**Speech Communication 416: American Public Address**   
**Syllabus for Spring 2016**

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| Dr. Amy Slagell, 233 Catt  Office Phone: 294-7270 Meeting Time: MW 3:30-4:50, 2137 Pearson  Office Hours: MW After Class; by appt. e-mail address: [speechlady@iastate.edu](mailto:speechlady@iastate.edu) (subject: SPCM 416) | Undergraduate Assistant for Course  Krista Klocke  Office Hours: MW 3-3:30, & by appt.  2131 Pearson  Email address: [klklocke@iastate.edu](mailto:klklocke@iastate.edu) |

Objectives: By the end of this course students will be able to:

* carry out knowledgeable, sensitive and critical readings of American rhetorical discourse within its historical context
* articulate what makes a great American speech and a great American speaker
* identify the constraints faced by the speakers we study
* recall the context of the "sound bites" in American Public Address
* write and speak about speeches, speakers and the scholarship of public address
* discover research resources to enhance the study of speeches
* demonstrate their "faculty of observing, in any given case, the available means of persuasion" [that is Aristotle's definition of "rhetoric"]

Required Texts:   
1. Reid, Ronald F. American Rhetorical Discourse 3rd ed. Waveland Press, 2005. (referred to as ARD)  
2. Reading Packets (PKT) you print off from our Class Website in Blackboard and bring to class.

Graded Assignments: ~380 pts. Total

Exams (150 pts)

* Midterm Exam: 75 pts. (Matching, Quote identification, short answer)
* Final Exam: 75 pts. (Essay, Quote ID, short answer)
  + **Final Exam Time: Wednesday, May 4, 7:30 to 9:30 a.m.**

Papers and Projects: 130 pts

1. Research Report Assignment I [50 pts. total]

* An oral report based on a scholarly article that examines the discourse of one of the speakers we will study this semester. A written report of the presentation is due one week after the presentation. Article must have prior approval.

2. Research Report Assignment II [50 pts. Total]

* An oral report based on a scholarly article that examines the discourse of an American speaker we did not get a chance to study this semester. A written report of the presentation is due one week after the presentation. Article must have prior approval.

3. Outside Speech Observation [30 pts]: Due before Spring Break.

* This write-up of an outside of class lecture should be turned in within 10 days of hearing the lecture.
* You can do an additional outside speech assignment for up to 10 pts of extra credit. See BB for details.

Homework: & Classwork ~100 pts.

Course Policies:

1. Regular and timely class attendance is essential. We are a fairly small group and your presence will be depended upon. After 3 misses or significant tardies you can expect an impact on your final grade [typically a 1/3 deduction per additional day]. As usual, you are responsible for finding out what you have missed including announcements about collecting study questions and outlines for Homework points. (The process should begin with contacting a classmate.) Please be in touch with me beforehand about any planned absences or during any prolonged absences.

2. Your written work should be accurate in spelling, grammar, and other aspects of composition. It should meet high standards of organization, precision, and other aspects of style. If you do not already own one, you should purchase a good style manual that will answer your questions regarding punctuation, sentence structure, footnote and bibliography style, etc.

3. Reading assignments are indicated on the syllabus for the day they are due. They should be read carefully before class time. You will need to print out some readings so work ahead to make sure you have what you need.  Each week there will be homework (study questions, discussion, etc.). Most assignments are indicated on the syllabus; some will be described in class & posted on our Blackboard site. These will often be collected in class or can be submitted electronically to the undergraduate assistant—but you’ll want to have your notes for class discussions. Occasionally you will be asked to create an outline of a speech as you read it (you will profit from creating outlines of all the speeches, but I will only collect them as announced). You may also be asked to take an online Quiz, make a BB post before class or post a comment to a BB Discussion Board as a follow-up on in-class discussion.

4. Please address any special needs or special accommodations with Dr. Slagell at the beginning of the semester or as soon as you become aware of your needs.  Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Disability Resources (DR) office (515-294-7220).  The DR is located on the main floor of the Student Services Building, Room 1076.

5. The Speech Communication Program takes seriously the issue of academic integrity. If you have questions or concerns about this throughout the semester, please talk to me or to the UA for the course. The class will follow Iowa State's policy on academic dishonesty. Any cases of suspected of academic dishonesty will be referred to the Dean of Students Office. Please see <http://www.dso.iastate.edu/ja/academic/misconduct.html>

6. This class follows the Iowa State Dead Week guidelines as outlined in <http://catalog.iastate.edu/academiclife/gradingsystem/#examinationsdeadweektext>

7. Harassment and Discrimination. Iowa State strives to maintain campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based on race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran. Any student who has concerns about the campus environment should contact Dr. Slagell; Student Assistance (515-294-1020 or [dso-sas@iastate.edu](mailto:dso-sas@iastate.edu)); or the Office of Equal Opportunity and Compliance (515-294-7612).

8. Religious Accommodation.  If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodation. Please make your request must be in writing, and, if need be, meet with me to discuss it. If necessary, you can seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

**Contact Information**. If you experience problems with issues related to #4-8 above in any course, please, email [academicissues@iastate.edu](mailto:academicissues@iastate.edu)**Guide for calendar: Assignments are due the day they are listed below. Readings are from our textbook: *American Rhetorical Discourse* (ARD) or the READING PACKETS (PKT) posted on Blackboard (BB). Occasionally the syllabus includes Links to videos or additional texts. Schedule is subject to change.**

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| Week 1 | **January**  **M    11**   Possibilities and Foundations of American Public Address  After Class Review: Introduction to Reid & Klumpp, pp. 1-19, ARD **W    13** American Public Address and Introduction to the History of the American Revolution.  Review: William Safire “Introduction to Lend Me Your Ears.” [class handout and posted on BB]  Read: John Winthrop "A Model of Christian Charity" pp. 24-36, ARD [ read the edited, shorter version of Winthrop, pp. 2-6 in PACKET 1 (PKT) posted on BB.]  Read: Jonathan Edwards “Sinners in the Hands of an Angry God” excerpts from pp. 66-67, 71-72, 78 ARD [read the edited, shorter version of Edwards in Packet 1 (PKT) pp. 7-9.]  **HW: Where does Winthrop stand on Individualism vs Interdependence? Why is the experiment of this community important? Using the Stylistic Devices pages in PKT 1 pp.10-13 identify 4 stylistic devices in Edwards.** | |
| Week 2  **Unit 1** | **M** 18 Martin Luther King Day: **NO CLASS**  **[On Tuesday, Jan. 19** consider attending: The U.S. Fight against Child Abuse, Trafficking and Sexual Assault by Ambassador (and ISU Alum) Luis CdeBaca Tuesday, January 19, 2016, 8:00 PM @ Sun Room, Memorial Union]  **W  20** Stamp Act, Townshend and Tea Acts.  Read: The Stamp Act Congress, pp. 86-91 ARD  Read: John Dickinson, "Letters From a Pennsylvania Farmer" 1768, letter 1 excerpts pp. 14-15 in PKT1 and intro and letter 2, pp. 92-97 in ARD;  Skim: Censure of John Pigg, pp. 133-135 ARD  **HW Quiz Stamp Act & Townshend Duties (BB)**  **[R    21**   Consider attending the lecture: “The Fierce Urgency of Now” Alisha Gordon. Thursday, January 21, 2016, 3:30 PM @ Sun Room, Memorial Union] | |
| Week 3 | **M  25** Fiery Oratory: The Boston Massacre and Coercive Acts  Read: John Hancock, "Boston Massacre Oration," 1774, pp. 98-107, ARD  Read: “Revolutionary Tea” p. 16, PKT 1  **HW: What are the Main Points of Hancock’s speech (do an outline where you list just 3 to 5 main points that capture the BIG IDEAS) Identify stylistic devices used in Hancock write down at least 4 examples and bring to class.**  **W    27**   Defining the War: The Debate over Independence  Read: Thomas Paine, Common Sense, excerpts, 1776, pp. 112-127, ARD  Read: William Smith, "To The People of Pennsylvania," pp. 128-132, ARD.  **Prep: Find 2-3 examples of stylistic devices in Paine. Identify the 2 strongest arguments in Paine and the 2 strongest points made by Smith. [be ready for fishbowl discussion]**  **[**Consider attending the lecture: “Women Who Don't Wait in Line” - Reshma Saujani, Thursday, January 28, 2016, 8:00 PM @ Great Hall, Memorial Union or  “God and Government” - Barry Lynn, Sunday, January 31, 2016, 4:00 PM @ Great Hall, Memorial Union] | |
| **February**  Week 4 | **M    1**  Declaring Independence and its Consequences  Read: The Declaration of Independence , pp. 17-19, PKT  Read: Abigail and John Adams Letters pp. 20-22 PKT  Read: Frederick Douglass, "Independence Day Speech at Rochester" 5 July,1852, pp. 338-344, ARD. **HW: Find the deductive argument of the Declaration of Independence; Record 2 take aways from the Adams exchange; Record 2 favorite lines from Douglass and note why you chose them.**  **W  3** Introduction to the Abolitionist Movement  Read:  For political background, read: pp. 346-348 ARD and the timeline of the abolition movement pp. 23-25 PKT  Read: William Lloyd Garrison, "To the Public" 1831, pp. 286-290, ARD  Read: Thomas Dew's "Abolition," 1832, pp. 291-298, ARD  Read: Declaration of Sentiments, 1833, pp. 309-314, ARD  **Prep: Note the difference between Garrison and Dew’s tone. Beyond asking for an end to slavery, what do the Abolitionists want?** | |
| Week 5  **Unit 2** | **M 8**    Abolition and Free Speech I: Violence Against Abolitionists Read: Theodore Weld, Excerpts from "American Slavery As It Is," Excerpts, pp: 26-35 PKT (Warning, some readers find this emotionally challenging reading; talk to Dr. Slagell if you have concerns) [see: <http://jefferson.village.virginia.edu/utc/abolitn/abestwa8t.html> for the entire text of Weld, if you are interested]  Read: Wendell Phillips "The Murder of Lovejoy" 1837, pp. 324-330, ARD.  **HW Weld and Lovejoy BB Discussion Post**  **[R 9** Consider attending the lecture:  Veritas Forum: Mercy and Injustice in American Prisons - Alex Tuckness, Tuesday, February 9, 2016, 6:00 PM @ Sun Room, Memorial Union]  **W  10** Abolition and Free Speech II: Anti-Slavery Petitions and the Gag Rule  Read: Angelina Grimké, "Pennsylvania Hall Address" 1838, pp. 36-39 PKT  Read: John Quincy Adams & John C. Calhoun Excerpts from Debates on the Gag Rule, pp. 40-46 PKT**. Prep: What is Grimke's Plan of Action? What is the key point that Adams makes about the right of petition? (Write it in one declarative sentence.)** | |
| Week 6 | **M  15**   Women's Rights Emerges from Abolitionist Work and Thought. **[Deadline for selecting your Research Article for the Round Tables]**  Read: "Pastoral Letter" and Sarah Grimké's response, 1837-1838, pp. 315-323, ARD  Read "Declaration of Sentiments and Resolutions," 1848, pp. 331-334, ARD  **Prep—what are three of the major points debated between the Pastoral Letter and Sarah Grimké? What surprised or confused you in the Declaration of Sentiments?**  **W   17**   MIDTERM | |
| Week 7 | **M    22**  Lincoln, Conspiracy and the Anti-Slavery Movement  Read: Lincoln "A House Divided" 1858, pp. 396-406; ARD  Read Excerpts: Lincoln-Douglass Debate at Freeport, 1858, pp. 407-421, ARD (read the Intro with care, skim the debate but be sure to read the end of Douglas’ reply to Lincoln).  **HW: In the “House Divided” list 3 separate examples of Lincoln’s use of the house/ building/ machine metaphor; why does he use this? What Douglass’ strategy at the end?**  **W    24**  The Nation Divides  Read: Jefferson Davis, “Farewell Speech to the Senate” 1861, pp. 47-49, PKT1  Read: Lincoln's "First Inaugural Address" 1861, pp. 448-455, ARD  **Prep: What are the key positions taken by each about the nature of the union—about whether secession is legal, about whether it is practical. Be ready to share memorable lines.**  [R 25 Consider attending the lecture “How to Succeed Ethically When Others Bend the Rules: The VW & GM Scandals,” Frank Bucaro, Thursday, February 25, 2016, 8:00 PM @ Great Hall, Memorial Union] | |
| Week 8 | **M   29** **Research Round Tables I**  **W**   **MARCH 2** **Research Round Tables II**  *Final Research Roundtable Write Ups Due by March 9* | |
| Week 9 | **M  7** The Nation Re-United  Read: Lincoln's "Gettysburg Address" 1863, pp. 456-458, ARD  Read: Lincoln’s "Second Inaugural Address" 1865, pp. 460-462, ARD  Skim: for a touch of reconstruction history, pp. 463-465, ARD.  **Prep: How are these speeches structured? Why do you think they endure?**  **W  9**   **Women’s Rights Introduction** (*final deadline for research roundtable write ups)*  Read: Stanton and Anthony, Petition to Congress for Woman Suffrage,” 1865, pp. 628-629, ARD  Read: Sojourner Truth, 1867, pp. 633-636, ARD  Skim: the Fifteenth Amendment Discourse (1869), pp. 479-491, ARD | |
|  | **SPRING BREAK Readings after Break are found in Packet II on Blackboard.** | |
| Week 10  **Unit 3** | | **M 21** **Themes and Strategies in the Woman Suffrage Movement**  Read: Susan B. Anthony “Is it a Crime for a Citizen of the U.S. to Vote?” excerpts, 1872, pp. 637-641, ARD. Read: Senate Testimony from Zarelda Wallace, Susan B. Anthony, $ others PKT 2 pp. 1-10  **HW to prepare for fishbowl**: For the senate testimony, bring in a page highlighting 4 arguments from Anthony and 4 from Wallace that are grounded in either the similarities or the differences between men and women (so two of each type in each speaker). Which appeal does each speaker use most frequently?  **W   23  The Big Picture of Equal Rights—Two Perspectives**  Read: Frances E. Willard, “The Dawn of Woman’s Day,” PKT pp. 11-14  Read: Elizabeth Cady Stanton, "The Solitude of Self," 1892 pp. 647-655, ARD.  **Prep:** Compare and Contrast the perspectives offered by each speaker and reflect on their potential effectiveness, then and now. |
| Week 11 | | **M   28 Different Leaders, Different Strategies: Suffrage Arguments**  Read: Anna Howard Shaw, "Fundamental Principles of a Republic," 1915, PKT pp. 15-25.  Read: Carrie Chapman Catt, “The Crisis,” 1916, p. 656-670, ARD  Read: Woodrow Wilson “An Address to the Senate” PKT p. 25-28  **Home Work:** On Shaw: Bring in a page where you have identified 4 different kinds of arguments Shaw uses in her speech (look for arguments such as: Inductive, Deductive, Analogy, Causal, Turning the Tables, Reduction to Absurdity, Authority Arguments, etc.). If you don’t know the kind of argument it is, write down the Claim and the Evidence/Reasoning that supports it.  **Prep:** How does Catt think social movements work? Why does she review women’s history?  **W 30  Introduction to the Civil Rights Movement [Deadline: Research Article for the Round Tables due]**  Read: Booker T. Washington, pp. 504-508, ARD  Read: W. E. B. Dubois, pp. 509-518, ARD  Read: Two items in PKT—a poem and a short DuBois Excerpt PKT pp. 29-32  **Home work:** Bring in a page where you have identified 2 points of common ground and 2-3 points of disagreement in the two texts. (Try doing it with 2 columns: Washington thinks X; Dubois thinks Y.) |
| APRIL  Week 12  **Unit 4** | | **M 4 Civil Rights: Diverse Goals**  Read: James Farmer - Malcolm X “Separation or Integration,” 1962, pp. 844-863, ARD  Prep: Identify 3 points of disagreement between the speakers and the strongest point made by each.  **W 6     Civil Rights Battles**  Read: (George Wallace "The Civil Rights Movement: fraud, sham and hoax," July 4, 1964, PKT 33-40  Read: Fannie Lou Hamer, Democratic Convention testimony; PKT pp. 41-48  Watch excerpt: http://www.youtube.com/watch?v=OC3pQfLOlkQ&feature=related  **Home Work**: Bring in a page where you have written how each speaker defines America…what principles, values and history seem to define America for each of them? |
| Week 13 | | **M  11 The Civil Rights Movement: Then and Now**  Read: Martin Luther King, Jr."I Have a Dream," pp. 837-843, ARD;  Read or Listen: Barack Obama “Speech at the 50th Anniversary of the Selma March” PKT pp. 44-55  Read or Listen: Elizabeth Warren “Getting to the Point” September 27, 2015 PKT pp. 50-55 <http://www.warren.senate.gov/?p=press_release&id=967>  **W 13  Research Round Tables I** |
| Week 14 | | **M  18  Research Round Tables II (***Final Research Roundtable Write Ups Due by April 25)*  **W  20****Civil Rights Debates Continue**  Read: Robert Sloane, Introductory Address Mattachine Midwest meeting, Chicago, July 1965, PKT pp. 56-57  Read: Harvey Milk “The Hope Speech” PKT pp. 58-61; Listen to the central part of the Hope speech on YouTube: <http://www.youtube.com/watch?v=pzQ3NFXwpV8> [Link and related source on BLK]  **Prep**: what is the big idea in the speeches and a rhetorical strategy employed by each speaker? |
| Week 15 | | **M  25** **Civil Rights Debates Continue** (*final deadline for research roundtable write ups)*  Read: Urvashi Vaid, "Speech At The March On Washington," April 25, 1993, PKT pp. 62-63  Watch: Tamara Scott, Iowa State Director Conservatives of America, Summer, 2010 <http://www.youtube.com/watch?v=5NKqTzZCXBs> (Link on BLK)  Watch: NYS Senator Diane Savino speaks on the Marriage Equality bill (BLK Link) <http://www.youtube.com/watch?v=dCFFxidhcy0&feature=related>  **W 27 Civil Rights Debates Iowa.** Read: Sue Hyde, “We Gather in Dubuque” April 30, 1988 PKT pp 64-65Ed Fallon’s Speech in the Iowa Legislature, Feb. 20, 1996 PKT pp 66-69 Retention of Judges Coverage 2010 and 2012 PKT pp. 70-73  Watch: Zach Wahls, University of Iowa student, Jan. 2011 PKT pp. 74-75 (Link on BLK) <http://www.youtube.com/watch?v=FSQQK2Vuf9Q> |