

Communication Studies 480
The Rhetorical Construction of "Woman"
Spring, 2007
Monday, Wednesday, Friday
11:10 am – 12:00 pm
LA 302

Professor: Sara Hayden
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Office Hours: Mondays, Wednesdays, Fridays, 10:10 – 11:00 and by
appointment.

Course Description:

In early the nineteenth century United States it was considered inappropriate for women to speak in public. 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.

Required Readings:

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

Packet available at the UC Bookstore.

Recommended Reading:

Flexnor, E. and Fitzpatrick, E. (1996) *Century of Struggle: The Woman's Rights Movement in the United States* (revised edition). Cambridge: Harvard University.

Please Note:

This course is registered with the Women's Studies Program. Students taking this course may count it toward a Women's Studies Emphasis within the Liberal Studies Major, or toward a Minor in Women's and Gender Studies in conjunction with any major. If you enjoy learning about women, gender, and/or sexuality and would like to know more about the Women's Studies Program, please drop by our office (LA 138A), visit our website (www.cas.umt.edu/wsprog) or give us a call (243-4100).

Facts and Figures:

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	100 points
Essay Assignment #2	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: 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 four questions related to readings and class discussions. You will have one week to write essays in response to two of 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.

Revision: Students are required to revise EITHER Writing Assignment One or the Written Analysis of a Speech. Revisions are due two weeks after you receive your graded assignment back from me. Your grade for the assignment will reflect the work done on your revision.

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

- M 1-22 Introduction to the Course
- W 1-24 Introductions, continued
Read, KKCI, Chapter One
- F 1-26 Women's Early Activism
Packet, Zaeske, "The 'Promiscuous Audience' Controversy and the Emergence of the Early Woman's Rights Movement," packet
- M 1-29 Abolition and Women's Activism
Read: KKCI, Chapter Two
Analyze: KKCII, Angelina Grimke, *Address at Pennsylvania Hall, 1838**
- W 1-31 Abolition and Women's Activism, continued
Read and Analyze: KKCII, Maria Miller Stewart, *Lecture Delivered at the Franklin Hall, 1832**
- F 2-2 Wrap up Abolition and Women's Activism
Begin discussing The Emergence of the Women's Rights Movement
Read: KKCI, Chapter 4
- M 2-5 The Emergence of the Women's Rights Movement
Read and Analyze: KKCII, *Declaration of Sentiments and Resolutions, 1848**; Packet, *Declaration of Independence, 1776*
- W 2-7 The Emergence of the Women's Rights Movement
Read and Analyze: KKCII, Elizabeth Cady Stanton, *Speech at the Seneca Falls Convention, 1848**
- F 2-9 Wrap up Seneca Falls
- M 2-12 The Women's Movement after Seneca Falls
Read: KKCI, Chapter Two
Read and Analyze: KKCII, Lucretia Coffin Mott, *Discourse on Women, 1849**;
- W 2-14 The Women's Movement after Seneca Falls
Lucretia Coffin Mott, *Discourse on Women*
- F 2-16 No Class – WSCA
- M 2-19 No Class – WSCA

- W 2-21 The Intersection of Race and Sex
 Read: Packet, Campbell, "Agency: Promiscuous and Protean"
 Read and Analyze: KKCII, Sojourner Truth, Speech at the Woman's Rights Convention, Akron, Ohio, 1851*
- F 2-23 The Intersection of Race and Sex
- M 2-26 Marriage and Divorce – the Debate of 1860
 Read: KKCI, Chapter Four
 Read and 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, you may choose to 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).
- W 2-28 Marriage and Divorce, continued
- F 3-2 Wrap Up Marriage and Divorce
Essay Assignment One Due!
- M 3-5 Elizabeth Cady Stanton's Justification of Natural Rights
 Read: KKCI, Chapter Nine
 Read and Analyze: KKCII, Elizabeth Cady Stanton, The Solitude of Self, 1892*
- W 3-7 Elizabeth Cady Stanton's Justification of Natural Rights, continued
- F 3-9 Narrowing the movement
 Read: packet, Conrad, "The Transformation of the 'Old' Feminist Movement," Kowal, "One Cause, Two Paths: Militant vs. Adjustive Strategies in the British and American Women's Suffrage Movements"
- M 3-12 Francis Willard and the WCTU
 Read: KKCI, Chapter Eight
 Read: packet, Dow, "The 'Womanhood' Rationale in the Woman Suffrage Rhetoric of Francis E. Willard," packet
 Read and Analyze: KKCII, Francis Willard, A White Life for Two, 1890*
- W 3-14 Francis Willard and the WCTU continued
 Read: packet: Slagell, "The Rhetorical Structure of Frances E. Willard's Campaign for Woman Suffrage, 1876-1896"

- F 3-16 Anna Howard Shaw's Bid for Suffrage
Read: packet, Linkugel, "The Woman Suffrage Argument of Anna Howard Shaw"
Read and Analyze: KKCII, Anna Howard Shaw, "The Fundamental Principle of a Republic, 1915"*
- M 3-19 Anna Howard Shaw's Bid for Suffrage, continued
- W 3-21 Suffrage in Montana
Read: packet, Hayden, "Negotiating Femininity and Power in the Twentieth Century West: Domestic Ideology and Feminine Style in Jeannette Rankin's Suffrage Rhetoric"
Read and Analyze: packet, *Talk made by Jeannette Rankin, Chairman of the Montana Equal Suffrage State Central Committee, 1914*;
*Suffrage Speech by Jeannette Rankin, 1914**
- F 3-23 Suffrage in Montana, continued
- M 3-26 Spring Break
- W 3-28 Spring Break
- F 3-30 Spring Break
- M 4-2 The Dual Oppressions of Race and Class
Read: KKCI, Chapter Ten
Read and Analyze, KKCII, Ida B.Wells, "Southern Horrors: Lynch Law in All its Phases, 1892"*
- W 4-4 The Dual Oppressions of Race and Sex, continued
Read and Analyze, KKCII, Mary Church Terrell, "What it Means to be Colored in the Capital of the United States, 1906"*
- F 4-6 The Dual Oppressions of Race and Sex, wrap up
- M 4-9 The Anti-Suffrage Movement
Read: packet, Palczewski, "The Male Madonna and the Feminine Uncle Sam: Visual Argument, Icons, and Ideographs in 1909 Anti-Woman Suffrage Postcards"
Read and Analyze: packet, "Address of Mrs. W. Winslow Crannell"*
- W 4-11 The Anti-Suffrage Movement, continued

- F 4-13 The Leadership of Carrie Chapman Catt
Read: KKCI, Chapter Eleven, packet, Huxman, "Perfecting the Rhetorical Vision of Woman's Rights: Elizabeth Cady Stanton, Anna Howard Shaw, and Carrie Chapman Catt"
- M 4-16 The Leadership of Carrie Chapman Catt, continued
Read and Analyze: KKCII, Carrie Chapman Catt, "Presidential Address, 1902"*
- W 4-18 The Leadership of Carrie Chapman Catt, continued
Read and Analyze: KKCII, Carrie Chapman Catt, "'The Crisis,' Atlantic City, NJ, 1916" *
- F 4-20 Wrap Up the Leadership of Carrie Chapman Catt
- M 4-23 Alice Paul and the NWP
Reading to be provided
- W 4-25 Alice Paul and the NWP
Iron Jawed Angels
- F 4-17 Alice Paul and the NWP
Iron Jawed Angels
- M 4-30 After Woman Suffrage
Read: KKCI, Chapter Twelve
Read and Analyze: KKCII, Crystal Eastman, "Now We Can Begin"*
- W 5-1 After Woman Suffrage continued
- F 5-3 Wrap Up

Final Session: Tuesday, May 9, 10:10 – 12:10
Final Essay Due: Tuesday, May 9, 10:10 am

Please Note:

The deadline to drop classes without petitioning is February 9. 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.