Rhetoric 220
“Persuasion and Society: A Survey in History, Theory, and Practice”
Fall 2017
TR 2:40 – 3:55 pm (FAC S206)

Professor: Dr. Cory Geraths
Office: Fine Arts Center S204
Office Hours: TR 4:15 – 5:45 pm, by appointment, and by drop-in
Email: gerathsc@wabash.edu
Phone: 765-361-6385

Scope of Course

What is persuasion? What is rhetoric? How do both inform our cultures and societies? What are the connections, similarities, and differences between these terms? These are the central questions that we will work to answer this semester. This is a survey course and, as such, is designed to provide a broad view of the different theories, methods, media, arenas, and artifacts of persuasion and rhetoric. While much of our focus will thus be directed at covering a breadth of ideas and concepts, we will also be working for depth of knowledge each and every day.

We will work through six units in this course that, respectively, cover (1) ancient and contemporary definitions and approaches to persuasion; (2) technologies and rhetorical methods of persuasion as they apply to both publics and counterpublics; (3) political campaigns, including focuses on conventions, advertisements, and debates; (4) identity and social movements, including case studies on Women’s, LGBTQ, and Civil Rights; (5) persuasion in practice, with discussions touching on other areas and media of persuasion, including marketing, art, health, and drama; and (6) persuasion and global rhetorics, which will feature case studies from Mexico, Argentina, Egypt, Qatar, the Maldives, the United Kingdom, France, Sweden, Denmark, Greece, and Syria.

This course is, as such, designed to introduce students to the foundations of persuasion as expressed within both the ancient and contemporary rhetorical traditions. Moreover, it invites students to further develop their specific areas of interest in Rhetoric, whether it be the study of visual texts, fiction, the digital, or international rhetorics (to name just a few).

Course Objectives

1. To address the expansiveness of persuasion within society, both historically and today
2. To introduce ancient conceptions and theories of persuasion and rhetoric
3. To consider the power of persuasion in both political campaigns and social movements, both historically and today
4. To recognize the connections between persuasion, rhetoric, and identity
5. To broaden understanding through analysis of global, as well as domestic, case studies
6. To apply course concepts through the composition of written research papers
7. To apply course concepts through collaboration on a group persuasive campaign project
8. To apply course concepts through the invention and delivery of a final group presentation
9. To practice and develop critical reading skills through engagement with a diversity of course texts, including textbooks, academic books, academic journal articles, newspaper articles, and policy analyses
10. To practice and develop critical thinking and analysis skills through application of course concepts to a diversity of rhetorical artifacts, including speeches, essays, social media posts, memes, advertisements, judicial opinions, photographs, posters, paintings, monuments, clothing, memoirs, television and film, video games, music videos, and places and spaces
Required Materials

This course will require the following materials and media access.

Textbook

There is no required textbook for this course.

Canvas

All readings will be posted to our course Canvas page. These are listed in the schedule at the end of this syllabus, and will include scans from scholarly books, articles, and other news sources. You will also use Canvas to submit course writing assignments, take quizzes, and post discussion forum inquiries and responses. A bibliographic list of the course readings is provided below. Passages, as noted in Canvas, will be taken from the following sources.


Note Taking and Reading

You should get into the habit of taking notes on course readings, lectures, and in-class discussions. There are, of course, ample materials and media available to facilitate such note taking. I encourage you to take advantage of what works best for you—a notebook, a laptop, a tablet, etc. You should bring your reading notes to each class, as well as a copy of the given day’s reading(s), whether printed or on a computer/tablet (no phones).

Speaking of reading, there will be (as illustrated above) a variety of different texts assigned in this course. Many of these will be challenging, by design. In addition to taking notes, there are a few other strategies for success when it comes to reading for this course: (1) read for the argument—that is, what is the author(s) primary claim?; (2) give yourself time to complete the reading assignment—schedule time each day to read, whether in chunks or over long sessions (whichever works best for you); (3) take advantage of the reading guides provided by me in advance of the reading.
assignments; and (4) ask questions—both to me via email before/after class and during class, when we will often unpack course readings. You may also consider investing in (or checking out from the library) a copy of Mortimer J. Adler and Charles Van Doren’s *How to Read a Book: The Classic Guide to Intelligent Reading* (New York: Simon & Schuster, 2014).

**Course Assignments**

This course includes four primary categories of assessment: (1) research papers, (2) a group persuasive campaign, (3) a midterm exam, and (4) course engagement. These are designed to encourage different forms of learning and, taken together, they invite you to creatively—but critically—demonstrate your knowledge of course concepts, theories, and practices.

You will write four papers over the duration of the course. Each will correspond to a given unit, and will ask you to craft a clear, creative, and well-researched argument on a question, theory/method, and/or persuasive artifact. These essays will range in length from 500 words to 1250 words. Each will take into account quality of argument, research, editing, and use of grammar and proper formatting. Additional information on each paper assignment will be given in class.

As a member of a group, you will also complete a semester-long persuasive campaign. Your campaign will focus on a specific topic, person, political campaign, social movement, or other persuasive artifact of your choosing. Collectively, you will be responsible for submitting a polished campaign report. This report will include (at minimum) the following: (1) a piece of public address; (2) a visual campaign advertisement; (3) a social media outreach plan; (4) a researched analysis of your campaign’s theoretical and methodological foundations; (5) an overview of your campaign’s audience(s), primary media, and scope; (6) individual and group reflections on the project; and (7) copies of previously-completed meeting memos. Early in the term, you will be assigned to a group of 4-5 students. Together, you will complete the aforementioned components of the project. You will also give an oral presentation of your campaign—as a group—dURING THE FINAL EXAM PERIOD AT THE END OF THE COURSE. Additional information on the persuasive campaign project will be given in class.

This course will include a single, midterm exam. This exam will consist of a mixture of multiple choice, fill-in-the-blank, and short answer questions. Additional information on the midterm exam will be provided later in the semester.

For more details on what constitutes course engagement, refer to the following sections.

**The Gentleman’s Rule**

The Gentleman’s Rule states that “the student is expected to conduct himself at all times, both on and off campus, as a gentleman and a responsible citizen” (“Just One Rule of Conduct?”). As an overarching statement of the expectations for Wabash students, this rule impacts our course in a number of concrete ways. See below.

**Academic Honesty**

You should, at all times, be mindful of the tenets of academic honesty. These include, but are not limited to, the avoidance of cheating on exams and plagiarism of others’ ideas. We will discuss both in greater detail in class. As a general rule of thumb, err on the side of caution. Ask yourself, “is this dishonest?” and/or “am I plagiarizing?” If the answer to either question is “yes” or “maybe,” come see me for help before putting your academic and professional careers in jeopardy.
Respect

You should, too, respect your peers, your instructor, and yourself. This includes, but is not limited to, coming to class on time, never interrupting a peer’s presentation or discussion, being prepared for each and every class (i.e., having done the reading and engaged with the material), and actively listening and engaging with the ideas of your peers.

An Open Mind

Finally, you should work to keep an open mind for the duration of our course. A course in rhetoric and persuasion is, at its core, grounded in the expression of arguments, ideas, and beliefs. Many of these will be passionately expressed and deeply grounded in personal experience; these arguments, ideas, and beliefs will also be supported by research and carefully-honed statements. You may not always agree with the thoughts presented by your peers or instructor. In fact, you are welcome to thoughtfully disagree and engage in constructive debate and dialogue. At no point, however, should you disparage anyone else in class with personal attacks. Rather, I encourage you to, at all points, keep an open mind. Listen, respect others, and engage in productive conversation with your peers.

Grading

An overview of the grading system and assignments in this course is given below. Please note, as a general rule of thumb, that you earn, rather than receive grades in this course. Should you ever have any concerns about your grade or standing in class, please get in touch with me as soon as possible. I am always happy to offer suggestions for improvement in the course.

Assignment Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Course Engagement</td>
<td>250</td>
<td>25%</td>
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<tr>
<td>In-Class Engagement</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Prompts</td>
<td>75</td>
<td>7.5%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>75</td>
<td>7.5%</td>
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<tr>
<td><strong>Papers</strong></td>
<td>250</td>
<td>25%</td>
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<tr>
<td>What is Persuasion?</td>
<td>40</td>
<td>4%</td>
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<tr>
<td>Theory/Method Summary and Annotated Bibliography</td>
<td>60</td>
<td>6%</td>
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<tr>
<td>Political Campaign Artifact Analysis</td>
<td>75</td>
<td>7.5%</td>
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<tr>
<td>Social Movement/Identity Artifact Analysis</td>
<td>75</td>
<td>7.5%</td>
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<tr>
<td><strong>Exam</strong></td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>150</td>
<td>15%</td>
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<tr>
<td><strong>Persuasive Campaign</strong></td>
<td>350</td>
<td>35%</td>
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<tr>
<td>Group Meeting #1 and Memo</td>
<td>15</td>
<td>1.5%</td>
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<tr>
<td>Topic Proposal</td>
<td>20</td>
<td>2%</td>
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<tr>
<td>Group Meeting #2 and Memo</td>
<td>20</td>
<td>2%</td>
</tr>
<tr>
<td>Group Meeting #3 and Memo</td>
<td>20</td>
<td>2%</td>
</tr>
<tr>
<td>Final Campaign Report</td>
<td>150</td>
<td>15%</td>
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<tr>
<td>Final Presentation and Discussion</td>
<td>125</td>
<td>12.5%</td>
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<tr>
<td><strong>Total</strong></td>
<td>1000</td>
<td>100%</td>
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Grading Scale

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<tr>
<th>Grade</th>
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<th>Points Range</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>93% – 100%</td>
<td>930 – 1000 points</td>
<td>Excellent or Superior Achievement</td>
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<tr>
<td>A-</td>
<td>90% – 92.9%</td>
<td>900 – 929 points</td>
<td>Excellent, with room for improvement</td>
</tr>
<tr>
<td>B+</td>
<td>87% – 89.9%</td>
<td>870 – 899 points</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83% – 86.9%</td>
<td>830 – 869 points</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80% – 82.9%</td>
<td>800 – 829 points</td>
<td>Good, with room for improvement</td>
</tr>
<tr>
<td>C+</td>
<td>77% – 79.9%</td>
<td>770 – 799 points</td>
<td>Somewhat above average</td>
</tr>
<tr>
<td>C</td>
<td>73% – 76.9%</td>
<td>730 – 769 points</td>
<td>Average or satisfactory competence</td>
</tr>
<tr>
<td>C-</td>
<td>70% – 72.9%</td>
<td>700 – 729 points</td>
<td>Somewhat below average</td>
</tr>
<tr>
<td>D</td>
<td>60% – 69.9%</td>
<td>600 – 699 points</td>
<td>Minimally competent, but still passing</td>
</tr>
<tr>
<td>F</td>
<td>0% – 59.9%</td>
<td>0 – 599 points</td>
<td>Unsatisfactory</td>
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Submission of Written Assignments

Please submit all assignments (unless otherwise instructed) via Canvas. Before submitting, you should convert your file to a PDF. When converting Word and Pages files to PDFs, be sure that your formatting transfers appropriately. **No non-PDF assignments will be accepted.**

Be sure, too, that your assignments are carefully proofread and checked for proper grammar, syntax, style, and formatting. You should use a standard font (Times New Roman, Calibri, Helvetica, Century Schoolbook, etc.). Set your font to size 10-12 (depending on the font), and double space your work.

Finally, all submissions should, whenever necessary, include properly formatted citations. Please use MLA style only (7th edition preferred, 8th will also be accepted). Thus, all papers requiring source citation should include parenthetical references in the main text and a Works Cited page.

Return of Assignments and 24/7 Rule

I will endeavor to return all submitted assignments in as timely a fashion as is possible. You will, barring exceptional circumstances, receive feedback on papers and campaign project components before the next corresponding assignment is due (e.g., you will receive feedback on Paper #1 before Paper #2 is due). If there is going to be a delay in the return of an assignment, I will let you know.

Assignments will be returned via Canvas. You can set your Canvas profile to automatically alert you when assignments are handed back and grades are updated in the gradebook. I will also post an announcement/send a message to the class when assignments have been returned. If this occurs and you cannot find or access your returned assignment, please let me know.

Should you find that you have a concern about a grade earned on an assignment, I request that you wait 24 hours before coming to speak with me. During this time, reflect on the grade and, more importantly, on the feedback received. If you would then like to speak with me about strategies for improvement, please stop by office hours or email me for an appointment. If, however, you would like to contest your grade, you must do so in writing no later than 7 days after the initial return of the assignment in question. I will review the grade and decide on any changes accordingly. **No grade appeals will be considered after 7 days have passed.**
Course Policies and Guidelines

Technology

Tracing the etymology of “technology” leads us back to two ancient Greek words: technē, meaning “art,” “skill,” or “craft” and logos, meaning “word,” “speech,” “discourse,” or “explanation.” Over time, logos led to the development of the English root -ology, meaning “the study of” a given topic or branch of knowledge. Thus, we can think of “technology” as the study or practice of an art, skill, or craft. Today, it is commonplace to automatically associate “technology” with modern electronics: computers, cellular phones, social networking sites, and so forth. The word also, however, encompasses everything from writing and drawing (graphō, in the ancient Greek) to rhetoric (rhētorikē) and, it is important to remember, even the development of the alphabet (by the ancient Phoenicians around 1200 BCE).

I return to the ancients here with the hope that you will recognize the diversity of technologies available to you in this course. I encourage you to make use of either a notebook or a computer/tablet to take notes. While I do ask that you refrain from using social networking sites, the Internet, and other mobile applications while in class (e.g., checking Facebook, texting your girl- or boy-friend), you are likely to find these digital technologies useful outside of classroom discussions (e.g., for coordinating group meetings, for conducting research, etc.). You will also find yourself regularly called to engage in the technē of rhētorikē: through written assignments, course discussions, and the like. We will use a multitude of technai in this course.

Participation and Engagement

Rhetoric is one of the seven core liberal arts. Thoughtful and purposeful engagement in class is, thus, imperative to both the study and practice of rhetoric and a liberal arts education. As such, it is expected that you regularly attend class. You are permitted two unexcused absences. Each additional absence will result in the loss of 3% (30 points) from your final course grade, independent of other work completed. Excused absences (e.g., travel for a college-sanctioned event/activity; family emergency) should be coordinated, whenever possible, with me in advance.

Active engagement with the course is also of paramount importance to your success in this course. Recognizing the diversity of voices, experiences, and personalities in this class, I embrace a broad view of what constitutes “engagement” with the course. First and foremost, you should be in class. Each class period you should work to participate through an energetic engagement with the course, both spoken and not. This energy is displayed through everything from nonverbal expressions of interest (e.g., nods of approval at a peer’s suggestion or, vice versa, a look of contemplation at an idea that surprises you) to regular answers to instructor and peer questions. When in class you should contribute to the construction, refinement, and evolution of ideas. This takes many forms. You may, as noted above, regularly contribute to course discussions. You may also put forth thoughtful responses to course writing prompts (both in class and on Canvas). One way or another, you should regularly demonstrate your commitment to the course, the material, and the ideas of your peers.

Communication

Like any course you have (or are yet to take) at Wabash, communication is key to our success in Rhetoric 220. Communication is a broad and complex term. It constitutes everything from writing and speaking to listening and typing (and more). We will spend more time on specific strategies, tools, and theories of persuasion, rhetoric, and communication throughout this course. There are, however, a few key communication-related points worth noting here.
Please send all emails to my Wabash email address: gerathsc@wabash.edu. Please avoid messaging me via Canvas whenever possible; that is, message me directly through Webmail or your preferred email client (e.g., Gmail). I make a habit out of replying to all non-essential email messages twice a day: once in the morning (usually from between 8:00 am – 9:00 am) and once in the late afternoon/early evening (usually from between 5:00 pm – 7:00 pm). I also work to respond to all student emails within 24 hours of receipt. If you have not heard back from me after such time, it is possible that your email has found its way to my spam folder. Please feel free to follow up, and I will respond as soon as possible.

You should also get into a regular habit of checking our course Canvas page. I will regularly make announcements to the class using Canvas. This means that you should also forward your Canvas mail to your preferred email address. Take note of all announcements posted on Canvas. You will also find regular updates to your grade, new assignment rubrics and comments, and so forth on Canvas.

Office Hours

I will hold regular office hours twice a week. These office hours are for our course specifically, and are designed for you to come by and discuss any and all questions you may have about our course. I am also happy to discuss your work outside of our course, your interests, and any other questions or topics you have on your mind. The office hours for this course are Tuesday and Thursday from 4:15 pm – 5:45 pm. I am also happy to set up an appointment with you, should these hours not work well for your schedule.

Generally, I tend to be in my office from 8:00 am – 6:00 pm, Monday through Friday. This excludes, of course, other courses I am teaching as well as department and college meetings. Each week I will post a copy of my schedule to the front of my door. In addition to scheduled office hours, I plan to be in (or around—I may be grabbing a coffee or making copies, so feel free to wait for a few minutes) my office. Any white space on the posted calendar represents unscheduled time that I expect to be in my office. Please feel free to drop by during these times. If my door is not open, knock. If I’m able to meet with you at that moment, I’ll be happy to do so. If not, I will arrange another time for us to meet.

It is imperative that you make use of office hours to supplement our work in the classroom. While I am happy to address small questions and concerns over email, in-person meetings are much more conducive to larger questions about the course. I am also happy to workshop drafts of your essays, help with questions about a given reading, and serve as a sounding board for your ideas about the course, your collegiate experience, and everything in between.

Late Work

Generally, I do not accept late work. There are, however, two exceptions to this rule. First, late work will be accepted if you have made previous arrangements with me for an extension. Second, late work will be accepted in cases of family and personal emergencies. Students traveling for college-sponsored programs or athletics should speak with me as soon as possible and should submit their assignments at an agreed-upon date before the original due date.

Missed Presentations and Exams

In accordance with the policy above, students will not be permitted to make up missed presentations or exams, unless otherwise arranged prior to the due date or in a case of personal or family emergency. Further, should you be unprepared to deliver your presentation on the assigned date, you will not receive a passing grade.
College Resources, Centers, and Departments

Disabilities

Students with disabilities (apparent or invisible) are invited to confidentially discuss their situation with the disability coordinator, Heather Thrush, Director of Student Engagement and Success. If a student wishes to receive an academic accommodation, it is required that his documentation of the disability be on file with Heather Thrush, who can, in confidence, provide information and guidance. Early notification helps us all work together in the most effective ways. Heather Thrush can be reached at her office (Center Hall 112A), by phone (x6347), or by email (thrushh@wabash.edu).

Counseling Center

Should you find yourself in a circumstance in which professional counseling would be useful, I encourage you to get in contact with Wabash’s Counseling Center. Located on the lower level of the Chapel, the Counseling Center can assist with a number of issues associated with mental health, academic stress, and so forth. The Center has open office hours Monday through Thursday from 11:00 am – 1:00 pm, and regular appointments are available. If you would like to schedule an appointment, contact the Center at 765-361-6252 or by email at Counseling@Wabash.edu. I am also happy to assist you in making an appointment. More information on the Center can be found here: https://www.wabash.edu/studentlife/counseling.

Writing Center

The Wabash Writing Center is dedicated to coaching Wabash Men to become the best writers that they can be. When a Wabash Man comes into the Wabash Writing Center, he will meet one-on-one with a trained writing consultant, or the director. Writing Center sessions are scheduled to last 45 minutes, which is enough time to review 6-7 pages of writing.

Writing consultants can work with writers at any stage of their writing process. A writer can come to the Wabash Writing Center with a couple of notes on a napkin, and our consultants can help him turn it into the best paper the writer can produce. Writers have to do their own work, but our consultants will make suggestions and offer advice to make a paper better. Consultants are also well versed in grammar concerns, MLA, and APA, and they are happy to answer questions or make minor corrections. However, we leave the line editing and final revisions to the writer.

Located on the second floor of the Lilly Library, the Wabash Writing Center is open to all students, faculty and staff.

To make an appointment, go to http://www.wabash.edu/writingcenter, select the button labeled “Click HERE to make an appointment,” and register in the scheduling system.

If you have any questions, please email the director, Dr. Koppelmann, at koppelmz@wabash.edu.

Office of Student Enrichment

The Office of Student Enrichment (OSE) provides Wabash Men with one-on-one counseling regarding time management skills, study skills, reading skills, and Academic Honesty. The OSE also offers one-on-one support for English Language Learners.

Contact Dr. Koppelmann at koppelmz@wabash.edu to arrange for a meeting if would like assistance regarding time management, study skills, reading skills, understanding Academic Honesty, or if would like support for learning American English.
Emergency Procedures

In case of a fire, we are to proceed from the classroom, go downstairs to the nearest exit, and move at least 50 yards away from the building. You should join your classmates and me outside to make sure that everyone got out of the building. Then, we will move as a group to the Chapel to report to the emergency personnel in charge. In the event of a severe weather storm, we are to proceed to the basement and shelter in the basement hallway.
# Course Schedule*

## Unit #1: Introductions and Definitions

### Week #1: Introductions

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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/24</td>
<td>R</td>
<td>Syllabus; Persuasion in a Democratic Society (No Reading)</td>
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### Week #2: Defining Persuasion

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<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>8/29</td>
<td>T</td>
<td>Ancient Understandings of Persuasion: <em>Rhētorikē, Peithō, Pisteis</em>; Pedagogy (Aristotle, pp. 30-44; Burke, pp. 573-583; hooks, pp. 1-12; Kennerly and Woods, pp. 15-21)</td>
</tr>
<tr>
<td>8/31</td>
<td>R</td>
<td>Un/Ethical Persuasion: Invitation, Belief, Manipulation, and Propaganda (Foss and Griffin, pp. 2-18; Jowett and O'Donnell, pp. 1-15, 20-31, 37-49)</td>
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## Unit #2: Theories and Methods of Persuasion

### Week #3: The Power and Technologies of Persuasion

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<thead>
<tr>
<th>Date</th>
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<th>Topic</th>
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<tbody>
<tr>
<td>9/5</td>
<td>T</td>
<td>Persuasion’s Power: Narrative, Allusion, Affect (Aristotle, pp. 113-147; Fisher, pp. 1-22) Due: “What is Persuasion?” Essay (Paper #1) (Canvas by 2:40 pm)</td>
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### Week #4: Persuasion and Counter/Publics

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/12</td>
<td>T</td>
<td>Publics and Counterpublics: Persuasion and Audience(s) (Warner, pp. 49-90)</td>
</tr>
<tr>
<td>9/14</td>
<td>R</td>
<td>Public Address: Making Sense of Oral and Written Persuasion (Zarefsky, pp. 67-85)</td>
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### Week #5: Expanding the Limits of Persuasion

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<thead>
<tr>
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<th>Topic</th>
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<tbody>
<tr>
<td>9/19</td>
<td>T</td>
<td>“Big Rhetoric”: Monuments and Memorials, Embodiment, and Sensation (Dunn, pp. 37-63; Hawhee, pp. 2-17)</td>
</tr>
<tr>
<td>9/21</td>
<td>R</td>
<td>Comparative Rhetoric: Persuasion Goes Global (Asante, pp. TBD; “Manifesting a Future for Comparative Rhetoric” [note: you will be assigned three of the nine scholars included in the Comparative Rhetoric symposium to read and report on to the class; do not read the entire article])</td>
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<th>Date</th>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/22</td>
<td>F</td>
<td>Due: Persuasive Campaign Topic Proposal (Canvas by 11:59 pm)</td>
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</table>
Unit #3: Politics and Campaigns

Week #6: Persuasion and Politics

9/26  T  Introduction to Campaign Rhetoric(s): Ads and Rallies
(Smith, pp. 1-43)
**Graded: In-Class Engagement, Part #1**

9/28  R  Political Campaigns: Conventions and Debates
(Panagopoulos, pp. 1-15; Morris and Francia, pp. 147-164 [note: in addition to the Smith chapter, you will be assigned either the Panagopoulos or Morris and Francia chapters to read and report on to the class; *do not read both*]; Smith, pp. 241-264)
**Due: Theory/Method Summary and Annotated Bibliography (Paper #2)**
(Canvas by 2:40 pm)

Week #7: Campaign Case Studies

(Boller, pp. 406-415; Johnson, pp. 229-250; Mercieca, pp. 717-735 [note: in addition to the Boller chapter, you will be assigned either the Johnson or Mercieca essay to read and report on to the class; *do not read both*])

10/5  R  **No Class (Feminisms and Rhetorics Conference)**
Canvas Module—Looking Back: The 1864, 1960, and 1980 Campaigns
(Boller, pp. 115-123, 296-308, 354-369)
**Due: Module, Discussion Prompt, and Reading Quiz (Canvas by 11:59 pm)**

10/6  F  **Due: Group Meeting #2 and Memo (Canvas by 11:59 pm)**

Unit #4: Identity and Social Movements

Week #8: Persuasion and Identity

10/10  T  Introduction to Social Movement Rhetoric(s)
(Staggenborg, pp. 1-10, 14-56)

10/12  R  **No Class (Midsemester Break)**
(No Reading)

Week #9: Women’s and GLBTQ Rights

10/17  T  Social Movements: Women’s Suffrage, the Second Wave, and the Women’s March
(Staggenborg, pp. 71-92; Stillion Southard, pp. 129-147; “Women’s March on Washington: Guiding Vision and Definition of Principles”)

10/19  R  Social Movements: Gay Liberation, Marriage Equality, and Trans Rights
(Kennedy, pp. 1-28; Scalia and Thomas, pp. 1-9; Staggenborg, pp. 93-109;
“Understanding Transgender Access Laws” [note: in addition to the Staggenborg chapter, you will be assigned either the Kennedy opinion or the Scalia and Thomas and “Understanding Transgender Access Laws” reading(s); *do not read all three selections]*)
**Due: Political Campaign Artifact Analysis (Paper #3) (Canvas by 2:40 pm)**
Week #10: Civil Rights and Visuality

10/24 T Social Movements: Civil Rights, Black Lives Matter, and Confederate Statues
(Adamczyk, pp. 139-152; Brown, pp. 1-22; Stewart, pp. 355-372 [note: you will be assigned either the Adamczyk, Brown, or Stewart essay to read and report on to the class; do not read all three essays])

Unit #5: Persuasion in Practice

10/26 R Visual Persuasion: Emmitt Till and Aspasia
(Geraths and Kennerly, pp. 197-211; Harold and DeLuca, pp. 263-286)
Graded: In-Class Engagement, Part #2

Week #11: Midterm and Marketing

10/31 T Midterm Exam
(No Reading)

11/2 R Persuasion and Capitalism: Advertising, Marketing, and the Search for “Buyers”
(Prell, Palmblad, Lissner, and Berg, pp. 607-616; Shrum, Liu, Nespoli, and Lowrey, pp. 314-330)

Week #12: Health and Banality

11/7 T Health and Persuasion: HIV/AIDS and Birth Control/Erectile Dysfunction
(Atkin and Salmon, pp. 278-295; Bennett, pp. 23-43; Chemaly, “That Male Birth Control Story?”; Extance, “What Happened to the Male Contraceptive Pill?”)

11/9 R Meet in front of Chapel at 2:40 pm
Banal Persuasion: Exploring Crawfordsville and Wabash
(Dickinson, pp. 5-27)
Due: Social Movement/Identity Artifact Analysis
(Paper #4) (Canvas by 2:40 pm)

Week #13: Drama and Entertainment

11/14 T Dramatic Persuasion: Memoir
(Gay, pp. TBD; Rogers and Marcus, pp. TBD; Vance, pp. TBD [note: you will be assigned either the Gay, Rogers and Marcus, or Vance selection to read and report on to the class; do not read all three selections])

11/16 R No Class (National Communication Association Conference)
Canvas Module—Dramatic Persuasion: Television, Film, Music Videos, and Video Games
(Detweiler, pp. 727-748; Garrelts, pp. 25-32; Prody, pp. 440-461; Sherlock, pp. 161-174 [note: you will select two of these readings to read and use in your completion of the Canvas Module; do not read all four selections])
Due: Module, Discussion Prompt, and Reading Quiz (Canvas by 11:59 pm)

11/17 F Due: Group Meeting #3 and Memo (Canvas by 11:59 pm)
**Week #14: Thanksgiving**

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<th>Date</th>
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<th>Reading</th>
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<tr>
<td>11/21</td>
<td>T</td>
<td>No Class (Thanksgiving)</td>
<td>(No Reading)</td>
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<tr>
<td>11/23</td>
<td>R</td>
<td>No Class (Thanksgiving)</td>
<td>(No Reading)</td>
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**Unit #6: Global Persuasion and Course Conclusions**

**Week #15: Latin America, Africa, and Asia**

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<tr>
<td>11/28</td>
<td>T</td>
<td>Latin American Persuasion: Mexico and Argentina</td>
<td>(Anzaldúa, pp. 23-35; Deb and Franco, “Penis Seat’ Causes Double Takes”; Olson and De los Santos, pp. 193-198; Romano, pp. 212-224; Vitale, pp. 250-263)</td>
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**Week #16: Europe**

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<tr>
<td>12/5</td>
<td>T</td>
<td>European Persuasion: The United Kingdom and France</td>
<td>(Menon and Salter, pp. 1297-1318; Stockemer and Barisione, pp. 100-115)</td>
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<td><strong>Due: Final Campaign Report (Canvas by 11:59 pm)</strong></td>
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<tr>
<td>12/7</td>
<td>R</td>
<td>European Persuasion: The Refugee Debate</td>
<td>(Chouliaraki and Georgiou, pp. 159-180; Pettersson, Liebkind, and Sakki, pp. 624-641)</td>
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<td><strong>Graded: In-Class Engagement, Part #3</strong></td>
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**Week #17: Finals**

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<tr>
<td>12/15</td>
<td>F</td>
<td><strong>Due: Persuasive Campaign Presentation</strong></td>
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*Course schedule subject to modification. If changes are afoot, you will be notified as soon as possible.*