## Upper-division Writing Requirement Review Form (12/1/08)

### I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>COMM</th>
<th>Course # (i.e. ANTH 455) or sequence</th>
<th>481</th>
</tr>
</thead>
</table>

| Course(s) Title | The Rhetoric of U.S. Women’s Activism, 1960 - present |

Description of the requirement if it is not a single course

One of several courses that fulfill the COMM UD writing requirement

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Sara Hayden</td>
<td></td>
<td>02/05/09</td>
</tr>
<tr>
<td>Phone / Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="mailto:sara.hayden@mso.utm.edu">sara.hayden@mso.utm.edu</a></td>
<td></td>
</tr>
<tr>
<td>Program Chair Betsy Bach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Overview of the Course Purpose/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 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 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 three writing assignments. Because of the emphasis on writing in this course, COMM majors may use the course to fulfill their upper-division writing requirement.

### IV. Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Explain how each of the following learning outcomes will be achieved.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and pursue more sophisticated questions for academic inquiry</td>
<td>Students will write two essays that require them to offer original arguments based on their synthesis of readings, lectures, and classroom assignments. Students will write one essay based on their original reading of a text/artifact.</td>
</tr>
<tr>
<td>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>A library session designed to teach students to find original artifacts (primary documents) and contextual material is scheduled early in the semester. Class sessions are devoted to the analysis of primary documents in the context of historical fact and rhetorical theories.</td>
</tr>
<tr>
<td>Manage multiple perspectives as appropriate</td>
<td>Students read and discuss essays that offer varied analyses of single documents/texts.</td>
</tr>
</tbody>
</table>
Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline

| Use multiple drafts, revision, and editing in conducting inquiry and preparing written work |
| Students read and assess critical essays related to the rhetoric of second wave feminists. We discuss both the content and the form of these essays and students develop their academic voice in light of these discussions. |

Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline

| Students are require to revise on major assignment based on extensive instructor feedback. |

Develop competence in information technology and digital literacy

| Student work must utilize APA style. Class time is set aside to discuss APA and student work is evaluated, in part, on its use. |

### V. Writing Course Requirements Check list

| Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance. |
| X Yes □ No |

| Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations? |
| X Yes □ No See Course Objectives |

| Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments? |
| □ Yes X No Several weeks before each assignment is due I provide handouts that offer a detailed description of the assignment including criteria for evaluation. Course time is devoted to discussing the handout and the assignment. |

| Briefly explain how students are provided with tools and strategies for effective writing and editing in the major. |
| The course includes several writing workshops. |

| Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability. |
| X Yes □ No Students must revise one assignment. |

| Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations? |
| X Yes □ No |

### VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment. |

| Formal Graded Assignments |
| Essay Assignments: Students are provided with four questions related to readings and class discussions. They must write essays in response to two of the four questions. The questions guide students to formulate an argument about the |
texts under study. Grades are based on the originality and quality of students’ arguments and the quality of students’ writing. Each essay counts for approximately 33% of students’ final grade.

Written Analysis of Speech: Students write a descriptive analysis of one of the major artifacts discussed in class. The analysis must be historically accurate and grounded in appropriate theoretical/methodological arguments. The analysis counts for approximately 33% of students’ final grade.

<table>
<thead>
<tr>
<th>Informal Ungraded Assignments</th>
</tr>
</thead>
</table>

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Paste syllabus here.
The Rhetoric of U.S. Women’s Public Activism, 1960-Present

Professor: Sara Hayden
Office: LA 346
Office Phone: 243-4333
Email: sara.hayden@mso.umt.edu
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. 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 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 three writing assignments. Because of the emphasis on writing in this course, COMM majors may use the course to fulfill their upper-division writing requirement. 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.

Course Objectives:
By the end of the semester students should be able to:
1) Identify the historical precedents that led to the second wave of U.S. feminism.
2) Identify the major figures and branches in second wave U.S. feminisms
3) Articulate the key arguments that underlay second wave U.S. feminisms
4) Critique primary documents from second wave U.S. feminisms
5) Write a piece of rhetorical criticism utilizing arguments and evidence consistent with the discipline.

Students also should achieve the following learning outcomes for upper-division writing courses:
- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy
Required Readings:


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

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 originality and 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. The analysis must be historically accurate and grounded in appropriate theoretical/methodological arguments. Possible 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.

As part of the “information technology and digital literacy” learning outcomes, students will be expected to acquire and evaluate primary and secondary sources via digital means for all essays and the written analysis of speech.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 8-29</td>
<td>Introductions to the Course</td>
</tr>
<tr>
<td>Th 8-31</td>
<td>Women’s Discontent</td>
</tr>
<tr>
<td>READ: Rosen, Preface: The Longest Revolution</td>
<td></td>
</tr>
<tr>
<td>Rosen, Chapter One: Dawn of Discontent</td>
<td></td>
</tr>
<tr>
<td>Rosen, Chapter Two: Female Generation Gap</td>
<td></td>
</tr>
<tr>
<td>T 9-5</td>
<td>Women’s Discontent</td>
</tr>
<tr>
<td>Introduction to Descriptive Analysis</td>
<td></td>
</tr>
<tr>
<td>READ: Why I Quit Working, packet</td>
<td></td>
</tr>
</tbody>
</table>
Overview of Descriptive Analysis, packet
Deluca, The Rhetoric of Social Movements, packet

Th 9-7
Library Session, meet in Lib. SLC, 2nd floor

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, “Politics” 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
   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.