

Communication & Contemporary Affairs SC 365/Spring 2003

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Office Hours: Tuesday & Thursday, 11:00 to 12:00; Wednesday, 10:00 to 12:00; and by appointment other times during the week.

Course Goals

1. Help students understand the dynamic connections between American social movements and public discourse in oral, written, and/or visual form.
2. Train students to examine critically the messages used to promote/attack social movements in contemporary politics.
3. Foster student appreciation for the role of rhetoric/persuasive discourse in shaping our view of history, ideology, truth, justice, and other human constructs.
4. Develop student skills in critical analysis of rhetorical texts and in preparing an original study of academic scholarship.
5. Provide an in-depth examination of a major social movement in the United States. The focus for Spring 2003 will be the environmental movement, an appropriate choice given the mission of NAU to examine environmental issues in its liberal studies curriculum.

Required Texts

Charles Stewart, Craig Allen Smith, and Robert Denton, *Persuasion and Social Movements*, 4th edition. Prospect Heights, IL: Waveland Press, 2001.

Rachel Carson, *Silent Spring*, Boston: Houghton Mifflin, 1962, 1994.

Assignments and Grading

Midterm Examination	200 points
Final Examination	200 points
Essay on <i>Silent Spring</i>	200 points
Term Paper	300 points
Participation	100 points

Papers and Grading Standards

Specific guidelines for the essay and term paper will be distributed. Late papers will receive a 5% reduction in total points (for each class meeting after the deadline), regardless of the reason. I no longer will attempt to judge the validity of why a paper is turned in late. Consider the 5% penalty an effort to enforce a standard of fairness that everyone agrees to by taking this class.

Semester Schedule

January 14	Course Introduction; view Judith Hendry's Keynote Lecture at the 2002 Meeting of the Arizona Communication Association
January 16	Read Chapter One; Definitions of the Social Movement
January 21	Read Chapter Two; The Social Movement as Dynamic Entity; John Muir and the Hetch Hetchy Controversy
January 23	Origins of the American Conservation Movement; lecture and discussion; turn in a brief description of your term paper topic and explain why you selected it for this particular assignment
January 28	Read Chapter Three; The Persuasive Functions of Social Movements
January 30	Case Study: Echo Park and Dinosaur National Monument; view Rachel Carson video
February 4	Read Chapter Four; Personal Needs and Social Movements
February 6	Aldo Leopold and the Land Ethic; read handout; read Amanda Graham, "Aldo Leopold's 'Land Ethic' as a Call for Transdisciplinary Thought and Action: Early Response to Rhetorical Strategies in <i>A Sand County Almanac</i> " On Reserve, Cline Library
February 11	Read Chapter Five; Leadership in Social Movements
February 13	Case Study: Bob Marshall, David Brower, Sigurd Olson, Dave Foreman
February 18	Western States Communication Association Meeting (no class)
February 20	Case Study: Visual Rhetoric and Integrated Messages
February 25	Read Chapter Six; Life Cycle of Social Movements
February 27	Case Study: Ecofeminism and the Transformation of Environmental Politics; turn in a working bibliography of your term paper research and provide a brief overview of the status of your term paper research
March 4	Read Chapter Seven: Identification and Polarization in Social Movements
March 6	Case Study: Edward Abbey's; read Brant Short, "Saving the Wild and the Free: The 'Monkey Wrench Rhetoric of Edward Abbey.'" On Reserve, Cline Library.
March 11	Midterm Examination
March 13	Research & Writing Day, no class
March 18	Spring Break--Relax and Enjoy
March 20	Spring Break--Relax and Enjoy
March 25	Language and Environmental Policy; read Dayle C. Hardy-Short and C. Brant Short, "Fire, Death and Rebirth: A Metaphoric Analysis of the 1988 Yellowstone Fire Debate," <i>Western Journal of Communication</i> , Spring 1995. On Reserve, Cline Library.
March 27	<i>Silent Spring</i> essay due, class discussion
April 1	Read Chapter Eight; Slogans, Obscenity, and Ridicule in Social Movement; Outline

April 3	of Term Paper due Case Study: Earth First! and Wilderness Politics; read Brant Short, "Earth First! and the Rhetoric of Moral Confrontation," <i>Communication Studies</i> , 1991. On Reserve, Cline Library.
April 8 April 10	Read Chapter Nine; Music in Social Movements; Case Study: Walkin Jim Stoltz Western Social Science Association Meeting (no class)
April 15	Read Chapter Ten; Political Argument in Social Movements; Case Study: Environmental Justice Debate
April 17	Read Chapter Eleven, Argument from Narrative Vision in Social Movements; Read Chapter Twelve; Argument from Transcendence in Social Movements
April 22	Read Chapter 13; Argument from Conspiracy in Social Movements Case Study: The "Paranoid" Style in Rhetorical Discourse
April 24	Read Chapter 14; Resisting Social Movements Case Study: Anti-Green Counter Movements
April 29	Term Papers Presented in class
May 1	Term Papers Presented in class
May 2	Final Drafts of Term Papers Due (4:30 p.m.)

Final Examination: **Thursday, May 8, 7:30 to 9:30 a.m.**

Term Paper Guidelines/SC 365

The goal of this assignment is to produce a thorough and critical analysis of communication and the environmental movement. The paper requires **original research** and should follow the essential guidelines for a critical study: description, analysis, and judgment (following J. Jeffery Auer's guidelines for good criticism).

Your topic should examine a small part of the larger environmental/conservation movement and explain the importance of communication in shaping opinion, motivating action, and/or defining political agendas. Some possible areas to explore include the following topics.

- The speeches and/or writings of significant figures in the movement (Henry David Thoreau, John Muir, Gifford Pinchot, Theodore Roosevelt, and others).
- Important events in conservation history (Hetch Hetchy, development of National Park System, dams and water policy, Echo Park, Earth Day creation, the Wilderness Act of 1964, etc.).
- Significant contemporary advocates (Edward Abbey, Rachel Carson, Aldo Leopold, Sigurd Olson, Terry Tempest Williams, Ansel Adams, Wallace Stegner, David Brower, Dave Foreman, Ralph Nader, etc.).
- Significant events (forest fire policy, wildlife debates, global warming, predator control, anti-hunting, anti-fur, Rainbow Gathering, wolf/grizzly recovery, etc.).
- Popular culture (films, songs, television programs, advertising campaigns, novels, children's literature, etc. that provide meaning about the environment).
- Nuclear waste and energy (waste storage debates, safety issues).
- Organizations and their rhetorical campaigns (Greenpeace, Earth First!, Sierra Club, Audubon, PETA, as well as counter groups such as Wise-Use, Farm Bureau, Sagebrush Rebellion, Shovel Brigade, etc.).
- Agriculture and food issues (pesticides, genetic alterations of food, tobacco

- production, organic farming, agribusiness discourse, etc.).
- Scientific and/or technical discourse (rhetorical themes presented by scientists, natural resource agency leaders, fire ecologists, etc.).
- An important ideological framework (deep ecology, sustainability, ecofeminism, wilderness definition, voluntary simplicity movement).

This paper should be prepared in accordance with guidelines found in the most recent edition of the *APA Handbook*. The essay should have at least **eight different sources** and include at least **one primary source**. The length of the paper should be between 10 and 15 pages in length.

Students interested in presenting their papers in other forums should see me about various conferences next year (Arizona Communication Association–October 2003 in Phoenix; Western States Communication Association–February 2004 in Albuquerque; Western Social Science Association–April 2004, Salt Lake City). In April 2002, three students from SC 365 presented their term papers at the WSSA meeting and five students presented term papers from this course at the ACA meeting. If you have an interest in attending graduate school, law school or simply want to share your findings with others, please let me know and I will give you more information.

Important dates for the development of the term paper include:

January 23	Term paper topic with brief rationale
February 27	Working bibliography
April 1	Outline of final paper
April 29/May 1	In class presentations
May 2	Final draft of paper due

Silent Spring Essay Guidelines

Rachel Carson's book *Silent Spring* is one of the major rhetorical documents in the evolving environmental movement. It altered public consciousness and gave both a clear direction and sense of urgency to those interested in the goals of the movement.

In this essay, you should read and critique *Silent Spring* as a form of persuasive discourse. In preparing your essay, please consult the book *And No Birds Sing: Rhetorical Analyses of Rachel Carson's Silent Spring* edited by Craig Waddell, which is on two-hour reserve at the NAU library. You may want read the foreword by Paul Brooks and the afterword by Linda Lear at some point in your preparation of the essay. Both of these authors provide an understanding of Rachel Carson and how the book was published.

After you have completed reading *Silent Spring*, select **one of the chapters** in Waddell's book and use it as a point of comparison/contrast with your reading of the book. In other words, you should explain how you reacted to *Silent Spring* and what strengths and/or weaknesses you perceived in her work. At the same time, present and critique the assessment offered by those who prepared one of the chapters in the book *And No Birds Sing*. You may disagree, agree, or both with the author(s) of the selected essay.

This paper should follow the guidelines for preparing academic papers presented in the *APA Style Manual*. The length of this of this paper depends on your approach and preparation. I suggest a range of between 5 and 10 pages for the text of this essay.

These papers are due on March 27 and will provide the basis for our class discussion that day.