



## ENG 689: Feminist Rhetoric COURSE SYLLABUS: Fall 2012

**Instructor:** Dr. Shannon Carter, Associate Professor of English

**Office Location:** HL 119

**Office Hours:** By appointment

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### COURSE INFORMATION

***Textbooks Required:***

Susan Archer Mann. *Doing Feminist Theory: From Modernity to Postmodernity*. Oxford UP, 2012.

ISBN: 978-0199858101

Royster, Jacqueline Jones and Gesa E. Kirsch. *Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies*. Southern Illinois UP, 2012.

hooks, bell. *Feminism is for Everybody: Passionate Politics*. South End Press, 2000.

Ryan, Barbara, Ed. *Identity Politics in the Women's Movement*. NYU Press, 2001.

Additional texts/articles as necessary to supplement above.

**Optional Texts (select one for Book Review):**

Krista Ratcliff, *Rhetorical Listening*; Jessica Enoch, *Refiguring Rhetorical Education: Women Teaching African American, Native American, and Chicano/a Students, 1865-1911*; Shirley Wilson Logan, *We Are Coming: The Persuasive Discourse of Nineteenth-Century Black Women*; Susan Kates, *Activist Rhetorics and American Higher Education, 1889-1937*; Cheryl Glenn, *Unspoken: A Rhetoric of Silence*, Wendy Hesford, *Spectator Rhetorics: Human Rights Visions, Recognitions, Feminisms*, Lorraine Code, *Ecological Thinking: The Politics of Epistemic Location*

### COURSE REQUIREMENTS

**Reading Responses (20%):** Each week you will write a two-page position paper in which record your reactions, thoughts, and insights on the assigned reading for that period. You focus your understanding of the text as it informs our ongoing discussion of feminist rhetoric. Some questions to guide your RRs may be:

- What does this text help you understand or conceive that you did not understand or conceive before?
- How might you use or apply this text or some of the strategies employed by the author of this text?
- Could you extend the research started by this author in some way, or
- Could you use this scholar's methodology for your own research?
- What is your appraisal of the text, especially with respect to our overall project?

- What are some useful or flawed concepts or ideas from this text, again especially with respect to the overall project?
- How might this text come into conversation with related topics/discussions/readings?

**Participation** (20%): Each week, you will write a one- or two- page response to a classmate's recent RR.

**Book Review** (20%): Select a key text in feminist rhetoric from the set of "optional texts" provided above. You are welcome to recommend others. Plan to deliver this book review before midterm. Post to your blog and expect responses from classmates, especially as they bring your review into conversation with their own and our other readings. NOTE: If you select a newer text, you should aim for possible publication of this book review in one of our field's journals. Regardless of your plans for the book review beyond this course assignment, it is a very good idea to read published book reviews carefully and model your own after theirs. This is an important, too often neglected aspect of our professional training. A good book review can be so useful to scholars, and it is also a very good way to bolster that vita of yours.

**Profile of Influential Feminist** (10%): Prepare a brief (2-3 page) profile of an influential thinker you find useful in your own work and can see yourself making extensive use of in the future. Tell us something about this person's key ideas and contributions, touch briefly on his/her bio, but focus the majority of this profile on information not readily available in broad profiles offered elsewhere: link this thinker to your own scholarly goals (ie: what will this thinker help you DO/consider); link the theoretical framework she/he provides to some of the work in which you are most intimately involved (perhaps our Remixing Rural Texas project, the collection of oral histories and representation of stories among underrepresented writers, etc). Just make this useful to you and interesting to us. It should demonstrate your deep understanding of a particular thinker and your ability to apply the contributions she/he makes to your own projects and ideas.

**Final Project** (20%): Seminar paper or other means of extending your initial observations and insight into an extended argument presenting relevant research. Details forthcoming. You may also submit a relevant grant application drawing from the ideas presented and/or a scholarly video/webtext. We have several options here.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### Writing Center

The Writing Center offers writers free, one-on-one assistance. We welcome all writers, majors, and disciplines—undergraduate and graduate students alike. In fact, we work from the premise that all writers, no matter their ability level, benefit from the feedback of knowledgeable readers. The Writing Center staff is trained to provide writers with just this service. In short, we are here to help you help yourself. In order to ensure the most effective session possible, we offer visitors the following suggestions: (1) Get started on your writing project early, and visit the Writing Center at least one day before your final draft is due. You will need time to work with the ideas and suggestions generated in your tutorial sessions. (2) Bring a written copy of your assignment, any relevant readings, and one or two specific questions or concerns you would like to discuss with us.

We are located in the Hall of Languages, Room 103 (903-886-5280) and online at <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/>

#### Attendance Policy

**Attendance is mandatory.** Attendance is mandatory. Though you are not physically attending a class here, you are "here" when you show up to the online discussions (TDAs), engage with them, and get your assignments in on time. Don't skip a week. I will not let you make up the work unless you experience something dire--and I don't wish that on anyone. If something is going on that's getting in the way of your class time, please let me know.

The university has no policy for “excused absences” except for university-sanctioned events, so please save your absences for illness, court appearances, childcare arrangements, and other situations when you must miss class.

## Late Assignments

You must keep up with the reading and, since each assignment builds on the previous one, I cannot accept late assignments. If you experience truly exceptional circumstances, please contact me immediately.

## Academic Honesty

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident.

## On University-Sanctioned Activities

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

## University Specific Procedures:

### ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

## Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

## COURSE OUTLINE / CALENDAR

### CLASS SCHEDULE [tentative]

Assigned readings can be found among required course texts, unless otherwise indicated.  
All assignments are due by midnight Sunday of week assigned, unless otherwise indicated.

	Readings	Assignment Due
Week 1	Royster	RR1
Week 2	Mann	RR2 Select text for Book Review
Week 3	Ryan	RR3
Week 4	Carter at UCF (Florida)—Florida Writing Symposium (keynote)	RR4
Week 5		Book Review #1
Week 6	Carter in Brooklyn (Imagining America)	Book Review #2
Week 7	hooks and from Ryan	RR5
Week 8	Watson conference (Louisville, KY)	none

TBA

