

ANIMAL RHETORICS

ENGL 3200.001 RHETORICAL HISTORY AND HISTORIOGRAPHY

Spring 2013 | LANG 219

University of North Texas

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Office: Auditorium 316

Hours: W 2 -3 PM & By Appt.

COURSE DESCRIPTION

Rhetoric has been around for a long time: it even “precedes speech” as one scholar has recently argued. Before our human ancestors uttered words, they engaged one another with movements, gestures, actions, and sounds that influenced their common understanding and behavior. Studying rhetoric therefore is a complex and challenging task, one that compels us to ask the most basic questions about how we live in our world together with other humans and nonhumans. In our 3200 course, we will confront this challenge and complexity by engaging early writings about the art of rhetoric—texts such as Aristotle’s *Rhetoric* and Plato’s *Phaedrus* that have contributed to a dominant “rhetorical tradition.” Rather than taking these texts for granted, however, we will ask how the dominant rhetorical tradition advances a distinct version of rhetorical history that can be rewritten and expanded. Our studies of “animal rhetorics” in the course will invite revision of how we understand the

ethical goals and means of communication and interaction. By asking how the study of rhetoric has shaped our historical vision of being human, we will create openings to engage new ideas about rhetoric that can help us act with a more complex understanding of our own practices and habits.

ESSENTIAL QUESTIONS FOR THE COURSE:

- What is rhetoric? Why is it worth studying?
- How do we use rhetoric in our everyday lives to get things done and build relationships with others?
- How has the rhetorical tradition shaped our understanding of rhetoric as an art and practice?
- What other dimensions of rhetoric emerge when we look at rhetorical history alongside other, “animal” rhetorical practices?
- How has the rhetorical tradition influenced our ideas about what it means to be human and live with other humans?

DESIRED UNDERSTANDINGS:

- Understand that rhetoric is both a practice and a framework for understanding the world
- Understand that studying rhetorical history offers one way to complicate our self-awareness as rhetors

and may improve our chances of persuading others rhetorically

- Understand that the rhetorical history we have inherited gives an important, although limited view of rhetorical practice
- Understand that what we call rhetoric is open to revision, inquiry, and rewriting

COURSE MATERIALS

The required texts for this course are:



- *Thank You For Arguing* (Heinrichs; 978-0307341440)
- *Eating Animals* (Foer; 978-0316069885)
- *The Rhetorical Tradition* (Bizzell and Herzberg; 978-0312148393)

Please bring these books to class every meeting unless informed otherwise.

DISABILITY ACCOMMODATION: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking 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 an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of 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 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 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.

COURSE ENVIRONMENT POLICIES

Absence: You have six free absences. Upon missing seven 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.

In-class work: Quizzes and in-class assignments will often take place at the beginning of class and cannot be made-up if missed. Frequent tardiness or disruptions will affect your quiz/assignment grades.

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.

ASSESSMENT POLICIES

You will be assessed not simply for your ability to store and recite knowledge about rhetoric, but more broadly for your ability to understand rhetoric, as demonstrated through actions such as:

- explaining rhetorical strategies, explaining common opinions influencing arguments today, and explaining how rhetoric works in the world around you
- interpreting texts through rhetorical analysis and interpreting the perspectives of contemporary and Classical rhetoricians
- applying rhetorical strategies in written arguments, spoken arguments, and rhetorical analyses

- situating your own rhetorical stance in the context of other values, experiences, and

opinions

- listening to ideas, opinions, issues, and perspectives brought to the rhetorical moment by others
- engaging in rhetorical self-reflection, demonstrating awareness of personal limitations, prejudices, and values

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.

ASSIGNMENTS

Assignment policies

Format: 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. Assignments are due at the beginning of class on the date indicated by the assignment prompt.

DQR (Discussion Question Response)

Requirements: you must complete 2 DQRs for each unit of the course, for a total of 8 DQRs over the semester. You can complete 1 DQR per class period. Each week, I will post discussion questions that will serve as heuristics (entry points/learning tools) for understanding and analyzing the course readings. You will be required to respond to several of these questions for each of the four units of the course. The goal of the DQRs is to provide you a space to think critically and creatively about course readings. The DQRs also give us the opportunity as a community to learn from each others’ readings. Each DQR should be about 300-400 words long, and should provide comments that extend, confront, or provide alternative perspectives on

GRADING POLICY:

Grading for this class is designed to reflect an assessment of students’ overall understanding of rhetoric in accordance with the assessment policies listed on this page. Specifically, the grading for the course will break down according to the assignments listed below. (Keep in mind that the particular point values are subject to change.)

150 pts	DQRs (8 responses)
200 pts	RAD (12 entries)
400 pts	RADARs (2)
50 pts	Discussion Captain
100 pts	Final Exam
100 pts	Quizzes, Class Discussions, In-class work, and participation
1000 pts	TOTAL

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.

an argument drawn from the course reading. I will assess the DQRs for your understanding of the course readings and the persuasiveness of your analysis. All RADs should be considered public writing. An example DQR will be provided.

RAD (Rhetorical Artifact Diary)

Requirements: you must complete 3 RAD entries for each unit of the course, for a total of 12 RAD entries over the semester. You can complete a maximum of 2 RADs per week.

Throughout the semester, you will be asked to keep running notes on “artifacts” that reveal the work of rhetoric in the environment around you. An “artifact” can be anything that provides a space for rhetorical analysis: news items, images, personal experiences, current events, observations, stories, or even conversations. The goal of the RAD is to focus attention on the world around us through the lens of rhetorical awareness. All topics are open for analysis, but it might be particularly helpful to focus on artifacts that draw attention to our course questions of human-animal relationships. Specifically, I will ask you to analyze several artifacts by considering how they help to frame questions of “animal rhetorics.” In each entry, you should (1) describe and/or summarize your chosen artifact and (2) analyze the relevance of the artifact to the rhetorical questions of our course. In your analysis, be sure to cite specific passages from ancient rhetoricians as well as from contemporary perspectives on animal rhetorics. Your analysis should also consider conclusions, consequences, or lines of thought that the artifact helps you consider. Overall, each RAD should provide the “roots” of an idea that could be extended into a much larger argument or analysis. I will assess RAD entries for their insight into course readings and quality of analysis. Each RAD should be about 300-400 words long and all RADs should be considered public writing. An example RAD will be provided.

RAD Action Response (RADAR)

Two times during the semester, you will be responsible for creating a more complex and direct response to one

of the issues that you identify in your Rhetorical Artifact Diary. The RAD Action Response assignment requires you to create your own artifact—a text, image, action, dialogue, or other rhetorically persuasive object that changes how your audience thinks about the issue in question. The artifact need not be exceptionally complicated: a simple sound, word, or movement at the right time and place can be very persuasive within a particular audience. But your thinking about this “action response” must be complicated: I will expect you to create a report about your response that makes an argument for your action as rhetorically savvy and intentional given the context and conversations of our 3200 course. The RADAR assignment will therefore have two main components: (1) the action you take as a means of attempting to intervene in the issue you are addressing; (2) your report of the rhetorical plan behind your action, which uses citations from course readings and discussions to justify your response. The two RADAR assignments give you the opportunity to put your rhetorical knowledge to work as you navigate a real issue with important consequences. The RADAR assignments are therefore important components to the course and will be a significant contribution to your final grade. More details on the RADAR assignments will be provided near mid-semester. Each RADAR should be 4-5pp in length.

Discussion Captain

In a 3000-level course, you are learning values of leadership and responsibility in addition to specific



knowledge about rhetoric and English. As part of developing this responsibility, you will be asked one time during the semester to “captain” a specific class period. As class captain, you will be responsible for the following actions:

- You will give a 3-4 min. opening introduction to the particular text discussed during the class period. This introduction should provide your classmates with a basic background about the rhetor we are studying. A little outside research is expected: the introductions in the RT should be your starting place. Your goal is to provide us with information that helps us get to know the rhetor—things that you find interesting and that give us insight into what the rhetor is saying in his or her text. Use of supporting visuals or audio is encouraged.
 - You will provide a discussion question for the class period. The discussion question should “open up” inquiry into the text we are reading and provide a starting point for our class conversation. Your discussion question should be displayed at the beginning of class (either written on the board, or displayed through the projector).
 - You will “captain” the class discussion. You will be the “go to” person for the reading on the class period you are assigned. This responsibility means that you should read the text in advance and be prepared to answer questions about it.
- A calendar detailing responsibilities and topics for Discussion Captains will be made available.

ANIMAL RHETORICS

ENGL 3200 | SPRING 2013 COURSE SCHEDULE:

- 📖 Indicates reading provided online through Blackboard
- "RT" indicates reading from *The Rhetorical Tradition* (Bizzell)
- 🔄 Indicates readings from *Thank You For Arguing* (Heinrichs)
- All readings must be read by class time on the day assigned; schedule subject to change

WK	MON		WED	
1	14-Jan	Class Intro	16-Jan	ANIMAL RHETORICS 📖 Kennedy, "A Hoot in the Dark" Foer, 3-15
2	21-Jan	MLK Day—No class	23-Jan	ANIMAL RHETORICS 📖 Lingis, "Bestiality" 📖 Birke and Pirisi, "Animals, Becoming" 📖 Hawhee, "Toward a Bestial Rhetoric" 📖 Muckelbauer, "Domesticating Animal Theory"
3	28-Jan	ANIMAL RHETORICS Discussion: Animal Rhetorics	30-Jan	SOPHISTS RT: "Dissoi Logoi"
4	4-Feb	SOPHISTS RT: Gorgias, "Helen" 📖 Alcidas, "On the Sophists"	6-Feb	SOPHISTS 🔄Heinrichs Ch1.
5	11-Feb	PLATO RT: Plato, "Gorgias"	13-Feb	PLATO Discussion: Plato
6	18-Feb	PLATO RT: Plato, "Phaedrus"	20-Feb	PLATO Discussion: Plato
7	25-Feb	ARISTOTLE RT: Aristotle, "Rhetoric"	27-Feb	ARISTOTLE Discussion: Aristotle
8	4-Mar	GREEK RHETORIC IN REFLECTION 🔄Heinrichs Ch 2-6	6-Mar	GREEK RHETORIC IN REFLECTION 🔄Heinrichs Ch 7-13 DUE: RADAR #1
SB	11-Mar	SPRING BREAK—No Class	13-Mar	SPRING BREAK—No Class
9	18-Mar	CICERO RT: Cicero, "De Oratore"	20-Mar	CICERO Discussion: Cicero
10	25-Mar	QUINTILIAN RT: Quintilian, "Institutes" Read Book II, Chs. 1-3 (pp 364-369); Read Book XII, Chs. 1-11 (pp. 412-428)	27-Mar	QUINTILIAN Discussion: Quintilian
11	1-Apr	AUGUSTINE RT: Augustine, "On Christian Doctrine" Read sections 1-34 (pp. 456-469)	6-Mar	ROMAN RHETORIC IN REFLECTION 🔄Heinrichs Ch 14-17
12	8-Apr	MEDIEVAL RHETORIC RT: Robert of Basevorn, "Form of Preaching" RT: Christine de Pizan, "The Book of the City of Ladies"	10-Apr	RENAISSANCE RHETORIC RT: Castiglione, "Book of the Courtier" RT: Ramus, "Arguments in Rhetoric Against Quintilian"
13	15-Apr	ENLIGHTENMENT RHETORIC RT: John Locke, "Essay Concerning Human Understanding"	17-Apr	ENLIGHTENMENT RHETORIC RT: Thomas Sheridan, "Course of Lecture on Elocution"
14	22-Apr	TRANSITIONAL RHETORICS IN REFLECTION 🔄Heinrichs Ch 18-21	24-Apr	TRANSITIONAL RHETORICS IN REFLECTION 🔄Heinrichs Ch 22-25
15	29-Apr	TOWARDS CONTEMPORARY RHETORICS 🔄Foer, 21-148	1-May	TOWARDS CONTEMPORARY RHETORICS 🔄Foer, 151-270 DUE: RADAR #2
FIN	6-May	FINAL EXAM		