

COM 339
Practices of Citizenship
Fall 2016 (TBD)

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Overview of the Course

The purpose of this course will be to explore the history and theory of citizenship as a deliberative practice linked to the rhetorical tradition of communication. Particular attention will be given to the role of discourse, invention and imagination in the making of citizens, as citizenship has evolved from limited roles in ancient Greece to accepted norms and rules in modern national and international political arenas. The course will emphasize participatory and deliberative skills as part of the process in which communities are formed and citizens emerge as members, stressing unconventional examples of citizens who exist or struggle in unexplored geographical and metaphysical spaces, like beyond and in between regions, nations or organizations. Examples may include discourses around what we may consider ideal citizens locally, nationally, and internationally; local minorities and marginalized communities; national immigration debates; ongoing conflicts in the Middle East; refugees in Europe; **environmental migrants and refugees**; historically disenfranchised peoples such as the Roma; et cetera...

The goals of this course include:

- developing a richer understanding of the rhetorical dimensions of citizenship, its history, and its practice
- analyzing ideological processes at work in rhetorical discourses on citizenship
- using rhetorical processes as tools for creative and critical thinking, both individually and in groups, relating to citizenship
- producing careful and learned criticism of the problems associated with citizenship

To move toward these goals, this class has several component parts:

- lectures devoted to explaining, illustrating, and discussing key concepts, processes, and historical developments
- small groups given shorter and cumulative assignments to help put principles into practice
- individual written assignments and short papers
- books and readings designed to prepare you for class discussion
- a project involving community members **OR the Symposium (part of a series of symposia since 2007, the special topic for this class could be environmental citizenship and migration, see attachment)**

Tips for success in this class

1. *Attend class.* Class lecture and discussions are live events where the principles and concepts are explained, exemplified, and modeled. It is a place for active learning and increased understanding.

2. *Do your readings.* Complete all assigned readings. They focus on issues I want you to concentrate on and consider, and we will draw upon them in class.

3. *Participate in class.* Discussions and activities let you put principles into practice. Since rhetoric is an art that needs to be practiced, practice is crucial. There will be individual and group assignments, both oral and written, and your performance will account for nearly half your grade when participation and group-based work are included.

4. *Stay on top of the assignments.* Smaller assignments lead into the bigger papers and projects. Stay on top of them, and you will do well. Fall behind, and you'll be in trouble.

5. *Prepare for mastery of the material, not just acquaintance with it.* When I evaluate assignments, the baseline grade is a 'C': if you meet the basic requirements as outlined in the assignment sheet, this is your grade. If you want to get above a 'C,' you need to show independent thought, do additional research, be especially creative, and find connections between rhetorical principles and your own everyday life.

Required Materials and Internet Sources

The material necessary for successful completion of this course include books, online readings, and articles/chapters on Sakai (most also available through the Library, specifically the database 'Communication and Mass Media Complete'). The readings necessary for each class will be indicated in the schedule.

Assignments and Grading

Research Paper and Presentation	120 pts
Midterm Examination	100 pts
Analytic Reading Response and Presentation	40 pts
Participation	100 pts
Symposium/Group Project proposal	40 pts
Symposium or Group Project	<u>100 pts</u>
Total	500 pts

Grading Scale

94%-100% = A	74%-76% = C
90%-93% = A-	70%-73% = C-
87%-89% = B+	67%-69% = D+
84%-86% = B	64%-66% = D
80%-83% = B-	60%-63% = D+
77%-79% = C+	below 60% = F

Research Paper: This 8-12 page research-based paper requires you to analyze an approved figure/issue/topic/event related to the principles and concepts covered in class. You will present your paper in class.

Midterm Examination: you will draw together key concepts and techniques and apply them to specific examples and situations along with a demonstration of mastering the material. The examination will be a combination of short answers and essay questions.

Analytical Reading Responses: Twice throughout the semester (following a pre-assigned order), you will write a 3-4 page analysis and critique of the primary text/s assigned for the week, followed by several critical questions for class discussion. Your papers will be distributed to all members of class. You will also present your reactions to the reading/s, with specific attention to the development of questions to stimulate class discussion.

Participation: Class will be devoted to discussions and hands-on learning, both as individuals and in groups. Your frequent and incisive contributions to discussions are expected. Participation will include blog entries, short reflections on current events, and other in class activities.

Symposium or Group Project: See attached document.

Attendance and Participation

Absences: Due to the nature of this course, your presence and punctuality are required for every class meeting. You will be allowed TWO unexcused OR excused absences. For each additional absence you will lose 3 percentage

points off your total grade. If you are a member of a campus organization or athletic team that will require you to miss more than two classes, you may want to talk to your advisor or coach about the possibility of missing events, practices, or contests, *or you may want to register for a class that meets at a time that is more convenient for you.*

Tardiness: You must arrive on time for class. We need everybody here in order to start on time. Particularly on days during which presentations are to take place, be considerate to your classmates by being ready, attentive and by waiting until someone is finished presenting before entering. Be advised that a pattern of tardiness may be considered an absence.

Responsibility for Missed Information

If you miss a class, you are responsible for the material covered while absent and for obtaining information presented during that class session (this includes videos or assignments). Please ask a classmate for this information prior to the next class session. Missing class does not excuse you from handing assignments in on time.

Text Readings

You are expected to read all of the assigned readings for a given week prior to coming to class. Class discussions will extend the information covered in the books and the other readings. In some cases I will introduce information from other sources. You are responsible for knowing this information.

Late/Make-up Work

Late papers will suffer a 5 points reduction per day including weekends – at this rate, within one week an “A” paper can become a “D” paper. Documented and extraordinary circumstances will be evaluated on a case by case basis.

Plagiarism

Plagiarism of any kind is not tolerated. To plagiarize means to use or pass as one's own the ideas or writings of another. You may not present work and assignments that have been prepared by other people or for other courses without fully acknowledging the source. You may use other people's words and ideas only if quoted properly and full credit is given. Any student failing to give credit for ideas or materials that he or she takes from another source is guilty of plagiarism. Plagiarism of any form will result in an F. If you are in doubt about the legitimate use of sources for your speeches, check with me. I will assist you in ensuring the originality of your ideas and avoiding subsequent problems. If you have any questions about what constitutes plagiarism, please refer to the definition used by the English Department below:

To put your name on a piece of work is to say that it is yours, that the praise or criticism due to it is due to you. To put your name on a piece of work any part of which is not yours is plagiarism, unless that part is clearly marked, and the work from which you have borrowed fully identified. Plagiarism is cheating, it is a form of theft. Taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were yours, is like taking from that person a material possession, something he or she has worked for and earned. Even worse is the appropriation of someone else's ideas. By “ideas” is meant everything from the definition or interpretation of a single word to the overall approach of an argument. If you paraphrase, you merely translate from his or her language to yours; another person's ideas in your language are still not your ideas. Paraphrase, therefore, without a footnote, is theft, perhaps theft of the worst kind. Here a person loses not a materials possession, but something of what characterizes him or her as an individual. Plagiarism, regardless of intent, is a serious violation of another's rights, whether the amount of materials stolen is great or small; it is not a matter of degree or intent. You know how much you would have had to say without someone else's help; and you know how much you have added on your own. Your responsibility, when you put your name on a piece of work, is simply to distinguish between what is yours and what is not, and to credit those who in any way have contributed.

Disability Resources

Reasonable accommodations are available for students who have a documented disability. Please let me know during the first week of class of any accommodations needed for the class. Late notification may cause the requested accommodations to be unavailable.

Class Conduct

You are responsible to come to each class prepared, having read the assigned material, and being attentive and respectful of others. Many opportunities to learn, practice, and master the skills necessary to succeed in the course will be given and it is in your best interest to take full advantage of them. I am willing and eager to help you in any way possible, so please do not hesitate to ask for additional suggestions or comments.

Tentative Schedule of Topics and Assignments

- Week 1 Introduction to Course and Class Interviews
- The Ideal Citizen
Plato, *Republic*, Book VI
Read my article ‘Symposium on Citizenship’
- Week 2 The Legislator
Aristotle, *Politics*, Book III
- The Orator and the Anti-Logikos
Cicero, *De Officiis*, Book I
Protagoras, *Dissoi Logoi*
- Recommended:* John Stuart Mill, *On Liberty*, Chapter II, “Of the Liberty of Thought and Discussion”
- Week 3** **The Idealist (We will use examples from discourses about the environment and religion, moral rights and duties to others and to our planet)**
- Selected Readings from Kant, *On Perpetual Peace* and *Ethical Philosophy***
- Recommended:* Selected readings from Locke, *The Second Treatise of Government* and Rousseau, *The Social Contract***
- Week 4 The Pragmatist
Selected Readings from Dewey, *The Public and its Problems*
- Asen, “A Discourse Theory of Citizenship” *Quarterly Journal of Speech* May 2004
- Recommended* Kenneth Rufo and R. Jarrod Atchison, “From Circus to Fases: The Disciplinary Politics of Citizen and Citizenship, *Review of Communication* 2011
- Zarefsky, David. "Two Faces of Democratic Rhetoric," in David Timmerman and Todd McDorman, ed., *Rhetoric and Democracy*
- Michael Calvin McGee, “In Search of ‘the People’: A Rhetorical Alternative”
- Week 5** **Proposals for Group Projects and Symposium DUE**
The Public/Private Spheres for Action and Words
Arendt, *The Human Condition*
- Arendt, Selected Readings from *On Humanity in Dark Times*

Recommended: Selected Readings from Habermas, *The Structural Transformation of the Public Sphere*

Week 6

The Struggle for Citizenship
Selected Readings from Du Bois, *The Soul of Black Folks*

John and Condit, "Reconstructing <Equality>: Culturetypal and CounterCultural Rhetorics in the Martyred Black Vision"

Recommended: Eric King Watts, *Hearing the Hurt*, Chapter 2

Week 7

Citizenship and Those Who Belong...
Dorsey and Harlow, "We want Americans Pure and Simple: Theodore Roosevelt and the Myth of Americanism"

David Cisneros, "Contaminated Communities: The Metaphor of "Immigrant as Pollutant" in Media Representations of Immigration," RPA 2008

Recommended: Vanessa Beasley, *Who Belongs in America? Presidents, Rhetoric and Immigration* (Introduction and conclusion)

Midterm Examination

Week 8

Spring Break-No School

Week 9

Citizenship and Gender
Sarah McKinnon, "Positioned in/By the State: Incorporation, Exclusion, and Appropriation of Women Gender Based Claims to Political Asylum in the United States" *Quarterly Journal of Speech* 2011

Lisa Flores, "Creating Discursive Space through a Rhetoric of Difference: Chicana Feminists Craft a Homeland"

Giorgio Agamben, "No to Biopolitical Tattooing"

***Recommended:* Articles from Signs, Vol. 26, No. 4, Globalization and Gender, Summer 2001**

Anne Demo, "Sovereignty Discourse and Contemporary Immigration Policies," *Quarterly Journal of Speech* 2005 and "The Afterimage Immigration Policy after Elian"

Robert DeChaine, "Bordering the Civic Imaginary: Alienization, Fence Logic, and the Minuteman Civil Defense Corps," *Quarterly Journal of Speech* 2009

David Cisneros, "(Re)Bordering the Civic Imaginary: Rhetoric, Hybridity, and Citizenship in La Gran Marcha," *Quarterly Journal of Speech* February 2011

Week 10

The Social Movers
Zaeske, "Signatures of Citizenship: The Rhetoric of Women's Antislavery Petitions" *Quarterly Journal of Speech*, May 2002.

Olson and Goodnight, "Entanglements of Consumption, Cruelty, Privacy, and Fashion: The Social Controversy over Fur" *Quarterly Journal of Speech*, August 1994.

Recommended: Charland, "Constitutive Rhetoric: The Case of the Peuple Quebecois" *Quarterly Journal of Speech*, May 1987

Danielle Endres & Samantha Senda-Cook, "Location Matters: The Rhetoric of Place in Protest" *Quarterly Journal of Speech* August 2011

Melanie Loehwing, "Homelessness as the Unforgiving Minute of the Present: The Rhetorical Tenses of Democratic Citizenship" *Quarterly Journal of Speech* November 2010

- Week 11 Environmental Citizenship and Environmental Migration
Andrew Dobson, *Environmental citizenship: towards sustainable development*
AND "Citizenship and the Environment" (2007)

Olivia Dun and François Gemenne, "Defining 'environmental migration'" (2008)
- Week 12 The Agitator
Selected Readings from Nietzsche, *The Will to Power* and *Beyond Good and Evil*

Recommended: Vivian, "Freedom, Naming, Nobility: The Convergence of Rhetorical and Political Theory in Nietzsche's Philosophy" *Philosophy & Rhetoric* 2007, 40, 4
- Week 13 The Humanitarian
Benhabib, *The Rights of Others*

Recommended: Volume 96, 4, November 2010 *Quarterly Journal of Speech*, Special Volume on the Rhetoric of Human Rights

Arvind Rajagopal, "Arts for Whose Sake? Artistic Citizenship as an Uncertain Thing," pp. 137-150 in *Artistic Citizenship, A Public Voice for the Arts*, edited by Campbell and Martin 2006.

Sara McKinnon, Review Essay: The Law and Its Bedfellows: Nation Making through the Rhetoric of US Courtrooms," *Quarterly Journal of Speech*, August 2010

Susan Okin, *Is Multiculturalism Bad for Women?*
- (Possible dates for Symposium)
- Week 14 Queer Citizenship
Jeff Bennett, "Passing, Protesting, and the Arts of Resistance: Infiltrating the Ritual Space of Blood Donation" *The Quarterly Journal of Speech*, February 2008

Recommended: Ott and Aoki, "The Politics of Negotiating Public Tragedy: Media Framing of the Matthew Shepherd Murder"

Thomas Dunn, "Remembering 'A Great Fag': Visualizing Public Memory and the Construction of Queer Space," *Quarterly Journal of Speech*, November 2011
- Week 15 Mobility and Cosmopolitan Citizenship (issues of universal rights and responsibilities will include the environment)
Martha Nussbaum, selected readings from *For Love of Country?*

Recommended: Beasley Von Burg, "Toward a Rhetorical Cosmopolitanism: Stoics, Kant, and the Challenges of European Integration," *Advances in the History of Rhetoric* 2011

James Darsey, "Toward a Non-Stoical Cosmopolitanism," *Advances in the History of Rhetoric* 2011
- Week 16 **Paper/Project Presentations**

Paper/Project Presentations

Research Paper DUE on Sakai

Citizens to consider for your paper (*Inter alia*):

Jane Addams	Audre Lorde
Susan B. Anthony	Nelson Mandela
Hannah Arendt	Bill McKibben
James Baldwin	Rigoberta Menchu
Tony Blair	Harvey Milk
Amelia Bloomer	David Mixner
Patrick Buchanan	Richard Mohr
George W. Bush	Robin Morgan
Stokey Carmichael	Lucretia Mott
Jimmy Carter	John Muir
Rachel Carson	Barack Obama
Carrie Chapman Catt	Torrie Osborne
Cesar Chavez	Thomas Paine
Hillary Clinton	James D. Phelan
Jacques Cousteau	Wendell Phillips
Marie Curie	Pope Francis
Angela Davis	Adam Clayton Powell
Ossie Davis	Eleanor Roosevelt
Phillip Deere	Franklin D. Roosevelt
Frederick Douglass	Anna Howard Shaw
W.E.B. DuBois	Margaret Sanger
Diane Feinstein	Patricia Schroeder
Betty Friedan	Rosa Fassel Sonneschein
Margaret Fuller	Elizabeth Cady Stanton
William Lloyd Garrison	Adlai E. Stevenson
Marcus Garvey	Maria Stewart
Mohandas Karamhad Ghandi	Lucy Stone
Jane Goodall	Johnnie Tillmon
Angelina Grimke	Henry David Thoreau
Steve Gunderson	Sojourner Truth
bell hooks	Desmond Tutu
Patricia Ireland	Urvashi Vaid
Jesse Jackson	Alice Walker
Mary Harris 'Mother' Jones	George Wallace
Barbara Jordan	Booker T. Washington
Helen Keller	Maxine Walters
John F. Kennedy	Faye Wattleton
Coretta Scott King	Daniel Webster
Martin Luther King Jr.	Ida B. Wells (Barnett)
Everett Lee Koop	Frances E. Willard
Dalai Lama	Elie Wiesel
Aldo Leopold	Malcolm X

Topics/Issues to consider for your paper (*Inter alia*):

Nationalism
Post-nationalism
Trans-nationalism
Cosmopolitanism
Immigration/Emigration
Migration
Asylum seekers
Refugees
Poverty
Mobility
Globalization
Urbanization
Environment
Sustainability
Global Warming
Water Scarcity
Agriculture
Human Rights
Displacement
Democracy
Deliberative Democracy
States
Public/ Private Realms
Public Sphere
Freedom of Movement
Markets
Economy
Trade
Consumerism
Capitalism
Race
Gender
Sexuality
Identity
Heterogeneity
Religion
Civil Liberties
Colonialism
Privacy
Voting rights
Political Parties
Elections

International relations
Diplomacy
United Nations (UN)
World Trade Organization (WTO)
International Monetary Fund (IMF)
World Bank
International Court of Justice (ICJ)
Organization of African Unity (OAU)
European Union (EU)
North Atlantic Treaty Organization (NATO)
Organization of the Petroleum Exporting Countries (OPEC)
North American Free Trade Agreement (NAFTA)
Mercosur
Association of Southeast Asian Nations (ASEAN)
Unesco
Non proliferation of nuclear weapons (NPT)
'Occupy' Movements
Arab Spring
Communism
Terrorism
Security
Education
Border Control
Drugs
Peace
War
Activism
Protest
Incarceration
Medicine
AIDS
Adoption
Legal Systems
Supreme Court
Internet
Blogs
Television
Art
Films
Music
Sport