

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>A&S</u>	Today's Date: <u>9/26/2011</u>			
b.	Department/Division: <u>English</u>				
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?		<input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor ¹ (place cursor here for minor change[OSC1] definition)		
e.	Contact Person Name: <u>Virginia Blum</u>	Email: <u>vblum1@email.uky.edu</u>	Phone: <u>8592576991</u>		
f.	Requested Effective Date: <input type="checkbox"/> Semester Following Approval		OR	<input checked="" type="checkbox"/> Specific Term ² : <u>immediate/retroactive</u>	
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>ENG 771</u>	Proposed Prefix & Number: _____			
b.	Full Title: <u>Seminar in Special Topics</u>	Proposed Title: _____			
c.	Current Transcript Title (if full title is more than 40 characters): _____				
c.	Proposed Transcript Title (if full title is more than 40 characters): <u>Seminar in Special Topics (subt. req.)</u>				
d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): _____		
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	_____ Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	<u>3</u> Seminar	_____ Studio	_____ Other – Please explain: _____		
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	<u>1-3</u> Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
	Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours: <u>3</u>		Proposed number of credit hours: <u>variable (1-3)</u>		

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

COURSE CHANGE FORM

h. Currently, is this course repeatable for additional credit?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i>	8	
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>Seminar in special topics; includes genres and subject matters such as symbolism which cover more than one period of literature. Recent topics: symbolism and allegory.</u>	
<i>Proposed Course Description for Bulletin:</i>	<u>Seminar in special topics; includes genres and subject matters such as symbolism which cover more than one period of literature. Recent topics: symbolism and allegory. May be repeated up to 8 credit hours under different subtitles.</u>	
j. Current Prerequisites, if any:	_____	
<i>Proposed Prerequisites, if any:</i>	_____	
k. Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: Eng 771 (chg hrs to variable; increase repeat hours)

Proposal Contact Person Name: Virginia Blum Phone: 257-6991 Email: vblum1@email.uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
DGS, English	9/27/11	Virginia Blum / 7-6991 / vblum1@email.uky.edu	
Chair, English	2/10/12	Jeff Clymer / 7-2901 / jeff.clymer@uky.edu	
Associate Dean, A&S	2/14/12	Anna Bosch / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council	3/9/12	Dr. Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**ENG 771: Seminar Special Topics (subt req):
The Public and Its Problems**

English 771
Spring 2012
Dr. Jenny Rice

Tuesday/Thursday
2:00 pm - 3:15 pm
Dickey Hall 331
Email: jenny.rice@uky.edu
Office: 1341 Patterson Office Tower

Description:

Every syllabus tells a story, and this syllabus is no different. I've considered several different ways to tell the stories of publics, though there are many different versions. Perhaps the best way to think about the story this syllabus tells is that it looks for ways that others have grappled with the public—and its problems.

The title for this seminar is an obvious nod to Dewey's book by the same title. But I love the way that this title also contains an important ambiguity. Are the "problems" those of a public that is, ideally, free of problems when it reaches its *telos*? Or is the concept of a public itself problematic? Writ large, these two readings are the two main threads of publics scholarship at least since Habermas put forth his theory of the public sphere (and sparked a rich conversation in its wake).

So I will not offer a syllabus that resembles any sort of trajectory. There is no way to tie up loose ends at the end of the semester. Rather, I hope that these readings will expose the weightiest debates and most dynamic scholarship in publics theory.

What is a public? What is a counterpublic? What are the values and the limits of the so-called public intellectual? Do terms like *community* or *the civic sphere* correspond to *public* in meaningful ways? Is a public necessarily *social*? Can public work be separated from the role *praxis* (the active life)? Is the public sphere necessarily good? These are the questions that we can begin to discuss in this seminar.

This seminar engages the questions of what a public is and how it can/should/won't be deployed in various arenas of academic life. Threading together all of these questions and issues is *rhetoric* and its characteristic as an essentially public art. Therefore, we will return to the question of what constitutes a (public) rhetoric.

Texts:

Danielle Allen, *Talking to Strangers* (not ordered at bookstore)

Hannah Arendt, *The Human Condition* (not ordered at bookstore)
Russell Jacoby, *The Last Intellectuals*
Miranda Joseph, *Against The Romance Of Community*
Phaedra Pezzullo, *Toxic Tourism*
Richard Sennett, *The Fall of Public Man*

* All other readings will be made available to you via PDF.

Grades:

Blog notes: 30%
Discussion leading: 30%
Abstract and proposal: 10%
Conference-length paper and presentation: 30%

100-90% = A

89-80% = B

79-75 = C

74-0 = E

Course Activities:

Notes: Students will make weekly notes on course reading ahead of our scheduled class meetings. This might mean that a student posts his or her notes for the entire week, or he/she might break the notes into two different sections ahead of our Tuesday and Thursday meetings. The notes should be online in a blog format, though no personal identification must necessarily be attached to the individual blogs. Notes must be posted several hours ahead of our course meeting to give me time to read them.

Your notes should offer a brief summary and response. The summary is an objective overview of the essay or chapters' argument. A response should go beyond a statement of "like" or "dislike." Whether or not you agree or like the reading, the arguments contained therein are part of a larger conversation. Your response may productively extend this argument into another contemporary conversation, or you may consider the argument in light of recent events. Your job in these notes is *not* to give a smackdown of any particular author. That's a rhetorical move that doesn't get any of us very far.

Discussion Leading: You will sign up for two days to lead a discussion. On your assigned days, your goal is to pose questions that can spark discussion. As the semester goes on, you might also find it fruitful to read two different arguments across one another. You may use handouts, if you find that kind of thing helpful. We don't need summary in this discussion, though you might need to summarize an argument briefly in order to make your point.

Abstract: You will create a one-page conference abstract and proposal for a real conference. The conference may be relevant to your own field, or we can discuss an ideal conference for this proposal.

Conference: We will hold an end-of-semester mini-conference where you will present your papers to an academic audience. More details will follow.

Policies:

Lateness and absences: Students are allowed two absences during the semester. A student's final grade will be deducted 10% for every absence over two.

Late work: I do not like accepting late work, but I will make arrangements with you if there is a good reason. (Procrastination is not a good reason, by the way.) The conference presentation will *not* be accepted late. Weekly notes are also not accepted late.

Schedule

PART I: Many Publics, Phantom Publics

January 12 th :	Introductions
January 17 th -19 th :	Jurgen Habermas, "The Public Sphere" (PDF) Nancy Fraser, "Rethinking the Public Sphere" (PDF) Michael Warner, "Publics and Counterpublics" (PDF) Gerard Hauser. "Features of the Public Sphere" (PDF) Craig Calhoun, "Habermas and the Public Sphere" (PDF) Jane Bennet: "The Agency of Assemblages" (PDF)
January 24 th -26 th :	Richard Sennett, <i>The Fall of Public Man</i>
January 31 st -Feb. 2 nd :	Lauren Berlant, "The Female Complaint" (PDF) Lauren Berlant, "Affect, Noise, Silence, Protest" (link) Lauren Berlant and Michael Warner, "Sex in Public" (PDF)

Lauren Berlant, "Life Writing and Intimate Publics" (PDF)

Anna Poletti, "Coaxing an intimate public: Life Narrative in Digital Storytelling" (PDF)

February 7th-9th: Danielle Allen, *Talking to Strangers*

PART II: The Public Turn in Rhetoric and Writing Studies

February 14th-16th: David Coogan. "Counterpublics in Public Housing: Reframing the Politics of Service-Learning" (PDF)

Cara Finnegan. and Jiyeon Kang, "'Sighting' the Public: Iconoclasm and Public Sphere □Theory" (PDF)

Susan Wells. "Rogue Cops and Health Care: What Do We Want from Public Writing?" (PDF)

David Fleming: "Finding a Place for School in Rhetoric's Public Turn" (PDF)

David Jolliffe: "The Community Literacy Advocacy Project" (PDF)

Rosa Eberly, "From Writers, Audiences, and Communities to Publics: Writing Classrooms as Protopublic Spaces" (PDF)

J. Blake Scott, "Civic Engagement as Risk Management and Public Relations: What the Pharmaceutical Industry Can Teach Us about Service-Learning" (PDF)

February 21st-23rd: Phaedra Pezzulo, *Toxic Tourism*

PART III: Wrestling with Arendt

Feb 28th-March 1st: Hannah Arendt, *The Human Condition*

March 6th-8th: Hannah Arendt, *The Human Condition*
Abstract due on March 6th

March 13th-15th: Spring Break

March 20-22: No meeting this week (CCCC)

PART IV: Publics and the Academy

March 27th-29th: Russell Jacoby, *The Last Intellectuals*

April 3rd-5th: Stephen Schneider. "Freedom Schooling: Stokely Carmichael and Critical Rhetorical Education" (PDF). Other readings from Schneider to be distributed.

Stephen Schneider guest speaker on April 5th.

April 10th-12th: Daniel Brouwer and Catherine R. Squires, "Public Intellectuals, Public Life, and the University" (PDF)

Joshua Gunn and John Lucaites, "The Contest of Faculties: On Discerning the Politics of Social Engagement in the Academy" (PDF)

Jeremy Cohen, "A Laboratory for Public Scholarship and Democracy" (PDF)

John Seely Brown, "From Engagement to Ecotone" (PDF)

Rosa Eberly, "Rhetorics of Public Scholarship: Democracy, 'Doxa,' and the Human Barnyard" (PDF)

Lakshman Yapa, "Public Scholarship in the Postmodern University"

PART V: Then Again...

April 17th-19th: Miranda Joseph, *Against the Romance of Community*

April 24th-26th: Discussions of papers

May 1st and 3rd: Papers and presentations