Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>New College, School of</th>
<th>Department</th>
<th>School of Humanities, Arts, and Cultural Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>ENG</td>
<td>Number 472</td>
<td>Title Rhetorical Studies</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this a shared course?</td>
<td>Yes</td>
<td></td>
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</tbody>
</table>

Course description:
Developments in theory and practice of major rhetorical inquiries.

Requested designation: Literacy and Critical Inquiry-L
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014
For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name: Sharon Kirsch
Phone: 602-543-6049
Mail code: 2151
E-mail: Sharon.Kirsch@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Louis Mendoza
Date: 2/6/15

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12, 5/14
Chair/Director (Signature):
Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td>Syllabus shows 75% of grade depends of substantive written analysis of texts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key Passage Interpretations 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Exploration #1 25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Exploration #2 25%</td>
</tr>
</tbody>
</table>

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

---

**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*

---

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. **Also:**

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

---

**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

---

The Interpretation of Key Passage writing assignment and the Critical Essays all require gathering, interpreting and evaluating evidence and arguments from our primary texts. These assignments account for 75% of the grade for the semester.

---

**CRITERION 3:** The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.

---

The syllabus includes 1) five shorter (2-4) page in-depth analysis of key arguments in texts and 2) two longer 6-8 paper papers evaluating arguments across different texts (at least 4 primary sources).
### ASU - [L] CRITERIA

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. **Also:**

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—*and label this information “C-3”.*
<table>
<thead>
<tr>
<th>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Interpretations of Key Passages will be returned to students within one week. Students are allowed to revise 2 of the 5 based on feedback from the professor. The Critical Essays build upon the shorter writing assignments and require further analysis and in-depth discussion and interpretation of ideas, themes, or arguments across different readings. In addition, in-class writing workshops are held the week before the Critical Essays are due.</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information “C-4”.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>75% of grade is based on evaluative, critical and analytical writing assignments</td>
<td>On the bottom of page 2 of the syllabus in the &quot;Grades&quot; section, you will see that the Key Passage Interpretations account for 25% of the grade and the two Critical Essays account for 50% (25% each).</td>
</tr>
<tr>
<td>2</td>
<td>The Key Passage Interpretations and the Critical Essays all require gathering, interpreting and evaluating evidence and arguments from our primary texts. These assignments account for 75% of the grade for the semester.</td>
<td>On page 2 of the syllabus, #3 and #4 describe the requirements for the Key Passage Interpretations and the Critical Essays. All of the writing assignments require gathering, interpreting and evaluating evidence and arguments from our primary texts. These assignments account for 75% of the grade for the semester.</td>
</tr>
<tr>
<td>3</td>
<td>The syllabus includes 1) five shorter (2-4) page in-depth analysis of key arguments in texts and 2) two longer 6-8 paper papers evaluating arguments across different texts (at least 4 primary sources).</td>
<td>On page 2 of the syllabus, #3 and #4 describe the requirements for the Key Passage Interpretations and the Critical Essays. All of these writing assignments require gathering, interpreting and evaluating evidence and arguments from our primary texts. These assignments account for 75% of the grade for the semester.</td>
</tr>
<tr>
<td>4</td>
<td>Quick return of assignments. Opportunities for revision. In-class writing workshops.</td>
<td>The revision policy is listed on page 2 of the syllabus under #3 Interpretation of Key Passages. I return papers with in a week. Student can opt to revise 2 of the 5 papers for additional points. In addition, see Feb. 23 and April 27 on the weekly syllabus where time is designated in class for a writing workshop.</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTION:

The purpose of this course is to familiarize students with a broad overview of rhetorical studies. In particular, we will read texts that examine the question of what is rhetoric; the historical roots of rhetoric; the significance and purpose of rhetorical theory; the relation between rhetoric and philosophy; the relation between enlightenment and modernity; and postmodernity.

This course will engage you in the reading and discussion of the works of major rhetorical theorists both ancient and modern. If you do all the reading and attend class on a regular basis, at the end of the semester you will have a basic understanding of the rhetorical tradition and an understanding in depth of contemporary trends.

REQUIRED TEXTS:

Bizzell and Herzberg, eds. *The Rhetorical Tradition: Readings from Classical Time to the Present*, 2nd edition
Aristotle, *Nicomachean Ethics*, Sachs translation (available on Blackboard)

Please note: You will be required to photocopy several articles. Plan to budget $5-$7 for photocopying.

COURSE OBJECTIVES:

ENG 472 will enable students to:
1. Become familiar with central issues in rhetorical history and theory.
2. Learn how rhetoric frames ideas about culture and expresses human desires, ideals, and conflicts.
3. Become acquainted with the work of thinkers whose perspectives on language, identity and power inform our understanding of the roles, implications, ethics and limits of language.
4. Elaborate in writing the ways in which connections among rhetoric and ethics might illuminate, complicate, and/or extend communicative practices.
5. Learn to read rhetorically by thinking holistically about rhetorical and ethical situations and relationships.
6. Become better able to use writing to think through complex ideas and to adapt writing to different audiences and contexts.

REQUIREMENTS:

1. A statement of your aims for this semester, in which you explain why you are taking this course and what you hope to accomplish. Closely review the syllabus, think this through seriously and relate your aims to at least two quotes from the syllabus. Post your comments on the Discussion Board by Sunday, January 18, 2015 by 9 p.m.
2. **Careful and engaged reading**: Students are expected to provide explication and even-handed critique of the authors we read in class. As a reader you must make the effort to “read with” an author, that is, to understand the author’s purpose, audience, context for writing, basic assumptions and place in the tradition before launching your own critique.

3. **Interpretations of Key Passages** (total of 5, 2-4 pages, 20 points each, 25% of final grade): One way to learn to read well is to learn to read closely and to analyze key elements of a text. For this writing assignment, your first job will be to identify such a passage in our readings—something in the text that bears deeper analysis, that has arguments, language, or ideas that can be fruitfully examined, questioned or explored in more depth. Your 2-4 page paper will cite the key passages, following MLA format; 2) provide specific analysis of that passage that illuminates its importance for understanding the argument, illustrating or challenging an idea, or suggesting an ethical stance or approach by the author, eliciting a certain response from the reader, etc. Each response is worth 20 points. I will return them to you within a week. You will have one week to submit revisions. Two papers may be revised for additional points. Due dates: Jan. 19 or 26, Feb. 4 or 9, Feb. 16 or 23, March 2 or 16; March 23 or 30, April 6 or 13. Late responses will not be accepted.

4. **Each Critical Essay** (total of two, 25% each, 6-8 pages) will critically analyze an idea, theme or argument introduced in the readings or class. Critical essays are intended to provide students with an opportunity to investigate, explore or challenge aspects of class material that you find challenging. Outside research is not allowed. Regardless of the topic, students must work closely with and cite ideas presented in a minimum of four readings. Ideas explored in the Interpretation of Key Passages may be incorporated into the Critical Essay provided these ideas are considered in light of other texts from the course. How can you evaluate the readings and draw meaningful comparisons or contrasts between or among texts we’ve this semester? What resonances or tensions do you find across texts? Consider issues that have weight in our overall course rather than more superficial likenesses or differences. Argue your case carefully and work closely with details from the texts. Be sure to plan time for copyediting.

5. **Participation/Presentation** (25%):
   **Participation**: Because this course is designed as an interactive seminar, active participation is essential and required. Plan to come to class prepared, arrive on time, listen carefully, and participate frequently. Participation is evaluated on a daily basis and based on students’ in-class contributions to the discussions. You will receive feedback on your participation twice during the semester. If you would like additional feedback, just ask.

   **Presentation**: Each student will choose one reading from a list provided and prepare a brief synopsis that identifies key points and quotes key passages. In addition, students will include 2-3 additional secondary sources on the topic. Plan to spend 10-20 minutes walking us through the text. You may want to use a PowerPoint, make a handout, or develop group work.

**GRADES:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Passage Interpretations</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Exploration #1</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Exploration #2</td>
<td>25%</td>
</tr>
<tr>
<td>Participation/Presentation</td>
<td>25%</td>
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</table>

Comment [SJ K1]: C-3
Comment [SJ K2]: C-2
Comment [SJ K3]: C-4
Comment [SJ K4]: C-3
Comment [SJ K5]: C-4
Comment [SJ K6]: C-1
COURSE POLICIES:

GETTING HELP & COURSE-RELATED INFORMATION

Blackboard Site
The course Blackboard includes information about the course (syllabus, assignments, discussion board, reserve and on-line resources) along with additional resources for the readings and ideas covered in class.

Collaboration
Our classroom is a space for collaborative learning. Please be willing to ask and answer questions (mine and classmates). Our classroom is a collaborative work environment—please share your skills, knowledge, and ideas. Together we are responsible for creating a productive, engaged learning environment.

Communication
With me: The best way to reach me outside of class is via email at sharon.kirsch@asu.edu. I generally check my email daily and will likely reply in 24 hours. Although I have voicemail on my office phone, I only check it on days my classes meet. Additionally, I use email to contact class members with important course-related information. Be sure to check your ASU email regularly throughout the semester.

With your classmates: Because much of our course is based on a collaborative model, I encourage you to introduce yourself to people in class, learn names, exchange email addresses with several people so that you can form study groups, find out what you missed if you were absent, and help to create a sense of community in class and on our campus.

Office Hours:
M 1:00-2:00 / W 4:30-5:30 and by appt.
Office hours are intended to extend the conversations we begin in class. You are welcome to stop by to talk with me during my office hours. I will be in my office (FAB N230K) on M 1:00-2:00 / W 4:30-5:30 and by appt. If the scheduled time doesn’t work for you, contact me to schedule an appointment.

Course/Instructor Evaluation
The course/instructor evaluation for ENG 472 will be conducted online 7-10 days before the last day of classes at the end of the semester. Your responses are anonymous. I will not have any access to them until after grades have been submitted and, even then, they remain anonymous. Please take a few moments to fill out the evaluation. Your feedback is very important to me.

CLASS INVOLVEMENT & ETIQUETTE

Academic Integrity
The highest standards of academic integrity are expected of all students. Students should familiarize themselves with the Student Academic Integrity Policy as outlined at http://provost.asu.edu/academicintegrity. This policy details those behaviors considered to be violations of academic integrity (e.g., cheating, plagiarism) and provides guidelines as to the imposition of various sanctions, including a reduction in grade, suspension, and expulsion.

Attendance & Participation
You are required to be present and to participate in class discussion on a regular basis. Because this course is designed as an interactive seminar, active participation is essential and required and will enhance your comprehension and experience in class. Plan to come to class prepared, arrive on time, listen carefully and participate frequently. More than 3 absences FOR ANY REASON will result in the lowering of your final grade a full letter.

Timely Completion of Assignments
Advance notice of due dates for all assignments will allow you to avoid missing deadlines. Late work will not be accepted. All assignments must be thoughtfully completed in order to pass the course.

CAMPUS RESOURCES
West Campus Student Services
ASU offers many opportunities to help students be successful right here on the West campus. Visit the Student Success website to learn about university programs, services, events, and activities: www.http://studentsuccess.asu.edu/frontpage.
Familiarize yourself with all ASU has to offer and take advantage of what you need to be successful.

Learning Accommodations
If you need accommodations based on the impact of a disability, you are strongly encouraged to see me in my office or to contact the Disability Resource Center in UCB 130 at the beginning of the semester. I rely on the Disability Resource Center to assist me in verifying the need for accommodation and in determining appropriate strategies. Disclosure of a disability to the University is optional and confidential; however, seeking accommodations and additional support services may help you achieve academic success.

Library Services
ASU’s West campus library’s collection includes more than 400,000 volumes, supports the West campus curriculum and features an extensive media collection, group and individual study space, and a copy center. The three-story library is open seven days a week. Housed in the library’s lower level are the Student Success Center and the Computing Commons.

Writing Center All of your graded work this semester requires writing. Writing proficiency is considered a significant part of any grade assigned. In other words, pay attention to what you are saying and how you are saying it. Plan time to copy edit. Do what is necessary to ensure error-free, college-level writing. The Writing Center is located in UCB 105. Visit the Writing Center website to set up an appointment: http://studentsuccess.asu.edu/writingcenters.
## Schedule Overview

*Please note this schedule is subject to change.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td><strong>Introduction to the course and rhetoric</strong></td>
<td>Bizzell and Herzberg, <em>The Rhetorical Tradition</em>, introduction, 1-16. In-class Reading: Gorgias’ <em>Encomium of Helen</em>, 42-46.</td>
</tr>
<tr>
<td>1/12</td>
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<tr>
<td><strong>WEEK 2</strong></td>
<td><strong>Rhetoric</strong></td>
<td>Martin Luther King, Jr. Day. Watch King deliver his “I Have a Dream” speech and make connections with Gorgias’ <em>Encomium</em>. <a href="https://www.youtube.com/watch?v=smEqnmklFys">Link</a></td>
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<tr>
<td>1/19</td>
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<tr>
<td>1/26</td>
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<tr>
<td>2/2</td>
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<tr>
<td><strong>WEEK 5</strong></td>
<td><strong>Against the Sophists?</strong></td>
<td>Isocrates, <em>Against the Sophists</em> and from <em>Antidosis</em>, 67-79. Plato, <em>Phaedrus</em>.</td>
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<tr>
<td>2/9</td>
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<td><strong>WEEK 6</strong></td>
<td><strong>Loving Rhetoric / Rhetoric of Love</strong></td>
<td>Plato, <em>Phaedrus</em>. Anne Carson, from <em>Eros the Bittersweet</em> (BB).</td>
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<td>2/23</td>
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<td><strong>WEEK 9</strong></td>
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<td>3/9 SPRING BREAK.</td>
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<tr>
<td>3/9</td>
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<tr>
<td><strong>WEEK 10</strong></td>
<td><strong>Performative Theory</strong></td>
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</table>
3/16 Nietzsche, introduction and *On Truth and Lies in a Nonmoral Sense* (BB)
Toni Morrison’s 1993 Nobel Lecture (BB)
Video: RSA Animate: 21st Century Enlightenment: [http://www.youtube.com/watch?v=AC7ANGMs0Bo](http://www.youtube.com/watch?v=AC7ANGMs0Bo)

**WEEK 11 19TH CENTURY RHETORIC**

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<tr>
<td>3/23</td>
<td>Maria W. Stewart</td>
<td>1031-1045</td>
</tr>
<tr>
<td></td>
<td>Sarah Grimke</td>
<td>1045-1060</td>
</tr>
<tr>
<td></td>
<td>Frederick Douglass</td>
<td>1061-1084</td>
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**WEEK 12 20TH CENTURY RHETORIC**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 3/30 | Modern and Postmodern Rhetoric, read introduction to this section
Virginia Woolf, “Professions for Women” and *A Room of One’s Own* (chapter 5), 1246-1269
Richard Weaver, *The Phaedrus and the Nature of Rhetoric* |

**WEEK 13 THEORIZING ETHICS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 4/6  | Rosenstand, “Stories and Morals” (BB)
Booth, “Why Ethical Criticism Can Never Be Simple” (BB)

**WEEK 14 PHILOSOPHY AS POETRY / POETHICS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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</thead>
</table>
| 4/13 | Gary Gutting, “The Opinionator: Deconstructing God”
Marjorie Perloff’s “In Defense of Poetry: Put the Literature Back into Literary Studies.”(BB)
Retallack, “Essay as Wager” (BB) |

**WEEK 15 POETICS AND/AS CURRICULAR PRACTICE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
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**WEEK 16**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 4/27 | Writing/Thinking Workshop for Critical Essay #2
Critical Essay #2 Due |
Table of Contents

General Introduction
The Origins of Rhetoric
Classical Rhetoric
Medieval Rhetoric
The Renaissance
The Enlightenment
Nineteenth-Century Rhetoric
Modern and Postmodern Rhetoric

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Introduction
The Sophistic Movement
Isocrates and Education in Rhetoric
Aspasia and Opportunities for Women
Plato: True and False Rhetoric
Aristotle: Systematic Rhetoric
The Rise of Rome and the Rhetoric of Cicero
Imperial Rome and the Rhetoric of Quintilian

Gorgias
Encomium of Helen
*Anonymous
Dissoi Logoi
*Aspasia
Plato, From Menexenus
Cicero, From De Inventione
Athenaeus, From Deipnosophistae
Plutarch, From Lives
Isocrates
Against the Sophists
From Antidosis

Plato
  Gorgias
  Phaedrus

Aristotle
  *From Rhetoric

Anonymous
  Rhetorica ad Herennium, Book IV

Cicero
  From De Oratore
  *From Orator

*Longinus
  From On the Sublime

Quintilian
  From Institutes of Oratory

PART II: MEDIEVAL RHETORIC

Introduction
  Christian Treatments of Rhetoric to Augustine
  Rhetoric Under Siege in Europe to 1000 C.E.
  The "Renaissance of the Twelfth Century"
  The Rise of the University
  The Arts of Letter Writing and Preaching

Augustine
  On Christian Doctrine, Book IV

Boethius
  An Overview of the Structure of Rhetoric

Anonymous
  From The Principles of Letter Writing

*Geoffrey of Vinsauf
  From Poetria Nova
Robert of Basevorn
  From The Form of Preaching

Christine de Pizan
  *From The Book of the City of Ladies
  From The Treasure of the City of Ladies

PART III: RENAISSANCE RHETORIC

Introduction
  Rhetoric and Italian Humanism
  Italian Women Humanists
  Humanism in Northern Europe: Agricola, Erasmus, and Ramus
  Humanism and Rhetoric in England: Ramus Versus Cicero

Desiderius Erasmus
  From Copia: Foundations of the Abundant Style
  *From Ecclesiastics

*Baldesar Castiglione
  From The Book of the Courtier

Peter Ramus
  From Arguments in Rhetoric Against Quintilian

Thomas Wilson
  From The Art of Rhetorique

Francis Bacon
  From The Advancement of Learning
  From Novum Organum

Margaret Fell
  Women's Speaking Justified, Proved, and Allowed by the Scriptures

*Madeleine de Scudéry
  Of Conversation
  Of Speaking Too Much or Too Little. And How We Ought to Speak.

*Sor Juana Inés de la Cruz
  From The Poet's Answer to the Most Illustrious Sister Filotea de la Cruz

PART IV: ENLIGHTENMENT RHETORIC

Introduction
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