ENGLISH 5363.001  HISTORY OF RHETORIC  FALL 2012  SYLLABUS  (July 2012)

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Office Hours: MW 2-4 pm; TR 10-11 a.m. and 2-4 pm; by appointment

Catalog Description

This course examines classical and modern traditions in rhetoric and their application to written discourse. Topics focus on contributions of classical and modern rhetoricians, written literacy, and the institutionalization of writing instruction. [Study includes social, political, and cultural factors that shaped rhetoric in each time period.]

Course Description

Erika Lindemann identifies at least three reasons to study rhetoric. First, she says it is a "compelling subject to study," and it introduces us to "some of the most influential thinkers" in world history. Second, she says, rhetoric "helps us understand our world." Third, rhetoric informs contemporary teaching practice. Personally, I think Lindemann understates the case. To be an effective teacher of writing, one has to understand rhetoric because it teaches us how communication works, it offers effective teaching strategies, and it provides the very glue that holds society together.

This course is a "survey," which means that you will learn a little bit about a lot of rhetoricians. We will learn about the historical, intellectual, political and cultural forces that first give rise to rhetoric in ancient Greece, and then we will look at how the rhetorical tradition grew and changed throughout the next two and a half millennia. We are hitting the "high points" of one of the great rhetorical traditions. Because of the texts available, we are going to look primarily at the Western rhetorical tradition (although we will try and go beyond it). However, you need to know that many rhetorics and many rhetorical traditions exist, especially the East Asian, Arabic, and African (particularly the Kemetic) traditions. A study of non-Western rhetoric (or of a non-Western rhetorical figure) would be a unique seminar paper (or thesis or doctoral dissertation).

Required Text and Materials

Bizzell, Patricia and Bruce Herzberg, The Rhetorical Tradition: Readings from Classical Times to the Present. 2nd ed (It is important to get the 2nd edition.)
I will provide any other selections listed in the course schedule.

Student Learning Outcomes
By engaging in the course activities, students will:

• Appraise persuasive arguments using rhetorical criteria
• Perform original scholarship in rhetorical history
Course Goals and Objectives

Students in the course will:

- be introduced to the historical study of rhetoric as a discipline
- engage in that study
- explore the cultural, political, and intellectual forces that shaped rhetoric
- chart the changes from the "old" to the "new" rhetoric
- use rhetoric to analyze contemporary models of discourse
- learn how rhetorical strategies work
- read critically and write reflectively

Graduate Studies Standards

The instructor assumes that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways.

- Students read weekly assignments on time and come to the seminar with serious response and a willingness to discuss.
- Students do not assume that an assignment is legitimate only if it will be "tested." The work is done for its own learning value.
- Students expect that they will attend 100% of the time and not assume there are a certain number of allowable absences. (I come to class because I want to share a learning experience with students. If you are not present, and I am not aware of your situation, then I will not feel that sharing is occurring. This will make it more difficult for me to discern your experience in this course at the course's end, when "final grades are due.)
- Students recognize that open and equitable discussion and critique are the soul of a graduate seminar and a foundation for future academic growth. Everyone participates. Everyone is respectful of others' thoughts. Students don't put the burden on the teacher or on other students to originate or maintain discussion. They take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

A Note about Readings

The course will take a "primary text" approach. In other words, rather than reading about Aristotle, Cicero, or Francis Bacon, we will go straight to the work of each of the rhetoricians.

This practice will be rewarding; it may, at times, prove challenging. You will have to read carefully and reflect on what is being explained and what concepts and factors contribute to a particular rhetorician's perspective of rhetoric. YOU WILL NOT BE ABLE TO WRITE THE DAILY IN-CLASS WRITTEN RESPONSES IF YOU DO NOT READ THE ASSIGNMENTS.

Some students like to find commentaries about these rhetorical thinkers. At times, you may find this necessary. However, in your role as a scholar you should study each work first. Together we will generate guiding questions to direct our readings.
Grades
Your grade will be based on the following elements:

- **Active Participation** 10%
- **Weekly Reader** 35%
- **Rhetorical Analysis** 20%
- **Research Project** 35%

Citations for all work should be done according to the current Modern Language Association (MLA) format. If you are a graduate student from a discipline outside of English and wish to use an alternate format that is usual in your "home" discipline, let me know.

Policies required by the Southern Association of Colleges and Universities (SACS)

This is graduate school. You know as well as I do that you need to come to class for each meeting, be on time, be prepared to discuss assigned readings, and submit work when it is due (no late work). That is my policy; this is what I expect, and I know that you, too, expect this as graduate students. However, to make the accreditation deities happy, I shall add the following:

**Attendance and Tardy Policy**

You need to make every reasonable effort to attend every class. I realize this will not always be possible. **One absence will be** excused for illness, personal emergency, or school business. If you are ill enough to miss class, you are ill enough to seek medical attention, and your illness will be excused when I receive some sort of medical documentation. If you have some sort of personal emergency, such as an illness or death in the family, please notify Student Affairs, and the people in charge will arrange for you to make up any missed work. If you miss because of school business (conference event, etc.), please let me know before you leave so that you will not return from your trip behind in your school work.

**NOTE:** If you accumulate any absences that are unexcused, you will have missed much instruction, so I reserve the right to penalize your grade up to and including failure of the course. If you miss two classes for *any* reason, you run the risk of failing.

**Tardies**

This is a 7 pm class. Plan your day carefully to meet your responsibilities. Do not be late. If you arrive after class starts, you will be considered tardy. Two tardies count as an unexcused absence.

**Late Work [No late work]**

Daily work cannot be turned in late for any reason. Daily written responses, lectures, and class discussions cannot be recreated. Thus, you will miss valuable information. If you are absent, I will have to record a 0 for the missing work. [Daily work constitutes 35% of the course grade.]
**Major projects:** We have ample time to complete each project. I will not accept late papers or projects unless you have documentation of an emergency. No late projects will be accepted for any reason after the final exam date.

**Academic Integrity and Dishonesty**

Students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs" and to "conduct themselves in accordance with the highest standards of academic honesty." Please refer to the 2009-2010 Texas A&M University-Corpus Christi Catalog for additional requirements.

**Academic Advising**

If you are majoring, or plan to major, in a field taught in the College of Liberal Arts, and if you have not yet obtained a signed degree plan, you should make an appointment to meet with your Academic Advisor. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466

**Notice to Students with Disabilities**

Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disabilities Services, located in CCH 116, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

**Grade Appeal Process**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.htm](http://www.tamucc.edu/provost/university_rules/index.htm). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs

**SCHEDULE (See next page.)**
SCHEDULE: ENGL 5363.001 HISTORY OF RHETORIC FALL 2012

http://humanities.byu.edu/rhetoric/ See the Forest of Rhetoric.

Note: Assigned readings should be read before you arrive for class. You will have the opportunity to share your understanding of the reading in an in-class written response before we discuss it.

AUGUST

Aug 23

Introduction to the course, principal concepts in the evolution/trajectory of the rhetorical tradition; explanation of student-generated reading prompts, student led class discussion

Assignment for Aug 30

In Bizzell and Herzberg (B & H) read the “General Introduction” on pages 1-17. Also, read “Classical Rhetoric” on pages 19-39. [Each chapter includes a bibliography for research.]

Some concepts of rhetoric and questions to guide our reading and reading responses:

- Where does rhetoric come from? What is its connection to social organization and a citizen's role in an organization?
- What is the subject of rhetoric? (Everything's an Argument by Andrea Lunsford and John Ruszkiewicz)
- What cultural/political/philosophical factors are tied to classical rhetoric?
- What is the role of rhetoric in the creation of knowledge (epistemology)? How did competing notions of rhetoric arise from different ideas about knowledge available to humans?
- What view of language and knowledge did the Sophists possess and promote? (critical examination of language)
- What is the Sophistic concept of kairos and its connection to probable (as opposed to unchanging) knowledge?
- How did the Sophists alter the existing primacy of the aristocratic class and control of power?
- How did the Sophistic teaching of arguing opposing sides of a case ("dissoi logoi") contribute to reaching the most beneficial action or belief?
- What individual, civic, and cultural benefits did Isocrates see in rhetorical training?
- For Isocrates, what is the connection between philosophy and rhetoric?
- For Plato why is Sophistic rhetoric a false rhetoric (the Sophistic sense of kairos)?
- In his work, Gorgias, what is Plato's goal in engaging each of the three interlocutors or figures and what is the relationship between rhetoric and knowledge in the key question of the value of rhetoric?
Aristotle sees rhetoric as a tool to help people reach agreement on daily questions that demand action; how does this view connect to his focus on heuristics (topoi), enthymeme (probable collective truth), and audience analysis?

To the rhetorical tradition Hermagoras (after Aristotle) added the concept of "stasis": defining the key question in a case. Where is the effective use of this concept most evident?

How did Greek concepts of rhetoric and Greek learning extend to other centers? Egypt and Turkey

How did Cicero's work contribute to concepts of style, language, and the ethical tone of the orator?

How did declamations add to the rhetorical tradition, linked to the Second Sophistic (From Quintilian's time to the sack of Rome), and how did it move rhetoric away from political to literary considerations?

What is Quintilian's contribution to an understanding of the act of learning and the good man speaking?

Why study the history of rhetoric for your particular academic and professional goals?

SEPT
Classical Rhetoric

For Sept 6  The Greeks and Rhetoric

Read the three-page introduction on the rhetorician Gorgias on pages 42-44 (Besides other work, he is known for his *Encomium of Helen*).

Read the two pages, 47-48, on the *Dissoi Logoi (Opposing Arguments)*. The Sophists taught future rhetoricians to learn to argue both sides of an issue. [Plato objected to this practice.]

Read the introductory information on Plato, pages 80-84 (top of the page).

For Sept 13
Read Gorgias, 87-138.

Looking ahead: Rhetorical analysis of an essay: http://rhetoric.byu.edu/

For Sept 20  Greeks and Rhetoric
Read Isocrates, 67-74.
Aristotle, Introduction and selections from *Rhetoric*, 169-200 (to X)
Selections on Aspasia, 56-66.

Looking ahead:
Rhetorical analysis of an essay: http://rhetoric.byu.edu/
Analyzing/Composing an Argument:

Exordium, Narrative Statement, Partition, Argument, Peroration

**For Sept -27 Roman Rhetoric**

Read Cicero, Introduction and selections from *De Oratore*, 283-335 (stop at the top of page 335, up to Book III)

- Rhetorical analysis of an Essay: Darci Hill and Eva Guerrero
- Steps for rhetorical analysis

You may be interested in a rhetorical analysis of Margaret Fell, *Introduction and Selections from Women’s Speaking Justified*, 748-756. You can compare Fell’s essay (England) to the essay by Sor Juana (Mexico City).

Dr. C: Plutarch and literature and Aristotle's enthymeme

**OCT**

**For Oct -4**

Review Aristotle's Rhetoric to begin the rhetorical analysis of a speech/essay.

**For Oct -11 Roman Rhetoric and Medieval Rhetoric**

Read Quintillian, Introduction and selections from *Institutes of Oratory* 359 through 411 (through Book X Chapter V)

**For Oct 18 Medieval Rhetoric**

*****Rhetorical Analysis Due

Medieval Rhetoric

I will provide an Introduction to medieval Arabic rhetoric and its incorporation into rhetoric in medieval Moorish controlled territory (Spain) and its incorporation into Spanish rhetoric in 1200's.

Semester Research Project: Discussion of ideas, examples of projects:

**For Oct 25**

For Oct -25

Medieval Rhetoric (continue discussion of readings)

Semester Research Project: Discussion of ideas, examples of projects:

NOV 1

NO CLASS: Identify the topic or issue for the research project (15 pages, double spaced).

The research question should originate in our concrete readings and class discussions (the key concepts in the art of rhetoric).

Begin searching for 15 sources.

THE PROPOSAL FOR THE RESEARCH PROJECT:

Begin drafting a proposal for the effort.

Please look at the reading assignment for Nov. 8.

NOV 8
Renaissance (Early Modern) Rhetoric

B and H: "Renaissance Rhetoric" on 555-580

Erasmus, Introduction and selections from Copia, 581-585; Copia: Foundations of the Abundant Style: 597-599 (stop at the end of section #9.).

Wilson, Introduction and selections from The Arte of Rhetorique, 698-713 (Stop just above "An Oration deliberative.")

Sor Juana Inés de la Cruz, Introduction and selections from The Poet’s Answer, 780-8.

Nov -15 Enlightenment Rhetoric

B and H: 789-813
Campbell, Introduction and selections from The Philosophy of Rhetoric, 898-829.
Blair, Introduction and selections from Lectures on Rhetoric and Belles Lettres, 947-78.

The Royal Society (I will introduce this subject, on page 795.)

Nov-22 Nineteenth-Century Rhetoric

No reading. Work on semester research focus.
Nov -29 Modern and Postmodern Rhetoric  
B and H 1181- 1202
Bakhtin, Introduction and selections from Marxism and the Philosophy of Language, 1206-1226.  

Dec -6 Oral Presentations of Research Project  
Dec 13- Submit Paper

HAVE A JOYOUS HOLIDAY!

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