Professor: Leah Ceccarelli
Class Meetings: MW 11:30 a.m. – 1:20 p.m., CMU 104
Office Hours: MW 10:30 a.m. – 11:20 a.m., and by appointment, CMU 145
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Course Description: Students in this course will learn how American public address has been designed to influence belief and action. We will apply rhetorical criticism to the study of contemporary American public speeches, essays, and declarations, engaging close readings of public texts in their context in order to better understand those texts, their rhetorical construction, and the culture from which they arose. This quarter covers American public address from WWII to the present.

Student Learning Goals:
1. Engage in a close rhetorical reading of contemporary American public address.
2. Recognize and describe a rhetorical puzzle relating to a text, and then develop a new interpretation of that text in its context to resolve that puzzle.
3. Identify, define and use rhetorical concepts in the analysis of a text.
4. Identify similarities in rhetorical strategy between different texts.

Required Texts:
Texts linked to Communication 436 Web Page at https://catalyst.uw.edu/workspace/cecc/20843/

Final Grade Determination:

Midterm Examination ................................................................. 35%
Final Examination ................................................................. 35%
Reading Quizzes ................................................................. 30%

The grades you receive on assignments in this class will be determined according to a four point scale and then multiplied by the percentage that each assignment is worth to determine your final class grade.

Reading Quizzes: Because it is impossible to follow a lecture or engage a meaningful discussion about the rhetorical construction of a text if you have not carefully read that text, it is very important that you attend class ready to participate in the learning process. To reward you for making this preparation a priority in your busy schedules, there will be a daily multiple-choice quiz that assesses how carefully you have read and thought about one of the assigned readings for that day.

You will be allowed to use one 8½ x 11 inch sheet of notes per assigned text when taking these quizzes. (I will be testing your thoughtful reading of the texts, not your memory.) So when reading the assigned speeches, essays, or declarations, it would be wise to take notes. For suggestions about how to take effective notes in preparation for the quizzes, see the “Note Taking Guide,” available on the course website.
I will give at least 12 reading quizzes over the course of the quarter. When determining your grade, I will only count your top 10 scores. In effect, this means that you can have at least two days in which you miss reading quizzes or do poorly on them without experiencing any negative impact on your grade.

Midterm and Final Examinations: These exams will include identification and short essay questions. They will test your knowledge of the tools of rhetoric that are introduced and used in class and your understanding of the critical interpretations that we develop in class. Since they are designed to test knowledge and understanding, not memory, they will be open book/open notes exams.

Code of Conduct: Class meetings will include a mix of lecture and class discussion. During lectures, I will make the material as interesting and as clear as possible; you should be attentive to what is being said, and feel free to ask questions if anything is unclear. During class discussions, we will combine a spirit of cooperation with a commitment to critical thinking. The basic components of this ethic are listed below:

- Everyone’s reading of the text is respected in this class. Although some interpretations might turn out to be misreadings of the text, everyone’s ideas about the text are worthy of consideration.
- Everyone should participate in the discussion. I will try to make it comfortable for everyone to join in, but I need your help! Those of you who find yourselves speaking more often should pause for a few minutes so that others can join in the conversation; those of you who find yourselves not contributing should make a special effort to add your voice to the conversation.
- When you interpret, critique, or judge a public address artifact during a class discussion, you might be asked to provide the textual or contextual evidence to support your reading. This request should not be taken as an attack on you or your opinion. Likewise, if someone disagrees with your reading or provides counter-evidence, you should not take this as a personal reproach; instead, you should consider it a part of the collaborative learning process.
- When a classmate interprets, critiques, or judges a public address artifact during a class discussion, everyone should be willing to help move the conversation forward by providing other evidence to support that reading or by providing counter-evidence that calls that reading into question. Discussion only works when we actively and critically engage each other’s ideas.

Other Important Rules and Regulations:

- There will be no makeup quizzes. If you have an illness or emergency that will cause you to miss more than two quizzes, contact me about it as soon as possible. If you have official university business that will take you out of town during class time (e.g., you are an athlete traveling for a game) you should speak to me before you leave. If given proper documentation, I can design alternative assignments on a case-by-case basis when emergency, extended illness, or official university business will result in missed quizzes.
- If you have a disability that will affect your learning in this class, please speak to me at once so we can make arrangements to adapt the course to your special needs.
How to read this schedule: The assignment refers to the material that should be prepared for that day. This may be a reading assignment, a paper, or the midterm or final exam. The quizzes are not included in this schedule because they are not announced. There may be a quiz on any day when there is a reading assignment.

**Assignment**

Wed. Sept. 25  
Orientation to the class

**WEEK 1**

Mon. Sept 30  
*Rhetoric of War: World War II*  
Franklin Delano Roosevelt, Declaration of War, 8 December 1941  
James Omura, “Let Us Not Be Rash,” 28 February 1944  
Fair Play Committee, “Bulletin #3,” 1 March 1944

Wed. Oct. 2  
*Rhetoric of War: Korea*  
Harry S. Truman, Far Eastern Policy Speech, 11 April 1951  

**WEEK 2**

Mon. Oct. 7  
*Rhetoric of War: Cold War*  
Dwight D. Eisenhower, “Atoms for Peace,” 8 December 1953  
Dwight D. Eisenhower, Farewell Address, 17 January 1961

Wed. Oct. 9  
*Rhetoric of War: Cold War*  
John F. Kennedy, Inaugural Address, 20 January 1961  
John F. Kennedy, Cuban Missile Crisis Address, 22 October 1962

**WEEK 3**

Mon. Oct. 14  
*Rhetoric of War: Vietnam*  
John Kerry, Vietnam Veterans against the War Statement, 22 April 1971

Wed. Oct. 16  
*Rhetoric of War: Free Speech and Censorship*  
UW Faculty, “An Open Letter to President Allen,” 7 April 1949  
Raymond Allen, “Communists Should Not Teach in American Colleges,” May 1949  

**WEEK 4**

Mon. Oct. 21  
*Rhetoric of War: Terrorism*  
Ronald Reagan, Lebanon and Grenada Speech, 27 October 1983  

Wed. Oct. 23  
*Rhetoric of War: Terrorism*  
Colin Powell, Speech to the UN Security Council, 5 February 2003

**WEEK 5**

Mon. Oct. 28  
***MIDTERM EXAMINATION***

Wed. Oct. 30  
*Rhetoric of Political Campaigns: Motivating the Party Faithful*  
Mario Cuomo, DNC Keynote Address “A Tale of Two Cities,” 16 July 1984

**WEEK 6**

Mon. Nov. 4  
*Rhetoric of Political Campaigns: Response to Exigence*  
Richard Nixon, “Checkers,” 23 September 1952  
John F. Kennedy, Address to the Greater Houston Ministerial Association, 12 September 1960
Wed. Nov. 6  
*Rhetoric of Political Campaigns: Response to Exigence*  
Mitt Romney, “Faith in America,” 6 December 2007  

WEEK 7

Mon. Nov. 11  NO CLASSES – VETERANS DAY HOLIDAY

Wed. Nov. 13  *Civil Rights*  
Martin Luther King Jr., “Letter from a Birmingham Jail,” 16 April 1963  
Martin Luther King Jr., “I Have a Dream,” 28 August 1963  
Malcolm X, “The Ballot or the Bullet,” 12 April 1964

WEEK 8

Mon. Nov. 18  *Civil Rights*  
Lyndon B. Johnson, “We Shall Overcome,” 15 March 1965  
Robert F. Kennedy, Remarks on the Assassination of Martin Luther King Jr., 4 April 1968

Wed. Nov. 20  CLASS CANCELLED (National Communication Association Conference)

WEEK 9

Mon. Nov. 25  *American Indian Movement*  
Russell Means, “For America to Live, Europe Must Die!,” July 1980

Wed. Nov. 27  *Feminist Rhetoric*  
Shirley Chisholm, “For the Equal Rights Amendment,” 10 August 1970  

WEEK 10

Mon. Dec. 2  *Gay Rights*  
Harvey Milk, “The Hope Speech,” 10 March 1978

*Farm Workers Rights*  
César Chávez, Address at Pacific Lutheran University, March 1989

Wed. Dec. 4  *The Frontier of Science & Review for Final*  
Francis Collins, “Exploring the Frontiers of Life,” 7 August 2005  
George W. Bush, “Address to the Nation on Stem Cell Research,” 9 August 2001

FINAL EXAM WEEK

Wed. Dec. 11, 2:30-4:20 p.m., CMU 104  ***FINAL EXAMINATION***