RWS 6311

History of Rhetoric II

Dr. Lucía Durá

Spring 2016 :: HUDS 114

Office Hours (HUDS 319) :: T 5-6 p.m.

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*We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people.*

–Martin Luther King

*Silence can be a plan/rigorously executed…It is a presence/ it has a history a form/ Do not confuse it with any kind of absence*.

–Adrienne Rich

Clear *expression, often equated with* correct *expression, has long been the criterion set forth in treatises of* rhetoric, *whose aim was to order discourse so as to persuade.*

--Trinh Min-ha

Course Description and Goals

In this course we will explore rhetorical theories, techniques, treatises of language, and patterns in education that have contributed to the development of a certain tradition of rhetoric since the Renaissance. We will work chronologically and topically, extrapolating the context, significance, and relevance of the work that has made history in our discipline. And we will articulate and interrogate the complexity of conceptualizing any corpus as a “tradition” with alternative traditions and histories merely appended to it.

We will use the following thrusts of historiography to explore ways history has been constructed, deconstructed, and re-constructed in our discipline:

* theories, techniques, treatises of language
* discipline formation (literature, speech, and composition)
* development of the twentieth century university (and decline of formal rhetoric)
* attitudes of period scholars toward education
* origins of modern teaching practices
* nature and spread of universal literacy
* connections of rhetoric to liberty and later democracy
* identity formation
* methodologies: archival, recovery, revisionary
* excluded/marginalized foci and scholars and “alternative” rhetorics

By the end of the semester class participants should be able to

1. Articulate a well-informed position on the development, significance, and status of (A) rhetoric and (B) certain rhetorical concepts (e.g., audience, purpose, style, delivery, language, arrangement, invention, eloquence, genres, *kairos*, ethics, gender, race, epistemology).
2. Engage in a historically grounded research project that utilizes concepts and/or readings from this course.

To achieve these goals, we will survey and examine primary texts from the 16th to the 20th century; utilize secondary texts to understand context (temporal, geographic, political, religious, etc.); and engage in critical discussions both in and out of class. Each person is responsible for conducting independent research to fulfill the requirements of the final project.

Texts

*Required*

Berlin, James. *Rhetoric and Reality: Writing Instruction in American Colleges 1900-1985*. 1987. (at UTEP bookstore)

Burke, Kenneth. *A Rhetoric of Motives.* Parts I-II. Any edition.

Kitzhaber, Albert. *Rhetoric in American Colleges: 1850-1900*. 1990. (at UTEP bookstore)

You will need to find access to any sources needed to complete your independent research project.

The rest of the course readings will be in the course Dropbox folder.

*Suggested for context*

Bizzell, Patricia and Herzberg, Bruce. *The Rhetorical Tradition*. Any edition.

Conley, Thomas. *Rhetoric in the European Tradition*. 1990.

Assignments and Grading

*Readings and reading responses (20%)*

Readings are the gateways to our investigation of theories, techniques, treatises of language, and patterns in education in the history of rhetoric.

self-reflection🡪group reflection🡪self-reflection

Each week you will post a reading response guided by the following questions:

* **What?** What did you read? What do you know about the historical context? What do you know about the rhetorical context? Who/what influenced it? What kind of an impact did it have?
* **So What?** Explain why you think this work is important to us now and why it was important in its time. How does it connect to other work? Was it unprecedented? Did it open a movement? Close a movement? Lead to something else? If you’re unsure, explain and fill in the blanks later.
* **Now What?** How/why is this work useful to you (or not)? How does it connect to your own work? How does it help you gain a more robust understanding of something? How might you use it? What questions does it prompt you to ask?

Your 500+ word reading responses are due on Blackboard by 11:59 p.m. on Mondays. Two responses to other classmates are due by 1:00 p.m. on Tuesdays.

I will evaluate both your reading journal entries and group responses based on (1) completeness and (2) evidence that you have engaged with the readings and attempted to go deep, expound, and make meaningful connections. While you may focus your attention on one particular reading, you are still responsible for learning and understanding the material for all assigned readings. Therefore, I ask that you explain why you chose to focus on a particular reading for a particular day.

*Class discussions (20%)*

You will be responsible for facilitating content for two class sessions with a partner (up to an hour and 20 minutes). Please note: *facilitate* does not mean *present*. What I expect from you is a carefully thought out plan to *facilitate learning* and *knowledge-making* in that particular session. You will need to decide on the focus and on the format of your session. Be creative, take risks, help us go deep and wide. Take this as an opportunity to practice teaching a graduate seminar. And keep in mind that we will continue the discussion in the second half of class in some way. Feel free to run your ideas by me.

On the days that you are not facilitating, you may be asked to send me written feedback to compile for that day’s facilitators.

This portion of your grade also includes your participation in class discussions, research workshops and final presentations.

*Annotated bibliography (10%)*

As the semester progresses, you will conduct independent research towards your historically grounded research project (see below). To help you reach this goal, you will begin compiling an annotated bibliography early in the semester. This assignment is meant to be a thoughtful “digging” and evaluation of sources. Therefore, there is no minimum or maximum source requirement (!). You will need to indicate next to each source whether your summary is based on careful reading or on skimming by designating skimmed sources with an asterisk. You may include sources we have read in this class. Please refer to the following websites for guidance: <https://owl.english.purdue.edu/owl/resource/614/01/>

and

<http://guides.library.cornell.edu/annotatedbibliography>

*Historically grounded research project(20%)*

You may choose to write a 2,500-5,000 word

1. Conference paper or article that utilizes what you have learned in this class to contextualize your inquiry/argument (readings, methodologies). It may be useful to look at CFPs for inspiration;
2. Historical literature review towards your dissertation; or
3. Different kind of historically grounded research project that synthesizes what you have learned and that contributes to your development as a PhD student and emerging scholar or practitioner. For example, you may choose to investigate a particular person, period, or area. Here is a non-exhaustive list of examples:
   1. Historiography
   2. Medieval histories
   3. Gender, sexuality, culture, identity
   4. Asian, Russian, African, Latin, Indigenous
   5. Religion
   6. Social change, public life, civic rhetoric
   7. Metaphor, kairos, metis, techne, invention, literacy
   8. Post-structuralism, postmodernism
   9. Technology
   10. Material, affective, political rhetorics
   11. Decolonial rhetorics, methods, and pedagogies
   12. Archival rhetoric

Again, you might look at CFPs for inspiration.

*Practice exam (30%)*

Throughout the course we will study various rhetorical concepts across theorists, practitioners, and time. At the end of the semester, you will write a 1250-1500 word response to a practice exam question.

*General writing rubric*

Adapted from a rubric by Dr. Angela Eaton:

* **90-100, Superior**. The document exceeds assignment objectives. The purpose of the document is clearly evidenced and the content is ideally suited for the audience. Information presented in a way that is sophisticated, thorough, ethical, and robust. Readability: Organization is logical. Document design is appropriate. Together they make the document understandable, accessible, usable. Mechanics and grammar are correct.
* **80-90, Good**. The document meets assignment objectives. Requires minor improvements in one or two areas: depth, organization, design, style, grammar, or mechanics.
* **70-80, Adequate**. The document meets the minimum requirements for the assignment but omits useful information or requires significant improvements in more than two areas: depth, organization, design, style, grammar, or mechanics.
* **60-70, Disappointing**. The document meets some of the minimum requirements for the assignment but ignores others, omitting useful information. The discussion is inadequately developed and requires significant improvements in more than two areas: depth, organization, design, style, grammar, or mechanics.
* **0-60, Unsatisfactory**. The document omits critical information, does something other than what the assignment required, or displays excessive errors in organization, design, style, grammar, or mechanics.

Please Note

* Graduate students should attend every class meeting. If you must miss class, please take the necessary steps to get up to speed.
* Avoid turning work in late at all costs. Class discussions may not be made up. The final project must be turned in on the date assigned. If you need to negotiate the dates for the Practice Exam or any assignments contributing to the final project, do so at least 24 hours prior to the due date and get my confirmation in writing.
* Confidentiality, courtesy, and respect are key to sustaining our relationships.
* Incompletes will be given only in the event of an emergency. These are reserved for students who have successfully completed the work all semester and have an extenuating circumstance (death in the family, serious illness, etc.) which prevents them from completing the work by the end of the semester.
* Please retain all of your work until final grades are posted.
* Academic integrity is expected. At UTEP, consequences for plagiarism, fabrication, and collusion include disciplinary probation, failing grade for an exam/assignment/course, suspension, and expulsion. If you are unsure what these are, it is better to ask than to risk it. Also see <http://academics.utep.edu/Portals/40/docs/GS%20awareness/Academic%20Integrity.pdf>
* If you require an accommodation or additional support, I would like to meet with you in the privacy of my office during the first week of class to be sure you are properly accommodated. Please bring appropriate documentation from the Center for Accommodations and Support Services <http://sa.utep.edu/cass/>.