

Dr. Catherine Collins    Office Hours: MWF 8:00-9:00, 11:30-12:00, 4:00-4:30  
Eaton 405, ext. 6281

## CLASSICAL RHETORIC 231, SPRING 2007

### Texts

Plato: *Gorgias* in Jean Nienkamp, *Plato on rhetoric and language*. This is Plato's attack on the way rhetoric was practiced in his day. One of the characters in the dialogue is Gorgias, a famous teacher of the art of rhetoric.

Plato: *Phaedrus* in Jean Nienkamp, *Plato on rhetoric and language*. The counterpart to the *Gorgias*, this dialogue offers Plato's conception of a noble rhetoric.

Aristotle: *On Rhetoric*. This is George Kennedy's translation of Aristotle's work. As a text, *On Rhetoric* sets the standard for classical assumptions about rhetoric.

Cicero: *Murder Trials*. As the major Roman rhetorical theorist, most of Cicero's theory is a reworking and extension of Aristotle; we'll talk about these works. Unlike Aristotle, however, Cicero was a master orator who was especially keen at defense pleadings. Michael Grant has translated several of Cicero's forensic speeches.

Quintilian: *On the Teaching of Speaking and Writing*. This is a translation by James J. Murphy of Books I, II, and X of *Institutio Oratoria*, Quintilian's major treatise on rhetorical education.

On Reserve in the library: Bizzell & Herzberg: *The Rhetorical Tradition*. This contains readings for Isocrates--*Against the Sophists*, *Antidosis*--and the *ad Herennium*.

### Course Description and Requirements

In studying rhetorical theory from classical times, we are looking at the history of this and related disciplines. We will be asking about the meaning of the term rhetoric, the way scholars and practitioners throughout the ages have viewed rhetoric as a way of knowing and as a way of being. We focus on classical rhetoric as the foundation for the theories that saw major modification in the 18th century and again during contemporary times. Our focus is on the ancient Greek and Roman discussions of the art of rhetoric. If you have taken a public speaking class, you have been exposed to Aristotle's *On Rhetoric*. Most public speaking texts are merely modernized versions of the classical theories of argument, organization, style and delivery--rhetoric--which Aristotle catalogued in his famous book. You probably learned about the three kinds of proof or what constitutes lively and appropriate style. These are principles of rhetoric whose foundations, in the Western world, are in ancient Greek and Roman writings and practices.

It is important to have these basic ideas clearly in our minds because so much of how we now explore issues of rhetoric and communication is a result of past theories. In some ways, this class, to our discipline, is like a beginning language class. Before you can speak Chinese or French, you must learn the structure of the language and begin to build basic vocabulary. You'll never speak a foreign language if you only have a vague sense of the terms; saying a word that kind of sounds like the one you want will not work. Similarly, having a vague sense of how Plato, Aristotle, Cicero, or Quintilian understands the essence of persuasion will not work. This is about the only class in the department where I think flashcards might be useful. We memorize, not for the exercise, but because we need to get beyond a general understanding to appreciate and

critique our contemporary response to rhetorical/ communication issues. There is no escaping the need to know the details; just as any third year language student should get 100% on a first year vocabulary test, you need to have the classical theories down cold before we turn to modifications of these classical works in our upper division theory courses in the department.

Our texts are primary works. Sometimes the language/style of another time makes reading more difficult. You will need to adjust to a different sentence structure. It may help to read a passage aloud. Work at your reading; do not give up. All of you are capable of reading, with understanding, all of these works. This is not, however, the kind of material which can be read once only, amidst distractions, or quickly. Do not postpone. If a reading is assigned for Monday it needs to be read for Monday. You need to come to class ready to explain what you read, not waiting for someone else to lead you through the material. If you fall behind it will be difficult to catch up. The load gets lighter only once you break through initial resistance to this kind of dense writing. Theory is enjoyable once you master it. There is no piece in the text whose style is as convoluted as some contemporary theorists (Heidegger, for example).

The class will be structured in such a way that careful preparation on your part is necessary. We will have quizzes, memory bees, etc. Previous classes have told me that more quizzes or exams were needed; we have three exams and 11 quizzes. In addition to primary readings that you will be prepared to discuss, I will give you the cultural context and historical perspective for the theories. I will answer questions and draw connections between theorists, but you must teach yourself through reading and questioning. It will be a challenging semester. You will have "fun" only if you work at it and work with me. We are fortunate to have had a laptop ready classroom. I have designed some exercises for you using Class Tools, a program designed by Jim Kephart at the Atkinson School. Class Tools will allow us to exchange information, post important web links, and work on discussion questions. I will have worksheets available for you to check your comprehension of the material that you are reading. The web address for Class Tools is <http://agsm.willamette.edu/classools/cla> **Memorize this address; you will want to consult the site on a daily basis. A copy of this syllabus and all handouts will be available through the web.**

The library has a good collection of books on rhetorical theory in general and on the particular theorists we will be working with this semester. Some books will deal with the author of a particular reading, some will be critiques of that person's theory, yet others will place the times in context. Probably the best information will come from articles in our disciplinary periodicals. You should acquaint yourself with *Philosophy and Rhetoric*, *Quarterly Journal of Speech*, and the regional journals, esp., *Southern Journal of Speech Communication*, *Western Journal of Speech Communication*, and *Communication Studies* (formerly *Central States Speech Journal*). You will find it helpful to read this material as we go along because it will help you understand the meaning of the term *rhetoric*.

Exams are worth 25% of the grade each. The quizzes and homework are worth 25% of the grade. Missed quizzes cannot be made up and late homework is not accepted. Most of the quizzes are on Wednesdays—not a good day to be sick, sleep in or schedule appointments, interviews, or mentoring activities. Because you will be doing synthetic work in your final exam (take home, open book, open note), the first two exams will be largely objective--lists, fill in the blanks, T-F, multiple choice, etc. You can see why flashcards might prove helpful! I am not a date person (what year was Aristotle born?), but you do need a sense of chronology and how time periods seem to have produced rhetorical scholarship different from other eras. Does it make a difference whether it's Plato or Aristotle's definition of rhetoric? Yes. Knowing it was "one of those old Greeks" is not enough.

### **Approximate Schedule**

We will try to stick to this schedule. If you have questions as we go along about whether we have changed the schedule, please ask! Everyone must come to class prepared for discussion every day: read the material and make a list of questions. You are to have completed the readings for each theorist on the first day we discuss that person.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1/15	Defining the Discipline & Theory	
1/17	The Greek World View	
1/19	Pericles	<i>Funeral Oration</i>
1/22	Presocratics & Sophists	
1/24	Gorgias <b>Quiz #1</b>	<i>Encomium on Helen</i> Aristotle pp. 283-288
1/26	Isocrates Progymnasmata	<i>Against the Sophists; Antidosis</i> (on reserve in Bissell & Hersberg, <i>Rhetorical Tradition</i> )
1/29	Plato	Nienkamp 1-19
1/31	<i>Gorgias</i> <b>Quiz 2</b>	Nienkamp 83-125
2/2	<i>Gorgias</i>	Nienkamp 125-162
2/5	<i>Phaedrus</i>	Nienkamp 164-180
2/7	<i>Phaedrus</i> <b>Quiz 3</b>	Nienkamp 180-214
2/9	Aristotle	pp. Prooemion, 3-22, 299-312
2/12	Aristotle	pp. 23-51; 78-87; Introduction & Types of speeches
2/14	Aristotle & Epideictic Speech <b>Quiz 4</b>	Hyperides <i>Funeral Oration</i>
2/16	Aristotle: Judicial Speeches	pp. 87-118
2/19	WSCA Conference	
2/21	Aristotle: Judicial Speeches <b>Quiz 5</b>	Antiphon: <i>On the Murder of Herodes</i>
2/23	Aristotle; Deliberative Speeches	Aristotle pp. 51-78
2/26	Aristotle; Deliberative Speeches	Demosthenes <i>First Philippic</i>
2/28	<b>Exam 1 (25%)</b>	
3/2	Aristotle Book II on Character and Emotions	pp. 119-172
3/5	Aristotle on Logos	pp. 172-214
3/7	Aristotle on Logos <b>Quiz 6</b>	
3/9	Topos and stasis exercise	
3/12	Aristotle Book III on Style & Arrangement	pp. 215-282
3/14	Introduction to Roman Worldview <b>Quiz 7</b>	
3/16	Introduction to Cicero	
3/19	Cicero's Trial: <i>In Defense of Aulus Cluentius Habitus</i>	pp. 113-167
3/21	Cicero <b>Quiz 8</b>	pp. 167-214
3/23	Cicero	pp. 214-252
<b>SPRING BREAK</b>		
4/2	Cicero: Applying the Canons	Murder Trial

4/4	<i>ad Herennium</i> <b>Quiz 9</b>	On reserve in Bissell & Hersberg, <i>Rhetorical Tradition</i>
4/6	Style Exercises	Homework sheets
4/9	Fables	Presentation of Fables
4/11	Fables	Presentation of Fables
4/13	Coeur d'Alene Conf.	Applying Stylistic devices to Murder Trial
4/16	Cicero: Applying Stylistic Devices <b>Quiz 10</b>	Murder Trial
4/18	SSRD	
4/20	War Conference	
4/23	<b>Exam 2 (25%)</b>	
4/25	Quintilian <b>Quiz 11</b>	<i>On The Teaching of Speaking and Writing</i> ; Introduction, Preface, and Book One, Chapter 1-4 and 8-12
4/27	Quintilian	<i>On The Teaching of Speaking and Writing</i> ; Books Two and Ten
4/30	Review of Classical Rhetoric; distribute take home exam	

**Take Home Final Exam (25%):** 9:10 class exam is due 11 am May 7; 10:20 class exam is due 11 am May 8. You may elect to turn in the exam early; no late exams will be accepted.

The Final Exam must be typed, double-spaced using size 10 font and 1" margins all around. The exam may be no more than four pages in length. Exams will be turned in to Class Tools "Hand Ins" folder titled Final Exam

### Course Policies

1. The department has an attendance policy. Any absences over three will result in a lower grade of one mark per day (4 absences would lower an earned B to a B-; 5 absences to a C+).
2. Plagiarism, the theft of another's ideas or writing and cheating are not acceptable. When in doubt, cite the source. If you paraphrase, cite the source to indicate that these are not your ideas or arguments. If you plagiarize a paper or cheat on an exam you may receive an F on both the assignment and in the course. Everyone should go to the department web site and read the policy on academic community: <http://www.willamette.edu/cla/rhetoric/ethics.html>
3. Due Dates: As listed in the schedule or modified based on class needs. Quizzes cannot be made up; late homework is not accepted. If you are going to be gone the day the homework is due, turn it in before you leave.