

POLS 111-01 Honors-4168-Syllabus

Department of Political Science

Political Science 111-01

Prepared: Fall 2016 - Credit Hours 03

PolS 111-01 9:00 - 9:50 FH 407; PolS 111-02 10:00-10:50 FH 407

Dr. Dewey Clayton, Professor

Office: 111 Ford Hall - Office phone: 852-8969

Office hours: 12:00 - 1:00 MWF and by appointment

Home phone: 690-7377 - E-mail address: d.clayton@louisville.edu

Structure

Public speaking lies at the heart of politics. Political oratory, partisan debate, presidential proclamations, political television advertisements, senatorial filibusters, policy arguments, and political party convention speeches, all help form the rich panoply of political life. This course is designed to familiarize students with the dimensions of political discourse while simultaneously providing students with the opportunity to practice the art of public speaking.

On the first meeting of each week, I will present film and video clips of political discourse drawn from the Civil Rights Movement in America primarily during the period 1954 to 1965. As a social movement in American society, this era is filled with numerous examples illustrating particular styles of political speech. Each student will be required to make a number of oral presentations, such as a fascinating debate on a controversial contemporary subject, a Power Point presentation from an online political website article, etc.

The oral presentations will be structured to meet the general education requirements for an **OC** course. Students will be provided at least two major speaking opportunities totaling at least 15 minutes. I will provide students with suggestions for improvement of tone, word-choice, theatrical power, delivery style and substantive content for each form of political discourse.

Course Objectives

To help students recognize different kinds of political discourse, to better evaluate the quality of presentation of political discourse, to evaluate the quality of the arguments made in discourse, and to develop his/her own skills, in terms of the quality of the argument and of presentation, as participants in political discourse.

1. Learning Outcome

Students will develop the ability to evaluate the political discourse of others by learning the components and formal structure of argumentation.

Assessment

Understanding the basic structure of argument will be assessed through readings on argumentation and through written essay examinations that will require students to analyze the content of various speeches.

2. Learning Outcome

Students will learn the art of public speaking in a variety of different settings, both formal and informal.

Assessment

Students will gain a basic understanding of formal and informal public speaking through in-class viewing of videos showing a wide array of political speeches and political discourse as well as participation in class discussion analyzing these speeches. Students will engage in numerous class activities and assignments designed to give each student the opportunity to participate orally and critique his or her fellow classmates and themselves in effective public speaking.

3. Learning Outcome

Students will develop the skills necessary to engage in effective public speaking and to deliver a persuasive presentation.

Assessment

Students will improve the quality of their own argument and develop their own skills through a series of oral presentations. Students will participate in a debate with a fellow student on a contemporary political issue. Each student will present his or her side and then have the opportunity to rebut his or her opponent's viewpoint. Each student will also make a formal presentation on a major speech to demonstrate that he or she has acquired the necessary tools to deliver a persuasive oral presentation to an audience.

Political discourse is an essential element of politics. In a democratic society, political discourse is normally identified as a key element in the decisions about what will be done by governments at all levels. The quality of political discourse affects the quality of decisions about what governments will do. If political discourse is dominated by arguments of poor quality, then the consequent decisions are likely to be faulty. Even strong arguments when presented badly will be ignored.

To help students better develop their skills in both analyzing the political discourse of others and in engaging discourse themselves, we will consider examples of political discourse from the Civil Rights Movement in the period from 1954-1965. In this period, when civil rights was one of the dominant issues in American politics, both advocates and opponents used many different kinds of discourse, engaged in argument over the basic values of Americans, and provided many examples of passionate discourse.

In addition to the course outcomes, the General Education Program of UofL establishes the following learning outcomes for courses in this content area:

Oral Communication (3 hours) is the ability to convey ideas, emotions, and information through speech. Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Speak publicly, in both formal and informal context, demonstrating skills such as appropriate selection of topic and materials, clear organization, effective presentation, and the ability to adapt to audience, setting, and occasion;
2. Participate effectively in discussion;
3. Analyze and critique the oral communication of oneself and others.

My final objective for the class is that we all have fun while we learn about and from one another.

Required Texts

The required reading will be drawn from the following sources:

Beebe, Steven A. and Susan J. Beebe. *A Concise Public Speaking Handbook*. Boston, MA: Pearson Education Inc., 2012 (paperback - 4th edition).

Rottenberg, Annette T. *The Structure of Argument*. Boston, MA: Bedford Books, 2015 (paperback - 8th edition).

Williams, Juan. *Eyes on the Prize* (25th Anniversary Edition). New York, N.Y.: Penguin Books, 2013 (paperback).

Course packet: Your course packet is available **only** at Gray's College Bookstore located at Fourth Street and Cardinal Boulevard. All speeches listed in your course packet table of contents are located in your course packet. Purchase them early to be sure you have a copy. You must have your own copy and bring it with you to class each day.

Textbook Rental

All of the books for this course are available for rental from the UofL Bookstore (Hurray!) with the exception of the Course Packet. It is probably a good idea to rent your books or purchase them as soon as possible. You can still highlight and mark in your books if you rent them, however, you may not tear out pages and get water marks on them.

E-mail/Blackboard Policy

Students are expected to check their U of L e-mail accounts daily in case of missed assignments or a change in guidelines for assignments. If you miss class and there is an assignment given that day then I am expecting you to have that assignment the following day. You can find Blackboard at this web address:

<http://blackboard.louisville.edu/>

Also, to check your U of L e-mail account you can go to this web address:

<https://www.netmail.louisville.edu/>

All students have a user-ID and password. You should already have this setup, but if you have not you can go to U-link to setup your account. It is not sufficient to tell me that you missed class as an excuse for not having an assignment that was sent to you via e-mail.

Extra Credit

Extra credit never replaces regular credit. Do not expect to fail to do regular assignments and make them up by doing extra credit. Do not come to me at the end of the term and ask about extra credit opportunities. If you do the regular work in this class, you will do fine. Extra credit works this way: you will have opportunities all term to do extra credit assignments. For instance, I may suggest that you watch a movie that deals with race, class,

size, etc. and type up a one page summary of the movie. All extra credit work must be at least one complete page, typed, double spaced, with a font size of 10 or 12. If by the end of the term, you are two points from an "A" and I see that you have taken the initiative and completed at least one extra credit assignments, in addition to your regular work, I will more than likely boost you up to an "A." However, if you have not done extra credit assignments, your attendance has been mediocre, and you are two points from the next highest letter grade, you will not be boosted up. Do not confuse extra credit with homework. Extra credit cannot harm you; failure to do homework will count against you.

Disability Resource Center

The University of Louisville is committed to equal opportunity for all academically qualified students and does not discriminate based on disability. The mission of the Disability Resource Center (DRC) is to coordinate services that ensure individuals with disabilities have equal access to take full advantage of the University's educational, social, and cultural opportunities. For more information, please visit <http://louisville.edu/disability> OR Disability Resource Center, Belknap Campus, 119 Stevenson Hall, Louisville, KY 40292; (502) 852-6938, (502) 852-0924 fax.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain **confidential** support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

Other Materials

Throughout the duration of the semester, you will be required to do internet assignments from the following addresses:

<http://www.pbs.org/wgbh/amex/eyesonthepize/sources/index.html><<;
<http://www.hpol.org/>,>>;<<<http://www.wmich.edu/politics/mlk/>.>>;
<<<http://www.ferris.edu/news/jimcrow/what.html>>>;
<<http://memory.loc.gov/ammem/ammemhome.html>>>.

DVDs: DVDs used in class are available from the media and periodicals desk on the 1st floor in Ekstrom Library. If you miss class, you are responsible for viewing the videos before the next class.

Political Speeches: We will also examine some of the political speeches from the Democratic and Republican National Conventions in 2012. We will use the internet to locate these speeches.

Grading

It is possible to earn a total of 425 points in the class. Monitor your progress throughout the semester. Letter grades for the semester will be issued as follows:

Class Participation	5 pts	383-425 pts (90-100%)	A
Two Homework Assignments	20 pts	340-382 pts (80- 89%)	B
Midterm I	100 pts	298-339 pts (70- 79%)	C
Midterm II	100 pts	255-297 pts (60- 69%)	D
Presentation I	50 pts	0-254 pts (0- 59%)	F
Presentation II	100 pts		
Four Mini-speeches	50 pts		
<hr/>			
Total Points	425 pts		

Course Requirements

1. **Two in-class exams** (multiple choice and/or essay and short answer, each of which is worth **25%** of your grade.
2. **A five-minute oral debate, which** will be worth **10%** of your grade.
3. **A ten minute oral presentation** which will be worth **25%** of your grade. Students may select their speeches for presentation but they must receive my prior approval.
4. **Class participation**, which includes the readiness to discuss the video presentations, course readings, and completion of class/homework assignments will constitute **5%** of your grade.
5. **Four mini-speeches** (12.5 points each), which will be worth a total of **10%** of your grade. **You will receive the total amount of points if you complete each mini-speech.**

Exam Schedule

Please note the times for both midterm exams. Midterm Exam #1 will be Friday, September 30. Midterm Exam #2 will be Wednesday, November 16.

Mini-speech Schedule

Mini-speech I - Friday, September 2
Mini-speech II - Friday, September 23
Mini-speech III - Friday, October 21
Mini-speech IV - Wednesday, November 2

Make-up Test Policy

Make-up tests will not be given without an official excuse. Please do not ask to take tests early because I will be unable to grant your request. If you are unable to take a test because of a legitimate reason (death in your family, etc.), you must notify me prior to the test. There will be no exceptions to this rule. All make-up tests must be scheduled within a week of the regularly scheduled tests.

Incompletes

A grade of "I" will only be awarded under extraordinary circumstances, such as documented illness for which the university has issued an official excuse. If a student fails to complete all coursework by the end of the semester, he/she will be graded on work completed to date, minus the work that was not completed.

Holidays

According to the University academic calendar, this class will not meet on Monday, September 5 (Labor Day), Monday, October 3 (Fall Break), Wednesday, November 23 and Friday, November 25 (Thanksgiving Vacation).

Homework/Class Assignments

We will engage in numerous exercises in-class and take home. It is important for you to participate in these assignments because you will be graded on them. Class attendance is expected on a daily basis.

Cell Phones

Once class begins you are to turn your cell phones off. Class time is not for texting. The brain has a hard time multitasking. If I see anyone texting, I will ask that you relinquish your phone to me until the end of the class.

Syllabus

Print out a copy of your syllabus and bring it with you on a daily basis.

Note: Each week's readings should be completed before class on Wednesday of the week in which they are scheduled. I will ask questions based on this assumption.

Course Outline: Assignments

August 22 - Introduction to Political Discourse; Housekeeping; Course Expectations; Review of the Syllabus

August 24 - August 26

Video: "The Road to Brown"; Background to the Civil Rights Movement: Vocabulary, Organizations, and Tactics; Video: "Eye of the Storm";

Weekly Readings: *Eyes on the Prize*, Ch. 1; Rottenberg, Ch. 9, Handbook, Part 1, pp. 1-27.

August 29 - Video: "Eyes on the Prize" Vol. 1 (The Murder of Emmett Till)

August 31 - September 2:

Weekly Readings: *Eyes on the Prize*, Ch. 2.; Rottenberg, Ch. 1 (including Declaration of Independence); **Speech Assignment I: September 2: One-minute Mini-speech on how you spend your leisure time activities.**
Note: Last day (September 2) to sign up for Debate Topics; Last Day to Sign up for Dramatic Interpretations! You will be assigned a topic if you haven't chosen a topic by today and you are absent today! No class Wednesday, August 31!!!!

September 5 - Labor Day!

September 7 - September 9

Video: "Eyes on the Prize" Vol. 1 (The Montgomery Bus Boycott);
Speeches: MLK's speech at Holt Street Baptist Church 12/5/55.
Weekly Readings: *Eyes on the Prize*, Ch. 3;

September 12

Video: "Eyes on the Prize" Vol. 2 (Central High in Arkansas)
Speeches: Gov. Orval Faubus' Little Rock, Arkansas speech, Sept. 1957; President Dwight Eisenhower's speech, "Federal Court Orders Must Be Upheld."

September 14 - September 16

Weekly Readings: *Eyes on the Prize*, Ch 4; Handbook, Ch. 5.
Homework I Due: September 16: Review Questions on Little Rock, AR.

September 19

Video: "Eyes on the Prize" Vol. 3 (Student Sit-ins, Boycotts, and Freedom Riders)
Speeches: President John F. Kennedy's "Inaugural Address" Jan. 20, 1961.

September 21 - September 23

Weekly Readings: *Eyes on the Prize*, Ch 5; Handbook, Ch. 6.
Speech Assignment II: Due Friday, Sept. 23 - One-minute presentation where you create a civil rights/human rights poster and present your cause to the student body (You should dress as a student of that time period - 1960s).

September 26

Video: Governor Wallace's "Segregation Forever" speech, "Eyes on the Prize" Vol. 4 (Children March against Fire hoses and Dogs)
Speeches:
C.C. Carpenter *et al.*, "Public Statement by Eight Alabama Clergy"; King's "Letter from Birmingham City Jail." Governor Wallace's "Inaugural Address" Jan. 14, 1963.

September 28 - September 30

Exam I: Friday, September 30
Weekly Readings: *Eyes on the Prize*, Ch 6; Handbook, Ch. 7.

October 3 - Midterm Break - No Class Meeting

October 5 - October 7 - Video: "Eyes on the Prize" Vol. 4 (March on

Washington); Speeches Collection, Martin King's "I Have a Dream" speech.
Speeches: President John F. Kennedy, "The Civil Rights Act of 1963- The Peaceful Revolution." John Lewis's speech at the March on Washington (revised), and Martin King's "I Have a Dream."
Weekly Readings: *Eyes on the Prize*, Ch. 6; Handbook, Ch. 8.

October 10 - Video: "Speeches Collection: President Lyndon Johnson and the Civil Rights Act of 1964; "Eyes on the Prize" Vol. 5 (Mississippi Freedom Summer 1964. Speeches: U.S. Senate, "Civil Rights Act of 1963," March 31, 1964.

October 12 - October 14 - **Weekly Readings:** *Eyes on the Prize*, Ch. 7, 207-232; 236-240; Handbook, Ch. 9.

October 17

Video: "Eyes on the Prize" Vol. 5 "Mississippi Freedom Democratic Party"; "Freedom on My Mind"
Speeches: Fannie Lou Hamer's speech "Is This America" - Credentials Committee, Democratic National Committee, 1964.

October 19 - October 21

Weekly Readings: *Eyes on the Prize*, Ch. 7, 233-235; 241-249; Handbook, Ch. 10;

Speech Assignment III: Due October 21: One Minute Mini-Speech on Negative Stereotyping Television Advertisement.

October 24 - Video: "Eyes on the Prize" Vol. 6 "Bridge to Freedom"

Speeches: President Lyndon Johnson, "Long Steps on a Long Trail, An Address to a Joint Session of Congress.

October 26 - October 28

Weekly Readings: *Eyes on the Prize*, Ch. 8; Rottenberg, Ch. 12 (Oral Argument - to assist you in your final mini-speech and your debate); Handbook, Chs. 11 and 14.

Homework II Due: October 28: "Bloody Sunday." Note: Review Ch. 13 in Rottenberg (Documenting Sources) for documenting your sources for Mini-speech 4 (Use APA In-text citations).

October 31

Video: "Eyes on the Prize" Vol. 7 "Black Power."

November 2 - November 4

Speeches: Malcolm X, "The Ballot or the Bullet." Malcolm X, "By Any Means Necessary." Roy Wilkins' "Keynote Address to the NAACP Convention, Los Angeles." Stokely Carmichael, "Black Power." Martin King, "Promised Land."

Weekly Readings: Rottenberg, Part 5 (Debating the Issues - skim through); Malcolm X Handout;

Speech Assignment IV: Due Wednesday, November 2 - One-Minute Mini-Speech on "Why I Made a Difference" (to be delivered in the first person).

*****Friday, November 4: Debate Workshop.**

Come to class prepared to engage in a dry-run debate with your partner.

Be prepared to give the first two sentences of your argument. You should have completed your debate worksheet and have it ready to turn in.

November 7 - November 9 - November 11

Debates Begin!!! (Four each day); **Weekly Readings:** Rottenberg, Ch. 10 (It is a chapter on "Logic" which you will need to know for your exam next Wednesday).

November 14

Video: "Video: "No Brainer on Public Speaking," 25 minutes;

Presentation Workshop.

Weekly Readings: Handbook, Chs. 16-19. Handout: "A Short Guide to Effective Public Speaking."

November 16

Exam II: Wednesday, November 16

November 18

Presentation Workshop Continued; Presentations Begin (Four)!

November 21

Presentations Continue (Four); **Weekly Readings:** Handbook, Chs. 17, 18, and 19.

November 23 - November 25 - Thanksgiving Holiday - No Class Meeting

November 28 - November 30 - December 2

Presentations Continue! (Four each day);

Weekly Readings: Handbook, Chs. 16-19; Review Handouts and Rottenberg, pp. 33-39, "Gettysburg Address."

December 5

Presentations (Four); Repeat Performances/Absentees; Student Evaluations; Recitation of the Gettysburg Address.

**I. Assignment for Five Minute Oral Presentation
Affirmative - Negative Debate**

Assignment: Students shall divide up into teams of two. Each pair of students will select a current issue or controversy in American politics that interests them. It may or may not be a topic in civil rights (e.g., should human stem cells be used for research, same sex marriage, a woman's right to choose vs. state regulation, euthanasia, affirmative action for college admissions, should the death penalty be abolished as a violation of the 8th Amendment, school prayer in public schools, minors and the buying of obscene albums, campaign finance laws, gun control laws and the 2nd Amendment to the U.S. Constitution, women at all male military academies (VMI, the Citadel), immigration policies toward illegal aliens, interracial marriage, interracial

adoption, school vouchers for private schools, tobacco regulation and the FDA, corporate welfare, the legalization of marijuana, the ending of AFDC (Aid to Families with Dependent Children) and turning welfare over to the states (TANF), etc.) Or choose your own topic (you must have my approval). Rottenberg's book has numerous examples.

Get together and research your topic as a team. Go to the library (Ekstrom) and find out as much current information on your topic as you can. One member of each team will argue the affirmative side and the other member of the team will argue the negative side for each issue. For example, if your topic is abortion one of you will be affirmative (pro-life) and the other will be negative (pro-choice) or vice versa. Each of you will have three and one-half minutes to argue your point. After both sides have argued each viewpoint, each side will have one and one-half minutes for rebuttal. I will time you to make sure that you follow the allotted time and conclude at five minutes. Students failing to participate when they are scheduled to debate will lose the 50 points for Presentation I. **You will be graded on clarity of presentation, knowledge of subject matter, originality (expression of one's ideas logically and cogently), content (presentation of issues) and overall effectiveness.**

II. Assignment for Ten Minute Oral Presentation

(Dramatic Interpretation)

Students shall select a Civil Rights speech from the list that I will provide for you. Each student is to present this speech as a dramatic interpretation. You will be working on these dramatic interpretations throughout the duration of the semester. You do not have to sound like Martin L. King to interpret his words as your own. The key is to place yourself into character and capture the essence of what that orator is saying. That is the challenge. Your dramatic interpretations should capture the mood of the speaker and the tone. **WE WANT TO BRING THESE SPEECHES TO LIFE.** You are not

required to memorize the entire speech (you must memorize the first and last paragraphs), but you must be extremely familiar with it (i.e., you must do more than simply read it!). Some speeches are longer than ten minutes so you will need to practice the speech and time yourself to make sure you conform to the time limitations. If your speech is longer than ten minutes, you will need to edit it. **Each student** must stop by my office to briefly discuss his/her speech (no exceptions). Research who you are. You will be called upon in class to tell us something about yourself. Remember, your speech has not occurred in history. **You** are the one making history. Exude enthusiasm, charisma, and a sense of destiny. If you are naturally shy, this will allow you a chance to be loud and even obnoxious. All edited speeches must be approved by me first. Make sure that you edit without losing the main ideas of the speech. This dramatic interpretation is the **major production** of this class. It should encompass all that you have learned about speech presentation and manner of delivery. It should be clear, polished and (you will be graded on your dress as well) professional. Follow the instructions on the "Guidelines for Manuscript Writing" as to how to type your speech. You will be graded on clarity of presentation (eyes, face, body language, appearance and voice), persuasiveness, projection, tone, conviction, and familiarity with your speech). I want all students to choose a speech by someone who is of another gender, and race, if possible. For instance, white females should choose black males and vice versa. Remember the 7 Es: **Excitement, Enthusiasm, Empathy, Emotion, Energy, Enunciation, and Elocution.**