

**San José State University**  
**Department of Communication Studies**  
**COMM 240R: Seminar in Argument and Debate (Section 1), Spring 2013:**  
**Rhetoric in Cicero's Murder Trials and Beyond**

<b>Instructor:</b>	Hanns Hohmann
<b>Office location:</b>	HGH 210
<b>Telephone:</b>	408-924-5387
<b>Email:</b>	Hanns.Hohmann@sjsu.edu
<b>Office hours:</b>	TuTh 2:15-3:30 PM, Tu 8:45-9:15 PM, and by appointment
<b>Class days/time:</b>	Tuesdays 6:00-8:45 PM
<b>Classroom:</b>	HGH 219
<b>Prerequisites:</b>	Graduate Standing

### **Catalog Description**

Advanced study of patterns, techniques, and theory of argumentation and advocacy as reflected in debates on significant issues in a variety of contemporary and historical settings.

### **Succeeding in this Four-Unit Class**

At SJSU, students are expected to spend two hours outside of class for every one hour of class time. In this four-unit class, you can expect to spend on average **12 hours** per week during a regular semester in class and on scheduled tutorials or activities. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. All four-unit courses in Communication Studies include a unit of engagement. This unit of engagement is designed to enrich students' learning experiences and to facilitate student achievement of course learning objectives. Students enrolled in four-unit courses are expected to spend on average 45 hours (or 3 hours per week over the course of a regular semester) outside of the classroom to complete engagement activities. This unit is worth 25% of the overall grade. For this class, the Individualized Research Paper is linked to the engagement unit, and the 60% of the course grade assigned to that paper will incorporate the 25% assigned to the engagement unit.

### **Conceptual Foundations, Inquiry and Research, and Professional Practice**

All graduate curriculum offerings are designed to integrate and provide meaningful connections between three areas: (1) Conceptual Foundations (paradigmatic, theoretical, and ethical underpinnings of the discipline), (2) Inquiry and Research (methodologies used in the study of communication), and (3) Professional Practice (advanced application of communication foundations and methods in professionally applied contexts). A significant part of your learning, both in individual courses and your entire program of study, will consist of achieving a level of mastery in integrating these three levels around specific content objectives. As such, the graduate curriculum is designed to enable students to be communication theorists, researchers, and practitioners with particular subject matter expertise.

The Graduate Program goals and learning objectives are:

1. **Conceptual Foundations:** Students will be able to identify, explain, and critique the major paradigms, theories, and conceptual frameworks for understanding communication, and demonstrate an appreciation of the significance of ethics and social responsibility as they engage in communication.

Conceptual Foundations learning objectives:

- *Paradigms and Theories of Communication*: Students will be able to identify, explain and critique the major paradigms and theories that have shaped the field of communication, including their historical development and current trends.
- *Ethics*: Students will be able to articulate the ethical and social responsibilities in communicating with others in different social contexts (i.e. interpersonal, organizational, intercultural, mediated, and public).

2. ***Inquiry and Research***. Students will be able to analyze and evaluate published research, and design and conduct communication research studies using quantitative social science, interpretive, critical, rhetorical, and/or performative methods.

Inquiry and Research learning objectives:

- *Research Methods*: Students will be able to interpret and critique research methods used in published communication research studies.
- *Research Design*: Students will be able to design and conduct scholarly research using one or more method of inquiry.

3. ***Professional Practice***. Students will be able to demonstrate advanced competency in scholarly writing, oral communication, and the application of conceptual foundations and research methods in professional contexts by designing and conducting applied communication activities.

Professional Practice learning objectives:

- *Advanced Communication Competence*: Students will be able to articulate in-depth understanding of conceptual foundations and research methods through advanced scholarly writing and oral communication.
- *Theory and Research Applications*: Students will be able to design, facilitate, and evaluate applied communication activities (i.e. presentations, workshops, forums, trainings, group discussions, etc.) in professional contexts utilizing conceptual foundations and research methods.

## Course Learning Outcomes

In this seminar we will explore the role of the rhetoric of argument and debate in public life as exemplified by the workings of persuasive discourse in the legal process in the late Roman Republic. Cicero was by common consent the greatest orator of Roman antiquity, and certainly one of the greatest rhetoricians of all time. We will discuss the argumentative strategies he employed as a defense advocate in his published speeches in six murder trials spanning his entire career. This will give us an opportunity to relate Cicero's legal advocacy to its historical and social setting in the final crisis of the Roman Republic, and to study aspects of the interaction between his oratorical practice and the development of his rhetorical theory. While we will primarily study the rhetorical dimensions of Cicero's advocacy, these speeches also highlight connections between Roman legal and political processes in a time of transition; and they focus attention on the ethics of advocacy, as Cicero uses his skills on behalf of clients whose innocence can by no means always be taken for granted. Throughout the semester, we will explore both parallels and contrasts between the rhetoric of legal and political advocacy in the time of Rome's transition from republican to autocratic rule and in our own age of global transformations. Students will be able to focus on these parallels and contrasts in an individualized research paper that will explore the use of such rhetoric in a controversial debate of their choice, whether historical or contemporary.

COMM 240R: Seminar in Argument and Debate satisfies the graduate program goals and objectives by exploring the theoretical foundations, methods of inquiry, and practical applications of the rhetoric of advocacy in public debates and controversies, particularly in settings at the intersections of law and politics. The course learning outcomes for this seminar are as follows:

After successfully completing this class, you will be able to:

1. Demonstrate an understanding of important social, political, cultural, and historical foundations of rhetorical practice and theory, and of the evolving rhetorical role of the citizen in public life. (*Foundations*)
2. Demonstrate mastery of rhetorical analysis as a methodology for gaining a deeper understanding of historical and contemporary examples of legal and political discourse. (*Inquiry*)
3. Apply these analytical skills in designing and evaluating public uses of legal and political advocacy, considering standards of ethical acceptability as well as rhetorical effectiveness. (*Practice*)

### **Required Texts**

1. Cicero. *Murder Trials*. Trans. & Intr. Michael Grant. Rev. ed. London, etc.: Penguin Books, 1990. Print. [MT]
2. Cicero. *Selected Political Speeches*. Trans. & intr. Michael Grant. Rev. ed. London, etc.: Penguin Books, 1989. Print. [SPS]
3. May, James M., ed. *Brill's Companion to Cicero*. Leiden: Brill, 2002. [BCC; available as an EBook at [www.sjlibrary.org](http://www.sjlibrary.org)]
4. Course Reader. [CR; particulars TBA]
5. Occasional additional readings assigned in class and made available on the instructor's SJSU faculty webpage: [www.sjsu.edu/people/hanns.hohmann/courses/Comm240R](http://www.sjsu.edu/people/hanns.hohmann/courses/Comm240R)

### **Library Liaison**

The Communication Studies Department encourages vigorous and ethical research as part of information literacy for all of its students. For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 808-2100) and/or utilize the Communication Research Guide available at [libguides.sjsu.edu/communication](http://libguides.sjsu.edu/communication). The Comm. Department Library Liaison is: Crystal Goldman 408.808.2015 or [Crystal.Goldman@sjsu.edu](mailto:Crystal.Goldman@sjsu.edu).

### **University Policies**

#### **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, and similar topics found at [sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

#### **Academic Integrity**

You must be familiar with the University's Academic Integrity Policy available at [sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct). "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development."

Instances of academic dishonesty will not be tolerated. Cheating on quizzes or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. "If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors."

#### **Campus Policy in Compliance with the Americans with Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

## Classroom Protocol

Students are expected to come to class prepared by a thorough study of the reading assignments, ready to engage in focused and attentive discussion of the material. This also means that students will not let themselves be distracted by inappropriate use of electronic devices in ways not legitimately related to their work in the class setting. They are furthermore expected to complete all work on time and to submit or present it in person; emailed work will not be accepted; late work incurs a grade reduction of one letter grade per week; there will be no makeup work.

## Assignments and Grading

Participation/Quizzes: 20%

Takehome Midterm: 20% (Draft of prosecution speech)

Individualized Research Paper: 60% (Rhetorical analysis and ethical evaluation of historical or contemporary controversial debate; includes Engagement Unit: 25%)

Students will receive in class separate assignment sheets for the writing assignments.

## COMM 240R: Seminar in Argument and Debate (Section 1), Spring 2013: Class Schedule (Please note that this schedule is subject to change with fair advance notice)

Week	Date	Topics/Readings and Research/Writing Assignments
2	1/29	Introduction: Cicero's World: The Late Roman Republic
3	2/5	Rhetoric in Rome and Cicero as an Advocate G.A. Kennedy, <i>The Nature of Rhetoric &amp; Early Roman Rhetoric</i> [CR] J.M. May, <i>Cicero: His Life and Career</i> [BCC] A. Corbeill, <i>Rhetorical Education in Cicero's Youth</i> [BCC] J.M. May, <i>Ciceronian Oratory in Context</i> [BCC]
4	2/12	Speech for Sextus Roscius of Ameria (80 BCE) (1) [MT, pp. 7-72] A. Vasaly, <i>Cicero's Early Speeches</i> [BCC, pp. 71-87]  Individualized Research Paper Assigned (Rhetorical Analysis of Historical/Contemporary Debate/Controversy): Tuesday, 12 February 2013
5	2/19	Speech for Sextus Roscius of Ameria (80 BCE) (2) [MT, pp. 73-110] A. Vasaly, <i>The Masks of Rhetoric: Cicero's Pro Roscio Amerino</i> [CR]
6	2/26	Speech for Aulus Cluentius Habitus (66 BCE) (1) [MT, pp. 113-174] A. Vasaly, <i>Cicero's Early Speeches</i> [BCC, pp. 87-111]  Takehome Midterm Assigned (Draft of Prosecution Speech): Tuesday, 26 February 2013
7	3/5	Speech for Aulus Cluentius Habitus (66 BCE) (2) [MT, pp. 174-214] P. Prill, <i>Cicero in Theory and Practice: The Securing of Good Will in the Exordia of Five Forensic Speeches</i> [CR]
8	3/12	Speech for Aulus Cluentius Habitus (66 BCE) (3) [MT, pp. 214-253] F.X. Ryan, <i>Some Persons in the pro Cluentio</i> [CR]

- 9 3/19 Speech for Gaius Rabirius (63 BCE) [MT, pp. 257-290]  
 R.W. Cape, Jr., Cicero's Consular Speeches [BCC]  
 W.B. Tyrell, The Trial of C. Rabirius in 63 B.C. [CR]
- Takehome Midterm Due: Tuesday, 19 March 2013
- SB Spring Break: Monday, 25 March to Friday, 29 March 2013
- 10 4/2 Speech for Marcus Caelius Rufus (56 BCE) (1) [MT, pp. 293-295; SPS, pp. 165-187]  
 A.M. Riggsby, The *Post Reditum* Speeches [BCC]
- 11 4/9 Speech for Marcus Caelius Rufus (56 BCE) (2) [SPS, pp. 187-214]  
 M. Volpe, The Persuasive Force of Humor: Cicero's Defense of Caelius [CR]
- 12 4/16 Speech for Titus Annius Milo (52 BCE) (1) [MT, pp. 295-296; SPS, pp. 215-235]  
 A.R. Dyck, Narrative Obfuscation, Philosophical *Topoi*, and Tragic Patterning in Cicero's *Pro Milone* [CR]
- 13 4/23 Speech for Titus Annius Milo (52 BCE) (2) [SPS, pp. 235-278]  
 J.M. May, Cicero's *Pro Milone*: An Ideal Speech of an Ideal Orator [CR]
- 14 4/30 Speech for King Deiotarus (45 BCE) [MT, pp. 299-329]  
 H.C. Gotoff, Cicero's Caesarian Orations [BCC]  
 D.B. Saddington, Preparing to Become Roman: the "Romanization" of Deiotarus in Cicero [CR]
- 15 5/7 Evaluating Cicero's Rhetoric and Ethics of Advocacy  
 J. Powell & J. Paterson, Introduction to *Cicero the Advocate* [CR]  
 J. Laws, Epilogue: Cicero and the Modern Advocate [CR]  
 G.A. Kennedy, Cicero's Oratorical and Rhetorical Legacy [BCC]
- 5/14 Individualized Research Paper Due: Tuesday, 14 May 2013
- FE 5/21 Final Discussion: Tuesday, 21 May 2013, 17:15-19:30 (HGH 219)