

# Topics in Rhetorical Analysis, Section 01

## Sub-topic: The Rhetoric of Hate

### ENGL 157

Fall 2024 4 Unit(s) 08/25/2024 to 12/15/2023

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Class time: TBD

Class location: TBD

English 157 is seminar that focuses on study of a topic in the theory and practice of rhetoric, such as feminist rhetorics, rhetoric of graphic design, political rhetoric, or rhetorics of new/social media. Check schedule of classes for current offering.

This section of ENGL 157 is structured around the study of hateful rhetoric. Racism, anti-Semitism and Islamophobia, misogyny and homophobia, and other forms of hateful rhetoric are ubiquitous and perilous, resulting in violence on an all-too-common basis. This class introduces students to rhetorics of hate through a **(highly) critical** lens, paying particular attention to the emergence and expansion of anti-Semitism, racism, and Islamophobia in the 20th and 21st centuries. Students will learn important rhetorical concepts that help explain how popular texts, such as Rudyard Kipling's "White Man's Burden" or infamous conspiracy text, The Protocols of the Elders of Zion, encourage racism, xenophobia, hate, and violence. It will also ask students to analyze how less overtly hostile texts—including children's literature, pop culture, and "objective" scholarship and journalism—can persuade well-meaning, educated, thoughtful, kind people to hate others and even engage in campaigns of violence and extermination against other human beings. We will use readings as a springboard for discussing ways to confront the rhetoric of hate in the world so that we may recognize, reject, and counteract it.

## Contact Information

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It can sometimes take me a day or two to answer emails, and I rarely check, much less answer, at night or over the weekend. It's not a "you" thing; it's a "me" thing. I'm always trying to juggle work, family, and personal responsibilities, and one of the tools I have at my disposal is boundaries. If you need a speedy reply, you can try to call my office (I'm often there M-F, 8:00am-5:00pm), stop by office hours, or let me know in your subject line that you need a timely response.

# Professor: Dr. Ryan Skinnell

Email: [ryan.skinnell@sjsu.edu](mailto:ryan.skinnell@sjsu.edu)

Office: FOB 111

Phone: 408-924-4207

Website: <http://www.RyanSkinnell.com>

## Office Hours

TBD

I plan to be in my office during our office hours, so please feel free to drop by. In general, it is preferable if you let me know you're coming so I don't step out for a walk or to make copies when I know you're coming. It also helps me make time/space for all my students. But if you just want to pop in, do it! If you'd prefer a Zoom meeting, just let me know so I can set it up.

I'm also available BY APPOINTMENT. Unless I have another specific commitment, I'm usually pretty flexible about meeting. Send me a message, and we can set up a time. You can do this even if all you want to do is shoot the breeze!

## Course Description and Requisites

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Prerequisites: Upper-division standing required. Prior completion of ENGL100W is suggested but not required.

Letter Graded

## Classroom Protocols

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This course can be demanding. The material is challenging and course requirements are substantial.

That said, COVID times be what COVID times are, so we're going to need manage our expectations appropriately. We're going to try to be like wolves (*Canis lupus*)—we'll work together as a pack, leave no one behind, occasionally fight a Kodiak bear (*Ursus arctos middendorffi*).

During most class periods, we will discuss readings, do group activities, and hear presentations. I strongly encourage students to visit me in my office hours to discuss course materials and/or assignments throughout the semester—especially in the event that course expectations are overwhelming or confusing.

It's an English course, I know, but let's do some quick math. ENGL 157 is a 4-unit course. That means we are signing up to do a minimum of 12 hours of study per week just for this class. 2½ hours will be class time. The remaining 9½ hours a week, you will work on your own or with your peers to prepare for class and complete assignments. I have designed the work using this math to guide us. I will refer to it often to help you manage this workload over the semester.

## Please note:

Sometimes projects and discussions include material that can be contentious and even potentially upsetting. Given the subject of the class, some of the materials will be offensive. Students may encounter materials that differ from and perhaps challenge their understanding of reality, their ideas, and their beliefs. Students are encouraged to discuss issues that may arise from such material with me. To be very clear, in class, discussion is welcome and encouraged, but comments found to be intentionally offensive, disrespectful, or antagonistic will not be tolerated.

## Please also note:

If you have special needs or accommodations requests, see me as soon as possible. Failure to do so may result in forfeiting accommodations to which you're entitled. But even if you're not *formally* entitled to accommodations, talk to me anyway so we can make this an environment in which you can learn. My priority is a learning environment conducive to everyone's needs.

## Other Available SJSU Resources

The University provides all students several resources to help us successfully learn in this course. The services provided include counseling and psychological care, mentoring and tutoring, access to food and housing, to technology, and writing support.

- [Accessible Education Center](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Spartan Food Pantry](#)
- [Student Technology Resources](#)
- [Writing Center](#)
- [Other Campus Resources](#)

## Course Goals

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- 1) to introduce and develop an understanding of rhetorical theories and principles
- 2) to develop awareness of cultural and institutional discourses and systems
- 3) to introduce students to rhetorics that shape their daily lives in overt and covert ways
- 4) to practice modes of academic inquiry
- 5) to develop awareness of cultural and institutional discourses and systems relative to the invention, use, and spread of hateful rhetoric

# Program Information

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The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System").

Grades issued must represent a full range of student performance:

- A = excellent;
- B = above average;
- C = average;
- D = below average;
- F = failure.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

## Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

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## Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

Department email: [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

# Course Materials

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## Course Format

### *Technology Intensive, Hybrid, and Online Courses*

It will be useful to have internet access in class for research purposes, but it will not be required without advance warning. Some software applications we might use include: Zoom, Canvas, Google Suite, a PDF reader, Discord, etc. If you need to borrow laptops, iPads, and more, please contact [Student Computing Services](#). If you need software training, contact [Student Technology Training Center](#).

### *Faculty Web Page and MYSJSU Messaging*

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas](#). You're responsible for regularly checking messages through MySJSU to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#).

### *Library Liaison*

Our library liaison is Peggy Cabrera. She is available to help you find resources to do your work in this course. She has set up for students [a library resource page for the Department of English and Comparative literature](#). The tutorials on this page will help you to understand academic research processes and tools, and they will help you to develop an eye for the most valuable resources for your work. You will find Peggy Cabrera's contact page by clicking on [this link](#).

## The Plot: The Secret Story of the Protocols of the Elders of Zion

Author: Eisner, Will

Publisher: Norton

ISBN: 9780393328608

## Demagoguery & Democracy

Author: Roberts-Miller, Patricia

Publisher: The Experiment

ISBN: 9781615194087

## Eichmann in Jerusalem: A Report on the Banality of Evil

Author: Arendt, Hannah

Publisher: Penguin

ISBN: 9780143039884

## Other Readings

Additional readings will be posted on Canvas and/or located by members of the class.

# Course Requirements and Assignments

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These are the instruments we will use to structure our time together.

<i>Assignment</i>	<i>Program Learning Outcomes</i>	<i>Course Goals</i>
Participation	1, 4	1-5
Reading responses (x12)	1, 2, 4	1-4
Study-Guide Definitions	1-3	1, 3, 4
Midterm Exam	2, 4	1, 2, 5
Final Project	1-4	1-5
Final reflection	2, 4	1, 2, 4

## Class Participation

For a class like this one, much of the learning happens in class because the most useful learning happens in community--supporting and learning from one another. Therefore, it is imperative you be in class and participate as best you can. Think of it as a responsibility to our community. In general, class participation entails: (1) demonstrating that you've completed the readings/assignments, (2) contributing to class discussions, (3) completing in-class activities and assignments, and (4) supporting all your community members.

## Reading Responses

Your reading responses are primarily reflective writing. The prompt is simple: "What value did you get from the readings and/or what did the readings echo for you?" Addressing this question could take an infinite number of forms, but the goal is to think with writers, scholars, and/or class community members in order for you to put yourself and your experiences in relation to the course materials, including those you might feel little to no interest in, or even repulsion and anger.

Please post your responses on Canvas by [DUE DATE]. You will earn full credit for a good faith effort submitted by the deadline. By "good-faith effort," I mean the submission responds appropriately to the assignment and does not violate the academic integrity policy. A post that I judge to not be a "good-faith effort" may receive partial credit.

# Study-Guide Definitions

During the course, we will discuss important concepts that inform our understanding of rhetorical theory and hateful rhetoric. Each student will choose three (3) concepts during the semester and write definitions (approximately ½ page, single-spaced), which draw from and cite the readings to explain and contextualize the concepts. These will be compiled as a study guide for the midterm.

1. The definition of the term drawn from readings and class discussions. Outside sources may also be referenced, though not to the exclusion of in-class sources.
2. References to discussions, readings, and/or other sources where the concept is discussed.
3. A discussion of the term in the context of our course subject. You should consider the question, “How does this term help us understand hateful rhetoric?”

## Midterm Exam

The midterm will consist primarily of concept identification, which includes providing basic definitions of terms we accumulate during the course and explaining their significance within the context of the course. There will also be a short answer portion to the midterm.

## Final Project (1250-1500 words)

For the final project, you will choose a key concept from class and apply it to a contemporary cultural text. I will provide a series of texts from which you can choose, and you will be responsible for choosing the concept(s) you want to apply and investigating what kinds of knowledge you can reasonably advance from it. This will be a challenging assignment, but it should be really fun because you have significant freedom to learn about something that interests you. Research ain't always fun, but it can take a lot of the time. 😊 We'll discuss the project in more detail in class, and I strongly encourage you to visit my office hours to discuss it well in advance of the due date.

## Final Reflection (750 words)

Final Examination or Evaluation: The culminating activity for this course may include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment. In this course, the culminating activity is a reflection:

For scholars and students, the purpose of reflection is to revisit our own work and capture learning that may carry forward from one learning event/task to the next. Reflection is a crucial part of a student's and scholar's career, and it is especially important when what you're doing doesn't *obviously* align with your next classes, research projects, or career goals. Your final assignment in this course is a reflection.

In this course, I've told you that you will have learned some things (refer to the Learning Outcomes on the syllabus). Drawing on the assignments you completed in this course, you will write a reflection (no more than 750 words) in which you make an argument that you have achieved the outcomes in this class such that you deserve a passing grade. This isn't a chance to tell me how great I am or how great the class was, but to talk about your learning.

I will read this essay to understand how you interpret your own development in this course. Bear in mind, the goal is to interpret your *development*, not necessarily a steady course of progress. Which is to say, your best argument may be about progress as a writer, but maybe not. Maybe you can make a better case that you developed meta-awareness about your own learning habits, or about your intellectual preferences (even if they weren't incorporated in this class), or even about your limits.

As you tackle this challenge, it will be useful to draw on specific examples from your own work in the class, including:

- Any discussion posts critical to your development as a writer or your understanding of writing
- The major assignments
- Class discussions, activities, community engagements

How and where might the learning outcomes be interpreted, contested, extended, qualified, refined, to account for your adaptation as a writer? A successful reflection will help us both arrive at some new understanding of and appreciation for the learning you achieved in the course.

## Grading Information

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All major assignments must be completed to earn a passing grade in the class, and I expect all work to be submitted on time. But truth be told, I'm not much of a stickler for deadlines, with the exception of cases where you're responsible to others. For instance, if you're a little late on a reading response, talk to me—not a huge deal. But if you aren't prepared to participate in peer review with your colleagues, that's a problem because other people are counting on you.

In this class, we'll be using a form of labor-based contract grading, the details of which we will need to negotiate. As a starting point, I have identified some key expectations below to earn a B or an A. In the first week of class, we will discuss, amend, and formalize the terms together.

### **You are guaranteed a B if you:**

1. attend class typically—generally arriving on time and not missing more than two weeks' worth of participation exercises throughout the semester (exceptions may be made in extenuating circumstance *\*if\** students communicate with me);
2. meet criteria and due dates for all major assignments;
3. complete most discussion board assignments—not missing more than two—at least a baseline level of engagement;
4. participate in all in-class exercises and activities;
5. give thoughtful peer feedback during workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, on-line discussion boards, etc.);
6. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization, not just editing or touching up;
7. copy-edit all final revisions of main assignments until they conform to the conventions appropriate to the purpose, genre, and audience;
8. submit your Final Reflection



In this system, you can earn the grade of B entirely on the basis of what you do—on your conscientious effort and participation. The grade of B does not derive from my judgment about the quality of your work, with the exception that your work must meet my expectations for the quality of “baseline” engagement, which we can discuss. Grades higher than B, however, do rest on my judgment of quality. To earn higher grades you must complete the assignments at both a higher level of (1) effort and participation and (2) quality, as judged by me. My interest is in your learning, however, so while my competence to judge quality is a function of my training and expertise, I am open to being convinced that your learning on a given assignment merits reconsideration of a grade. You are invited to help me reconsider any grade you feel is worthy of reconsideration.

**You are guaranteed an A if you:**

1. attend class reliably—consistently arriving on time and not missing more than one week’s worth of participation exercises throughout the semester (exceptions may be made in extenuating circumstance \*if\* students communicate with me);
2. meet criteria and due dates for all major assignments at a high level of quality;
3. participate in all in-class exercises and activities;
4. complete all discussion board assignments at a high level of engagement;
5. give thoughtful peer feedback during workshops and work faithfully with your group on other collaborative tasks (e.g., sharing papers, commenting on drafts, on-line discussion boards, etc.);
6. make substantive revisions when the assignment is to revise—extending or changing the thinking or organization, not just editing or touching up;
7. copy-edit all final revisions of main assignments until they conform to the conventions appropriate to the purpose, genre, and audience;
8. submit your Final Reflection at a high level of quality.

You may earn a B+ if you meet all the criteria for a B at a level of quality that I judge in sum to be high, but you do not meet the criteria for an A. You may earn an A- if you meet all the criteria for an A but do so at a level of quality that I judge in sum to be not “high.”

**As an instructor, I commit to:**

1. providing formative feedback on all assignments where revision is expected and providing feedback upon request for assignments where revision is not expected;
2. engaging with and responding thoughtfully to student work in a timely manner;
3. providing clear and reasonable criteria for major assignments;
4. providing oral or written feedback to explain judgments of quality as necessary;
5. seriously reconsidering judgements of quality if requested as part of a one-on-one meeting (i.e., office hours or arranged meeting);
6. creating availability for meetings with individual students who want to confer on drafts or about other issues related to course materials;
7. considering upon request extenuating circumstances to raise (but never lower) grades that do not

- meet students' expectations based on the above contracts
8. re-evaluating contract criteria in consultation with class members, if requested.

## University Policies

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Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

*Schedule is subject to change with fair notice (announcement in class or by email).*

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Week	Topics, Readings, Assignments, Deadlines
1	Before class: Wait in eager anticipation During Class: Introductions, syllabus, our intellectual task
2	Before Class: Read *Crowley, "Some Basic Terms"; Allen, "Rhetoric, A Good Thing"; Roberts-Miller, "A Short and Highly Idiosyncratic History" Due: Respond to Canvas Discussion Board #1 During Class: What Is Rhetoric?
2	Before class: Nothing During Class: Defining and dissecting hateful rhetoric; what is it? What does it do? Why is it effective?
3	Before class: Read Burke, "Identification," Crowley, "Commonplace," Crowley and Hawhee, "Enthymeme" Due: Respond to Canvas Discussion Board #2 During Class: Rhetorical logic
3	Before class: Read Eisner, Intro, Preface, and pp. 1-30 Due: nothing yet! :) During Class: Hateful rhetoric in practice—the extreme case of the Holocaust

4	<p>Before class: Reading Crowley, "Belief and Passionate Commitment," Eisner, pp. 31-72  Due: Respond to Canvas Discussion Board #3  During Class: Ideology and Ideologic</p>
4	<p>Due: Read Eisner, pp. 73-106  During Class: Premises and framing</p>
5	<p>Before class: Read Eisner, pp. 107-142  Due: Respond to Canvas Discussion Board #4  During Class: Rhetoric, an art of attitudes</p>
5	<p>Before class: Read Atwill, "Techné," Arendt, "Introduction"  During Class: Techné, or the art of dealing</p>
6	<p>Before class: Read Roberts-Miller, pp. 1-35  Due: Respond to Canvas Discussion Board #5  During Class: Demagoguery &amp; its pleasures</p>
6	<p>Before class: Read Roberts-Miller, pp. 36-66  Due: MIDTERM DEFINITIONS  During Class: Demagoguery &amp; peer review</p>
7	<p>Before class: Read Roberts-Miller, pp. 67-130  Due: Respond to Canvas Discussion Board #6  During Class: More demagoguery &amp; test prep</p>
7	<p>Before class: Study, broham  During Class: Midterm</p>
8	<p>Before class: nothing  Due: Respond to Canvas Discussion Board #7 (breath, reflect, regroup)  During Class: Midterm evaluation, preparing for the next half</p>
8	<p>Before class: Kipling, "Beware the White Man's Burden," James Baldwin, "Faulkner and Desegregation," Tizon, "My Family's Slave"  During Class: The Commonsense of Hate</p>
9	<p>Before class: Read Read Boyce and Brayda, "In the Words of the 'Last Rhodesian'," Roxanne Gay, "The Careless Language of Sexual Violence," Houston Stewart Chamberlain, "Letter to Kaiser Wilhelm II, 13 November 1901"  Due: Respond to Canvas Discussion Board #8  During class: More commonsense, plus enthymemes!</p>

9	<p>Before class: nothing</p> <p>During Class: Overt hate: Selections from <i>Mein Kampf</i>, "The Doctrine of Fascism," "To My Legionnaires"</p>
10	<p>Before class: Read Burke, "Hitler's Struggle"</p> <p>Due: Respond to Canvas Discussion Board #9</p> <p>During Class: The rhetorical infrastructure of hateful rhetoric</p>
10	<p>Before class: Watch a funny TV show, eat some ice cream, take a deep breath</p> <p>During class: Palate cleanser: Paper Bag Princess</p>
11	<p>Before class: Read Katz, "Ethic of Expediency"</p> <p>Due: Respond to Canvas Discussion Board #10</p> <p>During class: Technical hate</p>
11	<p>Before class: Read Skinnell, "Shitposting for Fun and Profit," Solanas, "SCUM Manifesto"</p> <p>During class: Hyperbole and its halves</p>
12	<p>Before class: Read "1619 Project," Nikole Hannah-Jones  <a href="https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html">https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html</a> and one other piece (<a href="https://nyti.ms/37JLWkZ">https://nyti.ms/37JLWkZ</a>)</p> <p>Due: Respond to Canvas Discussion Board #11</p> <p>During class: The lasting effects of hateful rhetoric</p>
12	<p>Before class: nothing</p> <p>Due: Notes toward a final project: What do you want to learn?</p> <p>During class: strategizing a final project, rhetorical invention</p>
13	<p>Before class: Read Tizon, "My Family's Slave"</p> <p>Due: Respond to Canvas Discussion Board #12</p> <p>During class: It's not just "them": Coming to grips with our own rhetorical habits</p>
13	<p>Before class: nothing</p> <p>Due: final project notes, drafts, plans</p> <p>During class: workshopping projects, rhetorical scavenger hunt?</p>
14	<p>Before class: Observe rhetoric in the world</p> <p>Due: Share examples from your observations</p> <p>During class: What do we do with hateful rhetoric?</p>
14	<p>Before class: nothing</p> <p>During class: What do we do with hateful rhetoric, Part II</p>

15	<p>Before class: nothing</p> <p>Due: Final project initial draft</p> <p>During class: Final project peer review; Final reflection prompt</p>
15	TBD
16	TBD
16	<p>Due: Polished draft of your Final Project, submitted on Canvas.</p> <p>During Class: Course wrap-up, evaluations</p>
Final Exam	<p>LOCATION and TIME: TBD</p> <p>Due: Final Reflection</p>