gender, race, ethnicity, and class: An examination of Dolores Huerta’s rhetoric” by Stacey Sowards	Reading Response 6
3/3	R		Read “Radical Labor in a Feminine Voice: The Rhetoric of Mary Harris ‘Mother’ Jones and Elizabeth Gurley Flynn” by Mari Boor Tonn	Seminar Paper Rough Draft

Week 9: Gay/Queer Liberation Movement

Date	Day	Topic	Reading Due	Writing Due
3/8	T		Read TBA	Reading Response 7
3/10	R		Read TBA	

Week 10: SPRING BREAK, NO CLASSES**Week 11: Disability Rights Activism**

Date	Day	Topic	Reading Due	Writing Due
3/22	T		Read “Disabled Upon Arrival: The Rhetorical Construction of Disability and Race at Ellis Island” by Jay Dolmage	Reading Response 8
3/24	R		Read TBA	Seminar Paper Final Draft

Week 12: 2nd & 3rd Wave Feminism

Date	Day	Topic	Reading Due	Writing Due
3/29	T		Read “Willfulness and Feminist Subjectivity” by Sara Ahmed	Reading Response 9
3/31	R		Read “The Language of Rhetorical Feminism, Anchored in Hope” by Cheryl Glenn	Team Project Proposal Memo

Week 13: Environmental Justice

Date	Day	Topic	Reading Due	Writing Due
4/5	T		Read “What Standing Rock Teaches Us About Environmental Justice” by Jaskiran Dhillon	Reading Response 10
4/7	R		Read “Performing Critical Interruptions: Stories, Rhetorical Invention, and the Environmental Justice Movement” by Phaedra C. Pezzullo	

Week 14: #Hashtag Activism, Social Media & Public Advocacy

Date	Day	Topic	Reading Due	Writing Due
4/12	T		Read “#BlackLivesMatter: Pasts, Presents, and Futures” by Louis M. Maraj, Pritha Prasad, and Sherita V. Roundtree	Reading Response 11
4/14	R		Read “Breaking the Internet: An Analysis of #LoveWins” by Niyah Gonzalez	

Week 15: Conferences & Workshops

Date	Day	Topic	Reading Due	Writing Due
4/19	T	Class Cancelled for Individual Conferences.		
4/21	R	Peer Review Workshop		Digital Presentation Rough Draft

Week 16: Course Wrap Up & Final Presentations

Date	Day	Topic	Reading Due	Writing Due
4/26	T	Presentations		
4/28	R	Presentations & Course Evaluations		Team Case Study Digital Presentations Due

Finals Week

Date	Day		Writing Due
5/?	T	<i>There are no in-person class meetings during Finals Week. Instead, your final reflection memo is due on Canvas by the end of our exam period.</i>	Final Reflection Due