

Communication Studies 481  
The Rhetoric of U.S. Women's Public Activism, 1960-Present  
Fall 2006  
Tuesday, Thursday 2:10-3:30  
LA 302

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Office Hours: 3:30-4:30 Tuesdays and Thursdays and by appointment

Course Description:

The second half of the twentieth century was marked by a proliferation of social movements in the United States. The goals of these movements varied. For example, some sought to extend civil rights to people of color, others protested U.S. involvement in the Vietnam War, and others strove to promote a more equitable distribution of wealth. One of these movements – the movement for women's rights (women's liberation, feminisms), continues to incite passionate responses from the public – both positive and negative – whether discussed as an historical entity or as an ongoing effort. This class is designed to explore the rhetoric surrounding the contemporary feminist movements (1960s – the present). Our goal will be to understand the changes feminists sought, the persuasive means they utilized, the opposition they engendered, and the implications of their efforts. Additionally, we will seek to understand why feminism continues to elicit such passionate responses from both advocates and opponents. Undergraduate students will be required to participate actively in classroom discussions and to complete three writing assignments. Graduate students will be expected to meet the same requirements as undergraduates and to write one additional, independent paper. I will meet separately with graduate students a few times during the semester to discuss the paper assignment.

Required Readings:

Baxandall, R. and Gordon, L. (2000). *Dear Sisters: Dispatches from the Women's Liberation Movement*. New York: Basic Books.

Rosen, R. (2000). *The World Split Open: How the Modern Women's Movement Changed America*. New York: Penguin Books.

Packet available at the UC Bookstore; supplemental packet distributed in class.

Suggested Reading:

Lundsford, A. A. (2005). *The Everyday Writer (3<sup>rd</sup> Edition)*. Boston: Bedford/St. Martin's.

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:

Undergraduates:

Writing Assignment #1	100 points
Writing Assignment #2	100 points
Written Analysis of Speech	100 points
Class participation	50 points
Total	350 points

Graduate students:

Graduate Paper	100 points
Total	450 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.

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.

Major Assignments:

Writing Assignments One and Two: 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.

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. Students are encouraged to utilize primary artifacts from the Montana Feminist History Project, housed in the Mansfield Library archives. Your grade will be based on your critical insight as well as your writing skills.

Schedule

- T 8-29 Introductions to the Course
- Th 8-31 Women's Discontent  
 READ: Rosen, Preface: The Longest Revolution  
 Rosen, Chapter One: Dawn of Discontent  
 Rosen, Chapter Two: Female Generation Gap
- T 9-5 Women's Discontent  
 Introduction to Descriptive Analysis  
 READ: Why I Quit Working, packet  
 Overview of Descriptive Analysis, packet  
 Deluca, The Rhetoric of Social Movements, packet
- Th 9-7 Women's Discontent, continued
- T 9-12 First Efforts to Define and Solve the Problem  
 READ: Andelin, excerpts from *Fascinating Womanhood*, packet
- Th 9-14 First Efforts to Define and Solve the Problem, continued
- T 9-19 First Efforts to Define and Solve the Problem through a Feminist Lens  
 READ: Friedan, excerpts from *The Feminine Mystique*, packet \*  
 Perkins, The Rhetoric of Androgyny as Revealed in *The Feminine Mystique*,  
 packet
- Th 9-21 First Efforts to Define and Solve the Problem through a Feminist Lens, continued  
 READ: Dow, Review Essay: Reading the Second Wave, packet
- T 9-26 Structural Strain – Liberal Feminism  
 READ: Rosen, Chapter Three: Limits of Liberalism  
 NOW Statement of Purpose and Invitation to Join, September 1966, packet \*
- Th 9-28 Structural Strain – Liberal Feminism, continued
- T 10-3 Structural Strain – Women's Liberation  
 READ: Rosen, Chapter Four: Leaving the Left  
 Baxandall and Gordon, Sex and Caste, p. 21 \*  
 Baxandall and Gordon, Outreach Leaflet, p. 35  
 Baxandall and Gordon, Declaration of Women's Independence, p. 45 \*  
 Baxandall and Gordon, Manifesto, p.90  
 Baxandall and Gordon, Socialist feminism, p. 96 \*  
 Baxandall and Gordon, Fourth World Manifesto, p. 101 \*  
 Missoula Women's Rights Organization, Quiz, supplemental packet\*  
 Weiner, The Montana New Rural Feminist, supplemental packet\*
- Th 10-5 Structural Strain – Women's Liberation
- T 10-10 Structural Strain – Women's Liberation

Guest Speaker – Diane Sands

- Th 10-12      Structural Strain – Women’s Liberation  
READ: Dow, Spectacle, Spectatorship, and Gender Anxiety in Television Coverage of the 1970 Women’s Strike for Equality, packet  
Dow, Fixing Feminism: Women’s Liberation and the Rhetoric of Television Documentary, packet
- T 10-17      Implications of Race  
READ: Baxandall and Gordon, The Mountain Movers, p. 29  
Baxandall and Gordon, Position Paper on Women, p. 38  
Baxandall and Gordon, Statement, p. 65  
Baxandall and Gordon, Women of La Raza Unite, p. 77 \*  
Baxandall and Gordon, A Historical and Critical Essay for Black Women, p. 93 \*  
hooks, excerpts from *From Margin to Center*, packet \*  
Thompson, Multiracial Feminism: Recasting the Chronology of Second Wave Feminism, packet
- Th 10-19      Implications of Race, continued
- T 10-24      Implications of Sexual Orientation  
READ: Rosen, pp. 164-174  
Tate, The Ideological Effects of a Failed Constitutive Rhetoric: The Co-Optation of White Lesbian Feminism, packet  
Baxandall and Gordon, What Concrete Steps Can be Taken to Further the Homophile Movement? p. 26  
Baxandall and Gordon, The Lesbian’s Other Identity, p. 27  
Baxandall and Gordon, Lesbians and Feminism, p. 27  
Baxandall and Gordon, Platform, p. 64  
Baxandall and Gordon, The Woman-Identified Woman, p. 107 \*  
Baxandall and Gordon, “Politicalesbians and the Women’s Liberation Movement, p. 109 \*
- Th 10-26      Implications of Sexual Orientation, continued
- T 10-31      Consciousness Raising  
READ: Rosen, Chapter Six: Passion and Politics  
Campbell, The Rhetoric of Women’s Liberation: An Oxymoron, packet  
Campbell, The Rhetoric of Women’s Liberation: An Oxymoron revisited, packet  
Kempton, Cutting Loose, packet \*  
Baxandall and Gordon, Goodbye to All That, p. 53 \*  
Baxandall and Gordon, The Small Group Process, p. 67  
Nichols, Consciousness Raising? Yes!, supplemental packet
- Th 11-2      Consciousness Raising Outside the Small Group – Targeting Women  
READ:

Rosen, pp. 159-164  
Baxandall and Gordon, No More Miss America, p. 184  
Baxandall and Gordon, Excerpt from A Critique of the Miss America Protest, p. 185  
Message from Women's Liberation, supplemental packet  
*Writing Assignment One Due!*

- T 11-7 Election Day Holiday – Exercise Your Right to VOTE!
- Th 11-9 Consciousness Raising Outside the Small Group – Targeting Women, continued  
READ:  
Baxandall and Gordon, Footbinding, p. 40  
Baxandall and Gordon, Sisters in Struggle, p. 52  
Baxandall and Gordon, Cartoon and Letter Criticizing Sexist Cartoon, p. 63  
Baxandall and Gordon, What is a Woman? p. 84 \*  
Baxandall and Gordon, Are Men Really the Enemy? p. 88 \*  
Baxandall and Gordon, A Pretty Girl is Like a Commodity and Ain't She Sweet, p. 180  
Baxandall and Gordon, La Virgen de Guadalupe Defendiendo los Derechos de los Xicanos, p. 209  
Baxandall and Gordon, How to Name *Baby*, p. 284  
Baxandall and Gordon, Anatomy Is Destiny or . . . Just Like Daddy, p. 286 \*  
Baxandall and Gordon, There Once Was a Young Woman Who Swallowed a Lie, p. 293  
Baxandall and Gordon, Portrait of the Artist As the Virgin of Guadalupe, p. 309  
Baxandall and Gordon, In the Beauty Parlor, p. 311  
Joreen, The Bitch Manifesto, packet \*  
Steinem, If Men Could Menstruate, packet \*
- T 11-14 Consciousness Raising Outside the Small Group – Targeting Women, continued
- Th 11-16 Opposition  
READ: Solomon, The “Positive Woman’s” Journey: A Mythic Analysis of the Rhetoric of Stop ERA, packet  
Schlafly: excerpt from *The Power of the Positive Woman*, packet\*  
Schlafly, What’s Wrong with “Equal Rights” for Women?, packet\*  
Schlafly, Eyewitness: Beating the Bra Burners, packet
- T 11-21 Opposition, continued
- Th 11-23 Thanksgiving Holiday
- T 11-28 Internal Strain  
READ: Rosen, Chapter Seven: The Politics of Paranoia  
Baxandall and Gordon, WUNTRAC, p. 61 \*

Baxandall and Gordon, The Tyranny of Structurelessness, p. 73 \*  
Baxandall and Gordon, You Are Where You Eat, p. 79 \*  
Baxandall and Gordon, I Am What I Am, p. 112 \*  
Baxandall and Gordon, Days of Celebration and Resistance, p. 303 \*  
Joreen, Trashing, packet\*

Th 11-30 Internal Strain, continued

T 12-5 Reproductive Rights – the Politics of Abortion  
READ: Rosen, Chapter Five (note, you have already read sections of this chapter)  
Railsback, The Contemporary American Abortion Controversy: Stages in the  
Argument, packet  
Dubriwny, Consciousness-Raising as Collective Rhetoric: The Articulation of  
Experience in the Redstockings' Abortion Speak-Out of 1969, packet  
Thompson, Women Leave State to Get Abortions, supplemental packet\*

Th 12-7 Reproductive Rights – the Politics of Abortion, continued  
READ: South Dakota Women's Health and Human Life Protection Act, packet\*

Final Exam Period – Wednesday, December 13, 3:20 – 5:20; Wrap up and *Final Writing Assignment Due*

Please Note:

The last day to drop classes is October 9. After that date, you may drop this class only if you meet the criteria set out by The University – see your university catalog or come speak with me. 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.