

AL 882

Contemporary Theories of Rhetoric

Syllabus

Spring 2009

Place

We will be changing the location of where the course meets to

407 Natural Science Building (the MATRIX conference room)

Assignments

The main project for the course will allow to select your own topic.

Page 3



Rhetoric

Sappho: "Persuasion is Aphrodite's daughter: it is she who beguiles our mortal hearts"

A. Richards: Rhetoric is the study of misunderstandings and their remedies.

Page 5

Book List



Stuart Hall: Critical Dialogues in Cultural Studies

Page 5

Schedule

We will have 15 class meetings during the semester on Wednesday at 3:00 pm to 5:50 pm.

Page 6

Thoughts

"Postmodernism is what you have when the modernization process is complete and nature is gone for good." Fredric Jameson



Contact Information

Dean Rehberger

Office: 409 Natural Science Building

Office Hours: by appt.

Classroom: 407 Natural Science Building

Class Time: Wednesday 3:00-5:50

Work Phone: 353-4969 (Main for secretary 355-9300)

Work AIM: deanreh

Work Email: rehberge@msu.edu

Class URL: <http://www.informationhabitat.org/>

URL: <http://www.rehberger.us>

Description and Goals

AL 882 Contemporary Theories of Rhetoric (3):

Survey of modern, postmodern, and contemporary rhetoric theories and their impact on writing and writing instruction. Cultural studies, critical theory, feminist discourse theory, rhetorical ethics, visual rhetoric, digital and media theory.

Michel



Foucault

"Truth" is to be understood as a system of ordered procedures for the production, regulation, distribution, circulation, and operation of statements.

Purpose and Goals (J. Lindquist)

A graduate course in rhetorical theory should have two primary goals: First, it should work to give you a sense of what it means to "do rhetoric" (as a heuristic position, a way of engaging particular texts and traditions, a set of methodological approaches, a disciplinary orientation, a language for naming concepts and questions related to social uses of language). Second, it should help you understand

what it means to "do theory" as social, cultural, disciplinary, and institutional practice—and to give you a chance to *practice* theory. With these goals in mind, AL 882 will give you the opportunity to explore the following questions: what is rhetoric? What are its conventional questions, domains, and methods; to what human problems can it most usefully be applied? In what locations and scenes does it operate? What does it mean to approach problems of language, culture, communication rhetorically?

More Purpose and Goals

We will be covering a lot of ground and a dizzying number of theorists. One common thread that we will find, however, is how rhetoric is used to make things appear natural, normal, right, and common sense while at the same time making the other appear as abnormal, demonic, and lacking sense. Yet this is also too simple since we are caught in the beginning in a double bind since rhetoric itself is seen as unnatural, the rhetorician as lacking truth.

Perhaps we can start again and say the common thread we will find is desire. The compulsion, the need, to unmask, discover, hold, recover truth and reason (the natural, the normal, the common

TERRY EAGLETON AND RHETORIC

In retrospect, it should not be all that surprising that Eagleton ends *Literary Theory* by introducing rhetoric. For one thing, he had already written about it in an earlier, less widely-read book, the 1981 *Walter Benjamin, or Towards a Revolutionary Criticism*. In a chapter in that book, he briefly outlines what he considers to be a history of rhetoric, claiming that for centuries it was a systematic body of discourse techniques used by the powerful to maintain "political hegemony." Through Eagleton's Marxist lens, rhetoric is seen as inseparable from "the social relations of exploitation" (101). Its conceptual *raison d'être* is to support the political and social values of the state. Eagleton charts the various epistemological turns rhetoric has taken from ancient Greece through the Renaissance and Romanticism, always eager to speculate on ideological shifts. He is, for example, careful to note Keats's antagonism to the "palpable design" rhetoric has upon us and the poet's belief that literature champions nonauthoritarian values such as imagination and feeling. In this idealized arrangement, "poetry was Nature, as opposed to the artifice of rhetoric" (106). However, he goes on to note that more recently, Nietzsche exposed the covertly rhetorical nature of all discourse and theorized that since all language worked by trope, all language was a form of fiction rather than a window opening directly on reality; consequently, "its cognitive or representational power was problematized at a stroke" (108). Eagleton observes that as a result of Nietzsche's thought, rhetoric, which had been born at the "juncture of politics and discourse," could now be said to have the "Fool's function of unmasking all power as self-rationalization; all knowledge as a mere fumbling with metaphor" (108). In other words, rhetoric ends up as a vigorous demystifier of all ideology.

Author(s): John Clifford and John Schilb
Source: *Rhetoric Review*, Vol. 6, No. 1 (Autumn, 1987), pp. 22-31
Published by: Lawrence Erlbaum Associates (Taylor & Francis Group)

sense). And herein lies/lays our common problem we will face all semester: the theorists we will be reading are not attempting to cut through language and rhetoric to find truth but to make manifest the desire itself to do so.

The problem they face is that the only tools they have to do so is language and rhetoric, the very tools they are interrogating. As Nietzsche explains, "What, then, is truth? A mobile army of metaphors, metonymies, anthropomorphisms, in short a sum of human relations which have been subjected to poetic and rhetorical intensification, translation, and decoration, and which, after they have been in



use for a long time, strike a people as firmly established, canonical, and binding; truths are illusions of which we have forgotten they are illusions, metaphors which have become worn by frequent use and have lost all sensuous vigour."

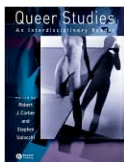
Thus many of the works we will be reading may appear difficult, but this is part of what we must learn, critical theory literacy. The theorists push, wrench, and fracture language and rhetoric so we as readers do not easily settle into the normal, right, and true, but are always made aware of the work of the desire to do so.

Course Policies

Attendance & Participation

We will primarily discuss texts, methods and research strategies as a class. But we will also be doing a host of collaborative projects with your peers. Therefore, you will need to follow the syllabus closely and attend class regularly. You should make every effort to attend class. You should contact me prior to missing a class (phone, email, instant messenger). All of us will be charged with doing the reading assignments and coming to class prepared with thoughts, questions, and responses.

Academic Integrity



Student-teacher relationships are built on trust. You should assume that I've made good decisions about the content and structure of the course; I should assume that the assignments you hand in are yours (that you are the one who produced them); and so on. Acts that violate this trust undermine the educational process.

Grading

Because of the cooperative nature of this course, grading will be by contract. If you complete all of the work assigned during the semester, you'll receive at least a 3.0 in the course. In order to receive a 4.0 for the course you must complete all work for the course and produce consistently excellent final products, vitally and productively contribute to the intellectual atmosphere of the class. In order to receive a 3.5 for the course you must complete all work for the course, produce consistently strong final products, and be an active and productive participant in the intellectual atmosphere of the class.

If you fail to complete all of the assigned work for the semester, or if your classroom participation is non-collegial and unproductive, you will receive a 2.0 or lower. If you have questions, please see me for clarification or advice.

Class Environment

We will be using beta social networking application (The Information Habitat <<http://www.informationhabitat.org/>> in place of Angel for our learning environment. To sign up for The Information Habitat <<http://www.informationhabitat.org/>>, go to the web site and register ("Create an Account"). **Be careful**, with current spam filters the activation email may go to your junk filter. Be sure to remember your login email address and password (you do not need to use your MSU email address or password).



Course Projects / Requirements

Class Participation

Key Term Wiki Post

School of Thought Wiki Post

Project Proposal

Project Annotated Bibliography

Seminar Project

Rhetorical Analysis

MYTH TODAY

And here is now another example: I am at the barber's, and a copy of Paris-Match is offered to me. On the cover, a young Negro in a French uniform is saluting, with his eyes uplifted, probably fixed on a fold of the tricolour. All this is the meaning of the picture. But, whether naively or not, I see very well what it signifies to me: that France is a great Empire, that all her sons, without any color discrimination, faithfully serve under her flag, and that there is no better answer to the detractors of an alleged colonialism than the zeal shown by this Negro in serving his so-called oppressors. I am therefore again faced with a greater semiological system: there is a signifier, itself already formed with a previous system (a black soldier is giving the French salute); there is a signified (it is here a purposeful mixture of Frenchness and militariness); finally, there is a presence of the signified through the signifier. . . The signifier of myth presents itself in an ambiguous way: it is at the same time meaning and form, full on one side and empty on the other. As meaning, the signifier already postulates a reading, I grasp it through my eyes, it has a sensory reality (unlike the linguistic signifier, which is purely mental), there is a richness in it: the naming of the lion, the Negro's salute are credible wholes, they have at their disposal a sufficient rationality. As a total of linguistic signs, the meaning of the myth has its own value, it belongs to a history, that of the lion or that of the Negro: in the meaning, a signification is already built, and could very well be self-sufficient if myth did not take hold of it and did not turn it suddenly into an empty, parasitical form. The meaning is already complete, it postulates a kind of knowledge, a past, a memory, a comparative order of facts, ideas, decisions.

From: *Mythologies* by Roland Barthes

Assignments

Key Term Wiki Post

We will create a list of theory key terms. Each student will take one terms and write a wiki post (500 words or so) definition of the term. You will find many key term reference works both online and in print and you can use these as sources. What will make our reference work different is that we will not only define the term from the perspective of critical theory but explain why it is important to our work in rhetoric and writing. We will post these in our class wiki (<http://www.informationhabitat.org>). You must post a first draft by March 4, 2009 but you can revise often; all final revisions must be done by April 22, 2009. Inform your professor when you want to have your work evaluated.

α β γ δ ε
ζ η θ ι κ
λ μ ν ξ ο
π ρ σ τ
υ φ χ ψ ω

You can select any key term (inform your professor of your selection as soon as possible) that may or may not be on the following list: ideology, discourse, desire, sign, queer, mediation, culture, agency, identity, hegemony, rhetoric, reification, nationalism, hybridity, colonialism, other, signifier, and so on.

Schools of Thought Wiki Post

We use terms to designate groups of theorists (e.g., Frankfort School, New Pragmatists, Third-Wave Feminism). Your job will be to create a wiki post that describes the chief characteristics of a group and its members. We will post these in our class wiki (<http://www.informationhabitat.org>). You must post a first draft by March 4, 2009 but you can revise often; all final revisions must be done by April 22, 2009. Inform your professor when you want to have your work evaluated.

You can select any group (inform your professor of your selection as soon as possible) that may or may not be on the following list: Frankfort School, Birmingham School, New Pragmatists, Third-Wave Feminism, Structuralists, Post-Structuralists, Queer Theory, Chicago School, New Critics, neo-Marxists, Russian Formalists, Bakhtin Circle, Postmodernists, and so on.



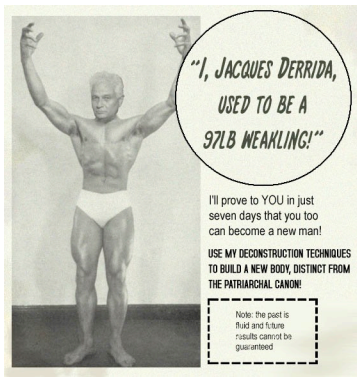
Course Activities

Throughout the semester there will be several opportunities for you to attend events, hear speakers and have personal interactions that will be relevant to the course. While I encourage you to take advantage of as many of these opportunities as possible for professional development and networking, I'm also going to require you to **attend at least two events** of your choosing during the course of the semester and **write a short (1-2 page) critical reflection** situating what you did, heard or saw with what we've been reading and talking about in the course. We will post these in our class wiki (<http://www.informationhabitat.org>). You can post these at any time and revise often but all final revisions must be done by April 22, 2009. Inform your professor when you want to have your work evaluated.

Rhetorical Analysis

This will be a 3-5 page paper to finish the course. You will write a rhetorical analysis of a text or media object (movie, documentary, advertisement, podcast, . . .). Your analysis will be informed by theory but will not use any citations. However, you will include a list of works that influenced your analysis. This will be due at the end of final exams week. The idea is to do a reading of a text informed by theory.





Seminar Project

Due to the wide variety of experiences and scholarly interests of students enrolled in this course, **course projects will be individually negotiated** with the professor. Each project must substantially engage the goals and focus of the course.

The purpose of the final project for the course is to give you the opportunity to apply, extend, or situate your learning so far. The project can be primarily exploratory—serving a developmental purpose for you—or it can function as some kind of professional product or performance. How, exactly, you decide to approach or align the project depends on your own intellectual and professional goals. I will, of course, work with you to plan the project. There are limitless possibilities for seminar projects. You should choose and design a seminar project that works well with your own goals, interests, and program of study. You'll want to meet with me at least once during the semester to plan your project, and you'll want to start thinking about it early. Note that a project proposal is due on April 14th.

There will be four common components of every project; they are:

- 1.) **At least one formal project consultation with me, no later than March 4**, to discuss your project's focus, form and scope. I encourage you to meet with me much earlier and more often than is required in order to have the most successful course project possible.
- 2.) **A formal 300-500 word conference-style proposal of your project, due no later than Wednesday, March 18.** This will explain and outline your seminar project. Don't worry. Your final project may change as often conference presentations change.
- 3.) **An annotated bibliography of the works cited and consulted for your proposed**

project due on Wednesday, April 8. The annotations should be brief and explain how the work supports your project.

- 4.) **A 15-25 page (or equivalent) scholarly project** – be it digital, traditional, visual, audio, film, etc. – due to me on **Wednesday, April 29.** Whatever form your project takes, it will appropriately document all source materials used and consulted in compliance with the most recent MLA Guidelines for in-text and bibliographic source citations.

Here's (J. Linquist) a (partial and provisional) list of ideas for what the final project can be or do:

- Show how X work or theorist addresses a current disciplinary or pedagogical problem
- Demonstrate how X work or theorist addresses a current social or political issue
- Read the work of somebody not on our list and situate it conceptually / thematically in our discussion
- Compose a dialogue between 3-4 theorists addressing *desire* (or another issue of your choice)
- Revisit a project you've already done for another course and revise it using new concepts/materials
- Write a review essay (in the CE model) of works about a theorist or about an issue raised in the course
- Create a manifesto
- Create a conference presentation (for a real or imagined event)
- Choose a work on our reading list and compose an essay in which you consider the extent to which it should—or should not— 'count' as theory of rhetoric
- Write an essay in which you make a case for the most *dangerous* (or versatile, useful, relevant, prescient, etc.) theorist in the bunch.
- Compose an essay entitled, "Why X Theorist Matters to Writing Teachers."
- Compose an essay entitled, "Why Rhetorical Theory Shouldn't Matter to Writing Teachers."
- Make the case that some other theme or issue (besides *desire*) has implicitly been the at

the *real* heart of AL 882, Spring 2008.

- Do a review of the literature of works by a particular theorist.
- Design a writing course informed by a theorist or theorists. How does the course express these ideas—where do they show up? In its general design? Learning outcomes? Activities? Sense of how learning should happen?
- Show how the course readings/materials can help you approach/address/think through/resolve some (philosophical or practical) problem you had coming into the class. What can any of these theories offer to help you address this problem?
- Make a case for the inclusion of another theorist or work—one we did *not* read—on the reading list for AL 882.
- Create your own graduate seminar called "Special Topics in Rhetorical Theory." What would be the function of, and who would be the audience for, such a course? What should go in it? What readings, course projects?
- Revise and annotate a writing syllabus (one you've already used or are currently using) to reinvent it as course informed by a theory/theorist/set of theories from the course.
- Compose a Phd Comprehensive Exam-style Question and Response.

RHETORIC

Aristotle: Rhetoric is "the faculty of discovering in any particular case all of the available means of persuasion."

Cicero: "Rhetoric is one great art comprised of five lesser arts: inventio, dispositio, elocutio, memoria, and pronuntiatio." Rhetoric is "speech designed to persuade."

Quintillian: "Rhetoric is the art of speaking well."

Francis Bacon: Rhetoric is the application of reason to imagination "for the better moving of the will."

George Campbell: [Rhetoric] is that art or talent by which discourse is adapted to its end. The four ends of discourse are to enlighten the understanding, please the imagination, move the passion, and influence the will.

A. Richards: Rhetoric is the study of misunderstandings and their remedies.

Kenneth Burke: "Rhetoric is rooted in an essential function of language itself, a function that is wholly realistic and continually born anew: the use of language as a symbolic means of inducing cooperation in beings that by nature respond to symbols." "Wherever there is persuasion, there is rhetoric, and wherever there is rhetoric, there is meaning."

Erika Lindemann: "Rhetoric is a form of reasoning about probabilities, based on Assumptions people share as members of a community."

Andrea Lunsford: "Rhetoric is the art, practice, and study of human communication."

Francis Christensen: "Grammar maps out the possible; rhetoric narrows the possible down to the desirable or effective." "The key question for rhetoric is how to know what is desirable."

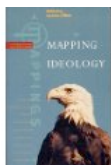
Sonja and Karen Foss: "Rhetoric is an action human beings perform when they use symbols for the purpose of communicating with one another . . . [and it] is a perspective humans take that involves focusing on symbolic processes."

Sappho: "Persuasion is Aphrodite's daughter: it is she who beguiles our mortal hearts" (frg 90).

Required Texts

Postcolonialism: An Historical Introduction (Paperback)

by Robert J.C. Young
Paperback: 512 pages
Publisher: Wiley-Blackwell (July 23, 01)
Language: English
ISBN-10: 0631200711
ISBN-13: 978-0631200710



Mapping Ideology (Mapping)

(Paperback)
by Slavoj Žižek (Editor)
Paperback: 288 pages

Publisher: Verso (January 1995)
Language: English
ISBN-10: 1859840558
ISBN-13: 978-1859840559

The Chicago Gangster Theory of Life: Nature's Debt to Society (Paperback)

by Andrew Ross (Author)
Paperback: 320 pages
Publisher: Verso (October 1995)
Language: English
ISBN-10: 0860916545
ISBN-13: 978-0860916543

Imagined Communities: Reflections on the Origin and Spread of Nationalism, New Edition (Paperback)

by Benedict Anderson (Author)
Paperback: 256 pages
Publisher: Verso; Revised edition (November 16, 2006)
Language: English
ISBN-10: 1844670864
ISBN-13: 978-1844670864

Software Studies: A Lexicon (Leonardo Books) (Hardcover)

by Matthew Fuller (Editor)
Hardcover: 334 pages
Publisher: The MIT Press (June 30, 2008)
Language: English



ISBN-10: 0262062747
ISBN-13: 978-0262062749

Software Takes Command

By Lev Manovich
(<http://lab.softwarestudies.com/2008/11/softbook.html>)

Suggested Texts

Queer Studies: An Interdisciplinary Reader (Paperback)

by Robert J. Corber (Editor), Stephen Valocchi (Editor)
Paperback: 272 pages
Publisher: Wiley-Blackwell (January 17, 2003)
Language: English
ISBN-10: 0631229175
ISBN-13: 978-0631229179

The Cultural Studies Reader: Second Edition (Paperback)

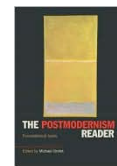
by Simon During (Author)
Paperback: 610 pages
Publisher: Routledge; 2 edition (July 8, 1999)
Language: English
ISBN-10: 0415137543
ISBN-13: 978-0415137546

Stuart Hall: Critical Dialogues in Cultural Studies (Paperback)

by Dave Morley (Author)
Paperback: 522 pages
Publisher: Routledge; 1 edition (February 29, 1996)
Language: English
ISBN-10: 0415088046
ISBN-13: 978-0415088046

The Postmodernism Reader: Foundational Texts in Philosophy, Politics and Sociology (Paperback)

by Michael Drolet (Author)
Paperback: 304 pages
Publisher: Routledge; 1 edition (December 17, 2003)
Language: English
ISBN-10: 0415160847
ISBN-13: 978-0415160841



Further Readings

There are a number of additional essays and text portions that you will receive in digital format (PDF).

Schedule

Week 1: January 14, 2009

Week 2: January 21, 2009

Postcolonialism: An Historical Introduction, Robert J.C. Young (Parts I-III)

Week 3: January 28, 2009

Imagined Communities: Reflections on the Origin and Spread of Nationalism, Benedict Anderson

Week 4: February 4, 2009

Mapping Ideology, Slavoj Žizek
The Spectre of Ideology

Slavoj Žizek 1

1 Messages in a Bottle

Theodor W. Adorno 34

2 Adorno, Post-Structuralism and the

Critique of Identity

Peter Dews 46

3 The Critique of Instrumental Reason

Seyla Benhabib 66

4 The Mirror-phase as Formative of the

Function of the I

Jacques Lacan 93

5 Ideology and Ideological State

Apparatuses (Notes towards an

Investigation)

Louis Althusser 100

Week 5: February 11, 2009

Postcolonialism: An Historical Introduction (Parts IV-V)

Mapping Ideology

6 The Mechanism of Ideological

(Mis)recognition

Michel Pêcheux 141

7 Determinacy and Indeterminacy in the

Theory of

Ideology

Nicholas Abercrombie, Stephen Hill and

Bryan S. Turner 152

8 The New Questions of Subjectivity

Göran Therborn 167

9 Ideology and its Vicissitudes in Western

Marxism

Terry Eagleton 179

Week 6: February 18 2009

The Postmodernism Reader: Foundational Texts in Philosophy, Politics and Sociology, Michael Drolet (Editor), Parts 1-2.

Week 7: February 25, 2009

The Cultural Studies Reader: Second Edition, Simon During (Editor), Part 1-2.

Week 8: March 4, 2009

Stuart Hall: Critical Dialogues in Cultural Studies, Dave Morley (Editor) Parts 1-2.

Week 9: March 11, 2009

Spring Break: Have a nice break

week 10: March 18, 2009

Stuart Hall: Critical Dialogues in Cultural Studies, Dave Morley (Editor) Parts 3-5.

Week 11: March 25, 2009

The Cultural Studies Reader: Second Edition, Simon During (Editor), Part 3-5.

Week 12: April 1, 2009

Queer Studies: An Interdisciplinary Reader Robert J. Corber (Editor), Stephen Valocchi (Editor), Parts 1-2.

The Postmodernism Reader: Foundational Texts in Philosophy, Politics and Sociology, Michael Drolet (Editor), Part 3.

week 13: April 8, 2009

Project and reading week*

Week 14: April 15, 2009

Queer Studies: An Interdisciplinary Reader Robert J. Corber (Editor), Stephen Valocchi (Editor), Parts 3-4.

The Cultural Studies Reader: Second Edition, Simon During (Editor), Part 6-7.

Week 15: April 22, 2009

The Chicago Gangster Theory of Life: Nature's Debt to Society

Week 16: April 29, 2009

Software Takes Command

Finals: May 4-8, 2009

Due: rhetorical Analysis and Portfolio Reflection

January						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14

February						
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March						
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22	23	24	25	26	27	28
29	30	31				

April						
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26	27	28	29	30		

May						
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Project and reading week*

We will not have class this week (I have an out-of-town meeting). So it will be a good idea for you to put together your readings for your project as well as read them. Post your reading list to the wiki under your project proposal.

Don't hesitate to stop in to see me before and/or after the reading week.

Journals*Across the Disciplines*

A venue for scholarly debate about issues of disciplinarity and writing across the curriculum.

Ars-rhetorica

For interdisciplinary, multidisciplinary and transdisciplinary exchange of ideas in rhetorical theoretics, critical analytics and hermeneutics across all disciplines.

College Composition and Communication Online Archive

The CCC Online Archive is the online counterpart to College Composition and Communication, the official journal of CCCC

Computers and Composition Online

Computers and Composition Online is the refereed online companion journal to Computers and Composition, published by Elsevier.

Enculturation

A refereed journal devoted to contemporary theorizations of rhetoric, writing, and culture.

Inventio

Features peer-reviewed articles on instructional research, instructional philosophy, pedagogy and learning theory.

Journal of Advanced Composition

A peer-reviewed journal publishing theoretical articles on a variety of topics related to rhetoric, writing, multiple literacies, and the politics of education.

Journal of Computer Mediated Communication

A venue devoted exclusively to the emergent field of computer-mediated communication.

Kairos

A refereed online journal exploring the intersections of rhetoric, technology, and pedagogy.

Philosophy and Rhetoric

Addresses the connections between logic and rhetoric, the philosophical aspects of argumentation, and philosophical views on the nature of rhetoric among historical figures.

Project on Rhetoric of Inquiry

An online peer-reviewed journal for scholarship attuned to rhetoric in inquiry and culture.

Rhetoric Review

Rhetoric Review is a scholarly interdisciplinary journal publishing in all areas of rhetoric and writing.

Writing Center Journal

The Writing Center Journal's primary purpose is to publish articles, reviews, and announcements of interest to writing center personnel.

Organizations and Professional Associations

Alliance of Rhetoric Societies

The ARS is a consortium of academic societies and organizations with a self-declared interest in rhetoric.

American Association for the Rhetoric of Science and Technology

AARST was founded in 1992 with the hope of providing a forum for researchers and teachers in the area of the rhetoric of science and technology.

American Society for the History of Rhetoric

ASHR's goal is to promote the study of both the theory and practice of rhetoric in all periods and languages.

The Coalition of Women Scholars in the History of Rhetoric and Composition

The CWSHRC began a series of discussion and brainstorming sessions in 1988 and 1989.

Conference on College Composition and Communication

CCCC supports and promotes the teaching and study of college composition and communication.

Council of Writing Program Administrators

A national association of college and university faculty with professional responsibilities for (or interests in) directing writing programs.

International Society for the History of Rhetoric

The ISHR promotes the study of both the theory and practice of rhetoric in all periods and languages

International Society for the Study of Argumentation

The ISSA was founded at the end of the First International Conference on Argumentation held at the University of Amsterdam in 1986.

National Communication Association

NCA is a scholarly society and as such works to enhance the research, teaching, and service produced by its members.

National Council of Teachers of English

The NCTE the teaching and learning of English and the language arts at all levels of education.

Rhetoric Society of America

Gathers and disseminates current knowledge of rhetoric, broadly construed.

Mailing Lists

H-RHETOR

List provides a forum for scholars and teachers of the history of rhetoric, writing, and communication.

PRE/TEXT

A discussion list on rhetorical theory.

SECOND-LANGUAGE-WRITING

A British mailing list about teaching writers whose native language is different.

WPA-L

A mailing list for writing program administrators.

TechRhet

List that focuses on computers and writing.

Week 6: February 18 2009

Week 7: February 25, 2009

Week 8: March 4, 2009

Week 9: March 11, 2009

Spring Break: Have a nice break

week 10: March 18, 2009

Week 11: March 25, 2009

Week 12: April 1, 2009

week 13: April 8, 2009

Week 14: April 15, 2009

*The Chicago Gangster Theory of Life: Nature's
Debt to Society*

Week 15: April 22, 2009

Software Studies: A Lexicon

Week 16: April 29, 2009

Software Takes Command

Finals: May 4-8, 2009

Due: rhetorical Analysis and Portfolio Reflection