

RECEIVED

MAR 2 2015

Course Information

Date Submitted: 1/28/2015

OFFICE OF THE
SENATE COUNCIL

Current Prefix and Number: WRD - Writing, Rhetoric, and Digital Media, WRD 320 RHETORICAL THEORY AND HISTORY

Other Course:

Proposed Prefix and Number: WRD 320

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Writing, Rhetoric, and Digital Studies

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Diane Robertson

Email: diane.robertson@uky.edu

Phone: 218-2867

Responsible Faculty ID (if different from Contact)

Name: Beth Connors Manke

Email: b.connors-manke@uky.edu

Phone: 257-8046

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: RHETORICAL THEORY AND HISTORY

Proposed Title: RHETORICAL THEORY AND HISTORY

c. Current Transcript Title: RHETORICAL THEORY AND HISTORY

Proposed Transcript Title: RHETORICAL THEORY AND HISTORY

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course introduces students to the scholarly study of rhetoric by exploring the interrelationship of theory, criticism, and practice within a particular historical context.

Proposed Course Description for Bulletin: This course introduces students to the scholarly study of rhetoric by exploring the interrelationship of theory, criticism, and practice within a particular historical context.

2j. Current Prerequisites, if any: Prereq: Completion of Composition and Communication requirement or consent of instructor.

Proposed Prerequisites, if any: Prereq: Completion of Composition and Communication requirement or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: Changes have been made to the student learning outcomes to align this course with the outcomes for UK Core: Humanities.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

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|AJBA227|Adam J Banks|WRD 320 CHANGE Dept Review|20140430

SIGNATURE|ACSI222|Anna C Harmon|WRD 320 CHANGE College Review|20141023

SIGNATURE|JALLISO|Jonathan M Allison|WRD 320 CHANGE UKCEC Expert Review|20141119

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 320 CHANGE UKCEC Review|20141119

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 320 CHANGE Undergrad Council Review|20141203

SIGNATURE|JEL224|Janie S Ellis|WRD 320 CHANGE Senate Council Review|20150113

SIGNATURE|JRI236|Jeffrey R Rice|WRD 320 CHANGE Approval Returned to Dept|20150303

Courses	Request Tracking
---------	------------------

Course Change Form

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

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

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	3210	WRD 320 Humanities Course Review.docx.pdf
Delete	3909	WRD320 Rhetorical.pdf

First 1 Last

Select saved project to retrieve...

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number: WRD - Writing, Rhetoric, and Digital Media WRD 320 RHETORICAL THEORY AND HISTORY		Proposed Prefix & Number: (example: PHY 401G) WRD 320 <input type="checkbox"/> Check if same as current
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change course content or emphasis, or which is made necessary by the elimi or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics		
1. General Information		
a.	Submitted by the College of: ARTS & SCIENCES	Submission Date: 1/28/2015
b.	Department/Division: Writing, Rhetoric, and Digital Studies	
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...	
e.*	* Contact Person Name: Diane Robertson Email: diane.robertson@uky.edu Phone: 218-2867 * Responsible Faculty ID (if different from Contact): Beth Connors Manke Email: b.connors-manke@uky.e Phone: 257-8046	
f.*	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: ²
2. Designation and Description of Proposed Course.		
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed change not affect DL delivery.		
b.	Full Title: RHETORICAL THEORY AND HISTORY	Proposed Title: * RHETORICAL THEORY AND HISTORY

c.	Current Transcript Title (if full title is more than 40 characters):	RHETORICAL THEORY AND HISTORY			
c.	Proposed Transcript Title (if full title is more than 40 characters):	RHETORICAL THEORY AND HISTORY			
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	none
	Proposed – ADD ³ Cross-listing (Prefix & Number):				
	Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):				
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern				
Current:	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other:	Please explain:	
Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other:	Please explain:	
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i.	Current Course Description for Bulletin:				
	This course introduces students to the scholarly study of rhetoric by exploring the interrelationship of theory, criticism, and practice within a particular historical context.				
*	Proposed Course Description for Bulletin:				
	This course introduces students to the scholarly study of rhetoric by exploring the interrelationship of theory, criticism, and practice within a particular historical context.				
j.	Current Prerequisites, if any:				
	Prereq: Completion of Composition and Communication requirement or consent of instructor.				
*	Proposed Prerequisites, if any:				
*					

Prereq: Completion of Composition and Communication requirement or consent of instructor.	
k. Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, explain and offer brief rationale:	
Changes have been made to the student learning outcomes to align this course with the outcomes for UK Core: Humanities.	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/>	Check box if <u>changed to</u> 400G or 500. <small>If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)</small>

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: WRD 320: Rhetorical Theory and History

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Readings and short writing assignment from Week 4, Day 1. (pg. 8)

Brief Description:

In this assignment, students will be asked to discern and analyze approaches to Jewish rhetorics as well as articulating the differences between Greco-Roman and Jewish rhetorics.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

This happens throughout the semester, but one example occurs on Week 2, Day 1. (pg. 7)

Brief Description:

In discussion of these readings, students will analyze the definitions and dynamics of classical and contemporary rhetoric as a grounding for our discussions of Jewish rhetorics.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Readings and discussion from Week 4, Day 2. (pg. 8-9)

Brief Description:

This day's work asks students to analyze multicultural rhetorics and answer the question "What is the place of Jewish rhetorics? Where do they fit within or have to say to other rhetorical traditions?"

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

In addition to all our class discussions, the two writing assignments below demand disciplinary literacy (pg 2).

Brief Description:

- 1) Short précis of a scholarly text to demonstrate successful academic summary and analysis skills
- 2) The major research project proposal

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:
Major research project (pg. 1 & 2)

Brief Description:
Students will write a 10-15 page essay that contributes to disciplinary knowledge in rhetorical theory, cultural rhetorics, contrastive rhetorics, and/or historiography and utilizes archival and scholarly online library resources. Part of this work will include proper MLA style and citation.

Information literacy component:
Facility with archival and scholarly online library resources. Part of this work will include proper MLA style and citation.

Reviewer's Comments:

Pending Senate Review

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

Professor: Janice W. Fernheimer

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

Office Hours: Patterson Office Tower 1303, 11:00-2:00 pm, T/Th, and by apt.

Contacting Dr. Jan: jfernheimer [at] uky [dot] edu

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

Course Description

WRD 320: Rhetorical Theory and History introduces students to the scholarly study of rhetoric by exploring the interrelationship of theory, criticism, and practice within a particular historical context. 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 ☺

Prerequisites: Completion of Composition and Communication requirement or consent of instructor.

Student Learning Outcomes

By the end of this course, students will:

- Demonstrate the ability to present and critically evaluate competing interpretations of Jewish rhetoric through analysis and argumentation in writing and orally.
- Demonstrate the ability to distinguish different historical, cultural, and rhetorical aspects of Jewish rhetorics.
- Demonstrate the ability to identify the values and presuppositions that underlie the world-views of different cultures and different peoples over time as well as one's own culture. In this course, this will be accomplished through an engagement with classical and contemporary Jewish rhetorical traditions and analysis of the values and presuppositions that underlie the tradition(s).
- Demonstrate the acquisition of disciplinary literacy in rhetoric by applying rhetorical concepts and vocabulary in class conversation, written assignments, and oral presentations. In particular, students will learn to compare/contrast culturally situated concepts of rhetoric and discuss key debates in rhetorical historiography.
- Demonstrate the ability to conduct a sustained piece of analysis. This will culminate in a 10-15 page essay that contributes to disciplinary knowledge in rhetorical theory, cultural rhetorics, contrastive rhetorics, and/or historiography and utilizes archival and scholarly online library resources. Part of this work will include proper MLA style and citation.

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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.
- A willingness and openness to learn!

Assignments:

- **Short Writing Assignments—10% (5% each) Due before mid-term**
Students will write one short reading response paper of no more than 2 pages single-spaced (1,000 words) 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 500-1,000 words) 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**
- **Presentation of Final Research Project—10% Due Week 14**
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—20%**
- **Major Research Project -25% Due during the Final Exam Period**
Students will write a 10-15 page essay that contributes to disciplinary knowledge in rhetorical theory, cultural rhetorics, contrastive rhetorics, and/or historiography and utilizes archival and scholarly online library resources. Part of this work will include proper MLA style and citation. Full grading criteria will be available on the assignment prompt. Final submission.
- **Class Participation—10%**

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

Total =100%

Assignment Submission

All assignments will be submitted through Blackboard.

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.

Final Exam Information

While we will have no exam, our final paper will be due during our exam period in our classroom on May XX, at 10:30.

Mid-term Grade

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)
- 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.

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:

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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.

You are allowed three free unexcused absences (though if work is due that day, it needs to be turned in to Blackboard, even if you aren't there). After four unexcused absences, the student will lose all participation points.

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.

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).

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. 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 (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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, 257-2754, email address: karnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

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."

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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;

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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*

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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?

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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 tells 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

Psalm 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

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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

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

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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: Focus on Student Research Projects

Day 1

Final Paper Presentations

Day 2

Final Paper Presentations

Week 15: 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 Yerusahlem Berkhhot 1:1"

p. 33-64 *AJS Review* 34:1 (2010)

Course Evaluations

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.

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

- 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–

WRD 320: Rhetorical Theory and History
UK Core: Inquiry in the Humanities

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.

Lipson, Carol S., and Roberta A. Binkley, eds. *Ancient Non-Greek Rhetorics*. West Lafayette: Parlor P, 2009. Print.

———, 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)