

**COMMUNICATION 7340: SEMINAR IN CRITICAL (RHETORICAL) METHODS**  
**SPRING 2014**

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**COURSE DESCRIPTION:**

This course introduces you to significant concepts, issues, and methods of critical inquiry for a critical/cultural approach to rhetorical criticism. This course provides opportunities to read about, discuss, and apply various methods of, approaches to, and perspectives about rhetorical criticism. The course will also help you to speak articulately about core concepts, issues, and theories; produce a critical essay; and develop your own orientation toward critical/cultural rhetorical work.

**REQUIRED MATERIALS:**

Course packet available on Electronic Reserve from Marriott Library

**METHODS OF EVALUATION:**

Participation	10%
Class Facilitation	10%
Paper Proposal	15%
First Draft Paper	15%
Peer Review	20%
Final Criticism Paper	30%

**ASSIGNMENTS:**

**Participation (10%):** You are expected to have completed your reading assignments and prepared comments and questions for discussion before each class session. During class, you are expected to be present and be prepared to help create and maintain a lively class discussion, including both active listening and speaking. Occasionally, there will be unannounced quizzes on reading assignments at the beginning of class.

**Class Discussion Facilitation (10%):** Each of you will facilitate one half of a class session (i.e, 1 ½ hours) on a topic of your choosing. (I will send around a sign up sheet.) In order to facilitate discussion, you should be prepared to discuss in detail *at least two* of the articles/book chapters assigned for that class session. You should also be able to discuss interconnections between the readings and identify some themes that span across the articles. You may want to do additional reading to prepare (I can help with suggestions), but it is not required. You will turn in an outline of your facilitation plan

and set of questions for discussion to me for review *one week in advance* of your facilitation date. You will be required to provide your peers with a set of discussion questions via Canvas or email on *the Friday before class*.

**Paper Proposal (15%):** You will turn in a 5-10 page paper proposal due on **February 18<sup>th</sup>**. In this, you should introduce your topic and text(s), explain their significance, link them to relevant scholarly conversations, and explain how you plan to analyze your text(s).

**First Draft Paper (15%):**

In order for you to get some advanced feedback on your final paper, you will turn in a draft of your final paper on **March 17<sup>th</sup>**. You will receive written feedback on your paper from me and from one student.

**Peer Review (20%):**

The peer review process is an inevitable process of the academic life. We will create our own mock peer-review process in this class. You will write two 1-3 single-spaced page blind reviews of your colleagues' first draft papers. I will grade your reviews based on the quality of your assessment of the paper. Your colleagues will receive a copies of your reviews. Peer reviews are due **March 31<sup>st</sup>**.

**Final Criticism Paper (30%):** Write a 20-25 page (double spaced) rhetorical criticism paper that uses one or more of the "methods" or approaches discussed in this class to critically analyze your text(s). We will talk more about this assignment in class. I *highly recommend* that you start working on your paper/project early in the semester and that you talk with me when you have chosen a topic. Your paper is due on **April 30<sup>th</sup>** by 11:59 p.m.

You will also prepare a 7-10 minute presentation due on the final class session: **April 21<sup>st</sup>**

***All papers are due via email by 11:59 p.m. on the due date.***

**POLICIES**

**Grading Criteria:** Every grade you receive on an assignment in this class will be determined according to the following scale:

A = Excellent. To receive an "A," your assignment must not only meet all of the requirements, but should also exceed the expectations and standards.

B = Good. A "B" is a good grade. It means you met all of the requirements of the assignment and have done a good job in meeting those requirements.

C = Unsatisfactory work

**Assignments:** All assignments are due *via email* on the due date. All written assignments should be typed, 11-12 pt. font, double spaced, and stapled. Failure to meet these requirements will result in lowered grades. In the event you do not turn in your

assignment on the day it is due, late written assignments will receive a full letter grade reduction for every full day they are late (i.e. A to B).

**Statement on Attendance:** Because participation and cooperative learning are essential to the design of this course, you are expected to attend class and participate. See the Student Handbook for the university policy on absences.

**Statement on Content Accommodation:** All of the course content, reading assignments, films, assignments, and other teaching materials have been chosen in order to achieve the pedagogical objectives of this course best. Some of the writings, lectures, films, or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. I will not make content accommodations in this course.

**Statement on Academic Misconduct:** Academic misconduct is a serious violation of your contract as a student and will be treated severely. The university policy on academic misconduct is in the student code available at <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

**ADA Statement:** The University of Utah seeks to provide equal access to programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Service, 162 Olpin Union Building, 581-5020 (V/TDD) to make arrangements for accommodation.

### **COURSE SCHEDULE:**

#### **January 6: Introduction to Course: Rhetorical Criticism & Critical/Cultural Studies**

Campbell, "Criticism: Ephemeral and Enduring"  
Brockriede, "Rhetorical Criticism as Argument"  
McKerrow, "Research in Rhetoric"  
Blair, "Contested Histories of Rhetoric"  
Ivie, "What Are We About"  
Hay, "Introduction"  
Striphas, "Keyword: Critical"  
Ono, "Critical: A Finer Edge"

#### **January 13: Texts & Objects of Study**

Campbell, "Introduction"  
Leff and Sachs, "Words the Most Like Things"  
McGee, "Text, Context, and the Fragmentation"  
Condit, "Rhetorical Criticism and Audiences"  
Solomon, "The Things We Study"

#### **January 20: NO CLASS-Martin Luther King Jr. Day**

**January 27: The Ideological Turn**

Wander, "The Ideological Turn in Modern Criticism"  
Wander, "The Third Persona"  
McGee, "The Ideograph"  
Cloud, "To Veil the Threat of Terror"  
Kelly, "Orwelian Language"

**February 3: Ideology Critique**

Cloud & Gunn, "W(h)ither Ideology?"  
Wander, "On Ideology"  
Aune, "The Scholastic Fallacy"  
Triece, "Saying it the Way"  
Bost & Greene, "Affirming Rhetorical Materialism"  
Biesecker, "Wither Ideology?"

**February 10: Critical Rhetoric I**

McKerrow, "Critical Rhetoric: Theory and Praxis"  
McKerrow & St. John, "Critical rhetoric and continual critique"  
Ono and Sloop, "Commitment to Telos--a Sustained Critical Rhetoric"  
Ono and Sloop, "The Critique of Vernacular Discourse"  
Sloop and Ono, "Outlaw Discourse"

**February 17: Holiday**

*February 18: Paper Proposal Due*

**February 24: Critical Rhetoric II**

Eadie, "Editor's Introduction"  
Renegar, "Critical/Cultural Scholarship"  
Shome, "The Obligation of Critical"  
Biesecker, "The Obligation to Theorize"  
Hartnett, "On Postmodern Intellectuals"  
Foss & Foss, "A Tale of Two Travelers"  
Rand, "Queer Rhetorical Rhetoric Bites Back"  
West, "Queer Generosities"  
Krolokke, "What is the Obligation?"  
McKerrow, "Criticism Is As Criticism Does"  
Condit, "How Ought Critical Communication"

**March 3: Feminist/Gender/Queer**

Blair, Brown & Baxter, "Disciplining the Feminine"  
Hoerl & Kelly, "The Post-Nuclear Family"  
Doss & Jensen, "Balancing Mystery and Identification"  
Shugart, "Managing Masculinities"  
Morris, "Sunder the Children"  
Fox, "You Are Not Allowed to Talk About Production"

**March 10: Race and Whiteness**

Nakayama and Krizek, "Whiteness"  
Flores, "Constructing Rhetorical Borders"  
Joseph, "Tyra Banks is Fat"  
Nakamura, "Don't Hate the Player"  
Kelly, "Blood-Speak"

**March 17: Colonial/Postcolonial Criticism**

Shome, "Postcolonial Interventions"  
Hasian & Wood, "Critical Museology"  
Wanzer, "DeLinking Rhetoric"  
Endres, "The Rhetoric of Nuclear Colonialism"  
Black, "Native Resistive Rhetoric"

*Due: First Draft of Paper*

**March 24: Rhetorical Field Methods**

Middleton et al., "Rhetorical Field Methods"  
Hess, "Critical-Rhetorical Ethnography"  
Conquergood, "Ethnography, Rhetoric, and Performance"  
Senda-Cook, "Rugged Practices"  
Pezzullo, "Resisting National Breast Cancer"

**March 31: Place/Space**

Blair et al., "Introduction: Rhetoric/Memory/Place"  
Endres & Senda-cook, "Location Matters"  
Dickinson, "Joe's Rhetoric"  
Blair, "Reflections on Criticism and Bodies"  
Zagacki & Gallagher, "Rhetoric and Materiality"

*Due: Peer Reviews*

**April 7: Social Protest & Resistance**

Enck-Wanzer, "Trashing the System"  
Ott, "Assessing Rhetorics of Social Resistance"  
Deluca, "Unruly Arguments"  
Harold, "Pranking Rhetoric"  
Bratich, "To Receive Well"  
West, "PISSAR's Critically Queer"

**April 14: The Role of the Critic, Public Scholarship, Activism & Engagement**

Shugart, "An Appropriating Aesthetic"  
Wander, "Marxism, Post-Colonialism"  
Banning, "When Poststructural Theory"  
Pezzullo, "There is No Planet B"  
McKerrow & St. John, "The Public Intellectual"

Giroux, "Cultural Studies, Public Pedagogy, and the Responsibility"  
Hartnett, "Communication, Social Justice, and Joyful Commitment"  
Gunn & Lucaites, "The Contest of Faculties"  
Young et al., "(UN)Disciplining the Scholar Activist"

**April 21: Final Paper Presentations**

**April 30: Final Papers due via email at 11:59 p.m.**

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