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 make 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, Writing, Reasoning, Speaking* (On Canvas)

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 ebook versions through libraries. Other required readings for the course will be available on Canvas.

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, or *live in person on video if the campus has to close*. To cover illness or other events that make it impossible for you to attend, you are allowed two absences. 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. So does perfect attendance. Having said this, *if you become sick or incapacitated or are having technical or other difficulties, let me know as soon as possible*. 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 difficulties, let’s all ride it out and get it corrected, even if it takes a while.

**COMPLETION OF WRITTEN WORK**
Written work should be submitted *electronically, through CANVAS, before the due date*. Send Responses to Speeches
through the CANVAS Inbox within 48 hours of the speech you are commenting on. Send one copy addressed directly to the speaker and send one copy addressed directly to me.

RESPECT, CONSIDERATION, AND PARTICIPATION
The course requires your active involvement. Give your full respect and attention. Feel free to speak up and ask a question at any time. 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
**T Jan 4**  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*. I will be referring to these works several times, but I will probably lead a discussion on them during week 3.

**Th Jan 6 Introductory Speeches**

2
**T Jan 11 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 Jan 13**  Read: PT: 37-134 (Choose one chapter to study. Then skim the others.)
The idea of Rhetoric. **Read** *Reading, Writing, Reasoning, Speaking* (RWRS) 1-8.
Introduction and “How to Read.”

3
**T Jan 18**  Rhetoric Asking Questions.

**Th Jan 20**  Read PT 137-210
Rhetoric (cont.) Reasoning RWRS 13-17.
T Jan 25  1st Speeches

Th Jan 27  1st Speeches

T Feb 1  1st Speeches

Th Feb 3 Read:
Ethos, Pathos, Logos  RWRS 17-24 (Canvas)
Logos: Causes, Effects, Means, Ends
Read: Reading on Causes, Effects, Means, Ends (Canvas)

T Feb 8  Read: Our Declaration (OD) Prologue, 1-104.

Th Feb 10  Read: OD 107-254 (Feel free to read to the end!)
Read sections on arrangement and pathos in RWRS 24-27.

T Feb 15  2nd Speeches

Th Feb 17  2nd Speeches

T Feb 22  2nd Speeches

Th Feb 24  2nd Speeches
T Mar 1 Logos - Person/Act
Read: Readings on Person/Act (Canvas)
Discussion. Political Tribes and Our Declaration: Questions at Issue

Th Mar 3 Final Speeches

Th Mar 8 Final Speeches

Th Mar 10 Final Speeches

Final Paper Due any time before and up until Noon on Tuesday March 15. Electronic copy through CANVAS.