

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: SCHOOL OF COMMUNICATION AND
MULTIMEDIA STUDIES

COLLEGE: ARTS AND LETTERS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX SPC COURSE NUMBER 6239 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

COMPLETE COURSE TITLE: SEMINAR ON KENNETH BURKE

EFFECTIVE DATE

(first term course will be offered)

CREDITS²:
3.0

TEXTBOOK INFORMATION: : KENNETH BURKE, *COUNTER-STATEMENT* (1931); KENNETH BURKE, *PHILOSOPHY OF LITERARY FORM* (1940); KENNETH BURKE, *A GRAMMAR OF MOTIVES* (1945); KENNETH BURKE, *A RHETORIC OF MOTIVES* (1950); KENNETH BURKE, *RHETORIC OF RELIGION* (1961); KENNETH BURKE, *LANGUAGE AS SYMBOLIC ACTION* (1966)

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

THIS COURSE EXAMINES THE LIFE AND WORK OF AMERICAN RHETORICAL THEORIST AND CRITIC KENNETH BURKE (1897-1993). IT TAKES A DEVELOPMENTAL APPROACH TO STUDYING BURKE, WITH EMPHASIS ON HIS UNDERSTANDING OF RHETORIC AND SYMBOLIC ACTION AS THEY ARE REFLECTED IN HIS THEORIES OF "DRAMATISM" AND "LOGOLOGY" AS WELL AS HIS APPROACHES TO CRITICAL PRACTICE.

PREREQUISITES*:

COREQUISITES*:

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
GRADUATE STANDING OR PERMISSION OF INSTRUCTOR

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: PHD IN COMMUNICATION STUDIES, RHETORIC, OR RELATED AREAS

Faculty contact, email and complete phone number:
David Cratis Williams
dcwill@fau.edu
297-0045

Please consult and list departments that might be affected by the new course and attach comments.³
Departments of English and Sociology

Approved by:

Department Chair: [Signature]

College Curriculum Chair: [Signature]

College Dean: [Signature]

UGPC Chair: [Signature]

Graduate College Dean: [Signature]

UFS President: _____

Provost: _____

Date:

10/28/13

10/28/13

10/29/13

11/13/13

11-29-13

11-27-13

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf

2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. Consent from affected departments (attach if necessary)

SPC 6239: Seminar in Kenneth Burke

3.0 Credit Hours

Time: TBA

Location: TBA

Term: TBA

Professor: David Cratis Williams
Office: 210 CU
Office telephone: 297-0045
Email: dcwill@fau.edu

Office Hours: 11:00 – 1:00 TTh; 4:00-5:00 M; by appointment

Course Description: This course examines the life and work of American rhetorical theorist and critic Kenneth Burke. Kenneth Burke was (1897-1993) an often renowned and sometimes reviled literary and rhetorical critic and theorist, a poet, novelist, writer of short fiction, erstwhile composer, book reviewer, music reviewer, occasional teacher, etc. He has been called, among other things, “the greatest literary critic since Coleridge,” the “greatest American critic since Emerson,” an “ideosyncratic crackpot of the first order,” and a “critical *idiotsavant*.” He has been interpreted as a “quintessential modernist,” yet also a “proto-postmodern” who “anticipates” not only postmodernism but also post-structuralism, deconstruction, reader-response theory, and cultural criticism. Some see him as a closet metaphysician, others as a text-bound New Critic, others as the inventor of dynamic methods of textual analysis, and still others as a relativistic nihilist huddled nervously in his unending conversation. S.I. Hayakawa—either praising Burke for his perspicacity or lamenting the blindness of his presumed nihilism—once rather ambiguously declared, “Mr. Burke touches nothing without illuminating it.” Kenneth Burke is thus both tremendously influential as a theorist and a critic, yet also frequently misunderstood, occasionally reviled, and frequently controversial. The course will take a developmental and historical approach to studying Burke, with emphasis on his understanding of rhetoric and symbolic action as they are reflected in his theories of “dramatism” and “logology.”

Learning Objectives: As a graduate level seminar, the objectives of this course relate more to knowledge and understanding than to specific behavioral outcomes (and if Burke were alive to see his ideas and insights reduced to behavioral outcomes, he would castigate us all). The objectives are 1) for students to attain broad understanding of Burke’s theories of dramatism and logology and to see how the theories can be cast methodologically toward the critical analysis of rhetoric, and 2) for students to understand connections among Burke’s life, his cultural and political milieu, and his work in ways that enrich their understanding of his work.

Required Texts (there are multiple editions of each of the following; the more recent editions have additional prefaces and retrospectives. Otherwise, the editions are the same, with the exception of a combined GOM and ROM edition, which has different page numbering):

Kenneth Burke, *Counter-Statement*. 1931; rpt. Berkeley: University of California Press, 1968. [CS]

Kenneth Burke, *The Philosophy of Literary Form*. 1941; 3rd ed. Berkeley: Univ. of California Press, 1973. [PLF]

Kenneth Burke, *A Grammar of Motives*. 1945; rpt. Berkeley: University of California Press, 1969. [GOM]

Kenneth Burke, *A Rhetoric of Motives*. 1950; rpt. Berkeley: University of California Press, 1969. [ROM]

Kenneth Burke, *A Rhetoric of Religion*. 1961; rpt. Berkeley: University of California Press, 1970. [RR]

Kenneth Burke, *Language as Symbolic Action*. Berkeley: University of California Press, 1966. [LASA]

Additional articles, books, and essays will be assigned during the course of the term. Some of these will be individual assignments; others will be class assignments. Each student is responsible for finding these assigned texts, although some will be distributed in class and some of the others will be posted in Blackboard. Additional supplemental readings will be added as the semester progresses.

Texts for Book Reviews (each student will report on one book):

Anderson, Dana. *Identity's Strategy: Rhetorical Selves in Conversion*. Columbia, SC: University of South Carolina Press, 2007.

Biesecker, Barbara A. *Addressing Postmodernity: Kenneth Burke, Rhetoric, and a Theory of Social Change*. Tuscaloosa, University of Alabama Press, 1997.

Blakesley, David. *The Elements of Dramatism*. New York: Longman, 2002.

Crable, Bryan. *Ralph Ellison and Kenneth Burke. At the Roots of the Racial Divide*. Charlottesville: University of Virginia Press.

George, Ann and Jack Selzer. *Kenneth Burke in the 1930s*. Columbia: University of South Carolina Press, 2007.

Hawhee, Debra. *Moving Bodies: Kenneth Burke at the Edges of Language*. Columbia, SC: University of South Carolina Press, 2009.

Selzer, Jack. *Kenneth Burke in Greenwich Village: Conversing with the Moderns, 1915-1931*. Madison: University of Wisconsin Press, 1996.

Weiser, M. Elizabeth. *Burke, War, Words: Rhetoricizing Dramatism*. Columbia, SC: University of South Carolina Press, 2008.

Wess, Robert. *Kenneth Burke: Rhetoric, Subjectivity, Postmodernism*. Cambridge: Cambridge University Press, 1996.

Supplemental Texts:

Primary:

Kenneth Burke, *Permanence and Change*. 1935; rpt. University of California Press. [P&C]

Kenneth Burke, *Attitudes Toward History*. 1937; rpt. University of California Press. [ATH]

Kenneth Burke, *Terms for Order*. Ed. Stanley Edgar Hyman. Bloomington: Indiana University Press, 1964.

Kenneth Burke, *Perspective by Incongruity*. Ed. Stanley Edgar Hyman. Bloomington: Indiana University Press, 1964.

Kenneth Burke, *On Symbols and Society*. Ed. Joseph R. Gusfield. Chicago: Univ. of Chicago Press, 1989.

Kenneth Burke, *On Human Nature: A Gathering While Everything Flows, 1967-1984*. William H. Rueckert and Angelo Bonadonna, Eds. Berkeley: University of California Press, 2003.

Kenneth Burke, *Essays Toward a Symbolic of Motives, 1950-1955*. William H. Rueckert, Ed. West Lafayette, IN: Parlor Press, 2007.

Kenneth Burke, *Equipment for Living: The Literary Reviews of Kenneth Burke*. Nathaniel A. Rivers & Ryan P. Weber, Eds. West Lafayette, IN: Parlor Press, 2010.

Kenneth Burke and Malcolm Cowley, *The Selected Correspondence of Kenneth Burke and Malcolm Cowley*. Paul Jay, Ed. New York: Viking Penguin, 1988.

Kenneth Burke and William Carlos Williams, *The Humane Particulars: The Collected Letters of William Carlos Williams and Kenneth Burke*. James H. East, Ed. Columbia: University of South Carolina Press, 2003.

Kenneth Burke and William H. Rueckert, *Letters from Kenneth Burke to William H. Rueckert, 1959-1987*. William H. Rueckert, Ed. West Lafayette, IN: Parlor Press, 2003.

Secondary:

Brock, Bernard L. (Ed.) *Kenneth Burke and the 21st Century*. Albany: State University of New York Press, 1999.

Brock, Bernard L. (Ed.) *Kenneth Burke and Contemporary European Thought: Rhetoric in Transition*. Tuscaloosa: University of Alabama Press, 1995.

Brummett, Barry (Ed.) *Landmark Essays on Kenneth Burke*. Davis, CA: Hermagoras Press, 1993.

Carter, C. Allen. *Kenneth Burke and the Scapegoat Process*. Norman: University of Oklahoma Press, 1996.

Chesebro, James W. (Ed.). *Extensions of the Burkeian System*. Tuscaloosa, University of Alabama Press, 1993 (contains Burke's "Auscultation, Creation, and Revision" [c. 1933] essay).

Crusius, Timothy W. *Kenneth Burke and the Conversation after Philosophy*. Carbondale, IL: Southern Illinois University Press, 1999.

Heath, Robert L. *Realism and Relativism: A Perspective on Kenneth Burke*. Macon, GA: Mercer University Press, 1986.

Henderson, Craig and David Cratis Williams (Eds.). *Unending Conversations: New Writings by and about Kenneth Burke*. Carbondale: Southern Illinois University Press, 2001.

Rueckert, William H. (Ed.) *Critical Responses to Kenneth Burke, 1924-1966*. Minneapolis: University of Minnesota Press, 1969.

Rueckert, William H. *Kenneth Burke and the Drama of Human Relations, 2nd Ed.* Berkeley: University of California Press, 1982.

Rueckert, William H. *Encounters with Kenneth Burke*. Urbana: University of Illinois Press, 1994.

Selzer, Jack, and Robert Wess (Eds.). *Kenneth Burke & His Circles*. West Lafayette, IN: Parlor Press, 2008.

Simons, Herbert W. and Trevor Melia (Eds.). *The Legacy of Kenneth Burke*. Madison: University of Wisconsin Press, 1989 (contains Burke's 1935 speech, "Revolutionary Symbolism in America").

Smudde, Peter (Ed.). *Humanistic Critique of Education: Teaching and Learning As Symbolic Action*. West Lafayette, IN: Parlor Press, 2010.

Wolin, Ross. *The Rhetorical Imagination of Kenneth Burke*. Columbia: University of South Carolina Press, 2001.

Bibliographies, Journals, and Web Resources: There are dozens of websites that offer essays, information, bibliographies about Burke; some are (much) better than others. Below are some of the most useful—and accurate—of the websites:

- *KB Journal* (online) and current website of the Kenneth Burke Society (contains lots of useful information including the most complete bibliographies of both primary and secondary works by/about Burke): <http://kbjournal.org/kbs> (note: membership in the Kenneth Burke Society is available for a nominal fee, and membership gains you access to searchable features of the bibliography as well as other benefits).
- Resources on Kenneth Burke Website: <http://www.comm.umn.edu/burke/>
- The "Virtual Parlor" (defunct since 2003 but still useful): <http://www.cla.purdue.edu/dblakesley/burke/>
- "Official" Website of the Kenneth Burke Society (defunct since 2000 but still useful): <http://www.home.cc.duq.edu/~thames/kennethburke/mainpage.html>
- Kenneth Burke: A Roadmap. Offers a theoretical overview of some of Burke's concepts about rhetoric (esp. identification): <http://www.wfu.edu/~zulick/454/roadmap.html>

Assignments and Expectations:

Class participation: Class participation is expected (and you cannot participate if you are not present). The course will be taught as a reading-based seminar; as

such, your thorough preparation for class, active participation in class activities, and insightful discussion of ideas and issues are essential. Please consult with the instructor in advance should you require religious or other university approved accommodation for any specific class.

Weekly reading questions: Based on the assigned readings for a given class session, prepare a list of 10 questions for class discussion. The questions should probe the meanings of key concepts and ideas in the texts, and they should be designed to stimulate relevant and productive class discussion. The questions must be submitted as MS Word attachments to dcwill@fau.edu *no later than 10:30 a.m. on Monday morning before the evening class session on those readings. Be certain to include both the date and your name in the text of the attachment. Questions are due each week from September 9 through November 28.*

Readings-based position papers: Each student will prepare and present to the class one position paper during the course of the semester. The position paper should: 1) key off of a question, concern, or issue raised in the required reading for that week, and 2) extend that question, concern, or issue through consideration of *at least two* supplemental readings (which may include supplemental readings listed on the syllabus but your choices are not restricted to that listing). Each position paper should take a clear position relative to the question, concern, or issue; that is, your paper should advance a cogent interpretive *argument* relative to it. Each paper should be between 7 and 10 pages in length (space-and-a-half; 12-pt. font) and must include appropriate documentation and references. Each presentation should be 15 minutes long. The presentation should not be a reading or simple repetition of the paper but rather should contextualize or further the paper. *Each position paper must be distributed as an email attachment to all members of the class and to the professor at least 24 hours ahead of the class session in which the paper will be discussed.* Class members are expected to read positions papers in advance of class and to be prepared to discuss the papers and presentations.

Book Report: Each student will select (or be assigned) one of the “Book Review Texts” listed above to read and about which to prepare both a written and oral report (if additional texts are needed for this assignment, we will turn to the “Supplemental Texts” list). The reports should be *thorough and complete* encapsulations of the major points advanced in the books; they should be of sufficient depth that they can serve as a sort of “Cliff Notes” on the book for the others in the class. These are intended as extended annotated summaries of the texts, not as formal reviews or evaluations. The written reports should be 10-15 pages, with complete documentation (including page number citations). The written report format may reflect more of an ‘outline’ style (while still being fully explanatory) than a formal paper style. The oral reports should be 15-20 minutes. You should bring hardcopies of the written report (one for each student and two

for the professor) to distribute when you present your report, and you should also send the report as an email attachment to everyone in the class..

Term Projects: Each student will undertake a major term project that will culminate in a paper (15-25 pp) of publishable quality. The paper must concern itself with the major themes of the class (e.g., Burkean theory, applications of Burkean critical approaches); however, there is great latitude within that. You must propose your project in a 2-4 page *project prospectus*, due no later than October 7. The projects may be either theoretical or critical in their orientation. The final project is due on December 2. Each student will also present a summary of the project to the class on December 9 (during the final examination period); each student will be allotted between 15 and 20 minutes for the presentation. It is an objective of this class that your papers be of sufficient quality to submit for presentation at a regional or national conference and/or for publication.

Upcoming opportunities for submission include the triennial meeting of the Kenneth Burke Society (slated for July 17-20, 2014 at St. Louis University; submission due date January 31, 2014), the annual meeting of the National Communication Association (submission due date February), the annual Southern States Communication Association conference (submission due date is typically September), and the Florida Communication Association annual conference (submission due date is in the spring), among others.

Grade Weights of Assignments:

Participation	05%
Discussion Questions	15%
Position Paper	15%
Book Report	20%
Project Prospectus	05%
Term Project	40%

Grading Scale:

A+	99-100	A	94-98	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73
D+	67-69	D	64-66	D-	60-63
F	below 60				

Key Dates:

Reading Questions are due each week from September 9 through November 28.
The Project Prospectus is due October 7
The Semester Project is due Dec. 2

The Project presentations will be Dec. 9

Disability policy statement: In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) – and follow all OSD procedures. <http://osd.fau.edu/>

Code of Academic Integrity policy statement: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf

SPC 6239 : Seminar in Kenneth Burke

Proposed Weekly Schedule

- Week 1: Introduction to the course and distribution of the syllabus
- Read: “Know Thyself” (poem posted on Blackboard); “On a Photo of Himself When Young” (poem posted on Blackboard); “Old Nursery Jingle Brought Up to Date” (poem posted on Blackboard); “Dialectician’s Hymn” (poem reprinted in PLF, 447-450; aka “Dialectician’s Prayer” in *Collected Poems*; a copy will be posted on Blackboard).
- Film (in-class): *A Conversation with Kenneth Burke*
- Discussion of book review sign-up/assignment process
- Week 2 Beginning with the ending
- Read: “Definition of Man” (LASA); “Poetics in Particular, Language in General” (LASA); “Terministic Screens” (LASA); “Rhetoric and Poetics” (LASA).
- Discussion Questions due by 10:30 a.m.*
- Week 3 Young Burke: Literary Trajectories. . .
- Read: Michael Duvac [aka Kenneth Burke], “The Suicide at 214” (unpublished short story posted on Blackboard); Kenneth Burke, “Mrs. Macenas” (in Kenneth Burke, *The Complete White Oxen*. Berkeley: University of California Press, 1968; posted on Blackboard); Kenneth Burke, “Three Adepts of ‘Pure’ Literature,” “The Poetic Process,” “The Status of Art,” and “Lexicon Rhetoricae” (all in CS).
- Discussion Questions due by 10:30 a.m.*
- Supplemental Reading: Kenneth Burke, *Towards A Better Life* (1932; rpt. University of California Press); Kenneth Burke, *The Complete White Oxen and Other Stories* (1924; rpt. University of California Press).
- Week 4 . . . and Rhetorical Turns
- Read: “Psychology and Form,” “Program,” “Applications of the Terminology,” and “Curriculum Criticum” (all in CS).

Discussion Questions due by 10:30 a.m.

Book Report 1:

Selzer, Jack. *Kenneth Burke in Greenwich Village: Conversing with the Moderns, 1915-1931*. Madison: University of Wisconsin Press, 1996.

Supplemental Reading: Stephen Llano, "Placing the Poetic Corrective: William Carlos Williams, Kenneth Burke, & the Poetic Imaginary," *The Space Between: Literature and Culture, 1914-1945*, Vol. 5:1 (2009): 53-76.

Week 5

Burke and the 1930s

Read: Kenneth Burke, "Waste--the Future of Prosperity." *The New Republic* 63 (July 1930): 228-31; Kenneth Burke, "Revolutionary Symbolism in America" (In *American Writers' Congress*. Ed. Henry Hart. 1935. Ann Arbor: University Microfilms, 1978: 87-93; also reprinted in *The Legacy of Kenneth Burke*, ed. Simons and Melia); Kenneth Burke, "The Writers' Congress." *The Nation* (15 May 1935): 571.

Discussion Questions due by 10:30 a.m.

Book Report 2:

George, Ann and Jack Selzer. *Kenneth Burke in the 1930s*. Columbia: University of South Carolina Press, 2007.

Book Report 3:

Hawhee, Debra. *Moving Bodies: Kenneth Burke at the Edges of Language*. Columbia, SC: University of South Carolina Press, 2009.

Position Paper 1:

Supplemental Readings: Kenneth Burke, *Attitudes Toward History*. 1937; rpt. University of California Press; Kenneth Burke, "Auscultation, Creation, and Revision" [in Chesebro, James W. (Ed.). *Extensions of the Burkeian System*. Tuscaloosa, University of Alabama Press, 1993]; Kenneth Burke, *Permanence and Change*. 1935; rpt. University of California Press; Timothy Crusius, "Kenneth Burke's Auscultation: A 'De-struction' of Marxist Dialectic and Rhetoric." *Rhetorica* 6.4 (Autumn 1988): 355-79; Jack Selzer and Ann George, "What Happened at

the First American Writers' Congress? Kenneth Burke's 'Revolutionary Symbolism in America' Reconsidered." *Rhetoric Society Quarterly* 33 (2003): 47-66; David Cratis Williams, "Argumentation and Aesthetic Form: Burke and Marxism in the Early Thirties" (In *Argument in Controversy*, Ed. Donn W. Parson. Annandale, Virginia: SCA. 1991: 374-379. See also the analysis of Burke's speech in Frank Lentricchia, *Criticism and Social Change*. Chicago: University of Chicago Press, 1983.

Week 6

Toward the *Motivorum Trilogy*

Read: Burke, "Ritual Drama as 'Hub'" (in PLF, 103-132), "The Rhetoric of Hitler's 'Battle'" (in PLF), "Semantic and Poetic Meaning"(in PLF); "Literature as Equipment for Living" (in PLF).

Discussion Questions due by 10:30 a.m.

Book Report 4:

Weiser, M. Elizabeth. *Burke, War, Words: Rhetoricizing Dramatism*. Columbia, SC: University of South Carolina Press, 2008.

Book Report 5:

Crabbe, Bryan. *Ralph Ellison and Kenneth Burke. At the Roots of the Racial Divide*. Charlottesville: University of Virginia Press.

Position Paper 2:

Supplemental Readings: Dries Vrijders, "Kenneth Burke's New Deal," *The Space Between: Literature and Culture, 1914-1945*, Vol 5:1 (2009): 13-32; M. Elizabeth Weiser, "'Dramatistic to the Core': Allen Tate and *A Grammar of Motives*," *The Space Between: Literature and Culture, 1914-1945*, Vol 5:1 (2009): 33-52.

Project prospectus due

Week 7

A Grammar of Motives, Part 1

Read: "Introduction," "Part One" (GOM); Burke, "Dramatism," in *International Encyclopedia of the Social Sciences*. New York: Macmillan and Free Press, 1968 (Vol. 7), 445-452.

Discussion Questions due by 10:30 a.m.

Position Paper 3:

Supplemental Readings: Kenneth Burke, "Questions and Answers about the Pentad." *College Composition and Communication* 29.4 (December 1978): 330-35; David Cratis Williams, "Under the Sign of (An)ihilation: Burke in the Age of Nuclear Destruction and Critical Deconstruction." *The Legacy of Kenneth Burke*. Ed. Herbert Simons and Trevor Melia. Madison, Wisconsin: University of Wisconsin Press. 1989: 196-223.

Week 8

A Grammar of Motives, Parts 2 & 3

Read: "Part Two" (GOM), "Part Three" (GOM), "The Four Master Tropes" (GOM).

Discussion Questions due by 10:30 a.m.

Book Report 6:

Blakesley, David. *The Elements of Dramatism*. New York: Longman, 2002.

Book Report 7:

Wess, Robert. *Kenneth Burke: Rhetoric, Subjectivity, Postmodernism*. Cambridge: Cambridge University Press, 1996.

Position Paper 4:

Supplemental Reading: Kenneth Burke, "(Nonsymbolic) Motion/(Symbolic) Action." *Critical Inquiry*, 4 (Summer 1978): 809-38.

Week 9

A Rhetoric of Motives

Read: "The Range of Rhetoric (ROM), "Traditional Principles of Rhetoric" (ROM), "Positive, Dialectical, and Ultimate Terms" (ROM), Burke, "Rhetoric—Old and New," *The Journal of General Education* V (April 1951), 202-209.

Discussion Questions due by 10:30 a.m.

Book Report 8:

Anderson, Dana. *Identity's Strategy: Rhetorical Selves in Conversion*. Columbia, SC: University of South Carolina Press, 2007.

Position Paper 5:

Position Paper 6:

Supplemental Readings: Burke, "Order" (ROM); Kenneth Burke, "The Rhetorical Situation." In *Communication: Ethical and Moral Issues*. Ed. Lee Thayer. New York: Gordon and Breach Science, 1973: 263-75; David Cratis Williams, "Consubstantiality." Encyclopedia of Rhetoric and Composition: Communication from Ancient Times to the Information Age. Ed. Theresa Enos. New York, New York: Garland Publishing, 1996: 140.

Week 10

A Symbolic of Motives?

Read: David Cratis Williams, "Toward Rounding Out Kenneth Burke's *Motivorum Trilogy*: A Textual Introduction to *Poetics, Dramatistically Considered* and *A Symbolic of Motives*." In *Unending Conversations: New Writings by and about Kenneth Burke*. Ed. Greig Henderson and David Cratis Williams. Southern Illinois University Press. 2001: 3-34; William H. Rueckert, "Kenneth Burke's 'Symbolic of Motives' and 'Poetics, Dramatistically Considered.'" In *Unending Conversations: New Writings by and about Kenneth Burke*. Ed. Greig Henderson and David Cratis Williams. Southern Illinois University Press. 2001: 99-124. Selections from Kenneth Burke, "Poetics, Dramatistically Considered" (unpublished manuscript) and Kenneth Burke, "A Symbolic of Motives" (unpublished manuscript) will be placed on Blackboard.

Discussion Questions due by 10:30 a.m.

Book Report 9:

Biesecker, Barbara A. *Addressing Postmodernity: Kenneth Burke, Rhetoric, and a Theory of Social Change*. Tuscaloosa, University of Alabama Press, 1997.

Position Paper 7:

Position Paper 8:

Supplemental Readings: Kenneth Burke, *Essays Toward a Symbolic of Motives, 1950-1955*. William H. Rueckert, Ed. West Lafayette, IN: Parlor Press, 2007. Relevant here as well are Burke's unpublished manuscripts, "Poetics, 'Dramatistically' Considered" and "A Symbolic of Motives" (269 pp. unfinished); these are discussed in various articles and books (see *KB Journal*, online).

Week 11 Educational Implications of the Burkean Perspective

Read: Kenneth Burke, "Linguistic approach to problems of education." In N. Henry (Ed.), *Modern Philosophies and Education*, 54th Yearbook for the National Society for the Study of Education (pp. 259-303). Chicago: University of Chicago Press, 1954; David Cratis Williams, "Educational Trajectories for Open and Democratic Societies: Kenneth Burke's 'Linguistic' Approach to Problems of Education." In *Humanistic Critique of Education: Teaching and Learning As Symbolic Action*. Ed. Peter M. Smudde. West Lafayette, IN: Parlor Press, 2010: 208-231.

Discussion Questions due by 10:30 a.m.

Supplemental Readings: Peter M. Smudde, Ed. *Humanistic Critique of Education: Teaching and Learning As Symbolic Action*. West Lafayette, IN: Parlor Press, 2010

Week 12 Critical Applications of the Burkean Perspective :

Read: Kenneth Burke, "Fact, Inference, and Proof in the Analysis of Literary Symbolism," in *Terms for Order*, Ed. Stanley Edgar Hyman, Bloomington: Indiana Univ. P., 1964, pp. 145-172, also in *Essays Toward A Symbolic of Motives, 1950-1955*. Ed. William H. Rueckert, West Lafayette, IN: Parlor Press, 2007 (Originally published in 1954 in *Symbols and Values: An Initial Study*, New York: Harper & Brothers, pp. 283-306); Leland M. Griffin, "A Dramatistic Theory of the Rhetoric of Movements," in *Critical Responses to Kenneth Burke, 1924-1966*. Ed. William H. Rueckert. Minneapolis: University of Minnesota Press, 1969, pp. 456-478; Barry Brummett, "A Pentadic Analysis of Ideologies of Two Gay Rights Controversies," *Central States Speech Journal (Communication Studies)*, 30 (Fall 1979), 250-61.

Discussion Questions due by 10:30 a.m.

Position Paper 9:

Supplemental Readings: Andrew King, "Pentadic Criticism: The Wheels of Creation," in *Rhetorical Criticism: Perspectives in Action*. Ed. J. Kuypers. Lanhan, MD: Lexington Books, 2009, 165-179; Charles Conrad, "Phases, Pentads, and Dramatistic Critical Process," *Central States Speech Journal*, 35 (Su 1984), pp. 94-104; Barry Brummett, "The Representative Anecdote as a Burkean Method, Applied to Evangelical Rhetoric," *Southern Speech*, L (Fall 1984), pp. 1-23.

Week 13 *The Rhetoric of Religion: Studies in Logology*

Read: "On Words and The Word" (RR), "The First Three Chapters of Genesis" (RR), "Epilogue: Prologue in Heaven" (RR), "What are the Signs of What? (A Theory of Entitlement)" (in LASA).

Discussion Questions due by 10:30 a.m.

Supplemental Readings: Kenneth Burke, "Dramatism and Logology." *Communication Quarterly* 33 (Spring 1985): 89-93; Kenneth Burke, "Theology and Logology," *Journal of the American Academy of Religion* 97 Supplement (June 1979): 235-50; James P. Zappen, "Kenneth Burke on Dialectical-Rhetorical Transcendence" *Philosophy & Rhetoric* 42.2 (May 2009): 134-153; Kenneth Burke, "Words Anent Logology." In *Perspectives in Literary Symbolism*. Ed. Joseph Strelka. University Park: Pennsylvania State University Press, 1968: 72-83.

Week 14 Ending with the Beginning

Reread: "Definition of Man" (LASA); "Poetics in Particular, Language in General" (LASA); "Terministic Screens" (LASA); "Rhetoric and Poetics" (LASA); "Dialectician's Hymn"

Final Papers Due

Course evaluations

Week 15 Presentations of Papers/Final Reports