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OFFICE OF THE  
SENATE COUNCIL

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 1/23/2014

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: A Bosch

Email: bosch@uky.edu

Phone: 7-1584

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: A&S 319

2c. Full Title: Special Course in Humanities: (SR)

2d. Transcript Title: Spec Crs Hum: subtitle

2e. Cross-listing:

2f. Meeting Patterns

OTHER: 1-6

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1-6

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 12

If Yes: Will this course allow multiple registrations during the same semester? Yes

2j. Course Description for Bulletin: An interdisciplinary, topical, or experimental course which may be used toward partial fulfillment of the Humanities requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Winter,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15-150

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|RHANSON|Roxanna D Hanson|A&S 319 NEW College Review|20130919

SIGNATURE|JMETT2|Joanie Ett-Mims|A&S 319 NEW Undergrad Council Review|20140307

Courses	Request Tracking
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### New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate R

[Open in full window to print or save](#)

**Attachments:**

Upload File

	ID	Attachment
Delete	1966	Memo re A&S 100 etc.docx
Delete	2866	Letter of support AS 100_300.pdf
Delete	2867	A&S HUM 310-319.docx

Select saved project to retrieve...

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
  - \* Contact Person Name:  Email:  Phone:
  - \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year
- e. Should this course be a UK Core Course?  Yes  No  
 If YES, check the areas that apply:
  - Inquiry - Arts & Creativity  Composition & Communications - II
  - Inquiry - Humanities  Quantitative Foundations
  - Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
  - Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
  - Composition & Communications - I  Global Dynamics

**2. Designation and Description of Proposed Course.**

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> 1-6 Other	If Other, Please explain:		depending on pilot
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail  Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours:   
 If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

An interdisciplinary, topical, or experimental course which may be used toward partial fulfillment of the Humanities requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

## k. Prerequisites, if any:

none

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 15-150

## 7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

will serve students across campus depending on topic

## 8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere  
 Relatively New – Now Being Widely Established  
 Not Yet Found in Many (or Any) Other Universities

## 9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>2</sup> for ANY program?  Yes  No

If YES <sup>2</sup>, list affected programs:

## 10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

- Ⓒ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- Ⓒ The chair of the cross-listing department must sign off on the Signature Routing Log
- Ⓒ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5.2.1)
- Ⓒ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓒ In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal    Save Current Changes

## **Memo re: A&S 100/300 course proposals**

To: Members of the A&S Educational Policy Committee, Undergraduate Council, Senate Council  
From: Anna Bosch, Associate Dean for Undergraduate Programs  
Re: Experimental course numbers A&S 100 and A&S 300: Adding course numbers to permit a range of courses in three subject areas of inquiry (Hum, SocSci, NatSci), cf. UKC course numbers

Currently the College of Arts and Sciences has three variable-credit course numbers available to enable A&S departments to offer a new course as a pilot or experiment: A&S 100, 300, and 500. In many cases an A&S-number is used while a course is piloted, or during the inevitable delay while the paperwork for permanent course approval wends its way through the University approval process. According to College policy, A&S-prefixed experimental courses may be offered up to 3 times under a single title; after the third semester the course must be discontinued or the paperwork must be submitted for the course to have its own permanent name and number.

These course numbers are used quite frequently: in the past 4 semesters, we have offered as many as 25 separate sections of A&S 100 in a given semester; each separate course is distinguished by its own section number. However, the use of a single course number (A&S 100) creates practical problems for advising and for APEX/degree auditing processes. Further, section numbers are not included on student transcripts.

For example, during the transition to the UK Core curriculum, when quite a few new UK Core courses were piloted as A&S 100, it was not uncommon for entering freshmen to have two or three different courses all labeled "A&S 100" on their transcripts for a single semester. In addition, it is impossible for the Registrar's office to accommodate separate prerequisites for separate section numbers; thus, separate and distinct sections of A&S 300 could not require distinct prereqs. In addition, each semester the dean must contact Team APEX to identify which A&S 100/300 courses count towards the college disciplinary requirements (Humanities; Social Science; or Natural, Physical, and Mathematical Sciences); and students do not have access to this information when planning their schedules.

Proposal: We propose to create a range of A&S 100 and 300 courses, which will provide up to ten separate course numbers in each of the three subject areas of Humanities; Social Sciences; and Natural, Physical, and Mathematical Sciences, at both the 100 and at the 300 level. We propose to number our new A&S-prefix courses with the same numerical series as the UKC experimental course numbers, for overall consistency. Two sample syllabi are provided for each of the three disciplinary areas; one at the 100-level and one at the 300-level. Variable-credit courses will conform to senate regulations for contact hours.

Thus:

Humanities = A&S 110 through 119, and A&S 310 through 319

Natural, Physical, or Mathematical Sciences = A&S 120 through 129, and A&S 320 through 329

Social Sciences = A&S 130 through 139, and A&S 330 through 339

The College regulations for scheduling these courses will be as follows: An experimental course will require approval of the department chair and the Dean of the College; and may not be offered more than 3 times under a pilot number. These new A&S course numbers will be coded in APEX to count automatically towards the relevant 'distribution requirements' (humanities, social sciences, natural sciences...) for A&S majors.

We plan to retain the current A&S 100 and A&S 300 numbers to use when needed for experimental distance learning courses; these course numbers are already approved for distance learning delivery.

HUM: A&S 110 through 119: Special Introductory Course in Humanities: (SR) (1-6 credit hours)  
An introductory course of an interdisciplinary, topical, or experimental nature which may be used toward partial fulfillment of the Humanities requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

HUM: A&S 310 through 319: Special Course in Humanities: (SR) (1-6 credit hours)  
An interdisciplinary, topical, or experimental course which may be used toward partial fulfillment of the Humanities requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

NAT/PHYS/MA: A&S 120 through 129: Special Introductory Course in the Natural, Physical, or Mathematical Sciences: (SR) (1-6 credit hours)  
An introductory course of an interdisciplinary, topical, or experimental nature which may be used toward partial fulfillment of the Natural, Physical, or Mathematical Sciences requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

NAT/PHYS/MA: A&S 320 through 329: Special Course in Natural, Physical, or Mathematical Sciences: (SR) (1-6 credit hours)  
An interdisciplinary, topical, or experimental course which may be used toward partial fulfillment of the Natural, Physical, or Mathematical Sciences requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

SOC: A&S 130 through 139: Special Introductory Course in Social Sciences: (SR) (1-6 credit hours)  
An introductory course of an interdisciplinary, topical, or experimental nature which may be used toward partial fulfillment of the Social Sciences requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

SOC: A&S 330 through 339: Special Course in Social Sciences: (SR) (1-6 credit hours)



An interdisciplinary, topical, or experimental course which may be used toward partial fulfillment of the Social Sciences requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

**Sample Course Syllabi attached with proposal:**

(these courses have been piloted under the A&S 100 or 300 number between Fall 2011 and Spring 2013)

A&S 110 (Humanities): War and Peace in Russia's Realms (2SCH), Dr. Karen Petrone, History

A&S 310 (Humanities): Jewish Rhetorics, Dr. Jan Fernheimer, English and WRD

A&S 120 (Natural, Physical, and Mathematics Sciences): Measuring Science (2SCH), Dr. Michael Cavagnero, Physics and Astronomy

A&S 320 (Natural, Physical, and Mathematics Sciences): Science on TV, Dr. Mark Lovell, Chemistry

A&S 130 (Social Science): Violence and Peace (2SCH), Dr. Cristina Alcalde, Gender and Women's Studies

A&S 330 (Social Science): An International Perspective on Refugees and Humanitarianism, Dr. Sasikumar Balasundaram, Postdoctoral Scholar in the UK Appalachian Center

Cc: Dr. Carl Lee, Chair of A&S Educational Policy Committee  
Dr. Mark Kornbluh, Dean, College of Arts and Sciences  
Dr. Karen Badger, Chair of Undergraduate Council  
Dr. Ben Withers, Interim Associate Provost for Undergraduate Education  
Dr. Lee Blonder, Chair of UK Senate



Office of Undergraduate  
Admission & University Registrar  
Funkhouser Building  
Lexington, KY 40506-0054

30 May 2013

Whom It May Concern,

Please accept this letter as an endorsement of the College of Arts & Sciences' proposal to realign and increase the number of A&S 100/300-level course offerings into disciplinary areas (Humanities; Natural, Physical or Mathematical Sciences; Social Sciences ). Offering experimental courses under the proposed number scheme has several benefits. First, the new number scheme correlates to the number scheme adopted for UK Core experimental courses (UKC 11X – Humanities; UKC 12X – Natural, Physical or Mathematical Sciences; UKC 13X – Social Sciences). Second, the current course number offerings of A&S 100 and A&S 300 are prohibitive with regard to application in the degree audit system (APEX). The degree audit does not have the programming possibility to identify courses at the section level, leaving Registrar's Office staff attempting to identify A&S 100/300 courses by use of title checks which can be problematic if the same course is offered in two different terms under A&S 100/300 and the title has been altered in the slightest fashion. The proposed number scheme for A&S experimental courses would alleviate this issue by allowing degree audit programming to identify the A&S 100- and 300-level courses by course number and appropriately applying the course to specified degree requirement(s). It is for these reasons we support this proposal.

Please do not hesitate to contact us if you have any further questions.

A handwritten signature in black ink, appearing to read 'Sean Cooper'.

Sean Cooper  
Associate Registrar for Student Records

A handwritten signature in black ink, appearing to read 'Mike Shanks'.

Mike Shanks  
Associate Registrar for Transfer Equivalency &  
Degree Planner/APEX

## A&S 300-xxx Special Course in Humanities: Jewish Rhetorics

### Fall 2013

**Professor:** Janice W. Fernheimer, (jfernheimer [at] uky [dot] edu, [www.fernheimer.org](http://www.fernheimer.org))

**Class Times:** Tues/Thurs. 9:30-10:45 am,

**Office hours:** Patterson Office Tower 1303 8:30-9:15 am/11:00-12:00 PM T/Th, and by apt.

**Contacting Dr. Jan:** The best way to reach Dr. Jan is by email. jfernheimer [at] uky [dot] edu

**Class Website:** <http://jewishrhetoric.fernheimer.org>

### Bulletin Description

An interdisciplinary, topical, or experimental course which may be used toward partial fulfillment of the Humanities requirement in the College of Arts and Sciences. Each pilot or experimental course must be approved by the department chair and by the Dean of the College of Arts and Sciences; a particular title may be offered no more than three times under this course number. Open to all university students, subject to controlled enrollment or prerequisites as set by the instructor. May be repeated under different subtitles up to 12 SCH.

### Jewish Rhetorics

In this course we will investigate the history of rhetoric in Jewish rhetorical traditions in both historical and contemporary contexts—we will ask such questions as: What constitutes the canons of Jewish rhetoric? How do Jewish rhetorics fit within or complicate Greco-Roman and/or other rhetorical traditions? What does it mean to think about Jewish rhetorics as part of a larger discourse on cultural rhetoric? We will also learn about contemporary debates in rhetorical historiography as well as contrastive and comparative approaches to studies in rhetorical history and theory. No prior knowledge of Jewish rhetoric required ☺

### Student Learning Outcomes:

By the end of this course, students will:

- Gain familiarity with classical and contemporary Jewish rhetorical traditions and demonstrate the ability to identify the values and presuppositions that underlie the worldviews of each.
- Identify key terms and concepts in classical Jewish rhetorical traditions
- Demonstrate the acquisition of disciplinary literacy in rhetoric by applying rhetorical concepts and vocabulary in class conversation, written assignments, and oral presentations
- Compare/contrast culturally situated concepts of rhetoric.
- Discuss key debates in rhetorical historiography.
- Practice (and ideally improve!) research and writing skills by authoring a 10-12 page essay that contributes to disciplinary knowledge in rhetorical theory, cultural rhetorics, contrastive rhetorics, and/or historiography.

### Required Texts and Materials

- *Genesis*
- *Exodus*
- *Deuteronomy* (also known as Devarim in the Torah)
- *Megilat Esther*
- Daniel Boyarin's *Socrates and the Fat Rabbis*
- Holdstein and Greenbaum's *Judaic Perspectives in Rhetoric and Composition*
- Sergei Dolgopolski's *What is Talmud: The Art of Disagreement*
- *Jewish Rhetorics* ed. Michael Bernard-Donals and Janice W. Fernheimer
- Gerald Graff and Cathy Birkenstein's *They Say/I Say*
- Other readings will be provided through PDF in the course reserves on Blackboard.
- A functional email account you check regularly (preferably your UK account).
- A dropbox account and a flashdrive to back up/save materials. Don't worry, dropbox is free. [www.dropbox.com](http://www.dropbox.com).
- A willingness and openness to learn!

### Scholarly Writing in Practice

Over the course of the semester, you will have the opportunity to practice and hone your scholarly writing in

several genres that you will be asked to produce throughout your academic career: the abstract or proposal, the research or conference paper, and the short essay response paper. I encourage you to begin thinking about the issues, ideas, and concepts you'd like to learn more about early on and to talk to me and your peers about appropriate venues for further research and/or possible presentation and publication.

### Assignments:

- **Short writing Assignments—10% (5% each) Due before mid-term**  
Students will write 1 short reading response papers of no more than 2 pages single-spaced (1000 wds) each, and one short précis of a scholarly text to demonstrate successful academic summary and analysis skills.
- **Major Research Project Proposal— 10% Due at end of semester**  
Students will write a detailed project proposal, which identifies a research question, locates key resources to be read in the research process, and offers a hypothetical thesis. This proposal is 1-2 pages long (single-spaced, at least 500-1000words) and will be evaluated based on the sophistication of the research question—is it engaging, controversial, arguable?; as well as the variety and quality of research materials identified. In addition to the proposal, students will also include an annotated bibliography of materials they have consulted or plan to incorporate into the final paper.
- **Major Research Project First Submission—10% Due in Week 13.**  
Students will bring a full draft of their final paper to class for peer review.
- **Peer Review of a Colleague's Major Research Project—5% Due. Due in Week 13**
- **Major Research Project -25% Due during the Final Exam Period**
- Students will write a 10-15 page research paper based on a research question of their own choosing. Full grading criteria will be available on the assignment prompt. Final submission.
- **Presentation of Final Research Project—10% Due -LAST WEEK OF CLASS**  
Students will give a brief oral presentation of the research they conducted for their final presentation. Presentations will take place during the class period.
- **Mid-term—25% Due**
- **Class Participation—5%**

**Total =100%**

### Extra Credit Opportunities

Scholarly Book Review or Additional Reading Response for up to 5%

There will be a number of Jewish Studies events. Students may attend and write a brief summary/explanation of how the material connects with the class for up to 2 points per event and a total of 5 points over the course of the semester.

### Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### Grading

**You must complete all assignments to receive a passing grade in the course.**

Grades in the class are determined by your performance in two related but different tasks:

- 1) Your daily performance, participation, and engagement (weekly reading and short papers, conferences with me, attendance) and
- 2) Your performance on time-bound tasks that constitute the major assignments in this course (abstracts/proposal, mid-term, papers, peer review, final portfolio of short responses). For major assignments, you will receive a letter grade. At the end of the semester, final grades will be calculated on the following scale:

A 90-100%

B 80-89%

- C 70-79%
- D 60-69%
- E 59% and below.

## Course Policies

### Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R.

5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### Attendance and Participation.

It probably goes without saying that part of the joy and delight of upper division courses is that you get out of them what you put into them. In order to help ensure that we have a productive semester together, I require the following:

1) Each student will come to every class on time, prepared to actively discuss and engage the assigned reading material. In my experience, students who follow these guidelines tend to do better in college generally and my courses specifically.

### Daily Questions

In order to help you come prepared, I require you to post questions to the Blackboard discussion board by 8am the day of class. You must post at least three questions, and you do not have to post questions if you are submitting a writing response that day. Over the course of the semester you are allowed to miss 3 classes worth of questions without penalty. If you miss more than 3 classes worth of questions, you will lose points from the class participation part of your grade. You can assume you are receiving full credit for your questions, unless I contact you to inform you that you are not asking appropriate or acceptable questions.

Daily questions are important because they help you stay on top of and engaged with the reading, and they allow me to understand what you understood, what you didn't, what needs further explanation. Questions should demonstrate you've done the reading, but can ask for further clarification of definitions, issues, historical context, etc.

**You are allowed to miss three classes no questions asked (though if work is due that day, it needs to be turned in to Blackboard, even if you aren't there). Notice I don't distinguish between excused or unexcused absences, so save your absences to use when you are sick or when you have an emergency.** If you find that an unavoidable problem prevents you from attending class, please discuss the problem with me. After four

unexcused absences the student will lose all participation points. If a student misses more than one-fifth of class contact hours for any reason, he or she cannot receive credit for the course. **For this course, that means upon your 6<sup>th</sup> absence you will fail the class.** If you contract an illness that requires you to miss more than the allotted three classes, please contact me and provide appropriate medical documentation. Notice, your ethos will be substantially stronger if you contact me by email *before* you miss class.

2) Each student will treat our class as a safe intellectual space and community, one that values challenging questions but which does not tolerate hateful language or behavior. I ask that you engage one another in ways that are respectful and productive and that you treat each other and me with collegiality and humanity. In our reciprocal community, sometimes the best way to demonstrate your respect for a person, text, or idea is to ask a difficult question, disagree with someone or something, or challenge the assumptions that gird a belief, idea, or response. I ask that we each find ways to challenge each other so that our responses further rather than shut down the conversation.

3) Part of building our reciprocal community requires that each person not only participate, but also be aware of his or her participation. Challenge yourself to both notice and moderate how much “verbal space” you take up in class. If you are the kind of person who participates freely and easily, challenge yourself to make space for others to participate. If you are the kind of person who often doesn’t speak much in class, challenge yourself to become an active participant.

### **Late Policy**

Late arrivals are distracting for class activities, so I urge you to set two alarm clocks, drink some coffee, or do whatever you need to do to arrive on time and be alert. **I will count two tardies as one absence. If you are more than 10 minutes late for class, you will be marked absent for the day.** In order for you to fully contribute to both the workshops and class discussions, it is important that you are not only physically but also mentally present in class. Although it is my general policy to let you know about exams or quizzes ahead of time (they are clearly marked on the daily schedule), I reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time.

**A note on preparation:** When doing your reading, talk back to the text—ask questions, write in the margins, connect ideas to things you already know or are learning in other classes. Being prepared means being able to respond thoughtfully to the reading, not just doing it. Help yourself by taking notes so that you are prepared to discuss issues in depth.

### **Late Assignments**

Your assignments for this course are due at the beginning of class on the dates indicated in the class schedule below. You may request (in advance) one two-day extension of the due date of a major assignment (not the first submission of the final paper). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you cannot attend class on the day an assignment is due, you must post the assignment to Blackboard by the beginning of class. You may not miss class on the day of peer review or final presentations.

### **Plagiarism**

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) describes what constitutes academic dishonesty and what the penalties are. It states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression.

We will be learning proper MLA citation methods in this course, and I will expect you to follow them. You are responsible for making sure you follow proper citation methods, however, for all materials whether or not we explicitly discuss them in class. If you ever have a citation question, please come talk to me. Plagiarism is serious stuff, and I’m always happy to talk with you about citation so that everyone’s ideas are properly credited.

Any material you use from someone else’s work must be appropriately recognized as such or you will be committing an act of plagiarism (regardless of whether you intended to or not). Any time you use someone else’s

exact words you must put them in quotation marks. Any time you use someone else's ideas but express them in your own words, you must provide the name of the author and the page number where you read about them as well as a full listing for the source in your works cited. If you do not follow proper citation methods, you will put yourself in danger of failing the course.

### ***Some Ways Students Commit Plagiarism***

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism also includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where, and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

Collaboration is something we will be doing a lot of in this class. Collaboration differs from collusion, which is an unsanctioned kind of working together that becomes an act of academic dishonesty. I have explicitly asked you to collaborate in specific ways for your oral presentations, sharing resources for final projects, doing peer review, and that's all fine. Collusion would involve a case where two of you turned in the exact same assignment without acknowledging one another (i.e. it has the same structure, form, and uses the same examples even if the wording is not verbatim). If you have a question about the nature of the collaboration you are engaging in, please come talk to me, *BEFORE* you turn in your assignment.

**A Note about Cellphones:** I understand they are helpful and useful, but please turn them off or at least to silent/vibrate during class. Consider yourself warned that this is a pet peeve of mine, and recognize it will not do wonders for your ethos as a student in my class if your phone rings. **Also, if your phone rings in class you will be responsible for the whole class taking a pop quiz.** I'm not a dragon, even if my policy on phones seems draconian, so if you have an emergency (someone is in the hospital or something of that nature of dire consequences), please let me know and then feel free to put your phone on vibrate and step out of class to answer your call.

### **Class Online Syllabus**

I am responsive to student requests for changes in the schedule if you make a persuasive case for them, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all assignments here and on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from Blackboard rather than me.

### **Gender and Pronoun Reference**

It is no longer customary to use the masculine pronoun for cases of indefinite pronoun reference, e.g., "When a professor grades papers, he is often swayed by a student's degree of effort." Instead, stylebooks recommend changing pronouns to the plural form, e.g., "When professors grade papers, they are often swayed by a student's degree of effort." It is standard procedure in professional settings and this class to use "gender-fair language."

## **Blackboard**

All of your work in this class must be posted in the appropriate place in Blackboard and available in hard copy. In general, all assignments will require a title, your name, my name, the name of our course, and the date.

## **Backing Up Your Work**

Technological failures are bound to occur and you'll need a back up. If you follow my advice and back up to two places, you'll be amazingly unbothered when your hard drive crashes or your roommate spills coffee on your laptop. Trust me.

You are *required* to save all work in at least two places: a flashdrive and your dropbox account. You may also opt to back up your materials to other locations such as your public folder, your email, or a CD-R/RW. Copies of work also can be saved in the "Content Collection" area of your Blackboard account. If your assignment is lost in cyberspace, you will be expected to repost it within the same day.

"My computer crashed" is today's equivalent of "the dog ate my homework" and neither will be accepted as excuses for late or missing work!

## **E-mail Policies**

Regardless of how you address your friends, family, or peers, remember that in this class e-mail is an officially recognized mode of communication for class business. It's an electronic letter and should be treated as such. When you e-mail me, please make sure you include a subject, i.e. "A & S 300, Rhetoric Class, Your student," so I know it's one of my dear students trying to reach me. In the text of the e-mail itself, be sure to use an opening and closing salutation, i.e. "Dear Dr. Jan;" or "Hi Professor Fernheimer," and "Sincerely," "Best wishes," or "See you in class." Most importantly, make sure that you sign your name, so I know to whom I am responding. This part is especially important if your handle is something like "sugarspice or cooldaddy@hotmail.com." Of course, if you've got a handle like the aforementioned, you probably want to consider opening an official UK account for class-related correspondence.

In general, I will try to respond to your email within 48 hours, though there will be times in the semester when it may take me longer. I also do not check email on the weekends, so plan accordingly if you have an urgent question. I encourage and invite you to make use of office hours or email me for an appointment if your schedule conflicts.

## **Alternate Class Meeting Spaces**

If it's nice and you can stay focused, we may meet outside (consider that an incentive). On temperate days, you may want to dress accordingly (short skirts and kilts may make sitting outside less comfortable).

## **Writing Center**

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, 1st Wing (phone: 257-1368). The staff can help you with all aspects of your writing at any stage of the process, including brainstorming, organization of ideas, revising. I will not require you to go to The Writing Center, but I strongly recommend that all of you go at least once and try it out. Remember the folks who work there are trained writing professionals, so do not expect them to simply "correct" or "edit" your paper. Rather, know they will challenge you to think about your work and how to advance it! To have the best possible session, be sure to bring your assignment instructions along with whatever drafts, peer comments, or instructor feedback, or rubrics you've received.

**Students with Disabilities.** If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)), for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

If you have a physical or other condition which is not quite a disability but might impair your ability to participate in class (an instructor who regularly keeps you late, a bad back which prevents you from sitting for long periods, the need to keep your blood sugar up, the feeling that you've lost all energy and motivation), please let me know. Although I'm not a medical doctor, I do know about a wide variety of student services that you have access to but



might not be aware of, and I'm happy to point you in the right direction. If you're not physically or otherwise comfortable, you cannot be fully intellectually engaged. There are ways to make arrangements so that everyone gets the support they need to be happy, comfortable, and thus productive. After all, you're human, not just student automatons.

## Weekly Schedule

### Unit 1: What is a Rhetorical Tradition and How do you Build one?

In this unit we'll focus on defining rhetoric as a discipline, art, historical tradition and practice while also exploring methods for doing research in rhetorical studies. Our focus will be on history and theory of rhetorical traditions. Our guiding questions will be—how do you know a rhetorical tradition when you see one? How do contemporary scholars identify, construct, and interpret cultural rhetoric traditions?

#### Week 1: Introduction to the Course

In Defense of Rhetoric

<http://www.youtube.com/watch?v=BYMUCz9bHAs>

#### Week 2: What is Rhetoric and Rhetorical Study?

##### New Approaches to Rhetorical History, Theory, and Criticism

###### Day 1

Booth, Wayne . Ch 1 and 2 from *The Rhetoric of Rhetoric*

"How Many Rhetorics" 3-23

"A Condensed History of Rhetorical Studies" p. 23-39

Definition of Classical and Comparative Rhetoric from Sloan's *Encyclopedia of Rhetoric*

*The Viability of the Rhetorical Tradition*, Introduction p. 4-7

Ch 4, "De-Canonizing Ancient Rhetoric" 61-75 by Robert N. Gaines

*Rhetoric Before and Beyond the Greeks*

**Study Question:** What are the contexts in which you've heard the term rhetoric? How do the methods described in the reading compare to the research methods of your home discipline? What is compelling and or confusing about the concept of historiography?

#### Recommended Further Reading:

*The Viability of the Rhetorical Tradition*

Ch 1 "Revisionist Historiography and Rhetorical Tradition(s)" by Richard Graff and Michael Leff, p. 11-31

###### Day 2

Lipson, Carol S. Introduction to *Ancient Non-Greek Rhetorics* (2009) p. 3-36

Edelman, Samuel. "Ancient Traditions, Modern Needs: An Introduction to Jewish Rhetoric." *Journal of Communication and Religion* 26 (2003) 113-125

Falk, Erica. "Jewish Laws of Speech: Toward Multicultural Rhetoric." *Howard Journal of Communication* 10.1 (1999) 15-28

#### Short Writing Response Due

**Study Question:** What is similar and different in these rhetorical traditions? What are some of the pathways of interconnection or disconnect?

#### Recommended Further Reading:

*Rhetoric Before and Beyond the Greeks*

Introduction p. 1-21 by Lipson and Binkley;

Kennedy, George A. *Comparative Rhetoric: An Historical and Cross-Cultural Introduction* 1-7

Kennedy, George A. *Classical Rhetoric and Its Christian and Secular Tradition: From Ancient to Modern Times*,

Ch 1 "Traditional and Conceptual Rhetoric" p. 1-15

Ch 2 "Progymnasmata" p. 20-29

Ch 3 "Sophistic Rhetoric" p.29-50

Murphy, James J. "Conducting Research in the History of Rhetoric: An Open Letter to a Future Historian of Rhetoric." 187-196. Print.

## **Week 3: Contrastive and Comparative Methods in History and Theory of Rhetoric**

### **Day 1**

Kennedy, George A. "Prologue". *Comparative Rhetoric: An Historical And Cross-Cultural Introduction* p. 1-7

Scott Stroud, "Pragmatism and the Methodology of Comparative Rhetoric"

*Rhetoric Society Quarterly* 39.4 (2009) 353-79.

Lu Ming Mao (Response to Stroud) "Doing comparative Rhetoric Responsibly" *Rhetoric Society Quarterly* 41.1 (2011) 64-69

Scott Stroud (Response to LuMing Mao) "Useful Irresponsibility? A Reply to Mao on the Purpose(s) of Comparative Rhetoric" *Rhetoric Society Quarterly* 41.1 (2011) 69-75

Possible Skype or guest visit from LuMing Mao. (University of Miami)

**Study Question:** What counts as methods? Why are Mao and Stroud arguing? What is at stake? What methods might be helpful for you for your paper?

### **Day 2**

Fernheimer, Janice W. "Talmidiae Rhetoricae: Drashing up Models and Methods for Jewish Rhetorical Studies" *College English* p. 577-589

Holdstein, Deborah. "The Ironies of Ethos." *JAC* 2000 (20:4): 942-948.

**Study Question:** What is Ironic about Ethos? What can you deduce about methods for Jewish Rhetorics (or other Rhetorical traditions) from these readings?

Methods and Semester Long Writing Project

Inventio for questions to consider

### **Short Writing Response Due**

## **Week 4: Constructing a Jewish Rhetorical Tradition**

### **Day 1**

#### **First Approaches to Jewish Rhetorics**

Susan Handelman, *Slayers of Moses*. Ch 1-2 p. 3-50 "Greek Philosophy and the Overcoming of the Word," "Rabbinic Thought: The Divinity of the Text"

Frank, David. "The New Rhetoric as Counter-Model"

**Study Question:** What are some of the differences between Greco-Roman and Jewish rhetorics, according to Handelman?

### **Short Writing Response Due**

### **Day 2**

Holdstein and Greenbaum, Introduction, *Judaic Perspectives in Rhetoric and Composition*

Bernard-Donals and Fernheimer, Introduction, *Jewish Rhetorics*

Gilyard and Nunley, Preface and Table of Contents, *Rhetoric and Ethnicity* p.v-x

Mao, LuMing, "Uniqueness or Borderlands? The Making of Asian-American Rhetorics" 46-56

Grobman, Laurie. "Challenging Racial Authority, Rewriting Racial Authority: Multicultural Rhetorics in Literary Studies and Composition" 143-152

Nunley, Vorris. Afterword 160-162

Study Question: What is the Place of Jewish Rhetorics? Where do they fit within or have to say to other rhetorical traditions?

### **Unit 2 Classical Jewish Rhetorical Texts**

In this unit we'll focus on reading a select body of classical Jewish texts as rhetorical texts. Our focus will be on the way they categorize and frame acts of speech, social action, argument, and persuasion. We will be careful to note what other types of actions and cultural values seem to be exemplified by the texts and the characters portrayed within.

## **Week 5: What's the creation of the world got to do with rhetoric?**

### **Day 1**

*Genesis*

**Study Question:** How is speech and argument represented in the text? Flag moments where you see “Jewish rhetoric” in action?

### **Short Writing Response Due**

#### **Day 2**

Discussion of *Genesis* Continued

### **Short Writing Response Due**

Discussion Continued

### **Week 6: Arguing with G-d Take 1**

#### **Day 1**

*Exodus*

**Study Question:** What kind of rhetor is Moses? What kind of audience is Yahweh? What does it mean to argue with an all-powerful audience?

#### **Day 2**

Discussion of *Exodus* Continued

**Study Question:** What happens when the story of Exodus moves to other contexts? Think about its uses during abolition and Civil Rights.

### **Week 7: Arguing With G-d Take 2**

#### **Day 1**

*Deuteronomy* (*Devarim*, lit. “words”). P.814-985 Fox translation

**Study Question:** What obliges us to be persuaded? Is there a rhetoric of hearing as well as a rhetoric of speaking?

### **Short Writing Response Due**

#### **Day 2**

*RSQ* (2010) 40:3 2477-268.

Metzger, David. “Pentateuchal Rhetoric and the Voice of the Aaronides” (PDF). p.165-181

Zulick, Margaret D. “The Active Force of Hearing: The Ancient Hebrew Language of Persuasion.” *Rhetorica* 10.4. (Autumn 1992): 367-380

### **Short Writing Response Due**

**Study Question:** What do arguments to G-d tell us about arguments between people? What does hearing have to do with it? How does Zulick’s notion of ‘hearing’ compare to Booth’s notion of listening rhetoric?

### **Recommended Further Reading:**

Zulick, Margaret, “The Normative, the Proper, and the Sublime: Notes on the Use of Figure and Emotion in Prophetic Argument” *Argumentation* 12: 481–492, 1998.

Gitay, Yehoshua. *Isaiah and His Audience*. Assen, Netherlands: Van Gorcum, 1991.

### **Week 8: Jewish Rhetorical Values in the Psalms or Arguing with G-d Take 3?**

#### **Day 1**

Psalms 116 and 22

Charney, Davida. “Performativity and Persuasion in the Hebrew Book of Psalms: A Rhetorical Analysis of Psalms 116 and 22”

### **Short Writing Response Due**

**By this point, everyone should have written and turned in 2 short essays—1 writing response and 1 scholarly precis.**

**Mid-term Take-Home Essay Questions Distributed**

#### **Day 2**

**Mid-term Review**

## **Week 9: A Jewish Woman Rhetor and a Model for Minority Rhetorics?**

### **Day 1**

*Megilat Esther*

**Study Question:** How is rhetoric defined or enacted in this text? What kind of rhetor is Esther?

Possible Skype with J.T. Waldman

### **Day 2**

Zaeske, Susan. "Unveiling Esther as a Pragmatic Radical Rhetoric" *Philosophy and Rhetoric*, Volume 33, Number 3, 2000, pp. 193-220

**Study Question:** What does Zaeske argue? Why is it important for Jewish and other rhetorics?

**Mid-term essays due**

## **Week 10: Jewish Rhetorical Tropes/Canons?**

### **Day 1 Focus on Exile**

Bernard-Donals. "By the Rivers of Babylon": Deterritorialization and the Jewish Rhetorical Stance" *College English* 608-620

Hidary, Richard. "The Rhetoric of Rabbinic Authority: Making the Transition from Priest to Sage" *Jewish Rhetorics*

### **Day 2 Focus on Contemporary Approaches to Midrash**

Metzger and Katz "The "Place" of Rhetoric in Aggadic Midrash" *College English* 638-653

Katz, Steven B. "The Alpha and the Iota" *Jewish Rhetorics*

## **Choose a Research Topic**

### **Focus on Writing**

Research Session with Librarian???

## **Unit 3 Talmud as Argument**

### **Week 11**

#### **Day 1**

Daube, David. "Rabbinic Methods of Interpretation and Hellenistic Rhetoric" *HUCA* 22 1949 239-264

Fisch, Menachem. *Rational Rabbis: Science and Talmudic Culture*

Ch1 "Science as An Exemplar of Rational Inquiry" 1-28

#### **Day 2—Chevruta-Style Learning Session**

Ch 2 "The Great Tannaitic Dispute: The Jabne Legends and Their Context" 51-96

Read the *Sugya Ovens of Akhnai*

**Study Question:** How might you define Rabbinic rhetoric? What is Talmudic argument?

## **Project Proposal and Annotated Bibliography Due**

## **Week 12: Chevruta Style Learning and Jewish Pedagogy?**

**Day 1—Chevruta Style Learning** with possible guidance/visit from local Rabbi

Boyarin, Jonathan. "Simulated Shiur? Post-It Notes of an ArtScroll Amateur\*\*" *Jewish Rhetorics*

#### **Day 2—Chevruta as a Pedagogical Method**

Fitzgerald, Lauren? , *Judaic Approaches to Rhetoric and Composition*

Goldblatt, Eli ? Bar Mitzvah as Jewish Pedagogy *Jewish Rhetorics*

## **Week 13: Talmud and Jewish Argumentation**

### **Day 1**

Dolgopolski *Talmud the Art of Disagreement*

Ch 1, "What is Talmud" p7-14

Ch 2, Dolgopolski Ch 2 "The Talmud in Hediegger's Aftermath" 14-69

## Day 2

### Full Submission of Final Essays Due

### Peer Review

### Recommended Further Reading

*Talmud the Art of Disagreement*

Ch 3 "The Art of (the) Talmud" p. 69-117

Ch 4 "The Ways of the Talmud in its Rhetorical Dimension: A Performative Analytical Description" p 179-233

### Week 14: Talmud and Jewish Argumentation

Talmudic Argument

Boyarin, Daniel. *Socrates and the Fat Rabbis* (2009)

Ch 4 "Jesting Words and Dreadful Lessons: The Two Voices of the Babylonian Talmud"

133-193

## Day 2

Hidary, Richard. "Classical Rhetorical Arrangement and Reasoning in the Talmud: The Case of Yerusalem Berkhof 1:1" p. 33-64 *AJS Review* 34:1 (2010).

### Week 15: Focus on Student Research Projects

#### Day 1

Final Paper Presentations

Course Evaluations

#### Day 2

Final Paper Presentations

### Week 16

Final essays due during final exam period

### Recommended Further Reading/Bibliography for Research

Boyarin, Daniel. *Socrates and the Fat Rabbis*. Chicago: University of Chicago Press, 2009.

Conley, Thomas M. *Rhetoric in the European Tradition*. Chicago and London: University of Chicago Press, 1990.

Dolgopolski, Sergey. *What Is Talmud? The Art of Disagreement*. New York: Fordham University Press, 2009.

Donawerth, Jane, et al. "An Annotated Bibliography of the History of Non-Western Rhetorical Theory Before 1900." *Rhetoric Society Quarterly*. 24.3/4 (1994): 167-80. Print.

Edelman, Sam. "Ancient Traditions, Modern Needs: An Introduction to Jewish Rhetoric." *Journal of Communication and Religion* 26.2 (2003): 113-25. Print.

Falk, Erika. "Jewish Laws of Speech: Toward Multicultural Rhetoric." *Howard Journal of Communications* 10.1 (1999): 15-28. Print.

Fernheimer, Janice. "Black Jewish Identity Conflict: A Divided Universal Audience and the Impact of Dissociative Disruption." *Rhetoric Society Quarterly* 39.1 (2009): 46-72. Print.

———. "From Jew to Israelite: Making Uncomfortable Communion and The New Rhetoric's Tools for Invention." *Argumentation and Advocacy* 44.4 (2008): 198-212. Print.

Fisch, Menachem. *Rational Rabbis*. Bloomington: Indiana University Press, 1997.

Fonrober, Charlotte Elisheva and Martin S. Jaffee. Eds. *The Cambridge Companion to The Talmud and Rabbinic Literature*. New York: Cambridge University Press, 2007.

Frank, David A. "The Jewish Countermodel: Talmudic Argumentation, the New Rhetoric Project, and the Classical Tradition of Rhetoric." *Journal of Communication and Religion*. 26.2 (2003): 163-94. Print.

———. "Shalom Achshav'—Rituals of the Israeli Peace Movement." *Communication*

- Monographs* 48.3(1981): 165–82. Print.
- Gilyard, Keith, and Vorris Nunley, eds. *Rhetoric and Ethnicity*. Portsmouth: Heinemann, 2004. Print.
- Graff, Richard. Introduction. Graff, Walzer, and Atwill 1–8.
- Graff, Richard, Arthur E. Walzer, and Janet M. Atwill, eds. *The Viability of the Rhetorical Tradition*. Albany: State U of New York P, 2005. Print.
- Greenbaum, Andrea, and Deborah Holdstein, eds. *Judaic Perspectives in Rhetoric and Composition*. Cresskill: Hampton Press, 2008. Print.
- Gruen, Erich. *Diaspora: Jews amidst Greeks and Romans*, Cambridge: Harvard University Press. 2002.
- Heritage and Hellenism: The Reinvention of Jewish Tradition*. Berkely: UCLA Press, 1998
- Handelman, Susan. *The Slayers of Moses: The Emergence of Rabbinic Interpretation in Modern Literary Theory*. Albany: SUNY Press, 1982.
- Haskins, Ekaterina. *Logos and Power in Isocrates and Aristotle*.
- Havelock, Erik. *Preface to Plato*. Cambridge: Harvard University Press, 1963.
- College English: Special Topic: Composing Jewish Rhetorics* 7: 6 (2010)
- “The Philosopher, the Rabbi, and the Rhetorician” by Susan Handelman
- “Deterritorialization and the Jewish Rhetorical Stance” by Michael Bernard-Donals
- “Orthodox Jewish Women Bloggers”
- “The ‘Place’ of Rhetoric in Aggadic Midrash”
- Katz, Steven B. “Letter as Essence: The Rhetorical (Im)Pulse of the Hebrew Alefbet.” *Journal of Communication and Religion* 26.2 (2003): 126–62. Print.
- Kennedy, George A. *The Art of Persuasion in Greece*. Princeton University Press, 1963.
- Kennedy, George A. *Comparative Rhetoric: An Historical and Cross-Cultural Introduction*. Oxford University Press: 1998.
- Kennedy, George A. *Classical Rhetoric and Its Christian and Secular Tradition from Ancient to Modern Times*. Chapel Hill: University of North Carolina Press, 1999.
- Kiew, Amos. “Theodore Herzl’s The Jewish State: Prophetic Rhetoric in the Service of Political Objectives.” *Journal of Communication and Religion* 26.2 (2003): 208–39. Print.
- Lightstone, Jack N. *The Rhetoric of the Babylonian Talmud, Its Social Meaning and Context*. Canada: Wilfred Laurier University Press, 1994.
- Lesley, Arthur M. “A Survey of Medieval Hebrew Rhetoric.” *Approaches to Judaism in Medieval Times*. Ed. David R. Blumenthal. Chico: Scholars P, 1984. 107–33. Print.
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- , eds. *Rhetoric Before and Beyond the Greeks*. Albany: State U of New York P, 2004. Print. Mao, LuMing.
- “Searching for the Way: Between the Whats and Wheres of Chinese Rhetoric.” *College English* 72.4 (2010): 329–49. Print.
- Ouknin, Marc-Alain. *The Burnt Book: Reading the Talmud*. Trans. Llewellyn Brown. Princeton: Princeton University Press, 1995.
- Rabinowitz, Isaac. “Pre-Modern Jewish Study of Rhetoric: An Introductory Bibliography.” *Rhetorica* 3.2(1985): 137–44. Print.
- Samely, Alexander. “Forms of Rabbinic Literature and Thought” (Oxford UP 2007)
- Stern, David. “Rhetoric and Midrash: The Case of the Mashal.” *Prooftexts* 1.3 (1981): 261–91. Print.
- Tauber, Abraham. “Jewish Rhetoric.” *Communication Quarterly* 17.4 (1969): 57–67. Print.
- Zaeske, Susan. “Unveiling Esther as a Pragmatic Radical Rhetoric” *Philosophy and Rhetoric*, Volume 33, Number 3, 2000, pp. 193-220 (Article)