**Comp Exam 2013**

**6310 - Rhetorical History I - Clark**

Comp Study Questions (all used over the course of the last 3 years):

1. A recurrent theme throughout the discussion of the rhetorical theorists in the History of Rhetoric I class is a distrust of eloquence, either in general or under certain circumstances.  Plato, for example, eloquently condemned the Sophists for using persuasion to make the worst case seem the better.  Beginning with Plato, discuss how at least three rhetoricians (including at least one non-Western rhetoric such as Confucian or ancient Egyptian) display a distrust of eloquence and give your reaction to their use of eloquence to condemn eloquence.  
     
   2. Drawing on writings of Plato, Aristotle, Gorgias, and Cicero, compare their different understandings of rhetoric and rhetoricians. Plato condemns rhetoric.  Thus, would you consider him a rhetorician? Include in your discussion the different representations of Gorgias such as --Plato's Gorgias, "Encomium of Helen," "Gorgias of Leoniti: On the Nonexistent," and McComisky's analysis, for example.  
     
   3. Comparative rhetoric has been criticized for its tendency to oversimplify non-Western rhetorics through the imposition of Western rhetorical concepts and theories. Consider a particular non-Western rhetoric such as ancient Egyptian or Confucian and give examples of problems involved in analyzing that rhetoric through a lens of Western rhetoric.  Discuss methodologies rhetoricians can use to research and write about that rhetorical tradition while respecting its integrity and differences from Western rhetoric.  
     
   4. Plato condemned rhetoric, though he was probably the first to use the term rhetorike to describe persuasive discourse practices already in use. Thus, would you consider him a rhetorician? Would we? What about Aristotle and Cicero? Were they rhetoricians? Or Confucius or the other non-Western orators and writers we have considered? In your answer discuss at least two ancient Greek or Roman figures and one non-Western discourse we have discussed. Consider how they labeled themselves and how the field of rhetoric labels them. Explain the contradiction, if there is one.

**6311 - Rhetorical History II - Dura**

Link to class wiki: <http://historiesofrhetoric12.pbworks.com>

[Exam Questions](http://2012compexam.pbworks.com/w/file/54363890/Dura%20-%20History%20II%20-%20Comp%20Exam%20Qs%202012.docx)

One of the following will be on the exam (June 7, 2012, posted by LD):

**Question 1**

In class we utilized Berlin’s notion of the noetic field (interaction of reality, writer/speaker, audience, and language) to explore and understand the aims of rhetoric for different rhetoricians at different points in time.

Use these categories of noetic field to analyze the stance of **one** of the following groups:

1. Erasmus, Ramus, Bacon;
2. Hume and Locke;
3. Campbell, Blair, Whately;
4. Toulmin, Rogers, Perelman;
5. Bakhtin and Foucault;
6. Woolf and Cixous;
7. Sor Juana and Anzaldua;
8. Bain and Buck;
9. Suggest another pairing (prior to exams).

Compare and contrast their stances. Explain the implications of their epistemological stance (the relationship between language and reality) for their respective contexts. Also point to how they continue to influence scholarship, teaching, and ongoing disciplinary controversies in rhetoric.

**Question 2**

One of the major premises of this class has been that we can’t *not* create some sort of foundation from which to trace a history of rhetoric, whether we are concerned with longstanding major figures or marginal voices, and this necessarily involves selection and exclusion.

In light of constructivist critiques of master narratives and foundational canons, though, Jacqueline Jones Royster (2003) asks: "What if we treated what we know about the history of Western rhetorics as if it were really what we *know* best rather than what *is*best?" (p. 166).

With this in mind, frame an argument for including ***three*** theorists, pedagogues, or practitioners, since the renaissance, as a sort of foundation for demonstrating what a scholar of rhetoric can (or even should, in your opinion) *know*bestwhen examining ***one***particular theme in the history of rhetoric:

1. definitions of rhetoric;
2. agency;
3. invention;
4. silence;
5. rhetorical pedagogy;
6. epistemology;
7. social change;
8. ideology;
9. suggest another broadly important concept (prior to exams).

Within your argument, be sure to address how your selected three not only impacted their respective contexts (and even one another), but also point to how they continue to influence scholarship, teaching, and ongoing disciplinary controversies in rhetoric.

**6320 - Advanced Critical Theories - Mangelsdorf**

Practice questions:

Set 1

1) How do E. Said & T. West, as well as at least one other scholar that we have read, differ in the ways they articulate the notions of "othering"?

2) There are several key concepts that an act as guideposts of inquiries of critical race theory; unfortunately, these may also get thrown around to the point that they become empty buzz words that lose relevance and bite. To counter this tendency, select one of the following: 1) hegemony, 2) mimicry, or 3) ideology, and discuss both its meaning and strategic use within at least three figurehead sources.

Set 2

Select one of the following questions and write a 6-page (approximate) response, not including a “Works Cited” or “References” page.   Avoid discussing pedagogical implications so that you can more fully develop your theoretical points.

1.  Discuss the relationship between Fairclough’s “discursive colonization” and the “standard English ideologies” as explained in several readings in Kabota and Linn.  In your discussion, consider Fairclough’s claim that language is socially constructive and constitutive (92).

2) Using key concepts from CDA, discuss Luke’s notion of “naturalized linguicism.”   Your discussion should illustrate how CDA can foreground connections between language, ideology, and power.

Set 3

1) What examples of World Englishes (WE) or hybrid Englishes do scholars such as Canagarajah, Pennycook and Lu illustrate? How do these scholars suggest that these non-standard forms are positioned with respect to the "English Myth"? What are the implications of accounting for these hybrid forms of English with respect to the English discipline?

2) Apply Pennycook’s notion of transgression to any two of the following ideas found in these scholars’ work.

a. Canagarajah and safehouses

b. Lyon, plagiarism and epistemological creation and ownership

c. Matsuda and linguistic homogeneity

d. Lu and local englishes

Practice question as sent out by Dr. Mangelsdorf:

**ENGL 6320**

Qualifying Exam Practice Question

Summer 2012

**Question:**

On page xii of *Bootstraps,* Victor Villanueva writes, “language is also race in America.”  The same can be said about language and race on a global level.   Discuss in detail one of the terms listed below in relation to issues of language and race.  Use at least three figurehead scholars from the course. Cover the meaning(s) of the term as well as its strategic uses.  Throughout your response, you should be making an argument that demonstrates that the concept under discussion opens up important areas of knowledge and inquiry for the RWS field.

a) othering

b) hegemony

c) mimicry

d) ideology

e) transgression

f) discourse

NOTE:

You should practice responding to this question for all 6 of the terms listed.  For the actual exam, only *two* of these terms will be listed.  You’ll then select one of them for your response.

These are the scholars I mean by “figurehead”:   Villanueva, Freire, Gramsci, Said, Hall, C. West, Bhabha, Omi & Winant, Van Dijk, Roediger, T. West, Fairclough, Kabota & Lin (their introduction to their book), Austin, Luke, Canagarajah, Pennycook, Matsuda, Lu.

You can refer to other scholars we read or discussed in the class to supplement your discussion.

In your response, you will of course be bringing up some of the other terms listed above—just be sure that you focus directly on the term that you have selected.

**6321 - Rhetoric and Technology - Scenters-Zapico**

I just received an email from John with the following questions:

You will be asked to pick two of the below on the exam.

Update: All 7 questions should appear on the exam, and you will pick 2. This means each response will be shorter than responses for the other courses.

1. Drawing on a history of technology use in “writing” classrooms since the 1970s

to date, prepare a response to an administrator (such as a dean or chair who

isn’t part of rhetoric and composition) who believes that alphabetic writing is

what you should do. Show the value of integrating digital composition in today’s

classrooms.

2. Discuss some of the technology trends in the writing classroom (and, if you

Wish, some outside that influenced inside) in the following decades 1970s, 80s,

90s, 2000s, 2010 to date. Make sure you make an initial claim, and decade

focused claims as you proceed.

3. How has technology use in the writing classroom and our larger communities

affected the way(s) that we understand, teach, and practice literacies?

4. What roles do technologies play in social structures such as race, gender, and

class? Discuss your view drawing on discussions over the last forty or so years.

5. Discuss the terms “trailing edge, cutting edge and bloody edge” and how they

relate to technology use in composition instruction from the 1970s up to today.

What words of wisdom does the literature share with us?

6. In your opinion, what is the status of communicative skills in the last two

decades as a result of the constantly changing electronic literacies and tools that

bombard our students and us?

7. The word “literacy” is a term that can take on various meanings, and we can

certainly argue technology has changed this definition. Discuss the ways in

which we have viewed, applied, taught, and valued “literacy” since the days of

the Greeks.

Here are the questions  from the **2012** comprehensive exam.

**ENGL 6310: Rhetorical History I**

Note:  Answer 2 of the following 4 questions. Please base your answers primarily on the texts we studied in the class, though you may bring in other readings as support for your argument.

1. A recurrent theme throughout the discussion of the rhetorical theorists in the History of Rhetoric I class is a distrust of eloquence, either in general or under certain circumstances.  Plato, for example, eloquently condemned the Sophists for using persuasion to make the worst case seem the better.  Beginning with Plato, discuss how at least three rhetoricians (including at least one non-Western rhetoric such as a Confucian or an ancient Egyptian) display a distrust of eloquence and give your reaction to their use of eloquence to condemn eloquence.

2. Drawing on writings of Plato, Aristotle, Gorgias, and Cicero, compare different understandings of rhetoric. Include in your discussion the different representations of Gorgias such as Plato's Gorgias, "Encomium of Helen," "Gorgias of Leoniti: On the Nonexistent," and McComisky's analysis, for example.

3. Comparative rhetoric has been criticized for its tendency to oversimplify non-Western rhetorics through the imposition of Western rhetorical concepts and theories. Consider a particular non-Western rhetoric such as ancient Egyptian or Confucian and give examples of problems involved in analyzing that rhetoric through a lens of Western rhetoric.  Discuss methodologies rhetoricians can use to research and write about that rhetorical tradition while respecting its integrity and differences from Western rhetoric.

4. Plato condemned rhetoric, though he was probably the first to use the term rhetorike to describe persuasive discourse practices already in use. Thus, would you consider him a rhetorician?  Would we?  What about Aristotle and Cicero?  Were they rhetoricians? Or Confucius or the other non-Western orators and writers we have considered?  In your answer discuss at least two ancient Greek or Roman figures and one non-Western discourse we have discussed. Consider how they labeled themselves and how the field of rhetoric labels them.  Explain the contradiction, if there is one.

**ENGL 6311: Rhetorical History II**

One of the major premises of this class has been that we can’t not create some sort of foundation from which to trace a history of rhetoric, whether we are concerned with longstanding major figures or marginal voices, and this necessarily involves selection and exclusion.

In light of constructivist critiques of master narratives and foundational canons, though, Jacqueline Jones Royster (2003) asks: "What if we treated what we know about the history of Western rhetorics as if it were really what we know best rather than what is best?" (p. 166).

With this in mind, frame an argument for including three theorists, pedagogues, or practitioners, since the renaissance, as a foundation for demonstrating what a scholar of rhetoric can (or even should, in your opinion) know best when examining one particular theme in the history of rhetoric:

a. definitions of rhetoric;

b. agency;

c. invention;

d. silence;

e. rhetorical pedagogy;

f. epistemology;

g. social change;

h. ideology;

i. suggest another broadly important concept.

Within your argument, address how your selected three not only impacted their respective contexts (and even one another), but also point to how they continue to influence scholarship, teaching, and ongoing disciplinary controversies in rhetoric. In other words, articulate the impact they have had and continue to have and why it is important.

**ENGL 6319:  Composition Studies**

Choose ONE of the following issues and insert it into the blank space in the statement below:

invention

pedagogy

inquiry

revision

community

Discuss the major theories advanced about \_\_\_\_\_\_ within rhetoric and composition since the 1960s. Critically evaluate these changes according to criteria that you make explicit and discuss the impact upon our current understanding. Justify your position.

**ENGL 6320: Advanced Critical Theory**

On page xii of Bootstraps, Victor Villanueva writes, “language is also race in America.”  The same can be said about language and race on a global level.   Discuss in detail one of the terms listed below in relation to issues of language and race.  Use at least three (3) figurehead scholars from the course. Cover the meaning(s) of the term as well as its strategic uses.  Throughout your response, you should be making an argument that demonstrates that the concept under discussion opens up important areas of knowledge and inquiry for the RWS field.

Select one of the following terms for your response:

a) transgression

b) hegemony.

**ENGL 6321: Rhetoric & Technology**

Pick two of the following questions and answer drawing on readings from class; you may also draw from sources we didn’t read as well. In your answers, make sure that you DO NOT just summarize articles. As we practiced in class, make strong claims of the aspect you focus on, and then develop support by referencing your articles.

1. Drawing on a history of technology use in “writing” classrooms since the 1970s to date, prepare a response to an administrator (such as a dean or chair who isn’t part of rhetoric and composition) who believes that alphabet writing is what you should do. Show the value of integrating digital composition in today’s classrooms.

2. Discuss some of the technology trends in the writing classroom (and, if you wish some outside that influenced inside) in the following decades: 1970s, 80s, 90s, 2000s, and 2010 to date. Make sure you make an initial claim, and decade-focused claims as you proceed.

3. How has technology use in the writing classroom and our larger communities affected the way(s) that we understand, teach, and practice literacies?

4. What roles do technologies play in social structures such as race, gender, and class? Discuss your view drawing on discussions over the last forty or so years.

5. Discuss the terms “trailing edge, cutting edge and bloody edge” and how they relate to technology use in composition instruction from the 1970s up to today. What words of wisdom does the literature share with us?

6. In your opinion, what is the status of communicative skills in the last two decades as a result of the constantly changing electronic literacies and tools that bombard our students and us?

7. The word “literacy” is a term that can take on various meanings, and we can certainly argue technology has changed this definition. Discuss the ways in which we have viewed, applied, taught, and valued “literacy” since the days of the Greeks.

Here are the questions from the **2012** comprehensive exam.

**ENGL 6310: Rhetorical History I**

Note:  Answer 2 of the following 4 questions. Please base your answers primarily on the texts we studied in the class, though you may bring in other readings as support for your argument.

1. A recurrent theme throughout the discussion of the rhetorical theorists in the History of Rhetoric I class is a distrust of eloquence, either in general or under certain circumstances.  Plato, for example, eloquently condemned the Sophists for using persuasion to make the worst case seem the better.  Beginning with Plato, discuss how at least three rhetoricians (including at least one non-Western rhetoric such as a Confucian or an ancient Egyptian) display a distrust of eloquence and give your reaction to their use of eloquence to condemn eloquence.

2. Drawing on writings of Plato, Aristotle, Gorgias, and Cicero, compare different understandings of rhetoric. Include in your discussion the different representations of Gorgias such as Plato's Gorgias, "Encomium of Helen," "Gorgias of Leoniti: On the Nonexistent," and McComisky's analysis, for example.

3. Comparative rhetoric has been criticized for its tendency to oversimplify non-Western rhetorics through the imposition of Western rhetorical concepts and theories. Consider a particular non-Western rhetoric such as ancient Egyptian or Confucian and give examples of problems involved in analyzing that rhetoric through a lens of Western rhetoric.  Discuss methodologies rhetoricians can use to research and write about that rhetorical tradition while respecting its integrity and differences from Western rhetoric.

4. Plato condemned rhetoric, though he was probably the first to use the term rhetorike to describe persuasive discourse practices already in use. Thus, would you consider him a rhetorician?  Would we?  What about Aristotle and Cicero?  Were they rhetoricians? Or Confucius or the other non-Western orators and writers we have considered?  In your answer discuss at least two ancient Greek or Roman figures and one non-Western discourse we have discussed. Consider how they labeled themselves and how the field of rhetoric labels them.  Explain the contradiction, if there is one.

**ENGL 6311: Rhetorical History II**

One of the major premises of this class has been that we can’t not create some sort of foundation from which to trace a history of rhetoric, whether we are concerned with longstanding major figures or marginal voices, and this necessarily involves selection and exclusion.

In light of constructivist critiques of master narratives and foundational canons, though, Jacqueline Jones Royster (2003) asks: "What if we treated what we know about the history of Western rhetorics as if it were really what we know best rather than what is best?" (p. 166).

With this in mind, frame an argument for including three theorists, pedagogues, or practitioners, since the renaissance, as a foundation for demonstrating what a scholar of rhetoric can (or even should, in your opinion) know best when examining one particular theme in the history of rhetoric:

a. definitions of rhetoric;

b. agency;

c. invention;

d. silence;

e. rhetorical pedagogy;

f. epistemology;

g. social change;

h. ideology;

i. suggest another broadly important concept.

Within your argument, address how your selected three not only impacted their respective contexts (and even one another), but also point to how they continue to influence scholarship, teaching, and ongoing disciplinary controversies in rhetoric. In other words, articulate the impact they have had and continue to have and why it is important.

ENGL 6319:  Composition Studies

Choose ONE of the following issues and insert it into the blank space in the statement below:

invention

pedagogy

inquiry

revision

community

Discuss the major theories advanced about \_\_\_\_\_\_ within rhetoric and composition since the 1960s. Critically evaluate these changes according to criteria that you make explicit and discuss the impact upon our current understanding. Justify your position.

**ENGL 6320: Advanced Critical Theory**

On page xii of Bootstraps, Victor Villanueva writes, “language is also race in America.”  The same can be said about language and race on a global level.   Discuss in detail one of the terms listed below in relation to issues of language and race.  Use at least three (3) figurehead scholars from the course. Cover the meaning(s) of the term as well as its strategic uses.  Throughout your response, you should be making an argument that demonstrates that the concept under discussion opens up important areas of knowledge and inquiry for the RWS field.

Select one of the following terms for your response:

a) transgression

b) hegemony.

**ENGL 6321: Rhetoric & Technology**

Pick two of the following questions and answer drawing on readings from class; you may also draw from sources we didn’t read as well. In your answers, make sure that you DO NOT just summarize articles. As we practiced in class, make strong claims of the aspect you focus on, and then develop support by referencing your articles.

1. Drawing on a history of technology use in “writing” classrooms since the 1970s to date, prepare a response to an administrator (such as a dean or chair who isn’t part of rhetoric and composition) who believes that alphabet writing is what you should do. Show the value of integrating digital composition in today’s classrooms.

2. Discuss some of the technology trends in the writing classroom (and, if you wish some outside that influenced inside) in the following decades: 1970s, 80s, 90s, 2000s, and 2010 to date. Make sure you make an initial claim, and decade-focused claims as you proceed.

3. How has technology use in the writing classroom and our larger communities affected the way(s) that we understand, teach, and practice literacies?

4. What roles do technologies play in social structures such as race, gender, and class? Discuss your view drawing on discussions over the last forty or so years.

5. Discuss the terms “trailing edge, cutting edge and bloody edge” and how they relate to technology use in composition instruction from the 1970s up to today. What words of wisdom does the literature share with us?

6. In your opinion, what is the status of communicative skills in the last two decades as a result of the constantly changing electronic literacies and tools that bombard our students and us?

7. The word “literacy” is a term that can take on various meanings, and we can certainly argue technology has changed this definition. Discuss the ways in which we have viewed, applied, taught, and valued “literacy” since the days of the Greeks.

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**Examination Questions (2011)**

*Instructions:* From each course listed, choose one question to which to respond. Write and use the question to which you are responding as a header for each response.

**ENGL 6310: Rhetorical History I**

Note: Please base your answers primarily on the texts we studied in the class, though you may bring in other readings as support for your argument.

1. Drawing on writings of Plato, Aristotle, Gorgias, and Cicero, compare different understandings of rhetoric. Include in your discussion the different representations of Gorgias such as --Plato's Gorgias, "Encomium of Helen," "Gorgias of Leoniti: On the Nonexistent," and McComisky's analysis, for example.

2. A recurrent theme throughout the discussion of the rhetorical theorists in the History of Rhetoric I class is a distrust of eloquence, either in general or under certain circumstances. Plato, for example, eloquently condemned the Sophists for using persuasion to make the worst case seem the better. Beginning with Plato, discuss how at least three rhetoricians (including at least one non-Western rhetoric such as Confucian or ancient Egyptian) display a distrust of eloquence and give your reaction to their use of eloquence to condemn eloquence.

**ENGL 6311: Rhetorical History II**

Choose **one** of the following areas: epistemology, pedagogy, invention, domain, or general theories of rhetoric and then choose three theorists whose work you’ll analyze and compare. Frame your response as an argument and conclude with (a) what you believe each theorist contributed to their historical moment and (b) why you believe it is important for us to study this material now.

**ENGL 6319: Composition Studies**

Choose **ONE** of the following issues and insert it into the blank space in the statement below:

invention

pedagogy

inquiry

revision

community

Discuss the major theories advanced about \_\_\_\_\_\_ within rhetoric and composition since the 1960s. Critically evaluate these changes according to criteria that you make explicit and discuss the impact upon our current understanding. Justify your position.

**ENGL 6320: Advanced Critical Theory**

Respond to **ONE** of the following two questions:

1. Fenton says that “in the case of the USA, ethnicity has been highly racialized and collective identies have been described and understood in a language of race.” Based on your reading of the theorists, how would you define “a language of race”? Why is it necessary and what purposes does it serve? You might approach this question from the stance of Critical Race Theory and from Post-colonial Theory, as well as from Fenton’s stance as a sociologist.

1. Discuss Cornel West’s notion of the normative gaze. What does he mean by this term and why is it significant in the rhetoric of othering?  Using West’s genealogy, explain how the "normative gaze" was formulated and how it can still be seen in American society today.   Use Essed, Villanueva, and other theorists you choose to amplify your discussion.

**ENGL 6321: Technology and Rhetoric**

Respond to **ONE** of the following two questions.

Cindy Selfe argues for the importance of paying attention to technology and literacy in the 21st century. What does she mean by “technological literacy”? In what key ways has Rhetoric and Writing Studies paid attention (or not) to technological change over the past 30+ years? How has technological change altered our disciplinary position? Draw on Selfe, Zerbe, Banks and other recent scholarship in Rhetoric & Writing Studies to answer these questions, and then argue for research “trends” that emerge from these changes.

Discuss the significance of the terms “techne” and “design” for Rhetoric and Writing Studies. Review how key scholars have defined these terms, and what theoretical, practical and productive issues these definitions present to our discipline. Evaluate the strengths and weaknesses of their arguments, and stake out your own position with respect to these issues and arguments.

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**Examination Questions (2010)**

*Instructions:* From each course listed, choose one question to which to respond. (Write and use the question to which you are responding as a header for each response.)

**1. ENGL 6310: Rhetorical History I**

A.    A recurrent theme throughout the discussion of the rhetorical theorists in the History of Rhetoric I class was a distrust of eloquence.  Plato, for example, eloquently condemned the Sophists for using persuasion to make the worst case seem the better.  Beginning with Plato, discuss how at least three rhetoricians (including at least one non-Western rhetorician such as Confucius) display a distrust of eloquence and give your reaction to their use of eloquence to condemn eloquence.

B.    Drawing on writings of Plato, Aristotle, Gorgias, and Cicero, compare their different understandings of rhetoric and rhetoricians. Plato condemns rhetoric.  Thus, would you consider him a rhetorician? Include in your discussion the different representations of Gorgias such as --Plato's Gorgias, "Encomium of Helen," "Gorgias of Leoniti: On the Nonexistent," and McComisky's analysis, for example.

**2**. **ENGL 6311: Rhetorical History II**

Choose **one** of the following areas:

* epistemology
* pedagogy
* invention
* historiography
* disciplinarity
* theories of rhetoric

and then choose three theorists whose work you’ll discuss. Frame your response as an argument and conclude with (a) what you believe are the contributions of your chosen theorists to rhetoric and composition and (b) why you believe it is important for us to study this material.

**3. ENGL 6319: Composition Studies**

Discuss the major theories advanced about \_\_\_\_\_\_\_\_\_\_ (insert one of the topics listed below) within rhetoric and composition since the 1960s. Critically evaluate these changes according to criteria that you make explicit and discuss the impact upon our current understanding. Justify your position.

* Audience
* Invention
* Rhetoric as epistemic
* Revision
* Process
* Writing theory/teaching of writing

**4. ENGL 6320: Advanced Critical Theory**

Answer one (1) of the following questions. Be sure to address all parts of the question and to use all of the theorists suggested. Use specific examples, definitions, and explanations to add depth to your broad answer. Save some time to read over and edit your answer; correctness counts. **Remember to focus on rhetoric.**

A. What does the history of slavery in the United States and it long legacy illustrate about the contextual nature of race and racism? In your discussion, include definitions of both *race* and *racism*. Consider Fenton’s and Du Bois’ portrayals of slavery as you show how rhetoric (including legal rhetoric) can initiate and perpetuate racial inequality. Explain how Hall’s theory of articulation complicates and/or clarifies the era of slavery.

B. What is hegemony, and how does language support hegemony in some contexts and threaten it in others? Your answer should consider the theories of Gramsci, Bhabha, Said, and Villanueva. You may include other theorists to enlighten your assertions or illustrate your points. Be sure to include specific examples of hegemonic contexts.

**5. ENGL 6321: Technology and Rhetoric**

A. Cindy Selfe and Mike Zerbe talk about “technological literacy” and “scientific literacy,” respectively. What is “literacy,” and what does it mean to be “literate,” given media and technology changes that have occurred over the past 30+ years?  In what ways have these changes altered our disciplinary position within English Studies and within Academia as a whole? Beginning with Selfe and Zerbe’s discussion of literacy, draw on other rhetoric and technology scholarship in answering these questions, and then argue for theoretical, research, and/or pedagogical “trends” that emerge from these changes.

B. Describe in detail issues that “technology” presents to Rhetoric and Writing Studies, focusing in particular on these three concepts: Techne, User, and Access. Review how key scholars in RWS have addressed these issues. Evaluate the strengths and weaknesses of their arguments, and then stake out your own position with respect to these issues and arguments.

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Comprehensive Exam Study Questions—Cohort #2

Advanced Critical Theory

1. The theorists we studied generally agree that racial and ethnic identities are constructed and flexible rather than fixed. Use Stuart Hall’s theory of articulation, along with theories developed by Steve Fenton and Cornel West, to examine some of the bases for this construction. Show how you know that race and ethnicity are assigned and perpetuated rhetorically, and illustrate how these designations can change over time. Feel free to use any other theorists to complicate or clarify your discussion.
2. W.E.B. Du Bois, bell hooks, and Victor Villanueva use multiple metaphors to examine the impact of history and personal experiences to contextualize their encounters with racial and ethnic oppression. Describe some of these metaphors in detail and examine the relationship between racism and rhetoric as conveyed through this figurative language. Illustrate the extent to which rhetoric is relevant to the theorists’ articulation of racial oppression and to their views of society from outside and inside.
3. Examine the role of capitalism on racialization in the United States and other parts of the world. Consider Omi and Winant’s notion of racial projects, Stuart Hall’s theory of articulation, and Homi Bhaba’s discussions of post-colonialism as part of your argument. Show how rhetoric supports the theoretical assumptions.
4. Fenton says that “in the case of the USA, ethnicity has been highly racialized and collective identies have been described and understood in a language of race.” Based on your reading of the theorists, how would you define “a language of race”? Why is it necessary and what purposes does it serve? You might approach this question from the stance of Critical Race Theory and from Post-colonial Theory, as well as from Fenton’s stance as a sociologist.

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Summer 2009

1. Examine the role of capitalism on racialization in the United States and other parts of the world. Consider Omi and Winant’s notion of racial projects, Stuart Hall’s theory of articulation, and Homi Bhaba’s discussions of post-colonialism as part of your argument. Show how rhetoric supports the theoretical assumptions

2. Discuss Cornel West’s notion of the normative gaze. What does he mean by this term and why is it significant in the rhetoric of othering? Using West’s genealogy, explain how the "normative gaze" was formulated and how ~~it~~ plays out in society. Use Essed, Villanueva, and other theorists you choose to amplify your discussion.

1. W.E.B. Du Bois, bell hooks, and Victor Villanueva use multiple metaphors to examine the impact of history and personal experiences to contextualize their encounters with racial and ethnic oppression. Describe some of these metaphors (and those of other theorists you care to include) in detail and examine the relationship between racism and rhetoric as conveyed through this figurative language. Illustrate the extent to which rhetoric is relative to the theorists’ articulation of racial oppression and to their views of society from outside and inside.

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**Rhetorical History I: Exam Study Questions**

1. A recurrent theme throughout the discussion of the rhetorical theorists in the History of Rhetoric I class is a distrust of eloquence, either in general or under certain circumstances. Plato, for example, eloquently condemned the Sophists for using persuasion to make the worst case seem the better. Beginning with Plato, discuss how at least three rhetoricians (including at least one non-Western rhetoric such as Confucian or ancient Egyptian) display a distrust of eloquence and give your reaction to their use of eloquence to condemn eloquence.

2. Drawing on writings of Plato, Aristotle, Gorgias, and Cicero, compare their different understandings of rhetoric and rhetoricians. Plato condemns rhetoric. Thus, would you consider him a rhetorician? Include in your discussion the different representations of Gorgias such as --Plato's *Gorgias*, "Encomium of Helen," "Gorgias of Leoniti: On the Nonexistent," and McComisky's analysis, for example.

3. Comparative rhetoric has been criticized for its tendency to oversimplify non-Western rhetorics through the imposition of Western rhetorical concepts and theories. Consider a particular non-Western rhetoric such as ancient Egyptian or Confucian and give examples of problems involved in analyzing that rhetoric through a lens of Western rhetoric. Discuss methodologies rhetoricians can use to research and write about that rhetorical tradition while respecting its integrity and differences from Western rhetoric.

4. Plato condemned rhetoric, though he was probably the first to use the term rhetorike to describe persuasive discourse practices already in use. Thus, would you consider him a rhetorician? Would we? What about Aristotle and Cicero? Were they rhetoricians? Or Confucius or the other non-Western orators and writers we have considered? In your answer discuss at least two ancient Greek or Roman figures and one non-Western discourse we have discussed. Consider how they labeled themselves and how the field of rhetoric labels them. Explain the contradiction, if there is one.

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**Technology and Rhetoric: Exam Study Questions**

1) What is “literacy,” and what does it mean to be “literate,” given media and technology changes that have occurred over the past 30+ years? In what ways has Rhetoric and Writing Studies responded to these changes (useful or otherwise)? In what ways have these changes altered our disciplinary position within English Studies and within Academia as a whole? Draw on recent RWS scholarship in answering these questions, and then argue for theoretical, research, and/or pedagogical “trends” that emerge from these changes.

2) Describe in detail issues that “technology” presents to Rhetoric and Writing Studies, focusing in particular on these three concepts: Techne, User, and Production. Review how key scholars in RWS, and other disciplines discussed in class, have addressed these issues. Evaluate the strengths and weaknesses of their arguments, and then stake out your own position with respect to the issues and arguments.

**Rhetorical History II : Exam Study Questions**

Choose **three** of the people we’ve read this semester and discuss their specific theories of (choose one area from the list below).

* Epistemology
* Pedagogy
* Curriculum
* Invention
* Belles Lettres/Literature
* Historiography
* Disciplinarity
* Theories of Rhetoric