

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____		
<b>Current Course Prefix and Number</b>		<b>Current Course Title</b>	
<i>Syllabus must be attached for <b>ANY</b> changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b>  <b>Change prefix</b> <b>From:</b> <b>To:</b>  <b>Change course number</b> <b>From:</b> <b>To:</b>  <b>Change credits*</b> <b>From:</b> <b>To:</b>  <b>Change grading</b> <b>From:</b> <b>To:</b>  *Review <a href="#">Provost Memorandum</a>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b>  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b>		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b>			
<b>Approved by</b> Department Chair <u>Eric Berlatsky</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>Eric Berlatsky</u> UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		<b>Date</b> _____ 2/14/22 _____ 2/14/22 _____ 2/14/22 _____ _____ _____ _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.



## CST 7309 Theory and Criticism

Examines critical and theoretical perspectives relevant to various analyses of texts of different types from an historical and comparative point of view. "Texts" may include literary or philosophical texts, architectural structures, works of art, musical compositions, theatrical or musical performances, design elements, political or social discourse, political or sociological structures, and others, depending on the concentration served by the course. Topics may include, but are not limited to, (post)structuralism, ~~poststructuralism~~, semiotics, Marxism, political theory or philosophy, gender, race and ethnicity, and (post)colonialism, design, aesthetics, music, film, and picture theory. Variable subtitle. May be repeated up to 4 times.



**CST 7309-001**

## **CONTEMPORARY THEORIES OF PUBLIC DISCOURSE:**

### **Rhetoric and the Publics**

3 credits

CRN: 19552

Fall 2021

Instructor: Noemi Marin

**Class Hours: Mixed Online and In Person (see course schedule)**

*\*While the course carries both Online and In Person sessions, the participation in the course is mainly via Canvas as students are expected to post/participate each week according to the specified schedule included.*

*The weekly Discussion Fora entries part of the Participation/Attendance grade.*

**Office Hours:**

Office hours are delivered as chat/online communication mainly. Chat sessions will be open for office hours weekly, on Wednesdays 1-3 pm- EST held online!

Office Phone: 561-297- 3851 (Main Office)

E-mail: nmarin@fau.edu

### **Course Description and Objectives**

The course intends to travel through pertinent theoretical approaches on public discourse in contemporary world. Based on rhetorical studies, the course addresses the relationship between public(s), current public discourse themes and global social, institutional, and public issues. Designed to investigate interdisciplinary constructs of public(s), this course highlights relationships developed among concepts of <public>, <audience> <public discourse> and <public sphere> and some of their practical implications for social and cultural action. Throughout this course, we examine mainly theories that link rhetoric and contemporary perspectives pertinent to communication studies discipline.

While beginning with a brief historical survey of public address and rhetorical persuasion, the overall objective is to invite students engage with various rhetorical theories and problematics that pertain to current social and cultural contexts. Scheduled as a seminar that comprises of both online discussions and participation, most reading material will be posted on Canvas by the instructor, as we unravel diverse critical perspectives currently engaging in the world of discourse.

### *COVID-19 Statement*

*Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/> In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.*



Questions on the role of public discourse and its complex functions lead to deliberative and/or conflicting views and continuing debates on the art of rhetoric, especially when audiences and publics become the most important platform for discursive interactions. Here are some of the main questions that we address during this seminar: [a] *What is the relationship and/or function of publicness in contemporary times?* [b] *What are current relationships between mainstream and margins in public language and different constructs of political, cultural and/or social context?* [c] *How does authority and power impact either public or political discourse in relation to publics and/or audiences in current times?* [d] *Which challenges and/or limitations to define the examination of publics in deliberative spaces of discourse?*

Accordingly, as you can see listed in the schedule, themes of our seminar are as follows: Rhetoric and Publicness (**weeks 1, 2**); Definitions, Terminology, and Role of Public Discourse in Context (**weeks 3, 4**); The <Public> and Its Sphere, Space, and or Situation (**weeks 5, 6**); The Role of Authority and/or Power (**weeks 7, 8**); Morality, Narrativity and Public Moral Arguments (**weeks 9, 10**); Ideology and Praxis (**weeks 11, 12**); Margins of Publicness (**weeks 13, 14**); Our Own Conclusions on Redefining Publics and Public Discourse (**week 15**).

### **Instructional Method:**

As mentioned, the Instructional Method is Mixed, covering mainly online and some in person meetings. The in-person meetings are announced in the Schedule, with the caveat that they can be easily moved remote due to the extensive online required participation/responses and assignments. Of note that student attendance is part of weekly participation to the Discussion Fora per week. The Participation and Attendance weighs 30 % of the class. Please read carefully the rubric under Assignments.

### **Required Texts:**

The complete list is at the end of the syllabus, and most of the readings are provided by the instructor and posted on Canvas prior to the weekly Discussion entries.

However, these are several volumes from which many of the readings are compiled for the seminar.

Lucaites, John L., Celeste M. Condit and Sally Caudill, Eds. *Contemporary Rhetorical Theory: A Reader*. New York: The Guilford P, 1999. [LCC]

*Of note: a lot of the readings listed will have LCC pagination.*

Aristotle, *Rhetoric*. Trans. W. Rhys Roberts. New York: Modern Library, McGraw-Hill, 1954. Available at: <http://classics.mit.edu/Aristotle/rhetoric.mb.txt>

Bauman, Zygmunt. *In Search of Politics*. Standford, CA: Stanford UP, 1999. pp.9-58.  
---, *Globalization: The Human Consequences*. New York: Columbia P, 1998.

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



Foucault, Michel. *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*. Ed. Colin Gordon. New York: Pantheon Books, 1980.

Hauser, Gerard, A. *Vernacular Voices.: The Rhetoric of Publics and Public Spheres*. Columbia, SC: U of South Carolina P, 1999. pp.13-82.

Kennedy, George A. *A Classical Rhetoric and Its Christian and Secular Tradition from Ancient to Modern Times*, 2nd, ed. Chapel Hill: University of North Carolina Press, 1999.1-20;53-95.

Marin, Noemi. *After the Fall: Rhetoric in the Aftermath of Dissent in Post-Communist Times*. New York: Peter Lang, 2007

Ornatowski, Cezar and Noemi Marin, Eds., *Rhetorics of 1989: Rhetorical Archaeologies of Political Transitions*. Special Volume. *Advances in the History of Rhetoric*, Routledge, 2015.

Said, Edward W. *Representations of the Intellectual. The 1993 Reich Lectures*. New York: Vintage, 1994.

Snyder, Timothy. *On Tyranny: Twenty Lessons from the Twentieth Century*. New York: Tim Duggan Books, 2017.

Tismaneanu, Vladimir and Iacob, Bogdan, Eds. *The End and the Beginning: The Revolutions of 1989 and the Resurgence of History*. New York/Budapest: Central European University Press, 2012.

Warner, Michael. *Publics and Counterpublics*. New York: Zone Books, 2002.pp. 65-125.

***\*Most books/book chapters and research articles necessary for assignments will be provided on Canvas.***

### **University Policies and Procedures:**

*Disability Policy Statement:* *In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/)*

*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 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 the Code of Academic Integrity in the University Regulations at [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf.Plagiarism/](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf.Plagiarism/)*



### Counseling and Psychological Services (CAPS) Center

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

### University Attendance Policy Statement:

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

### Course Policy on Late Work and Attendance:

Due to the design of the course, no late assignment exception or extension will be given. There is a 6 (six) to 7 (seven) day-time period for students to complete their weekly entries. Therefore, if students do not provide/post entries for the respective weekly assignments, there will be a 10% grade penalty per week.

Each week for the Discussion Fora entries students are expected to complete them within the assigned due time (including word count). Please make sure you read the directions in order to respond.

### Assignments:

Your grade will be based principally on the following "performances" in the course:

- [a] **Participation** in Class and Discussion Board Contributions Weekly- **30 points**
- [b] **Position Paper on Publics and Discourse** (covering weeks 1-8), **20 points**
- [c] **Book Review/Critical Review** on Journal Articles (covering topics weeks 1-14) – **20 points**
- [d] **YOUR OWN Perspective** on Publics and Discourse – **30 points**

Total points to be accrued for the class: **100.**

### Assignments- Details:

- [a] **Class Discussion and Participation** – 30 Points total

Our sessions focus mainly on discussing readings, with a few sessions used for lectures and oral presentations of assignments. Failure to be prepared for the discussions or lack of participation in class may result ultimately in a lowered course grade.



Each week, there will be one-three discussion questions posted on CANVAS. Hence the students are requested each week to provide entries for the requested subject matter listed.

[b] ***Position Paper on Publics and Discourse*** (covering weeks 1-8), 20 points

This paper will focus on ONE theory or concept part of our readings/discussions from weeks 1 through 8 included. This analysis will emphasize the importance of that specific concept, and a brief discussion of possible additions/challenges/positions in regards to the respective reading. Guidelines will be provided. Pages min (6-8). Plus References.

[c] ***Book Review or Critical Review on Journal Articles/Book Chapters*** (covering topics from weeks 1 through 14). 20 points.

Most likely some of the readings will resonate with the scope of students' research and this assignment is intended to assist with additional readings, thus expanding the overview expertise on that specific issue of scholarship. Guidelines will be provided. Pages min. (5-7).

[d] ***YOUR OWN Perspective on Publics and Discourse*** – 30 Points

This paper aims to present your own perspective on pertinence of contemporary discursive theories and practices along with historical implications for social and cultural action. Guidelines will be provided. Short Perspective- 8-10 pages max. Plus References

#### ***Quality of Work:***

Papers, Assignments Discussion Board/Fora entries, participation and examinations are graded on their quality of presentations and the level of displayed knowledge. Doing what is required on any assignment is considered “average work”: therefore, students who wish to receive above average scores will “go the extra mile” in their work. *Excellent work will examine texts beyond the surface level and provide insightful and original ideas and examples.*

Students should proofread and present quality work. Papers are to be typed, double-spaced, with normal font size and one-inch margins. Exam answers are expected to be legible, presented in an organized fashion, and provide in-depth discussion of the material.

#### **Grade Distribution:**

Participation (and attendance):	30%
Position Paper:	20 %
Book Review/Critical Review:	20%
Final Paper:	30%
<b>Total:</b>	<b>100%</b>

#### **Grading Scale:**

<b>A (100-93)</b>	<b>A- (92-90)</b>	<b>B+(89-86)</b>
<b>B (85-83)</b>	<b>B- (82-80)</b>	<b>C+(79-77)</b>
<b>C (76-73)</b>	<b>C- (72-70)</b>	<b>D+ (69-67)</b>
<b>D (66-63)</b>	<b>D- (62-60)</b>	<b>F (59-0)</b>



## **Tentative Weekly Schedule CST 7309** **FALL 2021 TERM - 16 WEEKS**

*\*MOST READINGS POSTED ON CANVAS BY INSTRUCTOR – SEE THEMES LISTED IN THE SCHEDULE/*

### **Weeks 1, 2 (8/23 and 8/30)** ***RHETORIC AND PUBLICNESS*** Discussion Forum (DF)

#### *Readings:*

Aristotle, *Rhetoric*. Trans. W. Rhys Roberts. New York: Modern Library, McGraw-Hill, 1954.  
Available at: <http://classics.mit.edu/Aristotle/rhetoric.mb.txt>

Farrell, Thomas- Tradition and Invention [LCC-79-101]

Leff, Michael, The Habitation of Rhetoric [LCC 103-118]

McGee, Michael: Text, Context, and the Fragmentation of Contemporary Culture [LCC-65-79]

Sipiora, P. Rhetoric and Kairos. Introduction.

(recommended) Poulakos, John: Toward a Sophistic Definition of Rhetoric [LCC]

### **Weeks 3, 4 (9/7 and 9/13): Monday September 6, Labor Day** **Definitions, Terminology, and Role of Public Discourse in Context** Discussion Forum (DF)

#### *Readings:*

McGee, Michael: In Search of <The People> [LCC-341-357]

Gaonkar, D.P; Michael Warner; David Wittenberg; Ronald W. Greene; Melissa Deem. "The Forum: Publics and Counterpublics. *Quarterly Journal of Speech* 88 (November 2002):410-455.

Murphy, John M. "Critical Rhetoric as Political Discourse." *Argumentation and Advocacy* 32 (Summer 1995): 1-15

Warner, Michael. *Publics and Counterpublics*. New York: Zone Books. 2002.

### **Week 5, 6 (9/20 and 9/27):** **The <Public> and Its Sphere, Space, and or Situation** Discussion Forum (DF)

#### *Readings:*



Bitzer, Lloyd-Rhetorical Situation [LCC-213-217]

Calhoun, Craig. *Introduction: Habermas and the Public Sphere. Habermas and the Public Sphere*. Ed. Craig Calhoun. 1992; Cambridge: MIT Press, 1996. 1-51

Perelman, Chaim. *The Realm of Rhetoric*. Trans. William Kluback. Notre Dame, IL: U of Notre Dame Press, 1982.

Black: The Second Persona [LCC-331-41]

Goodnight, Thomas. The Personal, Technical, and Public Sphere of Argumentation, [LCC]

Marin, Noemi. "Rhetorical Crossing of 1989: Communist Space, Arguments by Definition, and Discourse of National Identity Twenty-Five Years Later" in *Rhetorics of 1989: Rhetorical Archaeologies of Political Transitions*. Co-edited with Cezar Ornatowski, Routledge, 2015. 167-186

**Week 7, 8 (10/4 and 10/11):**

**The Role of Authority and/or Power**

Discussion Forum (DF)

POSITION PAPER DUE 10/12

*Week 8: Position Paper Presented*

*Readings:*

Arendt, Hannah, The Origins of Totalitarianism. 1954. <https://carleton.ca/polisci/wp-content/uploads/Hannah-Arendt-The-Origins-of-Totalitarianism-Chap.-10-Section-1.pdf>

Foucault, Michel. *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*. Ed. Colin Gordon. New York: Pantheon Books, 1980.

Foucault, Michel. "The Discourse on Language." *The Archeology of Knowledge and the Discourse on Language*. Trans. A. M. Sheridan Smith. New York: Pantheon, 1972. 215-37

Hauser, Gerard, A. *Vernacular Voices.: The Rhetoric of Publics and Public Spheres*. Columbia, SC: U of South Carolina P, 1999. pp.13-82.

McKerrow, Raymie: Critical Rhetoric: Theory and Praxis [LCC 441-64]

Snyder, Timothy. *On Tyranny: Twenty Lessons from the Twentieth Century*. New York: Tim Duggan Books, 2017

**Week 9, 10 (10/18 and 10/25):**

**Morality, Narrativity and Public Moral Arguments**

Discussion Forum (DF)

*Online*

*Readings:*



Bauman, Zygmunt. *In Search of Politics*. Stanford, CA: Stanford UP, 1999. pp.9-58.  
---., *Globalization: The Human Consequences*. New York: Columbia P, 1998.

Condit, Celeste: *Crafting Virtue: The Rhetorical Construction of Public Morality* [LCC 306-27]

Fisher, Walter: *Narrative as Human Communication Paradigm* [LCC 265-88]

Charland, Maurice: *Rehabilitating Rhetoric* [LCC 464-475]  
(Recommended) Weaver, R. *The Cultural Role of Rhetoric.* " *Visions of Order*. Baton Rouge: LSU Press, 1964. 55-72.

**Week 11, 12 (11/1 and 11/ 8):** Nov. 11- Veterans' Day- University Closed.

**Ideology and Praxis**

Discussion Forum (DF)

*Readings:*

Burke, Kenneth: *Analysis of Hitler's Rhetoric*

Gronbeck, Bruce: *The Functions of Presidential Campaigning* [LCC-411-25]

McGee, Michael: *The "Ideograph": A Link Between Rhetoric and Ideology* [LLC 425-41]

Marin, Noemi. "Totalitarian Discourse and Ceausescu's Loss of Words: Memorializing Rhetoric in 1989 Romania." *The End and the Beginning: The Revolutions of 1989 and the Resurgence of History*. Eds. Vladimir Tismaneanu and Bogdan Iacob. New York/Budapest: Central European University Press, 2012. 437-461

**Week 13, 14 (11/14 and 11/21):** THANKSGIVING BREAK- 11/25-11/28- NO CLASSES

**Margins of Publicness**

Discussion Forum (DF)

Book Review/Critical Review Due 11/20

*Readings:*

Said, Edward W. *Representations of the Intellectual: the 1993 Reith Lectures*. New York: Pantheon, 1994.

Blair, Brown, and Baxter: *Disciplining the Feminine* [LCC 563-91]

Shome, R. *Postcolonial Interventions in the Rhetorical Canon* [LCC 591-609]

Marin, N. "The Rhetoric of Andrei Codrescu: A Reading in Exilic Fragmentation," *After the Fall*, Peter Lang, 2007.

(Recommended) bell hooks, "The Oppositional Gaze: Black Female Spectators"

(recommended) Lucaites, John and Robert Hariman, "Visual Rhetoric, Photojournalism, and Democratic Public Culture," *Rhetorical Review*, vol 20, 1 /2, 2001. 37-42.



**Weeks 15, 16 (11/29 and 12/9):** *Reading Days 12/6-12/8*

***Redefining Publics and Public Discourse***

*Week 15 In Person*

*Final Paper Due 12/10 online*

*\*\* The instructor might add one or two more readings per two weeks period, on basis of the seminar discussions and interests.*

***Happy Semester!***