



San Jose State University
ENGL 190: Honors Colloquium
Rhetorics of American
Feminisms
Fall 2017
Section: 47432

Professor: Dr. Ryan Skinnell
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Office Hours: TTH 10:30-11:30 & by appt.
Class Days/Times: TTH 9:00-10:15am
Class Location: BBC 130

I myself have never been able to find out precisely what feminism is: I only know that people call me a feminist whenever I express sentiments that differentiate me from a door mat or a prostitute.
~ **Rebecca West**, "Mr. Chesterton in Hysterics: A Study in Prejudice," 1913

[Feminism is] a socialist, anti-family, political movement that encourages women to leave their husbands, kill their children, practice witchcraft, destroy capitalism and become lesbians. ~ **Pat Robertson**

Course Description

In this course, we will examine the rhetorical strategies of activists during the 1st-, 2nd-, and 3rd-wave American feminist movements. In particular, we will explore the relationships of feminist rhetorics to anti-feminist and anti-woman rhetorics circulating during: (1) the nineteenth-century woman's movement (especially in relation to anti-slavery and suffrage), (2) the 1960s and 70s radical feminist movement, and (3) twenty-first century "post"-feminisms. We will discuss the rhetorical strategies and tactics that feminists used to confront ideological opposition and anti-feminist commonplaces. The study of American feminist rhetorics also entails studying the cultural contexts and historical developments of feminism in American culture in order to understand how feminist and anti-feminist rhetorical strategies operate and have operated historically.

Course Goals

- 1) to introduce and develop an understanding of rhetorical theories and principles
- 2) to develop awareness of cultural and institutional discourses, symbols, and systems
- 3) to introduce students to American feminist movements
- 4) to practice modes of academic inquiry

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. *Analyze persuasive language and symbols related to American feminism*
2. *Apply rhetorical concepts to cultural, political, and social discourse*
3. *Evaluate arguments, counterarguments, and implicit claims with regard to feminism*
4. *Formulate written arguments using academic claims and appropriate evidence*

Required Texts (please bring texts to class when we are reading and discussing them)

Karlyn Kohrs Campbell, *Man Cannot Speak For Her, Vol 2*

Jacqueline Jones Royster & Gesa E. Kirsch, *Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies*

Roxanne Gay, *Bad Feminist*

Additional readings (accessible on Canvas)

Procedures

This course will be demanding. The reading load is heavy, course requirements will be substantial, and the material is often challenging. During most class periods, we will discuss readings and responses, in addition to doing group activities, and hearing presentations. I will occasionally lecture, but rarely for more than the first 15-30 minutes of class. I strongly encourage students to visit me in my office to discuss course materials and/or assignments throughout the semester—especially in the event that course expectations are overwhelming or confusing.

Grading Policy

All work must be submitted on time. Unexcused late work will be graded down a **full letter grade** for every day it is late. If there is a reason you cannot make a deadline, contact me **BEFORE THE DEADLINE**. **All major assignments must be completed to earn a passing grade in the class.**

Course grades will be calculated using the following scale:

93% - 100% = A	80% - 82% = B-	67% - 69% = D+
90% - 92% = A-	77% - 79% = C+	63% - 66% = D
87% - 89% = B+	73% - 76% = C	60% - 62% = D-
83% - 86% = B	70% - 72% = C-	0% - 59% = F

Course Requirements and Grades

1. Final paper (20%)
2. Final Exam (20%)
3. Midterm (20%)
4. Definitions (20%)
5. Presentation (10%)
6. Class participation (10%)

Please note: sometimes projects and class discussions will include material of a sensitive nature. In this course, students may encounter materials that differ from and perhaps challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with the instructor.

Please ALSO note: If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you're entitled.

Assignments

Final Exam (PLOs #1, #2, #5)

The final will consist primarily of concept identification, which includes providing basic definitions of terms we accumulate during the course of our reading and explaining their significance within the context of the course. There may also be a short answer portion. The final is cumulative.

Midterm Exam (PLO #1, #2, #5)

The midterm will consist primarily of concept identification, which includes providing basic definitions of terms we accumulate during the course of our reading and explaining their significance within the context of the course. There will also be a short answer portion to the midterm.

Definitions (PLOs #1, #2, #4)

During the course, we will discuss concepts that inform our understanding of rhetorical theory and feminist rhetoric. Each student will choose four (4) concepts during the semester and write definitions (approximately ½ page, single-spaced), which draw from and cite readings to explain and contextualize concepts. These definitions will make up the study guides for the midterm and final.

Presentation (PLOs #3, #5)

You will present your major conclusions from your final project. Your presentation should be approximately 8-12 minutes. We will discuss this project throughout the semester.

Participation (PLOs #2, #4)

For a class like this one, much of the learning happens in class. Therefore, it is imperative that you be in class every day and participate in class activities and discussions. Class participation entails: (1) demonstrating that you've completed the readings/assignments, (2) contributing to class discussions, and (3) completing in-class assignments.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement:

- Higher level critical thinking exercises

Final Project (PLOs #3, #4, #5)

For the final project, you will choose a rhetorical concept from class and apply it to a contemporary feminist issue. You will be responsible for choosing both concept and contemporary issue, but I strongly encourage you to visit my office hours to discuss one or both well in advance of the due date. This project can potentially take a variety of forms: multimodal, group, artistic. We will discuss the project in more detail in class. This assignment will incorporate instructor feedback and stress analysis, synthesis, and evaluation.

University Policies

For information regarding the following policies, please see syllabus information web page at:

<http://www.sjsu.edu/gup/syllabusinfo>

General Expectations, Rights and
Responsibilities of the Student
Course Requirements and Assignments
Attendance and Participation
Accommodation to Students' Religious
Holidays
Dropping and Adding
Academic integrity

Consent for Recording of Class and Public
Sharing of Instructor Material
Campus Policy in Compliance with the
American Disabilities Act
Student Technology Resources
SJSU Peer Connections
SJSU Writing Center
SJSU Counseling & Psychological Services

Tentative Course Calendar (subject to change)Readings listed should be read BEFORE classReadings marked with an asterisk (*) are available on Canvas
(KKC = Karlyn Kohrs Campbell; RK = Royster & Kirsch; RG = Roxanne Gay)

Course Schedule Week	Tuesday	Thursday
1		8/24 Consciousness Raising Read Introduction to the course *Crowley, "Some Basic Terms"
2	8/29 Rhetoric Read *Jarratt, "Rhetoric" *Bender & Wellbery, "Rhetoricality"	8/31 Identification Read *Burke, "Identification" Campbell, "Introduction" (KKC ix-xxviii) "Address," (KKC 11-24)
3	9/5 Commonplace Read *Crowley, "Commonplace" "Declaration of Sentiments" (KKC 33-40) Stanton "Speech at Seneca Falls" (KKC 41-70)	9/7 Audience Read Truth (KKC 99-102) Nichols (KKC 123-144) Stanton, "A Slave's Appeal" (KKC 167-186)
4	9/12 Enthymeme Read *Crowley and Hawhee, "Enthymeme" Stanton, "Address" (KKC 145-166)	9/14 Ideology Read *Crowley, "Belief and Passionate Commitment" Stanton, "A Slave's Appeal" (KKC 167-186)
5	9/19 Premise Read "Nat'l Woman's Right Conv" (KKC 187-235)	9/21 Techné Read *Atwill, "Techné" Cady Stanton, "On Divorce" (KKC 235-250)
6	9/26 Pisteis (Ethos, Pathos, Logos) Read Truth, "Two Speeches" (KKC 251-258) Stanton, "Kansas State Ref." (KKC 259-278) Terrell "What it Means" (KKC 421-432) *Wells, "Lynch Law" (RR 189-203)	9/28 Rhetorical Situation MIDTERM DEFINITIONS DUE Read Stanton, "Solitude of Self" (KKC 371-384)
7	10/3 Kairos Read Anthony, "Is it a Crime" (KKC 279-316) Susan B. Anthony (RR 151-156)	10/5 MIDTERM

8	10/10 Fem/Rhet Read Feminist Rhetorical Practices (RK ix-25)	10/12 Inclusivity Read Feminist Rhetorical Practices (RK 29-68)
9	10/17 Reframing Read Feminist Rhetorical Practices (RK 71-109)	10/19 Reconnecting Read Feminist Rhetorical Practices (RK 110-151)
10	10/24 Four Master Tropes Read *Burke, “The Four Master Tropes”	10/26 Metaphor/Metonymy Read * <i>Women</i> , “What is Liberation?” *Hanisch, “The Personal Is Political”; *Brownmiller, “The Enemy Within”
11	10/31 Synecdoche/Irony Read *Crow, “Introduction” *Koedt, “Women and the Radical Movement” *Beal, “Double Jeopardy”	11/2 Hyperbole Read *Solanas, “SCUM Manifesto” *“Redstockings Manifesto” *Freeman, “The BITCH Manifesto” *Radicalesbians, “Woman-Identified-Woman”
12	11/7 Consubstantiality Read *Burke, “Consubstantiality” *Braithwaite, “The Personal, the Political”	11/9 Read *Ware, “Relationship of Black Women” Bad Feminist (RG, ix-46)
13	11/14 Read Bad Feminist (RG, 47-108)	11/16 Read Bad Feminist (RG, 109-159)
14	11/21 Read Bad Feminist (RG, 160-206)	11/23 THANKSGIVING – NO CLASS
15	12/3 PRESENTATIONS Read Bad Feminist (RG, 207-256)	12/5 PRESENTATIONS Read Bad Feminist (RG, 257-318)
16	12/10 FINAL DEFINITIONS DUE PRESENTATIONS Synthesis of class	
		12/19 FINAL PAPER DUE FINAL EXAM 7:15-9:30AM

I will be available during Finals Week to return any assignments I still have and to discuss the course, grades, or anything else. Feel free to email me to make an appointment.