



ENGLISH 3200: RHETORICAL HISTORY AND HISTORIOGRAPHY | FALL 2017, MON/WED 3:30PM-4:50PM, LANG 301 | PROFESSOR MATTHEW HEARD | OFFICE: LANG 409J | OFFICE HOURS: W 1:00PM – 2:00 PM

CATALOG INFO

ENGL 3200 explores the construction of the rhetorical tradition through canonical texts and figures; questions alternatives to the received tradition. 3 HRS. Prereqs: None.

COURSE OVERVIEW

Confronted with the destruction of her compatriots by the Meduse, a violent alien species, the protagonist in Nnedi Okorafor's *Binti* finds that her life and quite possibly the survival of her species depends on her ability to read and respond to the alien creatures. *Binti* is in this way a story about rhetoric, the study and practice of the ways we engage others in the world around us. Okorafor creates a dramatic narrative of survival around what is a daily responsibility for all of us: understanding audiences and choosing the most appropriate, effective ways to inform them or move them to action. Okorafor is not alone in thinking of rhetoric as the only thing standing in between us and violence: for the last 2500 years, across all continents and cultures, rhetoric has been studied and practiced as an art, habit, and way of life that provides grounds for understanding, engagement, and peace.

This course puts into focus the earliest practices of rhetoric in Western cultures, beginning with the insiders and outsiders of ancient Roman and Greek cultures. From these early rhetoricians, we gather a set of principles for engaging politically and philosophically with dominant cultures. Longstanding practices of *logos*, *ethos*, *pathos*, *kairos*, and *stasis* come from these rhetorical teachers, as does an ancient confidence in the stability of the rhetor's identity and the audience's as well. The ancient rhetors believed

that anyone who could master these principles could lead others effectively. Indeed, leadership in law, business, politics, and academic settings still reflects a confidence in many of these principles.

In this course, we will study these principles and also question the limits of their effectiveness. We will draw out the tensions that made ancient Greek and Roman practices controversial even in their own time. We will also read counternarratives that help us think about who and what our histories of rhetoric privilege and leave out. By the end of the course, students will be able to use several familiar rhetorical practices effectively and also talk intelligently about their origin, scope, and limits.

INSTRUCTIONAL PRACTICES AND EXPECTATIONS

This course has a demanding reading load centered on texts of rhetorical theory and practice. Students will be expected to read each text carefully and to come to class prepared to discuss the texts analytically and critically. I will introduce most of the texts and themes through direct instruction during class. Most of our class time, however, will be spent discussing the course readings and our responses to them. Sometimes we will also engage in collaborative or individual assignments or activities during class. When we talk as a class, I encourage you to move beyond simply talking about what parts of the texts that you “like.” Work hard to think about how the texts support and contradict one another. Bring experiences and ideas from your own life into the discussion where appropriate. Look for ways that class readings and discussions are relevant in the world around you. Pay





attention to what your classmates say and build off of their ideas when you can. Encourage, support, and learn from each other—this is the path of rhetorical studies.

ASSIGNMENT SCHEDULE

Note: All readings and assignments due by beginning of class period indicated. Please bring books/readings to class on assigned date. Schedule subject to change.

Wk1: INTRO

28-Aug Course Intro

30-Aug Okorafor, Binti, 1-27; Crowley/Hawhee, "Ancient Rhetorics" (HANDOUT)

Wk2: BINTI

4-Sep No Class: Labor Day

6-Sep Okorafor, Binti, 28-96

Wk3: SOPHISTIC RHETORIC

11-Sep Okorafor, Binti; Greek Sophists, Intro (ix-xxiii); Protagoras (1-42)

13-Sep Greek Sophists, Gorgias of Leontini (43-97); Prodicus of Ceos (98-119)

Wk4: SOPHISTIC RHETORIC

18-Sep Greek Sophists, Antiphon (133-202); Critias of Athens (217-265)

20-Sep Greek Sophists, Alcidamas of Elaea (283-309); The Double Arguments (318-333)

Wk5: PLATO

25-Sep Plato, Protagoras. Introduction (xi-xix); 1-30

27-Sep Plato, Protagoras (30-58)

Wk6: PLATO

2-Oct Plato, Protagoras (58-80)

4-Oct Plato, Protagoras

Wk7: ARISTOTLE

9-Oct Aristotle, Rhetoric. Introduction (1-25), Book I (27-110)

11-Oct Aristotle, Rhetoric. Book II (111-192)

Wk8: ARISTOTLE

16-Oct Aristotle, Rhetoric. Book III (193-250)

18-Oct Aristotle, Rhetoric; Midterm Review

Wk9: MIDTERM

23-Oct MIDTERM EXAM

25-Oct Comparative Rhetorics (Handout)

Wk10: COMPARATIVE RHETORICS

30-Oct Comparative Rhetorics (Handout)

1-Nov Comparative Rhetorics (Handout)

Wk11: CICERO

6-Nov Cicero, De Oratore. Intro (1-51), Book I (57-80)

8-Nov Cicero, De Oratore. Book I (80-125))

Wk12: CICERO

13-Nov Cicero, De Oratore. Book II (125-170)

15-Nov Cicero, De Oratore. Book II (170-224)

Wk13: CICERO

20-Nov Cicero, De Oratore. Book III (224-263)

22-Nov Cicero, De Oratore. Book III (263-297)

Wk14: ANCIENT RHET IN CONTEXT

27-Nov Ancient Rhetoric in Perspective: Corder, "Rhetoric as Love" (HANDOUT)

29-Nov Ancient Rhetoric in Perspective

Wk15: REVIEW

4-Dec Course Wrap-Up

6-Dec Final Exam Review

FINALS

13-Dec Final Exam: 1:30 pm - 3:30 pm

ASSIGNMENTS

IN-CLASS WORK: We will have frequent quizzes and in-class assignments throughout the semester as part of a check-up on how much you are understanding. These assignments will usually be given immediately at the beginning of class and they cannot be made-up if missed. Consequently, please come to class on time and prepared to discuss/respond to the course readings for the day.

FINAL PROJECT (DUE W Dec 6); 6000 words
Rhetorical Research Project: invent an academic-focused response to a research question of your choosing. Your question could center on a theme or concept from the rhetorical histories we've studied; a tension or debate within one or more texts; a concern for the limitations of one of the theories or practices; or a broader question of "the alien" brought up by our reading of *Binti* or other alternative rhetorics.



MIDTERM EXAM (M Oct. 23)

Exam covering the first half of the semester, including ancient Greek rhetorical theories and practices.

FINAL EXAM (W Dec. 13)

Exam covering the last half of the semester, including ancient Roman rhetorical theories and practices; comparative rhetorics.

COURSE POLICIES:

ABSENCE: You have five free absences. Upon missing six classes, you will be dropped from the course. Coming late to class or not participating in class may result in you being counted as absent.

DISRUPTIONS: Excessive disruptions of our class time—including talking, sleeping, texting, cell phone usage, and doing work for other classes—hurt the class atmosphere and will hurt your grade should you engage in them. Please respect the class environment by giving your classmates and me your full attention at all appropriate times. Frequent tardiness or disruptions will affect your quiz/assignment grades.






ASSIGNMENT POLICY

All written work needs to be typed and submitted online to our Blackboard site, with a paper copy brought to class. For all essays, include your name and the page number on the top right of each page (i.e. Heard 1). Please also include a date and the course number (ENGL 3200). Use a text font for all essays (Times Roman or Garamond for example) at 12 points, with all one-inch (1”) margins, and double-spacing. Secret syllabus keyword: DISGUST. Assignments are due at the beginning of class on the date indicated by the assignment prompt.

ODA POLICY

The University of North Texas makes reasonable academic reasonable accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable

Required Course Materials

	CICERO: ON THE IDEAL ORATOR REQUIRED By CICERO EDITION: 01 PUBLISHER: OXF ISBN: 9780195091984
	GREEK SOPHISTS REQUIRED By DILLON EDITION: 03 PUBLISHER: PENG RAND ISBN: 9780140436891
	PROTAGORAS+MENO REQUIRED By PLATO EDITION: 06 PUBLISHER: PENG RAND ISBN: 9780140449037
	ON RHETORIC REQUIRED By ARISTOTLE EDITION: 2ND 07 PUBLISHER: OXF ISBN: 9780195305068
	BINTI REQUIRED By OKORAFOR EDITION: 15 PUBLISHER: MAC HIGHER ISBN: 9780765385253

accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

BLACKBOARD AND EMAIL

Our course will have a Blackboard site. Please check this site and your university email regularly for messages. Note that if you do not use your UNT email address, you need to have your UNT email forwarded to the address that you prefer. All emails that you send me should identify you clearly as a student in this class in the subject heading (i.e. “ENGL 3200—Matthew Heard”). Remember that when you write an email to other professionals, you should assume a professional tone and style. I want to hear from you, but please communicate as clearly and professionally as possible.

GOALS

While our course together is an upper-division course in English, I try not to take for granted any of the skills, abilities, or proficiencies we employ in this course. I will list some of the explicit goals for learning in this course below. However, if you need help developing any related skills or articulating connections between what we do in class and your own career/professional objectives, please contact me. I will be happy to have that conversation with you.

Desired Understandings:

- Understand that ancient rhetorics remain effective in many contexts for creating appropriate and effective responses to audience concerns
- Understand that ancient rhetorics reflect a confidence in logics and other persuasive practices that can close off other commonplace responses (myth, emotion, etc.)

Desired knowledge

- Know theories of the ancient sophists, of Plato, of Aristotle, and of Cicero, and know the differences between them

- Know practices of logos, pathos, ethos, Kairos, commonplaces, and know how to apply them to social and political situations
- Know alternatives to ancient Greek and Roman rhetorical practices and theories

Desired abilities

- Be able to use ancient rhetorical practices in concrete ways (not only in theory)
- Be able to write and communicate about the scope and limitations of ancient rhetorics

Desired professional skills

- Develop proficiency in communicating effectively in multiple modes (spoken, written, gesture)
- Develop proficiency in thinking critically and reasoning analytically
- Develop proficiency in analyzing and solving complex problems
- Develop proficiency in making ethical decisions and justifying choices ethically
- Develop proficiency in understanding nuance and complexity in written documents
- Develop proficiency in collaborating effectively in with others in diverse interpersonal settings

PLAGIARISM AND ACADEMIC DISHONESTY

The UNT Policy Manual defines plagiarism as: “(a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and (b) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.” (18.1.11). I expect your writing in this course to be original and every use of someone else’s work in your writing to be marked clearly. The consequences for plagiarism both at UNT and in this course are severe, and may include automatic failure and in some cases dismissal from the university. Don’t risk it—come and talk to me about any questionable material before turning in your assignment. I am happy to help you decide how to cite materials that might otherwise be counted as plagiarism.

CAMPUS CARRY AND WEAPONS

Pursuant to Texas Senate Bill 11 and the UNT Campus Carry Policy, persons with a current legally valid Concealed Carry License may carry a concealed legal handgun on or about their person in this class. All class members should read the UNT Campus Carry Policy carefully. All legal provisions associated with concealed carry on campus must be followed without fail at all times. One such provision is that any handgun must be concealed, meaning that it cannot be “openly noticeable to the ordinary observation of a reasonable person.” (UNT Campus Carry Policy). If a handgun is visible, or if any other legal requirement is violated at any moment, the person who witnesses the violation should leave the classroom and call 911

immediately. Please be aware that law enforcement officers are prepared to respond to any violations of these legal requirements for Campus Carry. No other weapons of any kind are permitted in the classroom.

RUBRICS AND SCORING SYSTEMS

For the purposes of this course,

“**A**” **WORK** will constitute a final score of 90-100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context

“**B**” **WORK** will constitute a final score of 80-89.99% of total points, and will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original

“**C**” **WORK** will constitute a final score of 70-79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately insufficient in organization, articulation, perception, and/or effectiveness

“**D**” **WORK** will constitute a final score of 60-69.99% of total points, and will represent an overall response that is incomplete and severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates

“**F**” **WORK** will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable.

DROPPING THE COURSE OR WITHDRAWING

Nov 6: The last day to drop this course with either a W or WF

Nov 22: The last day to withdraw from the course or receive a WF for nonattendance

Consult the UNT Registrar “Registration Guide” for full details:

<http://registrar.unt.edu/registration/fall-registration-guide>

GRADING BREAKDOWN

QUIZZES, IN-CLASS ASSIGNMENTS,

PARTICIPATION: 25%

MIDTERM EXAM: 25%

FINAL EXAM: 25%

FINAL PROJECT: 25%

