

Communication Studies 449
The Rhetoric of U.S. Women's Public Activism, 1960-1982
Fall 2018
Mondays and Wednesdays, 2:10-3:30
LA 302

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Office Hours: 1:00-1:50 Mondays, Wednesdays 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. 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 second wave of U.S. feminisms (1960s – 1982). 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 feminisms continue to elicit such passionate responses from both advocates and opponents. Undergraduate students will be required to participate actively in classroom discussions and to complete four 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.

Readings available via Moodle.

Suggested Reading:

Lundsford, A. A. (2011). *The Everyday Writer (4th 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
Writing Assignment #3	100 points
Written Analysis of Artifact	100 points
Class participation	50 points
Total	450 points

Graduate students – All of the above plus:

Graduate Paper	100 points
Total	550 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.

Writing Assignments:

I will provide you with two or three questions related to readings and class discussions. You will have one week to write an essay in response to one 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 Artifact:

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.

Graduate student 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. Your grade will be based on your critical insight as well as your writing skills.

Schedule

M 8-27	Introductions to the Course
W 8-29	Women's Discontent READ: Rosen, Preface: The Longest Revolution Rosen, Chapter One: Dawn of Discontent Rosen, Chapter Two: Female Generation Gap
M 9-3	No Class -- Labor Day
W 9-5	Women's Discontent Introduction to Descriptive Analysis READ: Colton, Why I Quit Working, Moodle
M 9-10	First Efforts to Define and Solve the Problem READ: Andelin, excerpts from <i>Fascinating Womanhood</i> , Moodle
W 9-12	First Efforts to Define and Solve the Problem through a Feminist Lens READ: Friedan, excerpts from <i>The Feminine Mystique</i> , Moodle * Perkins, The Rhetoric of Androgyny as Revealed in <i>The Feminine Mystique</i> , Moodle
M 9-17	First Efforts to Define and Solve the Problem through a Feminist Lens, continued
W 9-19	Structural Strain – Liberal Feminism READ: Rosen, Chapter Three: Limits of Liberalism NOW Statement of Purpose and Invitation to Join, September 1966, Moodle*
M 9-24	Structural Strain – Liberal Feminism
W 9-26	PAC – No Class
M 10-1	Structural Strain – Women's Liberation READ: Rosen, Chapter Four: Leaving the Left Baxandall and Gordon, Sex and Caste, p. 21 *
W 10-3	Structural Strain – Women's Liberation Manifestos READ: 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 * Baxandall and Gordon, Outreach Leaflet, p. 35
M 10-8	Structural Strain, continued READ: Dow, Spectacle, Spectatorship, and Gender Anxiety in Television Coverage of the 1970 Women's Strike for Equality, Moodle Dow, Fixing Feminism, Moodle

W 10-12	Structural Strain – Women’s Liberation View <i>The Heretics</i>
M 10-15	Structural Strain – Women’s Liberation View <i>The Heretics</i> Writing Assignment One Due!
W 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 <i>Feminist Theory: From Margin to Center</i> , Moodle * Thompson, Multiracial Feminism: Recasting the Chronology of Second Wave Feminism, Moodle
M 10-22	Implications of Race, continued READ: Shulevitz, Forgotten Feminisms, Moodle Tillmon, Welfare is a Women’s Issue
W 10-24	Consciousness Raising READ: Rosen, Chapter Six: Passion and Politics Campbell, The Rhetoric of Women’s Liberation: An Oxymoron, Moodle Campbell, The Rhetoric of Women’s Liberation: An Oxymoron revisited, Moodle Kempton, Cutting Loose, Moodle * Baxandall and Gordon, Goodbye to All That, p. 53 * Baxandall and Gordon, The Small Group Process, p. 67
M 10-29	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 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 <i>Baby</i> , 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

	<p>Lie, p. 293</p> <p>Baxandall and Gordon, Portrait of the Artist As the Virgin of Guadalupe, p. 309</p> <p>Baxandall and Gordon, In the Beauty Parlor, p. 311</p> <p>Joreen, The Bitch Manifesto, Moodle *</p> <p>Steinem, If Men Could Menstruate, Moodle*</p>
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W 10-31	<p>Consciousness Raising Outside the Small Group – Targeting Women, continued</p> <p>READ:</p> <p>Baxandall and Gordon, Footbinding, p. 40</p> <p>Baxandall and Gordon, Sisters in Struggle, p. 52</p> <p>Baxandall and Gordon, Cartoon and Letter Criticizing Sexist Cartoon, p. 63</p> <p>Baxandall and Gordon, What is a Woman? p. 84 *</p> <p>Baxandall and Gordon, Are Men Really the Enemy? p. 88 *</p> <p>Baxandall and Gordon, A Pretty Girl is Like a Commodity and Ain't She Sweet, p. 180</p> <p>Baxandall and Gordon, La Virgen de Guadalupe Defendiendo los Derechos de los Xicanos, p. 209</p> <p>Baxandall and Gordon, How to Name <i>Baby</i>, p. 284</p> <p>Baxandall and Gordon, Anatomy Is Destiny or . . . Just Like Daddy, p. 286 *</p> <p>Baxandall and Gordon, There Once Was a Young Woman Who Swallowed a Lie, p. 293</p> <p>Baxandall and Gordon, Portrait of the Artist As the Virgin of Guadalupe, p. 309</p> <p>Baxandall and Gordon, In the Beauty Parlor, p. 311</p> <p>Joreen, The Bitch Manifesto, Moodle *</p> <p>Steinem, If Men Could Menstruate, Moodle*</p>
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M 11-5	<p>Reproductive Rights – the Politics of Abortion</p> <p>READ:</p> <p>Rosen, Chapter Five (note, you have already read sections of this chapter)</p> <p>Railsback, The Contemporary American Abortion Controversy: Stages in the Argument, Moodle</p> <p>Palczewski, Reproductive Freedom Transforming the Discourse of Choice, Moodle</p>
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W 11-7	NCA – No Class
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M 11-12	Veterans Day -- No Class
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W 11-14	<p>Implications of Sexual Orientation</p> <p>READ:</p> <p>Rosen, pp. 164-174</p> <p>Tate, The Ideological Effects of a Failed Constitutive Rhetoric: The Co-Optation of White Lesbian Feminism, Moodle</p> <p>Samek, Pivoting Between Identity Politics and Coalitional Relationships: Lesbian-Feminist Resistance to the Woman-Identified Woman</p> <p>Baxandall and Gordon, What Concrete Steps Can be Taken to Further the Homophile Movement? p. 26</p>
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	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, "Politicalebrities and the Women's Liberation Movement, p. 109 *
M 11-19	Implications of Sexual Orientation, continued Writing Assignment Two Due!
W 11-21	Thanksgiving Holiday -- No Class
M 11-26	Opposition READ: Solomon, The "Positive Woman's" Journey: A Mythic Analysis of the Rhetoric of Stop ERA, Moodle Schlafly: excerpt from <i>The Power of the Positive Woman</i> , Moodle* Schlafly, What's Wrong with "Equal Rights" for Women?, Moodle* Schlafly, Eyewitness: Beating the Bra Burners, Moodle
W 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, Moodle*
M 12-3	Internal Strain, continued
W 12-5	Feminist Victories!
Th 12-11	Final exam due to me by 1:10 pm

Additional Notes:

The 45th instructional day is the last day to drop classes or change your grading option. 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.

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> <<http://www.umt.edu/disability>> .

This course is registered with the Women's, Gender, and Sexuality Studies Program. Undergraduate students taking this course may count it toward a WGSS major or a WGSS minor in conjunction with any major. Graduate students may count it toward the WGSS graduate certificate. 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 <http://hs.umt.edu/wgss/> or give us a call (243-4100).