

ENGL 305 / ENVIR ST 305 / Fall 2020  
Rhetoric, Science, and Public Engagement (3 cr.)  
Dr. Caroline Gottschalk Druschke <cdruschke@wisc.edu> (she/they)  
Meeting times: asynchronous online  
Office hours: online by appointment

## Welcome to Rhetoric, Science, and Public Engagement!

This course focuses on theoretical and practical aspects of public engagement with scientific research, policy, and management, with an emphasis on science communication. We'll explore University of Wisconsin's land grant mandate to share university research with the public and use university resources to explore public needs. And we'll critique that mission by attending to the university's role in displacing members of the Ho-Chunk Nation, like land grant institutions across the country. We'll build from readings in science communication, public participation in science, inclusive science communication, and environmental justice to consider the challenges to and opportunities for public engagement with science.

### Learning Outcomes

- Understand, critique, and enact the mission and vision of land grant institutions
- Recognize the various forms through which public stakeholders intersect with scientific research and decision-making, including the complications and consequences of each
- Identify best practices for public engagement and inclusive science communication
- Design an action and related assessment plan to engage the public in scientific research

### Course Texts

- None! All readings are available on Canvas.

### Policies and Grading

Technology requirements: This course is typically taught in person, with a huge amount of discussion. That wasn't feasible this semester, so we're trying something different. To allow for as much scheduling flexibility as possible, and to accommodate unequal access to high speed internet, this course is entirely asynchronous and text based. This means that you will access course readings each week on Canvas and upload weekly writing responses to Canvas. Dr. Druschke will respond individually in Canvas to these weekly writing responses in the comment feature. Is this ideal? Probably not, but the hope was to make the course as straightforward, evenly paced, accessible, and non-confusing as possible. Dr. Druschke is happy to talk with

students individually by phone or Zoom during the semester. Students will still learn the same content students have covered in other semesters, but your “classroom” experience will largely consist of developing a pen pal relationship with Dr. Druschke about public engagement with science. We are all facing uncertainties related to potential illness and quarantine, and the hope was to design a course streamlined enough to work around those challenges. Please note that if anyone experiences accommodation challenges related to our reliance on written communication, please let me know and we’ll make other plans. Otherwise, think of this as an old-timey correspondence course, where you mail your work into the professor and she mails it back with, “Interesting ideas! Nice job! Have you thought about this idea?” It’s nostalgic!

Credit hours: Students should expect to spend ~135 hours on course content over the 15 weeks of this three-credit hour class, which is the university standard.

Attendance and engagement: Students are expected to engage weekly with the course. Pacing and deadlines are scheduled the same way each week to help students follow along with the class. Weeks begin on Monday mornings, and typically feature a few themed readings for the week, with weekly writing assignments based on those readings due every Sunday evening. (You’ll realize on Canvas that “Sunday evening” means Monday morning before 6am to accommodate night owls.) In the case of a student developing COVID-19 during the semester—and I really wish that wasn’t a reality, but it is—the student should make a plan with Dr. Druschke about how to move forward. It’s likely that we’ll decide together that students will simply skip the content from that time period, and rejoin the class when they’re able, without trying to make up those missed weeks.

Graded work:

**Weekly reading responses:** Most weeks, students will complete a 250-500 w. reading response (~1-2 pgs., double spaced). These are meant to be low stress pieces of writing (don’t obsess too much about perfection!). You can think of them as taking the place of time you would spend taking some notes on course readings and then participating in discussions in a face-to-face class. (But **NOT** more than that!) Dr. Druschke understands there are weeks where you might have many other things going on, so students are expected to complete at least **eight** of the ten reading responses.

These reading responses serve a few important purposes:

- demonstrate that you've done the reading – reference specifics!
- give you a chance to identify and keep track of major ideas from those readings – that will be useful for the writing projects!
- think about how those readings shape your understanding of public engagement with science activities you've seen or know about
- get the chance to get individual written feedback from Dr. Druschke

**Three writing projects:** Three times during the semester, you will complete a higher-stakes writing project in lieu of your weekly reading response. The projects are described in detail below, and progress from big, to bigger, to biggest. Their content is linked together and builds, in part, from the readings you'll be doing each week. The idea is to use your weekly readings and reading responses to inform your reimagining of the Wisconsin Idea, which will shape your critique of an existing public engagement project, which will shape the design and assessment of your own dream project:

- (Big) Writing Project One: Reimagining the Wisconsin Idea, **Sun., Oct. 4**
- (Bigger) Writing Project Two: Assessing a Project, **Sun., Nov. 1**
- (Biggest) Final Project: Designing Your Own Project, **Mon., Dec. 14**

**Quizzes and exams:** There are **NONE** this semester. Weekly reading responses, a big writing project (WP1), a bigger writing project (WP2), and a biggest writing project (the final project) are the only graded components of the course.

**Completion-based grading:** This semester, in light of all of the challenges, questions, and concerns we are facing, the course will rely on completion-based grading. The idea is that students complete what's asked of them with a "passing" mark, and they'll receive full credit on that project. So, for instance, if you complete eight or more weekly reading responses in good faith, you'll get full credit for that portion of the course. If you complete Writing Project One (Reimagining the Wisconsin Idea) and Two (Assessing a Project) in good faith, you will receive full credit on each. If you complete the Final Project (Designing Your Own Engagement Project) in good faith, you will receive full credit. What does Dr. Druschke mean by "good faith"? Complete the project as described in the syllabus. Demonstrate that you've read the accompanying readings and have put some thought into your response.

**The details:**

**Pass all projects (8+ responses, WP1, WP2, final project) --> get an A!**

Skip/don't pass more than two weekly reading responses (do everything else) --> B

Skip/don't pass WP1 (do everything else) --> B  
Skip/don't pass WP2 (do everything else) --> B/C  
Skip/don't pass WP1 and WP2 (do everything else) --> C/D  
Don't pass the final project but tried a bit (do everything else) --> C  
Skip the final project (do everything else) --> C/D  
Skip WP1, WP2, and the final project --> F <-- (don't do this!)

### **Accommodations for Students with Disabilities**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty Dr. Druschke of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Dr. Druschke will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>). Please communicate with Dr. Druschke about your needs!

### **The Writing Center**

Make use of free writing assistance at The Writing Center during any phase of a writing project. Schedule online: <<https://writing.wisc.edu/individual/makeanappointment/>>.

### **Respect and Inclusion**

Dr. Druschke is committed to fostering a shared classroom community that is sensitive to the very different experiences and realities of our students, and that views our various forms of diversity as our greatest resources: differences of immigration status, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, political affiliation, religion, and language, among others. Dr. Druschke expects students to be relentlessly kind in their criticisms and open to learning from the perspectives of others. Dr. Druschke is committed to using your preferred name and pronouns and invite you to introduce yourselves with your preferred names. If these change during the semester, you are invited to let Dr. Druschke know so that you can work together to develop a plan to share this information in a way that is safe for you. I hope all students will feel welcomed on campus—even virtually!—and Dr.

Druschke hopes to connect you whatever campus resources you need (the LGBT Campus Center, the Multicultural Student Center, the Writing Center, the Black Cultural Center, etc.).

### **Class in the time of COVID**

The University of Wisconsin-Madison has suggested that students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Because all of the work in the class is designed around students communicating directly with Dr. Druschke, there is no need for other students in the class to know if you've been sick, and there's no risk of exposure. Dr. Druschke will keep that information confidential and will work with students to support their health and their educational progress.

## **WRITING PROJECT DESCRIPTIONS**

### **Weekly Reading Responses**

**Length:** 250-500 words (~1-2 pgs., double spaced)

**Due Dates:** Due on Sunday nights (technically by 6am Monday)

Prompts for each reading response are posted to Canvas. Generally speaking, weekly reading responses will ask you to summarize the week's reading, emphasize an aspect of the readings that was important to you (interesting, troubling, useful, confusing), and talk about a public engagement with science activity that has caught your eye. Students should complete at least eight of these ten reading responses to get full credit for the weekly reading responses. These responses also offer a good chance to get regular feedback from Dr. Druschke.

### **Writing Project One: Reimagining the Wisconsin Idea**

**Length:** 1000 words (~4 pgs., double spaced)

**Due Date:** Sunday, October 4

**Description:** After reading about the Land Grant Tradition, the Wisconsin Idea, and the university's history of Ho-Chunk displacement, writing project one asks you to reflect on what you read, saw, and learned to reimagine the Wisconsin Idea. What's your vision for a more just Wisconsin Idea? And what role might science play in all this? This project should draw on course readings, but rather than a research paper, writing project one provides a chance for

you to offer a manifesto/exploration about your ideas on the subject. Take your time and do some thinking!

### **Writing Project Two: Assessing an Engagement Activity**

**Length:** 1500 words (~6 pgs., double spaced)

**Due Date:** Sunday, November 1

**Description:** This project should sets the stage for your end of semester project: asking you to identify a public engagement with science activity of your choosing and then assess that activity based on the assessment frameworks from class, as well as readings on inclusive science communication and settler colonialism. Your response should spend a bit of time explaining the activity/event you're critiquing, and then spend most of your time (~4 pgs.) analyzing and critiquing that activity/event. **Citing specific course readings**, students should identify what the activity/event does well and what it could improve upon, from the standpoints of clear planning and from axes of inclusive science communication and equity.

### **Final Project: Designing Your Own Engagement Activity**

**Length:** 2000 words (~8 pgs., double spaced, plus references)

**Due Date:** Monday, December 14 by 11:59pm

**Description:** In lieu of a final exam, students will design a hypothetical action that would engage some segment of the public with some aspect of scientific research or management, and write an analytical proposal about the action based on course readings. Because we can't really publicly engage anyone at this moment, design an action you'd like to attempt and then explain how it would work and why and how you would assess it. It's a bummer you'll miss the chance to give that plan a test run, but there's still learning to be done! Hopefully, whatever you design can and will be used by you or someone you know in the near future. You should:

- Explain how this proposed project engaged with the spirit of inclusive science communication and demonstrated a nuanced understanding of the Wisconsin Idea.
- Draw heavily from multiple course readings, including specific, cited concepts, ideas, quotes, and theories. Students should use course readings to complicate, clarify, or analyze their action, and will use their action to complicate, clarify, or analyze course readings.
- Describe in specific detail the proposed action.
- Include a detailed formal assessment plan for the project, relying on a course assessment model.
- Use that assessment to consider why or why not this action might achieve the desired outcome.
- Be grammatically and syntactically appropriate.
- Be imaginative, lively, informative, and consequential.

<b>WEEK ONE (WED 9/2- SUN 9/6) – WELCOME TO THE CLASS!</b>		<b>*read plus short response</b>
Due Sunday night 9/6 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Read course syllabus</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that includes:               <ul style="list-style-type: none"> <li>- three questions about the class</li> <li>- a SWOT analysis (strengths, weaknesses, opportunities, threats) of yourself and your experiences and interests related to this class</li> <li>- anything I should know about access issues, internet, location, scheduling, etc.</li> </ul> </li> </ul>	
<b>WEEK TWO (MON 9/7 – SUN 9/13) – WHAT IS RHETORIC AND WHY ARE WE STUDYING IT HERE?</b>		<b>*read plus short response</b>
Due Sunday night 9/13 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Read Druschke &amp; McGreavy, "Why rhetoric matters for ecology"</li> <li>- Read Cox &amp; Pezzullo, ch.1 "Studying/Practicing Environmental Communication"</li> <li>- Read Cox &amp; Pezzullo, ch. 3 "Symbolic Constructions of Environment"</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that includes:               <ul style="list-style-type: none"> <li>- the major points of each article</li> <li>- an idea you might be able to use or take from the readings</li> <li>- an example of an interesting public engagement with science activity/event/site, etc.</li> </ul> </li> </ul>	
<b>WEEK THREE (MON 9/14 – SUN 9/20) – THE WISCONSIN IDEA AND THE LAND GRANT TRADITION</b>		<b>*read plus short response</b>
Due Sunday night 9/20 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Read "The Wisconsin Idea"</li> <li>- Read "The Wisconsin Experience"</li> <li>- Read Walters, "Rural People and Academic Elites Saved Higher Education Once. They Can Do It Again"</li> <li>- Read "The Land-Grant Tradition," Association of Public and Land Grant Institutions</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that includes:               <ul style="list-style-type: none"> <li>- the major points of the readings</li> <li>- an idea you might be able to use or take from the readings</li> <li>- an example of an interesting public engagement with science activity/event/site, etc.</li> </ul> </li> </ul>	

<b>WEEK FOUR (MON 9/21 – SUN 9/27) – THE DOWNSIDES OF THE WISCONSIN IDEA / LAND GRANT OR LAND GRAB?</b>		<b>*read plus short response</b>
Due Sunday night 9/27 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Read Peek, "This Land is Their Land: UW-Madison grapples with Wisconsin's ugly treatment of the Ho-Chunk"</li> <li>- Read Stein, "A Colonial History of the Higher Education Present: Rethinking Land-Grant Institutions through Processes of Accumulation and Relations of Conquest"</li> <li>- Read Lee and Ahtone, "Land-grab universities: Expropriated Indigenous land is the foundation of the land-grant university system"</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that includes:               <ul style="list-style-type: none"> <li>- the major points of the readings</li> <li>- an idea you might be able to use or take from the readings</li> <li>- an example of an interesting public engagement with science activity/event/site, etc.</li> </ul> </li> </ul>	
<b>WEEK FIVE (MON 9/28 – SUN 10/4) – THIS IS HO-CHUNK LAND</b>		<b>*MAJOR WRITING RESPONSE</b>
Due Sunday night 10/4 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- If you are in Madison, take a self-guided field trip to mound sites around campus. Check out the "Human Landscapes" data layers on the Lakeshore Preserve interactive map linked on this page and visit multiple sites.</li> <li>- If you are not in Madison – do some digging into the original residents of the place where you are. Are there remaining sites that you can visit? An active present?</li> <li>- Upload a <b>DEEPER RESPONSE (1000 w.)</b> to Canvas that reflects on what you read, saw, and learned. How does your visit connect to the land grant mission and the Wisconsin Idea. What's your vision for a more just Wisconsin Idea? And what role might SCIENCE play in all this?</li> </ul>	<b>NOTE: BIGGER WRITING PROJECT THIS WEEK!</b>
<b>WEEK SIX (MON 10/5 – SUN 10/11) – INCLUSIVE SCIENCE COMMUNICATION</b>		<b>*read plus short response</b>
Due Sunday night 10/11 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Read Menezes, et al. "Science Communication Demands a Critical Approach that Centers Inclusion, Equity, and Intersectionality"</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that includes:               <ul style="list-style-type: none"> <li>- the major points of the reading</li> <li>- an idea you might be able to use or take from the readings</li> <li>- an example of an interesting public engagement with science activity/event/site, etc.</li> </ul> </li> </ul>	

<b>WEEK SEVEN (MON 10/12 – SUN 10/18) – ENVIRONMENTAL RACISM / ENVIRONMENTAL JUSTICE</b>		<b>*read plus short response</b>
Due Sunday night 10/18 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Read Cox &amp; Pezzullo, ch. 10, "Environmental Justice and Climate Justice Movements"</li> <li>- Read Mathew, "The Legacy of Environmental Injustice in Madison"</li> <li>- Read Schell et al., "The ecological and evolutionary consequences of systemic racism in urban environments"</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that includes:               <ul style="list-style-type: none"> <li>- the major points of the readings</li> <li>- an idea you might be able to use or take from the readings</li> <li>- an example of an interesting public engagement with science activity/event/site, etc.</li> </ul> </li> </ul>	
<b>WEEK EIGHT (MON 10/19 – SUN 10/25) – ASSESSING PUBLIC ENGAGEMENT ACTIVITIES</b>		<b>*read plus short response</b>
Due Sunday night 10/25 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Read Skrip, "Crafting and Evaluating Broader Impact Activities"</li> <li>- Read Kellogg, "Logic Model Development Guide"</li> <li>- Read Hendrickson, "A Backwards Approach to Inquiry"</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that includes:               <ul style="list-style-type: none"> <li>- the major points of the readings</li> <li>- an idea you might be able to use or take from the readings</li> <li>- a public engagement with science activity/event/site that you plan to assess for next week's writing</li> </ul> </li> </ul>	
<b>WEEK NINE (MON 10/26 – SUN 11/1) – CONNECTING ASSESSMENT WITH EQUITY, INCLUSIVITY, AND JUSTICE</b>		<b>*MAJOR WRITING RESPONSE</b>
Due Sunday night 11/1 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Assess an existing public engagement with science activity/event/site using what you've learned from Skrip, Hendrickson, and Kellogg <i>along with</i> what you've learned about justice and inclusivity.</li> </ul>	
<b>NOTE: EVEN BIGGER WRITING PROJECT THIS WEEK!</b>		
<b>WEEK TEN (MON 11/2 – SUN 11/8) – ELECTION WEEK! That's plenty.</b>		
	Vote.	

<b>WEEK ELEVEN (MON 11/9 – SUN 11/15) – WHAT WOULD YOU DO?</b>	
Due Sunday night 11/15 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Read Shirk et al., "Public participation in scientific research: a framework for deliberate design"</li> <li>- Read Bonny et al., "Can citizen science enhance public understanding of science?"</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that includes:               <ul style="list-style-type: none"> <li>- the major points of the readings</li> <li>- an idea you might be able to use or take from the readings</li> <li>- an example of an interesting public engagement with science activity/event/site, etc.</li> </ul> </li> </ul>
<b>WEEK TWELVE (MON 11/6 – SUN 11/22) – EXPERIENCE AND EXPERTISE</b>	
Due Sunday night 11/22 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Read Collins and Evans, "The Third Wave of Science Studies: Studies of Expertise and Experience"</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that includes:               <ul style="list-style-type: none"> <li>- the major points of the reading</li> <li>- an idea you might be able to use or take from the readings</li> <li>- a description of what you plan to design as your final project</li> </ul> </li> </ul>
<b>WEEK THIRTEEN (MON 11/23 – SUN 11/29) – THANKSGIVING WEEK! That's plenty.</b>	
	Rest.
<b>WEEK FOURTEEN (MON 11/30 – SUN 12/6) – DESIGN YOUR PROJECT</b>	
Due Sunday night 12/6 (Sunday night = Monday by 6am)	<ul style="list-style-type: none"> <li>- Work on your final project!</li> <li>- Check in with CGD for feedback!</li> <li>- Upload a <b>SHORT RESPONSE (250-500 w.)</b> to Canvas that highlights what you're working on!</li> </ul>
<b>WEEK FIFTEEN (MON 12/7 – THURS 12/10) – DESIGN YOUR PROJECT</b>	
	<ul style="list-style-type: none"> <li>- Work on your final project!</li> <li>- Check in with CGD for feedback!</li> </ul>
<b>EXAM WEEK – FINAL PROJECT DUE TO CANVAS (NO EXAM)</b>	
<b>NOTE: BIGGEST WRITING PROJECT THIS WEEK!</b>	- Submit final project to Canvas by 11:59pm on Monday 12/14