

**San José State University**  
**College of the Humanities and Arts**  
**Department of English and Comparative Literature**  
**ENGL 257, Seminar in the History of Rhetoric, Section 1, Spring 2019**

To interpret evidence more fully, we need not just a long view but a kaleidoscopic view. We need a sense of the landscape, certainly, but simultaneously we also need closeup views from different standpoints on the landscape.” ~ Jacqueline Jones Royster, *Traces of a Stream*

### **Course and Contact Information**

Instructor:	Dr. Ryan Skinnell
Office Location:	Faculty Office Bldg. 111
Telephone:	408-924-4207 (email is better)
Email:	Ryan.Skinnell@sjsu.edu
Website:	www.RyanSkinnell.com
Office Hours:	M 2:00-4:00pm
Class Days/Time:	M 4:00-6:45pm
Classroom:	BBC 221
Prerequisites:	Classified standing or instructor consent

### **Course Format**

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

Many of the course resources, assignments, and submissions will be on Canvas. It will also be useful to have internet access in class for research purposes, but it will not be required without advance warning. Computers are available to be checked out through Student Computing Services. You will need both word processing and presentation software. This software is available to students and faculty at SJSU. Be prepared to submit work in MS Word format. (See more details on campus technology below, on page 2.)

#### **Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus and assignment instructions, etc. can be found on the Canvas Learning Management System at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU on [Spartan App Portal](#) <http://one.sjsu.edu> to learn of any updates.

### **Course Description**

The history of rhetoric is often traced to Ancient Greece, when rhetoric supposedly emerged and thrived alongside the birth of democracy. In this story, rhetoric is uniquely Western—a function of Greece and Rome’s exceptional influences in the history of civilization. But historians have reimagined civilization’s western roots and developed broader, “worldly” perspectives on histories, rhetorics, and histories of rhetorics. Taking our cue from “worldly” rhetoricians and historians, we will discover arguments involved in global rhetorical traditions—Indigenous and Native, East and South Asian, African, Latin and South American, and more. We’ll ask, what is at stake in histories of rhetoric, why do they continue, what can we learn, why should we care, and perhaps even, what might we contribute?

## **Course Goals**

- 1) to develop an introductory understanding of rhetoric as a discipline
- 2) to develop an understanding of some of the major issues in the history of rhetoric
- 3) to situate rhetoric within cultural, historical, and global contexts
- 4) to practice modes of academic inquiry
- 5) to apply some of the basic principles of rhetorical history to contemporary situations

## **MA Program Learning Outcomes**

- 1) Students will demonstrate an appropriate level of expertise in literary history, literary theory, & rhetoric.
- 2) Students will demonstrate high-level proficiency in literary research & in the synthesis of research.
- 3) Students will demonstrate critical & analytical skills in interpretation & evaluation of literary texts.
- 4) Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.

## **Required Texts/Readings**

### **Textbook**

*Essential Guide to Rhetoric*, ed. Keith and Lundberg (ISBN: 9780312472399)

*Rhetoric Before and Beyond the Greeks*, ed. Lipson and Binkley (ISBN: 0791461009)

*Survivance, Sovereignty, and Story: Teaching American Indian Rhetorics*, ed. King, Gubele, and Anderson (ISBN: 0874219957)

### **Other Readings**

Additional readings will be posted on Canvas. You will choose a minimum of 4 additional works per person as you work together in reading teams to develop analyses and presentations for the class.

### **Library Liaison**

Our library liaison is Toby Matoush. Her contact is [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu). Or you can check out her webpage: [https://libguides.sjsu.edu/prf.php?account\\_id=94999](https://libguides.sjsu.edu/prf.php?account_id=94999).

## **Course Requirements and Assignments**

Most students who enroll in this class will have never read rhetorical history or rhetorical theory before. In fact, most will not likely have any previous knowledge of rhetorical studies at all. Nevertheless, as you can see from the course and program outcomes above, English majors strive to extend their reading capacity to accommodate a full array of intellectual expertise across literary and rhetorical scholarship that stretches over time and across national boundaries. That presents us with serious challenges. We will compound those challenges by inflating the scope of our inquiry to cover more than 2500 years and rhetorical traditions that span the entire globe. This will seem daunting (it is), but it is actually one of the important challenges at the core of the English major. Our intellectual journeys all include encountering new texts, new languages and dialects, and new ideas; assessing, sorting, and weighing evidence; making (hopefully informed) decisions about which potential paths to follow; and contributing where possible to advancing the discussion, whether through writing, teaching, or speaking.

We'll be doing this together—I am not an expert in all of the rhetorical traditions we'll be studying, so we'll be learning together. This class, then, is designed to increase your capacity to read and understand rhetorical history, situate it in relation to other and historical and intellectual frameworks, and apply those skills to other rhetorical and literary productions. In this course we will develop new reading practices and routines to accommodate these challenges.

## Course Requirements & Assignments

Assignment	Points	Course learning outcomes
Canvas posts (12)	10 each (120 total)	1, 2, 4, 5
Group Annotated Bibliography	200	1-4
Pecha kucha presentation	150	1, 3, 5
Research proposal	200	1-5
Final Reflection	100	4-5
<b>TBD: RESEARCH PRESENTATION/ HUPOMNEMATA</b>	130	3-5
Participation	100	
<b>Total</b>	<b>1000</b>	

### Canvas posts

Before coming to class you will contribute your reflections on the reading for the week. I will post the week's reading and discussion prompt in Canvas. You should set your Canvas account to receive daily announcements and assignment alerts. The discussion assignments will include a specific prompt for your reflection. By the time we assemble in the classroom, we will have everyone's thoughts on the prompt already logged into the Canvas site. That log of your reading will be our starting point for the day.

Please post your response before **7 a.m. on Monday morning**. This will give us time to review each other's work. These assignments are worth 10 points. You will earn 10 points for a good faith effort. By "good-faith effort," I mean the submission responds appropriately to the assignment and does not violate the academic integrity policy. A post that does not do the work prompted will not earn points. A post that is late will not earn points. A post I judge to not be a "good-faith effort" may receive less than 10 points. A post that makes a particularly useful or insightful contribution to our collective inquiry can potentially earn more than 10 points.

### Group Annotated Bibliography

Each group will be responsible for selecting a rhetorical tradition other than the Greek/Roman one and compiling a research bibliography. The bibliography should be a useful introduction to your tradition for someone who does not have any background in it. Each member of the group should select a minimum of 4 works. Together, your group will write annotations for each source (between 100-300 words per source) summarizing the text, identifying the argument, identifying key concepts, and describing the stakes/implications/consequences of the text. As a group, you should organize the annotated bibliography to prioritize the texts you think are the most useful for a novice reader (note: this may be different than "best"). Then you'll write a short introduction to the text explaining your decision-making.

### Pecha Kucha Presentation

Pecha kucha is a presentation style in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). The format is intended to keep presentations focused and quick so multiple speakers can present. The group you worked with to do the rhetorical tradition bibliography will present it to the class as a panel of pecha kucha presentations. You will be responsible for presenting the 4 texts you chose and annotated. The internet has lots of good suggestions for pecha kucha presentations, some of which include:

- Keep your thesis simple
- Figure out the main points you want to make

- Decide on an arc
- Tell a story
- Keep the slides simple and visual

In anticipation of the presentation, your group will choose 1-2 texts for your classmates to read in advance of your presentation. You will also develop a Canvas prompt for your classmates to respond to.

## Research proposal

You are not an expert in your chosen area of rhetorical history. You've dipped your toes in a very complicated area of study, and I suspect you've only just begun to recognize some of the things you don't know. That's the starting point for this assignment.

The question you'll consider for this assignment is deceptively simple: What do you think you'd want to research more about in your area of inquiry? The way you'll answer this question is through a research proposal. The research proposal is a very common genre in academia, as well as in business and industry. In general it explains why and how a study will be conducted. In order to explain these things, you also need to do a series of other intellectual tasks: establish context, locate an absence/limitation/misconception in the existing research, and indicate how you would conduct a study to contribute appropriately to address the issue you identified. It is useful for planning a project, as well as for returning to during the process to check your progress and correct course if necessary.

## Final Reflection

For scholars, 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 scholar's and teacher's career, and it is especially important when what you're doing doesn't *obviously* align with your next classes, research projects, or intellectual endeavors. Your final assignment in this course is a reflection.

Drawing on the assignments you completed in this course, you will write a reflection (no more than 1500 words) in which you describe to me your evolution as a scholar in the history of rhetoric. Your reflection essay should explain to me the experience of reading unfamiliar materials, of working in a community of researchers, of developing new lines of inquiry, and of presenting your work (even when it's clearly not in a "finished" stage).

I will read this essay to understand how you interpret your own development in this course. As you tackle this challenge, you will want to keep in mind our expected course outcomes, as well as the program's outcomes. 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 rhetorical historian/historical rhetorician, 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 rhetorical reader of history
- The presentation(s)
- The annotated bibliography and/or research proposal

How and where might the learning outcomes be interpreted, contested, extended, qualified, refined, to account for your adaptation as a scholar of rhetorical history? A successful portfolio will help us both arrive at some

new understanding of and appreciation for the learning you achieved in the course. It will review, refer to, and use the specific knowledge and experience of the course to get us to this new ground.

## **Participation**

For a class like this one, much of the learning happens in class. Therefore, it is imperative you be in class every day and participate. Class participation entails: (1) demonstrating that you've completed the readings/assignments, (2) contributing to class discussions, and (3) completing on-line and in-class assignments.

## **TBD: RESEARCH TALK/HUPOMNEMATA**

As a class, we'll choose one of these two options. Both are described briefly below. Once we decided which to pursue, I'll provide additional details.

### **Research Talk**

You'll essentially report on your research proposal. You will have 12-15 minutes to present your proposal and take questions. You'll briefly explain how you became interested in the issue you've identified, describe the gap in the research, and discuss how you'd pursue the research to address it.

### **Hupomnemata**

The hupomnemata has several possible names—hypomnemata, commonplace book, writers' notebook, etc. They all more or less function the same way. A writer keeps a series of entries—quotes, random thoughts, newspaper clips, whatever—that they might use later for either writing or reflective purposes. I prefer to use hupomnemata because I like French philosopher, [Michel Foucault's, definition](#) of it (<https://foucault.info/documents/foucault.hypomnemata.en/>):

“Their use as books of life, as guides for conduct, seems to have become a common thing for a whole cultivated public. One wrote down quotes in them, extracts from books, examples, and actions that one had witnessed or read about, reflections or reasonings that one had heard or that had come to mind. They constituted a material record of things read, heard, or thought, thus offering them up as a kind of accumulated treasure for subsequent rereading and meditation. They also formed a raw material for the drafting of more systematic treatises, in which one presented arguments and means for struggling against some weakness (such as anger, envy, gossip, flattery) or for overcoming some difficult circumstance (a grief, an exile, ruin, disgrace).”

In other words, they're tools for wrestling with complex, profound, even life-altering ideas. The hupomnemata aligns well with the reading goals we're tackling this semester.

### **Final Examination or Evaluation**

[University policy S17-1](#) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) states that ‘Faculty members are required to have a culminating activity for their courses, which can 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.’

### **Grading Information**

All work must be submitted on time. Unexcused late work will be graded down a full letter grade for every day it is late. If there is a reason you cannot make a deadline, contact me BEFORE THE DEADLINE. You must turn in all assignments to pass the class.

### **Extra credit: TBD [ASK ME ABOUT DAVID HOLMES!]**

## Determination of Grades

Course grades will be calculated using the following scale:

Grade	Points	Percentage
A	930 to 1000	93 to 100%
A minus	900 to 929	90 to 92%
B plus	870 to 899	87 to 89 %
B	830 to 829	83 to 85%
B minus	800 to 829	80 to 82%
C plus	760 to 799	77 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%
D plus	660 to 699	67 to 69%
D	630 to 659	63 to 65%
D minus	600 to 629	60 to 62%

## Classroom Protocol

This course will be demanding. The reading load is heavy, the material is often challenging, and course requirements are substantial. During most class periods, we will discuss readings and responses and do group activities.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit enhancement:

- collateral readings
- higher level critical thinking exercises
- presentation technologies

**Please note:** sometimes projects and class discussions will include material of a sensitive nature. In this course, 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 the instructor.

**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.

## University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.

# ENGL 257: Seminar in the History of Rhetoric

## Course Schedule

*The schedule is subject to change with fair notice. Changes will be announced in class.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	<b>Before class:</b> Read and mark-up Roberts-Miller  <b>Due:</b> none  <b>During Class:</b> Introductions, Syllabus, Reading Apprenticeship, Roberts-Miller, Mignolo
2	2/4	<b>Before class:</b> Read Introduction to Lipson and Binkley (pp. 1-24)  <b>Due:</b> Respond to Canvas Discussion Board #1 before 7AM on the day of class  <b>During Class:</b> Lipson and Binkley; selecting alternative traditions
3	2/11	<b>Before class:</b> Lipson and Binkley chapter of your choice  <b>Due:</b> Respond to Canvas Discussion Board #2 before 7AM on the day of class  <b>During Class:</b> reflective writing, Lipson and Binkley, discuss Canvas posts, group work, drafting, feedback
4	2/18	<b>Before class:</b> Read King, Gubele, and Anderson introduction  <b>Due:</b> Respond to Canvas Discussion Board #3 before 7AM on the day of class  <b>During Class:</b> reflective writing, King, Gubele, and Anderson, discuss Canvas posts, group work, begin drafting annotated bibliography, feedback
5	2/25	<b>Before class:</b> Read King, Gubele, and Anderson chapter of your choice

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Due:</b> Respond to Canvas Discussion Board #4 before 7AM on the day of class</p> <p><b>During Class:</b> reflective writing, King, Gubele, and Anderson, discuss Canvas posts, group work, drafting and feedback on annotated bibliography</p>
6	3/4	<p><b>Before class:</b> Read Keith and Lundberg</p> <p><b>Due:</b> Respond to Canvas Discussion Board #5 before 7AM on the day of class</p> <p><b>During Class:</b> reflective writing, discuss Canvas posts, group work, drafting and feedback on annotated bibliography &amp; pecha kucha</p>
7	3/11	<p><b>Before class:</b> none</p> <p><b>Due:</b> Respond to Canvas Discussion Board #6 before 7AM on the day of class</p> <p><b>During Class:</b> reflective writing, discuss Canvas posts, group work, drafting and feedback on annotated bibliography &amp; pecha kucha</p>
8	3/18	<p><b>Before class:</b> none</p> <p><b>Due:</b> Respond to Canvas Discussion Board #7 before 7AM on the day of class</p> <p><b>During Class:</b> reflective writing, discuss Canvas posts, group work, drafting and feedback on annotated bibliography &amp; pecha kucha</p>
9	3/25	<p><b>Before class:</b> none</p> <p><b>Due:</b> Annotated bibliography</p> <p><b>During Class:</b> Pecha kucha / assign texts</p>
10	4/1	SPRING BREAK
11	4/8	<b>Before class:</b> Read <b>GROUP #1</b> text(s)

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>Due:</b> Respond to Canvas Discussion Board #8 before 7AM on the day of class</p> <p><b>During Class:</b> Discussion of reading, drafting research proposal</p>
12	4/15	<p><b>Before class:</b> Read <b>GROUP #2 text(s)</b></p> <p><b>Due:</b> Respond to Canvas Discussion Board #9 before 7AM on the day of class</p> <p><b>During Class:</b> Discussion of reading, drafting research proposal</p>
13	4/22	<p><b>Before class:</b> Read <b>GROUP #3 text(s)</b></p> <p><b>Due:</b> Respond to Canvas Discussion Board #10 before 7AM on the day of class</p> <p><b>During Class:</b> Discussion of reading, drafting and feedback on research proposal</p>
14	4/29	<p><b>Before class:</b> Read <b>GROUP #4 text(s)</b></p> <p><b>Due:</b> Respond to Canvas Discussion Board #11 before 7AM on the day of class</p> <p><b>During Class:</b> Discussion of reading, drafting and feedback on research proposal</p>
15	5/6	<p><b>Before class:</b> <b>GROUP #5 text(s)</b></p> <p><b>Due:</b> Respond to Canvas Discussion Board #12 before 7AM on the day of class Research proposal</p> <p><b>During Class:</b> Discussion of reading, drafting and feedback on final reflection</p>
16	5/13	<p><b>Before class:</b> TBD</p> <p><b>Due:</b> TBD</p>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
		<b>During Class:</b> drafting and feedback on final reflection
Final Exam	5/20	BBC 221, 5:15-7:30pm  <b>Due:</b> Final reflection