

SPRING 2010

RHETORIC 102 SECTIONS

All Rhetoric 102 sections are designed primarily to teach students to use language clearly and effectively in order to analyze texts, to argue logically, and to use research methods and materials, and all sections require that students write a minimum of 7500 words in essays, including two research papers. However, professors use a variety of readings and thematic focuses to accomplish these goals. We offer below course descriptions to the various sections of Rhetoric 102 available this semester so as to give students extra information as they choose a section in which to enroll. Students are not in any way obliged to remain with their Rhetoric 101 professor; instead they should select a section of Rhetoric 102 that piques their interest. All sections of Rhetoric 102 are limited to a fourteen-student maximum enrollment.

RHETORIC 102-01

**M 1:30 p.m. – 2:20 p.m.
TR 12:30 p.m. – 1:20 p.m.**

**PROF. C. VARHOLY
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Crafting Arguments in and about the Courtroom

In this course, we will examine a selection of texts that depict real and imagined courtrooms, including *Twelve Angry Men* by Reginald Rose and *Death and the Maiden* by Ariel Dorfman. As we consider strategies for improving our argumentative prose, we'll also address some of the following questions: How does a courtroom scene allow for the representation of controversial issues? How does the courtroom situation generate opposing arguments? What makes a given argument convincing? We'll think about how writers use the courtroom as a setting for their own arguments, and we'll generate our own persuasive prose.

RHETORIC 102-02

MWF 9:30 a.m. – 10:20 a.m.

PROF. K. WEISS

RHETORIC 102-04

MWF 10:30 p.m. – 11:20 p.m.

PROF. K. WEISS

RHETORIC 102-07

MWF 12:30 p.m. – 1:20 p.m.

PROF. K. WEISS

American Imagination during the Cold War Era

In this course, we'll examine the Cold War era in general and the Vietnam era in particular. We won't study historical events in detail because Rhetoric 102 isn't a history class. Instead, we'll get a sense of the era so we can explore the hopes, fears, and attitudes suggested by the cultural artifacts of the time. For instance, we'll look at the Vietnam Veterans Memorial, which represents one example of Cold War era rhetoric. By "rhetoric," I don't necessarily mean propaganda; rather, I mean that the Memorial is a work of art that held (and still holds) great social meaning for many people. In addition to the memorial, we'll analyze other Cold War artifacts, some as "high brow" as paintings and others as "low brow" as cartoons. Ultimately, each student will choose his or her own Cold War artifact to research and analyze. As in other 102 courses, students will write several essays, including two researched arguments.

Culture and American Masculinities

The primary goal of our class is to help you acquire skill in written rhetoric—that is, learn to communicate your ideas with a clear sense of audience, purpose, argument, and design. Our course theme will be the representation of American masculinities in pop culture. Over the course of the semester, we will examine and discuss contemporary trends in music, advertising, television, film, fiction, journalism, and fashion with a special focus on how media in these categories represent the American male. We will also take a look at examples from the past in an effort to understand how we arrived at the notions of masculinity we currently hold. What *is* masculinity and what defines it? To what extent do media representations get masculinity “right” or “wrong,” and to what extent do these representations shape our own understanding of masculinity? Our course will continue to use the key elements of the writing process that you learned in Rhetoric 101, including critical reading, brainstorming and planning, outlining and organizing, drafting, commenting on peers’ work, revising, and completing final drafts. We will also practice methods of developing prose style and argument cohesiveness. Students will complete several longer papers, exams, supplementary writing assignments, and an oral presentation.

RHETORIC 102-05**MWF 11:30 a.m. – 12:20 p.m.****PROF. D. HIGGINBOTHAM****RHETORIC 102-06****MWF 8:30 a.m. – 9:20 a.m.****PROF. D. HIGGINBOTHAM****RHETORIC 102-08****MWF 12:30 p.m. – 1:20 p.m.****PROF. D. HIGGINBOTHAM****The Rhetoric of Star Wars**

This section of Rhetoric 102 will analyze the rhetoric of Star Wars. We’ll begin with the iconic trilogy, *A New Hope*, *The Empire Strikes Back* and *The Return of the Jedi*. From there, we will read essays about the movies. We will pay close attention to George Lucas’s influences and analyze how the mythology of the movies relates to modern and contemporary literature and film. Students will write analytical and persuasive prose and revise, revise, revise.

RHETORIC 102-09**TR 10:00 a.m. – 11:20 a.m.****PROF. K. HOFFMAN**

Using the Appalachian region as our central focus, this course will allow students to continue building writing skills already acquired in earlier Rhetoric classes. A series of assignments will hone students’ skills in the areas of research, documentation, and argumentation while allowing them broad choice in the types of topics they explore. Texts will include James Still’s classic Appalachian novel *River of Earth*, and our section will be piloting a program for the University of Tennessee press using selected sections of the *Encyclopedia of Appalachia* (which will be provided to students by free download). These readings will allow students to acquaint themselves with the region and will provide the background necessary for choosing relevant topics for course assignments. Quizzes, oral presentations, short essays, in-class writings, and the production of an annotated bibliography will allow each student to build gradually up to a final research paper and oral presentation. Students will sample the food, music, and traditions of a

region that has contributed significantly to American culture as a whole, exploring the ways in which southern mountaineers have been both misunderstood and romanticized and making their own contributions to the field of Appalachian Studies.

RHETORIC 102-10

MWF 9:30 a.m. – 10:20 a.m.

PROF. L. FRYE

In the book *American Places*, William Zinsser tells us that he is “looking for America” and that he hopes to *find* it—to understand it in a new way—by visiting a number of iconic American places, seeking “to enter into the intention of each place—to find out what *it* was trying to be, not what *I* might have wanted or expected it to be” (3). For Zinsser as for many other writers, there is a deep significance in our relationship to place.

In this section of Rhetoric 102 we will read and write about American places. Readings will include the Zinsser book as well as a handful of nineteenth- and twentieth-century essays and stories that contemplate our human relation to the places we inhabit.

Class discussions and essays, most requiring some research, will investigate the nature of place and of our connection to place. Students in the class may expect to write primarily analytical and persuasive prose. For the final research project, each student will construct a website that showcases all of our reading, research, and writing about American places

But of course the primary goal of my sections of Rhetoric 102, like all sections of Rhetoric 102, is the development and improvement of our writing, with special emphasis this semester on argument, voice and style, and research.

RHETORIC 102-11

TR 10:00 a.m. - 11:20 a.m.

PROF. S. ROBBINS

RHETORIC 102-12

M 1:30 - 2:20 p.m.

PROF. S. ROBBINS

TR 12:30 p.m. - 1:20 p.m.

This course, like all Rhetoric courses, is based on a faculty resolution that states, “All Hampden-Sydney graduates will write competently.” This statement implies that students will know how to research topics and present their ideas and the evidence that they have gathered. In this Rhetoric class, we will make the assumption that the ancient poetry of Homer illuminates the reality of our modern existence in vital ways. We will use Homer as the stimulus for research projects. Students will write six short research papers of four-six pages each, with four sources, in addition to one longer research paper, all on topics that are derived from reading *The Odyssey*. Students may focus on the return of veterans, the effects of war on civilians, the history of weaponry, training for combat, military medicine, the nuclear arsenal or other less war-related topics.

RHETORIC 102-13	TR 2:30 p.m. - 3:50 p.m.	PROF. R. WOOD
RHETORIC 102-14	TR 10:00 a.m. - 11:20 a.m.	PROF. R. WOOD
RHETORIC 102-15	TR 8:30 a.m. - 9:50 a.m.	PROF. R. WOOD

We will study J. R. R. Tolkien's *The Lord of the Rings* as recorded in Peter Jackson's film series. Rhetoric 102 builds upon Rhetoric 101 and emphasizes critical reading and writing. Rhetoric 102 helps you to learn how to develop a coherent argument and support it with sound reasoning and solid evidence. Rhetoric 102 will also help you to develop as a critical reader and writer and increase your sensitivity to language and the subtleties and nuances of style.

RHETORIC 285-01 **TR 10:00 a.m. – 11:20 a.m.** **PROF. J. PALMER**

A Sociolinguistic Introduction to American English

This course is designed to introduce you to the sociolinguistic study of American English. In this course we will look at the relationship of language and society in several specific areas: perceptions of standard vs. non-standard language, language variation and language change over time, how to accurately establish the history of a word, language myths, the role and influence of dictionaries and grammars, and the origin and function of curse words. We will also explore the effects of linguistic categories on thought and behavior, as well as consider regional and social variation in language. In addition we will consider the role of culture in establishing rules for communication.

This course will be taught as a seminar in which students will read assigned material and come to class ready to discuss ideas and share opinions and experiences. Students will write several essays and will design and complete several short linguistics projects that allow them to apply the information learned in class. There will also be a final project that includes a significant writing component. There will also be in-class presentations. The course may be used toward a minor in Rhetoric.

Rhetoric 285 satisfies category 4 of the Rhetoric Minor, “one course from among the following: RHET 401, Fine Arts 420, English 401, English 380, and Classical Studies 201.”

RHETORIC 401-01 **TR 10:00 a.m. – 11:20 a.m.** **PROF. E. DEIS**

Topics in Rhetorical Theory and Practice

This course is designed to give students who have completed the regular Rhetoric course sequence theoretical insights into issues related to writing and speaking—overall, to our use of language to communicate. The particular issue that we will be examining this semester is how gender affects the communication process—a “hot-button topic” these days. We will spend some

time discussing ways gender is defined by different scholars, and then turn our attention to the debate over whether “masculine” or “feminine” writing/speaking styles exist, and if so, how those styles are defined. Finally, we will study the current debate over how to help young men (as opposed to young women?) develop their writing skills in school settings. Students will read theoretical discussions of these issues and will also read and analyze works by major writers, especially those whose writing style has been traditionally viewed by critics as “masculine.” Students will write two major, research-based essays in the course of the semester (each one about 1500 words); students will also be asked to write other, shorter, informal essays throughout the semester.
