In the western hemisphere, between the Renaissance and the 20th century, the rhetoric that fueled public persuasion gave way to composition courses taught (often reluctantly) in American colleges. This course inhabits this volatile landscape of wars, revolts, witch burnings, religious persecution, origins of disciplines, liberties, mechanical revolutions, empire building, rise of both mass education and modern universities, and so on. Perhaps as Dickens proclaimed somewhat late in the period, “It was the best of times, it was the worst of times.”

From our perspective, as scholars of Rhetoric and Composition in the twenty-first century, these times are particularly important because they lay the disciplinary foundations for our field. But, history is not a single, simple, or uncontested story. So, we take up the task of historicizing our field, by peeking at the rise of Renaissance Humanism, then beginning in earnest. We examine British authors’ momentus decisions to write vernacular rhetorics in English, move through to the flowering of the Enlightenment, its great accomplishments of liberty, disciplines, mass education, personal freedoms, and so on. Then we focus increasingly on colonials—primarily the Scots and the Americans. After the American Revolution, we stay in the west covering the stretch of the 19th century from classical to the rise of the professionals (which includes Composition Studies).

We are particularly interested in some main historiographic themes appropriate for this period:
- discipline formation (literature, speech, and composition)
- attitudes of period scholars toward education and knowledge (including its making)
- 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 (the public deployment of rhetoric)

We are also interested in what is excluded by these inclusions and focuses. So we seek themes we can reasonably assemble... and what they miss.

Course Goals

1. Build a critical vocabulary for historical work
   - review theories of history
   - question origin stories for modern rhetoric and composition
2. Increase your understanding of both the development of and the status of rhetoric and composition
   - survey primary texts from 1600-1900
   - examine those texts’ treatment of rhetorical concepts (e.g., audience, purpose, style, delivery, language, truth, arrangement, invention, eloquence, genres, kairos, ethics)
   - review germane developments in politics, religion, education, logic, economics, the arts, etc.
3. Develop as a scholar
   - complete exercises in building scholarly practices ( grids for ideas in the readings; reports on online historical resources; etc.)
   - complete a take home exam ( with a scaffolded question and another question similar to those in the 24-hour prelim)
   - draft a scholarly paper
4. Consider how the study of history in rhetoric and composition has been used/is used/should be used to construct its identity.
Workload

- 20% Reading
- 20% Class Participation and Exercises [e.g., grids for primary readings]
- 20% Exam [completed before 2/3s of semester done]
- 40% Own Project [proposal due before break; paper due by end of semester]

Texts to Purchase [available at Von’s Books and not needed during the first month]

Other Texts will be downloaded from online repositories.

Projected Topics (will change as I get a feel for the class’ interests)

August 26: course introduction; work with scholarship on how moved from Medieval to Renaissance: work with technology for doing history

September 2: Theorizing historical work/writing [Foucault; White; Royster; Poster; Howell] & transition from Renaissance

September 9: Hiding from Religion? Or Building to Enlightenment:
- Bacon, from Advancement of Learning
- Jonson, from English Grammar (1640)
- Locke, from An Essay Concerning Human Understanding
- Some readings about encyclopedias

September 16: Education Treatises
- Locke, from Some Thoughts Concerning Education (1693)
- Sheridan, from British Education (1756)
- Priestley, An Essay on a Course of Liberal Education for a Civic and Active Life (1765)
- Edgeworth, Practical Education (1798)

September 23: More Enlightenment
- Hume, from An Enquiry Concerning Human Understanding (1758)
- Hume, Of Essay Writing; of Eloquence; On the Standard of Taste (1742)
- Priestley, from Essays on Oratory and Criticism (1777)
- Ward, from A System of Oratory (1759)

September 30: Scottish Enlightenment & Rhetoric
- Smith, "Of the expence of institutions for the education of youth" (V.1.) from Wealth of Nations
- Campbell, excerpts from Philosophy of Rhetoric in Golden and Corbett;
- Smith, excerpts from Theory of Moral Sentiments
- Smith, from Lectures on Rhetoric and Belle Lettres
- Kant, What is Enlightenment? (1784)

October 7: More on Rhetoric particularly (continue Campbell and Smith)
- Blair (in Golden and Corbett)

October 14 Fall Break – no class

October 21: Colonial America (Are we really rewarmed Scots?) revolutionary readings to come; Puritan Rhetoric
- history of princeton essay by Smith;
- Jefferson
- Witherspoon

October 21: catch up [by now we will have fallen behind and will need to catch up]
- Proposal for final paper due
October 28: British Romantics (not utilitarians)
Coleridge, excerpts from Biographia Literaria
Wollstonecraft—Vindication of the Rights of Women
de Quincey—Letters to a Young Man whose education has been neglected

November 4: 19th c America before the Civil War
John Quincy Adams; Channing
Carr, Carr, & Schultz
Emerson, The American Scholar and other Essays

November 11: theorizing the rhetoric of 19th c America
Carr, Carr, & Schultz; Berlin; Clark and Halloran; Whately

November 18: Post Civil War America
Authors in Brereton
Frances Watkins Harper; Hallie Q. Brown; Anna Julia Cooper; Fannie Barrier Williams; Ida B. Wells

November 25 – Thanksgiving – no class

December 2 : alternative composition in the late 19th and early 20th c; complete Brereton; Connors; Royster

December 9: presentations and course review

Detailed References

**week 1**

**week 2**

If you are interested in the dispute in history, consult:

**week 3**
Week 4 [note: these educational works span 17th and 18th century]

Joseph Priestley, "An Essay on a Course of Liberal Education for Civil and Active Life" in Misc. Observations Relating to Education (1776)
http://books.google.com/books?id=65VbAAAQAIAJ&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false

Thomas Sheridan, British Education (1756) Book 1, Ch 1-11; Book 2, Ch 5-6; Book 3 (at least Ch 1-5; may want to read all)
http://books.google.com/books?id=T5woAAAAYAAJ&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false

Maria Edgeworth, Essays on Practical Education (1798)
Volume 1, "On Truth"
http://books.google.com/books?id=vA0UAAAAIAAJ&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false

Volume 2, "Taste and Imagination" and "Summary"
http://books.google.com/books?id=8g0UAAAAIAAJ&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false

John Locke, Some Thoughts Concerning Education (1693) read selectively as interested . . . we’ll review for sure: pp. 145-156; 162-166, and topics such as 63-65 (practice rather than precept); 67-8 (manners acquired by imitation); 80-1 (appeal to reason).
http://books.google.com/books?id=HHsWAAAAIAAJ&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false

Week 5 [More Enlightenment]

David Hume, An Enquiry Concerning Human Understanding, sections 1-8 (1748)
http://www.bartleby.com/37/3/

David Hume, David Hume, "Of Eloquence" and "of the standard of taste" (1757)
http://www.econlib.org/library/LFBooks/Hume/hmMPL40.html

David Hume, "Of Essay Writing" (1742)
http://www.econlib.org/library/LFBooks/Hume/hmMPL50.html

Joseph Priestley, Lectures on Oratory and Criticism (1777), Lectures 1 through 10
http://books.google.com/books?id=a-ixoX7LGw4&printsec=frontcover&dq=priestley+lectures+on+oratory&cd=1#v=onepage&q=&f=false

John Ward, A System of Oratory Volume 1 (1759), Lectures 3, 4, 20, 21, 22
http://books.google.com/books?id=RgsCAAAAIAAJ&printsec=frontcover&dq=author:%22John+Ward%22+system+of+oratory&hl=en&ei=RWS7TtGy7DH0AH5qaGwAg6sa=X&oi=book_result&ct=result&resnum=2&ved=0CDUQ6AEwAQ#v=onepage&q=&f=false

Volume 2, Lectures 36, 37, 38
http://books.google.com/books?id=KasCAAAAIAAJ&printsec=frontcover&dq=author:%22John+Ward%22+system+of+oratory+oratory&hl=en&ei=RWS7TtGy7DH0AH5qaGwAg6sa=X&oi=book_result&ct=result&resnum=2&ved=0CDUQ6AEwAQ#v=onepage&q=&f=false
**Week 6 [Scottish Enlightenment & Rhetoric]**

Smith, "Of the expence of institutions for the education of youth" (V.1.) from *Wealth of Nations* [in volume 2, Cannan edition] (1776)  
http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=119&chapter=212378&layout=html&Itemid=27

the Campbell, excerpts from *Philosophy of Rhetoric* in the Golden and Corbett textbook (1776)  

Smith, excerpts from Theory of Moral Sentiments (1759)  

Smith, excerpts from Lectures on Rhetoric and Belle Lettres (1762; found in 1958)  

Kant, *What is Enlightenment?* (1784)  
This site has a brief introduction and a link to the essay:  
http://www-personal.ksu.edu/~lyman/english233/Kant-WIE-intro.htm  
Or, go directly to the essay:  
http://www.fordham.edu/halsall/mod/kant-WIE-intro.htm

**Week 7:** the only new read is the Blair portion of Golden and Corbett’s text. We will use the week to catch up on other readings we have shorted in our rush to the end of the 18th c.

**Week 8: Fall Break**

**Week 9: Colonial America**

SERMONS  
http://books.google.com/books?id=wVxCAAAAIAAJ&printsec=frontcover&dq=inauthor:%22+Timothy+Dwight%22&as_brr=1#v=onepage&q=slavery&f=false

Jonathan Edwards, “Sinners in the Hands of an Angry God” in *Selected Sermons*  

ON LIBERTY & COUNTRY  
Thomas Paine, “African Slavery in America” and part of “The American Crisis” (through Ill at start of p.206) in *The Writings of Thomas Paine*, vol 1  
http://books.google.com/books?id=pjoPAAAAYAAJ&printsec=frontcover&as_brr=1#v=onepage&q=slavery&f=false

Thomas Jefferson, Notes on the State of Virginia [1781, updated in 1782-3]  
Read sections on “Query 11: Aborigines,” “Query 15: Colleges, buildings and roads”, Query 18: Manners  

**FIRST AMERICAN RHETORIC**  
John Witherspoon, “Lectures on Eloquence” Lectures 1, and 9-14 in *Works*, vol 3  
http://books.google.com/books?id=-t-OCXn0koZEC&dq=lectures+on+moral+philosophy+inauthor:witherspoon&lr=6as_brr=1#v=onepage&q=lectures%20on%20moral%20philosophy%20inauthor%3Awitherspoon&f=false

**Week 10: British Romanticism**

[new date for project proposal]

Berlin, Ch 1 and Ch 5  
Samuel Taylor Coleridge, excerpts from *The Friend* (1810), volume 2 of *The Complete Works of Samuel Taylor Coleridge* [Essays IV and V of First Landing Place; Essay IX from the Second Section]  
http://books.google.com/books?id=XKoKAAAAYAAJ&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false

Samuel Taylor Coleridge, Author’s “Preliminary Essay” from *Aids to Reflection*  
http://books.google.com/books?id=WOAAAAIAAJ&printsec=frontcover&as_brr=0#v=onepage&q=&f=false

Thomas de Quincey—read letter # 2 (22-32) from “Letters to a Young Man Whose Education Has Been Neglected” in *The Collected Writings of Thomas DeQuincey*, vol 10 and read his essay on “Rhetoric” (81-132)  
http://books.google.com/books?id=518eAAAAIAAJ&printsec=frontcover&as_brr=0#v=onepage&q=&f=false
[note you may want to read Fred Newton Scott’s Introduction, to this collection of de Quincey’s essays on Rhetoric into this volume] “Essay on Rhetoric” (138-194) in Essays on Style, Rhetoric, and Language
http://books.google.com/books?id=SZ0lAAAAIAAJ&printsec=frontcover&dq=subject:%22Rhetoric%22&lr=&as_brr=1#v=onepage&q=&f=false

Mary Wollstonecraft, A Vindication of the Rights of Women (1796) ch1, 11, and 12
http://books.google.com/books?id=qhcFAAAAQAM&printsec=frontcover&dq=mary+wollstonecraft+a+vindication+of+the+rights+of+women&hl=en&ei=bHuhTcSu0cLgMujGdBQ&sa=X&ved=0CDMQ6AEwAQ#v=onepage&q&f=false

WEEK 11: Theorizing the 19th C Rhetorical America 11/4

Week 12: America pre Civil War 11/11 [may be too much; I will review it]

SCHOOL:
Whately selection in Golden and Corbett
Carr, Carr and Schultz, ch 1
Berlin, ch 2, 3, and 4
Ralph Waldo Emerson, “Eloquence” in Society and Solitude

Edward Channing, Lectures Read to the Seniors in Harvard College (1856), read “General View of Rhetoric” and “A Writer’s Habits”
http://books.google.com/books?id=qhcFAAAAQAM&printsec=frontcover&dq=mary+wollstonecraft+a+vindication+of+the+rights+of+women&hl=en&ei=bHuhTcSu0cLgMujGdBQ&sa=X&ved=0CDMQ6AEwAQ#v=onepage&q&f=false

PUBLIC DEBATE: Race, Slavery, and Lynching:
Emerson—2 lectures on Fugitive Slave Law (at Concord and in NY) in Miscellanies
http://books.google.com/books?id=-Lw5AAAAAMAAJ&printsec=frontcover&dq=editions:OHMYKj0OYx87NKQxe2&lr=#v=onepage&q=&f=false

Frances Ellen Watkins Harper,
• “Centennial Anniversary of the Pennsylvania Abolition Society”
  http://books.google.com/books?id=p4hZAAAAAMAAJ&printsec=frontcover&dq=frances+watkins+harper&as_brr=1&cd=1#v=onepage&q=&f=false
• “Duty to Dependent Races” [at googlesite: harperDUTY.rtf]

Anna Julia Cooper,
• “Discussion of the Same Subject” [at googlesite: cooperCOLOURED.rtf]
• From, A Voice from the South, “Has America a Race Problem; Ifso, How Can it Best Be Solved?” [at googlesite: cooperRACEPROB.rtf]

Ida B. Wells Barnett
• Chapter 1 of The Red Record an account and indictment of lynching [at project Gutenberg: http://www.gutenberg.org/files/14977/14977-8.txt]

Week 13: America post Civil War 11/18

Rest of Berlin
Carr, Carr and Schultz
Brereton
Clark and Halloran essay

Week 14: Thanksgiving

Week 15: Composition Emerges

Week 16: presentations
Exercise 1: Using Early English Books Online [EEBO]

A database you can reach through the Purdue Library [http://www2.lib.purdue.edu:3328/home], EEBO “contains digital facsimile page images of virtually every work printed in England, Ireland, Scotland, Wales and British North America and works in English printed elsewhere from 1473-1700 - from the first book printed in English by William Caxton, through the age of Spenser and Shakespeare and the tumult of the English Civil War.”

The purpose of this exercise is to familiarize you with the database and with some of the sources available for the study of rhetoric in England before the 18th century.

Each of us will select a title from the database that is about rhetoric and in English [we’ll do that together] and develop a short report on that title. That report should include:

• Location material: the complete title, author, publishing information, and pointer to the place in the database
• TOC: almost all of these books do not have tables of contents, so the main part of this exercise is to assemble that aid
• Response: a paragraph about the book. Connect it, if you can to Howell or to Ong [as purveyors of received wisdom about rhetoric]

2: Proposal for Project

Limit your proposal to one page (if at all possible).

It should be a brief description of one or two topics you are interested in further pursuing for a course paper that is no more than 3000 words + an annotated bib. The purpose of the paper is to get you into touch with secondary work on a topic you want to further explore, perhaps for a conference paper (hence the word limit, a flabby conference paper length, and also the annotated bib that will be useful in constructing a handout to accompany your paper).

While you might do a lit review, unless it is a tightly bound topic, you won’t be able to accomplish it. Besides, a lit review takes an authoritative tone (like you know all the scholarship and can judge its worth), and I don’t think many of us are in that position with many interesting topics we might pursue.

You might trace a term through a section of the course. Then you need to think about what term is defensible: should it be one that was important “in the day” and not often used today (here the question is why does this matter?); should it be one that is misunderstood (then or now) (here the question is how could a better understanding help us understand now or then?); should it be one that links two areas, say politics and rhetorical deliberation or religion and democracy or religion and man’s ability to know (does it help us take a different perspective on the theory and practice of rhetoric in that period). I could go on, but my point is that the justification helps you position your paper in ways that make it do-able. This process also helps you articulate why it may matter.

You might focus on some domain of rhetorical theory and/or practice, particularly if your instinct is that our received thought about the period is at odds with how you read it. Here it is useful to try to push against a received story – say, Howell’s or Ong’s or Berlin’s or Brereton’s (to take the main people with big picture claims that we discuss in the course). For example, Corbett did a piece in which he used Howell’s reading of Locke to argue for “Locke’s Contribution.” If you see it differently, you can push against both Howell and Corbett’s renewal of him.

You might do a most significant passage paper.

I’m sure there are other ideas.