

**Rhetoric Invented, Revis(it)ed, Retold**

Unique Number 44125  
Fall, 2010  
T&TH 11:30-2:00  
BEN 1.126

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**Course Description**

***Overview***

What does culture have to do with rhetoric? What is culture? To what extent does culture impact the conception and practice of rhetoric? These questions tap into a crucial force that impacts rhetorical practices and scholarship, and the intersection of rhetoric and culture has attracted the attention of scholars especially since the late 1950s, resulting in the development of comparative rhetoric.

In this course we will study the conception, development and practice of rhetoric in varied and mainly non-Western cultural traditions. For example, we will survey research on rhetorical traditions like ancient Indian, Egyptian, and Rhodian, demonstrating, for example, how they predate and differ from those in Greece and Rome. We will also discuss the objectives, achievement, and potential of research in comparative rhetoric as well as challenges posed by this kind of research.

***Course Objectives and Goals***

This course has two focuses: (1) to study rhetoric as manifest in different traditions and (2) to understand the role of comparative/cultural rhetoric in current scholarship in rhetoric and the history of rhetoric. In specific terms, this semester we will

- Study conceptions and practices of rhetoric. Some predate the Greco-Roman tradition; others extend the rhetorical map to the Near East and the Far East.
- Complicate understanding of the history of rhetoric as expanded by revisions and scholarship in Non-Western rhetorics as well as underexplored Western Non-Greek rhetorics.
- Develop an understanding of and appreciation for the theory and history of rhetoric in different historical periods; geographic regions; among different communities of various racial, gender, national, religious ...etc. backgrounds.
- Identify ways the theory and practice of rhetoric respond/reflect/affirm/(re)produce social, political, and cultural contexts and values.
- Explore questions like:
  - What communal values impact the conception/practice of rhetoric?
  - How is rhetoric (an academic discipline, art, communicative/interactional goal/tool) defined and used in different communities?
  - What role does rhetoric play in the life of a person and in the life of a given community?

## Course Requirements, Expectations, Resources and Policies

This course is demanding with lots of reading, writing, and participating in in-depth class discussions. You will write two research papers; four short papers (3 response/reflection papers and 1 report on an article related to materials covered in class) and short assignments. You will also lead and/or participate in class discussions and present your research. Course requirements and expectations are elaborated below:

### *Writing Requirements and Grading*

Students' performance will be assessed based on a scale of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. The grading scale is as follows:

#### Grading Scale

<b>A</b> (94-100%)	<b>B+</b> (87-89%)	<b>C+</b> (77-79%)	<b>D+</b> (67-69%)
<b>A-</b> (90-93%)	<b>B</b> (83-86%)	<b>C</b> (73-76%)	<b>D</b> (63-66%)
	<b>B-</b> (80-82%)	<b>C-</b> (70-72%)	<b>D-</b> (60-62%)
<b>F</b> (59-0%)			

### *Major assignments include:*

- ◆ Two researched and substantially revised papers (70% of the total grade).
  - Both papers will undergo a process of brainstorming, guided development of the paper, and revision. You will elicit and receive feedback from your peers and from me:
    - The first paper (35%) will be a short research paper between 4-6 pages. This paper will be due on Tuesday 10/19. In this paper you will research an idea, concept, or a figure covered in the first half of the semester, which focuses on ancient rhetoric in Mesopotamia, Egypt, China for example.
    - The second research paper (35%) will be longer. It will be 7 to 10 pages. This paper will be due on Tuesday 11/30. In this paper you will further explore and research a rhetorician, scholar, idea, or concept covered during the semester.
  - You may be given short assignments to prepare you for and to support the processes of writing these papers and reflecting on issues covered in class.
  - I will provide you with feedback to enhance the development of your papers. I will meet with you individually to give you feedback and suggestions for revisions.
  - Detailed guidelines and grading criterion will be provided to you explaining content, organizational, and style expectations.
- ◆ **Participation (30%):** Class participation, presentation, leading class discussions, and responses to freewriting prompts.
  - During the semester, you will present your research. In these presentations you will give us an overview of your work, research undertaken and major findings.
  - To prepare for class discussions, please contact me during the two first weeks of the semester. You can lead **only** one class session. You will prepare a series of questions or an activity to

engage all class members in the week's reading. The role of a class leader will be detailed later in the semester.

### ***Materials***

For the first part of the course, we will mainly use Carol S. Lipson and Roberta Binkley's two edited collections book titled *Rhetoric before and beyond the Greeks* and *Ancient Non-Greek Rhetorics*. The books will be available at the University Co-op: 2246 Guadalupe. You can reach the University Co-op by calling 512.476.7211 and 800.255.1896. For the second part of the course, we will use selected articles and book chapters. All will be uploaded to our blackboard website.

### ***Communication***

- In this class, we will be using Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu> —to distribute course materials, communicate and provide a space for collaboration/participation online, and to post assignments.
- I will also use your UT-Austin email frequently, so please be prepared to access Blackboard and your UT-Austin email account on a regular basis.
- Blackboard and email are instructional venues. They are considered official modes of university correspondence. I expect you to check your email and blackboard site frequently to keep up to date with announcements, weekly calendar, agenda, assignments, instructions ...etc. Please also notify me of email account changes. The university's policies and instructions for updating an email address are available at: <http://www.utexas.edu/its/policies/emailnotify.php>.
- All dates on the calendar as well as items on the class agenda are subject to change. I expect you to access your blackboard frequently to keep track of such changes. Changes will respond to, reflect, and match your learning needs and progress.

### ***Participation, Peer Review and Conferences***

- Your reflective participation in class discussion is very crucial. To be a productive member in the class, you will read critically, do research and participate in the creation of a community studying the history of rhetoric. This entails (1) coming to class (2) on time (3) well-prepared by doing the required assignment.
- This also entails (4) participating in peer-review groups. Members of the group will provide feedback on each others' work. Your input – spoken/written – in class and group discussions is crucial. In contributing to these discussions, you are expected to be serious, clear, attentive, consistent, purposeful, constructive, well-prepared and respectful of the views and experiences of others. (5) Please be sure to bring your own copy of the materials to be covered in class on any given day. When drafts of your writing are exchanged, you are expected to bring enough copies for your reading group. We will need a copy for each member of the group and a copy for me.
- Active participation in class and group discussion is necessary.
- I will be available for individual conferences during office hours and by appointment. *Conferences are mandatory*. During these conferences, we will discuss your work, progress, goals and needs.

## ***Attendance, Tardiness and Late Assignments***

All members of this class are expected to come to class and to come on time because sessions build on one another and because of the significance of your contribution to our learning experiences.

- **You may not have more than four absences.** Your fifth absence earns you an F.
- **All absences count.** An absence for a conference with me also counts as an absence. You can reschedule a conference if you notify me ahead of time.
- Lateness is not excused. Four instances of tardiness count as an absence. After **15** minutes of tardiness, you will be considered absent.
- Absence for religious observance is excused. I appreciate being notified in advance. By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class or an assignment to observe a religious holy day, I will give you an opportunity to complete work you have missed within a reasonable time after the absence.
- An emergency medical condition, *with a doctor's note*, is excused.
- All assignments should be handed in class. If you are instructed to submit your homework using blackboard, please do so on the day the assignment is due by class time.
- I do not accept emailed homework.

## ***Classroom Etiquette***

- Use of cell phones or text messaging is not allowed.
- Use of the computer to surf the net is not allowed. Any necessary research even if related to the subject matter under consideration should be done before class.
- Eating is not allowed in the classroom. Please, have lunch before coming to class.
- Each of us contributes to a respectful, collegial, productive and stimulating class environment. Your intellectual and communicative experiences are enhanced in a learning community that is conducive to exploration and learning. We cannot achieve this if one of us feels slighted or dismissed.

## ***Oral/ Written Product and Plagiarism***

- Whenever you are not sure about how to acknowledge an idea, a quotation...etc., **please ask me.**
- During the course, you will be exposed to the writing of numerous people. You are expected to critically read, responsibly assimilate and represent information as you write your papers. In composing your own writing, you will make use of the texts read, assigned to the class and others. You should be careful as you use the ideas and/or words of others. If you make use, and you will, of others' thoughts and writing you have to acknowledge their authorship in both the **paper** and in the **works cited list**. Failing to do so means that you are plagiarizing.
- The University of Texas defines plagiarism as:

The appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or part to another source, including words, ideas, illustrations, structure,

computer code, and other expression or media, and presenting that material as one's own academic work being offered for credit. (Definition available at: <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>)

- Plagiarism is an academic offence that has consequences that range from reporting the instance(s) to the Department Chair to expulsion from the University. I will report instances of plagiarism to the Dean of Students. This means that a letter stating the instance of plagiarism and reporting sanctions incurred is placed in your records file.

### ***Resources and Campus Community***

As a member of the University of Texas at Austin, you are provided with some services. You are also expected to contribute to the creation and sustenance of a productive and respectful community: As a member of the UT at Austin campus, you benefit from and contribute to an environment that promotes the freedom, growth, and realization of all of its members.

- The **core values** of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.
- The University of Texas at Austin provides upon request ***appropriate academic accommodations*** for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone). *Please let me know within the first two weeks of the semester if you need any special accommodations.*

The University of Texas supports your learning; provides assistance services that can protect your safety as well as enhance your life and experiences on campus. Here is a quick list of these support resources:

- **ITS Help Desk**, which can be reached at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., provides support for any issue you might have with blackboard.
- **The UT Learning Center** has programs that support your learning experiences and promote your success. For more on the UT Learning Center, please go to: <http://www.utexas.edu/student/utlc/>
- The **Undergraduate Writing Center** supports the writing of all UT undergraduate students. In the Writing Center, you will work with a well-trained writing consultant to meet your writing needs and goals. For more on the Writing Center, please go to: <http://uwc.utexas.edu/>
- The **UT Counseling & Mental Health Center** provides the UT-Austin community with a wide range of counseling services. For more information, please go to: <http://cmhc.utexas.edu/> or call the UT Telephone Counseling at 471-2255.
- **Career Exploration Center**: <http://www.utexas.edu/student/careercenter/>
- **Student Emergency Services**: <http://deanofstudents.utexas.edu/emergency/>
- **Emergency Evacuation Policy**:
  - Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
  - Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
  - ***Students requiring assistance in evacuation shall inform me in writing during the first week of class.***

- In the event of an evacuation, follow the instruction of faculty members or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Information regarding emergency evacuation routes and emergency procedures can be found at <<http://www.utexas.edu/emergency>>[www.utexas.edu/emergency](http://www.utexas.edu/emergency).

*Have a very productive semester!*

## Calendar

All Dates are subject to change. Detailed reading instructions provided on Blackboard.

Week	Unit	Tuesday	Thursday
1	Unit I: Key Terms: Rhetoric and Culture		8/26 Introduction
2		8/31 An Introduction to Rhetoric (Herrick, BB) <sup>i</sup>	9/2 Culture and in (Inter) Cultural Rhetoric (Instructions as provided on Blackboard)
3	Unit II: Calls for Expansion, Calls for Revision	9/7 Oliver's introduction to Communication and Culture in Ancient India and China (BB) Reflections: CR past, present and future	9/9 Revisionist historiography and calls for CR (BB)  An Introduction to rhetorical traditions in Ancient Times
4	Unit III: Rhetorical Traditions in Ancient Times	9/14 Mesopotamia: - Cuneiform Literature and rhetoric (RBBG) <sup>ii</sup> - Ancient Rhetor: Enheduanna (RBBG+BB) - Sennacherib's Annals (RBBG)	9/16 Egypt: 1-Rhetoric, the ruling elite and the ordinary people -Maat (Lipson, RBBG) - The eloquent Peasant /Wisdom Literature (BB) 2- Women pleading their cases; confession and the after life 3- The importance of silence (Fox, BB)
5		9/21 China - Chinese rhetoric as an architectonic productive art (Liu, RBBG) - Rhetorical concepts: Shi (Power/Position) and Wuwei (non-action); The values of silence and remonstrance (Lyon, RBBG; Lyon, Ancient) <sup>iii</sup> - Reading the Heavenly Mandate (Liu and You, Ancient)	9/23 Research Day; Research assignment will be provided. Prepare for conference

6		9/28 Japan -Shinto rhetoric and Shingon Buddhist Rhetoric (Wolfe, Ancient) India - Ramayana: A Rhetoric of Storytelling (Mifsud, Ancient) - Sankara's educative rhetoric (Stroud, Ancient)	9/30 Religious Rhetorics - The Power of Ritual (Watts, Ancient) -Prophecy and Rhetoric (Binkley, Ancient) - Rhetoric and the Hebrew Bible (Katz, Ancient; Metzger, RBBG)
		<b>Conferences</b>	
7		10/5 Paper 1: Draft I due, Peer –Review	10/7 Cross-Cultural Rhetoric - Story-List-Sanction (Watts, RBBG) - Lamentation, Prophecy, and Epitaphia (Swearingen, RBBG)
		<b>Conferences</b>	
8		10/12 Paper 1: Draft II due, Peer- review	10/14 Presentations
		<b>Conferences</b>	
9	<b>Unit IV: Rhetorical Traditions Beyond Ancient Times</b>	10/19 Presentations First Paper due  Western Non-Greek Rhetorics: - Conciliatory Rhetoric at Rhodes (Enos, RBBG) - Magic and Myth and Ancient Irish Rhetoric (Johnson-Sheehan, Ancient) -Listening to Non verbal Peruvian cultural Artifacts (Gries, BB)	10/21 Intro: Beyond the Ancient World
10		10/26 African American Rhetorics - An introduction (Gillyard, AAR, BB) - The Word at Work (Wright, UAAR, BB) - The Rhetoric of Resistance (Forbes, UAAR, BB)	10/28 African American Rhetorics (cont.) - African American Women rhetors (Bryant, AAR <sup>iv</sup> ; Logan, AAR; Lipscomb, BB)
11		11/2 Rhetoric, Writing and Latinidad - The Chicano Codex (Baca, BB) - Forging a Mestiza Rhetoric (Ramirez, BB)	11/4 American Indian Rhetoric - Rhetoric of survivance (Powell) and storytelling (Redfield, American Indian Rhetorics of Survivance, BB) -

12		11/9 Asian American Rhetoric Excerpt from <i>Reading a Chinese Fortune Cookie</i> (BB)	11/11 II Research Paper
		<b>Conferences</b>	
13		11/16 Paper II: I Draft Due: Peer- Review	11/18 Reflections on Comparative rhetoric
		<b>Conferences</b>	
14		11/23 Paper II: II Draft Due: Peer- Review	11/25 Happy Thanksgiving!
		<b>Conferences</b>	
15		11/30 Second Paper due Research Presentations	12/2 Last class day: Research Presentations

*Happy End of the Semester!*

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<sup>i</sup> Course Website on Blackboard

<sup>ii</sup> Rhetoric Before and Beyond the Greeks

<sup>iii</sup> Ancient Non-Greek Rhetorics

<sup>iv</sup> African American Rhetoric