COURSE OBJECTIVES

In this course, you will review and explore important concepts in rhetoric and argumentation theory, and you will gain skill in discovering the questions that drive controversies and the arguments that can be made on all the different sides of an issue. You will also practice speaking, writing, and reasoning as a way to develop the strengths and the habits of mind and heart on which the best kind of reasoning, writing, and speaking depend. One focus this term will be on the idea of different kinds of democratic publics, different kinds of audiences, and how it is possible to address complicated and diverse audiences appropriately and effectively. We will be informed in this effort by the history and theory of rhetoric, which typically makes the claim that effective speech requires knowledge.

To gain common, relevant knowledge we will read Amy Chua’s *Political Tribes: Group Instinct and the Fate of Nations* as a way to think about the central challenge. We will also read Danielle Allen’s *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality*. Allen writes: “There are no silver bullets for the problems of civility in our political life... There are no panaceas for educational reform. But...all adults should read the Declaration closely; all students should have read the Declaration from start to finish before they leave high school. Doing this would help our own powers of reading; it would help our children with their reading. It would strengthen our writing and theirs. It would nourish everyone’s capacity for moral reflection. It would prepare us all for citizenship. Together we would learn the democratic arts.” And public speaking is one of them. The general idea in choosing these books is that Amy Chua shows us the problem we face in democratic speech and deliberation. Danielle Allen offers us a way to address the problem—and she finds that way in the Declaration.

REQUIRED TEXTS

*Political Tribes: Group Instinct and the Fate of Nations* by Amy Chua

*Our Declaration* by Danielle Allen

*Reading, Reasoning, Writing* (On Canvas)

The two books for the course were ordered through the UO Bookstore, which offers free shipping. You are free to find the books in ways that are most efficient and the least costly for you. There are inexpensive paperback and kindle versions of each, but I have not been able to find any other ebook versions through libraries.

Other required readings for the course will be available on Canvas.
Additional reading may be selected by students as we discover that we need to do more research to complete the projects.

REQUIRED TIME
From UO Catalog: “In planning a term’s studies, students should anticipate that each credit requires at least three hours a week for class meetings or homework.” This is a 4 credit course, so plan for no more than 12 hours a week.

ASSIGNMENTS AND GRADE BREAKDOWN
Introductory Speech P/NP
First Speech 15%
Second Speech 20%
Final Speech 25%
Written Responses to Speeches: 20%
One final essay 20%
Participation may raise or lower grade

Participation
For each day of class that reading is assigned, the reading must be completed before class begins. Each day you attend, come prepared to participate in discussions. Have the reading (in some form) with you.

Attendance is required. Show up to class in person, live on video. Be sure you are audio capable. Feel free to take a necessary break, if you need one, just as you would in an in-person course. To cover illness or other events that make it impossible for you to attend, you are allowed two absences (one week of class). For each of the next absences, three percentage points will be deducted from your final average for the course. Lateness counts in considering your participation. Having said this, if you become sick or incapacitated or are having technical difficulties, let me know. I will work with you.

If an emergency arises or a situation out of your control prevents you from completing work on time, contact me so that we can agree on a plan—before the work is due if that is possible. Email is the best way of reaching me for this.

Finally, we are pursuing this important work in an unusual and difficult time. I will be as flexible and fair as possible. If anything is preventing your full participation in the course, please let me know. If we encounter technical difficulties, let’s all ride it out and get it corrected, even if takes a while.

COMPLETION OF WRITTEN WORK
Please include your name and the date you are submitting the work.
All written work should be submitted electronically, through CANVAS, before 5pm on the due date. Send Responses to Speeches through the CANVAS Inbox. Send one directly to the speaker and send one directly to me.
RESPECT, CONSIDERATION, AND PARTICIPATION
The course requires your active involvement. Give your full respect and attention, even though we are not in each other’s immediate presence. And let’s try to have discussions, even given our distance. What you have to say is important and unique. It will take effort and the best kind of cooperation to unlock the energies that are available to us as we pursue our work.

A LITTLE MORE
If you have a condition or a technical situation that may affect your ability to participate fully in this class, please let me know as soon as possible so that we can make arrangements for your full access.

Please be aware also that the Tutoring and Academic Engagement Center provides support for all students. Contact is engage.uoregon.edu Click around to find the resource you need.

An “Incomplete” can be given in cases when some minor but essential aspect of the course cannot be completed because of unforeseen circumstances beyond a student’s control.

All work submitted for this course must be your own and must be composed exclusively for this course. If you plagiarize or cheat, the penalty may be an “F” in the course.

The use of sources (for example, other people’s language or paraphrases of their language or ideas) must be properly documented. Please see me if you have any questions about your use of sources.

SCHEDULE
(Tentative!)

1
Sept 29 Introductions.
Outline of Course: Rhetoric, Democracy, Political Tribes, Human Capabilities, Human Speech. Doxa. At some time during the first 2 weeks (the earlier the better), read Plato’s “ Allegory of the Cave” and The Apology of Socrates.

Th Oct 1 Introductory Speeches

2
T Oct 6 Introductory Speeches
Read: Political Tribes (PT) 1-35 (If you don’t have the book yet, don’t worry. I will walk you through this.)
Th Oct 8 Read: PT: 37-134 (Choose one chapter to read carefully. Then skim the rest.)
The idea and ideal of Rhetoric. Read Reading, Reasoning, and Writing (RRW) 1-8
The Aims and Bounds of Argument and the Contact of Minds

3
T Oct 13 Rhetoric (cont.) Asking Questions.
Read: RRW 8-13

Th Oct 15 Read PT 137-210
Rhetoric (cont.) Reasoning RRW 13-17

4
T Oct 20 1st Speeches

Th Oct 22 1st Speeches

5
T Oct 27 1st Speeches

Th Oct 29 Read:
Ethos, Pathos, Logos  RRW 17-24 (Canvas)
Logos: Causes, Effects, Means, Ends
Read: Reading on Causes, Effects, Means, Ends (Canvas)

6
T Nov 3 Read: Our Declaration (OD) Prologue, 1-104.

Th Nov 5 Read: OD 107-254 (Feel free to read to the end!)
Review sections on arrangement and pathos in Reasoning, Reading, and Writing.

7
T NOV 10 2nd Speeches

Th Nov 12 2nd Speeches

8
T Nov 17 2nd Speeches

Th Nov 19 Logos - Person/Act
Read: Readings on Person/Act (Canvas)
Discussion. Political Tribes and Our Declaration: Questions at Issue
9
T Nov 24 Final Speeches

Th Nov 26  Thanksgiving Holiday

10
T Dec 1 Final Speeches

Th Dec 3 Final Speeches

Final Paper Due any time before and up until 10am on Wednesday, Dec 9. Electronic copy through CANVAS.