Beth Flynn
HU6070, Special Topics in Rhetoric: Twentieth-Century Intellectual Thought
Walker 139
T,Th 11:05-12:20
Spring, 2002
Office: 303 Walker
Office phone: 487-3227
E-mail: eflynn@mtu.edu
Office Hours: T,Th 12:3-2:00 and by appointment

Texts:

Supplies:
Please keep your response statements, drafts, and returned papers in a file folder. I'll collect it at the end of the term.

Purpose:
The course is designed to examine responses to Enlightenment modernism (commitments to empiricism and rationality) in twentieth-century rhetorical texts by inquiring into the history of contemporary rhetoric and the relationship between rhetoric and other areas of inquiry including literary studies and feminist studies.

Writing Assignments:
Response Statements:
Response statements of one or two double-spaced pages on the day's assigned readings should be turned in each class period. Statements should focus on ways in which the text under consideration responds to Enlightenment modernism. It is also appropriate to compare the assignment to previous readings or to readings you've done in other courses.

E-Mail Message:
Once during the term you should put an observation about course readings, class discussion, or presentations on e-mail. The observation can also be something you read or observed that is pertinent to the course. The list will be set up so that it can go to the entire list if you send it to
Portfolio Analysis

Please prepare a portfolio analysis (at least a page long) that provides a commentary on response statements, drafts, and final papers. What are some strengths of your performance on these assignments? What are some limitations? What positions that you have taken strike you now as especially insightful? What positions do you now think are questionable?

Formal Writing:

Three formal papers will be required.

The first is an essay of at least five pages (at least 1,250 words) in which you provide an intellectual biography and connect it in some way to course readings and the course focus. What is your educational background? What works have you read that will be especially useful this term? What other courses have you taken that will prepare you for the reading we will do in the course?

The second is an essay of at least five pages (at least 1,250 words) in which you characterize Enlightenment thought or modernism by referring to specific texts in parts I or II of the Cahoone collection and then analyze ways in which Woolf, Richards, or Burke responds to Enlightenment thought. Are there direct references to Enlightenment texts in the readings? Are the responses positive, negative, ambivalent, or a combination of these? Does the text respond similarly or differently from other texts read so far? Be sure to make specific references to the texts being considered either in direct or indirect quotes or paraphrases. Provide titles and authors of essays or books and page references.

The third is an essay of at least five pages (at least 1,250 words) in which you analyze attitudes toward and knowledge of science and/or technology in Bakhtin, Foucault, Butler, and material in part III of the Cahoone collection. Are their responses similar to or different from one another or a combination of the two? Do they have common or different genealogical origins? Do they have similar or different political agendas? Be sure to make specific references to the texts being considered either in direct or indirect quotes or paraphrases. Provide titles and authors of essays or books and page references.

Presentations:

You will have an opportunity to present essays # 1, 2, and 3 in presentations of at least ten minutes. The presentation should be based on the paper you have submitted but should be tailored for oral delivery. Please use at least one overhead that provides an outline of your paper including its central point or points. Please include a paper copy of the outline with your paper.

Attendance:

Attendance is mandatory. Much of the course involves conversation about course readings. If you miss those conversations, you will have missed a good deal of the course content. More than four unexcused absences will affect your grade.

Late Papers:

Since the course emphasizes the revision process and since it is important that presentations be based on finished essays, drafts and final essays must be submitted on time. Late papers will affect your grade.
Grades:

Your grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response statements, e-mail, and portfolio</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation # 1</td>
<td>5%</td>
</tr>
<tr>
<td>Presentation # 2</td>
<td>5%</td>
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<tr>
<td>Presentation # 3</td>
<td>5%</td>
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<tr>
<td>Formal essay # 1</td>
<td>20%</td>
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<tr>
<td>Formal essay # 2</td>
<td>20%</td>
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<tr>
<td>Formal essay # 3</td>
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Criteria for Evaluation:

A Papers and Presentations:

The author makes an original contribution so that the reader becomes involved and learns from the piece or presentation.
The central point of the essay is clear, and the parts of the essay have been connected effectively. The outline for the presentation is correct in form and effective.
Support for the point is appropriate for the intended audience and convincing.
The reader's or listener's needs have been taken into consideration.
There are few if any errors.

B Papers and Presentations:

The writing or speaking is clear, but the contribution does not seem especially original or new.
The central point is clear, but the parts of the essay or talk could be connected more effectively.
Support for the point is adequate for the intended audience and fairly convincing.
The reader's or listener's needs have been taken into consideration to an extent.
There are some errors.

C Papers and Presentations:

Takes some effort on the part of the reader or listener to get through the essay or talk.
The paper or talk does not have a strong focus, and it is not always clear how the parts support the thesis.
Support for the point is not especially appropriate for the intended audience and not especially convincing.
The reader's or listener's needs have not always been taken into consideration.
There are a number of errors.

Other:

When papers are returned, most papers will have a letter grade on them. If you receive a grade lower than A, you may revise the essay and submit it no later than two weeks after it is returned.
A few papers, though, will have an "R" on them. This means that the paper must be revised within two weeks of the time the paper was returned, and only the revision will be graded. I will usually suggest that individuals who receive Rs see me before revising. Please include the original paper with the revision! Please use Modern Language Association (MLA) format in your essays where appropriate. A useful Website that describes MLA format is http://www.wisc.edu/writing/Handbook/DocMLA.html.
Remember that formal essays should have titles. Please leave at least an inch margin on the sides and top and bottom of the paper and remember to number the pages on papers. Label all work. Include your name, my name, the course number and time, the date, and the course assignment. Be sure to indicate if the paper is a draft, a formal paper, or a revision.

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department head or chair, or the Affirmative Action Office (3310).

It may be necessary to alter the syllabus as the quarter proceeds in order to better meet the instructional needs of the class.

Plagiarism—using the ideas or words of others without acknowledging the source—is unethical and a violation of University policy. Plagiarism cases will be handled by Steve Tyrell, Associate Dean of Student Affairs. Some consequences of plagiarism could be failure of a paper or course. The University has subscribed to an anti-plagiarism service that can detect plagiarized material. If you have questions about the proper way to cite the ideas of someone else, please see me.

Course Schedule:

Week 1 (January 15-17)
T Introduction

Week 2 (January 22-24)
Th Cahoone, Marx and Engels, pp. 91-101, Nietzsche, pp. 102-130.

Week 3 (January 29-31)

Week 4 (February 5-7)
T Essay 1 due; presentations.

Week 5 (February 12-14)
T Woolf, A Room of One's Own, Chs. 4-6, Flynn, "Woolf's (Anti)Modern Reading."

Week 6 (February 19-21)
T Richards, The Philosophy of Rhetoric, Lectures IV-VI.
Week 7 (February 26-28)

Th Essay # 2 due; presentations.

Week 8 (March 12-14)

Th  Cahoone, Derrida, pp. 336-359, Hassan, pp. 382-400.

Week 9 (March 19-21)

Th .

Week 10 (March 26-28)

Th .

Week 11 (April 2-4)


Week 12 (April 9-11)

Th  Foucault, *Discipline and Punish*, pp. 170-228.

Week 13 (April 16-18)

T  Foucault, *Discipline and Punish*, pp. 231-308.

Week 14 (April 23-25)


Week 15 (April 30-May 2)

T  Essay # 3 due; presentations.
Th  Conclusion; portfolio analysis due.