



Instructor: Dr. Leslie Harris
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 Office Hours: by appointment

Course: Commun 874: Rhetoric of Women's Rights in the US
 Course Location: MER 348
 Course Meeting Time: Mondays 3:30-6:10

Course Description

This course is about the rhetoric of women's rights in the US. We will be using women's rights as an instructive exemplar in two respects. a) By focusing on the philosophical concepts, political issues, moral complexities, and discursive characteristics of women's rhetoric, we will gain a better understanding of the ways in which rhetoric can be used for and against groups attempted to gain power. b) The rhetoric of women's rights will also be used as a lens through which to understand and interrogate rhetorical theory and methodology. By the end of this course, students should expect to gain a nuanced understanding of the rhetoric of women's rights in the US, better understand rhetorical theory and criticism, and theorize the ways in which disempowered groups use rhetoric to attempt social change.

Resources:

1. This Syllabus, which is intended to give you an overview of the course.
2. Class time: Attendance is required, and failure to come to class will affect your participation grade. You can miss one day of class with no effect on your participation grade, but after one absence, there will be a 1/3 letter grade deduction on your participation grade (an A- will become a B+, etc.). Unless you feel that your circumstances are truly exceptional, there will be no excused or unexcused absences. I suggest that you save your one absence for when you are too ill to come to class. Please be courteous, and do not come to class if you are contagious and can get others sick. There are two reasons for this:
 - a. I will be providing a significant amount of information and explanation in class.
 - b. This class is not only about learning basic concepts or knowing specific speeches. Rather, you will be asked to critically engage rhetorical discourse. You need to be in class to do this.

Please come speak to me if you feel that your circumstances warrant an exception to this policy.

3. Readings: All readings are available on D2L. Complete all of the scheduled readings before you come to class, and bring all of the assigned readings to class with you each day.

4. The instructor: Please talk to me if you have ANY concerns or questions. I enjoy talking to students, and the earlier in the semester you come and talk to me the better able I am to adjust the class to meet your needs. I want everyone to learn in this class, so I am willing to adapt the course to your individual learning needs--if you ask, and give me a compelling reason.

5. Your fellow students: The classroom should be a cooperative environment where we support and challenge each other in our exploration of rhetoric. As a result, your active participation in class discussion and respect for other students is essential.

Other Course Policies:

1. Check out <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf> for university policies.
2. I will be using Turnitin in this class. Turnitin is anti-plagiarism software that compares submitted papers against a variety of materials including previously submitted student papers, websites, and publications. Although we will discuss plagiarism in class, you are responsible for knowing what plagiarism is and avoiding it. If I suspect plagiarism, I may put your paper on Turnitin at any point in the semester.
3. All paper are due on D2L by the beginning of our scheduled class time on the day that the assignment is due, and after the beginning of class time, your assignment will be considered late. There will be a 1/3 letter grade deduction for every day that your assignment is late (for example, if a paper is one day late the highest grade possible will be an A-). I will not accept paper copies of assignments, assignments in my mail box, or via email. Always keep copies of your assignments.
4. All written work must be typed, and it should conform to high standards of composition. Clarity of organization and style, correctness of grammar, spelling, and sound mechanics of composition will be factors in my evaluations. Use a standard citation format for documentation of sources (MLA, Chicago, APA). Page limitations refer to papers written in twelve point times new roman, double spaced, with standard margins. If you decide to change any of these standards, expect the page limit to change accordingly.
5. Academic dishonesty is strictly prohibited. Academic dishonesty includes, but is not limited to: turning in as your own any individual graded work that you did not produce entirely on your own; looking at another's work during, or otherwise cheating on, an exam or quiz; turning in an assignment for which you have received or will receive credit in another course; failure to document references completely and properly (including appropriate use of quotation marks, presenting full citations, etc.). Any student who uses, without proper acknowledgment, all or part of another's work as if it was his or her own or who allows others to use his or her work as if it was their own will face severe penalties (e.g., grade reduction; course failure; being reported for college disciplinary action).

6. If religious observances will prevent you from completing assigned work on a scheduled date, you are responsible to discuss this with your professor WITHIN THE FIRST WEEK OF CLASS to make appropriate arrangements.
7. If you have a health condition or disability that may interfere with your attendance or your ability to complete course requirements, you should take the following steps. First, if you have not done so already, you should contact the Student Accessibility Center (SAC) and arrange to meet with a SAC counselor who will help you determine whether your condition qualifies you for accommodations and to complete a VISA form describing the approved accommodations. Second, you should inform your instructor of your need for accommodation and provide the instructor with a copy of the completed VISA form. You are expected to complete these steps within the first three weeks of class or as soon as possible after learning of the need for accommodation, unless legitimate circumstances prevent you from doing so. If you have any questions about this process, please contact a SAC counselor.
8. All grades are final. Unless a mathematical error has occurred, the grade you receive will not be changed. Do not wait until the end of the semester to attempt to engage me in a debate over your final grade. Please discuss your progress with me on a regular basis. I will not, however, discuss grades over email. Please submit a written appeal within seven calendar days of the date that I first returned the assignments to the class. This request should describe, with specific examples and adequate documentation, the reasons the student believes another grade is warranted. Then make an appointment so that we can talk in person.
9. Information on departmental and university policies on topics including drop procedures, retaking courses, incompletes, sexual harassment, safety, grade appeal procedures, Communication major/minor requirements, graduate requirements, and certificate requirements are available in UWM's current Undergraduate Bulletin, Graduate Bulletin, and the Communication Department's main office (Johnston 210).
10. Please see D2L for writing guidelines, grading standards, and detailed assignment sheets.
11. There will not be a final exam for this course.

Assignments

Assignment Potpourri Chose **one** of the following options. You must notify me of your choice no later than the 3rd week of class. In addition to the written essay, you will be asked to give a short presentation to the class.

- A. Dissertation Exploration:** Chose a completed dissertation from the field of communication on the topic of gender (broadly defined). Read the dissertation, and write a 5-10 page essay that addresses the following questions: 1. What is the main argument? 2. What are the main components of a dissertation, and how does the dissertation you read address (or not address) those components. 3. Should this dissertation have passed? Would you award a PhD based on this dissertation? Why or why not?
- B. Women's Rhetoric Today:** Identify a woman in a leadership position (broadly defined). In a 5-10 page essay use the theories and concepts from class to assess and analyze that woman's rhetoric. You can draw on traditional rhetorical texts (speeches, written documents, visual texts, etc.), interviews, and/or rhetoric about your subject.
- C. Dive into the Archive:** One of the possible goals of women's rhetoric is to make women's voices visible. Find an archive (possible archives include university, city, state, and other local archives), and discover a female rhetor or a gendered archive. In a 5-10 page essay, provide a short analysis of the rhetoric and place the rhetor within context.

Project Proposal This short proposal (2–3 pages) identifies the artifact(s) that you will analyze during this course and briefly describes the reasons for your selection. I define "text" and "artifact" very broadly. Appropriate artifacts include speeches, newspaper articles, pamphlets, Web sites, advertising campaigns, legal cases, the rhetoric of organizations (e.g., corporate, nonprofit, governmental), the rhetoric surrounding national or international events, museum exhibitions or installations, lyrics of music, photographs, videos, films, performances, textbooks or major examinations, personal papers (diaries, journals, letters, scrapbooks), published academic controversies, or transcripts of interviews. This list is meant to be suggestive, not comprehensive. The text(s) you choose to analyze should relate to the themes of the class.

Final Paper This paper (15–25 pages) is a full-blown work of criticism. It provides an interpretive argument about the artifact(s) you have chosen. Your essay should provide a clear argument and support that argument with evidence from your text(s). Be sure that your essay is well research and grounded in related literature.

Seminar Participation Evaluation of class participation, which is necessarily subjective, is based not merely on the frequency of your contributions, but on the quality of what you say. Quality is a function of various abilities: the ability to exhibit careful preparation of assigned readings, to articulate original insights, to support ideas, to analyze what others say, to see implications beyond the immediate context, to defend a position when questioned, to encourage the participation of others, and to move the discussion forward.

Every day of class is important. You can miss one day of class with no effect on your participation grade, but after one absence, there will be a 1/3 letter grade deduction on your participation grade (an A- will become a B+, etc.). Unless you feel that your circumstances are truly exceptional, there will be no excused or unexcused absences. I suggest that you save your one absence for when you are too ill to come to class. Please be courteous, and do not come to class if you are contagious and can get others sick.

Discussion Leadership In addition to regular participation in class, each student will also be responsible for facilitating discussion of assigned readings occasionally during the quarter. Such facilitation will typically involve preparing a few discussion questions, distributed before class, as well as helping to guide conversation during class. Questions should be sent by e-mail to the whole class no later than 24 hours before the seminar meeting. We will set a schedule for the discussion questions during the first day of class.

Assignment	MA Point Value	Due Date
Participation	100	Ongoing
Project Proposal	50	4/25
Final Paper	140	end of scheduled final exam time May 19th at 5:00 pm
Assignment Potpourri	120	3/28
Discussion Leadership	90	Ongoing

Final grades are assigned by letter and are calculated according to the following table:

Points Earned	Letter Grade
465–500	A
450–464	A-
440–449	B+
415–439	B
400–414	B-
390–399	C+
365–389	C
350–364	C-
0–349	F

Tentative Course Schedule**Week 1 (1/24) : Introductions**

This syllabus

Week 2 (1/31): The Problems of Women's Speech: Context and Invention

Campbell, Karlyn Kohrs. "Gender and Genre: Loci of Invention and Contradiction in the Earliest Speeches by U.S. Women." *Quarterly Journal of Speech* 81 (1995): 479-95.

Zaeske, Susan. "The 'Promiscuous Audience' Controversy and the Emergence of the Early Woman's Rights Movement." *Quarterly Journal of Speech* 81 (1995): 191-207.

Zaeske, Susan. "Signatures of Citizenship: The Rhetoric of Women's Antislavery Petitions." *Quarterly Journal of Speech* 88 (2002): 147-68.

Japp, Phyllis M. "Esther or Isaiah? The Abolitionist-Feminist Rhetoric of Angelina Grimké." *Quarterly Journal of Speech* 71 (1985): 335-48.

Huxman, Susan Schultz. "Mary Wollstonecraft, Margaret Fuller, and Angelina Grimké: Symbolic Convergence and a Nascent Rhetorical Vision." *Communication Quarterly* 44 (1996): 16-28.

Week 3 (2/7): Gender, Race, and Rhetorical Agency

Fiesta, Melissa. "Homeplaces in Lydia Maria Child's Abolitionist Rhetoric, 1833-1879." *Rhetoric Review* 25 (2006): 260-74.

Harris, Leslie. "Motherhood, Race, and Gender: The Rhetoric of Women's Antislavery Activism in the Liberty Bell Giftbooks." *Women's Studies in Communication*, 32 (2009): 293-319.

Carla Peterson, "A Sign unto This Nation: Sojourner Truth, History, Orator, and Modernity"

Mandziuk, Roseann M. "Commemorating Sojourner Truth: Negotiating the Spaces of Public Memory." *Western Journal of Communication* 67 (2003): 271-91.

Royster, Jacqueline Jones. "To Call a Thing by Its True Name: The Rhetoric of Ida B. Wells." In *Reclaiming Rhetorica: Women in the Rhetorical Tradition*, edited by Andrea A. Lunsford, 167-84. Pittsburgh: University of Pittsburgh Press, 1995.

Week 4 (2/14): Case Study: Lucretia Coffin Mott's Discourse on Woman

Mott, Lucretia Coffin. "Discourse on Woman"

Sillars, Malcolm O. "From Romantic Idealism to Enlightenment Rationalism: Lucretia Coffin Mott Responds to Richard Henry Dana, Sr." *Rhetoric Society Quarterly* 25, annual ed. (1995): 47-55.

Zulick, Margaret D., and Michael Leff. "Time and the 'True Light' in Lucretia Coffin Mott's 'Discourse on Woman.'" *Rhetoric Society Quarterly* 25, annual ed. (1995): 20-31.

Carlson, A. Cheree. "Defining Womanhood: Lucretia Coffin Mott and the Transformation of Femininity." *Western Journal of Communication* 58 (1994): 85-97.

Hogan, Lucy, and Martha Solomon. "Extending the Conversation: Sharing the Inner Light." *Rhetoric Society Quarterly* 25, annual ed. (1995): 32-46.

Week 5 (2/21): The Battle for Suffrage: Legal Rhetoric and Public Performance

Ray, Angela and Richards, Cindy Koenig. "Inventing Citizens, Imagining Gender Justice: The Suffrage Rhetoric of Virginia and Francis Minor." *Quarterly Journal of Speech* 93 (2007): 375-402.

Ray, Angela. "The Rhetorical Ritual of Citizenship: Women's Voting as Public Performance, 1868-1875." *Quarterly Journal of Speech* 93 (2007): 1-26

Campbell, Karlyn Kohrs. "Stanton's 'The Solitude of Self': A Rationale for Feminism." *Quarterly Journal of Speech* 66 (1980): 304-12.

Borda, Jennifer L. "The Woman Suffrage Parades of 1910-1913: Possibilities and Limitations of an Early Feminist Rhetorical Strategy." *Western Journal of Communication* 66 (2002): 25-52.

Gibson, Katie L. "Judicial Rhetoric and Women's 'Place': The United States Supreme Court's Darwinian Defense of Separate Spheres." *Western Journal of Communication* 71 (2007): 159-175.

Week 6 (2/28): Beyond Suffrage: Family and Moral Reform

Carlson, A. Cheree. "Creative Casuistry and Feminist Consciousness: The Rhetoric of Moral Reform." *Quarterly Journal of Speech* 78 (1992): 16-32.

Hogan, Lisa S., and J. Michael Hogan. "Feminine Virtue and Practical Wisdom: Elizabeth Cady Stanton's 'Our Boys.'" *Rhetoric and Public Affairs* 6 (2003): 415- 36.

Mattingly, Carol. *Well-Tempered Women: Nineteenth-Century Temperance Rhetoric*.

- Carbondale: Southern Illinois University Press, 1998. [selection from]
 Stormer, Nathan. *Articulating Life's Memory: U.S. Medical Rhetoric About Abortion in the Nineteenth Century*. Lanham, MD: Lexington Books, 2002. [selection from]
 Donawerth, Jane. "Nineteenth-Century United States Conduct Book Rhetoric by Women." *Rhetoric Review* 21 (2002): 5-21.

Week 7 (3/7): Gender, Bodies, and Dress Reform

- Johnson, Wendy Dasler. "Cultural Rhetorics of Women's Corsets." *Rhetoric Review* 20 (2001): 203-33.
 Mattingly, Carol. "Friendly Dress: A Disciplined Use." *Rhetoric Society Quarterly* 29 (1999): 25-45.
 Strange, Lisa S. "Dress Reform and the Feminine Ideal: Elizabeth Cady Stanton and the 'Coming Girl.'" *Southern Communication Journal* 68 (2002): 1-13.
 Torrens, Kathleen M. "All Dressed Up with No Place to Go: Rhetorical Dimensions of the Nineteenth Century Dress Reform Movement." *Women's Studies in Communication* 20 (1997): 189-210.
 Brookey, Robert Alan. "Keeping a Good Wo/man Down: Normalizing Deborah Sampson Gannett." *Communication Studies* 49 (1998): 73-85.

Week 8 (3/14): Motherhood: Rhetorical Invention and Appropriation

- Peeples, Jennifer A. and DeLuca, Kevin M. "The Truth of the Matter: Motherhood, Community and Environmental Justice." *Women's Studies in Communication*. 29 (2006).
 Tonn, Mari Boor. "Militant Motherhood: Labor's Mary Harris 'Mother' Jones." *Quarterly Journal of Speech*. 83 (1996)
 Foust, Christina R. "A Return to Feminine Public Virtue: Judge Judy and the Myth of the Tough Mother." *Women's Studies in Communication* 27 (2004).
 Ray, Angela G. "Representing the Working Class in Early U.S. Feminist Media: The Case of Hester Vaughn." *Women's Studies in Communication* 26 (2003): 1-26.

Week 9 (3/21): **Spring Break**

Week 10 (3/28):*******Assignment Potpourri Presentations and Essay Due*******

Week 11 (4/4): **Gender and Identity in the Second Wave**

Poirot, Kristan. "Mediating a Movement, Authorizing Discourse: Kate Millett, Sexual Politics, and Feminism's Second Wave." *Women's Studies in Communication* 27 (2004).

Campbell, Karlyn Kohrs. "The Rhetoric of Women's Liberation: An Oxymoron," *Quarterly Journal of Speech* 59 (1973): 74-86.

Hayden, Sara. "Re-claiming Bodies of Knowledge: An Exploration of the Relationship Between Feminist Theorizing and Feminine Style in the Rhetoric of the Boston Women's Health Book Collective," *Western Journal of Communication* 61 (1997): 127-163.

Campbell, Karlyn Kohrs. "Consciousness-Raising: Linking Theory, Criticism, and Practice," *Rhetoric Society Quarterly* 32 (2002): 45-64.

Dubriwny, Tasha N. "Consciousness-Raising as Collective Rhetoric: The Articulation of Experience in the Redstockings' Abortion Speak-Out of 1969" *Quarterly Journal of Speech* 91 (2005): 395-422.

Week 12 (4/11): **Gender and Media**

Dow, Bonnie J. "Feminism, Miss America, and Media Mythology." *Rhetoric & Public Affairs* 6 (2003): 127-160.

Tonn, Mari Boor. "Miss America Contesters and Contestants: Discourse about Social 'Also-Rans.'" *Rhetoric and Public Affairs*.

Maddux, Kristy. "The da Vinci Code and the Regressive Gender Politics of Celebrating Women." *Critical Studies in Media Communication* 25 (2008): 225-248.

Southard, Belinda A. Stillion "Beyond the Backlash: Sex and the City and Three Feminist Struggles." *Communication Quarterly* 56 (2008): 149-167.

Gerhard, Jane. "Sex and the City: Carrie Bradshaw's queer postfeminism." *Feminist Media Studies* 5 (2005): 37-49.

Week 13 (4/18): **Reconfiguring Gender**

Tate, Helen. "The Ideological Effects of a Failed Constitutive Rhetoric: The Co-option of the Rhetoric of White Lesbian Feminism" *Women's Studies in Communication* 28 (2005).

- Shugart, Helene A. "Performing Ambiguity: The Passing of Ellen DeGeneres." *Text and Performance Quarterly* 23 (2003): 30–54.
- Morris, Charles E. III & Sloop, John M. "'What Lips These Lips Have Kissed': Refiguring the Politics of Queer Public Kissing." *Communication and Critical/Cultural Studies* 3 (2006): 1-26.
- Cooper, Brenda. "Boys Don't Cry and Female Masculinity: Reclaiming a Life & Dismantling the Politics of Normative Heterosexuality." *Critical Studies in Media Communication*. 19 (2002): 44-63.
- Dow, Bonnie J. "Ellen, Television, and the Politics of Gay and Lesbian Visibility." *Critical Studies in Media Communication* 18 (2001): 123-140.

Week 14 (4/25): **Women, Politics, and Social Reform**

*****Project Proposals Due*****

- Dow, Bonnie J. and Tonn, Mari Boor. "'Feminine Style' and Political Judgment in the Rhetoric of Ann Richards," *Quarterly Journal of Speech* 79 (1993): 286-302.
- Anderson, Karrin Vasby. "'Rhymes with Rich?': 'Bitch' as a Tool of Containment in Contemporary American Politics." *Rhetoric & Public Affairs* 2 (1999): 599-623.
- Anderson, Karrin Vasby. "From Spouses to Candidates: Hillary Rodham Clinton, Elizabeth Dole, and the Gendered Office of the U.S. President." *Rhetoric & Public Affairs* 5 (2002): 105-132.
- Picart, Caroline Joan S. "Rhetorically Reconfiguring Victimhood and Agency: The Violence Against Women Act's Civil Rights Clause." *Rhetoric & Public Affairs* 6 (2003): 97-126.
- Gibson, Katie L. "The Rhetoric of Roe v. Wade: When the (Male) Doctor Knows Best." *Southern Communication Journal*. 73 (2008): 312–331.

Week 15 (5/2): **Current Directions: Third Wave? Postfeminism?**

- Dow, Bonnie J. "The Traffic in Men and the Fatal Attraction of Postfeminist Masculinity." *Women's Studies in Communication* 29 (2006).
- Fixmer, Natalie and Wood, Julia T. "The Personal is Still Political: Embodied Politics in Third Wave Feminism." *Women's Studies in Communication* 28 (2005).
- Sowards, Stacey K. and Renegar, Valerie R. "The Rhetorical Functions of Consciousness-Raising in Third Wave Feminism." *Communication Studies* 55 (2004): 535-552.

Hua, Julietta. "Gucci Geishas' and Post-feminism." *Women's Studies in Communication* 32 (2009).

Ouelette, Laurie. "Victims No More: Postfeminism, Television, and *Ally McBeal*." *Communication Review* 5 (2002): 315-36.

Week 16 (5/9): **Metacriticism**

Biesecker, Barbara. "Coming to Terms with Recent Attempts to Write Women into the History of Rhetoric." *Philosophy & Rhetoric* 25 (1992):140-161.

Campbell, Karlyn Kohrs. "Biesecker Cannot Speak for Her Either" *Philosophy & Rhetoric* 26 (1993): 153-159.

Blair, Carole, Brown, Julie R., and Baxter, Leslie A. "Disciplining the Feminine" *Quarterly Journal of Speech* 80 (1994): p383, 27p

Foss, Sonja K. and Foss, Karen A. "Our Journey to a Repowered Feminism: Expanding the Feminist Toolbox." *Women's Studies in Communication* 32 (2009): 36-62.

Foss, Sonja K. and Griffin, Cindy L. "Beyond Persuasion: A Proposal for an Invitational Rhetoric." *Communication Monographs* 62 (March, 1995): 2-18.

End of Scheduled Final Exam Time (May 19th at 5:00 pm):

*******Final Paper Due on D2L*******