

**English/Communications 654**  
**History and Theory of Rhetoric to 1800: Rhetoric and Education**  
**Fall 2006**  
**Mondays 12:40-3:40, BLOC 202**

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**Course Description**

One of the hallmarks of rhetorical study throughout history has been an emphasis on teaching and pedagogy. In this seminar, we will examine the interrelationships between rhetorical theory and the teaching and learning of rhetoric, seeking to understand how the two have informed one another. How have theories of rhetoric come to influence the pedagogical practices employed by teachers of writing and communication? How have material needs, sociocultural factors, and cultural influences shaped attitudes towards rhetoric? In what ways has rhetoric come to identify itself as a *discipline* of its own and in what ways has rhetoric been identified with other fields of study? To respond to these questions, we will study the historical foundations of rhetorical education, beginning with ancient Greek and Roman society and continue to trace the development of rhetorical theory and pedagogy through its fragmentation in the medieval period and reintegration in the early modern period.

As an outcome of your involvement in this course, you will develop a better understanding of rhetoric as it has been defined in educational practice and you will be asked to make claims about the place of rhetoric in contemporary educational practice, as well as about relationships between rhetoric and writing. At the conclusion of this course, you should be beginning to develop your own theory of rhetoric as a discipline and in terms of your pedagogical approaches to communication and writing.

**Texts**

Required

Aristotle. *On Rhetoric: A Theory of Civic Discourse*. Trans. George A. Kennedy. New York: Oxford UP, 1991. ISBN: 0195064879 (\$29.95)

Cicero. *On the Ideal Orator*. Trans. James May & Jakob Wisse. New York: Oxford UP, 2001. ISBN: 0195091981. (\$30.95)

de Pizan, Christine. *Treasure of the City of Ladies*. Trans. Sarah Lawson. New York: Penguin, 2003. ISBN: 0140449507 (\$9.20)

Dillon, John, ed. *The Greek Sophists*. New York: Penguin, 2003. ISBN: 0140436898 (\$11.48)

Erasmus. *De Copia*. Trans. David Rix & Donald King. Milwaukee: Marquette UP, 1964/1999. (\$15.00)

*Isocrates I*. Trans. David C. Mirhady & Yun Lee Too. Austin: U of Texas P, 2000. ISBN: 0292752385. (\$24.95)

Plato. *Gorgias*. Trans. James H. Nichols. Ithaca: Cornell UP, 1998. ISBN: 0801485274 (\$11.95)

Plato. *Phaedrus*. Trans. James H. Nichols. Ithaca: Cornell UP, 1998. ISBN: 0801485320 (\$10.95)

Quintilian. *On the Teaching of Speaking and Writing: Translations from Books One, Two, and Ten of the Institutio Oratoria*. James J. Murphy, ed. Carbondale: Southern Illinois UP, 1987. ISBN: 0809313782 (\$22.50)

Kennedy, George A. *Classical Rhetoric and its Christian and Secular Tradition From Ancient to Modern Times*. 2<sup>nd</sup> ed. Chapel Hill: U of North Carolina P, 1999. ISBN: 0807847690 (\$21.95)

Murphy, James J., ed. *A Short History of Writing Instruction: From Ancient Greece to Modern America*. 2<sup>nd</sup> ed. LEA, Inc., 2001. ISBN: 1880393301 (\$28.00)

Schiappa, Edward. *The Beginnings of Rhetorical Theory in Classical Greece*. New Haven: Yale UP, 1999. ISBN: 0300075901 (\$57.00)

Course pack/online course reserves, available through the library website, [www.ereserves.tamu.edu](http://www.ereserves.tamu.edu)

### Additional Reading

*You will also choose one book from the following list to read and present to your classmates (perhaps collaboratively). Each text is assigned to a date in the course calendar below. Some of these texts are quite long—you will want to plan your reading ahead of time to ensure you keep up with regular course reading as well.*

Atwill, Janet. *Rhetoric Reclaimed: Aristotle and the Liberal Arts Tradition*. Ithaca: Cornell UP, 1998.

Clark, Donald. *Rhetoric in Greco-Roman Education*. Columbia UP, 1957.

Garver, Eugene. *Aristotle's Rhetoric: An Art of Character*. Chicago, IL: U of Chicago P, 1995.

Hawhee, Debra. *Bodily Arts: Rhetoric and Athletics in Ancient Greece*. Austin: U of Texas Press, 2004.

Marrou, Henri. *A History of Education in Antiquity*. Madison: U of Wisconsin P, 1956.

Murphy, James J. *Rhetoric in the Middle Ages*. Berkeley: U of California P, 1974.

Ober, Josiah. *Mass and Elite in Democratic Athens: Rhetoric, Ideology, and the Power of the People*. Ewing, NJ: Princeton UP, 1989.

Ong, Walter J. *Ramus: Method, and the Decay of Dialogue*. New York: Octagon Books, 1974.

Poulakos, Takis. *Speaking for the Polis: Isocrates' Rhetorical Education*. Columbia: U of South Carolina P, 1997.

Yates, Frances. *The Art of Memory*. Chicago, IL: U of Chicago P, 1966.

### **Course Requirements and Assignments**

- 1) Weekly course readings, course attendance, and class participation (25%)
  - a. Attendance Because a seminar such as this one depends on all the class members for its effectiveness, everyone needs to be present and prepared for each class. Sometimes intervening circumstances occur, however. Therefore, during this semester, you may choose one week where you are not present and/or prepared. I will expect you to turn in any missed work at the start of the following class. Additional absences, incomplete work, or excessive tardies will be reflected in your final course grade.
  - b. Class Participation can take many forms. Some examples include preparing notes or discussion points based on the readings before class, contributing your interests and backgrounds in ways that advance the class conversation, preparing and posing questions (see below), and introducing the class to new resources.
  - c. Asking/Posing Questions You should bring a critical or reflective question (written or typed on a 3x5 index card) to each class meeting. We will use these to articulate entry points into the reading and to spur our group discussions.
- 2) Critical Report/Introduction to a Scholarly Source In this presentation you will provide a (possibly collaborative) critical report/introduction to a secondary source—your goal is to involve your classmates in the critical questions and arguments developed in these texts. You should also prepare a 1-2 page visual aid or handout to accompany your presentation. (15%)
- 3) Final Project Your major work for the semester will be an original, well-written research study that you will be conducting throughout the semester. (See Appendix for more details).
  - a. Position Paper Getting started with your writing and asking questions *early* is crucial to strong, well-grounded research. For this reason, we will *begin* the research process with an 6-8 page “position paper” based on course materials and reading thus far. In this paper you will work through some of your initial questions and develop a response—a working

thesis, so to speak. This paper is to be submitted via email to the entire class *no later than noon* on **F 13 October**. I expect that this paper will inform your subsequent research process and the questions you choose to investigate with your annotated bibliography and in your final project. Everyone needs to print out *all* of the position papers submitted, as we will use these papers to inform our discussion during the first half of class on **M 16 October**. (15%)

- b. Annotated Bibliography You will complete an annotated bibliography detailing the various sources you have found that offer promise for your final research study. The bibliography will be due on **F 10 November**. (15%)
- c. A completed draft of the project is due on **M 27 November**, to create an opportunity for peer feedback during class before the final project is due (**11 December**). This should provide time for substantive feedback and revision. A one-page cover letter to me detailing the genesis and progress of your project should accompany your final draft. Beginning work early in the semester on this final project, and working on it weekly – indeed daily – over the semester, will greatly increase the odds that you will produce an excellent piece of writing. (30%)

### **Student Learning**

Your success in this class is important to me. If there are circumstances which may affect your performance in this class, let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

### **Students With Disabilities**

"The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in B-118 Cain Hall, or call 845-1637." (Student Rules publication).

### **Honor Code**

This course, like all courses at A&M, is bound by the Aggie Code of Honor: "*An Aggie does not lie, cheat, or steal, or tolerate those who do.*" (For more, see the Honor Council Rules and Procedures on the web at [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).)

## Course Calendar and Schedule of Readings (these are tentative)

NOTE: Items from the course pack are marked with a double asterisk

### M 28 August—Course Introduction

**Focal issue/question:** Defining “rhetoric”; What does it mean to teach or learn rhetoric?

Kennedy, chapter 1

Schiappa, chapters 1 & 2

Recommended: Kimball, Bruce. “Foundation of the *Artes Liberales*.” From *Orators and Philosophers*

### M 04 September— The Progymnasmata

**Focal question:** What theor(ies) of language and communication emerge through these texts?

\*\*Matsen, Patricia P., Philip Rollinson, & Marion Sousa. “Educational Rhetoric.”

Kennedy, chapter 2

Marrou, pp. 172-175 (handout)

\*\*Fleming, David. “The Very Idea of a Progymnasmata.”

\*\*Desmet, Christy. “Progymnasmata, Then and Now”

Book Presentation: Ober, Josiah, *Mass and Elite in Democratic Athens*, esp. chapters 3-5

### M 11 September— Itinerant teachers: The Greek Sophists

**Focal topic:** Rhetorical practices and theories of language

Kennedy, chapter 3

Dillon, John. (ed.) *The Greek Sophists—Protagoras; Gorgias, Helen*

\*\*Poulakos, John. “Towards a Sophistic Definition of Rhetoric.”

\*\*Jarratt, Susan. “Sophistic Pedagogy: Then and Now.” From *Rereading the Sophists*.

Book Presentation: Hawhee, Debra. *Bodily Arts: Rhetoric and Athletics in Ancient Greece*.

Recommended: Kerferd, G.B., *The Sophistic Movement*; de Romilly, Jacqueline, *The Great Sophists of Periclean Athens*

### M 18 September— Isocrates

**Focal topic:** Education, rhetoric, and civic society

Isocrates, *Against the Sophists; Antidosis*

Schiappa, chapters 9 & 10

Enos, Richard. “Ancient Greek Writing Instruction.” From *A Short History of Writing Instruction*

\*\*Benoit, William. “Isocrates and Plato on Rhetoric and Rhetorical Education.”

Book Presentation: Poulakos, Takis. *Speaking for the Polis: Isocrates’ Rhetorical Education*

Recommended: Jaeger, Werner. “The Rhetoric of Isocrates and its Cultural Ideal.” In *Paideia: The Ideals of Greek Culture*, vol. III

### M 25 September— Plato

**Focal topic:** Rhetoric as a discipline

Kennedy, pp. 53-66

Plato, *Gorgias*

\*\*Kastely, James. “In Defense of Plato’s *Gorgias*.”

Book Presentation: Marrou, H.I. *A History of Education in Antiquity*, Part I

M 02 October— Plato

**Focal topic:** *Ethics and rhetoric*

Kennedy, pp. 66-74

Plato, *Phaedrus*

\*\*Black, Edwin. "Plato's View of Rhetoric."

\*\*McAdon, Brad. "Plato's Denunciation of Rhetoric in the *Phaedrus*."

Book Presentation: Yates, Frances A. *The Art of Memory*

*Special Event:* Cheryl Glenn will give a talk titled "At the Intersection of Feminism and Rhetoric: The Un/Spoken" at 3 p.m. in Whitely Suite, 1<sup>st</sup> floor of Evans Library. Class will end at 2:40.

M 09 October— Aristotle

**Focal topic:** *Defining rhetoric*

Kennedy, pp. 74-97

Schiappa, chapters 3-5

Aristotle, *Rhetoric*, Book I.1-3

**6-8 page position paper due to entire class no later than noon on F 13 October.**

M 16 October—Position Papers; Aristotle

**Focal question:** *What general questions or issues do you see emerging through the position papers? What "clusters" can you generate? What new directions or new questions do these papers raise?*

Position papers distributed last week

**Focal issue:** *systematization of rhetoric*

Aristotle, *Rhetoric*, Book I.3-II.26

Book Presentation: Atwill, Janet. *Rhetoric Reclaimed: Aristotle and the Liberal Arts Tradition*

*Recommended:* Gross & Walzer, eds. *Rereading Aristotle's Rhetoric*; Garver, Eugene. *Aristotle's Rhetoric: An Art of Character*

M 23 October— Cicero; Quintilian

**Focal issue:** *orators, the public sphere, programs of schooling*

Kennedy, chapter 5

Cicero, *De Oratore* (from Books I and II)

Quintilian, *Institutes of Oratory*

(see also <http://honey1.public.iastate.edu/quintilian/index.html>)

Murphy, James. "The Key Role of Habit in Roman Writing Instruction." From *A Short History of Writing Instruction*.

Book Presentation: Clark, Donald. *Rhetoric in Greco-Roman Education*.

*Recommended:* Marrou, part III, chapters 1 & 2; Swearingen, *Rhetoric and Irony*, chapter 4

M 30 October— Medieval Rhetoric: St. Augustine; *Ars Dictaminis*

**Focal issue:** *fragmentation of rhetoric; rhetorical “arts”*

\*\*McKeon, Richard. “Rhetoric in the Middle Ages.”

Kennedy, pp. 170-182

Augustine, *De Doctrina Christiana*, Book IV (available at

<http://www.intratext.com/Catalogo/Autori/AUT31.HTM>)

Lanham, Carol. “Writing Instruction from Late Antiquity to the Twelfth Century.” From *A Short History of Writing Instruction*.

(Optional, but strongly recommended):

\*\*Anonymous of Boethius, “The Principles of Letter Writing”

\*\*Perelman, Les. “The Medieval Art of Letter Writing”

Book Presentation: Murphy, James. *Rhetoric in the Middle Ages: A History of Rhetorical Theory from St. Augustine to the Renaissance*, esp. chapters I-III & V

*Recommended:* Swearingen, Jan, *Rhetoric & Irony*, chapter 5; Woods, “The Teaching of Poetic Composition in the Later Middle Ages,” From *A Short History of Writing Instruction*

M 06 November— Renaissance Rhetoric

**Focal issues:** *Changing educational circumstances during the Renaissance*

Kennedy, chapter 10

\*\*Murphy, James J. “One Thousand Neglected Authors.”

Abbott, Don Paul. “Rhetoric and Writing in the Renaissance.” From *A Short History of Writing Instruction*.

Erasmus, *De copia*

\*\*Howell, Wilbur Samuel. *Logic & Rhetoric in England, 1500-1700*, chapter 4

Book Presentation: Ong, Walter J. From *Ramus: Method, and the Decay of Dialogue*—esp. chapters I-III, VII, XII-XIII

**Annotated Bibliography due in my mailbox no later than noon on F 10 November.**

M 13 November— Renaissance Women; Christine de Pizan

**Focal issue:** *Participation in rhetorical spheres; influences on educational practice*

\*\*Glenn, Cheryl. “Inscribed in the Margins: Renaissance Women and Rhetorical Culture.”

de Pizan, Christine. *Treasure of the City of Ladies*

M 20 November— The History of Rhetoric and Contemporary Rhetorical Teaching

**Focal questions:** *How can/does the history of rhetoric inform or influence contemporary teaching and learning?*

\*\*Fleming, David. “Rhetoric as a Course of Study”

\*\*Hawhee, Debra. “Rhetoric, Bodies, and Everyday Life”

Other essays TBA, based on course themes and interests

*Recommended:* Crowley & Hawhee, *Ancient Rhetorics for Contemporary Students*; Corbett & Connors, *Classical Rhetoric for the Modern Student*

M 27 November— In-class peer workshop—drafts of final projects due

M 11 December— Final Projects due by 5 p.m.

## APPENDIX

### Final Project:

As a final project, you will write an 18-20 pp paper addressing a central question or issue in the history of rhetoric and/or the teaching and learning of rhetoric. General criteria by which this paper will be evaluated include: a) importance of the research question to rhetoric, communication, and/or education, b) quality of your research and theoretical approach, and c) quality of writing.

More specific questions that will be used to evaluate your final projects include these:

- To what extent does your theoretical approach complement the rhetorical texts or educational data you are working with?
- To what extent is your argued relevance to rhetoric and/or education convincing?
- To what extent does your research yield new knowledge about an important rhetorical issue?
- To what extent does your project display strong authorship skills, with a clear organization and structure?

The first stage of this project will be the completion of a position paper, due via email to everyone in the class by noon on **F 13 October**. In this position paper, you will identify and analyze a problem or issue that you have identified out of your course readings thus far. The paper must have a thesis and draw on careful explication/analysis of course materials. Your research should also be guided in some way by the course theme, rhetoric and education. The paper should be 6-8 pages in length, double-spaced, typewritten, 1" margins. Prepare your bibliography according to the citation format you are most familiar with. You must print out and read each of your classmates' papers for our class session on **M 16 October**.

You will also submit an annotated bibliography, due to my mailbox by noon on **F 10 November**. The purpose of this assignment is to give you an opportunity to compile sources for and to (re)define your research questions for your classmates and me. Your annotated bibliography should have at least 10 texts. Prepare bibliographic entries according to the citation format you are most familiar with and following each entry, compose a 3-4 sentence annotation of the text, highlighting the text's main question(s), thesis, and approaches/methods. (Optional: You may also choose to introduce your annotated bibliography with a 1-2 page double-spaced essay in which you explain the relationship of these sources to your developing research paper.)

NOTE: Do not wait until the position paper is completed to start the work on the annotated bibliography/literature review. It can take a week or more to get a book from the library that is out on loan or to order books or articles through inter-library loan.

A *completed draft* of your final research project is due at the beginning of class on **27 November**. Please bring five hard copies of the draft to class: one each for a group of 4 and one for me. On that day, you will work with a group of peers to give and receive feedback on your writing; I will not respond to this draft. Keep in mind that for this peer review session, you *must* bring a complete enough draft that you can receive—and respond to—feedback during the class meeting. My experiences teaching writing have shown me that the further along an author is, the more prepared s/he is to ask for and to receive productive, insightful, and critical responses. In addition, between November 30 and December 8, I am willing to respond to drafts in which you have incorporated feedback from peers. You should email the draft and I will respond electronically.

The *final draft* of your research project is due *in hard copy* by 5 p.m. on **M 11 December**. Along with the final draft of your paper, please prepare a one-page cover letter to me in which you describe the "natural history" of your final project as a text. This letter may include, for example, a description or theory of your invention and revision processes, challenges you faced in accomplishing the writing, supports you sought and/or received, any particular feedback you would like to receive from me, future goal(s) for this text, and so on.