

# Rhetoric and Public Issues

## COMM 170 Section 001

### Fall 2017

**Room:** Murphy 112

**Time:** M/W/F 8:00-8:50

**Instructor:** Maggie Franz

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**Office Hours:** M 9:00-11:00 & appt

## Course Overview

### Description

Comm 170 explores basic theoretical concepts in rhetoric and their use in understanding, analyzing, and evaluating verbal, visual, and material symbols in public life. The study of rhetoric has been committed over the course of its long history to the proposition that communication is central to the political life of a collective, whether the ancient Greek *polis* or the contemporary nation-state. Rhetorical education is a crucial tool for good citizenship, not only because of the skills it offers in advocacy but also because of its capacity for critical analysis of political communication and its influences. Comm 170 is the core course in the Rhetorical Studies concentration of the Department of Communication, intended as an introduction that prepares you for more advanced courses in the concentration or to familiarize you with a basic understanding of rhetoric as a supplement to other concentrations in Communication (or other areas of the humanities and social sciences). In addition to its principle focus on theoretical concepts in rhetoric, 170 is an entry point to the culture of inquiry and argument that constitutes rhetorical studies.

### Learning Outcomes

- Understand rhetoric's relationships to public culture and citizenship
- Learn various theories of rhetoric and their conceptual, practical, and critical implications
- Acquire an understanding of contingency and contexts as they give rise to rhetoric
- Develop facility in using a basic vocabulary of traditional and contemporary rhetorical concepts
- Cultivate your ability to analyze and critique rhetorical practices by placing them in "conversation" with theoretical concepts
- Enhance your skills in conducting research
- Improve your critical reading of academic research literature
- Further your ability to construct and write critical/analytical arguments based in theory
- Develop tools for responding to vast quantities of information in an increasingly digital age

### Materials

You will have three kinds of course texts for this class. **First**, you are required to read all of the assigned texts. There is no textbook. All course materials will be posted on Sakai, accessible

through UNC library, or available online. **It is essential that you come to class having read** all assigned material since class time will be focused on discussion and exercises. I will periodically give pop quizzes to ensure that you are reading carefully.

The **second** kind of reading that you are required to do for the class involves keeping up with current events. In order to do so, you must subscribe to at least one of the following news outlets:

- *The New York Times*
- *The Economist*
- *The New Yorker*
- *The Wall Street Journal*
- *The Washington Post*
- *Foreign Policy*
- *The Atlantic*

The **third** kind of reading is *supplemental* and is *not required*. On Sakai, you will find a digital copy of William Keith and Christian Lundberg’s *The Essential Guide to Rhetoric*. For most of the assigned texts I will assign corresponding pages from this guidebook that summarize and explain the key concepts.

## Assessments

### Assignments and Evaluation

Homework Assignments (5)	50%	500 points
Exams (2)	30%	300 points
Participation	20%	200 points
Total:	100%	1000 points

### Homework

Homework assignments are due via Sakai at or before the *beginning* of class on the due date designated on the syllabus. I will always accept written work early. **Late work will not be accepted.** All written work must meet the following specifications in order to receive a passing grade: be typed, double-spaced, in 12-point Times New Roman, with margins no greater than one inch (including top and bottom margins. The overall quality of your submitted work, as well as grammar, punctuation, proper citation format, etc., is considered in each grading matrix. Work that does not reflect such quality is subject to a minimum of one letter grade reduction.

	Description	Weight	Due Date
1	Speech Analysis	30 pts	9/11
2	Researching Public Issues	100 pts	10/2
3	Logos	120 pts	10/23
4	Exploring Dramatism	120 pts	11/13
5	Ideological Analysis	130 pts	12/6

## Exams

You will have two cumulative and comprehensive exams: a midterm and a final. More information will be given as the exam dates approach. The midterm exam will be on **10/13** and the Final exam will be on **12/8**.

## Participation

As with all humanities classes, **your participation is not just a requirement, it is also part of the class.** In the humanities, it is less important that you memorize information and more important that you actively engage with texts through reading, discussing, and analyzing. If in the sciences most of your time outside of class is spent doing lab work, then consider reading, researching, thinking, and writing the lab work of the humanities.

During this class, you will have to engage in class and small group discussions, perform debates and seminars, and present analyses of public issues to the class. **To ensure that you are comprehending the readings I will give periodic pop quizzes.** These will not be designed to “trick” you or to penalize you, but instead to encourage you to read carefully.

## Grading Scale

A	94-100	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	0-59

## What Grades Mean

Grading is a form of communication between instructors and students. This means that you should view each grade that you receive as part of an ongoing learning process. With that in mind, a grade of **C** means that you completed the assignment adequately and according to the given guidelines, demonstrating competence of the concepts. A **B** means that you executed the assignment thoroughly, using well-reasoned analysis, and demonstrating more than cursory understanding of the concepts. An **A** means that your work demonstrates a deep understanding of the concepts, an attention to detail, and well-reasoned and well-executed analysis. **Ds** and **Fs** mean that you did not complete the assignment, did not follow directions, and/or did not demonstrate competence, and/or employ language.

## Grade Tracking

Grades will be posted on Sakai. No grades will be discussed over email, per University policy. Any questions with regard to grades must be discussed in person during office hours, or during a scheduled appointment.

## Course Policies

- **Participation** is a huge component to this class. For this reason, there is no attendance policy.

- Be **polite** and **respectful** to other students. The class encourages argument, of course, but argument and abuse are not the same thing.
- **Laptops and tablets** are permitted for note-taking and research during class **EXCEPT** during exams and quizzes, and/or when the instructor says to put them away. I expect that as adults, students will refrain from browsing social media, buying shoes online, or conversing on whatever chat platform is in vogue. If the aforementioned uses of electronic devices outweigh note-taking and research, everyone will have to use paper and pen/pencil for the rest of the class. **Cellphones and ipods** or any non-note-taking electronic devices are **not permitted** at any time during the class.
- The **UNC honor code** will be in effect for the duration of this course
- At UNC, **plagiarism** is defined as the “deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.” Please be sure that you have read and understand the UNC-CH writing center’s handout on plagiarism. If you have any questions concerning this document or plagiarism in general, be certain that you get them answered. Please note that **plagiarism is grounds for automatic failure of this course.**  
<http://writingcenter.unc.edu/handouts/plagiarism>
- The instructor will facilitate the accommodation of this course to make it more accessible for students who use **Accessibility Resources**. UNC-CH facilitates the implementation of reasonable accommodations, including resources and services for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to final exams. Students submitting Self-ID forms at that time are unlikely to have their accommodations honored until the next semester. Visit their website at <http://accessibility.unc.edu> for more information.
- This course has a heavy emphasis on **speaking in public**. If a student requires assistance or accommodation due to any range of issues including speaking English as a foreign language, speech impediments like stuttering, and/or public anxiety please see the instructor to ensure that the student receives the necessary accommodations.

## Course Schedule

Week	Topic	Assignments Due
<b>Wednesday, 8/23</b>	Introduction to Rhetoric and Public Issues	Syllabus
<b>Friday, 8/25</b>	What is Rhetoric? Why Study Rhetoric?	<b>Blair, Dickinson, &amp; Ott</b> , “Introduction,” p. 2-5  “What is Rhetoric” and “Content/Form” on <i>Silva Rhetoricae</i>
<b>The Origins of the Western Canon</b>		
<b>Monday, 8/28</b>	The Sophists and Ancient Greece	<b>Gorgias</b> , “Encomium of Helen”  <b>Conley</b> , Chapter 1, pp. 1-8
<b>Wednesday, 8/30</b>	Plato’s Critique of Rhetoric	<b>Plato</b> , selections from <i>Gorgias</i> and <i>Phaedrus</i>  <b>Conley</b> , Chapter 1, pp. 8-13, 20-26
<b>Friday, 9/1</b>	Plato’s Critique of Rhetoric Today	<b>Kelly</b> , “Blame Jacques Derrida for Donald Trump”  <b>Luu</b> , “The Linguistics of Mass Persuasion, pt. I”  <b>Participation:</b> Public issue discussion.  <ul style="list-style-type: none"> <li>• Do political problems occur because of a lack knowledge?</li> </ul>
<b>Monday, 9/4</b>	<b>NO CLASS</b>	<b>LABOR DAY</b>

<b>Wednesday, 9/6</b>	Plato v. Aristotle on Language, Reality, and Politics	<b>Aristotle</b> , <i>Rhetoric</i> Book 1, Chapters 1-3 <b>Conley</b> , Chapter 1, pp. 13-17, 26
<b>Friday, 9/8</b>	What is Rhetoric 2.0	<b>Lundberg</b> , “Letting Rhetoric Be: On Rhetoric and Rhetoricity” <b>Participation:</b> Public issue discussion <ul style="list-style-type: none"><li>• How is this issue being discussed? What are the possible interpretations? Do they conflict?</li></ul>
<b>Monday, 9/11</b>	The Romans: Rhetoric and Political Power	Selections from Cicero and Quintillian <b>Conley</b> , Chapter 2, pp. 29-32 “Ted Cruz Loves the Senate: The Roman Senate” <b>DUE: Homework 1</b>
<b>Wednesday, 9/13</b>	Stasis and The Roman Canon of Rhetoric	<b>Conley</b> , Chapter 2, pp. 32-43
<b>Friday, 9/15</b>	Confirmation/Refutation	<b>Participation:</b> Public issue discussion <ul style="list-style-type: none"><li>• What are the different views of this issue? Is there stasis?</li></ul>
<b>Political Power and the Public Sphere</b>		
<b>Monday, 9/18</b>	The Liberal Public Sphere	<b>Habermas</b> , “The Public Sphere”
<b>Wednesday, 9/20</b>	The Liberal Public Sphere	<b>Habermas</b> , “The Public Sphere”

<b>Friday, 9/22</b>	<p><b>Alterman, “Out of Print,”</b>  <b>Data &amp; Society</b> Report on misinformation</p> <p>Researching Public Issues—  Assign HW2</p>	<p><b>Participation:</b> Public Issue Discussion</p> <ul style="list-style-type: none"> <li>• Is this issue being reported in different ways by different outlets?</li> </ul>
<b>Monday, 9/25</b>	Research and Knowledge: Statistics in the Public Sphere	Articles from Stats.org on Sakai
<b>Aristotle 2.0: Rhetoric as Art</b>		
<b>Wednesday, 9/27</b>	Audience and Context	<p><b>Bitzer-</b>“The Rhetorical Situation”</p> <p><b>Lakoff, “Why Trump?”</b></p>
<b>Friday, 9/29</b>	Genre	<p>Review Aristotle chapter 3</p> <p><b>Jasinski, “Genre”</b></p>
<b>Monday, 10/2</b>	Modes of Proof: Ethos and Pathos	<p>Review Aristotle chapter 2</p> <p>Jasinski, “Ethos” and “Pathos”</p> <p><b>DUE: Homework 2</b></p>
<b>Wednesday, 10/4</b>	Modes of Proof: Pathos	<p><b>Case Study:</b> Advertising, Desire, and Appeals to Pathos</p> <p><b>Bennett, “Getting the Id to Go Shopping:</b></p> <p><b>Participation:</b> Bring examples of pathos appeals</p>

		from contemporary advertisements
<b>Friday, 10/6</b>	Modes of Proof: Logos	Review Aristotle <b>Toulmin</b> , “The Uses of Argument” (Excerpt)
<b>Monday, 10/9</b>	Logos 2.0: Enthymeme and Topoi	<b>Jasinski</b> , “Topics/Topoi” <b>Keith &amp; Lundberg</b> , “Topoi: Tools for Discovering Arguments,” pp. 40-42
<b>Wednesday, 10/11</b>	Logos et al	Debate
<b>Friday, 10/13</b>	<b>Take home midterm due via Sakai by 11:59pm</b>	
<b>10/18-10/20</b>	<b>FALL BREAK</b>	
<b>Rhetoric and Meaning-Making</b>		
<b>Monday, 10/23</b>	Truth, Tropes, and 20 <sup>th</sup> century Analytic Philosophy	<b>Nietzsche</b> , “On Truth and Lying in an Extra Moral Sense” <b>Luu</b> , “The Collapse of Meaning in a Post-Truth World” <b>DUE: Homework 3</b>

<p><b>Wednesday, 10/25</b></p>	<p>Truth, Tropes, and 20<sup>th</sup> century Analytic Philosophy</p>	<p><b>Jasinski</b>, “Figures/Figuration”  <b>Keith &amp; Lundberg</b>, “Style,” pp. 62-69  <b>Participation:</b> Public Issue Discussion</p> <ul style="list-style-type: none"> <li>• How important is it that people know the truth about this issue?</li> </ul>
<p><b>Friday, 10/27</b></p>	<p>Metaphor</p>	<p><b>Case Study: Metaphor and Scientific Language</b>  <b>Last name A-F read:</b>  <b>Miles</b>, “The Rhetoric of Managed Contagion”  <b>G-P read:</b>  <b>Spoel &amp; Harris</b>, “Healthy Living: Metaphors we Eat by”  <b>Q-Z read:</b>  <b>Segal</b>, “How Metaphor Constrains Health Care”</p>
<p><b>Monday, 10/30</b></p>	<p>Dramatism and Symbolic Action</p>	<p><b>Burke</b>, “Dramatism”</p>
<p><b>Wednesday, 11/1</b></p>	<p>Dramatism and Symbolic Action</p>	<p><b>Tonn, Endress, &amp; Diamond</b>, “Hunting and Heritage on Trial”  <b>Participation:</b> Bring in an article from the news</p>

<b>Friday, 11/3</b>	Structuralism	<b>Rivkin &amp; Ryan</b> , “The Implied Order: Structuralism”  <b>De Saussure</b> , “Course in General Linguistics” (excerpt)
<b>Monday, 11/6</b>	Structuralism	<b>Barthes</b> , “Mythologies” (excerpt)
<b>Wednesday, 11/8</b>	Post-Structuralism	<b>Derrida</b> , “Differance”
<b>Rhetoric as Operator and/or Object of Power</b>		
<b>Friday, 11/10</b>	Post-structuralism reconsidered	Review Derrida  <b>Participation:</b> Public Issue Discussion  <ul style="list-style-type: none"> <li>• What are the dominant ways of discussing this issue?</li> </ul>
<b>Monday, 11/13</b>	Ideology 1.0	<b>Marx</b> , “The German Ideology” (excerpt)  <b>Marx</b> , “Capital” (excerpt)  <b>DUE: Homework 4</b>
<b>Wednesday, 11/15</b>	Ideology 2.0: The Symbolic	<b>Lacan</b> , “The Mirror Stage” (excerpt)  <b>Althusser</b> , “Ideology and Ideological State Apparatuses”
<b>Friday, 11/17</b>		<b>Watch:</b> <i>The Pervert’s Guide to Ideology</i>

<b>Monday, 11/20</b>	Ideology 2.1: Fantasy	<b>Zizek:</b> “The Sublime Object of Ideology” (excerpt)
<b>11/22-24--thanksgiving</b>	<b>NO CLASS</b>	
<b>Monday, 11/27</b>	Ideology 1.0-2.1	<b>Participation:</b> Prepare for discussing Homework 5
<b>Wednesday, 11/30</b>		<b>Case Study:</b> Visual Culture <b>Ewen,</b> “The Dream of Wholeness”
<b>Friday, 12/1</b>	Rhetoric and Power	<b>Case Study:</b> Racial Formation and Rhetoric <b>Happe,</b> “The Body of Race: Toward a Rhetorical Understanding of Racial Ideology”
<b>Monday, 12/4</b>	Rhetoric and Power	<b>Case Study:</b> Law, Rhetoric, and Power <b>Coombe &amp; Herman,</b> “Rhetorical Virtues: Property, Speech, and the Commons on the World-Wide Web”
<b>Wednesday, 12/6</b>	Course Wrap-up and Exam Review	<b>DUE: Homework 5</b>
<b>Friday, 12/8</b>	FINAL EXAM AT 8:00 AM	