

Criticism of Public Discourse

COMM 26000 — Section 030 (Call 13725) Syllabus — Summer III 2002

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Course Description: A critical examination of selected public speeches representing diverse viewpoints on a variety of historic and contemporary issues, emphasizing methods of evaluating public oral communication and the role of speechmaking in free societies. This is an LER course and a diversity course. Elements of this course are web based on WebCT. All written work for this course is submitted electronically on the course website.

Purpose of the Course: The primary purpose of the course is to train students to be critics of public discourse in a diverse society. As a Liberal Education Requirement, the course will emphasize methods of rhetorical criticism and the role of public discussion and debate in the resolution of selected issues. As a Diversity course, it will examine rhetorical responses to significant historical and contemporary controversies with particular attention to minority voices and visions; and it will focus on the analysis of persuasive appeals that are grounded in the cultural history, values, and attitudes of the participants. Students will prepare oral and written critiques that analyze the use of rhetorical principles and that identify and evaluate constructive ways of resolving differences.

Course Objectives: Upon completion of the course, each student should have acquired knowledge, attitudes, and skills that enable:

- knowing the purposes, process, and methods of rhetorical criticism
- understanding the role and value of public oral communication in the development and resolution of selected controversies in a diverse society
- analyzing rhetorical problems faced by speakers, emphasizing those created by differing audience perceptions, ideologies, and values
- discovering the rhetorical resources available for dealing constructively with rhetorical problems that grow out of social diversity
- evaluating public oral communication by applying criteria to judge effects, ethics, truth, and aesthetic quality
- communicating critical insights about rhetorical events

Text: Campbell, Karlyn Kohrs. *The Rhetorical Act*, 2nd edition: Belmont, CA: Wadsworth, 1996.

Course Website: Students are expected to be able to access the course website, a WebCT location available to all properly enrolled students at <http://class.kent.edu>. Students who do not own personal computers have ample access to computers at the numerous computer laboratories on campus. Many of the materials for this course are available only on the website. There are also collateral materials and links to other websites intended to help students with their participation in this course, including core speeches for class analysis, links to explanations of theoretical material, and research sites available through the Kent State University library system. In addition, the instructor will confidentially post student grades and progress on the course website. Students are encouraged to access the website frequently for announcements and discussions and for use of the course's internal e-mail system.

Evaluation: Determination of grades will be based on the following categories and criteria.

- 40% **Exams** over textbook, lectures, required articles, assigned speech texts, oral student critiques. All exams will be mostly essay, with objective elements from 10-20%. The first exam is worth 10%; the second, 10%; the final exam, 20%. There will be no make-up exams except according to the university's policy on make ups. Students must document fully excuses for absence.
- 10% **Announced quizzes.** There will be four announced objective quizzes, taken on line via WebCT at class.kent.edu. Each announced quiz will count for 2.5% of the student's grade. All quizzes will be available on the announced dates from 6:00 a.m. until 11:55 p.m. There will be no make-up quizzes except according to the university's policy on make ups. Students must document fully excuses for having missed a quiz that can, essentially, be taken anywhere in the world.
- 40% **Student critiques.** There will be three critiques by each student. The first is worth 10% of the student's grade and the second and third are each worth 15% of the grade. The first critique is written, and the second and third are oral. On an individual basis, and only if it is to the benefit of the individual student, the instructor will reassign values to 5%, 15%, and 20%, respectively. The written critique **must be submitted electronically on the course website** and must include a complete bibliography in current MLA or APA form. Two **electronically submitted** sentence outlines including a complete bibliography in current MLA or APA form are required with each oral critique; please see their descriptions below, within the full description of the assignments. Critiques must be presented on the day assigned. All written work must be submitted electronically on the course website, double spaced, with normal one-inch margins, except as specified otherwise in current MLA or APA guidelines, and should be prepared with a twelve-point font. Work prepared below 10-point font will be rejected

automatically as will any work submitted in a font larger than 12-point, unless the student must use a larger font because of visual disability.

- 10% **Participation and daily assignments**, including a variety of daily written and oral activities, such as unannounced quizzes, written critiques, outlines, participation in class discussion, especially feedback to other speakers, and attendance.

Participation through discussion is a very important and integral element of the instructional process in COMM 26000.

Substantive class feedback and discussion, both during the lecture sessions and after oral student critiques, are among the primary learning tools for this course. They enable student critics to know what they have been doing well and they point out areas where improvement would result in a better critique in the future. Moreover, analysis of critiques, both others' and one's own, provides invaluable experience in applying theory. A student's full and honest participation in such feedback and discussion is, therefore, essential to the successful functioning of this class.

Students who demonstrate excellent participation (90-100) display superior knowledge of the material, offer significant and consistent critical assistance and thoughtful help to other students, advance the level of knowledge for others, demonstrate theoretical and practical expertise, as well as insight relevant to the goals of the course. Students who demonstrate good participation (80-89) display knowledge of the material, offer meaningful critical assistance and thoughtful help to other students, and contribute to the intellectual atmosphere of the class. Students who demonstrate satisfactory participation (70-79) offer occasional critical assistance to others and participate meaningfully in class discussions. Students who demonstrate poor but passing participation (60-69) display minimal knowledge of the material, rarely offer useful critical assistance to other students, and do not contribute meaningfully to the intellectual atmosphere of the class. Students who demonstrate failing participation (0-59) do not participate sufficiently or constructively in the class. Students who do not contribute at all to classroom discussion and who do not offer critical insights to other students should not expect to achieve a participation grade higher than 59, although substantially lower is likely.

The instructor uses the standards 90%=A, 80%=B, 70%=C, 60%=D.

The meaning of letter grades should be interpreted as follows:

- **A:** The undergraduate bulletin defines the grade of A as denoting "excellent scholarship." Accordingly, a grade of A in this course means that the student has mastered all material, has demonstrated substantial and excellent intellectual comprehension of theoretical and practical material, and has contributed very significantly to the understanding of others and to the advancement of knowledge among peers. The student's work must very substantially exceed the requirements of the assignments. Effort and productivity profoundly exceed the minimum

requirements of the course. Students receiving the grade of A demonstrate originality, creativity, insight, and industry. It is a grade ordinarily reserved only for the most exceptional performance.

- **B:** The undergraduate bulletin defines the grade of B as denoting “good performance.” Accordingly, a grade of B in this course means that the student has demonstrated knowledge of material beyond the expectations of the assignments, has demonstrated significant intellectual comprehension of theoretical and practical material, and has contributed substantially to the knowledge of others in the class. The student’s work must substantially exceed the requirements of the assignments. Effort and productivity exceed the minimum requirements of the course.
- **C:** The undergraduate bulletin defines the grade of C as denoting “fair or average performance.” Accordingly, a grade of C in this course means that the student has achieved adequate or acceptable knowledge of material within the expectations of the assignments, has demonstrated adequate or acceptable comprehension of theoretical and practical material, and has meaningfully contributed in the class. The student’s work must meet or slightly exceed the requirements of the assignments. Effort and productivity meet the requirements of the course.
- **D:** The undergraduate bulletin defines the grade of D as denoting “poor (unsatisfactory but passing) performance.” Accordingly, a grade of D in this course means that the student has not achieved acceptable knowledge of material, has demonstrated inadequate comprehension of theoretical and practical material, and has contributed insignificantly to the knowledge of the class. The student’s work only barely meets the requirements of the assignments. Effort and productivity fall short of the minimum requirements of adequacy for the course.
- **F:** The undergraduate bulletin defines the grade of F as denoting “failure.” Accordingly, a grade of F in this course means that the student has no demonstrable or significant knowledge of material, has demonstrated inadequate comprehension of theoretical and practical material, and has contributed insignificantly to or distracted from the knowledge of the class. The student’s work does not meet the requirements of the assignments, either in preparation or in achievement. Effort and productivity fall substantially short of the minimum requirements for the course.

It is the student’s responsibility always to be aware of his or her progress and standing in this course, including any potential deductions for excessive absences. Students who wish to discuss grades with their instructor must do so in person. To ensure confidentiality, the instructor will not exchange email about grades nor will he discuss grades over the telephone. Grades will not be posted at any location except for confidential posting on the course website.

Attendance

Kent State University’s policy on classroom attendance is that “Classes are conducted on the premise that regular attendance is expected.” Moreover, because of the special nature

of a communication class in which students are expected regularly to demonstrate knowledge of our discipline, both in their comments and in their active and passive participation in the communication process, the School of Communication Studies has generally held that attendance is integral and essential to the instructional processes of all our classes. In keeping with those philosophies, the attendance policy for this course is as follows.

- ◆ **Unexcused Absences** - An absence is unexcused if it is one taken at the discretion of the student, for example, attending a social event, concert, sporting event, or fraternity/sorority function, discretionary travel, early departure for or late return from spring break, accepting overtime at work, doing work for another class, etc. Unexcused absences equal to one week of classes in a 15-week semester are allowed without penalty. For each additional unexcused absence, the course grade will be lowered by 3.33% out of the 100% total possible. In a five-week, four times weekly section (e.g., Summer III), students are allowed two unexcused absences without penalty. For each additional unexcused absence the course grade will be reduced by 5% out of the total 100% possible. ***Oral presentations missed due to unexcused absences cannot be made up and a grade of zero for those assignments will be recorded.***
- ◆ **Excused Absences** - An absence can be excused if it is one over which the student has no effective control. According to the University Digest of Rules and Regulations such circumstances include "for example, illness, death in the immediate family, religious observance, academic field trips, and participation in an approved concert or athletic event, and direct participation in university disciplinary hearings." Absences will be excused only with written proof of such a circumstance that prevents attendance on the day in question. The written verification of absence must be provided by another person as witness or authority, and presented to the instructor within two weeks of the absence(s).
- ◆ **Late Registration Cases** - Students entering a section at late registration/drop and add are still allowed the one week equivalent of unexcused absences without penalty. However, the sessions missed before registration will be counted toward the total number of missed sessions limit.
- ◆ **Late Arrivals/Early Departures** - Students arriving late to class are responsible for having "absent" marks changed to "late." *This must be done on the day in question.* Each late arrival will be counted and calculated as one-third of an absence. Early departures from class must be explained to and *approved* by the instructor. Unannounced and/or unapproved early departures will be counted as "lates."
- ◆ Depending on how late the arrival or how early the departure is, some late arrivals/early departures will be counted as full unexcused absences. Arriving more than ten minutes late to class will be counted as an absence. The same policy applies to early departures. Leaving more than ten minutes early from class will be counted as an absence. University policy with regard to excusable absences (explained above) also applies to late arrivals or early departures.

Missed oral presentations, and scheduled quizzes and exams missed cannot be made up unless there is a legitimate and *documented* excuse meeting university guidelines. Moreover, a participation grade is bound to suffer from missed classes. Unannounced quizzes, by their nature, cannot be made up at all under any circumstance. The instructor will discount a surprise quiz missed if the student has an excused absence for the date of that surprise quiz.

Students with Disabilities

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the appropriate instructors at the beginning of the semester or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the Michael Schwartz Student Services Center (330 / 672-3391).

Student Responsibility

It is the responsibility of every student to read, understand, and follow the course policies and procedures as explained in this syllabus and in any additional materials and/or distributed handouts or website postings during the semester. Not being aware of stated course policies is *not* an acceptable excuse for failing to follow stated course policies. *Don't let your grade suffer through oversight or carelessness.* Students are urged to consult the course website frequently for announcements, email, and possible calendar changes.

Course Registration

According to Kent State University policy, students are not permitted to attend classes in which they are not officially enrolled. It is the student's responsibility to ensure proper enrollment in classes. You are advised to review at once your official class schedule to ensure proper enrollment. Should you find an error in your class schedule, you have until the end of the registrar's posted schedule adjustment period to correct it. If you do not correct registration errors by that date and you do continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the conclusion of the semester. Moreover, it is possible that your place in the class could be lost because of registration demand, and you will not be able to register for the class at all. Check your schedule very carefully.

University Regulations

By this citation the University Digest of Rules and Regulations are included in and made a part of this syllabus.

Core Speech for Class Analysis—Introducing Rhetorical Criticism. Core Speech and article are on reserve in library under instructor name Mitchell.

John F. Kennedy, "Speech to the Greater Houston Ministerial Association," 12 September 1960.

Harold Barrett, "John F. Kennedy Before the Greater Houston Ministerial Association." *Central States Speech Journal* 15 (1964): 259-66.

Core Speeches in Units for Class Analysis—Applying Rhetorical Criticism. Core speeches are available on the course website. The Barrett and Delia articles are in a booklet available in the COMM office, MSP D201.

- I. **The Irrepressible Conflict—The American Civil War:** Abraham Lincoln, "First Inaugural Address," 4 March 1861.
- II. **Civil Rights for All Americans:** Martin Luther King, Jr., "I Have a Dream," 28 August 1963.
- III. **The Long Night of Tyranny—World War II:**
 - A. Jesse G. Delia, "Rhetoric in the Nazi Mind: Hitler's Theory of Persuasion." *Southern Speech Communication Journal* 37 (1971): 136-49.
 - B. Winston Churchill, "Be Ye Men of Valour," 19 May 1940.
 - C. Franklin D. Roosevelt, "Radio Address on National Security," 29 December 1940.
- IV. **The Rhetorical Presidency:**
 - A. Robert Dole, "Acceptance Address: Republican Nominee for President," 15 August 1996.
 - B. Bill Clinton, "Acceptance Address: Democratic Nominee for President," 29 August 1996.

Tentative Schedule

Students should regularly consult the online calendar and announcements posted to the online discussion pages for possible changes in this schedule.

Dates	Activities	Readings
Week 1 7/15-7/18	Introduction to course; rhetorical criticism discussion of chapters in Campbell. Announced quiz 01 on Campbell chapters 1-3, available 7/17 on line at class.kent.edu.	Campbell: chs. 1-12.
Week 2: 7/22-7/25	Discussion of chapters in Campbell. Sample of rhetorical critique. Announced quiz 02 on Campbell chapters 4-12 available 7/21 on line at class.kent.edu	Campbell: chs. 8-12. Kennedy speech and Barrett article.
Week 3: 7/29-8/1	First exam on Campbell, chapters 1-12, Kennedy speech, Barrett article, 29 July, given on line in the MSP computer lab in first 50 minutes of class session. Units I and II: The Irrepressible Conflict and Civil Rights for All Americans. Units III and IV: The Long Night of Tyranny and The Rhetorical Presidency. Lecture and discussion. Announced quiz 03 on Lincoln and King speeches available 7/29 on line at class.kent.edu. Announced quiz 04 on Delia article and on Churchill, Roosevelt, Dole, and Clinton speeches available 8/1 on line at class.kent.edu	Lincoln and King speeches. Delia article. Churchill and, Roosevelt speeches. Dole and Clinton speeches.
Week 4: 8/5-8/8	Written critiques on Civil War and Civil Rights speakers are due on 5 August. Units III and IV: The Long Night of Tyranny and The Rhetorical Presidency. Lecture and discussion. Student critiques of World War II speakers and presidential speakers begin 7 August. Complete round 3 selections of speeches. Second exam on speeches and readings not covered in first exam, lectures on Units I-IV, overview of rhetorical criticism, 6 August, given on line in the MSP computer lab in first 50 minutes of class session.	Delia article. Churchill and, Roosevelt speeches. Clinton and Bush speeches
Week 5: 8/12-8/15	Final student critiques begin 12 August. Final examination: Campbell, chapters 1-12; all collateral readings; all lectures and speeches; all student critiques, 15 August, given on line in the MSP computer lab, 9:45-10:45 a.m. Class resumes after final exam.	

Guidelines for Critique One Rhetorical Problem

In your written critique of seven (7) to nine (9) pages, your purpose is to *identify* and *analyze* the rhetorical problem the speaker faced presenting the speech you have chosen. You must also analyze intrinsic strategies the speaker used to respond to the rhetorical problem.

You should *first* do background research on extrinsic factors: situation, speaker, audience(s), purpose(s) of the speech, audience attitudes about topic, speaker, and purpose, and results or effects of the speech. This information will help you identify the rhetorical problem, or the obstacles the speaker faced in achieving his or her persuasive goal.

Since space is limited, be selective in choosing extrinsic factors discussed in your critique. Include only those elements pertinent to the speech you are analyzing, or only those crucial to identifying the rhetorical problem. Be certain to *state explicitly the exact rhetorical problem* the speaker encountered.

Second, identify and analyze intrinsic factors the speaker used to respond to the rhetorical problem. Consider such factors as evidence, argument, organization, style, language, nonverbal elements, ethos, pathos, or any other intrinsic strategy you discover in the speech.

Concurrent with submission of the first written critique, each student will electronically submit an individual statement indicating how analysis of the speaker and speech provided insights contrary to his/her own cultural background, personal experience, or attitudes. These written statements will serve as the basis for class discussion.

Your paper should include the following information:

- Concise background on the speaker. Include only what is germane to analysis of the particular speech.
- General background on the overall context and specific information on the events and issues surrounding the speaking situation.
- Specific information on the event (when and where was the speech given; description of audience[s]; what were audience attitudes, beliefs, or values about the topic, speaker, and purpose; what was the speaker's specific purpose).
- Identify the rhetorical problem (obstacles the speaker faced in trying to achieve the specific purpose with the specific audience in the specific situation).
- Brief summary of the main points or claims in the speech.
- Describe and illustrate at least *three* intrinsic strategies that you believe might have contributed to resolving the rhetorical problem. For example, consider strategies

related to evidence, argument, organization, or style and language. Explain *why* the strategies you select appear effective.

- A complete bibliography of research sources, using either APA or MLA form.

It is expected that this—and all written work for this course—will be stylistically, grammatically, and linguistically competent. Deficiencies in any of these areas will reflect themselves in the overall evaluation of the critique.

All work for class, both written and oral presentations, must conform with the university's policy on cheating and plagiarism. It is the responsibility of the student adequately and properly to cite work according to current MLA or APA standards. Improperly cited or unattributed quotations and work are, by definition, violations of the university's policy on plagiarism and cheating.

The first critique will be evaluated as follows: presentation of background, 10%; identification of major claims, 15%; analysis of rhetorical problem, 25%; identification of rhetor strategies, 25%; form in written presentation, 25%.

Guidelines for Critique Two ***Rhetorical Resources***

In your oral presentation of seven (7) to nine (9) minutes your goal is to *identify* and *analyze* the intrinsic factors your speaker used in responding to the rhetorical problem.

To accomplish this purpose you should *first* do background research on extrinsic factors: situation, speaker, audience(s), purpose(s) of the speech, audience attitudes toward topic, speaker, and purpose, and results or effects of the speech. Since time is strictly limited, select meticulously the extrinsic factors you discuss. Include only those directly relevant to the speech you are analyzing, or only those crucial in identifying the rhetorical problem. This information will help you identify the rhetorical problem, or the obstacles the speaker met in achieving his or her persuasive goal. Be certain to *state explicitly the exact rhetorical problem* the speaker encountered.

However, your primary task is not to persuade your audience about the rhetorical problem. Rather you should concentrate on explaining how the speaker overcame those problems, identifying as many intrinsic resources as appropriate and illustrating them with clear and vivid examples. Therefore, *second*, identify and analyze the intrinsic factors the speaker used to respond to the rhetorical problem. Consider such factors as evidence, argument, organization, language, nonverbal elements, ethical appeals, emotional appeals, or any other intrinsic element relevant in the speech. When preparing your critique, consult especially chapters 8 through 12 in Campbell, *The Rhetorical Act*. Remember that your audience will understand you better if you provide a *concise* summary of the speech.

Again, because of time limits you should be selective when choosing the intrinsic resources discussed in your oral presentation. Focus on those which proved most helpful

to the speaker in responding to the rhetorical problem and on those which will help your audience understand the rhetorical characteristics of the speaker and the speech.

Third, after identifying and explaining the intrinsic factors, state specifically how the elements you selected would or should help the speaker in resolving the rhetorical problem. This section of your presentation is, essentially, evaluation. Do not assume that because a speech is historical and has been preserved, or because a famous rhetor gave it, that it is necessarily aesthetically good, effective, or worthy of praise. Neither should you assume that just because you found a speech difficult that it deserves condemnation. Be courageous in your evaluation, but *do not be impressionistic. Defend your position with reasoning, evidence, and examples.* Consider the standards of the audience whom the speaker addressed. Do not be afraid of making moral judgments about the speech.

Not later than the day before you present your critique, before you speak, you are responsible for submitting electronically on the course website:

- A full sentence outline of your oral presentation.
- A full sentence outline of the text of the speech under analysis.
- A bibliography of research sources, using current MLA or APA form.

No student may present the oral presentation without first submitting the written work according to the rules above. Unsubmitted written work, without legitimate excuse, is equivalent to unexcused unsubmitted oral presentations and will incur the same penalties. The oral presentation will not be delivered and the student will receive the grade of zero.

It is expected that this—and all written work for this course—will be stylistically, grammatically, and linguistically competent. Deficiencies in any of these areas will reflect themselves in the overall evaluation of the critique.

All work for class, both written and oral presentations, must conform with the university's policy on cheating and plagiarism. It is the responsibility of the student adequately and properly to cite work according to MLA or APA standards. Improperly cited or unattributed quotations and work are, by definition, violations of the university's policy on plagiarism and cheating.

The second critique will be evaluated as follows: presentation of background, 10%; identification of major claims, 10%; analysis of rhetorical problem, 20%; identification of rhetor strategies, 20%, evaluation of rhetoric, 20%; form in oral presentation, 10%; form in written presentation, 10%.

Guidelines for Critique Three Rhetorical Resources and Diversity

The third critique should follow the guidelines for the second critique. All requirements for the second apply to the third. In addition, students will be expected to include in their oral presentation a discussion of how analysis of the speaker, speech, and audience provided insights contrary to their own cultural backgrounds, personal experiences, or attitudes.

The third critique will be evaluated as follows: presentation of background, 10%; identification of major claims, 5%; analysis of rhetorical problem, 20%; identification of rhetor strategies, 20%, evaluation of rhetoric, 15%; explanation of diversity insights, 10%; form in oral presentation, 10%; form in written presentation, 10%.

Note about Text Availability

Many contemporary speeches may be found in *Vital Speeches* in the library. Some of them are in microform. All presidential speeches are available in the *Weekly Compilation* in the government documents section of the library. Finding speeches is the student's responsibility, although many materials for the first and second critiques are on reserve in the library. Allow plenty of time to select and retrieve your speech, as not all materials are readily available. The instructor will not accept as an excuse that a student was unable to retrieve needed documents as there is an entire semester to complete this work. This attempted excuse is especially disturbing when the student advises the instructor on the day before a critique is due that the student has not been able to find the document. The instructor can help supply items marked with an *asterisk. Such items are not on reserve. In all cases, however, it is the responsibility of the student to find needed texts. Because of unpredictable and uneven reliability and authenticity, any materials found on the Internet should be verified with print versions of those materials. *Speeches retrieved on line should be checked against written copies for accuracy. Many on line speech resources are inaccurate or highly edited and will frequently lead to students' misunderstanding the speech and, consequently, inadequately or incorrectly analyzing and evaluating it.*

Speeches for Critique 1

I. The Irrepressible Conflict—The Civil War

Wendell Phillips, "The Murder of Lovejoy," 1837*
Angelina Grimké, "Address at Pennsylvania Hall," 1838
Henry Clay, "The Compromise of 1850," 6 February 1850
John C. Calhoun, "The Slavery Question," 4 March 1850
Daniel Webster, "Seventh of March, 1850, Speech," 7 March 1850
Frederick Douglass, "The Fourth of July," 5 July 1852
James Henry Hammond, "Mud-Sill' Speech," 4 March 1858
Abraham Lincoln, "A House Divided," 16 June 1858
Steven A. Douglas, "Campaign Speech for the United States Senate," 9 July 1858
Abraham Lincoln, "Campaign Speech for the United States Senate," 10 July 1858
William Lowndes Yancey, "For Southern Rights," 28 April 1860
Robert Toombs, "On Secession," 7 January 1861
Jefferson Davis, "Inaugural Address," 1861*

II. *Civil Rights for All Americans*

Booker T. Washington, "Cotton States Exposition Address," 18 September 1895.*
W.E.B. DuBois, "Of Mr. Booker T. Washington and Others," c. 1903.*
Dwight D. Eisenhower, "Federal Court Orders Must Be Upheld," 24 September 1957
George C. Wallace, "First Gubernatorial Inaugural Address," 14 January 1963*
George C. Wallace, "The Civil Rights Bill: Fraud, Sham, and Hoax," 4 July 1964
Stokely Carmichael, "Berkeley Speech," October 1966
Eldridge Cleaver, "Political Struggle in America," March 1968*
Martin Luther King, "I've Been to the Mountaintop," 3 April 1968
John Bell Williams, "School Desegregation Problems," 3 January 1970

Speeches for Critique 2

III. *The Long Night of Tyranny—World War II*

Franklin D. Roosevelt, "Quarantine Speech," 5 October 1937
William E. Borah, "Our Imperative Task," 28 March 1938
Winston Churchill, "On the Munich Agreement," 5 October 1938
Robert A. Taft, "Let Us Stay Out of War," 22 January 1939
Adolf Hitler, "Germany Demands Its Rights," 1 April 1939
Adolf Hitler, "The Invasion of Poland," 1 September 1939
Franklin D. Roosevelt, "A Plea for Neutrality," 3 September 1939
Martin Dies, "The Challenge to Democracy," 17 September 1939
Burton K. Wheeler, "America's Present Emergency," 30 December 1940
Charles A. Lindbergh, "An Independent Policy," before US entered war, 1941
Franklin D. Roosevelt, "America's Answer to Japan's Challenge," 9 December 1941
Winston Churchill, "Address Before U. S. Congress," 26 December 1941
Franklin D. Roosevelt, "State of the Union," 15 January 1942

IV. *The Rhetorical Presidency*

Franklin D. Roosevelt, "First Inaugural," 4 March 1933
Dwight D. Eisenhower, "Liberty is at Stake," 17 January 1961
John F. Kennedy, "The Berlin Crisis," 25 July 1961
John F. Kennedy, "Cuban Missile Crisis," 22 October 1962
Lyndon B. Johnson, "The Forward Thrust of America," 27 November 1963
Barry M. Goldwater, "Nomination Acceptance Speech," 16 July 1964*
Ronald Reagan, "A Time for Choosing," 27 October 1964
Eugene McCarthy, "On Vietnam," 16 October 1967*
Richard M. Nixon, "Acceptance of the Republican Nomination," 8 August 1968
Hubert Humphrey, "Salt Lake City Speech," 30 September 1968*
Richard M. Nixon, "First Inaugural Address," 20 January 1969
Richard M. Nixon, "Cambodia," 30 April 1970
Richard M. Nixon, "The Watergate Affair," 30 April 1973
Richard M. Nixon, "Resignation Speech," 8 August 1974

Gerald M. Ford, "Republican National Convention Acceptance Speech," 19 August 1976
Jimmy Carter, "The Crisis of Confidence," 15 July 1979
Ronald Reagan, "National Security," 23 March 1983
Geraldine Ferraro, "Convention Acceptance Address," 19 July 1984
Marion G. (Pat) Robertson, "A New Vision for America," 17 September 1986*
George Bush, "Iraqi Aggression in the Persian Gulf," 11 September 1990
William J. Clinton, "Inaugural Address," 20 January 1993

Speeches for Critique 3

Political Rhetoric

- Anthony, Susan B. "Is it a Crime for a U. S. Citizen to Vote?" 1872-73. Karlyn Kohrs Campbell, ed. *Man Cannot Speak for Her*. Vol. 2. New York: Greenwood P, 1989.
- Bryan, William Jennings. "Cross of Gold." 1896. Ronald F. Reid, Ed. *American Political Discourse*, 2nd ed. Prospect Heights, IL: Waveland P, 1995. 649-54.
- Buchanan, Pat. "The Election is About Who We Are." Republican National Convention, 17 Aug. 1992. *Vital Speeches* 15 Sep. 1992: 712-715.
- Cuomo, Mario. "Is Government Working?" 10 Sep. 1990. Richard L. Johannesen, R. R. Allen, and Wil A. Linkugel, eds. *Contemporary American Speeches* 7th ed. Dubuque, IA: Kendall/Hunt, 1992. 314-321*
- Cuomo, Mario. "Keynote Address." 17 July 1984. *Vital Speeches* 15 Aug. 1984: 646-49.
- Helms, Jesse. "The Uniting of the Silent Majority." 15 May 1982. James R. Andrews and David Zarefsky, eds. *Contemporary American Voices: Significant Speeches in American History—1945-Present*. New York: Longman, 1992. 318-21.
- Jackson, Jesse. "Common Ground and Common Sense." 17 July 1984. *Vital Speeches* 15 Aug. 1988: 649-52.
- Jackson, Jesse. "The Moral Center." Democratic National Convention. 14 July 1992. *Vital Speeches* 15 Aug. 1992: 652-4.
- Jackson, Jesse. "The Rainbow Coalition." 17 July 1976. *Vital Speeches* 15 Nov. 1976: 77-81.
- Jordan, Barbara. "Democratic Convention Keynote Address." 12 July 1976. *Vital Speeches* 15 Aug 1976: 645-6.

Roosevelt, Eleanor. "Address to the Americans for Democratic Action." 1 April 1950. James R. Andrews and David Zarefsky, eds. *Contemporary American Voices: Significant Speeches in American History—1945-Present*. New York: Longman, 1992. 24-6.

Roosevelt, Eleanor. "The Struggle for Human Rights." 28 September 1948. Harold Ross Ryan, ed. *Contemporary American Public Discourse*. Prospect Heights, IL: Waveland P, 1992. 74-82.*

Smith, Mary Louise. "Now is the Time . . ." Victoria L. DeFrancisco and Marvin D. Jensen, eds. *Women's Voices in Our Time: Statements by American Leaders*. Prospect Heights, IL: Waveland P, 1994. 43-49.*

International Relations

Havel, Vaclav. "Address by His Excellency Vaclav Havel, President of The Czechoslovak Socialist Republic." 21 Feb. 1990. *Congressional Record* 21 Feb. 1990: 136.13.

Roosevelt, Eleanor. "The Struggle for Human Rights." 28 September 1948. Harold Ross Ryan, ed. *Contemporary American Public Discourse*. Prospect Heights, IL: Waveland P, 1992. 74-82.*

American Society, Morality, and Culture; Multiculturalism

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