



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit New College, School of Humanities, Arts and Cultural Studies Department School of Humanities, Arts, and Cultural Studies
Subject ENG Number 472 Title Rhetorical Studies Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? Yes If so, list all academic units offering this course
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



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

[Handwritten Signature]

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

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:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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. <i>In-class essay exams may not be used for [L] designation.</i></p> <p>Syllabus shows 75% of grade depends of substantive written analysis of texts. Key Passage Interpretations 25% Critical Exploration #1 25% Critical Exploration #2 25%</p>
<p>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.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">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".</p> </div> <p style="text-align: center; margin-top: 10px;">C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p>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.</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">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".</p> </div> <p style="text-align: center; margin-top: 10px;">C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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.</p> <p>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).</p>

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**".

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>The Interpretations of Key Passages will be returned to students within one week. Students are allowed to revise 2 of the 5 based 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.</p>
<p>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</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>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".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
ENG	472	Rhetorical Studies	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	75 % of grade is based on evaluative, critical and analytical writing assignments	On the bottom of page 2 of the syllabus in the "Grades" 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).
2	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	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.
3	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).	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.
4	Quick return of assignments. Opportunities for revision. In-class writing workshops.	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.

ENG 472

Rhetorical Studies

Professor Sharon Kirsch
Spring 2015
M 6:00-8:45 p.m.
Sands 235

Email: Sharon.Kirsch@asu.edu
Office: FAB N 230K
Office hours: M 1:00-2:00 and W 4:30-5:30
& by appt.

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.

Comment [SJK1]: C-3

Comment [SJK2]: C-2

Comment [SJK3]: -4

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.

Comment [SJK4]: C-3

Comment [SJK5]: C-4

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:

Key Passage Interpretations	25%
Critical Exploration #1	25%
Critical Exploration #2	25%
Participation/Presentation	25%

Comment [SJK6]: 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](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.

WEEK 1

1/12 Introduction to the course and rhetoric
Bizzell and Herzberg, *The Rhetorical Tradition*, introduction, 1-16
In-class Reading: Gorgias' "Encomium of Helen," 42-46

WEEK 2 RHETORIC

1/19 Martin Luther King, Jr. Day
Watch King deliver his "I Have a Dream" speech and make connections with Gorgias' *Encomium*
<https://www.youtube.com/watch?v=smEqnklfYs>

WEEK 3 RHETORIC

1/26 Crowley and Hawhee, "Rhetorics: Their Differences and the Differences They Make," from *Ancient Rhetorics for Contemporary Students* (Blackboard)
Anonymous, *Dissoi Logoi*, 47-55
Aristotle, *Rhetoric*, Book I, 179-213

WEEK 4 THE ETHICS OF RHETORIC?

2/2 Aristotle, *Rhetoric*, Books II and III, 213-240
Bizzell and Herzberg, *The Rhetorical Tradition*, Intro to Classical Rhetoric, 19-41

WEEK 5 AGAINST THE SOPHISTS?

2/9 Isocrates, *Against the Sophists* and from *Antidosis*, 67-79
Plato, *Phaedrus*

WEEK 6 LOVING RHETORIC / RHETORIC OF LOVE

2/16 Plato, *Phaedrus*
Anne Carson, from *Eros the Bittersweet* (BB)

WEEK 7 ARISTOTLE'S RHETORICAL ETHICS

2/23 Aristotle, *Nicomachean Ethics*, Books I and II _____
Nussbaum, "The 'Ancient Quarrel': Literature and Moral Philosophy" (BB)
Writing/Thinking Workshop for Critical Essay #1

WEEK 8 ARISTOTLE'S RHETORICAL ETHICS

3 /2 Aristotle, *Nicomachean Ethics* _____
Barfield, *The Ancient Quarrel between Philosophy and Poetry* (Cambridge 2011) (BB) _____
Critical Essay #1 Due

WEEK 9

3/9 SPRING BREAK

WEEK 10 PERFORMATIVE THEORY

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=AC7ANGMy0yo>

WEEK 11 19TH CENTURY RHETORIC

3/23 Maria W. Stewart, 1031-1045 _____
 Sarah Grimke, 1045-1060 _____
 Frederick Douglass, 1061-1084 _____

WEEK 12 20TH CENTURY RHETORIC

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

4/6 Rosenstand, "Stories and Morals" (BB)
 Booth, "Why Ethical Criticism Can Never Be Simple" (BB) _____
 RadioLab: "Words," <http://www.radiolab.org/2010/aug/09/>

WEEK 14 PHILOSOPHY AS POETRY / POETHICS

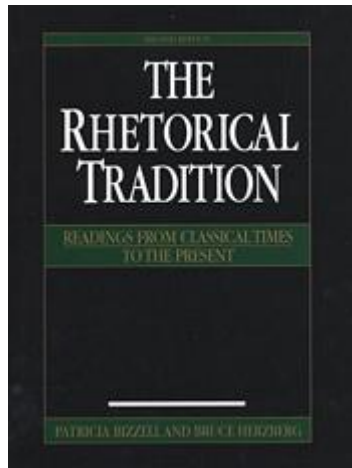
4/13 Gary Gutting, "The Opinionator: Deconstructing God"
 Marjorie Perloff's "In Defense of Poetry: Put the Literature Back into Literary Studies." (BB) _____
 Retallack, "Essay as Wager" (BB)

WEEK 15 POETICS AND/AS CURRICULAR PRACTICE

4/20 Hejinian, *The Language of Inquiry*: "The Rejection of Closure," (BB) _____
 Charles Bernstein's "A Blow is like an Instrument: The Poetic Imaginary and Curricular Practices,"
 from *Attack of the Difficult Poem* (BB) _____

WEEK 16

4/27 Writing/Thinking Workshop for Critical Essay #2
Critical Essay #2 Due



The Rhetorical Tradition: Readings from Classical Times to the Present

Patricia Bissell, Bruce Herzberg, eds.

ISBN-10: 0-312-14839-9

ISBN-13: 978-0-312-14839-3

Second Edition ©2001

Table of Contents

General Introduction

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

PART I: CLASSICAL RHETORIC

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 Ecclesiasties*

***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

Rhetoric in the Enlightenment: An Overview

Seventeenth-Century Rhetoric
Eighteenth-Century Rhetoric

John Locke

From An Essay Concerning Human Understanding

***David Hume**

Of the Standard of Taste

***Mary Astell**

From A Serious Proposal to the Ladies

Giambattista Vico

From On the Study Methods of Our Time

Thomas Sheridan

A Course of Lectures on Elocution, Lecture IV

Gilbert Austin

From Chironomia

George Campbell

From The Philosophy of Rhetoric

Hugh Blair

From Lectures on Rhetoric and Belles Lettres

PART V: NINETEENTH-CENTURY RHETORIC

Introduction

Richard Whately's Rhetoric

The Development of Women's Rhetorics

The Rhetorics of Men of Color

The Rhetoric of Composition

Romanticism and Rhetoric

Language, Rhetoric, and Knowledge

Richard Whateley

From Elements of Rhetoric

***Maria W. Stewart**

Lecture Delivered At The Franklin Hall

Mrs. Stewart's Farewell Address to Her Friends in the City of Boston

Sarah Grimké

Letters on the Equality of the Sexes and the Condition of Woman, Letters III, IV, and XIV

***Frederick Douglass**

From Narrative of the Life of Frederick Douglass

From My Bondage and My Freedom

From The Life and Times of Frederick Douglass

***Phoebe Palmer**

The Promise of the Father, Chapter I

Tongue of Fire on the Daughters of the Lord

***Frances Willard**

From Women in the Pulpit

From Women and Temperance

Alexander Bain and Adams Sherman Hill

Alexander Bain, From English Composition and Rhetoric

Adams Sherman Hill, From The Principles of Rhetoric

***Herbert Spencer**

From The Philosophy of Style

Friedrich Nietzsche

On Truth and Lies in a Nonmoral Sense

PART VI: MODERN AND POSTMODERN RHETORIC

Introduction

Rhetoric and Composition

Speech Communication

Academic Rhetoric in Europe

Philosophy of Language versus Rhetoric

Semantics and Semiotics

The Meaning of Meaning in Philosophy and Literature

Meaning and Dialogism

Literature, Logic, Rhetoric, and Ethics

Rhetoric versus Logic

Discourse, Knowledge, and Ideology

Rhetorics of Gender, Race, and Culture in the Twentieth Century

The Reach of Rhetoric

Mikhail Bakhtin

From Marxism and the Philosophy of Language

From The Problem of Speech Genres

***Virginia Woolf**

Professions for Women
Women and Fiction
Dorothy Richardson
From A Room of One's Own

I. A. Richards

I.A. Richards and C. K. Ogden, From The Meaning of Meaning
I. A. Richards, From The Philosophy of Rhetoric

Kenneth Burke

From A Grammar of Motives
From A Rhetoric of Motives
From Language as Symbolic Action

Richard Weaver

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ARISTOTLE'S
NICOMACHEAN
ETHICS

A NEW TRANSLATION BY
Robert C. Bartlett and Susan D. Collins



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