Communication Studies 449
The Rhetoric of U.S. Women's Public Activism, 1960-1982
Spring 2020
Tuesdays and Thursdays, 11:00-12:30
LA 302

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Office: LA 346
Office Phone: 243-4333
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Office Hours: 2:15-3:15 Mondays, 1:00-1:50 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. 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 (approximately 1960s – 1980s). 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:


Readings available via Moodle.

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.

Major Assignments:

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

T 1-14  Introductions to the Course

Th 1-16  No Class

T 1-21  Women’s Discontent
READ: Rosen, Preface: The Longest Revolution
       Rosen, Chapter One: Dawn of Discontent
       Rosen, Chapter Two: Female Generation Gap

Th 1-23  Women’s Discontent
Introduction to Descriptive Analysis
READ: Why I Quit Working, Moodle

T 1-28  First Efforts to Define and Solve the Problem
READ: Andelin, excerpts from Fascinating Womanhood, Moodle

Th 1-30  First Efforts to Define and Solve the Problem

T 2-4  First Efforts to Define and Solve the Problem through a Feminist Lens
READ: Friedan, excerpts from The Feminine Mystique, Moodle *
       Perkins, The Rhetoric of Androgyny as Revealed in The Feminine Mystique, Moodle

Th 2-6  First Efforts to Define and Solve the Problem through a Feminist Lens, continued

T 2-11  Structural Strain – Liberal Feminism
READ: Rosen, Chapter Three: Limits of Liberalism
       NOW Statement of Purpose and Invitation to Join, September 1966, Moodle*

Th 2-13  Structural Strain – Liberal Feminism continued

T 2-18  Structural Strain – Women’s Liberation
READ: Rosen, Chapter Four: Leaving the Left
       Baxandall and Gordon, Sex and Caste, p. 21 *

Th 2-20  No Class – WSCA

T 2-25  No Class – WSCA

Th 2-27  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
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<td>Structural Strain – Women’s Liberation Manifestos</td>
<td><em>Writing Assignment One Due!</em></td>
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<td>Th 3-5</td>
<td>Implications of Race</td>
<td>Baxandall and Gordon, The Mountain Movers, p. 29</td>
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<td>Baxandall and Gordon, Position Paper on Women, p. 38</td>
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<td>Baxandall and Gordon, Statement, p. 65</td>
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<td>Baxandall and Gordon, Women of La Raza Unite, p. 77</td>
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<td>Baxandall and Gordon, A Historical and Critical Essay for Black Women, p. 93</td>
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<td>hooks, excerpts from Feminist Theory: From Margin to Center, Moodle</td>
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<td>Thompson, Multiracial Feminism: Recasting the Chronology of Second Wave Feminism, Moodle</td>
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<td>T 3-10</td>
<td>Implications of Race, continued</td>
<td>Shulevitz, Forgotten Feminisms, Moodle</td>
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<td>Tilmon, Welfare is a Women’s Issue, Moodle</td>
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<td>Th 3-12</td>
<td>Implications of Race, continued</td>
<td>View: Mankiller or Chisholm</td>
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<td>T 3-24</td>
<td>Consciousness Raising</td>
<td>Rosen, Chapter Six: Passion and Politics</td>
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<td>Campbell, The Rhetoric of Women’s Liberation: An Oxymoron, Moodle</td>
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<td>Campbell, The Rhetoric of Women’s Liberation: An Oxymoron revisited, Moodle</td>
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<td>Kempton, Cutting Loose, Moodle</td>
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<td>Baxandall and Gordon, Goodbye to All That, p. 53</td>
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<td>Baxandall and Gordon, The Small Group Process, p. 67</td>
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<td>Th 3-26</td>
<td>Consciousness Raising Outside the Small Group – Targeting Women</td>
<td>Rosen, pp. 159-164</td>
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<td>Baxandall and Gordon, No More Miss America, p. 184</td>
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<td>Baxandall and Gordon, Excerpt from A Critique of the Miss America Protest, p. 185</td>
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<td>Baxandall and Gordon, Footbinding, p. 40</td>
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<td>Baxandall and Gordon, Sisters in Struggle, p. 52</td>
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<td>Baxandall and Gordon, What is a Woman? p. 84</td>
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<td>Baxandall and Gordon, Are Men Really the Enemy? p. 88</td>
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<td>Baxandall and Gordon, A Pretty Girl is Like a Commodity and Ain’t She Sweet, p. 180</td>
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<td>Baxandall and Gordon, La Virgen de Guadalupe Defendiendo los Derechos de los Xicanos, p. 209</td>
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<td>Baxandall and Gordon, How to Name Baby, p. 284</td>
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<td>Baxandall and Gordon, Anatomy Is Destiny or . . . Just Like Daddy, p. 286</td>
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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, Moodle *
Steinem, If Men Could Menstruate, Moodle*

**T 3-31**  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, Moodle *
Steinem, If Men Could Menstruate, Moodle*

**Th 4-2**  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, Moodle
Samek, Pivoting Between Identity Politics and Coalitional Relationships: Lesbian Feminist Resistance to the Woman-Identified Woman
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 *

**T 4-7**  Implications of Sexual Orientation, continued
READ:  Wilson, Do I Have to Give Up Lesbian History to Participate in Queer Culture?
        Halberstam, Toward a Trans* Feminism
Th 4-9  Guest Lecture – Dr. Tiffany Lewis
READ:   Samek, Mobility, Citizenship, and American Women on the Move
        Writing Assignment Two Due!

T 4-14  Opposition
READ:   Solomon, The “Positive Woman’s” Journey: A Mythic Analysis of the
        Rheotric of Stop ERA, Moodle
        Schlafly: excerpt from The Power of the Positive Woman, Moodle*
        Schlafly, What’s Wrong with “Equal Rights” for Women?, Moodle*
        Schlafly, Eyewitness: Beating the Bra Burners, Moodle

Th 4-16  Opposition

T 4-21  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, Moodle
        Palczewski, Reproductive Freedom Transforming the Discourse of Choice,
        Moodle

Th 4-23  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*

T 4-28  Internal Strain, continued

Th 4-30  Feminist Victories!

Monday, May 4 8:00 am Final Writing Assignment Due

Additional Notes:

The last day to drop classes or change your grading option is the 45th instructional day. 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,
This course is registered with the Women’s, Gender and Sexuality Studies Program. Students taking this course may count it toward a WGSS Major, or toward a Minor WGSS 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).