

**COMM 412**  
**Communication and Social Movements**  
Fall, 2005  
TTH 12:30-1:50

Instructor: Dr. Dan Durbin  
Office: ASC 324D  
Office Hours: MW 11:45-12:45, TTH 11:30-12:30; and by appointment

Course Objectives: This course is designed to help students develop a rhetorical and historical understanding of social movements in recent American history. Emphasis will be placed on the role of communication in seeking social change and the various rhetorical strategies employed to gain movement support, gain media access, and impact various audiences. Though we will discuss several earlier and later movements, our focus will center on major American social movements since 1960.

Required Texts:

Albert, Judith Clavir and Albert, Stewart Edward (eds.) The Sixties Papers: Documents of a Rebellious Decade. New York: Praeger, 1984.

Epstein, Barbara. Political Protest and Cultural Revolution: Nonviolent Direct Action in the 1970s and 1980s. Berkeley: University of California Press, 1993.

Morgan, Edward P. The Sixties Experience: Hard Lessons about Modern America. Philadelphia: Temple University Press, 1991.

Class Assignments and Grade Breakdown: This class includes one article report, one movement protest paper, one term paper, several in class assignments, and a final exam. The grade breakdown for these assignments is as follows:

Article Reports-----	10
Term Paper-----	20
Protest Paper-----	10
Movement Reports-----	25
Final Exam-----	25
Participation-----	<u>10</u>

**Class Participation:** Class participation is *extremely* important in this class. You will be graded on both the quantity and quality of your contributions. It is extremely important that you read the assigned material and be prepared to discuss and assess that material in class.

**Article Reports:** You will present a report on an assigned journal article. This report will include both a written (outline) summary of the article and an oral presentation. Reports will be graded on comprehension of the article, and effective explanation of the article to the class. All articles will be possible subjects for final exam questions. Poor presentation of your article report will hurt your classmates as well as your own grade.

**Term Papers:** You will write an 8-10 page analysis of a rhetorical document from one of the social movements we study. In this paper, you will draw on one or more theories of social movements to assess the rhetorical strategies of that document. This paper will follow the MLA style of documentation and will be graded on clarity, explanatory power, and appropriate application of theory to historical documents.

**Protest Paper:** Groups of 4-5 students will develop a brief (3-5 page) paper outlining a proposed protest for some legitimate cause on the USC campus. These papers will present objectives, strategies for reaching those objectives, proposed leadership, and a positive vision of the university community when the objectives are reached. Each group will present their paper in class. Papers will be graded on comprehension of movement needs, problems, and strategies and on effective presentation in class.

**Movement Reports:** You will take part in a group presentation on one of the social movements we will be discussing. Groups of 4-6 will study and present a report on each movement. The report should include visual aids, handouts, time lines (when possible) for the movement, copies of key movement documents (especially flyers, posters, commercials and/or any other material that built support for the movement—you will not receive credit for copies of documents that are already found in your readings), and media reports on the movement. Effective use of multimedia will have a positive impact on your grade. Showing film or television evidence of how the movement used and/or impacted popular culture will also have a positive impact on your grade. Also, leading an effective discussion (rather than simply reporting) will be a plus. The presentation will take one entire class period covering that movement. Movement reports will be due on the first class period of the movement they cover.

**Manuscript Delivery of Assignments:** I'm sure you will find this as incredible and appalling as I do. After all the communication classes you have had to take to get into this course, there are still some people who insist on using a manuscript delivery to present their article and movement reports to the class. If you use a manuscript delivery in this class, you can assume you will receive the worst grade in the class for that assignment. Your job is to excite your classmates

with the fascinating information you have found, not bore them to the point that they would rather have a frontal lobotomy than hear you speak. So, explain ideas, don't simply read an outline. NOTE: I'll be offering reports throughout the semester myself (The Dylan Report, The Feminine Mystique Report, and so on). Check and see if I ever deliver a manuscript presentation.

Attendance Policy: You will be allowed three unexcused absences after which any absences of any kind will lower your final grade. Because this class relies heavily on student involvement and ten percent of your grade involves participation, attendance is extremely important. Therefore, I will be taking attendance at the start of each class. Having fewer than three absences will improve your participation grade.

Late Work: Exams and in-class assignments **cannot be made-up**. Papers will lose 10% for each class period they are late. It is especially important for you to be ready to present your reports on their scheduled day. Reports that are not given within one of the class periods scheduled for the section they cover will not be accepted.

Class Format: In some respects, this class will be conducted like a graduate seminar rather than an undergraduate course. I will lecture on various important topics, articles, and theories that we will not be reading about in class. However, much class instruction/learning will occur through class discussion and collaborative learning. This is especially true for the class readings. Typically, I will not lecture over the assigned readings. However, you will be held accountable for those readings by your participation grade and by in-class assignments. Thus, reading and being prepared to discuss the assigned material is of the utmost importance.

Disabilities Services: "Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776."

Academic Integrity: The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the Scampus guide. It is the policy of the School of Communication to report all violations of the code. Any serious violations or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Communication major or minor.

## Due Dates and (Very) Tentative Schedule

### Introduction to Social Movement Studies

August 22-September 7

Read Epstein, pp. 1-57; Morgan, pp. 3-31.

### Section One: The Civil Rights and Black Power Movements

September 12-September 28

Read Morgan, pp. 35-85; Albert, pp. 105-172 (as assigned) before September 12.

### Section Two: The Student and Counterculture Movements

October 3-October 12

Read Morgan, pp. 86-126, 169-214; Albert, pp. 174-196, 439-449 before October 3.

### Section Three: The Anti-War Movement

October 17-October 24

Read Morgan, pp. 127-168; Albert, pp. 274-285 before October 17.

### Section Four: The Feminist Movement

October 26-November 7

Read Morgan, pp. 217-262; Epstein, pp. 58-124; Albert, pp. 462-474, 517-519 before October 26.

## **Term Papers Due November 9.**

### Section Five: The Environmental Movement

November 9-16

Read Epstein, pp. 125-194 before November 9.

### Section Six: The New Right Movement

November 21-November 28

Read Morgan, pp. 263-283; Epstein, pp. 195-226 before November 21.

## **Protest Papers and Presentations Due November 30.**

November 30-Review and Wrap-up.

Final Exams

## Article Reports

Each student will read and report on an important scholarly article relevant to our discussion. The report will have both a written and an oral component.

Written Component: You will outline the content of the article and make copies to hand out to each class member. This outline should be thorough, comprehensive, and suitable for studying for the final exam.

Oral Component: You will offer an oral review of the article in class. This presentation should last no longer than ten minutes and should review the key points of your outline. Your oral report should summarize your outline and the article's most important points. **Do not simply read from your outline.** Besides making me really mad, reading your outline will automatically lead to a poor grade. Practice your presentation as a speech and a discussion starter.

This assignment is worth 10 percent of your final grade. It will be due at some point during the range of dates in which we are covering the relevant unit. More precise due dates will be given later.

Just a brief note on the articles. Many are the classics in the field on their subject. Others are interesting because they offer an analysis of a particular movement that was running full force when the scholar did her/his work. Others are of interest because their ideas may have become dated. So, I offer an array of articles from some of the earliest to some of the most recent from which you may choose. I will try to let you know the particular interest of each article as we assign them.

You may select from the following list of articles:

### Civil Rights

Karlyn Kohrs Campbell, "The Rhetoric of Radical Black Nationalism: A Case Study in Self-Conscious Criticism," Central States Speech Journal, 22(1971), 151-160.

David Zarefsky, "Civil Rights and Civil Conflict: Presidential Communication in Crisis," Central States Speech Journal, 34(1983), 59-66.

Andrew A. King, "The Rhetorical Legacy of the Black Church," Central States Speech Journal, 22(1971), 179-185.

Parke G. Burgess, "The Rhetoric of Black Power: A Moral Demand?" The Quarterly Journal of Speech, 54(1968), 122-133.

Pat Jefferson, "Stokely's Cool Style," Today's Speech, 16(1968), 19-24.

Celeste Michelle Condit, "Democracy and Civil Rights: The Universalizing Influence of Public Argumentation," Communication Monographs, 54 (1987), 1-18.

Richard Fulkerson, "The Public Letter as a Rhetorical Form: Structure, Logic, and Style in King's 'Letter from a Birmingham Jail'," The Quarterly Journal of Speech, 65(1979), 121-136.

Donald C. Shields, "Malcolm X's Black Unity Addresses: Espousing Middle-Class Fantasy Themes as American as Apple Pie," in Applied Communication Research: A Dramatic Perspective, eds. John F. Cragan and Donald C. Shields (Prospect Heights, IL: Waveland Press, 1981), 79-92.

Randall A. Lake, "Enacting Red Power: The Consummatory Dimension in Native American Protest Rhetoric," The Quarterly Journal of Speech, 69(1983), 127-142.

Robert L. Scott and Wayne Brockriede, "Stokely Carmichael: Two Speeches on Black Power," Central States Speech Journal, 19(1968), 3-13.

Robert L. Scott, "Justifying Violence--The Rhetoric of Militant Black Power," Central States Speech Journal, 19(1968) 245-258.

Branham, Robert James. "I was Gone on Debating': Malcolm X's Prison Debates and Public Confrontations." Argumentation and Advocacy, 31(1995) 117-137.

#### Student/Counterculture Movements

Leland Griffin, "The Rhetorical Structure of the 'New Left' Movement: Part I," The Quarterly Journal of Speech, (1964), 113-135.

Theodore Otto Windt, Jr., "The Diatribe: Last Resort for Protest," The Quarterly Journal of Speech, 58(1972) 1-14.

Theodore Otto Windt, Jr., "Administrative Rhetoric: An Undemocratic Response to Protest," Communication Quarterly, 30(1982), 245-249.

Aniko Bodroghkozy, “‘We’re the Young Generation and We’ve got Something to Say:’ A Gramscian Analysis of Entertainment Television and the Youth Rebellion of the 1960s,” Critical Studies in Mass Communication, 8(1991), 217-230.

### Anti-War

Thomas W. Benson and Bonnie Johnson, “The Rhetoric of Resistance: Confrontation with the Warmakers,” Today’s Speech, 16(1968), 35-42.

J. Justin Gustainis and Dan F. Hahn, “While the Whole World Watched: Rhetorical Failures of Anti-War Protest,” Communication Quarterly, 36(1988), 203-216.

Herbert W. Simons, James W. Chesebro, and C. Jack Orr, “A Movement Perspective on the 1972 Presidential Election,” The Quarterly Journal of Speech, 59(1973), 168-179.

Elizabeth Walker Mechling and Jay Mechling, “Hot Pacifism and Cold War: The American Friends Service Committee’s Witness for Peace in 1950s America,” The Quarterly Journal of Speech, 78(1992), 173-196.

J. Robert Cox, “Perspectives on Rhetorical Criticism of Movements: Anti-War Dissent, 1964-1970,” Western Speech, 38(1974), 254-268.

Carol J. Jablonski. “Promoting Radical Change in the Roman Catholic Church, Rhetorical Requirements, Problems, and Strategies of the American Bishops,” Central States Speech Journal, 31(1980), 282-289.

Steve Goldzwig and George Cheney, “The U.S. Catholic Bishops on Nuclear Arms: Corporate Advocacy, Role Redefinition, and Rhetorical Adaptation,” Central States Speech Journal, 35(1984), 8-23.

Rebecca S. Bjork, “Reagan and the Nuclear Freeze: ‘Star Wars’ as a Rhetorical Strategy,” Journal of the American Forensic Association, 24(1987), 181-192.

Robert L. Ivie, “Metaphor and the Rhetorical Invention of Cold War ‘Idealists’,” Communication Monographs, 54(1987), 165-182.

Elizabeth Walker Mechling and Gale Auletta, “Beyond War: A Socio-Rhetorical Analysis of a New Class Revitalization Movement,” Western Journal of Speech Communication, 50(1986), 388-404.

### Feminism

Karlyn Kohrs Campbell, "The Rhetoric of Women's Liberation: An Oxymoron," The Quarterly Journal of Speech, 59(1973), 74-86.

Charles Conrad, "The Transformation of the 'Old Feminist' Movement," The Quarterly Journal of Speech, 67(1981), 284-297.

Brenda Robinson Hancock, "Affirmation by Negation in the Women's Liberation Movement," The Quarterly Journal of Speech, 58(1972), 264-271.

Charles Conrad, "Agon and Rhetorical Form: The Essence of 'Old Feminist' Rhetoric," Central States Speech Journal, 32(1981), 45-53.

A. Cheree Carlson, "Creative Casuistry and Feminist Consciousness: A Rhetoric of Moral Reform," The Quarterly Journal of Speech, 78(1992), 16-32.

Becky Swanson Kroll, "From Small Group to Public View: Mainstreaming the Women's Movement," Communication Quarterly, 31(1983), 139-147.

Katherine Kurs and Robert S. Cathcart, "The Feminist Movement: Lesbian-Feminism as Confrontation," Women's Studies in Communication, 6(1983) 12-23.

Martha Solomon, "Stopping ERA: A Pyrrhic Victory," Communication Quarterly, 31(1983), 109-117.

### Environmentalism

Kathryn M. Olson and G. Thomas Goodnight, "Entanglements of Consumption, Cruelty, Privacy, and Fashion: The Social Controversy over Fur," The Quarterly Journal of Speech, 30(1994), 249-276.

Brant Short, "Earth First! And the Rhetoric of Moral Confrontation," Communication Studies, 42(1991), 172-188.

Christine Oravec, "John Muir, Yosemite, and the Sublime Response: A Study in the Rhetoric of Preservationism," The Quarterly Journal of Speech, 67(1981), 245-258.

Christine Oravec, "The Evolutionary Sublime and the Essay of Natural History," Communication Monographs, 49(1982) 215-228.

### New Right

Barnett Baskerville, "The Cross and the Flag: Evangelists of the Far Right," Western Speech, 27(1963), 197-206.

Charles Conrad, "The Rhetoric of the Moral Majority: An Analysis of Romantic Form," Quarterly Journal of Speech, 69(1983) 159-170.

Martin Medhurst, "Resistance, Conservatism, and Theory Building: A Cautionary Note," The Western Journal of Speech Communication, 49(1985) 103-115.

Martin Medhurst, "The First Amendment vs. Human Rights: A Case Study in Community Sentiment and Argument from Definition." The Western Journal of Speech Communication. 46(1982) 1-19.

Charles Allen Smith, "An Organic Systems Analysis of Persuasion and Social Movement: The John Birch Society, 1958-1966," Southern Speech Communication Journal, 49(1984) 155-176.

Barbara Warnick, "Conservative Resistance Revisited--A Reply to Medhurst," The Western Journal of Speech Communication. 46(1982) 373-378; Barry Brummett, "The Skeptical Critic," WJSC, 46(1982) 379-382; Martin Medhurst, "The Sword of Division: A Reply to Brummett," WJSC, 383-390.

Barbara Warnick, "The Rhetoric of Conservative Resistance," The Southern Speech Communication Journal, 42(1977) 256-273.