



## Rhetoric and Civilization

CMST 3167

Department of Communication Studies

Louisiana State University

### ***Professor***

Stephanie Houston Grey, Ph.D.

Office: 224 Coates Hall

Office Hours: Wednesday: 3:30 pm – 5:30 pm: we can meet on campus, via Skype, on the phone, at the library – just let me know what works for you!

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### ***Course Description***

During the past three millennia, civilizations have flowered, prospered, and fallen at the hand of rhetoric. At the beginning of Western civilization, rhetoric was among the productive arts that summoned forth culture, philosophy, and art: so important that some worried over its power. With the rise of urbanism, the study of public deliberation took center stage in enlightening our understanding of how societies coalesce, fragment, and provide their denizens with constructions of citizenship and conceptions of its meanings. Today, rhetoric is at the center of our public debates across the globe, whether these occur face to face, in print, on the airwaves, or in emerging forms such as social media that one again equate civilization with rhetoric.

To help you engage the legacy behind your communication practices, *Rhetoric and Civilization* will take you on a journey of discovery through the history of rhetoric, from the Ancient Greeks to the Enlightenment. While these times may seem long ago, you will find that they continue to echo in our current conversations and controversies. Further, you will practice the rhetorical arts including some of the key forms that scholars of rhetoric have made their own through time. By adopting rhetoric and engaging it as a living tradition that shape our cultural consciousness, you will gain a compelling new sense of communication, society, and identity.

### ***Learning Objectives***

- 1) Explore the history of rhetoric from antiquity to the Enlightenment, to illuminate recurring issues as well as new departures.
- 2) Examine key shifts in rhetorical practice as precursors or respondents to ruptures in Western history.
- 3) Create “vintage” rhetorical performances to inhabit the tradition while using current communicative technologies.

- 4) Trace rhetorical history in the contexts of politics, religion and science to recognize the dynamics of cultural change.

### ***A Web-Based Course***

As this is a web-based course, there are no face-to-face meetings. You are responsible for completing the readings, participating in discussions and other activities electronically, and completing assignments by the due dates set. We will be using discussion boards to take the place of traditional classroom discussion, so it is up to all of us to keep the discussions both lively and respectful. Let's make our course a model of civil discourse!

Here are some things to note about the web-based format.

[You must have access to the web every day.](#) You should be able to access the course materials, the LSU Library and your LSU e-mail. Even if you are traveling, stay in touch.

[This course takes place on Moodle.](#) Course discussions, class announcements, exams, assignments and class activities all take place in this electronic space.

[This is a writing intensive course,](#) due its electronic nature, content and assignments. Be prepared to read and write extensively, and to devote at least 2 to 3 hours a day to these activities.

[This is a video-making and creative course.](#) If you have technical difficulties, please contact student IT services for assistance. Contact information is provided in the course site.

[We have due dates!](#) Web-based courses provide a degree of freedom as to when to complete your work, and that is wonderful; however, note that the assignments for the course have due dates that must be met. This is a key part of your responsibility as a student.

[Back up your work.](#) Things can get lost in cyberspace, and you need to be able to recover your work. Keep your work organized on your hard drive and consider a cloud service or another means to make a fuller backup of all your files, just in case your trusty laptop fails.

[Use the proper format.](#) When you send me your work, you must submit it in the proper format. Your professor receives many files and wants to recognize each assignment right away.

The file name should be like this: cmst3167\_assignmentname\_yourlastname.

### ***Texts (Optional)***

1. *Rhetoric and Civilization Course Manual*: available as a PDF on the course Moodle site.
2. *The History and Theory of Rhetoric: An Introduction* by James Herrick
3. *Cicero: The Life and Times of Rome's Greatest Politician* by Anthony Everitt
4. *Rhetorical Darwinism: Religion, Evolution and the Scientific Identity* by Thomas Lessl

*Additional resources are provided as links in the syllabus and course materials.*

## ***Assignments***

*More guidance is provided for each assignment on the Moodle site.*

### *Class Discussion*

In a series of course discussions, you will first answer discussion questions, then respond to at least one classmate. Your initial post should be a well-developed paragraph. To improve your writing and engagement with content, you will have the opportunity to re-write up to three of your initial responses for an improved grade. As you will see, these discussions provide an informal method for engaging the ideas of the course that you will then work with more formally, but still with a sense of pleasure, in the other assignments. *While ten discussions questions are provided, you only need to complete five. You choose which five.*

### *Course Projects*

You will complete a series of four course projects, each with a written and video component. These projects are as follows:

*Definition of Rhetoric.* This “mini-project” also serves as an introduction. As you will soon discover, rhetoric has numerous, differing definitions. In this project, you will write a short paper exploring some of these definitions and prepare a video in which you introduce yourself and share a definition of rhetoric “before” and “after” our initial readings.

*Greek Agora.* After studying the model of Greek civic society, we will stage a replica of the agora online. You will assume the role of a Greek rhetor attempting to manage a political crisis. The video portion of the assignment must be completed in costume!

*Encomium.* After completing our discussions of antiquity, you will invent, organize, and present a classical encomium on an important Greek or Roman figure. You will prepare a paper of praise/blame of a classical political or cultural figure and will post of video of you giving this speech. Again, costumes are required. But this is not all, you will find that another student is arguing the opposition position on the same figure! You will the present a brief rejoinder, in writing, of your opponent’s position. This assignment requires original research, persuasive organization and effective argumentation. As you can see, these projects are becoming more complex!

*Patronage Letter.* This project asks you to reflect upon what you have learned about society and persuasion during the Enlightenment, as you ask a member of nobility or another prominent person for support for a venture of your choice, such as a new scientific society to a journey of discovery. In this assignment you will need to perform historical research to help you not only to find a viable project but consider the types of arguments that were likely to be effective given your audience. Again, this assignment will have both written and video components and will give you the opportunity to create another period costume.

### *Examination*

There will be a comprehensive final exam that provides your final performance of your emerging knowledge of the history and arts of rhetoric.

***Grade Distribution***

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussion	5	30	150
Definition of Rhetoric Project	1	50	50
Greek Agora Project	1	200	200
Encomium Project	1	200	200
Patronage Letter Project	1	200	200
Exam	1	200	200
<b>Total Course Points:</b>			<b>1000</b>

***Grading Scale***

- 1000-980: A+
- 979-929: A
- 928-900: A-
- 899-880: B+
- 879-829: B
- 828-800: B-
- 799-780: C+
- 779-729: C
- 728-700: C-
- 699-680: D+
- 679-629: D
- 628-600: D-
- 599 and below F

***Additional Policies***

*Plagiarism.* Do not inappropriately represent the work of others as your own. See the LSU Student Handbook or <https://grok.lsu.edu/article.aspx?articleid=17072>

*Disability Access.* The Americans with Disabilities Act and Rehabilitation Act of 1973: If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office for Disability Affairs so that such

accommodations may be arranged. After you receive your accommodation letters, please meet with me to discuss the provisions of those accommodations during the first two weeks of class.

<http://students.lsu.edu/disability?destination=node/146>

## **Schedule, Fall 2018** *(Subject to Announced Changes)*

### **Section One: Ancient Greece**

#### ***Week One: Aug 20 - 26***

Introduction to the course

Review syllabus and course packet materials

Read Lecture 1 in Course Manual

View *The Ancient Greeks: Crucible of Civilization*, Videos 1-3

<https://www.youtube.com/watch?v=pgyJOdkq8uI>

<https://www.youtube.com/watch?v=tcFBLSYO5Y4>

<https://www.youtube.com/watch?v=jeqmI0RchRc>

Read *The History and Theory of Rhetoric: An Introduction* by James Herrick during Section One of the course at your own pace!

#### ***Week Two: Aug. 27-Sept. 2***

Note that Aug. 28 is the final day for dropping a course without receiving a “W”

Continue reading the Herrick text

Read Lecture 2 in Course Manual

Also read: *The Sophists*, <http://www.iep.utm.edu/sophists/>

#### ***Week Three: Sept. 4-9***

**Def. of Rhet. Paper and Video due Sept. 5**

Read Lecture 3 in Course Manual

Read Pericles’ Funeral Oration. <http://www1.umn.edu/humanrts/education/thucydides.html>

**Discussion Question One due Sept. 9**

#### ***Week Four: Sept. 10–16***

**Discussion Question Two due Sept. 11**

Read Lecture 4 in Course Manual

Read Gorgias’ Encomium of Helen

*Gorgias* <http://www.iep.utm.edu/gorgias/>

*Encomium of Helen* <http://www.classicpersuasion.org/pw/gorgias/helendonovan.htm>

Audio: <https://www.youtube.com/watch?v=7qSTAX40N2g>

**Discussion Question Three due Sept. 14**

***Week Five: Sept. 17-23***

Read Lecture 5 in Course Manual

Read Plato's Phaedrus

*Plato* <http://www.iep.utm.edu/plato/>

*Phaedrus* <http://classics.mit.edu/Plato/phaedrus.html>

**Discussion Question Four due Sept. 18**

Read Aristotle's Rhetoric (selections)

*Aristotle* <http://www.iep.utm.edu/aristotl/>

*Rhetoric* <http://classics.mit.edu/Aristotle/rhetoric.1.i.html>

**Discussion Question Five due Sept. 21**

***Week Six: Sept. 24-30***

**Virtual Debate!**

**Agora Position Paper and Video due and Virtual Debate begins Sept. 25;**

**Virtual Debate ends Sept. 27; Agora Assignment Vote Sept. 28**

**Section Two: Ancient Rome**

***Week Seven: Oct. 1-Oct. 3***

Read *Cicero: The Life and Times of Rome's Greatest Politician* by Anthony Everitt during this section of the course at your own pace!

Read Lecture 6s and 7 in Course Manual

*Cicero* <http://www.iep.utm.edu/cicero>

*Fall Holiday: We retire briefly to the country Oct. 4 to Oct. 7 or earn income via trade!*

***Week Eight: Oct. 8-14***

View *Rome: Power and Glory*

*Part One:* [https://www.youtube.com/watch?v=WLqC\\_y-6anE&list=PLjEovv2EBBrCqHxVxdMc3kApP0aBdbtqy](https://www.youtube.com/watch?v=WLqC_y-6anE&list=PLjEovv2EBBrCqHxVxdMc3kApP0aBdbtqy)

*Part Two:*

<https://www.youtube.com/watch?v=MdpppQaSHG0&index=2&list=PLjEovv2EBBrCqHxVxdMc3kApP0aBdbtqy>

**Discussion Question Six due Oct. 12**

***Week Nine: Oct. 15-21***

Read Lectures 8 and 9 in Course Manual

Read the *Second Oration against Mark Antony* <http://www.bartleby.com/268/2/15.html>

**Discussion Question Seven due Oct. 17**

**Discussion Question Eight due Oct. 19**

***Week Ten: Oct. 22-28***

Encomium!

**Encomium Paper and Video due Oct. 24**

**Encomium Rejoinder due Oct. 26**

**Section Three: Early Christianity**

***Week Eleven: Oct. 29-Nov. 4***

Read *Rhetorical Darwinism: Religion, Evolution and the Scientific Identity* by Thomas Lessl through this section of the course at your own pace

Read Lecture 10 in Course Manual

Read *Preaching to the Whole Person* <http://www.hprweb.com/2012/10/preaching-to-the-whole-person-classical-wisdom-for-the-new-evangelization/>

**Discussion Question Nine due Nov. 2**

***Week Twelve: Nov. 5-11***

Read Augustine's *On Christian Doctrine* <http://faculty.georgetown.edu/jod/augustine/ddc1.html>

**Discussion Question Ten due Nov. 9**

**Section Four: The Enlightenment**

***Week Thirteen: Nov. 12-18***

Read Lecture 11 Course Manual

View *All About the Enlightenment: The Age of Reason*  
[http://www.youtube.com/watch?v=J0B28\\_gwj0M](http://www.youtube.com/watch?v=J0B28_gwj0M)

View *Why the Enlightenment Still Matters Today*, with Professor Justin Champion  
<http://www.youtube.com/watch?v=QcrYefMB3qM>

***Week Fourteen Nov. 19-21***

View *What is Enlightenment?*

<https://www.youtube.com/watch?v=ii2upQ7UV8g>

View Some Rulers in the Enlightenment

<https://www.youtube.com/watch?v=oBvZAPQVIro>

View Barack Obama speech on importance of science

<https://www.youtube.com/watch?v=k5-MgZD5IMc>

**Patronage Letter and Video due Nov. 20**

*Thanksgiving Holiday: We give thanks, Nov. 21-25*

***Week Fifteen Nov. 26-Dec. 2***

*Review and prepare*

***Finals Week Dec. 3-8***

**Final Exam due by midnight, Dec. 6**