

RHETORIC



Principles and Practices 2

In the Fall of the year of Lord, two thousand and one

Tuesdays and Thursdays, 11:30-12:50

Doug Wright Engineering Building, 3522A

Course conductor: Allen of Harris, cleyed "Kandy"

Office hours: Wednesdays, 3:00-5:00, Tuesdays/Thursdays, 10:00-11:15

Course epitome

Quoth the calendar:

"A study of rhetorical theories and practices from late Antiquity, Medieval, Renaissance, and the Enlightenment periods, with an emphasis on how those theories and practices reflect changing attitudes towards language, society, and the self.

Prerequisite: Third-year standing or above

Priority may be given to RPW students

Consent Required: Department"

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Well, yes, there's that. More specifically, though, we will see rhetoric in middle age, mature, reflective, strong and hitting its stride. But also a little grey at the temples, a bit soft around the middle, undergoing a crisis of identity and looking for a hot little red sports car to maintain its vigour: theology, poetics, psychology.

Text

Thomas Conley, Rhetoric in the European tradition. Chicago: [University of Chicago Press](#), 1990; ISBN 0-226-11489-9

Other readings will be required, as listed on the schedule below.

Style guide: Aaron, McArthur, The Little, Brown Compact Handbook. First Canadian edition. Toronto: Addison Wesley Longman, 1997; ISBN 0-673-98311-0

What must thou do?

Requirement	Grade	Date
Midterm	20%	25 October
Final	30%	all will eventually be revealed by the registrar
Essay	30%	3 December
Being Rhetorical	20%	all the live-long day

Exams

Midterm. You will have to know both "facts" and "ideas". The midterm will test mostly the former, with multiple-choice, true-false, short-answer questions. It will cover material up to and including the 23 October class.

Final. More of the same, but with some essay questions thrown in to chart the "ideas" quotient of the course. It will cover the entire course.

Being rhetorical

Come to class, contribute to discussions, participate in the development of the course.

Ways to get a good grade: ask relevant questions, make salient observations, look for and point out connections in the material, complain about the unbelievable pressure of having to be rhetorical on demand, ...

Ways to get a mediocre grade: sit in your seat; avoid eye contact with the professor.

Ways to get a poor grade: stay away from class, make long irrelevant commentaries, treat your fellow students with extravagant disrespect, ...

Essay

Start thinking about your essay immediately. I'm not kidding. It will not have to be very long (1,500 - 2,000 words), but it will have to be very good. This is a third-year RPO course; you should be writing and thinking about rhetorical issues at an advanced level, and you should know how to write and research an academic essay;

You can do a critical analysis of some text (very broadly construed--a pamphlet or a movie can be a text in this sense), or you can write a more strictly theoretical paper.

Critical analysis. Start with a concept (ethos, figuration, faith, ...) and watch it develop through the course (indeed, help it develop through the course; see "Being rhetorical" above). Do some outside reading on it (a.k.a. library research). Collect original data illustrating it (a.k.a. empirical research): find an appropriate text to analyze, and find appropriate secondary research, on both the concept and the text. Write a paper which shows (1) awareness of how that concept is rhetorical, especially in the terms of the period we are studying; and (2) original thought on how that notion operates in the text of your choice.

Theoretical. Alternately, you might do a more purely theoretical paper,--say, comparing Cicero and Augustine on the notions of value in discourse, or discussing the role of sermons on the development of rhetoric. Again, you would need to demonstrate (1) awareness of the rhetorical dimensions of the concepts under discussion, and (2) original thought on its function in the context you examine. But your focus should be on rhetorical theory or general practices, not on a specific text.

Evaluation

My evaluation will depend on the cogency, conceptual sophistication, and rhetorical appropriateness of the paper.

Notes

Do the readings before the assigned class.

If you have any questions, please make sure you ask them.

Familiarize yourself with [Policy #71](#), especially as to plagiarism and other forms of cheating.

Rhetorica ad digitum



Augustine of Hippo



George Campbell's Philosophy of rhetoric

Silva Rhetoricæ..

Schedule

Date	Topics		Readings
	History Day	Concept Day	
11 Sept		Hello; how art thou?	
13 Sept		Hello; who art thou?	
18 Sept		Rhetoric--in general	Conley, chpts 1 - 3
20 Sept		Rhetoric--classical	Plato's Phaedrus
25 Sept	Augustine		On Christian Doctrine Book 4
29 Sept		Faith and rhetoric	
2 Oct	Boethius - Labeo		Conley, pp. 72 - 90
4 Oct		Philosophy and rhetoric	
9 Oct	Cicero		Conley, pp. 90 - 108
11 Oct		Figures of speech	Silvae rhetoricae - 10 figures
16 Oct	Ramus et al.		Conley, Chpt 5, Ramus
18 Oct		Dialectic, logic, rhetoric	
23 Oct	17 th C, Baconless		Conley, Chpt 6
25 Oct	Midterm		
30 Oct	Bacon, et al.		
1 Nov		Science and rhetoric	Sprat, History , Sect. XX
6 Nov	18 th Century		Conley, Chpt 7
8 Nov		Psychology and rhetoric	Campbell, Chpt 1
13 Nov	Vico		
15 Nov		Truth and rhetoric	Epistemology & Rhetoric
20 Nov	19 th Century		Conley, Chpt 8
22 Nov		Aesthetics and rhetoric	Nietzsche, Words & Music
27 Nov	Aristotle/Whatley		
29 Nov	Review and Exam preparation: Bring questions		