

COMM416 Voices of American Women Tu/Th 12:30-1:45, Flagg Hall 233 *Spring 2011*
Dr. Knopf (office hours, Tu/Th 3:30-5:00 & M/W/F by appointment)
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Description

This course explores the public discourse of American women in the 19th and 20th centuries, focusing on the efforts of early women's rights activists and their attempts to gain political and economic equality, as well as humane treatment, for women in the United States, and how they used rhetoric to overcome communication obstacles. We will discuss their fight to ensure that women could get the kind of education you all are currently receiving, their efforts to ensure that women had legal recourse when beaten, their arguments that women should be able to vote to protect not only their interests but the interests of their families, and their struggles to give women a chance to earn their own salaries – either for financial necessity or mental fulfillment. Many of these women were wives and mothers. They were not advocating a departure from those roles, and neither is this class. They were, and we are, discussing expansions of women's functions in society and options beyond the home for any women that needed or wanted those choices. As a result of the in-depth study of others' speeches, you will be better able to present your own speeches in more effective ways.

Outcomes:

This course will help you to:

- Identify the value of primary sources in studying history
- Recognize and/or question gendered communication styles
- Understand and use techniques of resistance and agitation,
- Recognize strategies of social & political control
- Identify and address unique gender-based social and political pressures
- Improve your ability to build ethos in communication
- Recognize and utilize the values of different communication strategies and audience adaptations

This course carries the General Education designator of "SI" – Speaking Intensive. This means you will participate in a semester-long series of oral communication assignments that strengthen understanding of effective oral communication. The assumption is that everyone has already taken an FS course and therefore knows how to create and deliver a speech and is ready to refine those speech skills. Students who take this class are expected know how to: find, use, and cite evidence to support ideas; decide what ideas to include in a speech; arrange those ideas effectively, while using previews and transitions; relate the ideas directly to the audience; employ language to make ideas meaningful and interesting; construct clear and effective introductions and conclusions; and, use a delivery style that is varied and vivid.

Course Materials

Man Cannot Speak for Her: A Critical Study of Early Feminist Rhetoric (Vol. I) **AND** *Man Cannot Speak for Her: Key Texts of the Early Feminists* (Vol. II). By Karlyn Kohrs Campbell (absolutely required and available on reserve at Crumb Library if needed)

- 4x6 index cards (optional to create cheat sheets for exams)
- A dedicated *notebook* (taking notes during class will greatly advance your success in this course)
- Your *assigned playing card* (you will be given this on the first day of class; do not lose it)
- A copy of the complete **Syllabus** (this is available for download on Blackboard; you may print it or save it to a computer, but you must have it)
- A copy of the complete **Assignment Packet** (this is available for download on Blackboard; you may print it or save it to a computer, but you must have it)

COMM416: Voices of American Women with Dr. K. * Spring '11 Course Calendar

Abbreviations: AP = Assignment Packet, ch = chapter, Chapt = chapter, Bb = Blackboard, m/c = multiple choice

Date	What's Due Today?	Is There an Exam Today?	What Are We Doing in Class Today?
Tu 1/25			Overview of course; watch & discuss <i>Out of Our Fathers' House</i> to illustrate course content
Th 1/27	<ul style="list-style-type: none"> · Gender current event from card A♠ · Speech 1 report from 7♥ 		Finish <i>Fathers' House</i> ; discuss gender comm., double-binds, & oppression; watch <i>North Country</i> to discuss oppression, watch <i>Mary Poppins...</i>
Tu 2/1	<ul style="list-style-type: none"> · Chapt 1-2 (read <i>before</i> class) · Gender current event from A♦ · Speech 2 report from 7♣ · Speech 3 report from 7♦ 		Discuss ch 1-2; listen to <i>Dixie Chicks</i>
Th 2/3	<ul style="list-style-type: none"> · Chapt 3 (read <i>before</i> class) · Gender current event from A♣ · Speech 4 report from 7♠ · Speech 5 report from 6♥ 		Discuss ch 3; watch <i>Cold Case</i>
Tu 2/8	<ul style="list-style-type: none"> · Chapt 4 (read <i>before</i> class) · Gender current event from A♥ & Q♥ · Speech 6 report from 6♣ · Speech 7 report from 6♦ 	m/c quiz ch 1-3	Take quiz (begins when you walk through door; discuss ch 4
Th 2/10	<ul style="list-style-type: none"> · "Channels of Desire" reading on Bb (read <i>before</i> class) · Gender current event from 2♠ & 2♦ · Speech Bb1 report from 6♠ · Speech 8 report from 5♥ 		Discuss "Channels of Desire;" watch <i>Coco Chanel</i> to discuss fashion & oppression; select groups for Culture Jam project
Tu 2/15	<ul style="list-style-type: none"> · Chapt 5 (read <i>before</i> class) · Gender current event from 2♣ & 2♥ · Speech 9 report from 5♣ · Speech 10 report from 5♦ 		Discuss ch 5; act in Lucy Stone skit
Th 2/17	<ul style="list-style-type: none"> · Chapt 6 (read <i>before</i> class) · Gender current event from 3♠ · Speech 11 report from 5♠ · Speech 12 report from 4♥ 	m/c quiz ch 4-5 & 'Channels'	Take quiz (begins when you walk through door; discuss ch 6; watch clips of Seneca Falls
Tu 2/22	<ul style="list-style-type: none"> · Gender current event from 3♦ · Speech 13 report from 4♣ 		Watch <i>Water</i> to frame marriage issues
Th 2/24	<ul style="list-style-type: none"> · Gender current event from 3♣ · Speech 14 report from 4♦ 		Watch <i>Water</i> to frame marriage issues
Tu 3/1	<ul style="list-style-type: none"> · Chapt 7 (read <i>before</i> class) · Gender current event from 3♥ · Speech 16 report from 4♠ 		Discuss ch 7; watch one-woman re-enactment of Anthony trial
Th 3/3	<ul style="list-style-type: none"> · Gender current event from 4♠ & 4♦ · Speech 15 report from 3♥ · Speech 17 report from 3♣ 	m/c midterm exam ch 1-5 & 'Channels'	Take midterm; meet with groups

Tu 3/8			Spring break: No class
Th 3/10			Spring break: No class
Tu 3/15	<ul style="list-style-type: none"> ·Chapt 8 (read <i>before</i> class) ·Gender current event from 4♣ & 4♥ ·Speech 18 report from 3♦ ·Speech 19 report from 3♠ 		Discuss ch 8; watch <i>Hallelujah Trail</i> to discuss temperance; meet with groups, time permitting
Th 3/17	<ul style="list-style-type: none"> ·Chapt 9 (read <i>before</i> class) ·Gender current event from 5♣ ·Speech 20 report from 2♥ 	m/c quiz ch 6-8	Take quiz (begins when you walk through door; discuss ch 9; listen to live suffrage speech
Tu 3/22	<ul style="list-style-type: none"> · “Century of Struggle” reading on Bb (read <i>before</i> class) ·Speech Bb2 report from 2♣ 		Discuss ‘Century’ reading; watch <i>Triangle Shirt Factory Fire</i> to discuss labor issues
Th 3/24	<ul style="list-style-type: none"> ·Gender current event from 6♣ ·Speech 21 report from 2♦ ·Speech 22 report from 2♠ 		Watch <i>Triangle Shirt Factory Fire</i> to discuss labor issues; chance to touch-base with groups before presentation
Tu 3/29	<ul style="list-style-type: none"> ·Group “culture jam” presentations (see AP for details) ·Gender current event from 5♦ 		View presentations
Th 3/31	<ul style="list-style-type: none"> ·Group “culture jam” presentations (see AP for details) ·Gender current event from 5♣ 		View presentations
Tu 4/5	<ul style="list-style-type: none"> ·Chapt 10 (read <i>before</i> class) ·Gender current event from 5♥ ·Speech 23 report from A♥ ·Speech 24 report from Q♥ 	m/c quiz ch 9 & ‘Century’	Take quiz (begins when you walk through door; discuss ch 10
Th 4/7	<ul style="list-style-type: none"> ·Chapt 11 (read <i>before</i> class) ·Gender current event from 6♣ & 6♥ ·Speech 25 report from A♣ 		Discuss ch 11; watch <i>Iron Jawed Angels</i>
Tu 4/12	<ul style="list-style-type: none"> ·Gender current event from 6♦ ·Speech 26 report from A♦ 		Watch <i>Iron Jawed Angels & School House Rock</i>
Th 4/14			Dr. K @ ECA: No class
Tu 4/19	<ul style="list-style-type: none"> ·Chapt 12 (read <i>before</i> class) ·Gender current event from 7♠ 		Discuss ch 12; reading of <i>The Yellow Wall-Paper</i>
Th 4/21			April break: No class
Tu 4/26			Watch <i>The Golden Girls</i> to discuss health & gender
Th 4/28	<ul style="list-style-type: none"> ·Gender current event from 7♦ ·Speech Bb3 report from A♠ 		Discuss women in WW2; watch <i>A League of their Own</i>
Tu 5/3	<ul style="list-style-type: none"> ·Gender current event from 7♣ 	m/c quiz ch 10-12	Take quiz (begins when you walk through door; prepare for & discuss final speech
Th 5/5	<ul style="list-style-type: none"> ·Gender current event from 7♥ 		Final exam review
Tu 5/10	<ul style="list-style-type: none"> ·Modernized suffrage-era speech (see AP for details) <p>Speakers are those with ♠ & ♦ cards</p>		Listen to speeches

Th 5/12	·Modernized suffrage-era speech (see AP for details) Speakers are those with ♣ & ♥ cards		Listen to speeches
Finals		m/c cumulative final exam	Finish listening to any speeches, if needed; take final exam
Special Notes	Pay close attention to what day you are designated to give your speech report (details in the AP), and which speech in vol 2 you have been assigned. Both are designated here by the playing card you drew on the first day of class. Likewise, pay particular attention to which day you are supposed to share a gender current event (see AP for details). It would help to bring vol 2 of the required text with you to class each day so that you can look at parts of the speeches that your classmates & I are discussing.		It's not in your best interest to skip classes when films are scheduled, as you are missing valuable context for course material, discussions of particular issues, and possibly the answers to quizzes.

If you miss class, check here to see what you miss. There is no need to contact me asking “What did I (or will I) miss?” or “What’s due?” The answers are here.

This calendar is designed to help you plan ahead.
You must carefully read the Assignment Packet for complete details and directions about the work that is due.

Grading

Your final course grade is determined out of 100 possible points:

Minor Speeches	25 points
Gender Current Event (10pts)	
Speech Report (15pts)	
Major Presentations	25 points
Group Culture Jam (10pts)	
Modernized Suffrage Speech (15pts)	
Quizzes	25 points
Exams	25 points
Midterm (10pts)	
Final (15pts)	

Full assignment descriptions, instructions, explanations, and grading procedures are found in the accompanying "Assignments Packet" available on Blackboard.

Final Grades are broken down **in this class** as follows:

4.0 = 95-100 points	3.7 = 90-94 points
3.3 = 86-89 points	3.0 = 82-85 points
2.7 = 78-81 points	2.3 = 72-77 points
2.0 = 67-71 points	1.7 = 61-66 points
1.3 = 56-60 points	1.0 = 51-55 points
0.0 = 0-50 points	

Work that meets the minimum requirements of an assignment, is completed on time and displays average involvement with the course content is deserving of a 2.0. A 2.0 is a "satisfactory" grade that indicates the *minimum* has been achieved.

Higher grades are awarded to work that goes above and beyond the minimum standards to produce papers and presentations that reflect superior intellectual effort, excellence in critical analysis and overall creativity in the approach towards any given assignment. A 4.0 is attainable but will require much more than minimal effort.

Challenging a Grade

If you identify an error in grading, I am always willing to admit to a mistake and correct it. If you want me to *reconsider* a grade, follow these steps:

- Wait at least 24 hours before deciding to seek reconsideration, but no longer than one week.
- Write a 1-2 page explanation of why the grade should be reconsidered identifying what type of change you seek and providing a reasoned argument and evidence in support of that change. The burden of proof in any disagreement over evaluation of student performance rests with the student.
- Resubmit the original work (complete with grade & comments) along with the rationale.
- Allow two weeks for reconsideration. *Be aware that in reconsidering a grade, I may find that it earned a lower grade than it originally received.*
- Accept the final decision. *I will reconsider each assignment only once.*

Due Dates/Late Work

LATE ASSIGNMENTS ARE NOT ACCEPTED. *If you know in advance you will not be in class when an assignment is due, turn it in early.* All due dates are on the course calendar.

Extra Credit

Extra credit will not be available as an end-of-semester option to make-up-for or replace work that you did not do throughout the semester. There are some chances at bonus points built in to the course.

**** Academic Integrity & Dishonesty ****

As stated in the Undergraduate Catalog, the following pledge is made on all academic work done by students at SUNY Potsdam. This pledge is regarded as an indication that you understand and have complied with the requirements and assignments as set forth by the course instructor and as stated in this Academic Honor Code.

"On my honor: I will not give nor receive any inappropriate assistance on any academic work in accordance with the SUNY Potsdam Academic Honor Code and the directions given to me by each course instructor"

To plagiarize is to pass off *ideas or words of someone else* as your own or to use created productions without crediting the source. Any time you incorporate the words and/or ideas of another person into your work, whether from a book, a film, T.V., the Internet, or any other source, without giving their creator the credit, you have plagiarized. It is literary and intellectual theft when you present work that someone else did as being new and original. This includes user-generated content on sites like Wikipedia.

I have a zero tolerance policy on plagiarism. In the event of plagiarism on a an assignment in this course you will A.) Definitely fail the assignment. B.) Possibly fail the course.

Therefore, you will be responsible for authenticating any assignment submitted in this course. I recommend that you keep copies of all drafts of your work, make photocopies and/or careful notes of research materials, save drafts or versions of assignments under individual file names on computer disks, etc. (This is a good practice for any and all classes. Not only will it protect you should you ever be accused of academic dishonesty, but it also protects you in instances of computer malfunctions, stolen bags, spilled coffee, and bad filing systems.)

Other forms of dishonesty or cheating are also not tolerated and will result in a failure of the assignment and/or class. If you think you are engaging in questionable behavior, you probably are, so either don't do it or seek clarification.

Incompletes

Incompletes, or other arrangements for course completion, can be planned only in advance to the semester's end in extreme circumstances with documentation. To receive an incomplete, there must be a serious *emergency* so late in the semester that there isn't time to make up what you miss. Incompletes are not granted because you partied the first 12 weeks of the semester and realized during the last 3 weeks that doing so wasn't such a good idea.

Attendance

There is no set number of "allowable" absences, but regular, timely, attendance is expected. *In-class work and assignments that are missed during an absence cannot be made up*, except in extreme circumstances with documentation.* Reasonable effort at providing advance notice of such instances is expected.

Reasonable accommodations will be made for religious observances. **Notification of a missed class for religious reasons needs to be made in advance** so that we can work together.

Arriving late and leaving early on a regular basis will be counter-productive because you are likely to miss a lot of information and numerous important announcements.

Consecutive absences of one week or more, **without notice** from you, can result in a failure. In the case of prolonged absences from class of one week or more, you must notify me immediately in order to make arrangements.

Attendance is mandatory for the Final Exam, so make your travel arrangements accordingly.

Classroom Behavior

Technology/Electronic Devices

Technology is permissible, and even welcome, in the classroom given the following:

- Your usage is polite. You are taught from kindergarten on that it is not acceptable to carry on personal conversations with others or to pass notes to people during class time. The same is true for the electronic versions of these (i.e., taking/making cell calls and texting).
- Your usage does not interfere with your performance in class. Multitasking is a fact of modern life, but if you're not good at Facebooking and listening at the same time, don't do it.
- Your usage does not bother your neighbors. Gaming, video viewing, downloading porn, etcetera may not be a distraction to you but may be a distraction to the people sitting near you. Phones and pagers should always be set to silent and should only be answered outside of the classroom.
- You are willing to apply your technology use to course materials in productive ways. Technology can enhance your learning, so if asked to look something up on the Web during class, please do so. *A refusal to use technology in the classroom as part of the class can result in revocation of technology use privileges.*
- You do not secretly record any portion of a class without seeking permission from all involved parties.

Consider your technology use outside of class, too. If contacting me via email, be professional: use an appropriate and informative subject, address me politely, and use good Standard English.

* Extreme circumstances are things like college sanctioned events, hospitalization, serious illness, religious observances, or death in the immediate family. They do not include optional events like hangovers, vacations, weddings, births of children other than your own, and various appointments; manageable events like roommate disputes and romantic troubles; or events that can be planned for like funerals, exams and papers in other classes, and work conflicts. Documentation must come from official sources like coaches, doctors, lawyers, or clergy - not notes from your parents or roommates.

Etiquette

The success of this course is directly related to the sense of community that we develop in the classroom. Participation is essential to this process. I encourage you to share your views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, I expect the members of this community (including myself) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking individuals.

CUI (Class under the influence)

Please do not attend class while drunk or under the influence of any recreational drugs. Doing so creates a counter-productive environment for your classmates, and is unlikely to help you succeed in the course. If you think you may have a problem with drugs or alcohol, there are services on and off campus that can assist you.

Special Circumstances & Accommodation

If you have a learning disability, special need, handicap, or health issue that can affect your performance in this class, reasonable accommodations will be made, assuming you notify the instructor in advance. Accommodations such as additional time for exams, course note-takers, or readers will only be provided with proper documentation and authorization. You should also discuss any particular concerns that are specific to this class with the instructor at the start of the semester, or whenever such issues may arise.

COMM416
Voices of American Women
Dr. K

Assignment Packet

Directions, tips, and grading for all course assignments.

TABLE OF CONTENTS

Readings	p. 2
Quizzes	p. 3
Exams	p. 4
study guide	p. 5
Group Culture Jam	p. 6
examples	p. 7
Modernized Speech	p. 8
Gender Current Event	p. 9
Speech Report	p. 10

**You must read this packet in order to
succeed in the course.**

Readings (nongraded, essential for success in the course)

Nearly every class day, one or more chapters will be due (see schedule for exceptions). To maximize our class time and your learning, you should read the chapters *before* coming to class. This way, our discussions in class will make more sense to you and you will be better prepared to ask questions or contribute to dialogues. (When you look at the course schedule you will see what chapter(s) is due on a given day.)

Please note, there are 3 assigned readings that are not in your required textbooks. These readings are available for download on the course Blackboard under the "Addtnl Readings" menu option.

It's easy to procrastinate, so the following items are meant to encourage you to keep up on the readings throughout the semester:

- I will randomly call on people to answer questions or contribute ideas to class discussions, using the playing cards you were assigned on the first day of class.
- On the day a chapter is due you may turn-in one 4x6 index card with handwritten notes (front & back) from the chapter. (One card per chapter.) At the appropriate quiz & exam times, these cards will be returned to you for use as "cheat sheets."
 - You may have only 1 card per chapter.
 - Cards may not be any larger than 4x6. (See below.)
 - Notes must be handwritten, not typed.
 - Your name must be on the card.
 - Cards will be accepted only on the day the chapter is due, no exceptions.

This is a 4x6 card.

If you do not have index cards available,
you may cut paper to this size to use.

It may not be any larger than this outline.

If you do not have a ruler, trace this box.

Quizzes (5 quizzes @ 5 pts, 25 possible points, 25% of final grade)

There will be five 5-10 minute, multiple-choice, quizzes throughout the semester (see schedule for exact dates). Quizzes will be 3-5 questions each and will cover approximately three chapters/readings. The quizzes will cover the readings, lectures, and discussions since the previous quiz (see schedule for exact chapters included on each quiz). We will start the class session with the quiz before moving on to new material. **Please be prepared to start the quiz promptly at 12:30**; our class time is extremely valuable and limited.

There are several ways to prepare for the quizzes:

- Read the chapters. (Each day a chapter is due you may choose to turn-in one 4x6 notecard for each chapter with handwritten notes from the chapter; these notecards will be returned to you for use on quizzes and exams as cheat sheets; see the section in this Assignment Packet about *Readings*.)
- Listen carefully and take notes in class.
- Use the provided study guides in this packet.

Questions for the midterm and final exams will be taken directly from these quizzes. You should keep each quiz when it is returned and carefully study what you got wrong – and what you got right. When a quiz is over, you can't just forget the information and move on to the next thing.

Midterm (10 pts) & Final (15 pts) Exams (25 possible points, 25% of final grade)

To help reinforce the main ideas and how speeches, speakers, and issues connect to one another, and compare and contrast with each other, two major exams will be used to encourage you to maintain good study and work habits throughout the semester.

The midterm exam will be a multiple choice test, consisting of questions pulled from the quizzes at the midpoint of the semester (see schedule for date and exact chapters covered). The midterm will be approximately 10 questions.

The final exam will be a cumulative multiple choice test, consisting of questions pulled from the quizzes for all readings. The final will be about 30 questions. In addition, there will be a number of short answer questions for the opportunity to earn bonus points.

There are several ways to prepare for the exams:

- Read the chapters. (Each day a chapter is due you may choose to turn-in one 4x6 notecard for each chapter with handwritten notes from the chapter; these notecards will be returned to you for use on quizzes and exams as cheat sheets; see the section in this Assignment Packet about *Readings*.)
- Listen carefully and take notes in class.
- Carefully review your quizzes throughout the semester.
- Use the provided study guides on the next page.

Study Guide to Help Prepare for Quizzes & Exams

- Chapter 1:** In what ways did the qualities of a good speaker conflict with those of a good woman?
The rhetoric of early women's rights advocates always contained what two dimensions, as a result of them not being accepted in the public sphere?
- Chapter 2:** What techniques did Angelina Grimke use to respond to or connect with her audience?
- Chapter 3:** How was the Bible used to keep women in the private sphere?
How did Mott use the Bible to argue against efforts to keep women being kept in the private sphere?
- Chapter 4:** What made the Declaration of Sentiments startling?
What were the three major rationales for woman's limited sphere?
- Chapter 5:** Name one argument made about marriage and divorce by each of the main 4 featured female speakers, providing the speakers' full names.
What was something that most, if not all, of those speakers agree on about marriage?
- Chapter 6:** Give an example of how Elizabeth Cady Stanton used both adaptation and confrontation in her speeches.
- Chapter 7:** Why, according to Anthony, is it vital that all U.S. citizens have the right to vote?
What kinds of evidence did Anthony marshal to support her claims?
- Chapter 8:** Give an example of how Willard used traditional *female* roles to argue for increased women's rights.
Give an example of how Willard used traditional *male* roles to encourage support for increased women's rights.
- Chapter 9:** How did "Solitude of Self" differ from Cady Stanton's earlier speeches?
- Chapter 10:** How were the speeches of Wells and Church Terrell similar?
What was one way that they differed?
- Chapter 11:** In your own words, how does Shaw define a democracy?
In what ways did the trials of arrested protestors further the suffrage cause?
- Chapter 12:** What problems plagued the advancement of women's rights after women's suffrage?
- Channels of Desire:** Give two examples of clothing styles that were directly connected to expectations of traditional gender roles
- Century of Struggle:** What burdens did the women shirtwaist strikers face?
What characterized the relationship between the Women's Trade Union League and the American Federation of Labor?

Culture Jamming (10 possible points, worth 10% of final grade)

This is the first major speech of this SI course.

Because women now have *legal* equality to men (at least in the US and Europe), efforts toward gender equality in practice are less likely to go through legislative routes now, like they did in the 19th and 20th centuries, because change is seen as needed socially. Therefore, many current activists, with varying ideas about what gender equality means, use “culture jamming” techniques to draw attention to inequalities, discrepancies, and hypocrisies in society today.

You will work together and take on the role of modern gender activists. As a group you will identify a current gender inequality anywhere in society, and anywhere in the world (this may take some research on your part). You will then develop and execute some kind of culture jam presentation or demonstration. As one of the major speaking assignments of this course, you and your group will need to share and explain your demonstration with the rest of the class. (Some examples, ideas, and direction are provided below.) The only rule here is that **you cannot do anything illegal**; any illegal activity, even victimless crimes, is not within the purview of this assignment and will not be accepted for a grade.

According to the Center for Communication & Civic Engagement at the University of Washington:

Practitioners of culture jamming argue that culture, politics, and social values have been bent by saturated commercial environments, from corporate logos on sports facilities, to television content designed solely to deliver targeted audiences to producers and sponsors. Many public issues and social voices are pushed to the margins of society by market values and commercial communication, making it difficult to get the attention of those living in the "walled gardens" of consumerism. Culture jamming presents a variety of interesting communication strategies that play with the branded images and icons of consumer culture to make consumers aware of surrounding problems and diverse cultural experiences that warrant their attention.

Many culture Jams are simply aimed at exposing questionable political assumptions behind commercial culture so that people can momentarily consider the branded environment in which they live. Culture jams refigure logos, fashion statements, and product images to challenge the idea of "what's cool," along with assumptions about the personal freedoms of consumption. Some of these communiqués create a sense of transparency about a product or company by revealing environmental damages or the social experiences of workers that are left out of the advertising fantasies. The logic of culture jamming is to convert easily identifiable images into larger questions

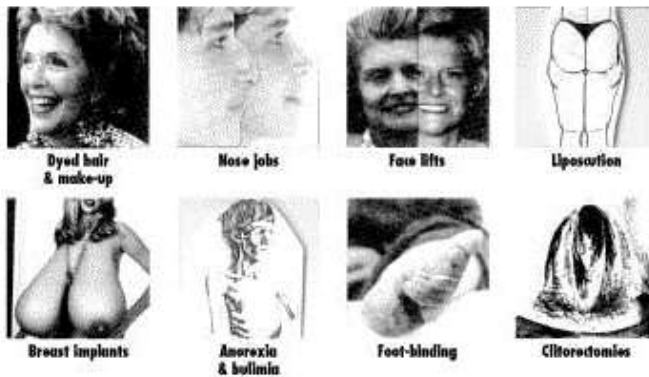
CULTURE JAM GRADING RUBRIC

Expectation	Qualities of Superior Work	Points Earned /Points Possible	Comments
Preparation	* Jam was completed by the due date *Group was ready to present when asked	/1	
Knowledge	*Understanding of issue being “jammed” was obvious through both the Jam and the presentation *Group explained the issue to the class as part of the presentation	/3	
Presentation	*The entire group participated *All portions of the presentation worked together as a cohesive whole *Delivery was competent & interesting *Organization was clear & complete	/3	
Creativity &/or Clarity	*The argument or point being made by the Jam was evident The argument or point was attention grabbing &/or thought-provoking	/3	

See a video of how culture jammers repurposed a print advertisement for pretzels into a commentary on beauty standards: <http://www.feministfatale.com/tag/culture-jam/>

Republicans do believe in a woman's right to control her own body

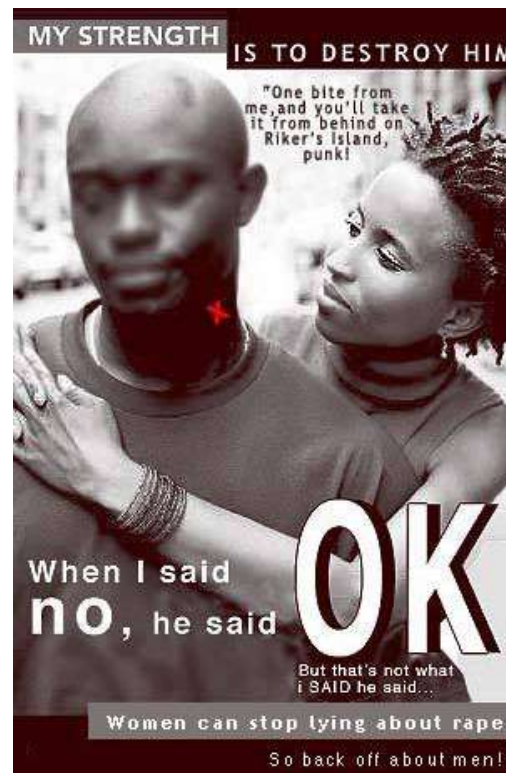
A feminist culture jamming group called the Guerilla Girls made this specifically for the Republican National Convention in 1992, playing off GOP female role-models, Newt Gingrich's "Contract with America," women's health concerns, and, of course, the abortion debate.



A PUBLIC SERVICE MESSAGE FROM THE **GUERRILLA GIRLS** 532 LaGUARDIA PL. #237, NY 10012

Here is an example of counter-feminist culture jamming from a group that disagrees with the gender ideals of feminism.

The original item was part of a rape awareness campaign targeting adolescent males. The original motto on the poster was "Men can stop rape." The jammers believed the campaign was based on a false "feminist subtext that *men are the problem*" and was engaging in male-bashing.



Modernized Suffrage Speech (15 possible points, 15% of final grade)

This is the second major speech of this SI course.

Your task is to select and carefully read *any* one of the suffrage speeches presented in volume 2 of your text and to then rewrite it for a modern audience.

The purpose of this assignment is to help you make connections between *then* and *now* and to help you to better understand the speech style of people, particularly women, in the 19th and early 20th centuries. As you will discover, language use and cultural references were very different then. But, even though many of these speeches sound dull, stuffy, or confusing, their messages are really interesting and their content is very powerful.

Follow the steps below.

- 1) Select one of the speeches by early women activists that is presented in Volume II.
- 2) Read it through several times. Research the background of the speech – know why it was given and where.
- 3) *Rewrite the speech for a modern audience*: update the language and shorten the length. You may need to choose a particular portion of the speech to focus on, depending on its original length and how you choose to modernize it.

You might also find a more contemporary style of presentation (ex., rap, Power Point, YouTube video, oral poetry), and/or apply the message of the speech to a current issue (ex: marriage laws => same sex marriage, or, slavery => child labor).

You may also need to make adjustments for gender (ex. if you are a man delivering a speech originally made by a woman).

This is not an oral report about the speech or a summary of the speech. It is an updated/modernize/simplified version of the speech. You should deliver it in the first person ("I" statements, not "she said" statements)

- 4) Practice your new and improved speech.
- 5) Present your speech to the class. May be delivered extemporaneously or from manuscript. You will have a **maximum of 7minutes**.

GRADING RUBRIC FOR MODERNIZED SPEECH

Expectation	Qualities of Superior Work	Points Earned /Points Possible	Comments
Understanding	*The main message, idea, or sentiment of the original speech is fairly represented *It is clear that the speaker carefully read and understood the original speech	/3	
Creativity	*Unique presentation or good use of current issues to update the speech context	/3	
Language Use	*The language used is appropriate for a modern audience & proves the speaker did more than just repeat the original	/3	
Organization	*Well organized and easy to follow	/3	
Delivery	*Vocally varied verbal delivery *Comfortable & animated nonverbal delivery	/3	

Gender Current Events (10 possible points, 10% of final grade)

This is one of the two minor speaking assignments in this SI course.

One of the goals of this course is to shed light on current gender concerns through a historical perspective. As part of this goal, everyone should pay particularly close attention to news and current events to discover what's going on in the world *right now* involving gender, or suggesting, gender discrimination.

As you become increasingly aware of gender issues, you will likely start to notice that gender often features into stories that have little to nothing to do with a person's sex. (For example, you might see headlines like "**Female** Suicide Bomber Kills Dozens in Explosion" but will probably never see a headline that reads "**Male** Suicide Bomber Kills Dozens in Explosion.")

Every class day one or two people have been designated to share a current event that has to do with gender. The assigned day for each person is indicated by which playing card you drew on the first day of class, so when you look at the class schedule you will see "Gender current event from (7♣) or (4♥) etc." When your card is indicated, that is the day you are expected to share the current event with the class. Be prepared for this, you will not get another chance if you are not prepared to share a current event on your designated day.

(It is usually not impossible to find some kind of gender current event or issue if you look, but if you try and try and really can't find anything, an event related to racial, ethnic, or religious differences or discrimination will also be acceptable.)

These are very brief presentations (less than 5 minutes) in which you tell the class about the news item. Be sure to include the "5Ws" of newswriting – who, what, when, where, why, and how. You may choose to use an A/V aid, such as an image or a short video clip, but it is not required.

The key to success in this assignment is to be informed and prepared.

GENDER CURRENT EVENT GRADING RUBRIC

Expectation	Qualities of Superior Work	Points Earned /Points Possible	Comments
What	Answers the question: What was the event or issue?	/2	
Who	Answers the question: Who was involved?	/2	
When	Answers the question: When did it happen?	/2	
Where	Answers the question: Where did it happen?	/1	
Why	Answers the question: Why did it happen?	/1	
How	Answers the question: How is it relevant to gender (or other civil rights) concerns?	/2	

Speech Reports (15 possible points, 15% of final grade)

This is one of the two minor speaking assignments in this SI course.

Every class day one or two people have been designated to “teach” the class about one of the key speeches featured in volume 2 of your text.

The assigned day for each person is indicated by which playing card you drew on the first day of class. So, when you look at the class schedule you will see “Speech # Report from (7♣) or (4♥) etc.” When your card is indicated, that is the day you are expected to share the current event with the class. Be prepared for this, you will not get another chance if you are not prepared to give your short report on your designated day.

The number following the word “speech” indicates which speech from volume 2 you are responsible for. So, if you see “Speech 7” next to your card designator, you need to read and report on speech 7 from volume 2, which is “Sojourner Truth, Speech at the Woman’s Rights Convention, Akron, Ohio, 1851.”

If you see a number like Bb1, Bb2, or Bb3 for your speech, you will find it on the course Blackboard under the menu option of “Bb Speeches.”

Your speech report should be 5-10 minutes. Absolutely no longer, in the interest of class time. Your job is to briefly highlight the speech for the class –

- when & why was it given,
- who gave it,
- what was it about,
- what was the main message the speaker was making,
- what approach did the speaker take (humorous, gentle, forceful),
- what was your favorite part of the speech?

GRADING RUBRIC FOR SPEECH REPORT

Expectation	Qualities of Superior Work	Points Earned/ Points Possible	Comments
Preparation	Speaker was completely ready to give report on time	/3	
Content	All questions were answered satisfactorily, providing the class with a complete idea of the speech	/3	
Clarity	The report was well organized Language use reflected oral style	/3	
Accuracy	Information provided was correct & demonstrated careful reading of and attention to the speech	/3	
Delivery	*Vocally varied verbal delivery *Comfortable & animated nonverbal delivery	/3	