

Spring 2-1-2018

COMX 447.01: Rhetorical Construction of Women

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Communication Studies 447
The Rhetorical Construction of Woman
Spring 2018
Tuesdays and Thursdays, 9:30-10:50
LA 244

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Office Hours: Tuesdays and Thursdays, 1:00-1:50 and my appointment

Course Description: In early the nineteenth century United States it was considered inappropriate for women to participate in the public sphere. Women were not allowed to vote, they had no access to higher education or the professions, even the right to own property was denied them. Over the course of the century, many women fought to alter women's situation; their efforts resulted in what arguably has been the longest social movement in our country's history – U.S. feminism's "First Wave." This course is designed to explore the rhetoric of First Wave Feminism, placing particular emphasis on the specific rhetorical action taken by and on behalf of women. We will examine elements of the early women's rights movement, focusing our attention on women's rights conventions, justifications for women's activism, marriage and divorce, the link between gender and race, and suffrage in Montana and the U.S. more broadly. In an effort to understand how the larger culture understood and constructed femininity, we will also address women's treatment in courts of law.

Required Readings:

Campbell, K. K. (1989). *Man Cannot Speak for Her, Volumes I and II*. New York: Praeger.

Carlson, A. C. (2009). *The Crimes of Womanhood: Defining Femininity in a Court of Law*. Urbana, IL: University of Illinois Press.

Articles posted on Moodle.

Please plan to bring primary artifacts scheduled to class; primary artifacts can be found in Campbell, Vol. II and on Moodle. See the course schedule for information about which artifacts will be discussed on specific days.

Attendance:

There is no specific attendance policy. However, this class is largely discussion oriented and so regular attendance is expected. Also, please note that part of your grade is based on participation. If you foresee having difficulty attending class, come speak with me as soon as possible.

Academic Misconduct:

Academic misconduct includes cheating, plagiarizing, and deliberately interfering with the work of others. Plagiarizing means representing the work of someone else (such as another student or an author of a book or an article) as your own. If you use the ideas or words of someone else, you must cite the source of the original information. Following university regulations, cheating and plagiarism will be penalized with a failing grade in this course.

Grades:

Grades will be based on evaluation of student performance on the following assignments:

Essay Assignment #1	50 points
Essay Assignment #2	50 points
Essay Assignment #3	100 points
Written Analysis of Speech	75 points
Participation	25 points
Total	300 points

Graduate students:

Research Paper	100 points
Total	400 points

Grades will be assigned on the following scale: 92% and above A; 90-91% A-; 88-89% B+; 82-87% B; 80-81% B-; 78-79% C+; 72-77% C; 70-71% C-; 68-69% D+; 62-67% D; 60-61% D-; 59% and below, F.

Major Assignments:

Essay Assignments: I will provide you with questions related to readings and class discussions. You will have one week to write essays in response to those questions. The questions will guide you to formulate an argument about the texts under study. Your grade will be based on the quality of your argument and the quality of your writing.

Written Analysis of Speech: Each student will write a descriptive analysis of one of the major artifacts we discuss in class. Appropriate artifacts are marked with an asterisk (*) in the schedule. Students may choose to analyze any of the marked artifacts. The assignment is due the day the artifact is scheduled to be discussed. Written analysis of artifacts already discussed by the class will not be accepted.

Participation: Your participation grade will be based partly on your willingness and ability to discuss assigned daily readings in a thoughtful manner. Please note – to participate in discussions you will need to study the primary artifacts carefully. To ensure that you keep up on your readings and to provide me with additional data upon which to assign your participation grade, most days will include a short assessment of some sort – perhaps a quiz; perhaps a thought question based on the day’s readings.

Research Paper: Graduate students will write a paper that explores an issue, rhetor, artifact, movement, or idea related to the class but not covered specifically through class discussions or materials. The paper should offer original insights derived from an insightful analysis of texts and the application of rhetorical theory. The final project should be ready to submit for consideration to a conference or publication outlet. I will meet with graduate students at regular intervals to discuss graduate student projects.

Schedule

T 1-23	Introduction to the Course
Th 1-25	Women’s Early Activism Read, KKCI, Chapter One Carlson, Introduction Moodle, Joanna Collins, “Home Influences”
T 1-30	Abolition and Women’s Activis Read: KKCI, Chapter Two Analyze: KKCII, Angelina Grimke, <i>Address at Pennsylvania Hall, 1838*</i>
Th 2-1	Abolition and Women’s Activism, continued Analyze: KKCII, Maria Miller Stewart, <i>Lecture Delivered at the Franklin Hall, 1832*</i>
T 2-6	The Emergence of the Women’s Rights Movement Read: KKCI, Chapter 4 Analyze: KKCII, <i>Declaration of Sentiments and Resolutions, 1848*</i> ; Moodle,

Declaration of Independence, 1776

- Th 2-8 The Emergence of the Women’s Rights Movement, continued
Analyze: KKCII, Elizabeth Cady Stanton, *Speech at the Seneca Falls Convention, 1848**
- T 2-13 Wrap up Seneca Falls
Read: Carlson, Chapters 2 and 4
- Th 2-15 The Women’s Movement after Seneca Falls
Read: KKCI, Chapter Three
Analyze: KKCII, Lucretia Coffin Mott, *Discourse on Women, 1849**
- T 2-20 *Not for Ourselves Alone*
- Th 2-22 *Not for Ourselves Alone*
Essay Assignment One Due
- T 2-27 The Intersection of Race and Sex
Read: Moodle, Campbell, “Agency: Promiscuous and Protean”
Analyze: KKCII, Sojourner Truth, Speech at the Woman’s Rights Convention, Akron, Ohio, 1851*
- Th 3-1 The Intersection of Race and Sex
- T 3-6 Marriage and Divorce – the Debate of 1860
Read: KKCI, Chapter Four
Analyze: KKCII, National Woman’s Rights Convention Debate, New York City, 1860* (Note – this debate consists of several speeches and is followed with a series of exchanges. If you focus on this set of artifacts for your written analysis, analyze only *one* of the speeches in the set – e.g., the resolution and address by E.C.S., pp. 188-202; the speech by A.B.B., pp. 202-214; the speech by E.I.R., pp. 213-220; or the speech by W.P., pp. 220-224).
- Th 3-8 Marriage and Divorce, continued
Read: Carlson, Chapter Three
- T 3-13 Arguing for Suffrage in a Court of Law
Read: KKCI, Chapter Seven
Analyze: KKCII Susan B. Anthony, “Is it a Crime for a U.S. Citizen to Vote?” 1872-1873*
- Th 3-15 Francis Willard and the WCTU
Read: KKCI, Chapter Eight, Carlson, Chapter Five

Analyze: KKCII, Francis Willard, A White Life for Two, 1890*

T 3-20 *Suffragette*

Th 3-22 *Suffragette*
Essay Assignment Two Due!

T 3-27 Spring Break

Th 3-29 Spring Break

T 4-10 The Dual Oppressions of Race and Class
Read: KKCI, Chapter Ten, Carlson Chapter Seven
Analyze, KKCII, Ida B. Wells, "Southern Horrors: Lynch Law in All its Phases, 1892"*

Th 4-12 The Dual Oppressions of Race and Sex, continued
Analyze, KKCII, Mary Church Terrell, "What it Means to be Colored in the Capital of the United States, 1906"*

T 4-17 The Leadership of Carrie Chapman Catt
Read: KKCI, Chapter Eleven,
Analyze: KKCII, Carrie Chapman Catt, "Presidential Address, 1902"* KKCII,
Carrie Chapman Catt, "'The Crisis,' Atlantic City, NJ, 1916"

Th 4-19 The Leadership of Carrie Chapman Catt, continued

T 4-24 Alice Paul and the NWP
Iron Jawed Angels
Read: Maddux, "Winning the Right to Vote in 2004" (Moodle)

Th 4-26 Alice Paul and the NWP
Iron Jawed Angels

T 5-1 After Suffrage
Analyze: KKCII, Crystal Eastman, "Now We Can Begin"*

Th 5-3 Wrap-Up

Final Essay Assignment Due: Tuesday, May 8, 8:00 am

Please Note:

The deadline to drop classes without petitioning is October 27. After that date, you may drop this class only if you meet the criteria set out by the university; see your course catalog or talk

with me if you have questions about these criteria. Incompletes will be given only in emergencies and only with my prior consent. If you foresee having difficulty finishing the course, come speak with me immediately.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <<http://www.umt.edu/disability>>.