

## Rhetoric and Human Rights Assoc.

Fall Semester 2003-1

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**Instructor:** Prof. Lester C. Olson, Ph.D.  
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**Class times:** 11:00-12:15 T H  
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### TEXTBOOKS:

Audre Lorde, *Sister Outsider: Essays and Speeches* by Audre Lorde (Freedom, CA: Crossings, 1984).  
Catharine A. MacKinnon, *Only Words* (Cambridge, Mass: Harvard UP, 1993).  
Additional readings will be made available to you through Copy Cat/University Bookstore.

### OBJECTIVES:

1. You will become acquainted with discourse about human rights—both the affirmation and the denial of human rights. Because the subject is broad, we will only be able to touch on a series of significant instances of such rhetoric.
2. You will become familiar with the practice of rhetorical criticism through classroom exercises, readings, and writings. You will demonstrate your ability to perform rhetorical criticism by conducting a sustained study of a series of related speeches addressing an aspect of human rights.
3. You will develop skills for speaking and listening across significant differences in backgrounds and points of view in dealing with controversial topics.

### PROJECTS, REQUIREMENTS, AND EVALUATION:

1. You will write one formal paper. This paper will consist of a message analysis and evaluation of a series of related speech texts, which you select for study throughout the semester. Your choice of speeches for the semester project should be guided by your own background and interest in the message, the evidence that a community of individuals has regarded the speech as a significant statement on human rights, and the availability of research materials about the author, type of message, and audience. The formal paper should focus on the broad themes for class discussion. The formal paper should be thoroughly documented in keeping with the most recent edition of *The Chicago Manual of Style* or the *MLA Handbook*. The length of the paper will be about 12-15 pages. It will contribute to 25% of the final evaluation.
2. You will write two informal papers. In these papers, you will essay one major aspect of the significant speeches, which you have selected for the semester project. The length of the papers will be 8-12 pages for each paper. They will contribute 40% of the evaluation (20% for each paper). There will be opportunities to revise these papers, because they become the preliminary drafts for the final paper.

3. You will actively participate in research and class exercises. You will complete a series of participation projects, such as turning in written responses to discussion questions for the class, contributing texts of germane speeches about human rights to be considered for class discussion, securing background information about specific speakers and/or speeches, suggesting speakers and organizations that merit attention, identifying germane e-mail, Listserv, and web sites on human rights, and preparing your views on questions for contribution during class discussion, and the like. Fifteen percent (15%) of the final evaluation.
4. You will take a final examination (worth 20% of the final evaluation).

### **GRADING POLICIES:**

1. Papers will not be accepted late, except in the case of emergencies and personal disasters. You need to secure my permission ahead of time for submission of late work.
2. Plagiarism (presenting another person's work as one's own) will result in failing the assignment. The offense will be documented and submitted to the appropriate University office.
3. Attendance is required in a course of this nature. You must be present to discuss the readings. More than 2 absences will lower your final evaluation. Excessive absences can result in failing the course.

Ground rules for class discussion: Because we will rely extensively on interaction through frank conversations and discussions, and because we will be treating controversial topics, it is important that we work together to create a constructive environment by observing these rules:

- 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.
- You may choose to advance or defend an opinion "for the sake of the argument," if you wish. You may choose to pass on specific questions or topics without giving any explanation.
- You may affirm your own point of view on an issue and how you arrived at that point of view.
- 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.
- You may not belittle or personally criticize another individual for holding a point of view different than your own.
- You may ask how another person arrived at a point of view in an effort to understand it (though the other person may pass).
- Your use of language should be respectful of other individuals or groups.
- You need not represent any group, only yourself, though you may choose to represent a group if you wish.

**SCHEDULE:**

Aug. 27 & 29	<p><b>Introduction to course and instructor</b></p> <p><b><u>A Communication Approach to Human Rights: A Rationale for Examining Language and Its Use Exercises on Class Environment:</u></b></p> <ul style="list-style-type: none"><li>- What ground rules are most important for you when discussing controversial issues?</li><li>- What behaviors do you engage in to insure that you are listening to others?</li><li>- How do you approach conflict resolution when discussing controversial issues? Exercise on the meanings of human rights.</li><li>- What is rhetoric, as you now understand it?</li><li>- What are human rights, as you now understand them?</li><li>- What do you consider to be fundamental human rights?</li><li>- What in your opinion are the major milestones in the advancement of human rights?</li><li>- From what sources do we derive human rights, in your opinion?</li><li>- What do you think is the relationship between human rights and civil rights? exercise on sexualized aggression:</li><li>- What are the major types of sexualized aggression, as you see it?</li><li>- What are major types of violence that are not sexualized, as you see it?</li><li>- In what respects may sexualized aggression be understood as message(s)?</li><li>- In what respects may sexualized aggression be considered a human rights concern?</li></ul> <p>Lecture concerning a communication approach to human rights: language as a site of struggle</p>
Sept. 3	<p><b><u>Fundamental Texts in Rhetoric and Human Rights</u></b></p> <p><b>Required Readings:</b></p> <p>"Communication and Human Rights: The Symbolic Structures of Racism and Sexism," Diane Hope, in Thomas W. Benson, editor, <i>Speech Communication in the Twentieth Century</i> (Carbondale: Southern Illinois UP, 1985) 63-89.</p> <p>"The Universal Declaration of Human Rights," passed by the General Assembly of the United Nations, December 10, 1948. In the <i>United Nations Bulletin</i> 6 (Jan-June 1949): 6-8.</p> <ul style="list-style-type: none"><li>- How does Hope characterize the relationship between communication and human rights?</li><li>- To Diane Hope, what are some specific ways that communication is an essential tool for the advancement of human rights.</li><li>- To Hope, how can poverty and devaluation of labor be a direct consequence of human rights violations? In what respects does Hope suggest that poverty is a symbolic symptom indicating human rights violations?</li><li>- How does Hope depict violence and sexualized aggression against people of color and women as violations of human rights?</li><li>- What are the roles of myth in human rights struggles, as Hope sees it? She comments on strategies for overcoming myths. Give examples from her essay of creating a counter myth. Give some of her examples of demythologizing.</li><li>- How does Hope represent invisibility as a factor in human rights struggles?</li></ul>

<p>Sept. 5</p>	<p><b><u>Fundamental Texts in Rhetoric and Human Rights</u></b></p> <p><b>Required Readings:</b>  Eleanor D. Roosevelt, "The Struggle for Human Rights," Sept. 28, 1948, at the Sorbonne, Paris, in <i>Human Rights and Genocide</i> (Washington, D.C.: Dept. of State, 1949) 1-12.  Elizabeth Kiss, "Alchemy or Fool's Gold," Oct. 1, 1996, <i>Vital Speeches of the Day</i> 62.24 (Oct. 1, 1996): 755-760.</p> <ul style="list-style-type: none"> <li>- Compare and contrast the content of the speeches by Roosevelt and Kiss concerning human rights.</li> <li>- Compare and contrast the rhetorical style of the speeches by Roosevelt and Kiss.</li> <li>- What rhetorical techniques does each of the speakers employ to persuade their audiences?</li> <li>- In your opinion, what are the strengths and weaknesses in each speaker's approach to persuasion?</li> </ul>
<p>Sept. 10</p>	<p><b><u>Orientation to Basic Elements of Rhetorical Criticism: Textual and Analog Methods</u></b></p> <p><b>Required Readings:</b>  Larry Rosenfield, "The Anatomy of Critical Discourse," <i>Speech Monographs</i> 35 (1968): 50-69; reprinted in Bernard L. Brock, Robert L. Scott, and James W. Chesbro, ed., <i>Methods of Rhetorical Criticism</i>, 3rd ed.  Larry Rosenfield, "The Anatomy of Critical Discourse," <i>Speech Monographs</i> 35 (1968): 50-69; reprinted in Bernard L. Brock, Robert L. Scott, and James W. Chesbro, ed., <i>Methods of Rhetorical Criticism</i>, 3rd ed. (Detroit: Wayne State UP, 1989).  Larry Rosenfield, "A Case Study in Speech Criticism: The Truman-Nixon Analog," <i>Speech Monographs</i> 35 (November 1968): 435-450.  "The Declaration of Independence," in Garry Wills, <i>Inventing America: Jefferson's Declaration of Independence</i> (New York: Vintage, 1978).  Stephen E. Lucas, "Justifying America: The Declaration of Independence as a Rhetorical Document," in Thomas W. Benson, editor, <i>American Rhetorics: Context and Criticism</i> (Carbondale: Southern Illinois UP, 1989).</p> <ul style="list-style-type: none"> <li>- What are key variables in rhetorical criticism?</li> <li>- What are textual and analog methods of criticism?</li> <li>- Identify the major components of textual criticism.</li> <li>- Identify the major components of analog criticism.</li> <li>- How does analog criticism differ from textual criticism?</li> <li>- What are touchstones? How are touchstones useful in criticism?</li> </ul>
<p>Sept. 12</p>	<p><b><u>Analogs in Rhetorical Criticism: Silence as Complicity</u></b></p> <p><b>Required Readings:</b>  John Jay Chapman, "Coatesville Address," <i>Harper's Weekly</i> (New York: Harper's Foundation, September 21, 1912).  Steven Charleston, the Chaplain of Trinity College, Hartford, Conn., "Silence Killed Matthew Shepard," posted Oct. 15, 1998. <a href="http://www.northwestern.edu/episcopal/calendar/shepard_charleston_1998.htm">http://www.northwestern.edu/episcopal/calendar/shepard_charleston_1998.htm</a> and also at <a href="http://www.whosoever.org/editorial/reflect.htm">http://www.whosoever.org/editorial/reflect.htm</a>.</p> <p><b>Recommended Readings:</b>  Mark McPhail, "Complicity: The Theory of Negative Difference," <i>Howard Journal of Communication</i> 3.1-2 (Summer/Fall 1991): 1-13.</p>

	<p>Maureen Mathison, Mark McPhail, and Mary Strine, "Forum," <i>Communication Theory</i> 7.2 (1997): 149-185.</p> <ul style="list-style-type: none"> <li>- Compare and contrast how John Jay Chapman and Steven Charleston depict silence as complicity with the homicides in the cases of lynching and anti-gay violence.</li> <li>- How do John Jay Chapman and Steven Charleston support their claims that the larger community is implicated in the crimes of lynching and anti-gay homicide?</li> <li>- Why does the Rt. Rev. Steven Charleston believe that "silence killed Matthew Shepard?"</li> <li>- What differences do you notice in how John Jay Chapman and Steven Charleston approach the topic of silence as complicity with violence? How, if at all, do their approaches differ because one speech concerns race and the other concerns sexuality?</li> <li>- In your opinion, what are the strengths and weaknesses of each speaker's rhetoric?</li> </ul>
<p>Sept. 17</p>	<p><b><u>Analogies in Rhetorical Criticism: Transforming Silence into Language and Action</u></b></p> <p><b>Required Readings:</b>  Audre Lorde, "The Transformation of Silence into Language and Action," in <i>Sinister Wisdom</i> 6 (1978): 11-15, reprinted with revisions in <i>The Cancer Journals</i> (Argyle, NY: Spinster Ink, 1980): 18-23 and revised again in <i>Sister Outsider: Essays and Speeches</i> by Audre Lorde (Freedom, CA: Crossing, 1984) 40-44.  Bell Hooks, "Talking Back," <i>Talking Back: Thinking Feminist/Thinking Black</i> (Boston, Mass: South End, 1989) 5-9.</p> <p>[Note: I included the version of her speech from <i>Sinister Wisdom</i> in the packet, even though it is also in <i>Sister Outsider</i>. Be sure to compare the versions of Audre Lorde's speech in <i>Sinister Wisdom</i> and <i>Sister Outsider</i>, because they differ in ways that are instructive in textual criticism.]</p> <p><b>Recommended Reading:</b>  Tillie Olsen, "Silences in Literature," <i>Silences</i> (New York: Dell, 1965; reprinted 1978). By today, you should send me an e-mail with one paragraph outlining your general idea for a semester project.</p> <ul style="list-style-type: none"> <li>- Compare and contrast how Audre Lorde and bell hooks depict the ramifications of silence for self and for community.</li> <li>- Compare how Audre Lorde and bell hooks draw upon images of death and disease (e.g. cancer or madness) to depict silence.</li> <li>- What does bell hooks mean when she says that "it was important to speak but to talk a talk that was in itself a silence"?</li> <li>- To judge from Audre Lorde's and bell hooks's speeches, why is it important for women, especially black women, to find a voice? Why should one speak even if there are the risks of so many harmful repercussions?</li> <li>- In your opinion, what are the strengths and weaknesses of each speaker's rhetoric?</li> </ul>
<p>Sept. 19</p>	<p><b><u>Language as Site of Struggle: The "Erotic," the "Pornographic," and "Free Speech"</u></b></p> <p><b>Required Readings:</b>  Audre Lorde, <i>Uses of the Erotic: The Erotic as Power</i> (Freedom, CA: Out &amp; Out Books, 1978); also reprinted as "The Erotic as Power," <i>Chrysalis</i> 9 (Fall 1979): 29-32; "Uses of the Erotic: The Erotic as Power," <i>Take Back the Night: Women on Pornography</i> ed. Laura Lederer, (New York: William Morrow, 1980) 295-300; "Uses of the Erotic: The Erotic as Power," <i>Sister Outsider: Essays and Speeches</i> by Audre Lorde (Freedom, CA: Crossing, 1984) 53-59.  Catharine A. MacKinnon, "Defamation and Discrimination," <i>Only Words</i> 1-42.</p>

	<p>Marcia Pally, "Remarks at the Cato Institute Policy Forum: Do Movies and Music Cause Violence? Sex, Cyberspace, and the First Amendment," Dec. 8, 1997. <a href="http://gos.sbc.edu/p/pally.html">http://gos.sbc.edu/p/pally.html</a>.</p> <p><b>Recommended Reading:</b>  Toni Morrison, "Nobel Lecture," Dec. 8, 1993. <a href="http://gos.sbc.edu/m/morrisont.html">http://gos.sbc.edu/m/morrisont.html</a>.</p> <ul style="list-style-type: none"> <li>- Compare how Marcia Pally, Catharine MacKinnon, and Audre Lorde see the role of pornography in women's experiences of violence.</li> <li>- Identify differences between how Catharine MacKinnon and Audre Lorde represent the erotic in their speeches.</li> <li>- How does Marcia Pally attempt to separate sex and pornography from violent crimes? Why does she feel that censorship will do nothing to prevent violence and rape?</li> <li>- Compare Catharine MacKinnon and Marcia Pally's arguments concerning the role of government in regulating pornography.</li> <li>- Compare how silence and censorship are depicted in the speeches by Pally, MacKinnon, and Lorde.</li> </ul>
<p>Sept. 24</p>	<p><b><u>Double Binds, No-Win Situations, and Lose-Lose Options: Language and Policy Discourse</u></b></p> <p><b>Required Readings:</b>  Ossie Davis, "The English Language Is My Enemy," in <i>Language, Communication, and Rhetoric in Black America</i> (New York: Harper &amp; Row, 1972) 49-57.  Catharine MacKinnon, "Sex and Violence: A Perspective," in <i>Rape and Society: Readings on the Problem of Sexual Assault</i>, ed. Patricia Searles and Ronald Berger (Boulder: Westview, 1995) 28-34.  Jacquelynn Davis, "Testimony in Support of a Constitutional Amendment for Victims' Rights to the U.S. House Committee on the Judiciary," <a href="http://gos.sbc.edu/d/davis/htm">http://gos.sbc.edu/d/davis/htm</a>.</p> <p><b>Recommended Reading:</b>  Kathleen Hall Jamieson, "The Binds That Tie," <i>Beyond the Double Bind: Women and Leadership</i> (New York: Oxford, 1995).</p> <ul style="list-style-type: none"> <li>- What is a double bind? In other words, define and describe a double bind.</li> <li>- Give one example of a double bind from each of the speeches by Ossie Davis, Catharine MacKinnon, and Jacquelyn Davis?</li> <li>- In what respects can the choice between speaking out or keeping silent be a double bind?</li> <li>- Compare how Ossie Davis, Catharine MacKinnon, and Jacquelynn Davis draw upon their own experiences to develop their ethos/credibility in their claims concerning double binds.</li> <li>- In what ways does "The English Language is My Enemy," "Sex and Violence: A Perspective," and Jacquelynn Davis's testimony illustrate double binds on a systemic level?</li> <li>- How and why do double binds prevent women from fighting back against violence and rape? What limits do double binds often place on the victims?</li> </ul>
<p>Sept. 26 &amp; Oct 1</p>	<p><b><u>Silence, Denial, and Resistance as Human Responses to Challenging Messages:</u></b></p> <p><b>Required Readings:</b>  "Declaration of the Rights of the Child," United Nations, Nov. 1959, in Lucille Whalen, <i>Human Rights: A Reference Handbook</i> (Santa Barbara, CA: ABC-CLIO, 1989) 199-201.  Edwin J. Delattre, "Condoms and Coercion: The Maturity of Self Determination," <i>Vital Speeches of the Day</i> 58.13 (April 15, 1992): 412-416.</p>

	<p>Suzanne Stutman, "Take Back the Night Address," April 17, 1998. <a href="http://feminst.com/stut.htm">http://feminst.com/stut.htm</a> and <a href="http://www.nerdworld.com/cgi-bin/jump.cgi?778">http://www.nerdworld.com/cgi-bin/jump.cgi?778</a>.</p> <p>Jim Wade, "Testimony of Jim Wade Before the Senate Committee on Labor and Human Resources Subcommittee on Children and Families," May 25, 1995.</p> <p><b>Recommended Reading:</b></p> <p>Tina L. Perez and George N. Dionisopoulos, "Presidential Silence, C. Everett Koop, and the Surgeon General's Report on AIDS," <i>Communication Studies</i> 46 (1995): 18-33.</p> <ul style="list-style-type: none"> <li>- Principle 7 of the "Declaration of the Rights of the Child" stated that the best interests of the child are the responsibility of the parent. How are these responsibilities discussed in Edwin Delattre's "Condoms and Coercion," Suzanne Stutman's "Take Back the Night," and Jim Wade's Testimony?</li> <li>- How might Edwin Delattre, author of "Condoms and Coercion," argue that his speech coincides with the principles in "The Declaration of the Rights of the Child"?</li> <li>- How can the idea of the "protection of children" be used as a control mechanism over children as exemplified in the speeches of Suzanne Stutman, Jim Wade, and Edwin J. Delattre? Give one example from each of the three speeches.</li> <li>- How specifically did Jim Wade and Suzanne Stutman experience silence, denial, and resistance?</li> <li>- Compare the uses of personal testimony as evidence in the speeches by Suzanne Stutman and Jim Wade.</li> <li>- In what respects might Suzanne Stutman's speech exemplify Audre Lorde's claim that one reason people speak is to try to make themselves whole?</li> </ul>
Oct. 3	<b>NO CLASS -- I will be delivering a paper at the Public Address Conference.</b>
Oct. 8	<p><b><u>Speaking For and About Others: Appropriating Others' Experiences:</u></b></p> <p><b>Required Readings:</b></p> <p>Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," <i>Sister Outsider</i> 110-113.</p> <p>Mary Cavanaugh, "Statement on Sexual Harassment in the Veterans Administration," 1997, Lyons, New Jersey, <a href="http://gos.sbc.edu/c/cavanaugh.htm">http://gos.sbc.edu/c/cavanaugh.htm</a></p> <p><b>Recommended Readings:</b></p> <p>Elizabeth Spelman, "Changing the Subject: On Making Your Suffering Mine," <i>Fruits of Sorrow: Framing Our Attention to Suffering</i> (Boston: Beacon, 1997).</p> <p>Linda Alcoff, "The Problem of Speaking for Others," <i>Cultural Critique</i> 20 (Winter 1991-2): 5-32.</p> <ul style="list-style-type: none"> <li>- What is appropriation? Give examples of the negative aspects of appropriation as depicted in each of the speeches by Audre Lorde and Mary Cavanaugh.</li> <li>- Give specific examples of how Mary Cavanaugh and Audre Lorde speak for others in their public speeches.</li> <li>- To judge from Audre Lorde and Mary Cavanaugh's speeches, why is it important to speak for others?</li> <li>- To judge from the examples of Mary Cavanaugh and Audre Lorde's speeches, what specific problems can arise from speaking for others?</li> <li>- Explain Audre Lorde's rationale of why a double bind exists when members of subordinated groups endeavor to educate members of dominating groups about racism.</li> <li>- "The master's tools will never dismantle the master's house" is a maxim that Audre Lorde articulates to illustrate her desire for deep systemic political reform. What does this maxim mean?</li> </ul>

	<ul style="list-style-type: none"> <li>- In what specific ways, if any, does Mary Cavanaugh's speech concerning the E.E.O.C. illustrate Audre Lorde's claim that "the master's tools will never dismantle the master's house"?</li> </ul>
<p>Oct. 10</p>	<p><b><u>Blaming the Victim, Scapegoats, and the Representation of Rhetorical Devils</u></b></p> <p style="text-align: center;"><b>The first paper is due today</b></p> <p><b>Required Readings:</b>          Johnnie Tillmon, "Welfare is a Woman's Issue," <i>The Rhetoric of No</i>, 2nd edition, Ray Fabizio and others, editors (New York: Holt, Reinhart, and Winston, [1970]) 93-100.          Ron Daugherty, "State-Sanctioned Discrimination in America: The Testimony of Ron Daugherty," <i>State Judiciary Committee</i>, June 16, 1997.          Revisit from earlier in the packet, Jacquelynn Davis, "Testimony in Support of a Constitutional Amendment for Victims' Rights to the U.S. House Committee on the Judiciary," <a href="http://gos.sbc.edu/d/davis/htm">http://gos.sbc.edu/d/davis/htm</a>.</p> <p><b>Recommended Readings:</b>          William Ryan, "The Art of Savage Discovery: How to Blame the Victim," <i>Blaming the Victim</i> (New York: Vintange, 1971; reprinted 1976).          Kenneth Burke, "The Rhetoric of Hitler's Battle," <i>The Philosophy of Literary Form: Studies in Symbolic Action</i> (Berkeley, CA: U of CA P, 1973) 191-220.          Kenneth Burke, <i>A Rhetoric of Motives</i> (Berkeley, U of CA P, 1969) esp. 252-267 on social order and the use of scapegoats.</p> <ul style="list-style-type: none"> <li>- What is blaming the victim as a communication practice?</li> <li>- Give examples of blaming the victim from each of the speeches by Johnnie Tillmon, Jacquelynn Davis, and Ron Daugherty.</li> <li>- In what specific ways do both Johnnie Tillmon, Jacquelynn Davis, and Ron Daugherty find themselves blamed for circumstances beyond their control? How do they try to convince their audiences that they were not at fault?</li> <li>- How does Johnnie Tillmon counter the myths which blame her for her experience of poverty?</li> <li>- What is the use of scapegoats? What is the relevance of scapegoats in anti-gay violence and violence against women?</li> <li>- Ron Daugherty's speech is entitled "State-Sanctioned Discrimination in America." To judge from his account, in what ways is discrimination state sanctioned?</li> <li>- How does blaming the victim or using scapegoats make problems seem less severe and more manageable than they may actually be?</li> </ul>
<p>Oct. 10 &amp; 15</p>	<p><b><u>Social Role, Institutional Location, and Speech: Advocating Changes in Public Policy Discourse</u></b></p> <p><b>Required Reading:</b>          Susan Schechter, "The Future of the Battered Women's Movement," delivered during Nov. 12-14, 1980, printed in <i>Fight Back: Feminist Resistance to Male Violence</i>, eds. Frederique Delacoste and Felice Newman (Minneapolis, MN: Cleis, 1981) 93-103.          Hillary Rodham Clinton, "Remarks to the Inter-American Development Bank," remarks at the President's Interagency Council on Women, Oct. 20, 1997.  <a href="http://arc.org.tw/USIA/www.usia.gov/usa/womenusa/speech4.htm">Http://arc.org.tw/USIA/www.usia.gov/usa/womenusa/speech4.htm</a> and at <a href="http://www.usdoj.gov/vawo/hclintonad.html">Http://www.usdoj.gov/vawo/hclintonad.html</a>.          Donna Shalala, "Domestic Terrorism: An Unacknowledged Epidemic," March 11, 1994, in <i>Vital Speeches</i> 60 (May 15, 1994): 450-454.</p>

	<p>John Q. Kelly, "Emerging from the Shadows: Domestic Violence as a Medical Issue," Aug. 13, 1997, in <i>Vital Speeches of the Day</i> 63.24 (October 1, 1997): 748-752.</p> <p>Janet Reno, "A Call To End Violence Against Women," Oct. 11, 1996. <a href="http://www.usdoj.gov/ag/speeches/996/1011_ag.vaw">www.usdoj.gov/ag/speeches/996/1011_ag.vaw</a>.</p> <ul style="list-style-type: none"> <li>- Give examples of specific policies proposed by Susan Schechter, Hillary Clinton, Donna Shalala, John Q. Kelly, or Janet Reno for stopping domestic violence?</li> <li>- How do the specific policies proposed by Susan Schechter, Hillary Clinton, Donna Shalala, John Q. Kelly, and Janet Reno reflect the social role and institutional location of each speaker?</li> <li>- How do the social roles and institutional locations of Susan Schechter, Hillary Clinton, Donna Shalala, John Q. Kelly, and Janet Reno get manifested in their language framing the problem of domestic violence?</li> <li>- What are the strengths and weaknesses in how Susan Schechter, Hillary Clinton, Donna Shalala, John Q. Kelly, and Janet Reno use statistical evidence in their speeches?</li> </ul>
<p>Oct. 17 &amp; 22</p>	<p><b><u>Social Role, Institutional Location, and Speech: A Case Study in Representing Anti-Gay Violence</u></b></p> <p><b>Required Readings:</b></p> <p>Dennis Shepard, "Statement to the Court," Nov. 4, 1999. <a href="http://www.wiredstrategies.com/mrshep.htm">http://www.wiredstrategies.com/mrshep.htm</a>.</p> <p>Judy Shepard, "Testimony [Concerning Hate Crimes Legislation,]" May 11, 1999. <a href="http://www.web.lexis-nexis.com/conqcomp">http://www.web.lexis-nexis.com/conqcomp</a></p> <p>Barney Frank, "Wyoming Leader Speaks Out Against Hate: [a transcript of Phillip DuBois' remarks at a vigil for Matthew Shepard on Oct. 19, 1998,]" Congressional Record, March 23, 1999. <a href="http://www.gpo.ucop.edu">Http://www.gpo.ucop.edu</a></p> <p>John Shelby Spong, "A Statement from the Right Rev. John S. Spong on the Death of Matthew Shepard," Oct. 22, 1998. <a href="http://www.dioceseofnewark.org/jsspong/shepard.html">http://www.dioceseofnewark.org/jsspong/shepard.html</a>.</p> <p>Revisit from earlier in the packet of readings, Steven Charleston, the Chaplain of Trinity College, Hartford, Conn., "Silence Killed Matthew Shepard," posted Oct. 15, 1998. <a href="http://www.northwestern.edu/episcopal/calendar/shepard_charleston_1998.htm">http://www.northwestern.edu/episcopal/calendar/shepard_charleston_1998.htm</a> and also at <a href="http://www.whosoever.org/editorial/reflect.htm">http://www.whosoever.org/editorial/reflect.htm</a>.</p> <ul style="list-style-type: none"> <li>- Identify and describe the different types of speeches given by Dennis Shepard, Judy Shepard, Barney Frank, John Shelby Spong, and Steven Charleston concerning the ramifications of Matthew Shepard's murder.</li> <li>- How would you describe the social roles and institutional locations of each speaker?</li> <li>- How, if at all, do each of the speaker's social roles and institutional locations impact the types of speeches?</li> <li>- What are strengths and weaknesses in each of the speaker's rhetorical use of a single, dramatic example in the case of Matthew Shepard?</li> <li>- According to Spong and Charleston, how do religious institutions foster anti-gay violence?</li> </ul>
<p>Oct. 24</p>	<p><b><u>Difference/Intersectionality/Multiple Jeopardy/Matrices/Asking the Other Questions</u></b></p> <p><b>Required Readings:</b></p> <p>Kimberl Crenshaw, "The Marginalization of Sexual Violence Against Black Women," <a href="http://www.achiever.com/freempg/ncas/marginalization.html">http://www.achiever.com/freempg/ncas/marginalization.html</a> and <a href="http://ncasa.org/marginalization.html">http://ncasa.org/marginalization.html</a>.</p> <p>Dianna Ortiz, "A Nun Confronts Her Torture," <i>The Progressive</i>, June 1996, vol. 60, n. 6, p.27-ff. <a href="http://www.achiever.com/freenmpg/ncas/marginalization.html">Http://www.achiever.com/freenmpg/ncas/marginalization.html</a>.</p>

	<p>Audre Lorde, "Age, Race, Class, Sex: Women Redefining Difference," <i>Sister Outsider</i>, 114-123.</p> <p><b>Recommended Readings:</b>          Kimberl Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color," <a href="http://www.hsph.harvard.edu/grhf/WoC/feminisms/crenshaw.htm">http://www.hsph.harvard.edu/grhf/WoC/feminisms/crenshaw.htm</a></p> <p>Mari Matsuda, "Beside My Sister, Facing the Enemy: Legal Theory Out of Coalition," <i>Stanford Law Review</i> 43 (July 1991): 1183-1193.</p> <ul style="list-style-type: none"> <li>- What is intersectionality, according to Kimberl Crenshaw?</li> <li>- Why is intersectionality a problem for women from racial minorities, lesbians, and poor women?</li> <li>- Give three examples of intersectionality, one from each of the speeches by Kimberl Crenshaw, Audre Lorde, and Dianne Ortiz.</li> <li>- Explain how Audre Lorde and Kimberl Crenshaw illustrate the harms done to women of color by white feminists who use the term "woman" in an undifferentiated way.</li> <li>- In what respects is violence against white women different from violence against women of color (such as Black and Latina women)?</li> <li>- How does Kimberl Crenshaw suggest that people could reach across the intersections to develop strategies to address race so that the marginalization of sexual violence against black women can be thwarted?</li> </ul>
<p>Oct. 29</p>	<p><b><u>Identification/Strategic Essentialism</u></b></p> <p><b>Required Readings:</b>          Hillary Rodham Clinton, "Women's Rights Are Human Rights: Remarks to the United Nations Fourth World Conference on Women," <i>United Nations Fourth World Conference on Women</i>, Sept. 5, 1995, in <i>Vital Speeches of the Day</i>, October 1, 1995. Also located in <a href="http://douglass.speech.nwu.edu/clin_a64.htm">http://douglass.speech.nwu.edu/clin_a64.htm</a> and <a href="http://www.feminist.com/hill.htm">http://www.feminist.com/hill.htm</a>.</p> <p>Andrea Dworkin, "I Want A Twenty-Four Hour Truce During Which There Is No Rape," <i>Transforming A Rape Culture</i>, eds. Emilie Buchwald, Pamela Fletcher, &amp; Martha Roth (Minneapolis, MN: Milkweed, 1993) 11-21. Also printed in Dworkin's <i>Letters from the War Zone</i> and at <a href="http://www.igc.org/Womensnet/dworkin/OnlineLibrary.html">http://www.igc.org/Womensnet/dworkin/OnlineLibrary.html</a>.</p> <p><b>Recommended Readings:</b>          Joan W. Scott, "On Experience," in <i>Feminists Theorize the Political</i>, ed. Judith Butler and Joan W. Scott (New York: Routledge, 1992) 22-40.          Kenneth Burke, <i>A Rhetoric of Motives</i> (New York: George Braziller, 1955) especially 19-29 and 49-59 on identification.</p> <ul style="list-style-type: none"> <li>- What are "identification" and "essentialism"?</li> <li>- How do Hillary Clinton and Andrea Dworkin differ in using the word "women" to promote identifications among all women across multiple differences?</li> <li>- Are there any pitfalls or problems with their approaches to representing "women"?</li> <li>- How does Andrea Dworkin situate the men in her audience for "I Want a Twenty Four Hour Truce During Which There Is No Rape"?</li> <li>- Identify the different audiences for the speeches by Hillary Clinton and Andrea Dworkin? How do differences in the audiences get reflected in the speeches?</li> <li>- What specific measures do Hillary Clinton and Andrea Dworkin propose in order to stop hate crimes against women?</li> </ul>

<p>Oct. 31 &amp; Nov. 5</p>	<p><b><u>Institutionalized Systems of Sexualized Aggression: Systemic analysis of How Institutions Enable Anti-gay Violence</u></b></p> <p><b>Required Reading:</b>  Arthur Dong, "Licenced to Kill," a documentary video consisting of interviews with killers of gay men.</p> <ul style="list-style-type: none"> <li>- How do the killers explain or justify the murders of a gay man or men?</li> <li>- Why are gay men are easy targets for robbery and violence, to judge from the testimonies of the killers of gay men in "Licenced to Kill"?</li> <li>- In "Licenced to Kill," most of the killers depicted themselves as victims. Identify the different reasons why they felt they had to protect themselves or their community.</li> <li>- How can the criminal justice system's selective enforcement of the laws be harmful to already vulnerable groups, such as gay men?</li> </ul>
<p>Nov. 7</p>	<p><b><u>Institutionalized Systems of Sexualized Aggression: Systemic Analysis of How Institutions Enable Anti-gay Violence</u></b></p> <p><b>Required Reading:</b>  Testimony on "Anti-gay Violence" before the "Subcommittee on Criminal Justice," October 6, 1986, 1-31.</p> <ul style="list-style-type: none"> <li>- How do the speakers define anti-gay and anti-lesbian violence?</li> <li>- To judge from the testimony concerning anti-gay violence, what systemic factors account for invisibility, silence, and non-reporting?</li> <li>- How do the speakers deal with invisibility and silence as factors in documenting anti-gay violence?</li> <li>- What distinctive factors based on sex contribute to the invisibility of anti-lesbian violence?</li> <li>- What are the sources of dissatisfaction with the rulings and practices of institutions that are supposed to deal with anti-gay violence?</li> <li>- How are the speakers in the testimony on "anti-gay violence" critical of the ways that various government institutions implicitly support, facilitate, or condone anti-gay violence?</li> <li>- In what respects is anti-gay violence an example of institutionalized sexual aggression?</li> <li>- How do the speakers seek to enlist the support of members of dominant communities in engaging the problems of anti-gay violence?</li> </ul>
<p>Nov. 12 &amp; 14</p>	<p><b><u>Performatives, Enactment, and Embodiment</u></b></p> <p><b>Required Readings:</b>  Catharine MacKinnon, "Racial and Sexual Harassment," Only Words (Cambridge, Mass.: Harvard UP, 1993) 43-68.  Fran P. Hosken, "Female Genital Mutilation: Strategies for Eradication," First International Symposium on Circumcision, March 1-3, 1989, Anaheim, CA.  <a href="http://nocirc.org/symposia/first/hosken/html">http://nocirc.org/symposia/first/hosken/html</a>.  Alice Walker, "Heaven Belongs to You: Warrior Marks' as a Liberation Film," Feb. 24, 1994, in Anything We Love Can Be Saved (Oakland, CA: Picayune, 1997) 147-151.  Carrie Davis, "Trans-Safety and Violence," March 4, 1999. <a href="http://www.gpac.org/speeches/safety_speech.html">http://www.gpac.org/speeches/safety_speech.html</a>.  bell hooks, "violence in intimate relationships: a feminist perspective," in Talking Back (Boston, MA: South End, 1989) 84-92.</p>

	<p><b>Recommended Readings:</b>  Karlyn Kohrs Campbell and Kathleen Hall Jamieson, Introduction to Form and Genre, from Form and Genre: Shaping Rhetorical Action, ed. Karlyn Kohrs Campbell and Kathleen Hall Jamieson (Falls Church, VA: SCA, [1978]) 16-32.  James Austin, "Lecture I," How To Do Things With Words, 2nd ed (Cambridge, Mass.: Harvard UP, 1962, reprinted 1975) 1-11.  Pierre Bourdieu, "Authorized Language: The Social Conditions for the Effectiveness of Ritual Discourse," in Language and Symbolic Power (Cambridge, Mass.: Harvard UP, 1991) 107-116.</p> <ul style="list-style-type: none"> <li>- What is enactment? Give specific examples of enactment from Catherine MacKinnon's speech on sexual and racial harassment.</li> <li>- Discuss how Catharine MacKinnon, Carrie Davis, and bell hooks affirm that violence against women/trans-people is also a symbolic act of power and domination.</li> <li>- The notion of words being deeds is an assertion that Catharine MacKinnon made in her book entitled Only Words. What did she mean? How can words perform deeds or actions?</li> <li>- To judge from bell hooks' essay, what messages does intimate partner violence enact and convey to the attacked person?</li> <li>- What messages do rape, partner violence, and FGM say about women's bodies?</li> <li>- Female genital mutilation is an example of embodiment because people modify their bodies as a cultural practice to convey meanings. From a cultural perspective, in some societies why is it imperative for young women to undergo this ritual?</li> </ul>
<p>Nov. 19</p>	<p><b><u>Narratives, Myths and Stories</u></b></p> <p><b>Required Readings:</b>  Angela Davis, "We Do Not Consent: Violence Against Women in a Racist Society," Women, Culture &amp; Politics (New York: Vintage, 1984) 35-53. A version of this was also printed as a pamphlet, Violence Against Women and the Ongoing Challenge to Racism. It was published yet again in the Angela Y Davis Reader, edited by Joy James (Maldren, Mass.: Blackwell, 1998) 138-148.  Fred Pelka, "Raped: A Male Survivor Breaks His Silence," Rape and Society: Readings on the Problem of Sexual Assault, ed. Patricia Searles and Ronald Berger (Boulder: Westview Press, 1995) 250-257.  Stephen Donaldson, "Testimony at Massachusetts Legislative Hearing of the Joint Committee on Public Safety," May 23, 1994. <a href="http://www.spr.org/docs/testimony.html">http://www.spr.org/docs/testimony.html</a>, <a href="http://www.igc.org/spr/docs/testimony.html">http://www.igc.org/spr/docs/testimony.html</a>, and <a href="http://www.igcf.igc.org:8082/plweb-cgi/">http://www.igcf.igc.org:8082/plweb-cgi/</a></p> <p><b>Recommended Readings:</b>  James S. Ettema and Theodore L. Glasser, "Narrative Form and Moral Force: The Realization of Innocence and Guilt Through Investigative Journalism," Journal of Communication 38 (Summer 1988): 8-26; reprinted in Bernard L. Brock, Robert L. Scott, and James W. Chesbro, ed., Methods of Rhetorical Criticism, 3rd ed. (Detroit: Wayne State UP, 1989). The second paper is due today.</p> <ul style="list-style-type: none"> <li>- Fred Pelka, Angela Davis, and Stephen Donaldson all comment upon myths which blame the victim in rape cases. What are examples of such myths in their speeches?</li> <li>- What specific arguments do Angela Davis, Fred Pelka, and Stephen Donaldson develop to de-mythologize myths which blame the victims of rape for having had the experience?</li> <li>- To judge from Angela Davis's speech, what damage does the myth of the Black rapist do to white women, to black men, and to black women?</li> </ul>

	<ul style="list-style-type: none"> <li>- In Angela Davis's speech, how is rape like neo-colonial violence? What are the strengths and limitations of her analogy?</li> <li>- In what ways do Fred Pelka's and Stephen Donaldson's speeches break all traditional concepts of rape? How do the myths found in Pelka's and Donaldson's speeches compare to the myths in Angela Davis's speech?</li> </ul>
Nov. 21	<b>NO CLASS -- I will be attending the NCA conference.</b>
Nov. 26	<p><b><u>Fundamental Rights in Conflict: Equality versus Free Speech</u></b></p> <p><b>Required Readings:</b>  Catharine A. MacKinnon, "Equality and Speech" in Only Words (Cambridge, Mass: Harvard UP, 1993).  Daniel Troy, "Testimony on Hate Crimes," Aug. 4, 1999, "Hearing Before the Committee on the Judiciary House of Representatives," Serial No. 74 (Washington, D.C.: GPO, 2000)  Frederick Lawrence, "Testimony on Hate Crimes," Aug. 4, 1999, "Hearing Before the Committee on the Judiciary House of Representatives," Serial No. 74 (Washington, D.C.: GPO, 2000)  Eric Holder, "Prepared Statement of Eric H. Holder, Jr., Deputy Attorney General Before the Committee on the Judiciary U.S. House of Representatives Concerning Hate Crimes," Aug. 4, 1999. <a href="http://www.usdoj.gov/dag/testim">http://www.usdoj.gov/dag/testim</a> and in the "Hearing Before the Committee on the Judiciary House of Representatives," Serial No. 74 (Washington, D.C.: GPO, 2000).</p> <ul style="list-style-type: none"> <li>- Identify two positive and two negative consequences of implementing hate crimes legislation, to judge from the speeches by Daniel Troy and Frederick Lawrence.</li> <li>- What fundamental human rights come into conflict with each other in dealing with pornography and harassment, to judge from MacKinnon's account?</li> <li>- In your opinion, what are the strengths and weaknesses of each speaker's rhetoric?</li> </ul>
Nov. 28	<b>Thanksgiving</b>
Dec. 3	<p><b><u>Symbolic Interrelationships Among Forms of Sexualized Aggression: Rape, Harassment, Lynching, and Anti-lesbian and Anti-gay Violence</u></b></p> <p><b>Required Reading:</b>  Revisit from earlier in the packet of readings, Catharine MacKinnon, "Sex and Violence: A Perspective," in Rape and Society: Readings on the Problem of Sexual Assault, ed. Patricia Searles and Ronald Berger (Boulder: Westview Press, 1995) 28-34.</p> <ul style="list-style-type: none"> <li>- Based on the readings of the class, by way of review, what substantive insights might the commonalities among lynching, sexualized racism, and anti-gay violence/violence against lesbians, transsexuals, and trans-genders add to our understanding of sexualized aggression?</li> <li>- Based on the readings of the class, by way of review, what substantive insights might the differences among lynching, sexualized racism, and anti-gay violence/violence against lesbians, transsexuals, and trans-genders add to our understanding of sexualized aggression?</li> </ul>
Dec. 5	<p><b><u>Review for the Final Examination</u></b></p> <p>The final examination will be held at the time scheduled in the bulletin for classes.</p> <p>Final papers are due in my mailbox by December 6, by noon. Rhetoric and Human Rights identifying texts of speeches on sexualized aggression:</p>

During the course, you will complete an active learning exercise that consists of locating four texts of public speeches on sexualized aggression/violence. Each text of a speech should focus primarily upon some aspect of sexualized aggression/violence--rape, sexual harassment, anti-gay violence, violence against lesbians, transgenders and transvestites, sexualized racism, lynching, domestic violence, female circumcision, and the like. You will submit a photocopy of the complete text of each speech along with a cover sheet. None of these speech texts should be the same as any of the materials already listed on the syllabus.

There are several purposes for this assignment. One objective is to increase the range and diversity of points of view on sexualized aggression/violence that we include in the course. The assignment provides an opportunity for you to include additional perspectives that you think merit consideration. Second, the assignment should encourage you to begin reading speeches about various aspects of sexualized aggression/violence as a human rights concern to develop your own familiarity with the issues. A third objective is to find materials for your informal and formal papers, because the speeches become the basis of your own semester project for the informal and formal papers.

The following elements should appear on the cover sheet:

- a. Your name and e-dress
- b. The speaker's name
- c. The time and place of the speech
- d. The complete citation for the document
- e. A comment on the speech's significance to a community of people
- f. A reason or list of reasons for why the speech adds to our understanding of sexualized aggression

The remainder of the page is an example of a cover sheet:

- a. Student's Name: Lester C. Olson olson@pitt.edu
- b. Speaker's Name: Catherine A. MacKinnon
- c. The time and place of the speech: "This talk was given at White Plaza, Stanford University, Stanford, California, Nov. 16, 1981" (Feminism Unmodified 81).
- d. Citation: Catherine A. MacKinnon, "A Rally Against Rape," in *Feminism Unmodified* (Cambridge, MA: Harvard UP, 1987) 81-84.
- e. Significance: The speech merits attention because she comments upon underlying factors on reporting rape, myths about rape, and roles for both men and women in combating rape. As a law professor, MacKinnon has devoted much of her life time to dealing with sex discrimination in various forms.
- f. Reason the speech merits attention in class: The speech reflects basic assumptions and lines of argument about rape in ways that situated it across differences between the sexes. It also touches on factors of racism and myth in treating the subject. Key to codes on written work Lester C. Olson

Reverse letter order

New paragraph

Reverse word order

No new paragraph

Delete letter

Capitalize

Delete word or line

Lower case

Delete material with brackets

Spelling

Close the space

Give your reason(s)

Insert a space

Idea is not clear

Insert word

Reconsider the word choice

Insert comma

Use expert testimony here

Insert period

Use an example here

Insert question mark

Use a statistic here

Insert semicolon or colon

Fault in logic/reasoning

Insert apostrophe

Change margin 5 spaces

Insert quotation marks

Check accuracy of quotation

Passive voice should be active voice

Let stand

Check agreement (ex. a women should be either "a woman" or "the women")

Underline (e.g. all book titles, magazine series, and newspaper series)

Quote marks (e.g. around all essay titles, speech titles, and article titles)

Syntax (or grammar) needs your attention

Move material in brackets to location at the arrow's tip

Rhetoric and Human Rights Lester C. Olson  
Proposed criteria for evaluating papers

**The Introduction:**

- If you decide to use a head quote, it should speak clearly, concisely, and directly to the most important idea of the entire paper.
- Your opening line should capture favorable attention in a way that orients readers to the subject.
- You should focus attention precisely on a basis for an underlying comparison of two speech texts. (e.g. "I will explore how African American feminists represent the meanings of silence and speech in the U.S. by comparing Audre Lorde's "The Transformation of Silence into Language and Action" with bell hook's "Talking Back.") Both speech texts should focus upon an aspect of sexualized aggression as a human rights concern.
- You should provide evidence for the significance of the two speech texts in the eyes of a community of people. You should state the value of attending to the points of view articulated in the speech texts, by specifying how the speech text that you've found differs from those currently among the class readings. -Include a clear, concise thesis that focuses upon the underlying comparison.
- Preview of the major reasons (main points) which will support the thesis in the body. This preview should develop the comparison of the two speech texts by focusing upon major similarities, differences, and underlying factors that in your opinion may contribute to these similarities and differences in the speech texts.

**The Body of Paper:**

- Use a clear pattern of organization to structure the body of the paper.
- Your main points should supply reasons which support your thesis. Be sure that this relationship between the thesis and the main points is clearly developed in the topic sentences and transitions. As a general rule, the main points will identify similarities, differences, and/or underlying factors that in your opinion contribute to the similarities and differences in the speech texts.
- The main points should be supported by sufficient evidence from either the message(s) or the historical context. In other words, use brief excerpts from the speeches to illustrate and support your claims about the speeches. Ascertain whether the evidence is adequate to support the breadth of the main points, because a sweeping generalization is a major fault in writing. -Where the reasoning is speculative, or tentative, it should be emphatically identified as such in the same paragraph where the reasoning occurs.
- The writing style should be clear, concise, precise, and elegant – as simple as possible given the complexity of the idea, but neither simplistic nor overblown.

**Conclusion:**

- You should restate the thesis of the essay
- You should summarize your principal main points serving as reasons in support of this thesis -You should point to further implications of the scholarship in a way that amplifies the significance of the completed essay to the extent possible. -You may want to offer some parting thoughts about the project -The last line should be memorable. Criteria for evaluating written work: Rubric

1. An "average" paper (C) should:
  - Conform to the page limit and the basic guidelines for the assignment.

- Be reasonably free of grammatical and spelling errors.
  - Contain references to the required number of texts and references.
  - Exhibit a clear and functional organizational pattern: A clear thesis adequately supported by main points/reasons that are easy to identify.
  - Articulate a concise and functional preview of the main ideas in the paper.
  - Accurately describe and summarize the perspectives of the sources quoted in the paper.
  - Accurately attribute all quotations and statistics employed in the main text of the paper.
  - Develop a sustained argument for the thesis through the development of main points.
  - Provide specific, accurate, and precise information or data.
  - Draw thoughtful interpretations and conclusions supported by the information or data.
  - Summarize the main findings or lessons learned about rhetoric by studying the text(s).
2. The "better than average" paper (B) should meet the above criteria and it should also:
- Exhibit skillful use of internal summaries and/or transitions.
  - Analyze, interpret, and assess the quality of the rhetoric in the text(s) under study.
  - Identify germane factors for interpreting the text in its context.
  - Show the significance, value, or impact of the texts/topics.
  - Demonstrate knowledge of the material that goes beyond the text(s) and class reading.
  - Adhere to the most recent MLA or Chicago Style Manual for documentation.
3. The "superior" paper (A) not only meets the foregoing criteria, but also should:
- Bring external statistics, examples, or testimonies to bear on the rhetoric in the text(s) in ways that demonstrate the strengths and weaknesses of the reasoning in the text(s).
  - Develop a compelling case for strengths and weaknesses of the rhetoric in the text(s).
  - Stimulate the reader intellectually by challenging the reader to think, by questioning or challenging basic assumptions.
  - Represent an intellectual contribution by the writer to the understanding of the topic.
4. Written work which must be classified as "below average" (D) is deficient in the following categories:
- It does not conform to the assignment.
  - It is significantly under the page limit.
  - It does not use the required number of texts and references
  - The organization is not clear and cannot be determined with ease.
  - It does not use credible support material to develop the main points.
  - It does not attribute quotations accurately in the text.
  - It does not interpret quoted material before moving to the next main idea.

5. Written work which must be classified as "poor" (F) is seriously deficient in the above categories and/or is not ready for presentation to me on the date assigned. Late papers will be lowered by one letter grade per twenty four hour period beyond the time due for submission.