Rhetorical Theory and Practice  
**ENG 5028-01 (T 2:00-4:50 p.m.) • WMS 454 • Fall 2013**

**Professor Information**
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- **Office Hours**: M/W 10:30-12:00, R 12:30-1:30, by appointment  
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**Course Description & Goals**
This is not a course in the history of rhetoric, but rather a course that focuses (somewhat historically) on rhetorical theory. It is not a survey or a guided tour, but rather a pan-historical look at some critical moments in the development of what we know as 20th- and 21st-century rhetorical theory and practice. Primarily, we will trace configurations of rhetoric and rhetorical theory, looking backwards and forwards from each configuration to better identify its contours and plot their development. Secondarily, we will study the influences of particular rhetoricians and theorists on their own noetic fields (what James Berlin has called “closed system(s) defining what can, and cannot be known” as well as the nature of the relationship between knower, known, and audience), on the disciplines of language and philosophy, and on each other. Concurrently, our emphasis will be on disrupting the notion of a closed noetic field at all.

This means that we will read in strands across wide swaths of theoretical activity—for example, taking up Locke’s problem of signification in order to better consider the influences of Barthes, Bakhtin, and Burke on more contemporary problems of linguistic, discursive, and cultural identification that are translated in the writings of Anzaldúa, Minh-ha, and Mao. Reading in strands ensures that we read carefully while being critically aware of our own exclusions, since it is impossible to do a close study of the whole of rhetorical theory in 15 weeks. We will also try not to limit ourselves to Western traditions, although we will only have time to sample a much richer body of non-Western scholarship that awaits you. By the end of the course, you should have a comprehensive sense of some key linguistic, philosophical, and critical movements in rhetorical theory, and of how vexing a task it is to chart out a (singular) rhetorical theoretical tradition. By the end of the semester, we hope to:

- learn various ways that rhetoric, composition, and communication studies have utilized, resisted, or negotiated ideas of rhetoric from classical, modern, and postmodern theory;  
- develop a critical vocabulary for theoretical work, including key terms that signal noesis between classical, modern, and postmodern rhetorical traditions;  
- understand rhetorical theory as ontological (invoking questions of being), axiological (invoking questions of nature or value), and epistemic (invoking questions of knowing);  
- explore different reading and research methods for tracing germane developments in language, communication, history, and philosophy throughout our course texts;  
- as a result of the above, become better equipped to pursue an individual topic for further study.
**Required Texts**
- Assorted readings in Bb Course Library (Bb) and (web link)
- Bizzell and Herzberg, *The Rhetorical Tradition, 2nd Edition* (Bedford St. Martin’s, 2001) (B/H)
- One full-length theory text (see attached list; to be purchased on your own)

Feel free to share texts and economize. However, due to the nature of our discussions and collaborative traces, it is imperative that you bring texts to class on dates they are assigned without exception. Readings marked B/H should be brought to class as a whole text so that we can work between chapters if needed. Readings marked Bb and web link should be brought to class in either digital (laptop, e-Reader, iPad) or print format.

**Distribution of Assignments**

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**Policies & Expectations**

**Diligent Reading and Active Participation**

Please be prepared to read with rigor (we’ll be reading between 50-75 pages each week), allowing yourself plenty of time to grapple with difficult texts and complicated perspectives on those texts. While you are in class, please do what you must and whatever is in your power to make our discussion accessible, productive and useful to everyone. This takes a great deal of energy, I realize. Some of the texts we read will seem impenetrable at first, either because the authors are dense writers or because their ideas are sometimes challenging of your worldview. Still, I expect you to spend time with the material and work through it. While such theoretical work can be difficult, and frustratingly abstract, it is also rewarding. Our approach to work and scholarship is inevitably entangled with theoretical frameworks. In reading theoretical work, we come to see our own frameworks more clearly, just as we are exposed to new ones.

**Attendance and Timeliness**

All assignments must be submitted by their due date without exception. Much of your work will consist of building intellectual community through discussion, debate, presentations, and collective knowledge-making, and this will absolutely factor into my evaluation of your work. Thus, although you don’t need me to tell you that regular attendance is absolutely necessary, it bears repeating so that you know this is my expectation. You should not miss any class, excepting the rare occasion of a conference presentation or illness. On that rare occasion—should it arise—I expect you to contact me ahead of time with appropriate written documentation of the reason you may be away so that I can determine what action to take, if action is warranted. Please keep in mind that 1 class = 1 week of class.

**Academic Integrity**

It may seem redundant for me to articulate a statement on academic integrity for savvy scholars of information and text, but you should know that I expect you to maintain this, without fail. For this course, you are responsible for reading and abiding by the FSU Academic Honor Policy, and for living up to your pledge to “… be honest and truthful and … [to] strive for personal and institutional integrity” in all things (http://academichonor.fsu.edu/policy/policy.html). Unless otherwise specified, all of your work for this class should be authentic, original, and specific to the tasks I have assigned, rather than written for another class. Cheating and all forms of misrepresentation—including plagiarism—can result in automatic failure of the course.
Support Services
The Student Disability Resource Center (SDRC) can arrange for assistance, auxiliary aids, or related services if you think a temporary or permanent disability will prevent you from fully participating in class, or if you need our course materials in an alternative format. Contact them at (850) 644-9566 (voice), (850) 644-8504 (TDD), or http://www.disabilitycenter.fsu.edu/ with individual concerns. You must be registered with the SDRC before I can provide classroom accommodations, and you should bring a letter to me requesting accommodations in the first week of class.

Class Schedule

Wk1: Meta-Theories and Rhetorical Consciousness

T 8/27/13 Introduction to Course Concepts and Methods
    Bitzer, Vatz, and Biesecker: three-article “cluster” on the rhetorical situation (Bb)

Book Selections due on Google Drive by R 8/29/13

Wk2: Anxieties of Origin and Influence

T 9/3/13 Aristotle On Rhetoric (B/H 169-213)
    Quintilian Institutio Oratoria (B/H 359-400)
    Barthes “The Death of the Author” (Bb)
Weekly 1: Exploratory

Additional Recommended Readings
- Classical Rhetoric Introduction (B/H 30-41)
- Poulakos “Toward a Sophistic Definition of Rhetoric” (Bb)
- Jarratt “The First Sophists: History and Historiography” (Bb)

Wk3: Performing Logic

T 9/10/13 Dissoi Logoi by Anonymous (B/H 47-55)
    Aspasia (B/H 56-66)
    Perelman and Olbrechts-Tyteca The New Rhetoric (B/H 1372-1378, 1384-1409)
    Condit “Perelman’s Prolegomenon to a New Rhetoric: How Should We Feel?” (Bb)
Weekly 2: Exploratory

Additional Recommended Readings
- Classical Rhetoric Introduction (B/H 19-30)
- Dearin “The Philosophical Basis of Chaim Perelman’s Theory of Rhetoric” (Bb)
- Ehninger “On Systems of Rhetoric” (Bb)

Wk4: Humanism and Disciplinarity

T 9/17/13 Erasmus Copia (B/H 581-627)
Bacon *The Advancement of Learning* and *Novum Organum* (B/H 736-747)
Wollstonecraft *Vindication of the Rights of Woman* (“Dedication,” “Introduction,” 198-212, 228-257) (web link)
**Weekly 3: Performance Paper**

**Additional Recommended Readings**
- Humanism Introduction (B/H 565-580)
- Abbot, *et al.* “The Most Significant Passage on Rhetoric in the Works of Francis Bacon” (Bb)
- Barlowe “Daring to Dialogue: Mary Wollstonecraft’s Rhetoric of Feminist Dialogics” (Bb)

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**Wk5: Faculty Psychology and Epistemology**

**T 9/24/13**  
Vico *On the Study Methods of Our Time* (B/H 862-878)  
Campbell *The Philosophy of Rhetoric* (B/H 898-916, 923-938)  
Kant “An Answer to the Question: What is Enlightenment” (Bb)  
Grassi “Rhetoric and Philosophy” (Bb)

**Weekly 4: Exploratory**

**Additional Recommended Readings**
- Enlightenment Rhetoric Introduction (B/H 799-808)
- Bevilacqua “Campbell, Vico, and the Rhetorical Science of Human Nature” (Bb)
- Bitzer “Hume’s Philosophy in [Campbell’s] *Philosophy of Rhetoric*” (Bb)
- Gross “The Rhetorical Tradition” (Bb)

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**Wk6: Linguistic Dis/identification**

**T 10/1/13**  
Locke *An Essay Concerning Human Understanding* (B/H 814-827)  
Bakhtin “Discourse in the Novel” (Bb); also (B/H 1206-1210)  
Burke “The Rhetoric of Hitler’s ‘Battle’” (Bb)

**Weekly 5: Performance Paper**

**Additional Recommended Readings**
- Enlightenment Rhetoric Introduction (B/H 791-799)
- Blankenship, *et al.*, “Pivotal Terms in the Early Works of Kenneth Burke” (Bb)
- Eckford-Prossor and Clifford “Language Obscures Social Change” (Bb)

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**Wk7: Meaning of Meaning**

**T 10/8/13**  
Richards and Ogden *The Meaning of Meaning* (B/H 1270-1280)  
Richards *The Philosophy of Rhetoric* (B/H 1281-1294)  
Burke “Terministic Screens” (B/H 1295-1298, 1340-1347)

**Additional Recommended Readings**
- Nineteenth and Twentieth-Century Introductions (B/H 996-999, 1186-1194)
- Fogarty “I. A. Richards’ Theory” (Bb)
- Blankenship, *et al.*, “Pivotal Terms in the Early Works of Kenneth Burke” (Bb)
Wk8: Theory Texts in Progress

T 10/15/13 Presentations of Critical Book Analysis
Mid-term Presentations due in class and to Bb

Wk9: Ideology

T 10/22/13 Foucault The Archaeology of Knowledge (Bb)
Foucault The Order of Discourse (B/H 1432-1435, 1460-1470)
Muckelbauer “On Reading Differently” (Bb)
Crosswhite “What Is Deep Rhetoric II?” (Bb)
Weekly 6: Performance Paper

Additional Recommended Readings
• Twentieth-Century Introduction (B/H 1196-1205)
• Berlin “Rhetoric and Ideology in the Writing Class” (Bb)
• Rorty “The Contingency of Language” (Bb)

Wk10: Cultural Dis/identification

T 10/29/13 Anzaldúa “Towards a New Consciousness” (Bb)
Minh-ha “Difference: A Special Third World Women Issue” (Bb)
Stroud “Argument in Classical Indian Philosophy” (Bb)
Mao “Writing the Other into Histories of Rhetorics: Theorizing the Art of Recontextualization” (Bb)

Additional Recommended Readings
• Wallace “Alternative Rhetoric and Reality: Writing from the Margins” (Bb)
• Kuehl “Toward a Feminist Theory of Global Citizenship” (Bb)

Wk11: Deconstructing Object/ivie/s

T 11/5/13 Flynn “Modern/Antimodern/Postmodern” (Bb)
Haraway “Situated Knowledges” (Bb)
Campbell “The Rhetoric of Women’s Liberation: An Oxymoron’ Revisited” (Bb)
Weekly 7: Performance Paper

Additional Recommended Readings
• Campbell “The Rhetoric of Women’s Liberation: An Oxymoron” (Bb)
• Worsham “Writing Against Writing: The Predicament of Ecriture Féminine in Composition Studies” (Bb)
Wk12: Im/materiality

T 11/12/13  Hawhee “Kairotic Encounters” (Bb)
           Ballif “Writing the Third Sophistic Cyborg: Periphrasis on an [In]Tense Rhetoric” (Bb)
           Hart-Davidson, Zappen, Halloran “On the Formation of Democratic Citizens:
           Rethinking the Rhetorical Tradition in a Digital Age” (Bb)

Prospectus for Final Project due by R 11/14/13 (~2 pp. single-spaced, with sources)

Additional Recommended Readings
  •  Biesecker “Of Historicity, Rhetoric: Archive as the Scene of Invention” (Bb)
  •  Sheridan, Ridolfo, Michel “Kairos and Multimodal Public Rhetorics” (Bb)

Wk13: Ambience and Space

T 11/19/13  Baudrillard “The Ecstasy of Communication” (Bb)
           Vasaly “Ambience, Rhetoric, and the Meaning of Things” (web link)
           Miller “The Mobility of Trust” (Bb)
           Weekly 8: Exploratory

Additional Recommended Readings
  •  Lamp “A City of Brick: Visual Rhetoric in Roman Rhetorical Theory and Practice” (Bb)
  •  Haskins “Between Archive and Participation: Public Memory in a Digital Age” (Bb)

Wk14: Semester Review

T 11/26/13  Concept Review

Possible Readings
  •  Crowley “Let Me Get This Straight” (Bb)
  •  Berlin “Revisionary Histories of Rhetoric: Politics, Power, and Plurality” (Bb)
  •  Bizzell and Jarratt “Rhetorical Traditions, Pluralized Canons, Relevant History, and Other
     Disputed Terms” (Bb)

Wk15: Presentations

T 12/3/13  Presentations on Course Projects (in class)
           Critical Projects and Presentations due in class and to Bb

Exam Week

M 12/9/13  Final Exam pick-up (via BB e-mail) 12:00 noon
W 12/11/13 Final Exam drop-off (via BB Assignments) 12:00 noon
Assignments in Detail

**Weeklies (10-15 points each)**
The name is a misnomer because they won’t occur every week, but they will occur in two forms:

**Performance Papers**
Over the semester, I will ask you to write four 1-page papers (legal size, single-spaced, you can play with formatting, but no smaller than 9 pt. font!), to be read aloud in class on the due date. Although all of you will write all four papers, each of you will only have the opportunity to read twice over the semester, given the size of our class. Those reading each week should bring enough print copies for everyone in the class, but everyone should submit their paper directly to our Google Drive space. The first half to three-quarters of the paper will be a summary of the week’s readings; the remaining will be an amalgam of (a) a discussion highlighting a central issue or concern, which should also include (b) a consideration of how the readings have changed, challenged, or further developed your conception of writing, rhetoric, communication, or pedagogy. In other words, it is not enough simply to develop a working understanding of the various theories we read; instead, you need to develop connections to a larger contextual understanding of the theories and issues involved. This kind of summary is challenging and rewarding. It allows you to develop your understanding of difficult texts as the course progresses, and encourages you to build on, extend, or revise your previous understandings. You are putting texts into conversation with each other so as to discover, articulate, and take up germane connections. So, I am interested in more than matters of simple dis/agreement with the texts. I am interested in seeing you grapple with the texts and their issues, which is one of the reasons for all of us to bear the papers and to share them with each other.

**Exploratory Tasks + Critical Blog Posts (Collaborative)**
At key points throughout the semester, we will undertake short, innovative reading or research tasks (in some cases involving digital tools), usually done collaboratively and accompanied by a critical blog post. Our goal with these assignments will be to build, critique, and explore—in other words, to play. Our goal with the blog posts will be to reflect on that play and how it illumines/complicates-addresses/extends the readings for the previous or coming weeks, taking up key concepts, issues, conflicts, or terms. I will assign tasks well ahead of when they are due, but generally speaking, critical blog posts are somewhat formal and should be a minimum of 2-3 well developed paragraphs in length (a couple of screens). On the blog, I will expect you to treat others with respect, regardless of the possible level of disagreement.

**Mid-term Project (Critical Book Analysis + Presentation) (20 points)**
In the first week of class, I will ask you to select one full-length theory text from our longer list, through which and against which you will read the rest of our course. Choose pragmatically, but choose according to your interests. The point of this project is for you to be able to test some of our assumptions on a longer, sustained argument. No one else will tell you whether those assumptions are right or wrong; however, we will rely on you to teach us your text throughout the semester—informally, as you invoke the book during our class discussions; and formally, in a critical book analysis at mid-semester. In Week 8, you will give a brief presentation (~15 minutes, with handouts, visuals, and/or take-away discussion tools) in which you educate us on how your reading of the book—so far—builds on or away from what you are learning in the course. This will necessarily include a synopsis of the book’s exigence and aim, as well as its overarching argument and the organization that supports it. However, unlike a book report, this project asks you to critically analyze how the book takes up, disregards, disrupts, or invents certain ideas of rhetoric or certain truisms about rhetorical theory. In fact, anything you provide in terms of a summary or synopsis should be in the service of your analysis, not the other way around. It is likely that we will not have read any or all of the work you are presenting, so you may want to provide a critical gloss to help us extract main concepts from your presentation.
**Final Project (Critical Research Project + Presentation) (50 points)**

To complement the exploratory nature of our course, it might be best to think of your critical research project as an extended conference-length text—a longer paper from which you would cull a shorter presentation, and which you might submit to the proceedings of a particular conference. To be viable, the project needs to be situated; to be conference-worthy, the project needs to be salient. In other words, you must invent a reason for writing it! Beyond that, your options are endless. You might identify an issue, problem, subject, or method that has been sorely neglected (and is amenable to theoretical inquiry). You might offer a new or enhanced reading of a single text or critical problem, especially via the application of a new methodology. You might conduct a comparative analysis, in which you present an informed re/reading of two or more theoretical perspectives on one historical text in order to analyze multiple treatments of a particular issue in that text. If you are feeling very ambitious, you might even proffer a new theory by tracing the impact of a series of movements and terms we have been studying all semester. Based on how we navigate the course, it is my hope that your ideas for projects will be stimulated well beyond just “discussing the rhetoric of such and such,” and will instead connect past traditions with vital contemporary interests (whether those interests are cultural, philosophical, political, or pedagogical), really expanding your understanding of rhetorical theory and practice.

Whatever you do, please note that the emphasis of this project is on the focused articulation of a greater promise, so your final project should be ~5-7 single-spaced pages, including works cited. You are free (and highly encouraged) to draw on our reading lists as you complete this project, as well as to identify new and other sources. I will also ask you to transform that critical project into a more dynamic presentation (~15 minutes in length), whose format and content will be determined by you. We will share presentations on the last class day, so you should provide a handout or digital component.

In Week 12, I will ask for a ~2 page (single-spaced) prospectus, and a list of sources. In the true sense of the word (pro-spect-um), this is intended to be a projecting forward of the question(s) guiding your project—a statement of proposed aims or objectives, operating within a specific context, and accompanied by a detailed plan of work. Unlike a proposal, the prospectus typically forecasts the nature of a project, and begins to lay out its course. I encourage you to look ahead to the required and recommended readings scheduled later in the semester, in case any of them can inform your project. I am happy to meet with you at any point throughout the semester to talk through ideas for this project.

**Final Exam (20 points)**

Our final examination serves as a culmination of the simultaneously broad and deep range of material we are covering in class. Think of it as an opportunity to stop, reflect, and synthesize. It will consist of a single take-home question that calls on you to make coherent but specific meaning of the development of a particular issue, idea, question, or strand in Rhetorical Theory. You will have the opportunity to choose from a short list of questions and will be given 48 hours to write your response, drawing on any readings, notes, or weeklies from throughout the course. Your response should be in the range of ~1250-1500 words (no more than 3 single-spaced pages, including works cited). While I fully expect that you will meet with classmates for discussion groups throughout the semester, I must ask that you complete the exam on your own without assistance from others during the 48-hour response period.

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**Citations for Readings**

**Full-Length Theory Texts**


Brooke, Collin. Lingua Fracta: Toward a Rhetoric of New Media (2009 Hampton)  
Flynn, Elizabeth. Feminism beyond Modernism (2002 SIUP)  
Hawhee, Debra. Moving Bodies: Kenneth Burke at the Edges of Language (2009 U South Carolina)  
Miller, Susan. Trust in Texts: A Different History of Rhetoric (2008 SIUP)  
Richards, I. A. The Philosophy of Rhetoric (1936 or 1965 Oxford)  
Yarbrough, Stephen R. After Rhetoric: The Study of Discourse Beyond Language and Culture (1999 SIUP)  

**Required and Recommended Readings (not in B/H)**  

Bitzer, Lloyd. “Hume’s Philosophy in George Campbell’s *Philosophy of Rhetoric.*” *Philosophy & Rhetoric* 2.3 (Summer 1969): 139-166.


**Easy Reference**


