

COMM 5445 - Feminist Rhetorical Criticism

Wednesdays 6:00 - 8:50 GAB 301 (Communication Library)

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Course Overview

Welcome to Feminist Rhetorical Criticism.

In her edited anthology, *Reclaiming Rhetorica*, Andrea Lunsford establishes her vision for a model of feminist theory as one that will interrupt “the seamless narrative usually told about the rhetorical tradition and to open more possibilities for multiple rhetorics, rhetorics that would not name and valorize one traditional, competitive, antagonistic, and linear mode of rhetorical discourse but would rather incorporate other, often dangerous moves: breaking the silence; naming in personal terms; employing dislogics; recognizing and using the power of conversation; moving centripetally towards connections; and valuing—indeed insisting upon—collaboration.”¹ This is a course in exploring the relationships among communication theories, community, gender, feminism, and activism. Far from universally agreed upon terms, all of these words have the potential to spark a wide variety of stimulating and consequential debates. This course focuses on intersections between theory and practice, as rhetoric can only be understood through its uses and absences. More productively thought of as heuristics (rather than step-by-step methodologies), this course will explore a range of approaches for critiquing discourse as it relates to critical/cultural theories of gender.

The literature of feminist rhetorical criticism is at once narrow and vast, depending upon your vantage. Certainly, a comprehensive survey of theories relevant to feminist critique and gendered rhetorics (rhetorics of gender?) would be impossible. Instead, this course will explore intersecting thematics, traditions, and touchstones in feminist rhetorical criticism, delving into major theoretical conversations and creating our own dialogues. The course seeks to blend readings often thought to be “canonical” in the arena of feminist rhetorical criticism with essays and perspectives that often get overlooked or ignored by those who might otherwise assert the importance of a “canon.”

As a class offered by Communication Studies, our questions will differ from those situated in the English side of rhetorical studies. Similarly, while we will likely find many allegiances to projects emerging from the fields of Cultural Studies, Women’s/Gender Studies, American Studies, Philosophy, and Film Studies, our course will investigate the ways in which discourse functions persuasively in contingent social contexts. Approaching rhetoric as both a discursive practice and an attitude for critiquing cultural practices, we will speculate about the ideological, material, and relational ramifications of constituting realities through discourse.

Finally, in pairing “rhetorical criticism” with the term “feminist,” this course means follows the lead of Bonnie Dow and Celeste Condit who reserve the term for “research that studies communication theories and practices from a perspective that ultimately is oriented toward the achievement of ‘gender justice,’ a goal that takes into account the ways that gender always already intersects with race, ethnicity, sexuality, and class.”² As such, we will pursue rhetorical critique as a form of activist venture, one that takes seriously the role of academics/academia in productively challenging rigid social hierarchies and oppression.

¹ Andrea Lunsford, ed., *Reclaiming Rhetorica: Women in the Rhetorical Tradition* (Pittsburgh: University of Pittsburgh Press, 1995), 6.

² Bonnie J. Dow and Celeste M. Condit, “The State of the Art in Feminist Scholarship in Communication,” *Journal of Communication* 55, no. 3 (2005): 449.

Course Objectives

1. To demonstrate a firm understanding of the historical development of feminist criticism as an ever-developing body of theory that is interdisciplinary in nature.
2. To explore the nature of canons in rhetorical criticism and feminist theory.
3. To interrogate the rhetorical construction of gender and sex as social ideologies.
4. To survey a wide array of debates and literatures relevant to feminist criticism and consider seriously their critical implications for life in a multicultural world.
5. To become familiar with paradigms and vocabularies for describing, explaining, and shaping the social arena of discourse and rhetoric, especially as they relate to gender.
6. To recognize the explanatory value of contemporary rhetorical theories for communicative and performative events.
7. To identify central figures in the development of feminist rhetorical scholarship and explore their contributions to contemporary understandings of critical/cultural studies of gender.
8. To speculate on the role of rhetoric as a chief element of a robust public culture.
9. To cultivate an appreciation of rhetorical practice and theory as they affect our everyday lives.
10. To position ourselves as active participants within the ongoing scholarly conversation of feminist rhetorical criticism.
11. To investigate the relationship between the constitutive nature of rhetoric and gendered ideologies.
12. To understand the practices and standards of academic writing, research, and publishing.

Readings

Oh, there will be many! You will be responsible for a good deal of reading—some of it complex, some of it not so much. Complex readings are not included to frustrate you—they have been chosen because they are strong examples of the attitudes of critique we are discussing, and they make arguments in ways that are especially nuanced and sophisticated. Most readings are drawn from scholarly journals in the field of Communication Studies. Due to the diverse nature of our readings, there will be some week-to-week variation in terms of your reading load. 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. This course will employ a variety of reading prompts to help guide your reading and note-taking.

There is no expectation that you will come to this class with a strong background in rhetoric or gender studies. However, there is an implicit insistence that everyone will come to this course with a willingness to engage the readings at a graduate level. No one in the room will have all the answers (your professor included!); together, we will come closer to grasping the breadth of materials that make up this course.

Required Readings

I will send everyone in class the link to a Dropbox for this course. Please bring readings with you to class each week. You can print out essays either from your home computers or in a General Access Computer Lab on campus. You can also go paperless if this is a practice that works for you (after all, at UNT, **WE MEAN GREEN**)—computers or tablets are welcome in the seminar space as long as they are used only for reading and note-taking.

- If you should ever find yourself unable to connect to our Dropbox, please let me know immediately and/or use your library privileges to find articles through EBSCO. If the library fails you, e-mail another classmate to see if s/he can send you the readings through e-mail.

In addition to the articles, each student will need to procure three books: Katie Gibson's *Ruth Bader Ginsburg's Legacy of Dissent: Feminist Rhetoric and the Law*, Sara McKinnon's *Gendered Asylum: Race and Violence in U.S. Law and Politics*, and a third book for your book review assignment. These can all be acquired through the online vendor of your choice.

Assignments

All 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 passages, they do not substitute for your analysis of the materials. Please be attentive to either the most recent *Chicago* or *MLA* style guide for formatting your papers. (*APA* style will not be appropriate for our needs).
- Include a bibliography that follows either the most recent *Chicago* or *MLA* formatting guides (unless otherwise directed).
- Proofread your paper carefully for language choices, grammar, and spelling.

Active Participation & Occasional Random Assignments (15%)

First of all (and perhaps obviously), you have to be here to participate. Merely showing up for class is not the same as actively participating in the course. 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 by the end of the semester. Likewise, if you are not in class, you certainly cannot engage our discussions fully. A seminar is meant to call forth the critic in each of us so that we may engage in productive dialogue. Although we all possess various backgrounds in rhetorical theory, each of you is expected to raise questions of interest or uncertainty on a weekly basis rooted in questions relevant to feminist rhetorical critique. Inevitably, we will disagree. Disagreement is not a problem from an academic perspective. Rather, disagreement suggests the opportunity for further dialogue and engagement. Instead of aiming to for the “right” answers, we will attempt to grapple with arguments that propel us toward “better” depth of understanding and critique. Thus, your comments should be constructive and aim for specificity (noting a specific passage, a particular comment made in class, an example of a current event, etc.). Your goal should be to produce generative responses: responses that challenge predicated assumptions, that probe theoretical implications, and that interrogate our everyday communication practices. By contextualizing even our questions, hopefully we will be able to learn from each other—which, I believe, is the primary goal of a graduate seminar.

Occasionally, you’ll be asked to prepare to discuss particular questions or complete a small-scale assignment for the next week. These assignments will count toward this portion of the grade.

For example, for the **third week of class**, each student will be assigned one journal in the field and asked to present an editorial review of this journal as it relates to the journal’s publication history on issues germane to feminist criticism (include at least a bibliographical listing of the journal’s past 5 years of articles relevant to gender/feminist studies). You will also be asked to provide an overview of the journal’s editorial board who would be most likely reviewing scholarship in the area of feminist criticism — This step is going to require a good deal of internet searching, so give yourself time. Each student should submit a handout of their findings and prepare to speak about her/his journal on our second night of class.

Co-Facilitation (15%)

Pairs of students will choose a class period where they will lead the class in discussion. The readings assigned for your particular night will be the general subject matter under review and discussion. This means that the pair of students will prepare to lead the class in discussion with important and probing questions and at least one relevant interactive activity. I will provide guidelines for writing strong discussion questions and will want each pair to be in contact with me **by at least noon on the day prior to your facilitation to ensure that you’re covering all the necessary bases.** While you don’t necessarily need to do additional reading for this presentation, in some cases this might be helpful to ensure that you’re comfortable serving as our resident experts for the evening.

Book Review (15%) Each member of the seminar will be responsible for writing a book review for one emerging book in the interdisciplinary field of feminist rhetoric. A book list will be distributed in class during the first week; if there is a book you would like to suggest as an alternative, please feel free to ask. The purpose of this assignment is to write a 1200-1500 word book review suitable for publication in *Women's Studies in Communication* or another communication journal amenable to gendered analyses. While you may stumble upon a review that has been written on the particular book you have chosen, please know that your review should reflect **your own critical evaluation** of this book and not simply replicate what someone else has already written.

In general, understand that the primary function of a scholarly book review is to provide interested scholars with sufficient information about the thesis and supporting **arguments** offered by the author(s) such that those scholars may judge whether or not the book relates to their research and/or pedagogical interests. What problem is the author addressing? What are the main features of this person's theoretical contributions? How does this person fit her/his arguments into the rhetorical tradition? How does this book fit into broader conversations about feminism, gender, sex, sexuality, race, class, etc.? How has this person's theoretical framework been applied by others and adapted/developed in this particular book? What doesn't this book adequately address? What needs to be added to this book's purview? What does this author's deployment of feminist rhetorical theory contribute to our understandings of symbol use?

At minimum, it is expected that each review will survey the content of the book (either arranged chronologically by chapter or thematically), demonstrate how this book engages the field of rhetorical feminism(s), and provide constructive criticism regarding the book's arguments. It is expected that these reviews could be publishable given minor revisions.

Feminist Rhetorical Analysis Project By the end of the semester, we will have examined many rhetorics of gendered protest, limitations, and progress, a number of theories of gender and sexuality, and myriad definitions of feminist criticism. In general, you're being asked to write a final paper, suitable for publication, that critically analyzes a key artifact through theories relevant to the course. While more specific details will be provided as the semester progresses, the four aspects of this assignment are listed here:

STEP 1: Text, Context, and Attitude Proposal (5%)—Friday, October 12. This 3-4 page paper should lay out the basic argument you seek to explore in your final paper. Ideally, at least part of what you write for this proposal should be incorporated into your final paper. As such this paper should address the following questions:

1. What text are you proposing to analyze & how do you propose to make your analysis manageable? (Give this some depth of description, especially as it is relevant to issues of gender & feminist critique).
2. Why is this text culturally significant to the advancement of or limitations to feminist rhetorical criticism? For this, you should describe the cultural context of this artifact in addition to making the case for why this text/act is worthy of scholarly attention.
3. Into what scholarly conversations are you entering? You should incorporate relevant scholarly research that demonstrates a solid foundation for your final project (be sure that your research is primarily critical/rhetorical in approach).
4. What is your preliminary thesis with regard to this project? Specifically, what **argument** vis-à-vis feminist critique do you intend to make with your final paper?

STEP 2: Strong First Draft of Paper (15%)—Due Friday, November 30 by midnight. This should be a very strong first draft of your final paper (see details in Step 3). Please submit this to Suzanne via e-mail.

STEP 3: Final Paper (25%) Building upon the previous aspects of the project, this final paper should represent the culmination of your scholarly engagement with this cultural artifact. Thus, what you submit needs to be a polished paper, appropriate for conference presentation and, with work, publication. I will give you more specific expectations as we get closer to the deadline; for now, know that it should be approximately 20-25 pages in length, draw upon a well developed body of research relevant to rhetoric and critical feminist research, and be submitted by **December 12.**

Peer Review of Final Papers (10%) Authoring constructive peer reviews is a difficult, but important task. This assignment is designed to help you hone your peer-review skills and, ultimately, your own critical voice and insights. You are being asked to provide a thoughtful, honest, critical review for each of these two papers. Your critique should fall between 2-3 double-spaced pages for each of the two drafts you will receive from your peers in this course on **November 30**. These critiques will be due to your peers and Suzanne by the time of our in-class workshop on **December 5**.

As always, you will receive more guidance as the time draws closer.

Accountability

This is graduate school—it is expected that you are here because you want to be and that you are here to contribute to the learning environment of your peers. We will spend the bulk of our time discussing the ideas raised in the readings and presenting arguments to one another. Especially where presentations are concerned, having an audience in active attendance is essential to the success of this class. Your professor will act primarily as a facilitator and each of you will bear 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. If you must miss class, it is expected that you will talk to me ahead of time to make alternative arrangements for the materials you will miss.

Class Climate

Because we will rely on extensive interaction through frank conversations and discussions, and because we will be engaging with controversial topics, it is important to work together to create a constructive environment by observing these guidelines:

1. You should participate in the discussion of ideas. If you feel uncomfortable in the environment provided by the course, it is your responsibility to talk about it with me.
2. You may choose to pass on specific questions or topics without giving any explanation.
3. You should respect diverse points of view: we do not need to come to an agreement on any particular issue; we can agree to disagree.
4. You may not belittle or personally criticize another individual for holding a point of view different than your own.
5. Your use of language should be respectful of other individuals or groups.
6. You need not represent any group, only yourself, though you may choose to speak to larger group identities if you wish.

Please note that you may propose additional ground rules for us to consider if you feel a need to add them as our work together progresses.

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

As of August 1, 2016, a license holder may carry a concealed handgun while on the campus premises, except in locations and at activities prohibited by law or UNT policy. A license holder may not carry a partially or wholly visible handgun, or intentionally or knowingly display a handgun in plain view of another person.

Writing/Research Resources

Communication Studies 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 and media inside the library space when 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/research-spaces/library>

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.

The Writing Center

A great place to talk about ideas, improve the organization of your paper, or work on your writing skills. Check the Writing Center website for more information about hours, request an appointment online, or even find out how to receive feedback on your writing online at: <http://ltc.unt.edu/labs/unt-writing-lab-home>. You can also contact **The Writing Center** at 940-565-2563 or e-mail: WritingLab@unt.edu, or go visit them in Sage Hall, Room 150. They even offer online tutoring hours and assistance specifically aimed at graduate-level work.

The Learning Center

The Learning Center offers a variety of services to assist students interested in graduate education and support current graduate students. Included in the Learning Center's services are a speed reading course and academic coaching. You can contact them at 940-369-7006, via e-mail at learningcenter@unt.edu, or visiting them in Sage Hall, Room 170.

Research and Instructional Services (RIS)

Available through Willis Library, Research and Instructional Services (RIS) assists with research, instruction, and collection needs. Contact them for assistance at 940-565-3245, or visit them at <http://www.library.unt.edu/ris-research-instructional-services> to ask a question online.

E-Mail

Please check your preferred e-mail address daily 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. While I'm usually pretty quick at responding, I may take up to 24 hours during week days (and perhaps even a whole weekend if I discover a social life).

Meetings

I recognize that this course will be challenging in different ways to each seminar participant. Graduate education takes place as much (if not more) outside the classroom as inside. I expect that I will meet with you outside of our official class times. I am certainly willing to offer suggestions for research and offer assistance for grappling with the readings.

While grade disputes are rarely an issue in graduate level classes, I am certainly willing to discuss graded materials with you. However, 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. You are not graded against others in the class and all students are evaluated based on their contributions to the learning environment. If you are concerned about your progress for any reason, please come talk to me so we can determine how best to supplement your learning.

Academic Research

The UNT Library website has the option “Communication & Mass Media Complete” (CMMC)—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 offers many of them in pdf format. Many of the COMM journal links won’t work directly from the CMMC database and you’ll need to go to the “Taylor & Francis” database on the library’s website to find the direct (free) links to articles/journals in our field. And sometimes, you may need to request an article or book through Interlibrary Loan—please give yourself plenty of time to collect necessary research.

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>. Even if you are not quoting a text directly, you need to indicate when you are referencing another scholar’s thoughts/ideas/concepts/paradigms/etc. by citing that source. Violation of these expectations will result in swift and severe consequences (typically, failure for both the assignment and the course).

Crisis Contingency

In the event of the university closing for weather-related reasons or illness outbreak (e.g. swine flu), please look for an e-mail from Suzanne. I will provide instructions on how to turn in assignments and how the class will proceed through some technological assistance (e.g., Google Hangout or Skype).

Deadlines

Deadlines are important; they help keep you on track and help ensure that I can maintain order in my own research and teaching schedule. I do not accept late work unless there is an especially egregious situation, in which case you should talk to me directly and in a timely fashion.

Course Accessibility

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

Statement from the Office of Disability Accommodation:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information see the Office of Disability Accommodation in **Sage Hall Suite 167** or on their website at <http://www.unt.edu/oda>. You may also contact them by phone at 940-565-4323.

Title IX Support for Victims of Violence

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance.

UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to UNT's Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Incompletes

Incompletes are generally pretty rare in this course, given the timelines and end-of-semester peer review process. In exceptional circumstances, and 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).

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 accounted in the following manner:

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 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 or basic competence or both. And, of course, work not done.

Please note: There's often a perception that graduate assignments will default to the grades of A or B; this is only the case if you have exceeded the basic expectations for satisfactory/acceptable work. *Graduate work is expected to be at the level of A or B work* (i.e., above and beyond the basic requirements of the assignment). Please read and understand the above expectations of what constitutes A or B work if this is your end goal.

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 as necessary to meet the needs of course participants.

Schedule of Readings & Course Calendar

Aug 29 **Introductions and General Course Overview**

- Schell, Eileen E. "Introduction: Researching Feminist Rhetorical Methods and Methodologies." In Schell, Eileen, and K.J. Dawson, *Rhetorica in Motion: Feminist Rhetorical Methods and Methodologies*. Pittsburgh: University of Pittsburgh Press, 2010.
- Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House" from *Sister Outsider: Essays and Speeches*. Berkeley: Crossing Press, 2007.
- Alcoff, Linda. "The Problem of Speaking for Others." *Cultural Critique*, no. 20 (1991-1992): 5-32.

Sep 5 **Feminist Foundations in the Field**

- Campbell, Karlyn Kohrs. "Introduction." *Man Cannot Speak for Her: A Critical Study of Early Feminist Rhetoric, Volume 1*, 1-16, Westport, CT: Praeger, 1989.
- Biesecker, Barbara. "Coming to Terms with Recent Attempts to Write Women into the History of Rhetoric." *Philosophy & Rhetoric* 25, no. 2 (1992): 140-161.
- Campbell, Karlyn Kohrs. "Biesecker Cannot Speak for Her Either." *Philosophy & Rhetoric* 26, no. 2 (1993): 153-159.
- Biesecker, Barbara. "Negotiating with our Tradition: Reflecting Again (Without Apologies) on the Feminization of Rhetoric." *Philosophy & Rhetoric* 26, no. 3 (1993): 236-241.
- Blair, Carole, Julie R. Brown, and Leslie A. Baxter. "Disciplining the Feminine." *Quarterly Journal of Speech* 80, no. 4 (1994): 383-409.

Sep 12 **Crafting Criticism**

Discuss: Example book reviews (TBA)

****Presentations of Editorial Review Boards & Practices****

Sep 19 **Situating Gender in U.S. Politics**

- Gibson, Katie. *Ruth Bader Ginsburg's Legacy of Dissent: Feminist Rhetoric and the Law*. Birmingham: University of Alabama Press, 2017.

Sep 26 **Class Does Not Meet — Book Reviews due by midnight on Friday, September 28.**

Oct 3 **Intersectionalities**

- Crenshaw, Kimberlé. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43, no. 6 (1991): 1241-1299. [**Note:** Because this is a law article, there are A LOT of footnotes — you should feel free to skip these.]
- Crosby, Emily Deering. "Chased by the Double Bind: Intersectionality and the Disciplining of Lolo Jones." *Women's Studies in Communication* 39, no. 2 (2016): 228-248.
- Chávez, Karma R. "Doing Intersectionality: Power, Privilege, and Identities in Political Activist Communities." In *Identity Research and Communication: Intercultural Reflections and Future Directions*, edited by Nilanjana Bardhan and Mark P. Orbe, 21-32. Lanham, MD: Lexington Books, 2012.
- Johnson, Julia R. "Cisgender Privilege, Intersectionality, and the Criminalization of CeCe McDonald: Why Intercultural Communication Needs Transgender Studies." *Journal of International and Intercultural Communication* 6, no. 2 (2013): 135-144.

Oct 10 How Do Bodies Matter?

- Flores, Lisa A. "The Rhetorical 'Realness' of Race, or Why Critical Race Rhetoricians Need Performance Studies." *Text and Performance Quarterly* 34, no. 1 (2014): 94-96.
- Pezzullo, Phaedra C. "Resisting 'National Breast Cancer Awareness Month': The Rhetoric of Counterpublics and their Cultural Performances." *Quarterly Journal of Speech* 89, no. 4 (2003): 345-365.
- Jackson III, Ronald L. "Scripting the Black Body in Popular Media." In *Scripting the Black Masculine Body: Identity, Discourse, and Racial Politics in Popular Media*, 49-71. New York: SUNY Press, 2006.
- Kafer, Alison. "Introduction: Imagined Futures" from *Feminist, Queer, Crip*, 1-24, Bloomington, IN: Indiana University Press, 2013.
- Khrebtan-Hörhager, Julia and Iuliia Kononenko. "Of Fighters and Frames: Femen's Corporeality Between the Old, the New, the Yellow and the Blue." *Journal of Intercultural Communication Research* 44, no. 3 (2015): 234-251.

FRIDAY October 12 — Paper Proposals due by midnight

Oct 17 Multiplying Masculinities

- King, Claire Sisco. "It Cuts Both Ways: *Fight Club*, Masculinity, and Abject Hegemony." *Communication & Critical/Cultural Studies* 6, no. 4 (2009): 366-385.
- Enck-Wanzer, Suzanne Marie. "All's Fair in Love and Sport: Black Masculinity, Domestic Violence, and the Media." *Communication and Critical/Cultural Studies* 6, no. 1 (2009): 1-18.
- Barounis, Cynthia. "Crippling Heterosexuality, Queering Able-Bodiedness: *Murderball*, *Brokeback Mountain* and the Contested Masculine Body." *Journal of Visual Culture* 8, no. 54 (2009): 54-75.
- Gronnvoll, Marita. "Gender (In)Visibility at Abu Ghraib." *Rhetoric and Public Affairs* 10, no. 3 (2007): 371-398
- Rand, Erin J. "The Right to Be Handsome: The Queer Sartorial Objects of "Masculine of Center" Fashion." *QED: A Journal in GLBTQ Worldmaking* 4, no. 3 (2017): 12-40.

Oct 24 Queering Discourse

- Warner, Michael. "The Ethics of Sexual Shame" from *The Trouble With Normal: Sex, Politics, and the Ethics of Queer Life*. New York: The Free Press, 1999, 1-40.
- West, Isaac. "PISSAR's Critically Queer and Disabled Politics." *Communication and Critical/Cultural Studies* 7, no. 2 (2010): 156-175.
- Pérez, Daniel Enrique. "Queer Machos: Gender, Sexuality, Beauty, and Chicano/Latino Men." In *Rethinking Chicana/o and Latina/o Popular Culture*, 9-36. New York: Palgrave MacMillan, 2009.
- Chávez, Karma R. "Beyond Complicity: Coherence, Queer Theory, and the Rhetoric of the 'Gay Christian Movement.'" *Text and Performance Quarterly* 24, no. 3/4 (2004): 255-275.

Oct 31 Understanding Gendered Violence

- Hall, Rachel. "‘It Can Happen to You’: Rape Prevention in the Age of Risk Management." *Hypatia* 19, no. 3 (2004): 1-18.
- Enck, Suzanne Marie, and Blake A. McDaniel. "Playing With Fire: Cycles of Domestic Violence in Eminem and Rihanna’s ‘Love the Way You Lie.’" *Communication, Culture & Critique* 5 (2012): 618-644.
- Phillips, Joshua Daniel, and Rachel Alicia Griffin. "Crystal Mangum as Hypervisible Object and Invisible Subject: Black Feminist Thought, Sexual Violence, and the Pedagogical Repercussions of the Duke Lacrosse Rape Case." *Women’s Studies in Communication* 38 (2015): 36-56.
- **TBA:** Either pieces from upcoming *WSIC* forum on #MeToo or from *QED: A Journal in GLBTQ Worldmaking* forum on Kevin Spacey’s “apology” tweet.

Nov 7 Class Does Not Meet — National Communication Association Annual Convention

Nov 14 Transnational Feminist Politics

- McKinnon, Sara L. *Gendered Asylum: Race and Violence in U.S. Law and Politics*. Urbana, IL: University of Illinois Press, 2016.

Nov 21 Class Does Not Meet — November Break

Nov 28 The Potential For and Problems With Resistance

- Griffin, Rachel Alicia. "I AM an Angry Black Woman: Black Feminist Autoethnography, Voice, and Resistance." *Women’s Studies in Communication* 35 (2012): 138-157.
- Demo, Anne Teresa. "The Guerrilla Girls’ Comic Politics of Subversion." *Women’s Studies in Communication* 23, no. 2 (2000): 133-156.
- Hahner, Leslie A. and Scott J. Varda. "Yarn Bombing and the Aesthetics of Exceptionalism." *Communication and Critical/Cultural Studies* 11, no. 4 (2014): 301-321.
- Cohen, Cathy J. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ* 3 (1997): 437-465.

FRIDAY November 30 — Final draft quality paper is due to Suzanne and your peer reviewers by midnight

Dec 5 In-class paper workshop

Written peer reviews due to authors and Suzanne before class begins.

FINALS WEEK:

Dec 12 Presentation of papers and Final projects due during class gathering at 6:00.