

Feminist Activism & Social Movement(s)

COMM 4849

Maymester 2013

Monday-Thursday 12:00-3:50

GAB 310

Professor: **Dr. Suzanne Enck**

Office: General Academic Building 320E

E-mail: suzanne.enck@unt.edu (your best bet for a fast reply)

Office Hours: Tuesdays & Wednesdays

Please do NOT send me messages through BlackBoard

10:45-11:45 am & other times by appointment

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Course Overview

Welcome to COMM 4849 – Feminist Activism & Social Movement(s). As a Topics course in Rhetorical Studies, this course will explore relationships between rhetorical theory and the movement of social imaginaries. In other words, we will investigate cultural ideological investments in gendered hierarchies and identities. Focused specifically on Feminist Activism, we will question how rhetorical theories are related to real-world efforts of feminism to “end sexism, sexist exploitation, and oppression” (hooks, viii). Considered from a variety of vantages, this course will highlight both historically situated activist efforts and more contemporary rhetorical activities aimed at improving the lives of disenfranchised groups. We will explicate how feminist activists have employed, challenged, and accommodated traditional methods of argument and exposition through analyses of discourses including public protests, speeches, acts of bodily disobedience, music, poetry, blogs, memorials, photographs, and documentaries.

While the particular focus of this course will be on inventions of arguments and subject positions primarily germane to gender, the lessons learned about social movement(s) more generally should be applicable to a wide variety of marginalized groups agitating for inclusion in the U.S. socio-political-cultural arena.

****Please note****

This course explores **rhetorical perspectives** on Communication Studies. There are undoubtedly connections between what we will study in this course and research taught from Interpersonal/Organizational Communication & Performance Studies and Women’s Studies more generally; however, the emphasis of this course is on **rhetorical methodologies** for critiquing constructions of gender and activism.

This is a 4000-level class in Communication Studies. It is expected that you are entering this course with strong skills in critical thinking, academic discussions and presentations, scholarly researching and writing, and argumentation.

This is a **Maymester** course and it will move quickly! As an intensive 3-week semester, we will move through a regular semester’s worth of work (typically 15 weeks); you should assume that each day of class is the equivalent of roughly one week of a regular semester. If you have other obligations that will prevent you from committing to an intensive reading and assignment workload, this is probably not a good time to take this course.



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Course Learning Objectives

1. To understand gendered identities as rhetorical constructions (rather than biological “given”) that are situated socially, historically, and culturally.
2. To investigate how gendered identities intersect with other rhetorically constructed identities (e.g., race, ethnicity, sexuality, class).
3. To explicate ways that U.S. feminist movement(s) have structured new spaces of rhetoric that enable activism as praxis.
4. To use critical rhetorical methodologies to analyze how expectations of gender (and other intersecting identities) shape our lived experiences and can be used to resist systems of domination, particularly in contemporary U.S. society.
5. To examine non-dominant performances of gender as they challenge patriarchal hegemony.
6. To challenge typical distinctions between theory & practice to better envision how activist rhetorics can destabilize what we understand as “theory.”
7. To translate theoretical concepts into rhetorically informed feminist activist efforts.

Assignments

Active Participation (10%). This course will be a challenging one. This course will benefit students who are motivated to read, write, and engage in discussion. This course is animated primarily through active dialogue, informed discussion, and critical engagement; **Thus, your invested participation is essential.** Merely showing up is not enough. If you attend every day, but rarely engage in the materials in a way that is responsive to others in the class, you will earn a poor participation grade. Likewise, if you are not in class, you certainly cannot contribute to our discussions. In short, come to class **prepared** (meaning having read and ready to speak about the readings in a thoughtful manner). Please speak out, speak often, and speak intelligently.

In-Class Quizzes & Assignments (15%). In addition to your respectful contributions to class dialogues, this grade will take into consideration various assignments not listed on the syllabus (e.g., reading quizzes, writing prompts, in-class group work, homework assignments). For all in-class quizzes, you may use any written notes you have taken over the readings for that day (**NOTE:** you cannot use the readings themselves, nor your computers/smart phones/technology/neighbor).

Feminist Activist Rhetorical Biography (20%). Each person will be responsible for presenting a researched rhetorical biography of a feminist activist (individual or group) on either **May 14 or May 15** (see schedule). While you ought to share details of your subject’s life/evolution with us, your presentation and paper needs to focus on a detailed analysis of your activist’s rhetoric (e.g., speeches, performances, poetry, use of visual images). In preparing your rhetorical biography, you should address the following: **General biography** of the activist *relevant to feminist activism* (chronological highlights of the activist’s lifespan; cultural influences shaping ideology such as family, religion, & education; public career & important experiences) and **Rhetorical analysis** of the feminist discourse this activist has produced (focusing specifically on how the activist has challenged social norms, framed & responded to cultural exigencies, addressed particular audiences, and faced rhetorical constraints).

This assignment is two-fold including a well-researched presentation and paper:

1. Your **presentation** should:
 - Orally cite **scholarly sources** (start in the COMM & MASS MEDIA COMPLETE database).
 - Be 8-10 minutes in length.
 - Be well-rehearsed and engaging.
2. Your **paper** should:
 - Incorporate and cite at least **5 scholarly sources** (start in the COMM & MASS MEDIA COMPLETE database).
 - Be 4-5 pages in length (12 pt font, 1” margins).
 - Follow APA citation style (correctly).

Culture Jamming Image/Performance & Reflection Paper (25%). Each student will create one original image (or performance) that functions reflexively and creatively in feminist “culture jamming” as we will discuss it in class (e.g., Adbusters, Guerrilla Girls, Pink Loves Consent website). You can select any feminist social issue that concerns you. Your image/performance should demonstrate a clear commitment to disrupting hegemonic ideals of gender. Please do not do anything that subjects you to excessive risk or harm, do anything illegal, or vandalize anything.

This assignment is two-fold including a well-researched image/performance and reflection paper:

1. Your **image/performance** should:

- Exemplify creative, original work that functions to disrupt cultural investments in hegemonic expectations of gender.
- Be situated within a particular public and be documented in some way (e.g., if you plan to hang posters on Fry Street on a Friday night, you need to take a photograph of them hanging there; if you plan to stage a performance on the Square, you need to record it).

2. Your **paper** should:

- Address the social issue into which you are intervening, using rhetorically nuanced concepts (in other words, what is the social problem and how is it perpetuated through discourse?).
- Explain how your culture jamming intervention disrupts hegemonic expectations of gender in a manner that demonstrates critique of the status quo.
- Reflect on the possibilities of this sort of cultural critique (in practice) to disrupt cultural investments in hegemonic expectations of gender.
- Incorporate and cite at least **5 scholarly sources** (start in the COMM & MASS MEDIA COMPLETE database).
- Be 4-5 pages in length (12 pt font, 1" margins).
- Follow APA citation style (correctly).

“Choose Your Own Adventure” Final Project (30%). This final project should reflect on some specific aspect of feminist activist discourse that, in your estimation, is struggling to make meaningful social interventions. In other words, this project is part rhetorical critique of a current feminist discourse and part praxis that attempts to do this sort of rhetorical intervention in a more productive manner.

This assignment is two-fold including a well-researched creative project and reflection paper:

1. Choose one **Creative Project** option:

- **Create a video** that engages in feminist activism regarding a particular topic. You might decide to splice together various images and statements/statistics/quotations that make an audio-visual argument about your issue; you might interview various people to create a documentary-style video that highlights various perspectives on your issue to sway public attitudes; you might videotape a choreographed performance of your argument.
- **Design a Feminist Activist Event** for the UNT campus. You will not actually be putting this event into action, but creating the vision for the event. You can assume that your budget is sufficient to support this event (within reason, keeping in mind that the event will be held in this area). You need to decide the format, elements (e.g., speakers, poets, musicians, art activities, children’s activities), setting, etc. You should think about who you would want to invite to UNT, what they would offer the event, and how you would combine aspects of the event (assume that anyone you invite would say “yes” if you write a compelling invitation letter). For this project, you would turn in a binder of materials including a mock program, letters explaining to potential speakers/performers the strongly researched rationale for this event, examples of community publicity, etc.
- **Design a feminist activist game** that concentrates on the not-so-trivial aspects of a particular issue relevant to feminist activism. For this option, really think about what this game would include to make it both informative & energizing to audiences regarding your issue, who your audience would be, etc.
- **Create a feminist activist website** that explores a particular issue relevant to feminism. You should include relevant & credible information that makes a strong case for your intervention, links to other helpful websites, compelling images & videos, etc.

2. Your **Reflection Paper** should:

- Situate the social issue into which you are intervening, using **rhetorically nuanced** concepts. In other words, you should address the questions: what is the social problem, how is it being addressed currently by feminist efforts, and where are the gaps between the problem and how it’s being addressed?
- Explain how your project works to engage in feminist activism more productively than current feminist efforts (in other words, what rhetorical aspects of the problem are you being especially attentive to?).
- Reflect on the possibilities of this sort of cultural critique (in practice) to disrupt cultural investments in hegemonic expectations of gender in particular.
- Incorporate and cite at least **5 scholarly sources** (start in the COMM & MASS MEDIA COMPLETE database).
- Be 4-5 pages in length (12 pt font, 1" margins).
- Follow APA citation style (correctly).

Formal Written Assignments Need to Follow These Basic Guidelines:

- Your layout should include 1” margins, a 12 point font, and be double-spaced.
- Use quotations meaningfully. While I *strongly* encourage you to incorporate helpful quotations and to cite materials meaningfully, this does not substitute for your analysis of the scholarship.
- ALWAYS include page numbers for any quoted material.
- Proofread your paper carefully for language choices, grammar, and spelling.
- Include a References page that follows the most recent **APA** format (in line with the expectations of the COMM department). Automated reference programs will not cite your sources correctly/fully.

Grading/Quality of Work

All grades will be in the form of a letter grade (A-F) and weighted according to the demands of the specific assignments. In the end, your final grade will be assessed by the following standards:

A: Exemplary: work or performance that goes well beyond the basic expectations of the assignment to the point of providing a model of excellence to others.

B: Commendable: work or performance that not only meets all requirements, but exceeds them, demonstrating depth, originality, and other marks of quality that give the work distinction.

C: Satisfactory: work or performance that fully meets all requirements competently and shows the ability to function effectively as a college student.

D: Marginal: work or performance that either (1) fails to meet all requirements, though what is done is considered competent; or (2) meets all requirements but not at a basic level of competence; or (3) both of the above but not poor enough to be considered failing.

F: Failing: work or performance that falls significantly short of requirements, basic competence, or both. And, of course, work not completed.

If you feel that you need assistance with your writing, contact the writing lab at 940-565-2563 or e-mail: WritingLab@unt.edu, or go visit them in AUID #105. They also offer Online Tutoring hours!

The Writing Lab's Maymester hours are: Mondays-Thursdays 10 a.m. - 2 p.m.

Class Climate

We will discuss issues in this course ranging from the speeches of 19th century activists to embodied actions of contemporary queer activists to representations of raced/gendered/sexualized bodies. Some course participants will undoubtedly have strong reactions to some of our readings and discussions—strong reactions are not discouraged. However, reactions need to be framed as complete arguments (not just claims) and presented respectfully. We must create an environment in which we all feel comfortable articulating arguments and relaying relevant experiences. Constructive critique is welcomed (and indeed expected). Words or deeds that marginalize people because of their gender, race, ethnicity, class, age, sexual orientation, or ability disrupt the productivity of our learning community and cannot be tolerated.

UNT Acceptable Student Behavior Statement:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Firearms Policy:

It is unlawful to bring firearms on the campus of the University of North Texas—even if you hold a permit.

Accountability

We will spend the bulk of our time *discussing* the ideas raised in the readings and in class and presenting arguments to one another. I will act primarily as a facilitator and *each* of you will bear some responsibility for the educational experience of the entire class. If you are not here, you will not gain as much from or contribute as much to the class; your experiences are important to our collective learning experience. Therefore, there will be a strict accountability policy. You can miss **1 day** (the equivalent of one academic week) without penalty if absolutely necessary. If you are missing from class for more than 15 minutes, this will count as an absence. This possibility should be saved to account for illnesses and any immobile interviews, travel, etc.

- If you take more than one day off of class (any day where you miss more than 15 minutes of class), your final grade will reflect a **full letter grade deduction for each class missed** (10% per absence).
- If you are in class for **every class meeting** (for the entire 4 hours of each class), your final grade will reflect an overall **grade increase** of 2.5%.

University Authorized Absences—Religious and UNT-sponsored travel

There are only two exceptions made to this policy about accountability. The first exception is in line with the state of Texas regarding observations of **major religious holy days** (as identified by Section 11.20 of the Texas state tax code)—if you have more than one of these absences, you will not be penalized. Additionally, “**University Authorized Absences**” (i.e., travel in accordance with a University-sponsored event) will not be used to penalize you either.

HOWEVER, it is your responsibility to alert me by the **second day** of class, in writing, if you plan to miss class due to a University Authorized Absence or religious observation over the course of the semester. In this memo, you must include specific dates and your reason for missing class. If you are traveling for a University Authorized event, I will also need official documentation from your campus advisor or dean.

Please note, students who miss the first class day without prior professor consent are subject to being dropped from the course so that other students may be added.

Readings

The readings for this course vary in length, difficulty, and origination. Many readings draw from critical rhetorical theories and are from journals in the field of communication/rhetoric. We will also read an assortment of shorter essays, popular culture articles, and visit various websites. Due to the diverse nature of our texts, there will be some day-to-day variation in terms of your reading load. Some of the essays are complex and will likely challenge you—they are not included to frustrate you—they have been chosen because they are strong examples of the positions we are discussing, and they lay out arguments in ways that are especially nuanced.

Our activities in class will be based upon my assumption that you have read and reflected carefully upon the material. With this in mind, you should plan to give yourself plenty of time to read carefully, take notes appropriately, and be prepared to ask questions when necessary. Students are expected to complete and process, to the best of your abilities, any assigned readings before coming to class and to **bring readings to class with you**. Do not give up on a reading just because you're feeling challenged by it; read the entire assignment and come to class with questions (or feel free to e-mail me with questions or come to talk to me during office hours). Quizzes and other take-home assessment assignments will be used as necessary to ensure that students are comprehending the materials.

Required Readings:

To keep your costs at a minimum, all course readings will be posted on your course's BlackBoard site.

You can print out essays either from your home computers or in a General Access Computer Lab on campus. Please see the General Access Computer Labs website, <http://www.gacl.unt.edu/pol.php>, for more information about where to find labs, print quotas, etc. There are two labs in the General Academic Building (GAB 330 and GAB 550) along with quite a few labs spread throughout campus.

*If you should ever find yourself unable to log onto BlackBoard, please use your library privileges to find the article through EBSCO. If the library fails you, e-mail another classmate or me directly and I'll happily send you a copy via e-mail.

Communication Library

The Department of Communication Studies has an impressive collection of scholarly books relevant to this course. Please take advantage of this perk! Do keep in mind, though, that the Communication Library is **not** a lending library; you can use the books inside the library space when it the library is open and make photocopies of particular chapters/essays that would be most helpful to you. To see what the Communication Library has in its collection and find out when it is open for general use, consult the Department's website: <http://communication.unt.edu/research/library>

Note: During the Maymester, the Comm Library's hours are more limited; however, we may be able to access resources in the Comm Library as needed with sufficient notice.

COMM Library Copier Use Policy

Students conducting research in the Communication Studies Library associated with departmental coursework have access to a printer/photocopier located in the office adjacent to the library. We encourage students to make use of this resource to print research accessed online in the library or to copy essays from any of the department's holdings. Students may not use this resource for other purposes, such as printing courses assignments, class notes, scripts, etc. Students who use the copier for uses other than those outlined above will lose copying privileges.

Deadlines

Please pay close attention to deadlines as you will be held to them. This policy is in place to assist you in your life—deadlines are important and reflect on your credibility and professionalism (please treat this course as a priority). We all depend upon machines to get our work done. We all know that machines break down. When they do, it does not constitute an “excuse” or an “emergency.” It is expected that you will prepare your assignments far enough in advance so that when your computer malfunctions (as it inevitably will), you will still have time to rectify the problem and turn in the assignment on time.

“On Time” means at the beginning of class on that specific due date. If you are going to be absent for any reason, you can (and should) turn your assignment in on time by turning it in **EARLY**. In-class quizzes and other assignments cannot be “made up,” except for in pre-arranged circumstances.

Academic Integrity

It is expected that all students have read and understand the Center for Student Rights & Responsibilities expectations regarding Academic Dishonesty and Integrity. If you have misplaced your copy of their code, please surf the net to <http://www.unt.edu/csrr/development/dishonesty.html>. It is of utmost importance that you understand what is meant by cheating, facilitating academic dishonesty, fabrication, plagiarism, etc. It is also important for you to understand your rights should I or any other instructor accuses you of academic dishonesty. Every graded assignment, unless otherwise indicated, requires you to do original, independent, and creative work. **In addition to copying someone else's words or ideas, reusing your own work (from other courses) is considered academic dishonesty**—you might be permitted to extend research from other courses, but you must clear this with your professors before proceeding with such research. Frequently, you will be asked to summarize and synthesize various course readings and additional research; if you are using more than **3 words of that text**, those words need to go in quotation marks and **include the corresponding page number(s)**. Even if you are not quoting text directly, you need to indicate when you are using another scholar's thoughts/ideas/concepts/paradigms/etc. by putting their name in parentheses after their idea. Violation of these expectations will result in swift and severe consequences (typically, failure for the assignment and, depending upon the severity of the infraction, the course).

E-Mail & BlackBoard

Students are expected to check their preferred e-mail quite frequently in order to stay current with course communications. If you have a question outside of class and can't make it to my office hours, please contact me via e-mail (**do not e-mail me through the BlackBoard site**). Plan to check BlackBoard **often** for course reminders, announcements, updates, assignments, and readings.

Cell Phones/Text Messaging/Computers

We all use them and love them. Use them and love them before class and after class. Please don't make me answer your phone. Also, please do not use your phone (or iPad or Polaroid camera, etc.) to take pictures of Keynote slides in class -- this is distracting to everyone.

If you want to use your computer/iPad/Stone Tablet to take notes during class, you're more than welcome to do so. Please be sure to sit in the front 2 rows when using such technology and be courteous to everyone in class -- don't use this time to surf Facebook, write e-mails, or IM with your BFF in Fort Worth.

Disability Concerns

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. In accordance with the ADA and Office of Disability Accommodation (ODA), I will gladly provide reasonable accommodation to students who need it. Students who wish to self-identify and request assistance under this policy should register in room 318A of the University Union by the **second day** of class.

Crisis Contingency

In the event of the university closing for weather-related reasons or illness outbreak (e.g. swine flu), please visit the course website on Blackboard. I will provide instructions on how to turn in assignments and how the class will proceed utilizing BlackBoard's announcements function.

Meetings & Grade Disputes

For some students, this will prove to be a challenging course. I highly encourage students to use my office hours to ensure maximum success in achieving your own course goals. If you are struggling with readings, come talk to me about them. If you are wrestling with course terminologies, see me. If you have little background in rhetoric, visit me so you can secure the mentoring you might need. I am willing to meet with you ahead of time and talk about your assignments and upcoming exams. I am more than willing to read outlines ahead of time to offer suggestions for finding research. Indeed, students who have found the most gratification in this class have realized the importance of keeping an open dialogue with me.

I maintain a 24/7 policy with regard to discussing grades—Once I have returned an assignment with a grade, please wait at least 24 hours to talk with me about the grade (this will allow you time to reflect on the feedback and constructively determine questions for our meeting). Any meeting regarding grades on a particular assignment must be scheduled within 7 days of the return of that assignment—it is never good to wait too long to seek clarification. I will not discuss grades over e-mail or telephone, and I will not discuss your grades in reference to anyone else in the class.

If you want me to reconsider a grade, you need to submit a written memo detailing your argument for why your grade should be higher (again, the memo needs to be filed within 1 week of receiving feedback). This memo needs to demonstrate a complete argument (including claims, warrants, and data/backing). Please note: Claiming that you “worked really hard” or “need a certain GPA to maintain a scholarship or participation on a sports/academic team” does not count as an argument for increasing a grade based on the standards of a given assignment. Also keep in mind, once your assignment has been opened for reconsideration, it is possible that your grade will be lowered.

Incompletes

In accordance with university policy, a student can only receive a course grade of “I” if the student 1) has completed at least 75% of the coursework, 2) is passing the course, and 3) has a justifiable and documented reason beyond the control of the student for not completing the work on schedule (e.g., serious illness, military service).

SETE Evaluations

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class has been conducted and the quality of the education you received. I am very interested in the feedback I get from students, as I work to continually to improve my teaching.

Academic Research (or, why you should avoid becoming a Google Monkey)



It is expected that you are capable of performing (and willing to perform) collegiate level academic research. Sometimes, this will require a trip to the brick and mortar building called a “library”—this may seem arduous, but all of your research needs are not always available on your home computer. The only time you should be using Wikipedia or Google is to help you brainstorm—googling a topic or doing a Wikipedia search should **never** constitute an end result of your research. Wikipedia and Google should **never** show up on your Works Cited page. In your presentations, phrases such as “according to Wikipedia.com ...” and “as explained on Google.com...” should **never** escape from your mouth.

Bottom line: Run away from Wikipedia and don’t become a “Google Monkey.”

The UNT Library website has the option **“Communication & Mass Media Complete”**—this search engine should be your friend. While it does not catalogue all journals in the field of Communication, it does search a good number of them and offer many of them in pdf format. From the UNT Library homepage, select the link to Databases. Select “C” and from there you will find the link to **“Communication & Mass Media Complete”** — This should always be the first place you look for research and should be where you find the bulk of your research for any project in this course. Also relevant, under “G” you will find the “Gender Studies Database.”

Regardless of which database you select, you need to find either a .pdf of the source (this is the equivalent of the article photocopy) or the physical journal **at the library**. You will be told often that “internet sources” are not acceptable research in this course. Locating **peer-reviewed journal articles** that are catalogued online **is not** the same thing as an “internet source.” When I say “no internet sources,” I mean something that only exists online and is not peer-reviewed. There are some exceptions to this “no internet source” rule; please consult with me if you think you have encountered an exception.

Oh, and a final note about **Google Books**. I have an uncanny way of knowing what we happen to have in the Library and what we don’t. And, I can typically sniff out when students have relied on fragments of text found on Google Books to stand in for scholarly research. Finding a part of a book on Google Books is **not** the same as finding the book and being able to read the whole thing cover-to-cover. Important passages are often left out of Google Books fragments. At the end of the day, this is not a legitimate option for citing research.

Disclaimer

This syllabus should not be considered a binding contract on the part of the professor, who reserves the right to change any aspect of the course without prior notice.

Schedule of Readings

It is expected that you will read the text(s) **BEFORE** coming to class for the day, that you will take notes over your readings, and that you will **bring the readings** with you to class so we can discuss them fully. Please use your printing privileges and bring all readings with you along with your notes to enable quick consultations. We may alter some of the readings as the semester progresses depending on the needs of the class.

All readings available on BlackBoard unless otherwise noted

M. 5/13 - Getting to Know YOU and US!

T. 5/14 - Approaching Feminist Activisms Rhetorically

- bell hooks, *Feminism is for Everybody* (through page 18)
- Nathan Stormer, "A Vexing Relationship: Gender & Contemporary Rhetorical Theory"
- Jason Del Gandio, Chapter 1 from *Rhetoric for Radicals: A Handbook for 21st Century Activists* - "A Call to Rhetorical Action"

BRING WITH YOU: Information about an example of feminist activism that interests you. You'll be talking about it in class and discussing reasons why this activist effort speaks to you.

W. 5/15 - First(ish) Wave Feminism(s)

First part of class, rhetorical biography presentations: Sojourner Truth, Elizabeth Cady Stanton, Alice Paul, Ida B. Wells, Margaret Sanger, Mary (Mother) Jones, Jane Addams, Dolores Huerta, Frederick Douglass

Readings:

- Belinda A. Stillion Southard, "Militancy, Power, and Identity: The Silent Sentinels as Women Fighting for Political Voice"
- Amanda Frisken, "Sex in Politics: Victoria Woodhull as an American Public Woman, 1870-1876"
- Karlyn Kohrs Campbell, "Style and Content in the Rhetoric of Early Afro-American Feminists"

R. 5/16 - Second(ish) Wave Feminism(s)

First part of class, rhetorical biography presentations: Gloria Steinem, Gloria Anzaldúa, Betty Friedan, Carol Adams, Valerie Solanas, Judy Chicago, Angela Davis, Alfred Kinsey, bell hooks, Audre Lorde, Susan Brownmiller

Readings:

- Tasha N. Dubriwny, "Consciousness-Raising as Collective Rhetoric: The Articulation of Experience in the Redstockings' Abortion Speak-out of 1969"
- Bonnie J. Dow, "Spectacle, Spectatorship, and Gender Anxiety in Television News Coverage of the 1970 Women's strike for Equality"
- Becky Thompson, "Multiracial Feminism: Recasting the Chronology of Second Wave Feminism"

M. 5/20 - Third(ish) Wave Feminism(s) & Feminist Culture Jamming

Readings:

- Stacey K. Sowards & Valerie R. Renegar, "Reconceptualizing Rhetorical Activism in Contemporary Feminist Contexts"
- Courtney Bailey, "Bitching and Talking/Gazing Back: Feminism as Critical Reading"
- Jennifer L. Pozner (Bitchfest 2006), "How to Reclaim, Reframe, and Reform the Media"
- Anne Teresa Demo, "The Guerrilla Girls' Comic Politics of Subversion"
- Christine Harold, "Pranking Rhetoric: 'Culture Jamming' as Media Activism"

Visit: Pink Loves Consent website - <http://www.pinklovesconsent.com>

T. 5/21 - Bodies in Motion & The Perfect Body

Readings:

- Josée Johnston and Judith Taylor, "Feminist Consumerism and Fat Activists: A Comparative Study of Grassroots Activism and the Dove Real Beauty Campaign"
- Emily Cram, "The Habits of Making Bodies Strange" (from <http://www.nocaptionneeded.com>)
- Susan Bordo, "Beauty Rediscovered the Male Body"
- D. Lacy Asbill, "I'm Allowed to be a Sexual Being: The Distinctive Social Conditions of the Fat Burlesque Stage"

BRING WITH YOU: Bring two advertisements to class from popular press magazines -- one that features a woman's body and one that features a man's body. Be prepared to discuss the messages inscribed on these bodies in your ads.

W. 5/22 - Sex(ualiz)ing Bodies & Rendering Policy

Readings:

- Michael Warner, "The Ethics of Sexual Shame"
- Michele L. Hammers, "Talking About 'Down There': The Politics of Publicizing the Female Body Through The Vagina Monologues"
- Dustin Bradley Goltz and Jason Zingsheim, "It's Not a Wedding, It's a Gayla: Queer Resistance and Normative Recuperation"
- Cheryl Chase, "Hermaphrodites with Attitude: Mapping the Emergence of Intersex Political Activism"

Activist Responses in the Press:

Kristen Howerton, "The Damaging Effects of Shame-Based Sex Education: Lessons From Elizabeth Smart"
Scott Murray, "Abstinence-Only Sex Education"

R. 5/23 - Resisting Gendered Violence

- Rachel Hall, "It Can Happen to You': Rape Prevention in the Age of Risk Management"
- Rachel Droogsma, "I am the Woman Next Door': The Clothesline Project as Woman Abuse Survivors' Societal Critique"
- Michael Kimmel, "Real Men Join the Movement"

Activist Responses in the Press:

Jessica Valenti, "Ending Rape Illiteracy"
Mary Elizabeth Williams, "Can Men be Taught Not to Rape?"
The Nation, "Ten Things to End Rape Culture"

CULTURE JAMMING PROJECTS DUE BY MIDNIGHT ON FRIDAY 5/24
Reflection Paper Submitted to Turnitin on Blackboard; Creative Projects Submitted via E-mail

M. 5/27 - No Class Today - Memorial Day

T. 5/28 - Feminist Health Activism & Pinkwashing

Readings:

- Heather Zoller, “Communicating Women's Health Activism: A Social Justice Agenda”
- Phaedra C. Pezzullo, “Resisting ‘National Breast Cancer Awareness Month’: The Rhetoric of Counterpublics and Their Cultural Performances”
- Maya Goldenberg, “Working for the Cure: Challenging Pink Ribbon Activism”

Activist Response: BCA’s “Think Before You Pink” Toolkit

W. 5/29 - Reproductive Bodies & <Choice>

Readings:

- Margaret Sanger, “My Fight for Birth Control”
- Sara Hayden, “Revitalizing the Debate Between <Life> and <Choice>: The 2004 March for Women's Lives”
- Crystal Lane Swift, “‘I Had an Abortion.’: The Rhetorical Situation of a Planned Parenthood T-shirt”

Activist Response: Irin Gosnell, “There is no Gosnell Coverup”

Visit: Catholics for Choice - <http://catholicsforchoice.org>
NARAL Pro-Choice America - <http://nalar.org/>

R. 5/30 - Prison Industrial Complex as Complex Feminist Issue

Readings:

- Angela Y. Davis, chapters from *Are Prisons Obsolete*
- Eleanor M. Novek, “‘Heaven, Hell, and Here’: Understanding the Impact of Incarceration through a Prison Newspaper”
- Jaye Cee Whitehead, “Feminist Prison Activism: An Assessment of Empowerment”

Second Half of Class: Present Final Projects in Class

Final Creative Projects due at the beginning of class on 5/30

**Reflection Paper due by Midnight on 5/30
through Turnitin on BlackBoard**