

Fall 2012

English 624: Issues in Composition Studies: Modern Period

meeting time: Fridays 11:30-2:20, Heavilon 110

Patricia Sullivan, instructor

Office: Heavilon 401 [main office phone: 494-3740]

Office Hours: Wednesday 10 -11; Thursday before Hutton on lecture days; Friday 2:30-4

Email: sullivanatpurdue@gmail.com

Web: <http://patriciasullivan.org>

Courselinks: http://delicious.com/sullivanatpurdue/tag_bundle/ENGL624

Zotero: <http://www.zotero.org/groups/modernrhetoric/items> [you have to sign up]

we will also set up a class dropbox for file exchange

In the western hemisphere, between the Renaissance and the 20th century, the rhetoric that educated boys and later others in public persuasion lost its position in college instruction to the written composition courses taught (often reluctantly) in American colleges. This course “chronicles” that change in rhetoric as it inhabits a 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 disciplinary allegiances 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 British authors near their momentous decisions to write vernacular rhetorics, 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) hopeful of gaining perspective on that past.

We are particularly interested in some main historiographic themes appropriate for this period:

- attitudes of period scholars toward education and knowledge (including its making)
- origins of modern teaching practices
- nature and spread of universal literacy
- discipline formation (literature, speech, and composition)
- 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 also are interested in what is excluded by adopting particular focuses. Why, for example, is so little fuss made over religious rhetoric in our popular histories (when it is so clear that many emigrated seeking religious freedom)? Why so few women and no minorities? So we simultaneously seek themes we can reasonably assemble. . . and what they miss.

Course Goals

1. Better grasp the range of vocabularies for historical work in order to
 - position theories of history
 - have tools to question origin stories for modern rhetoric and composition
2. Increase your understanding of both the development of and the status of rhetoric and later of composition
 - survey some 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)
 - interlace at least some 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
- 15% Class Participation and Exercises [e.g., grids for primary readings]
- 25% Exam [completed before 2/3s of semester done]
- 40% Own Project [proposal due before break; paper due by end of semester]

Texts to Purchase [not needed during the first month]

- James A. Berlin. *Writing Instruction in Nineteenth-Century American Colleges* (SIUP, 1984).
- John C. Brereton (ed). *The Origins of Composition in American Colleges, 1875-1925: A Documentary History* (U Pittsburgh P, 1996).
- James L. Golden and Edward P.J. Corbett (eds). *The Rhetoric of Blair, Campbell, and Whately* (SIUP, 1990).

Other Texts will be downloaded from online repositories.

Projected Topics (may change a bit as I get a feel for the class' interests)

August 24: course introduction; work with scholarship on how moved from Medieval to Renaissance: with Introduction to Early English Books Online; work with technology for doing history

August 31: Theorizing historical work/writing [Foucault; White; Royster; Poster; Howell] & transition from Renaissance

September 7: Hiding from Religion? Or Building to Enlightenment:

Bacon, from Advancement of Learning
Sprat, from History of the Royals Society (1667)
Locke, from An Essay Concerning Human Understanding
Locke, from Some thoughts Concerning Education (1693)
Some readings about encyclopedias

September 14: Education Treatises

Milton, Of Education (1644)
Locke, from Some Thoughts Concerning Education (1693)
Sheridan, from British Education (1756)
Edgeworth, from Practical Education (1798)
Present on EEBO [3-5 minutes]

September 21: 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 28: 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

October 5: More on Rhetoric particularly (continue Campbell and Smith)

Blair (in Golden and Corbett)

October 12 Fall Break – no class

October 19: Colonial America (Are we really rewarmed Scots?)

revolutionary readings to come; Puritan Rhetoric
history of princeton essay by Smith;
Jefferson
Witherspoon
Priestley, An Essay on a Course of Liberal Education for a Civic and Active Life (1765)
proposal for final project due

October 26: 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 2: 19th c America before the Civil War
John Quincy Adams; Channing
Carr, Carr, & Schultz
Emerson, The American Scholar and other Essays
exam due

November 9: theorizing the rhetoric of 19th c America
Whately; Berlin; Clark and Halloran;

November 16: Post Civil War America
Authors in Brereton
Frances Watkins Harper; Hallie Q. Brown; Anna Julia Cooper; Fannie Barrier Williams; Ida B. Wells

November 23 – Thanksgiving – no class

November 30: alternative composition in the late 19th and early 20th c; complete Brereton; Connors; Royster

December 7: presentations

EEBO Exercise: Using Early English Books Online

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.

Choose to do either A or B. We will have 3-5 minute presentations, and you will post your report. [I'll give out some examples]

A [description of a book]

Select a title from the database that is about rhetoric and in English [see list below] 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, remembering that it is interesting if it does not connect clearly with their work]

Books that have been studied (and should **not** be done again)

Anon. Writing Scholar's Companion, 1695 [Laurie Pinkert]
John Barton, The art of rhetorick concisely and compleatly handled, 1634 [Fernando Sanchez]
Leonard Cox, The Art of Crafte of Rhetoryke, 1532 [Mary McCall]
Abraham Fraunce, The Arcadian rhetorike, 1588 [Adam Pope]
J.B., Chirologia... with Chironomia added, 1644 [Alissa Goudswaard]
John Newton, An Introduction to the Art of Rhetorick, 1671 [Emily Legg]
John Newton, The English Academie or a Brief Introduction to the Seven Liberal Arts, 1677 [Alexandra Hidalgo]
Ferrante Pallavacino, The whore's rhetorick, 1683 [Liz Angeli]
Henry Peacham, The Garden of Eloquence, 1593 [Ashley Watson]
John Prideaux. Sacred Eloquence, 1659 [Adam Strantz]
Richard Rainolde, A Booke called the Foundation of Rhetorike, 1563 [Katie Taylor]
Samuel Shaw, Words Made Visible, 1680 (a play) [Ethan Sproat]
Richard Sherry, Treatise on Schemes and Tropes, 1550 [Cait Spronk]
John Smith, The mysterie of rhetorick unveil'd, 1673 [Cody Reimer & Nick Slabaugh]
Juan Luis Vives, Introduction to wisdom, 1575 [Enrique Reynoso]
Obadiah Walker, Some Instructions Concerning the Art of Oratory, 1682 [Cristina González]

Thomas Wilson, *The art of rhetorique*, 2nd ed, 1585 [Justin Rademaekers]

B [looking for patterns]

The white male (often clergy) quality of this course can be oppressive. Yet few others have been recovered in ways that they can “crack” the hit parade. I'll distribute a list of women authors in EEBO. Your task will be to examine texts by some of the female authors in EEBO and answer (with references) questions such as these (or others that arise and seem important):

- a. TIME related patterns: who are some of the earliest women authors in EEBO and what is the range of their pubs?
- b. TOPIC related patterns: what are typical topics?
- c. INTERTWINE a and b: do typical topics change over time?
- d. RELATED TO RHETORIC: what books by female authors are about rhetoric?

For whatever you include in your report, you should also give us location particulars: the complete title, author, publishing information, and pointer to the place in the database.

More about Project Proposal

[note: At least two weeks before the proposal is due, I will ask you to for a list of ideas before the proposal is due and try to help you confirm that your project is doable and interests you.]

Please limit your proposal to one page (if at all possible), plus a starting bib.

It should be a brief description of the topic 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 a traditional one because that sort of lit review relies 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. So, you need to think carefully about how to assemble such a project so that it can be useful to your future work. Please discuss your ideas with me.

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.

Detailed References [more accurate early; there may be changes]

week 1

Some references if you want to know more about the early period:

- Walter J. Ong, S.J. Ramist Method and the Commercial Mind. *Studies in the Renaissance*, 8 (1961): 155-179.
- Walter J. Ong, S.J. Tudor Writings on Rhetoric. *Studies in the Renaissance*, 15 (1968): 39-69.
- Walter J. Ong, S.J. *Ramus, Method, and the Decay of Dialogue*. Cambridge, MA: Harvard UP, 1958.
- Wilbur Samuel Howell. *Logic and Rhetoric in England, 1500-1700*. New York: Russell and Russell, 1961.
<download at Internet Archive: <http://www.archive.org/details/logicandrhetoric011815mbp>>

week 2

Mark Poster. *Cultural History + Postmodernity: Disciplinary Readings and Challenges*. New York: Columbia UP, 1997. Introduction [online at PU library]
< <http://quod.lib.umich.edu.ezproxy.lib.purdue.edu/cgi/t/text/text-idx?c=acls;idno=heb04936>>

Jacqueline Jones Royster, Disciplinary Landscaping, or Contemporary Challenges in the History of Rhetoric. *Philosophy and Rhetoric*, 36, 2 (2003): 148-167. <download at PU Library>

Hayden White. *Metahistory: The Historical Imagination in Nineteenth-Century Europe*. Baltimore: The Johns Hopkins University Press, 1973. Introduction <in dropbox>

Antony Easthope. Romancing the Stone: History-writing and Rhetoric, *Social History*, 18, 2 (1993): 235-249. <in dropbox>

Michel de Certeau. *The Writing of History*. trans. Tom Conley. ch 1 <in dropbox>

Michel Foucault. On The Ways of Writing History. *Aesthetics, Method, and Epistemology*. James D. Faubion (ed.), trans various. New York: The New Press, 1998. 279-295. <in dropbox>

Wilbur Samuel Howell. *Logic and Rhetoric in England, 1500-1700*. New York: Russell and Russell, 1961. introduction + connections to your EEBO exercise. <download at Internet Archive: <http://www.archive.org/details/logicandrhetoric011815mbp>>

If you are interested in the postmodern dispute in Historiography, consult:

- Keith Jenkins (ed). *The PostModern History Reader*. London: Routledge, 1997. His introduction to the flurries of articles in Past and Present and in History and Theory.
- F. R. Ankersmit. Historiography and Postmodernism, *History and Theory*, 28, 2 (May 1989): 137-53.
- F. R. Ankersmit, [Historiography and Postmodernism: Reconsiderations]: Reply to Professor Zagorin. *History and Theory*, 29, 3 (Oct 1990): 275-96.
- Perez Zagorin, Historiography and Postmodernism: Reconsiderations, *History and Theory*, 29, 3 (Oct 1990): 263-74.
- Carole Blair, Contested Histories of Rhetoric: The Politics of Preservation, Progress, and Change. *Quarterly Journal of Speech*, 78, 4 (1992): 402-428.
- Paul Ricoeur, History and Rhetoric. *Diogenes*, 42, 4 (1994): 7-24. <in dropbox>

week 3

Sir Francis Bacon. Sir Francis Bacon, excerpt from *The Advancement of Learning* -- first book; second book, ch 1; fifth book; sixth book (1605)
http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ffile=1433&Itemid=28

Bishop Thomas Sprat. *The History of the Royal Society of London*. 3rd ed. (1667) part 1 (can skip V-VIII hs. elaboration) and part 2, XII and XIII
http://books.google.com/books?id=g300AAAAQAAJ&printsec=frontcover&dq=thomas+sprat+history&source=bl&ots=RNb1fTdk5C&sig=dSh3KAYVWw6FYGmcPLRhX_mz9Nw&hl=en&sa=X&ei=H7c2UJCYO8TUqGh1oG4Aq&ved=0CDsQ6AEwAq#v=onepage&q=thomas%20sprat%20history&f=false

John Locke, *An Essay Concerning Human Understanding* -- introduction; bk1 ch 1-2; bk 2, ch 1-6; bk 3 ch 1-6, 9-10; bk 4, ch 1; "New Method of Common-Place" [1689]

http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ffile=761&layout=html

John Locke, Some Thoughts Concerning Education "Of Study" (1693) [appendix b]

http://books.google.com/books?id=HhSAAAAIAAJ&printsec=frontcover&dq=inauthor:John+inauthor:Locke&lr=&as_brr=1#v=onepage&q&f=false

Read 2 of the 4:

- Richard Yeo, "John Locke's 'New Method' of Commonplacing: Managing Memory and Information" *Eighteenth-Century*, 2 (2004), 1-39.
<dropbox>
- Richard Yeo, Lost Encyclopedias: Before and After the Enlightenment, *Book History* 10 (2007), 47-68.
- Gleick, James. *The Information*. New York: Pantheon, 2011. ch 3.
- Walter Ong, Historical Backgrounds of Elizabethan and Jacobean Punctuation Theory, *PMLA*, 59, 2 (1944): 349-360.

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

John Milton, *Of Education* (1644) -8 page pamphlet

http://www.dartmouth.edu/~milton/reading_room/of_education/index.shtml

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=HHsWAAAIAAJ&printsec=frontcover&dq=inauthor:John+inauthor:Locke&lr=&as_brr=1#v=onepage&q=&f=false

Thomas Sheridan, *British Education* (1756) Book 1, Ch 3, 5 through 9, and 11; Book 2, Ch 5; Book 3, Ch 1-5

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 2, "Taste and Imagination" and "Summary"

<http://books.google.com/books?id=8gOUAAAIAAJ&printsec=frontcover&dq=editions:OCLC10199074#v=onepage&q=&f=false>

from Week 3: discuss

John Locke, *Some Thoughts Concerning Education* "Of Study" (1693) [appendix b]

http://books.google.com/books?id=HHsWAAAIAAJ&printsec=frontcover&dq=inauthor:John+inauthor:Locke&lr=&as_brr=1#v=onepage&q=&f=false
[se](#)

NO Longer in Week 4

Cut from original reading:

Thomas Sheridan, *British Education*, Book 1 chapters 1, 2, 4, 10; Book 2 chapter 6; encouragement to read rest of Book 3

Maria Edgeworth, *Essays on Practical Education* (1798)

Volume 1, "On Truth"

http://books.google.com/books?id=vA0UAAAIAAJ&printsec=frontcover&source=gbs_v2_summary_r&cad=0#v=onepage&q=&f=false

Moved to Colonial America section:

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=65VbAAAQAAJ&printsec=frontcover&dq=inauthor:%22Joseph+Priestley%22+miscellaneous&lr=&as_brr=3&cd=1#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/hmMPL.html>

Joseph Priestley, *Lectures on Oratory and Criticism* (1777), Lectures 1, 2, 4, 6 through 10 (part 2 on method)

<http://books.google.com/books?id=o-ivoX7LG7wC&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 (Divisions of Oratory), 4 (invention), 5 (external topics), 21 (periphrasis), 22 (composition)

http://books.google.com/books?id=RqsCAAAAYAAJ&printsec=frontcover&dq=inauthor:%22John+Ward%22+system+of+oratory&hl=en&ei=RW57TtGyJ7DHOAH5qaGwAq&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDUQ6AEwAQ#v=onepage&q=&f=false

Volume 2, Lectures 36 (Low Stile), 37 (Middle Stile)

http://books.google.com/books?id=KasCAAAAYAAJ&printsec=toc&dq=inauthor:%22John+Ward%22&lr=&as_brr=1&source=gbs_summary_r&cad=0#v=onepage&q=&f=false

from week 3 discuss:

John Locke, *An Essay Concerning Human Understanding* -- introduction; bk 1 ch 1-2; bk 2, ch 1-6; bk 3 ch 1-6, 9-10; bk 4, ch 1; "New Method of Common-Place" [1689]

http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ftitle=761&layout=html

Bishop Thomas Sprat. *The History of the Royal Society of London*. 3rd ed. (1667) part 1 (can skip V-VIII hs. elaboration) and part 2, XII and XIII

http://books.google.com/books?id=g300AAAQAAJ&printsec=frontcover&dq=thomas+sprat+history&source=bl&ots=RNb1fTdk5C&sig=dSh3KAYWw6FYGmcPLRhX_mz9Nw&hl=en&sa=X&ei=H7c2UJCYO8TUqgGh1oG4Aq&ved=0CDsQ6AEwAQ#v=onepage&q=thomas%20sprat%20history&f=false

Yeo and Gleick articles on encyclopedias

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%3Ffile=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)
http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ffile=192&Itemid=27

Smith, from *Lectures on Rhetoric and Belle Lettres* (1762; found in 1958)
http://oll.libertyfund.org/index.php?option=com_staticxt&staticfile=show.php%3Ffile=202&Itemid=28

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-whatis.asp>

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

Timothy Dwight, "The Nature and Danger of Infidel Philosophy" [preached to the graduates in 1797] Sermon XIX in *Sermons*, vol 1.
http://books.google.com/books?id=wVxCAAIAAJ&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*
<http://books.google.com/books?id=0-PEAc6SB9cC&printsec=frontcover&dq=inauthor:%22Jonathan+Edwards%22&cd=4#v=onepage&q=&f=false>

ON LIBERTY & COUNTRY

Thomas Paine, "African Slavery in America" and part of "The American Crisis" (through III at start of p.206) in *The Writings of Thomas Paine*, vol 1
http://books.google.com/books?id=pjoPAAAYAAJ&printsec=frontcover&dq=inauthor:Thomas+inauthor:Paine&as_brr=1#v=onepage&q=&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"
<http://etext.virginia.edu/toc/modeng/public/JefVirg.html>

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&pg=PA475&dq=lectures+on+moral+philosophy+inauthor:witherspoon&lr=&as_brr=1#v=onepage&q=lectures%20on%20moral%20philosophy%20inauthor%3Awitherspoon&f=false

EDUCATION [moved from wk 4 because Priestley so influential on Jefferson and Franklin as they started universities]

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=65VbAAAAQAAJ&printsec=frontcover&dq=inauthor:%22Joseph+Priestley%22+miscellaneous&lr=&as_brr=3&cd=1#v=onepage&q=&f=false

Week 10: British Romantics

[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=XK0KAAAAYAAJ&printsec=frontcover&dq=editions:0rFG69Y5hvuSxqCCsTqY5C#v=onepage&q=&f=false>

Samuel Taylor Coleridge, Author's "Preliminary Essay" from *Aids to Reflection*
http://books.google.com/books?id=WOIAAAAAAYAAJ&printsec=frontcover&source=gbs_v2_summary_r&cad=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=518eAAAAAAAJ&printsec=frontcover&dq=%22thomas+de+quincey%22+masson&lr=&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=SZOLAAAAIAAJ&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=qhcFAAAQAAJ&printsec=frontcover&dq=mary+wollstonecraft+a+vindication+of+the+rights+of+women&hl=en&ei=bHuhTqSuOclFgAfullGdBQ&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDMQ6AEwAQ#v=onepage&q&f=false

WEEK 11: Theorizing the 19th c Rhetorical America 11/2

[exam due]

Week 12: America pre Civil War 11/9 [may be too much; I will review it]

SCHOOL:

Whately selection in Golden and Corbett [read pp. 273-340]

Berlin, ch 3

Ralph Waldo Emerson, “Eloquence” in *Society and Solitude*

<http://books.google.com/books?id=Xls6AAAAAAAJ&printsec=frontcover&dq=editions:HARVARD32044009660960#v=onepage&q=&f=false>

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=qhcFAAAQAAJ&printsec=frontcover&dq=mary+wollstonecraft+a+vindication+of+the+rights+of+women&hl=en&ei=bHuhTqSuOclFgAfullGdBQ&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDMQ6AEwAQ#v=onepage&q&f=false

PUBLIC DEBATE: Race, Slavery, and Lynching:

Emerson—2 lectures on Fugitive Slave Law (first at Concord read pages 179-186 and a second in NY pp.215-238) in *Miscellanies*

<http://books.google.com/books?id=-Lw5AAAAAAAJ&printsec=frontcover&dq=editions:OHMYKjk0Yx87NK0xe2&lr=#v=onepage&q=&f=false>

Frances Ellen Watkins Harper,

- “Centennial Anniversary of the Pennsylvania Abolition Society” [at googlesite:harperaddress.pdf]
- “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*, read parts of speech “Has America a Race Problem; If so, How Can it Best Be Solved?” [read pp. 149-154 and 171-174 [at googlesite: cooperRACEPROB.rtf]

Ida B. Wells Barnett

- “Lynch Law in America” *The Arena* 23.1 (January 1900): 15-24 [at googlesite: barnettLynch.rtf]

Week 13: America post Civil War 11/16

Rest of Berlin

Carr, Carr and Schultz selection

Brereton ch 1, ch 2 (pp. 33-44; 73-100; 127-131)

Clark and Halloran essay [at googlesite: clarkhalloran.pdf]

Week 14: Thanksgiving

Week 15: Composition Emerges

Jessica Enoch, Changing research methods, changing history: Reflection on language, location and archive, *Composition Studies* 38.2 (2010): 47-73.

Brereton

A selection from Dewey

Week 16: presentations

