

WRC/WGC 3234: Feminist Rhetorics

t/th 1:30-2:45 // cowgill 6



“It is difficult to separate the history of women’s rhetorics from the history of the struggle for women’s rights because the desire/demand for rights so often becomes the impetus for writing”–Ritchie and Ronald

“[W]hen you’re part of an early movement, like [Corin] was with Riot Grrrl—where she had to create a space for herself and for her audience, where

every show felt like a statement, where before you could play and sing you had to construct a room, one you’d be respected in, wouldn’t get hurt in, a space that allowed for or even acknowledged stories that hadn’t been told before, about sexual assault, sexism, homophobia, and racism, and then, musically, you have to tear that very space down—there’s not a lot of room for joking around. There is a direness in the construction of safety, in the telling of theretofore untold stories.”–Carrie Brownstein, Hunger Makes Me a Modern Girl

Instructor: Dr. Kerri Hauman

Contact: 210 Mitchell Fine Arts // khauman@transy.edu // 859.281.3574

Office hours: If you’d like to meet with me at a time outside of the hours below, please email me or talk to me in class. Alternatively, you may request a time to meet virtually (e.g., Google Hangouts).

Monday	Wednesday	Thursday
1-3 pm	noon-2 pm	4:15-5:15 pm

Email is the best way to contact me. I regularly check email throughout the day until about 6 pm (less frequently on weekends). If you do not receive a response within 48 hours, send a follow-up email or approach me in class about the issue. Please do not email me about grades. Because of privacy issues, professors are discouraged from corresponding with students about grades over email; all grade concerns should be addressed in person.

Course Description

Aristotle is commonly referred to as the father of rhetoric, but what about rhetoric’s mothers—not to mention daughters, sisters, girlfriends, aunts? Women’s voices were long excluded or erased from the recording or telling of histories of rhetoric, but feminist rhetorical scholars have sought to re(dis)cover these women’s voices and to retell their stories. And more recently, feminist rhetorical scholars have pushed at the boundaries of gender and looked to explore what role feminist rhetorics might play in an increasingly digital and transnational world. This course considers a range of historical and contemporary views of feminist rhetorics—including texts from/about women and feminist rhetors as well as key texts about the development of the field—and asks students to contribute their own voices and scholarly work to these ongoing conversations.

Student Learning Outcomes

- Define the field of feminist rhetorics, particularly important history, debates, theories, terms
- Build rhetorical theories regarding women and/or feminists
- Build connections between your interests and interests of other scholars in feminist rhetorics to identify and position your scholarship and interests in relation to the larger field
- Use recursive stages of inventing, drafting, peer reviewing, editing, and revising to produce and improve written work
- Develop and model behaviors and habits that enable you to function effectively as a member of a diverse world, and to support and empower your colleagues as members of that world

Required Texts/Materials

- Ritchie, Joy and Kate Ronald, eds. *Available Means: An Anthology of Women’s Rhetoric(s)*. Pittsburgh, U of Pittsburgh P, 2001.

- Google Drive: Additional readings will be posted in Google Drive and/or linked in the schedule below. For assignment submission, I'll share a Google folder with you, and you will upload/share your assignment to that folder. I recommend you create a folder of your own in Google Drive (or use another app/program you find useful) to save documents for this class.

Assignments	Due	Weight
Participation	throughout	15%
Reading Responses	throughout	15%
Leading Class	once	15%
Wikipedia Project	weeks 7-8	15%
Theory-Building Project		40%
Proposal (10%)	week 9	
Annotated Bib (10%)	week 12	
Final Paper (20%)	reading day	

Short Project Descriptions

Participation: To ensure productive class meetings (which lead to learning and growth), I expect you to be present, to have read assigned texts, and to participate in conversations and activities in class. Participation includes asking a good question, offering concise summary, sharing an insightful response, contributing to small group activities, actively listening, etc. Please be mindful not to monopolize conversation. Alternatively, please do not sit silently every day; this class runs best when all voices are heard. Those who are present but not participating will earn no more than a C for this portion of the final grade.

Reading Response (RR): Reading Responses are intended to help you work out ideas and can be used toward drafting your TBP. See RR handout for more information.

0	√-	√	√+	√++
Not submitted/ submitted late	Submitted, but not on topic or is underdeveloped	Submitted, on topic, sufficient thought/content	Submitted, on topic, good thought/content	Submitted, on topic, excellent content/thought

Leading Class: You and 1-2 other students will select a day to lead class. On the day you lead, you are responsible for having prepared an activity and discussion questions that relate to some/all of the readings for that day. You should email me presentation materials (e.g., Powerpoint slide, handout, activity directions, list of discussion questions) at least by 5 pm the day before you lead. See Leading Class handout for more details.

Wikipedia Project: We'll be participating in the Liberal Arts+Feminism Wikipedia Edit-a-thon on Saturday, March 3 from 1-5 pm. You will learn what it takes to contribute to the collective resource that is Wikipedia; research a feminist person, text, or organization; and edit or create a Wikipedia entry. After participating in the event, you will write a reflection.

Theory-Building Project (TBP): You will complete a more in-depth research and theory-building project on a topic of your choosing that's related to the course focus. For this project, you're aiming for scholarship that might be presented at a conference or published in an academic journal (print- or digital-based). We will discuss the various stages of this assignment in more depth throughout the semester.

Expectations: I look forward to us all learning from each other this semester, and to help ensure a productive work environment, I have some general expectations:

- Attend and participate actively in (without monopolizing conversation) every class session.

- Any use of technology in class should be *only* for class-related work. If you are using technology for other purposes or otherwise distracting me or other students, your participation grade will be lowered.
- Complete all assigned reading and writing assignments **prior to** class time. Take time to carefully read assigned texts at least once fully, to look up unfamiliar terms or references, and to compose annotations. Bring annotated texts to class on days they will be discussed. If you choose to access texts electronically (i.e., on a computer or tablet), you are responsible for having an app or program with which you can annotate.
- Create and submit original, thoughtful, creative assignments on time. The only time I accept “late work” is if we have previously discussed this and arranged alternative due dates.
- Take yourself and your classmates seriously—as writers, as researchers, as scholars.
- Be respectful: Treat others’ experiences as valid, ask questions to understand what a person means before disagreeing with them (however, do not ask/expect others to speak on behalf of a group such as Muslims, women, bisexuals), and do your best to avoid behaviors that make others feel excluded or devalued (e.g., interrupting, talking over, not paying attention, not reading work carefully, dominating conversation, rolling eyes, not using stated names and pronouns, etc.). I will not tolerate hateful, discriminatory language. No one is expected to be perfect, but if you mess up (and we all will because we’re human), own it, and apologize.

Attendance: I expect you to be present and prepared for all classes. Missing class, arriving unprepared, or engaging in non-class related activities during class time may lower your grade. If you will be out of town for a university-related event or are sick, or if an extenuating circumstance arises, contact me in advance/as soon as possible so we can make alternative arrangements for your work. If you miss class, you are responsible for learning what you missed (swap phone numbers and/or email addresses with at least one classmate). Generally, missing more than 2 classes will lower your final grade by a half letter grade per absence, and missing more than 6 classes will mean you cannot pass this course.

Academic Integrity: Academic integrity is central to the mission of this institution, and all students at Transylvania University are expected to adhere to the highest standards of academic integrity. Students who are found guilty of academic dishonesty will be sanctioned in a manner that is appropriate to the infraction. Sanctions may include receiving a failing grade on the assignment or being assigned a failing grade in the course. For more information, see the university catalogue: <http://www.transy.edu/academics/catalog>

Safe, Productive Class Spaces

- We all have different learning preferences, styles, and abilities. If you are having any trouble with course delivery methods or expectations, please let me know so we can determine how to best address the situation.
- Any students needing academic adjustments may request accommodations or discuss accessibility at Transylvania by contacting Amber Morgan, disability services coordinator, at (859) 281-8502 or admorgan@transy.edu.
- Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Students on a university campus have the right to study and live in a campus environment free of sexual harassment, sexual violence, and gender discrimination. If you or someone you know is harassing or assaulting others, you and/or your friend need to **STOP DOING THOSE THINGS**. If you or someone you know has been harassed or assaulted, you can talk with our Title IX coordinator, Ashley Hinton-Moncer (ahinton@transy.edu), with someone at Counseling Services (859.281.3682), and/or with Public Safety (859.233.8118). Anonymous support can be accessed through RAINN at www.rainn.org, as well as through other online

resources. If you need help accessing resources or support, please feel free to come see me if you are comfortable doing so. Please also know that I am a mandated reporter and am legally required to report any Title IX violations communicated to me.

Writing Center Services: For personal, one-on-one assistance with writing assignments, visit the Writing Center located in the ACE. Please schedule an appointment by visiting <https://transy.mywconline.com>, by contacting Becky Mills by email at bmills@transy.edu, or by visiting the Center to schedule your appointment. You may arrive without an appointment for a walk-in session, but remember that the Center is a busy place, so it is best to schedule an appointment to secure time with a consultant. If you have any questions, please call (859) 281-3594, visit Becky, or see the Writing Center's webpage: <http://transy.edu/academics/writing.htm>.

Weekly Schedule

Consult this calendar for daily assignments, keeping in mind that what you see here is not set in stone. In other words, our schedule deserves the freedom to go where it needs to go. There may be adjustments and amendments to what follows—and you can even suggest changes!

Key

AM-----Available Means: An Anthology of Women’s Rhetoric(s) *book*

pdf-----These texts are available as pdf files in our shared Google Folder

In-class work Do for next class

Week 1		
1/9	Introductions to each other and the class & establish class community guidelines	<p>Read/View:</p> <ul style="list-style-type: none"> Review syllabus and note any questions Ahmed, “Introduction: Bringing Feminist Theory Home” (pdf) Bizzell and Herzberg, “General Introduction” (pdf) <p>Write/Do: Indicate a key passage and/or question from/about the readings to share in class on Thursday</p>
1/11	Discuss readings & student-selected passages/questions Discuss student-led class days & sign up	<p>Read/View: Research your chosen “strand” of feminism</p> <p>Write/Do: Prepare what you will present on your chosen “strand” of feminism</p>
Week 2		
1/16	Discuss “strands” of feminism via student presentations	<p>Read/View:</p> <ul style="list-style-type: none"> Introduction, <i>Walking Talking Feminist Rhetorics</i> (pdf) Introduction (AM) <p>Write/Do: Indicate a key passage and/or question from/about the readings to share in class on Thursday</p>
1/18	Discuss readings & student-selected passages/questions Discuss Reading Responses	<p>Read/View:</p> <ul style="list-style-type: none"> Jarratt, “Speaking to the Past: Feminist Historiography in Rhetoric” (pdf) Ede, Glenn, and Lunsford, “Border Crossings: Intersections of Rhetoric and Feminism” (pdf) Rawson, “Queering Feminist Rhetorical Canonization” (pdf) <p>Write/Do: RR 1</p>
Week 3		
1/23	Discuss readings and RR 1	<p>Read/View:</p> <ul style="list-style-type: none"> Campbell, Introduction from <i>Man Cannot Speak for Her</i> (pdf) Sowards and Renegar, “Reconceptualizing Rhetorical Activism in Contemporary Feminist Contexts” https://nrybasstoragespace.pbworks.com/f/sowards,%26_fem-activism-now.pdf <p>Write/Do: Indicate a key passage and/or question from/about the readings to share in class on Thursday</p>
1/25	Student-led Discussion	<p>Read/View:</p> <ul style="list-style-type: none"> Glenn, excerpts from <i>Rhetoric Retold</i> pp. 1-57 (pdf) Aspasia (AM) Diotima (AM) <p>Write/Do: RR 2</p>
<i>January 25 @6 p.m.: Curator’s Talk with Dr. Goodman in Morlan Gallery</i>		
Week 4		

1/30	Discuss readings and RR 2	<p>Read/View:</p> <ul style="list-style-type: none"> • Glenn, excerpts from <i>Rhetoric Retold</i> pp. 74-80 and 87-117 (pdf) • Julian of Norwich (AM) • Margery Kempe (AM) <p>Write/Do: Indicate a key passage and/or question from/about the readings to share in class on Thursday</p>
2/1	Discuss readings & student-selected passages/questions Rich “The Burning of Paper Instead of Children”/discuss language	<p>Read/View:</p> <ul style="list-style-type: none"> • Campbell, “The Struggle for the Right to Speak” (pdf) • Hunt, pp. 1-8 and Chapter 5 (pdf) • Maria W. Stewart (AM) • Sarah Grimké (AM) • Angelina Grimké Weld (AM) • Sojourner Truth (AM) <p>Write/Do: RR 3</p>
Week 5		
2/6	Discuss readings and RR 3	<p>Read/View:</p> <ul style="list-style-type: none"> • Wagner, “The Untold Story of The Iroquois Influence on Early Feminists” https://www.feminist.com/resources/artspeech/genwom/iroquoisinfluence.html • Hunt, Chapter 6 (pdf) • Seneca Falls Convention (AM) <p>Write/Do: Indicate a key passage and/or question from/about the readings to share in class on Thursday</p>
2/8	Excerpts from <i>The Story of Elizabeth Cady Stanton and Susan B. Anthony: Revolution</i> Discuss readings/film	<p>Read/View:</p> <ul style="list-style-type: none"> • Cooper, excerpt from <i>Beyond Respectability: The Intellectual Thought of Race Women</i> 1-31 (pdf) • Anna Julia Cooper (AM) • Fannie Barrier Williams (AM) • Ida B. Wells (AM) <p>Write/Do: RR 4</p>
Week 6		
2/13	Student-led Discussion Introduce Theory Building Project (TBP)	<p>Read/View:</p> <ul style="list-style-type: none"> • Harding, “Introduction: Is There a Feminist Method” (pdf) • McKee and Porter “Rhetorica Online: Feminist Research Practices in Cyberspace” (pdf) <p>Write/Do: Indicate a key passage and/or question from/about the readings to share in class on Thursday</p>
2/15	Discuss readings & student-selected passages/questions TBP proposal brainstorm	<p>Read/View:</p> <ul style="list-style-type: none"> • Calafell, “Rhetorics of Possibility: Challenging the Textual Bias of Rhetoric through the Theory of the Flesh” (pdf) • hooks, “Theory as Liberatory Practice” (pdf) • revisit Ahmed’s intro from the beginning of the semester, focusing on discussion of theory/theorizing • Sample TBP papers: skim all 3 <p>Write/Do:</p> <ul style="list-style-type: none"> • RR 5 • Begin work toward TBP proposal
Week 7		
2/20	Discuss readings and	Read/View:

	RR 5	<ul style="list-style-type: none"> • Haraway, “Situated Knowledges” (pdf) • Wikipedia texts: <ul style="list-style-type: none"> ○ www.artandfeminism.org ○ Boboltz, “Editors Are Trying to Fix Wikipedia’s Gender And Racial Bias Problem” https://www.huffingtonpost.com/2015/04/15/wikipedia-gender-racial-bias_n_7054550.html ○ Paling, “Wikipedia's Hostility to Women” https://www.theatlantic.com/technology/archive/2015/10/how-wikipedia-is-hostile-to-women/411619/
2/22	<p>Student-led Discussion</p> <p>Introduce Wikipedia edit-a-thon</p>	<p>Write/Do:</p> <ul style="list-style-type: none"> • RR 6: Respond to Tuesday’s texts, and explore what you want to write about for the Feminism+Liberal Arts Wikipedia edit-a-thon • Set up Wikipedia account if necessary • Continued work on TBP proposal
Week 8		
2/27	Wikipedia training	<p>Write/Do: Wikipedia edit-a-thon prep: Create a list of sources you will use for your new/edited page, and be sure to include source info/a link and copied passages that you plan to incorporate during the edit-a-thon</p>
3/1	<p>Small-group work with TBP ideas</p> <p>Discuss Proposal assignment and sign up for small-group conferences</p>	<p>Read/View:</p> <ul style="list-style-type: none"> • Bone, Griffin, and Scholz, “Beyond Traditional Conceptualizations of Rhetoric: Invitational Rhetoric and a Move Toward Civility” (pdf) • Lozano-Reich and Cloud, “The Uncivil Tongue: Invitational Rhetoric and the Problem of Inequality” (pdf) <p>Write/Do:</p> <ul style="list-style-type: none"> • Wikipedia reflection: due by 5 pm on Friday, 3/9 • Indicate a key passage and/or question from/about the readings to share in class on Tuesday
<i>Saturday March 3: Liberal Arts+Feminism Wikipedia edit-a-thon @1-5 pm in the ACE</i>		
Week 9		
3/6	<p>Discuss edit-a-thon</p> <p>Discuss readings & student-selected passages/questions</p>	<p>Write/Do: Prepare for small group conference:</p> <ol style="list-style-type: none"> 1. Post a complete draft of your proposal to your group’s shared Google Drive folder at least 24 hours before your conference 2. Post responses to group members’ drafts 3. Be prepared to discuss and take notes during your conference
3/8	NO CLASS— Proposals/small group conferences	<p>Read/View:</p> <ul style="list-style-type: none"> • Combahee River Collective (AM) • Pearce, “The Radical Feminist Manifesto as Generic Appropriation: Gender, Genre, and Second Wave Resistance” (pdf) <p>Write/Do:</p> <ul style="list-style-type: none"> • Submit Wikipedia edit-a-thon prep and Reflection by 5 pm on Friday, March 9 • Work on Annotated Bib
Week 10		
3/13	Spring Break	
3/15	Spring Break	
Week 11		
3/20	Discuss readings	<p>Read/View:</p> <ul style="list-style-type: none"> • Shome, “Transnational Feminism and Communication Studies” (pdf) • Hedge, “Global Makeovers and Maneuvers: Barbie’s Presence in

		India” (pdf) Write/Do: RR 7
3/22	Student-led Discussion	Write/Do: Complete Annotated Bibliography to submit by class time on Tuesday
Week 12		
3/27	Annotated Bibs Due	Read/View: Spivak, “Can the Subaltern Speak” (pdf) Write/Do: Indicate a key passage and/or question from/about the reading to share in class on Thursday
3/29	Discuss reading & student-selected passages/questions	Write/Do: Complete a draft of your TBP to peer review on Tuesday, and submit to your group’s Google Drive folder
Week 13		
4/3	Writing Center workshop on TBP drafts	Write/Do: Prepare for draft conference with Dr. Hauman
4/5	NO CLASS—attend your draft conference	Read/View: Mohanty, “Under Western Eyes” Revisited: Feminist Solidarity through Anticapitalist Struggles” (pdf) Write/Do: RR 8
Week 14		
4/10	View <i>Mardi Gras: Made in China</i> Discuss film, readings, and RR 8	Read: <ul style="list-style-type: none"> Ouellette, “Blogging Borders: Transnational Feminist Rhetorics and Global Voices” http://harlotofthearts.org/index.php/harlot/article/view/207/150 Cooke, “Multiple Critique: Islamic Feminist Rhetorical Strategies” (pdf) Write: Indicate a key passage and/or question from/about the reading to share in class on Thursday; ideally, connect <i>Mardi Gras</i> to our readings
4/12	Discuss readings & student-selected passages/questions	Write/do: Complete TBP
Finals		
Monday, April 16: Final papers due by midnight		