This course historicizes issues in Composition Studies from the seventeenth century to the early twentieth century. It addresses the province of rhetoric in the modern period, focusing on eighteenth, nineteenth, and early twentieth century rhetoric in Britain [Scotland mostly] and the US and on writing instruction in the US.

After discussing historiographic methods and issues, we use several historical interpretations to help us think about how our present issues might lead us to read/construct the past. We then move to eighteenth- and nineteenth-century treatises of language and rhetoric in Britain, Scotland, and the United States.

We are particularly interested in the main thrusts of historiography for this period:

* discipline formation (literature, speech, and composition)
* attitudes of period scholars toward education
* origins of modern teaching practices
* nature and spread of universal literacy
* development of the twentieth century university (and decline of formal rhetoric)
* connections of rhetoric to liberty and later democracy

We are also interested in what is excluded by these inclusions and focuses.

Course Goals
1. Build a critical vocabulary for the study of history
   • review theories of history
   • critique contemporary histories of modern rhetoric and composition
2. Increase your understanding of both the development of and the status of rhetoric and composition
   • survey primary texts from 1600-1920
   • examine those texts’ treatment of familiar concepts [e.g., audience, purpose, style, delivery, language, arrangement, invention, eloquence, genres, kairos, ethics]
   • review developments in politics, religion, education, economics, the arts, etc.
3. Prepare you for Ph.D. comprehensive exams [or for the MA exams]
   • present reports on related readings
   • prepare grids of ideas for writings
   • complete a 24-hour take home exam with questions similar to the comprehensive
4. Consider how the study of history in rhetoric and composition has been used/is used/should be used to construct its identity.

Texts
James A. Berlin. Writing Instruction in Nineteenth-Century American Colleges. [SIUP, 1984]


James L. Golden and Edward P.J. Corbett [eds]. The Rhetoric of Blair, Campbell, and Whately. [SIUP, 1990]

online readings

Topics [will change as I get a feel for the class’ interests]

week 1: course introduction; work with Ong essay

week 2: theories of history I: de Certeau; McCullagh; Munslow; White; History and Theory essays [Ankersmit; Zagonin; Ankersmit]; Howell

week 3: theories of history II: Blair, Berlin; Crowley; Miller; Royster; Howell

   Transition from Renaissance to Enlightenment: Bacon; Hobbes

week 4: enlightenment

   Locke, An Essay Concerning Human Understanding
   Locke: Some thoughts Concerning Education
   Hume, Of Essay Writing; of Eloquence; On the Standard of Taste [1742]

week 5: Hume, An Enquiry Concerning Human Understanding

   Rousseau, Emile or On Education
   Priestley, Essays on Oratory and Criticism
   Ward A System of Oratory
workload

The course requires preparation weekly, and that preparation leads to a course project and performance in a final exam. The grade will be determined by: written and oral work contributed to class each week (1/3 of grade), a course project (5/12 of grade), and a final exam (1/4 of grade).

weekly work

1) Each student will be responsible for identifying the ways in which each week's readings construct, comment on, assume, ignore, etc. issues relevant to R/C studies. Some of this work will be written.

2) There also will be online research exercises, short presentations to the class (complete with a handout) about an article (or period text) relevant to that day's class discussion, and reading grids [in preparation for the final]. This weekly work will be submitted as a portfolio.

Course project options [do 1 or 2]

1) propose and then produce a 15-20 page paper and a presentation to the class. This project should be bibliography heavy—i.e., coming to terms with the relevant literature for this topic—and is intended to be starting point of a conference paper or journal article. It may pursue a new approach to an issue or theme in modern composition history/theory; it may recover a figure or text or issue that is underappreciated,

2) propose and then produce a design, a web equivalent of a paper, and a presentation to the class. This web page is intended to be a resource for some aspect of the history of composition studies in the modern period.

exam

This will be a take-home exam that has you write answers to prelim style questions.
Readings

Readings used in Week 1

Readings for Week 2:

Readings for Week 3:
- in class we'll look at the Octalogs

Readings for Week 4 – here are pointers to the online texts. My course website–when it gets mounted–will have considerable online resources linked to it.

Readings for Week 5 – 18th Century Philosophy
- Joseph Priestley, Lectures on Oratory and Criticism, Lectures 1 through 10 http://books.google.com/books?id=0-ivoX7LBwC&dq=Joseph+Priestley&pg=PP1&ots=kkP6VAbNSs&sig=teOeXbQi1-Wx6MuEh4GcBtMQsSh=enSsa&ai=book_result&resnum=4&ct=result#PPR3,M1
- Rousseau, Emile, or on Education

Readings for Week 6 – Scottish Enlightenment
- Campbell excerpts from Philosophy of Rhetoric [in Golden/Corbett]
- Smith Part 1, section 1, ch 1, 3, and 4 from Theory of Moral Sentiments http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ftitle=192&Itemid=27