



Rhetoric of Women's Rights

Fall 2017

Baylor University

Winning the War of Words

This course is designed to offer you time to read, write, and reflect upon the relationships between women, gender, and rhetoric. Over the length of this course, we will engage with different ways women and gender are discussed, especially in relationship to rights, that have occurred in the United States and elsewhere. We begin with suffrage, continue with the Equal Rights Amendment, and then you will get to make some choices on topics. You will do a good amount of reading and writing in this course. But, in return for your investment (and no tests!), you will gain insight into the rhetoric of women and gender, knowledge about your own place in an ongoing battle, and the skills to critically write, argue, and advocate about these issues.

The Professor

Leslie A. Hahner, Ph.D.

Leslie_Hahner@baylor.edu

CC148 (x4577)

Office Hours: MW 12-1, or by appointment

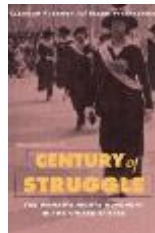
How You Can Learn

Participate. Come to class ready and energized to discuss the ideas at hand and take part in class activities.

Write. Compose an analysis of a major speech on women's rights.

Help. Help your peers edit and create better written work.

Review. Write a book review for a popular book on women's rights or feminism.



The Textbook

Century of Struggle by Eleanor Flexner and Ellen Fitzpatrick

We study the rhetoric
women's rights to
understand how
others advocate for
major social change

Grading

I want you to thrive in this course. To help that happen, the grading process in this course is straight forward. I explain the details and grading criteria for each assignment. You can find these under “Assignments” on Canvas. As a teacher who believes that great work requires lots of feedback, please know that I am here to help you along this journey.

Earning a C...

Complete all course requirements and demonstrate a pretty good understanding of course concepts.

Earning a B...

Produce above-average work that puts in more than the assignment requests.

Earning an A...

Excel consistently in all assignments. Go above and beyond the basic requirements of the assignment

Earning a grade of D or F means that you have not shown consistent effort toward improvement, and have not met the minimum standards for the course.

Undergraduate Assignments

Analysis Paper	
Handout	50 points
Presentation	100 points
History/Context	100 points
Analysis	100 points
Peer Feedback	100 points
Book Review	100 points
Presentation	50 points
<u>Participation</u>	<u>200 points</u>
Total	800 points

Graduate Assignments

Book Review	20%
Annotated Bib.	15%
Paper Proposal	5%
Participation	15%
Research Pres.	10%
Research Essay	30%

Grading Scale

100-94%	A
93-90%	A-
89-87%	B+
86-84%	B
83-80%	B-
79-77%	C+
76-74%	C
73-70%	C-
69-67%	D+
66-64%	D
63-60%	D-
59-0%	F

Extra Credit

Throughout the semester, I may offer a few additional assignment and exercises to earn credit. These credits can come in handy if your percentage is on the border between one grade and another. For example, if you earned a 79.5 in the course, and had completed extra credit, you would now have a B. You have the opportunity to earn up to 25 points extra credit. Just remember, I will not round up final grades automatically.

Course Policies

What You Can Expect From Me

- To be respectful.
- To encourage you to do your best.
- To be prepared each class to teach and able to explain why each lesson, activity and assignment is worthwhile.
- To offer clear instructions on all assignments.
- To return your work promptly with commentary.

What I Expect From You

- To be prepared for class each day.
- To arrive on time and to pay attention throughout class.
- To participate in class discussions and activities.
- To turn in your well-constructed assignments on time.

We study the rhetoric of women's rights to learn how to change our world.

Attendance

According to the College of Arts and Sciences, all students should be present for 75% of all class sessions. If you miss 25% of classes, that could lead to you failing the course. I ask that you be physically and mentally present for all classes. I measure this with the participation grade (see next page). If you are ill or have other obligations, please speak with me.

Academic Integrity

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. As a Baylor student, I expect you to be intimately familiar with the Honor Code at: <http://www.baylor.edu/honorcode/>.

24 Hour Grace Period

All written assignments can be turned in 24 hours from the due date. After that, barring extreme circumstances, students earn a zero. This policy does not apply to presentations.

FERPA

Your work and your grades are private information. If you want to share this information with anyone else, please fill out a FERPA form.

Special Needs

If you require modification in any course requirements, please speak with me privately. We will work through the Office of Access and Learning Accommodation to ensure equal opportunity in this course.

Title IX

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. If you or someone you know would like help related to an experience involving sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these type of prohibited conduct, please contact the Title IX Office at (254)710-8454 or report online at www.baylor.edu/titleix.

Course Schedule and Participation

Participation

As a class in communication, I ask each student to be physically and mentally present for each class. Please avoid distractions to other students, including smart phones, newspapers, web play unrelated to class, etc.

Top Ten Ways To Earn Participation...

10. Attend class regularly and arrive on time.
9. Be prepared for class: read the assigned material, take notes, write down questions/comments, etc.
8. Produce thoughtful comments on speeches or topic.
7. Post questions or comments on the Canvas discussion space.
6. Help classmates with speeches or essays (you might consider letting the professor know you are doing this).
5. Stop by the professors' office hours to chat.
4. Organize study sessions for difficult material (you might consider letting the professor know you are doing this).
3. While in class, maintain attention to the course material, answer the instructor's questions, and offer helpful comments for classmates.
2. Create outstanding written work.

And the number one way to earn participation...

1. Be here, be present, and be part of this community.



What's in it for me?

How will this class benefit you?

By the end of this course...

You should have a greater understanding of the history of women's rights.

You should be able to critically interrogate a speech and the rhetorical tactics used.

You should understand the basic issues at stake in a number of contemporary controversies regarding women and gender.

You should be able to discuss controversial ideas with your peers in a productive way.

You should be able to review contemporary books on the topic and argue for their value.

You should be a stronger writer, speaker, and thinker.

Date	Topic	Assignments Due	Readings
Module One			
8/21	Introductions		
8/23	What is a Right? What is Rhetoric? What is a Woman? Timeline of Course, Overview of Key Ideas		
8/28	Early Suffrage—Seneca Falls <i>Declaration of Sentiments</i> Stanton's Convention Address		Flexner, Ch 3-6
8/30	Early Suffrage—Gearing up Sojourner Truth-- <i>Ain't I A Woman?</i> Elizabeth Cady Stanton—Solitude of Self		Flexner, Ch 8, 10, 11, 12
9/4	No Class—Labor Day		
Module Two			
9/6	The Suffrage Movement —Exclusions Mary Church Terrell— <i>The Progress of Colored Women</i> Ida B Wells—selections from <i>Southern Horrors</i>		Flexner, Ch. 15, 16, 17
9/11	Progressive Suffrage—Working Women Alice Henry—"The Working Woman and the Vote" Alice Stone Blackwell— <i>The Division of Labor</i>		Flexner, Ch. 9, 14, 18
9/13	Progressive Suffrage—Cult of True Womanhood Frances E.W. Harper— <i>Enlightened Motherhood</i> Florence Kelley— <i>Persuasion or Responsibility</i>		
9/18	Progressive Anti-Suffrage Mary Augusta Ward— <i>Why I Do Not Believe in Women's Suffrage</i> Priscilla Leonard— <i>The Working-Woman and Anti-Suffrage</i>		
9/20	Discussion of the class topics after 9/27		
9/25	<i>Iron Jawed Angels</i>		
9/27	<i>Iron Jawed Angels</i> & Discussion		

Date	Topic	Assignments Due	Readings
Module Three			
10/2	Class Topic Selection Readings TBA		
10/4	Class Topic Selection Readings TBA		
10/9	Class Topic Selection Readings TBA		
10/11	Class Topic Selection Readings TBA		
10/16	Class Topic Selection Readings TBA		
10/18	Class Topic Selection Readings TBA		
10/23	Class Topic Selection Readings TBA		
10/25	Class Topic Selection Readings TBA		

Module Four			
10/30	Class Topic Selection Readings TBA		
11/1	Class Topic Selection Readings TBA		
11/6	Class Topic Selection Readings TBA		
11/8	Class Topic Selection Readings TBA		
11/13	Class Topic Selection Readings TBA		
11/15	No Class—NCA		
11/20	Class Topic Selection Readings TBA		
11/22	No Class—Thanksgiving Break		
Module Five			
11/27	Book Reviews	Book Reviews	
11/29	Book Reviews	Book Reviews	
12/4	Class Wrap-up Discussion		