COMMUNICATION 435
HISTORIC AMERICAN PUBLIC ADDRESS
Spring 2013

Professor: Leah Ceccarelli
Class Meetings: Section A: Tuesdays/Thursdays 10:30a.m.-12:20 p.m., Communications 326
Section B: Tuesdays/Thursdays 7:00 p.m.-9:20 p.m., Communications 104
Office Hours: Tuesdays/Thursdays 12:30-1:20 p.m. & by appointment, Communications 145
E-mail: cecc@uw.edu

Course Description: Students in this course will learn how to engage in rhetorical criticism and will apply that skill to the study of
historic American public speeches, essays, and declarations. Rhetorical criticism is an approach to scholarship in the humanities that
involves the close reading of texts in their historical context to better understand those texts, the way they were designed to influence
belief and action, and the culture from which they arose. The specific approach to rhetorical criticism taught in this class is the
“puzzle/solution” method. This course can be used to meet VLPA (Visual, Literary, and Performing Arts) and I&S (Individuals and
Societies) general education requirements. This quarter examines public discourse from the founding of the nation to the beginning of
WWII.

Required Texts: Readings linked to Communication 435 web page at https://catalyst.uw.edu/workspace/cecc/37007/

Final Grade Determination:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puzzle Section of Rhetorical Criticism Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Final Rhetorical Criticism Paper (6-8 pgs.)</td>
<td>30%</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Optional Extra Credit Assignment</td>
<td>5%</td>
</tr>
</tbody>
</table>

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.

Papers: The main objective for this course is to learn how to engage in the rhetorical criticism of historic public address, and the best
way to achieve that objective is to write a rhetorical criticism paper. Throughout the quarter, I will be modeling the practice of
rhetorical criticism in class lectures and we will be engaging in the practice together through class discussions. The ultimate
assessment of whether you’ve learned this skill will come with the final rhetorical criticism paper, which will be written on Lincoln’s
“Address before the Young Men’s Lyceum” and will be due on the last day of class (Thursday, June 6). Please see the handout “Paper
Writing Guide,” attached to the class website, for more information about this assignment. The speech you will be writing about and
some information about the speech are available on the class website. To help you prepare to write the final paper, I have assigned a
portion of the paper to be written by Thursday, April 25. For the earlier paper, you will complete only the first two organizational units
of the final paper as outlined on the “Paper Writing Guide”: the development of the puzzle (identifying it, providing evidence of its
existence, and an argument that it’s truly puzzling), and the thesis statement (three sentences that summarize the puzzle, highlight its
strangeness, and then preview the solution that you’ll go on to develop in the final paper). The final paper will revise this earlier paper
and will also add the final two steps described on the “Paper Writing Guide” (the development of the solution and the conclusion).

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 unannounced multiple-choice quizzes that
assess how carefully you have read and thought about the reading material assigned for that day.

You will be allowed to use one 8½ x 11 inch sheet of notes per 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 handout “Note Taking Guide,” attached to the
class website.

I will give at least 12 pop 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 “sick days” in which you miss quizzes or do poorly on them without
experiencing a 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.

Extra Credit: There is an optional assignment to revise one of the context previews that is currently lacking footnotes. If you want to do this assignment, you must sign up on the list I keep of available context previews before starting the assignment. The completed assignment will be due before class on June 6. You will only receive credit for this extra credit assignment if you receive a grade of 3.0 or higher on it. See the “Extra Credit Assignment” handout, attached to the class website, for more information about how to complete this assignment.

Code of Conduct: This class will include both lectures and class discussions. During lectures, I will try to make the material as interesting and as clear as possible; you should try to be attentive to what is being said, and feel free to ask questions if anything is unclear. During class discussions, we should all try to mix 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, they are all worthy of thoughtful 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 speech, essay, or declaration during a class discussion, you may be asked to provide the textual or contextual evidence to back 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 speech, essay, or declaration, 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.

- Papers should be turned in to the Catalyst site on time. Class discussion is coordinated around the paper assignments, so late papers hinder the learning process. Early papers are accepted without academic penalty, but late papers will be assessed a 1.0 grade reduction.

- 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.
SCHEDULE

How to read this schedule: The assignment refers to the material that should be prepared for that day. This may be a reading assignment, or it may be a reading assignment and a paper that is due on that day. The reading quizzes and class learning summaries 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.

WEEK 1

Tuesday, April 2  Orientation to the class

WEEK 2

Tuesday, April 9  Nation Building  George Washington, “Farewell Address” (1796). Thomas Jefferson, “First Inaugural Address” (1801).
Thursday, April 11  ***Class Cancelled***

WEEK 3


WEEK 4

Tuesday, April 23  Lincoln & the Civil War  Abraham Lincoln, “First Inaugural Address” (1861). Abraham Lincoln, “Second Inaugural Address” (1865).
Thursday, April 25  Lincoln & the Civil War  Abraham Lincoln, “Gettysburg Address” (1863). Abraham Lincoln, “Address before the Young Men’s Lyceum” (1838). ***PUZZLE SECTION OF RHETORICAL CRITICISM PAPER DUE (on Lincoln’s “Address before the Young Men’s Lyceum”)***

WEEK 5

Thursday, May 2  Women’s Movement & Review for Midterm  Elizabeth Cady Stanton, “The Solitude of Self” (1892).

WEEK 6

Tuesday, May 7  MIDTERM EXAM
WEEK 7  
Tuesday, May 14  Wealth, Poverty & Labor  William Graham Sumner, “The Forgotten Man” (1883)  
Anna Louise Strong, “No One Knows Where” (1919).  
Thursday, May 16  Wealth, Poverty & Labor  Theodore Roosevelt, “The Man with the Muck Rake” (1906).  
Franklin D. Roosevelt, “First Inaugural Address” (1933).  

WEEK 8  
Thursday, May 23  Race & Imperialism  Chief Sealth’s speech, ver. 1 & ver. 2 (1854).  
Judge Thomas Burke, “Speech During the Anti-Chinese Incidents” (1885).  

WEEK 9  
Tuesday, May 28  Race & Imperialism  Albert Beveridge, “The March of the Flag” (1898).  
William Jennings Bryan, “Imperialism” (1900).  
Emma Goldman, “Speech Against Conscription and War” (1917).  

WEEK 10  
Tuesday, June 4  World War II  Franklin D. Roosevelt, “Quarantine the Aggressor” (1937).  
Franklin D. Roosevelt, “The Arsenal of Democracy” (1940).  
Thursday, June 6  Review for Final  ***FINAL RHETORICAL CRITICISM PAPER DUE (on Lincoln’s “Address before the Young Men’s Lyceum”)***  

FINAL EXAM  
Section A: Monday, June 10, 10:30 a.m. -12:30 p.m. CMU 326  
Section B: Thursday, June 13, 7:00-8:50 p.m. CMU 104