

Static Copy. This syllabus exists in dynamic form on our course blog, where assignments and resources are described in more detail.

Modern Rhetoric: Histories and Methodologies

ENG 5933-02 (T/R 2:00-3:15 p.m.) • WMS 454 • Spring 2013

Professor Information

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Office Hours	M 10:30-12:00, T 3:30-5:00, W 1:30-3:00, R by appointment
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Course Description & Goals

Much of what we understand as “Modern” rhetoric, or rhetorics of the period roughly between Giambattista Vico’s *On the Study of the methods of Our Time* and Kenneth Burke’s *Attitudes Towards History*, is evident in two ways in contemporary rhetorical practice: 1) we look back on this period to note landmarks in a moveable history of rhetorical traditions, figures, and texts; and 2) we look to this period for a narrative of how our methods for investigating the past have evolved and can evolve. This course offers an investigation into Modern Rhetoric as both history and methodology, time(s) and tradition(s), synchronic and diachronic. It invites you to consider what it means, or has meant, to *write Modern history* in rhetoric, towards the goal of understanding coherent competing traditions and methods, rather than formulating a singularly historical tradition.

We will pay attention to texts that have traditionally signaled a shift in women’s rhetorical practices, the transformation from private to civic discourses, and the reframing of rhetoric as a discipline for both rational thought and embodied agency. We will consider the intervention of outside academic movements (e.g., linguistics, philosophy, belletrism, critical theory) onto rhetorical questions. And we will consider some challenges that have emerged for historiographers in balancing their goals of canon expansion with attending to marginalized voices and groups, especially attending to questions of who are the disciplinary agents in the formation of our discipline, and whose accounts invariably get left out of disciplinary formation. Finally, we will observe how digital methodologies can emerge and have emerged from historical study into “Modern” issues and topics. Here are our goals this semester (among other goals you may set for yourselves):

- increase our understanding of the development of “Modern Rhetoric” by critically surveying primary texts and their secondary assessments;
 - learn methods for tracing some germane developments in politics, religion, education, criticism, logic, and public discourse through these texts;
 - grasp a range of vocabularies for historical work into rhetoric, especially for works produced from and about (roughly) 1600-1900;
 - learn to extend the parameters of research projects, identify conflicts, and question modern origin stories for rhetoric and composition;
 - develop as a (digital) historical scholar by learning new research methodologies and gathering emergent tools, as well as thinking about the principles and motivations for constructing them.
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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**)
- Brereton, *The Origins of Composition Studies in the American College, 1875-1925* (Pitt, 1995) (**BR**)
- Golden and Corbett, eds., *The Rhetoric of Blair, Campbell, and Whately* (SIUP, 1990) (**G/C**)
- Ong, *Rhetoric, Romance, and Technology* (Cornell, 1971) (**O**)

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**, **G/C** and **BR** should be brought to class **as whole texts** so that we can work between chapters as needed. Readings marked **BB** and **web link** should be brought to class in either digital (laptop, e-Reader, etc.) or print format.

Distribution of Assignments

- 50%** Collaborative Traces
 - 15%** Article Assessments (History + Historiography)
 - 5%** Ong Study
 - 20%** Research Network Forum Project (Critical Nugget + Presentation)
 - 10%** Final Exam (Written, Take-Home)
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Policies and Expectations

Diligent Reading and Active Participation

Please be prepared to read with rigor, allowing yourself plenty of time to grapple with difficult “primary” texts and complicated historical perspectives on those texts, so that you can give and take maximally. While you are in class, do what you must and whatever is in your power to make our discussion space safe, accessible, productive and useful to everyone. This takes a great deal of energy, I realize.

Attendance and Timeliness

All work must be submitted by its due date without exception, so please plan ahead to get things done on time. 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.

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, individually authored, 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 classroom accommodations can be provided, and you should bring a letter to me requesting accommodations in the first week of class.

Class Schedule

Wk1: Studying and Questioning Ways of Doing History

- T 1/8/13** Introduction to Course Concepts and Methods
Tracing *Dissoi Logoi* (B/H 47-55)
- R 1/10/13** Bizzell/Herzberg “General Introduction” (B/H 1-16)
Graff and Leff “Revisionist Historiography” (11-30) (BB)
de Certeau “Making History” (20-21, 29-44) (BB)
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Wk2: Rhetoric and/or Dialectic

- T 1/15/13** Ramus *Arguments in Rhetoric against Quintilian* (B/H 674-697)
- R 1/17/13** Wilson *The Arte of Rhetorique* (B/H 698-735)
Individual Trace #1 due (in class)

Relevant History + Historiography Readings (options for Article Assessments)

- Agnew on Wilson (BB)
 - Ong on Ramus (BB)
 - Moss on Renaissance Pedagogy (BB)
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Wk3: Epistemology and Its Embodiments

- T 1/22/13** Bacon *Novum Organum* (“Author’s Preface” and Aphorisms I-XX in Book I) (web link)
Bacon *The Advancement of Learning* and *Novum Organum* (B/H 736-747)
Rhetorical Treatises Online (laptop classroom)
- R 1/24/13** Fell *Women’s Speaking Justified* (B/H 748-760)
Inés de la Cruz *La Respuesta (The Poet’s Answer)* (B/H 780-788)
Collaborative Trace #2 due (Google Docs)

Relevant History + Historiography Readings (options for Article Assessments)

- Abbott, et al, on Bacon (BB)
 - Gardiner on Fell (BB)
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Wk4 and Wk5: Relationship(s) of Rhetoric, Language, and Thought

- T 1/29/13** Locke *An Essay Concerning Human Understanding* (B/H 814-827)
R 1/31/13 Locke *Some Thoughts Concerning Education* (TOC, 63-68, 80-81, 145-156, 162-166) (web link)
Collaborative Trace #3 due (Google Docs)
- T 2/5/13** Vico *On the Study of Methods of Our Time* (B/H 862-878)
From Concordance to Metadatabase (laptop classroom)
R 2/7/13 Edgeworth “On Truth” (242-287) (web link)
Collaborative Trace #4 due (Google Docs)

Relevant History + Historiography Readings (options for Article Assessments)

- Corbett on Locke (BB)
- Yeo on Locke (BB)
- Bevilacqua on Campbell and Vico (BB)
- Covino on Vico (BB)

Wk6 and Wk7: Philosophical Expansions of Literacy

- T 2/12/13** Campbell *The Philosophy of Rhetoric* (G/C 139-144, Chapters I, III-VI, X)
R 2/14/13 no class: TSG at UKY “Networked Humanities”
Online Exercise with Collaborative Research Tools
Collaborative Trace #5 due (Google Docs)
- T 2/19/13** de Quincey “Letters” and “Rhetoric” (TOC, 22-32, 81-132) (web link)
R 2/21/13 Smith *Wealth of Nations* (TOC, 108-117, 135-151) (web link)
Collaborative Trace #6 due (Google Docs)

Relevant History + Historiography Readings (options for Article Assessments)

- Bevilacqua on Campbell and Vico (BB)
- Carter on Smith (BB)
- Swaminathan on Smith (BB)
- Manolescu on clerical texts (BB)

Wk8: Cultivating A Public Intellect

- T 2/26/13** Blair *Lectures on Rhetoric and Belles Lettres* (G/C 23-29, Lectures I-II, XIX, XXIV, XXXIV)
R 2/28/13 Wollstonecraft *Vindication of the Rights of Woman* (“Dedication,” “Introduction,” 198-212, 228-257) (web link)
Collaborative Trace #7 due (Google Docs)

Relevant History + Historiography Readings (options for Article Assessments)

- Hart-Davidson, et al, on Democratic Citizenry (BB)
- Miller on Blair’s *Belles Lettres* (BB)
- Barlowe on Wollstonecraft (BB)
- Allen on Blair and Wollstonecraft (BB)

Wk9 and Wk10: Suffrage Rhetoric and National Engagement

- T 3/5/13** Grimké *Letters on the Equality of the Sexes and the Condition of Women* (B/H 1045-1060)
- R 3/7/13** Harper “Centennial Anniversary” (324-328) and “Duty to Dependent Races” (86-91) (web links)
Cooper “Discussion of the Same Subject” (711-715) and “Race Problem” (149-174) (web links)
Collaborative Trace #8 due (Google Docs)
- T 3/12/13** no class: spring break
R 3/14/13 no class: spring break
- T 3/19/13** Wells “Lynch Law” (web link) *or* “Lynch Law in America” (web link)
Gilman “Women and Economics” (BB)
Collaborative Trace #9 due (Google Docs)
- R 3/21/13** Royster/Williams “History in the Spaces Left” (BB)
Enoch “Profession of a Woman” (BB) *or* Campbell “Agency” (BB)
Geo-spotting with Databases, Timelines, and Maps (laptop classroom)

Relevant History + Historiography Readings (options for Article Assessments)

- Royster on Wells (BB)
- Sale on Harper and Abolitionism (BB)
- Zaeske on the Early Woman’s Rights Movement (BB)

Wk11: Belletrism in the Discipline

- T 3/26/13** Bain *English Composition and Rhetoric* (B/H 1141-48) and (TOC, 258-263) (web link)
Phelps and Frink “*English Style in Public Discourse*” (87-106, 124-133) (web link)
Investigating Primers and Readers Online (laptop classroom)
- R 3/28/13** Genung *The Practical Elements of Rhetoric* (TOC, 447-474) (web link) and (BR 327-343)
Hill *The Principles of Rhetoric and Their Application* (B/H 1149-51) and (BR 133-40, 320-27)
Collaborative Trace #10 due (Google Docs)

Relevant History + Historiography Readings (options for Article Assessments)

- Boyd on mechanical correctness (BB)
- Conners on explanatory rhetoric (BB)
- Grego on technical writing (BB)
- Hawhee on the Harbrace handbook (BB)
- Horner on Modern writing instruction (BB)
- Lunsford on Scottish schools (BB)

Wk12 and 13: Making Instructional Archives

- T 4/2/13** Buck *A Course in Argumentative Writing* (TOC, “Preface,” 1-9, 153-171) (web link)
Buck “Recent Tendencies in the Teaching of English Composition” (BR 241-251)
- R 4/4/13** Carr/Carr/Schultz (11-24, 196-204, 205-209) (BB)

- T 4/9/13** Brereton chapter 1 *plus* selected chapters (TBA) (BR)
Collaborative Brereton Study in Google Drive (laptop classroom)
- R 4/11/13** Burke “Terministic Screens” (B/H 1295-1297, 1340-1347)
Enoch “Becoming Symbolwise” (BB)

Relevant History + Historiography Readings (options for Article Assessments)

- Conway on Seven Sisters Colleges (BB)
- Gold on Florida State College (BB)
- Weiser on Burke and war (BB)

Wk14 and Wk15: Histories and Methodologies Reloaded

- T 4/16/13** The Ong Study (O) (selected chapter)
R 4/18/13 The Ong Study (O) (selected chapter)
- T 4/23/13** **RNF: Presentations on Course Projects (due in class and via BB)**
R 4/25/13 **RNF: Presentations on Course Projects (due in class and via BB)**

Exam Week

- M 4/29/13** Final Exam pick-up (via BB e-mail) 12:00 noon
W 5/1/13 **Final Exam drop-off (via BB Assignments) 12:00 noon**

Assignments in Detail

Collaborative Traces (10 points each)

In the first week of class, I'll ask each of you to self-identify with one “trace” concept—a concept and corresponding set of questions to use as a kind of lens onto reading our primary texts (e.g., art/techne, embodiment and imagery, invention, rhetorical reasoning, genre/style, language, topics/commonplaces, agency). Over the semester, we'll pool the results of our traces to build a more nuanced—if not troubled—understanding of what we read. These will be some of the most important work you do for this class, and perhaps some of the most rigorous, as you come to class each week prepared to talk about what your reading reveals on that concept or set of questions. Some texts will feature much more on your concept than others, although every text will feature something on each concept.

Please bring to class (in print/material form) the results of your first trace, so that we can witness and discuss the range of approaches everyone takes. For subsequent traces, I will ask you to contribute directly into the shared documents I set up for us on Google Drive. There is no prescribed length, and the format may vary depending on what allows you to present your individual findings with sufficient focus and depth. By compiling the traces, you will—together—achieve necessary breadth. Ultimately your traces should bring a reader to a more generative understanding of what s/he reads.

Article Assessments (History + Historiography) (1st one 10 points, 2nd one 20 points)

To help you establish field knowledge in an area, text, concept, or method that intersects with your own interests, I will ask you to develop 2 assessments of “secondary” sources over the course of the semester,

selecting from our article list. Each of these assessments should thoroughly address the article, providing a 1-2 page summary and a 1-page reflection on how that article would shape someone's reading if they read it before ever encountering the "primary" text it discusses. While you may turn them in earlier, the first assessment is due **no later than February 28**, and the second assessment is due **no later than April 11**. Please submit them via BB Assignments.

As part of your assessment, consider how the author attempts both history and historiography in the space of a single argument—that is, consider how the authors re/construct narratives or enact specific methodologies while also drawing attention to the foundations on which their narratives and methodologies rest. One binary relationship we hope to disrupt is thinking of "histories" only as deeply described contexts, and thinking of "historiographies" only as ways of re-reading (or revising) these contexts. In practice as well as in theory, these are two dimensions of a much more generative process. Ideally, you would mention 1 or 2 other sources in our field journals (or in related field journals) that you think could enhance the discussion your author takes up, discovering and articulating germane connections you think are worthwhile. The key word here is "discovery."

The Ong Study (10 points)

Near the end of the semester, I will invite you to select and present on a single chapter out of Walter Ong's *Rhetoric, Romance and Technology* that best reflects what you feel most confident about in challenging and furthering historical study. In other words, in a brief presentation (10-12 minute) you will have the opportunity to educate your classmates on how you would build on and away from Ong's topics or methods based on what you have learned in our course. Although the various chapters in Ong's text focus on different periods or *epistemes*, Ong's methodology is rooted in his years of writing (and studying) Modern histories—which is to say, rooted in those states of mind that emerged *because of or in spite of* tracing epistemological developments from the Middle Ages through the Enlightenment. So, you might discuss how some of your other "secondary" readings compel you to think differently, or outline for us the historical questions you have found to be more useful than others. You might even demonstrate the methods or emergent tools that you think make new kinds of study more viable on a particular topic or question Ong raises.

Whatever you do, be sure to articulate *what you understand* as much as *what you would like to change* about his methodology; this will help you to more confidently express how your way of study both adds to and detracts from what you think the historical period offers us. Ideally, your presentation would help us understand Ong's historical periods in a more nuanced way. I will ask you to prepare a discussion tool that helps us follow along during the presentation and ask good questions afterwards, format and content to be determined by you.

Research Network Forum Project (Critical Nugget + Presentation) (40 points)

To complement the exploratory nature of our course, your final project will be completed in the spirit of the Graduate Research Network Forum held annually in advance of the 4C's (and conducted in similar formats by other professional organizations). This means I will ask you to write a brief but focused "critical nugget," in which you articulate an idea you know you would like to take up in future work, e.g., your prospectus, a dissertation chapter, a conference presentation, or a published essay. I will also ask you to simulate the roundtable discussions that occur at the GRNF, for which you will transform that critical nugget into a more dynamic presentation, again whose format and content will be determined by you. (However, it should involve a handout or digital component, especially if your project involves digital inquiry.)

Based on how we navigate the course, it is my hope that your ideas for projects will be stimulated well beyond "discussing the rhetoric of such and such," and will instead connect historical traditions with vital contemporary interests (whether those interests are cultural, theoretical, political, or pedagogical),

really expanding your current understanding of rhetorical histories. It might be best to think of your “critical nugget” as enacting one of several genres: (1) a research prospectus, in which you identify an issue, problem, subject, or method that has been sorely neglected (and is amenable either to historical or theoretical inquiry); (2) a conference paper, in which you offer a new or enhanced reading of a single text or critical problem, especially via the application of a clearly demonstrated methodology; or (3) a comparative analysis, in which you present an informed re/reading of two or more secondary texts in order to analyze multiple interpretations of the treatment of a single issue in a primary text. Whatever you choose to do, note that the emphasis is on *focused articulation*, 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 ask you to submit a brief proposal around mid-semester that outlines your tentative claim and discusses some of the sources you think you will use. However, I am happy to meet with you at any point throughout the semester to talk through ideas and promote early planning.

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 trend in Modern Rhetoric. 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, traces, or studies from throughout the course. Your response should be in the range of **~1000 or 1250 words (no more than 3 single-spaced pages, including works cited)**. While I highly encourage you to 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.

Readings in Detail

“Primary” Text Excerpts not in B/H, G/C, or BR

Bain, Alexander. *English Composition and Rhetoric: Enlarged Edition* (1866). New York: Appleton, 1890. The Internet Archive 2007. <http://archive.org/details/englishcomposit00baingoog>. TOC, “Impressiveness” 258-263.

Buck, Gertrude. *A Course in Argumentative Writing*. New York: Holt, 1899. The Internet Archive 2007. <http://www.archive.org/details/courseinargument00buckiala>. TOC, “Preface” iii-viii, “Argumentation” 1-9, “Deductive Argument” 80-104, “Appendixes A-B” 153-171.

Cooper, Anna Julia. “Discussion of the Same Subject [The Intellectual Progress of the Colored Women of the United States since the Emancipation Proclamation].” *The World’s Congress of Representative Women*, Ed. May Wright Sewall, 711-715. Chicago: Rand McNally, 1894. Available online at: <http://womhist.alexanderstreet.com/socm/doc4b.htm>.

Cooper, Anna Julia. “Has America a Race Problem?” (1892). In *A Voice From the South*. Xenia, OH: The Aldine Printing House, 1892. <http://docsouth.unc.edu/church/cooper/cooper.html>. 149-174. Documenting the American South. UNC Chapel Hill, NC.

de Quincey, Thomas. “Letters to a Young Man Whose Education Has Been Neglected” (1823) and “Rhetoric” (1859). In *The Collected Writings of Thomas DeQuincey, vol 10* (22-32, 81-132). http://books.google.com/books?id=518eAAAAMAAJ&printsec=frontcover&dq=%22thomas+de+quincey%22+masson&lr=&as_brr=0#v=onepage&q=&f=false

Edgeworth, Maria. "On Truth." In *Essays on Practical Education* (1798) *Volume 1* (242-287). http://books.google.com/books?id=vA0UAAAAIAAJ&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false.

Genung, John. *The Practical Elements of Rhetoric with Illustrative Examples*. Boston: Ginn, 1890. The Internet Archive 2007. <http://www.archive.org/details/practicalelemen01genugoog>. TOC, "Invention Dealing with Practical Issues: Persuasion" 447-474.

Gilman, Charlotte Perkins. "Women and Economics" (1898). In Dawn Keetley and John Pettigrew. *Public Women, Public Words: A Documentary History of Feminism, Volume I*. Madison, WI: Madison House, 1997. 360-369. Print.

Harper, Frances Ellen Watkins. "Centennial Anniversary of the Pennsylvania Abolition Society." *Centennial Anniversary of the Pennsylvania Abolition Society*. Ed. Manning Marable, *Freedom on My Mind: The Columbia Documentary History of the African American Experience* (324-328). West Sussex, NY: Columbia U P, 2003. <http://books.google.com/books?id=5csxfScuJcC&pg=PA324&dq=harper+centennial+anniversary&hl=en&sa=X&ei=A5biUPP7Nojq2QWspIDABQ&ved=0CD8Q6AEwAg#v=onepage&q=harper%20centennial%20anniversary&f=false>.

Harper, Frances Ellen Watkins. "Our Duty to Dependent Races" (1891). *Transactions of the National Council of Women of the United States*. Ed. Rachel Foster Avery (86-91). Philadelphia, PA: National Council of Women, 1891. <http://books.google.com/books?id=bpU0xGnVETsC&pg=PA86&dq=harper+duty+to+dependent+races&hl=en&sa=X&ei=oJfiUMq7HZO08ATg3IHQAg&ved=0CDQQ6AEwAA#v=onepage&q=harper%20duty%20to%20dependent%20races&f=false>.

Locke, John. *Some Thoughts Concerning Education* (1693). London: Cambridge, 1895. TOC, 63-66, 67-68, 80-81, 145-156, 162-166. http://books.google.com/books?id=HHsWAAAAIAAJ&printsec=frontcover&dq=inauthor:John+inauthor:Locke&lr=&as_brr=1#v=onepage&q=&f=false.

Phelps, Austin, and Henry Allyn Frink. *Rhetoric: Its Theory and Practice "English Style in Public Discourse."* New York: Scribner's, 1895. The Internet Archive 2007. <http://archive.org/details/rhetoricistheo01fringooog>. TOC, chapters XI-XII, XV.

Smith, Adam. *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776). Vol IV. London: Charles Knight & Co., 1839. The Internet Archive 2007. <http://archive.org/stream/aninquiryintona01smitgoog#page/n8/mode/2up>. TOC, "Of the Expense of the Institutions" 108, 116, 135-151.

Wells, Ida B. "Chapter IV: Lynch Law" (1893). In Ida B. Wells, ed. *The Reason Why the Colored American Is Not in the World's Columbian Exposition* (Chicago: Ida B. Wells, 1893). <http://digital.library.upenn.edu/women/wells/exposition/exposition.html>.

Wells-Barnett, Ida B. "Lynch Law in America." *The Arena* 23.1 (Jan 1900): 15-24. Available online at <http://courses.washington.edu/spcmu/speeches/idabwells.htm>.

Wollstonecraft, Mary. *A Vindication of the Rights of Woman* (1792). London: Walter Scott, 1893. The Internet Archive 2007. <http://www.archive.org/details/wollrichvindicationofrig00>. "Dedication," "Introduction," Chapter IX 198-212, 228-257.

“Secondary” Perspectives

Abbott, Don Paul, Marc Cogan, Rene Dube, Sean Patrick O'Rourke, Thomas O. Sloane, and James P. Zappen. “The Most Significant Passage on Rhetoric in the Works of Francis Bacon.” *Rhetoric Society Quarterly* 26 (1996): 31-55.

Agnew, Lois. “Rhetorical Style and the Formation of Character: Ciceronian Ethos in Thomas Wilson’s *Arte of Rhetorique*.” *Rhetoric Review* 17.1 (1998): 93-106.

Allen, Julia. “The Uses and Problems of a ‘Manly’ Rhetoric: Mary Wollstonecraft’s Adaptation of Hugh Blair’s *Lectures* in Her Two *Vindications*.” Ed. Molly Meijer Wertheimer. *Listening to Their Voices: The Rhetorical Activities of Historical Women*. Columbia: U of South Carolina P, 1997. 320-336.

Barlowe, Jamie. “Daring to Dialogue: Mary Wollstonecraft’s Rhetoric of Feminist Dialogics.” Ed. Andrea A. Lunsford, *Reclaiming Rhetorica: Women in the Rhetorical Tradition*. Pittsburgh: U of Pittsburgh P, 1995. 117-136.

Bevilacqua, Vincent M. “Campbell, Vico, and the Rhetorical Science of Human Nature.” *Philosophy and Rhetoric* 18.1 (1985): 23-30.

Boyd, Richard. “Mechanical Correctness and Ritual in the Late Nineteenth-Century Composition Classroom.” *Rhetoric Review* 11 (1993): 436-52.

Campbell, Karlyn Kohrs. “Agency: Promiscuous and Protean.” *Communication and Critical/Cultural Studies* 2.1 (2005): 1-19.

Carr, Jean Ferguson, Stephen L. Carr, and Lucille M. Schultz. *Archives of Instruction: Nineteenth-Century Rhetorics, Readers, and Composition Books in the United States*. Carbondale: Southern Illinois U P, 2005. 11-24, 196-204, 205-209.

Carter, Michael. “The Role of Invention in Belletristic Rhetoric: A Study of Adam Smith.” *Rhetoric Society Quarterly* 18.1 (1988): 3-13.

Connors, Robert J. “Rhetoric of Explanation: Explanatory Rhetoric from Aristotle to 1850.” *Written Communication* 1.2 (Apr 1984): 189-210.

Conway, Kathryn M. “Woman Suffrage and the History of Rhetoric at the Seven Sisters Colleges, 1865-1919.” Ed. Andrea A. Lunsford, *Reclaiming Rhetorica: Women in the Rhetorical Tradition*. Pittsburgh: U of Pittsburgh P, 1995. 203-226.

Corbett, Edward P. J. “John Locke’s Contributions to Rhetoric.” *College Composition and Communication* 32.4 (Dec 1981): 423-433.

Covino, William A. “Knowledge as Exploration: Montaigne, Vico, Hume.” In *The Art of Wondering: A Revisionist Return to the History of Rhetoric*. 1988.

deCerteau, Michel. “Chapter 1: Making History.” In *The Writing of History*. Trans. Tom Conley. New York: Columbia U P, 1988. 20-21, 29-44.

Enoch, Jessica. “Becoming Symbol-Wise: Kenneth Burke’s Pedagogy of Critical Reflection.” *CCC* 56.2 (Dec 2004): 272-296.

- Enoch, Jessica. "The Profession of a Woman: Female Teachers, Marginalized Students, and Rhetorical Education." In *Refiguring Rhetorical Education: Women Teaching African American, Native American, and Chicano/a Students, 1865-1911*. Carbondale: Southern Illinois U P, 2008. 1-29.
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