

## English 509: Seminar in Classical Rhetoric: Rhetoric Under Empire

Fall 2014

Avery 110

Dr. Mike Edwards

Thursdays 2:50–5:30

[mike.edwards@wsu.edu](mailto:mike.edwards@wsu.edu)

Classical rhetoric, when engaged carefully, is amazing. It's got power, lust, avarice, slander, philosophy, adultery, treason, ethics, invective, murder, scandal, and redemption. It's also easy to represent poorly, perhaps most often as a loose collection of backward theories from a couple thousand years ago. My goal is to investigate, with you, classical rhetoric in its material practice: as something smart people did and lived.

This seminar uses the concept of empire as a way to investigate the problematic notion of a Western-oriented classical rhetorical tradition and canon. While rhetorics ostensibly rely on persuasion, they are often sustained or advanced by unequal relations of imperial power and domination, and this seminar proposes that those unequal relations of power merit investigation: the rhetorical tradition does not exist outside of politics or materiality. For those reasons, this seminar investigates texts from the classical rhetorical tradition in their historical and material contexts, offering participants a thorough familiarity with those texts while at the same time asking participants to complicate the long-held notion of traditional rhetorical canonicity.

This syllabus is licensed under a Creative Commons Attribution-ShareAlike 4.0 license.

<http://creativecommons.org/licenses/by-sa/4.0/>

### Learning Outcomes:

- Seminar participants will build familiarity with important texts and theories from the history of classical rhetoric, and their contributions to the history of rhetorical study and contested notions of a classical tradition or canon.
- Seminar participants will extend and apply their awareness of how rhetorical practices and theories always influence and are influenced by their historical, political, and material contexts.
- Seminar participants will build expertise in developing publishable substantial scholarly projects on topics in rhetorical studies and so prepare for a successful post-graduation career.
- Seminar participants will professionalize by investigating rhetorical texts and leading discussions of those texts among audiences of their peers both within and beyond the seminar.

### Required Texts:

All texts are available online. Seminar participants should bring or arrange to share a wireless networked computing device each session. The Avery Microcomputer Lab has some to lend.

### Attendance:

You're responsible and professionalizing graduate students. I understand that life happens, and some circumstances are unavoidable. I ask you to be respectful to your fellow members of the

seminar and do your best to come to class. It's acceptable to miss class if you make arrangements with me beforehand, but unplanned absences will likely affect your grade.

### Academic Integrity:

I enthusiastically and unreservedly encourage collaborative work. I also note that it is never wise to represent someone else's intellectual labor as your own. You will glean many ideas and insights from your colleagues and fellow seminar participants. When you do so in writing, it is always good practice to thank the source of the idea or insight in a footnote.

### Required assignments:

Weekly informal reading responses	10 at 50 points each with lowest 2 dropped	400 points (40%)
Leadership of two lesson discussions, including assigning in-class activities and supplemental readings	2 sessions, at least 1.25 hours each, at 75 points	150 points (15%)
Midterm draft methodological approach, optionally incorporating prose from weekly reading responses	2000–3000 words	200 points (20%)
Final seminar project, incorporating and revising midterm, and optionally incorporating prose from weekly informal reading responses. Project may be contributed to a publishable edited collection.	4000–6000 words	250 points (25%)

### Assignment Detail—Weekly Informal Reading Responses:

I will ask you to write brief informal responses to the assigned readings. These responses can serve as notes toward your midterm and final project: you're welcome to recycle them into other texts for this class. Your responses should be written on either a weblog with the capacity for comments or else on a Google Drive Document with comments enabled, and you should share the URI with your classmates before the start of class on the week it's due (for example, before the start of class on 9/4, you would post a response to assigned excerpts from the *Annales* of Tacitus and from books X and XII of the *Institutio Oratoria*). In terms of grading, there are three fundamental requirements: (1) responses must be at least 300 words long (300–600 words is a good range), (2) they must directly quote specific passages from the reading, and (3) they must move beyond summary to synthesize and raise questions. We will read one another's responses.

Due: 9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20  
Value: 50 points each, lowest 2 dropped (you may write 10 instead of 12, if you prefer)

### Assignment Detail—Leadership of Two Lesson Discussions:

I require each seminar participant to sign up to lead the first half (about an hour and fifteen minutes, or longer, if you're ambitious) of two of our meetings. Your lesson plans for those two meetings will count as your informal reading responses for those weeks. My hope is that you will

choose lessons that engage topics related to your academic interests. In terms of grading, you are responsible (1) for initiating and sustaining discussion for the first half of the meeting (including asking participants to engage in whatever learning activities you like: I encourage you to innovate), and (2) seeking out and making yourself familiar with 1–2 additional secondary sources on that week's reading that will help you build your expertise (you might plan on meeting with me 2–3 weeks beforehand so I can offer guidance: I know some good sources).

Due: 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30

Value: 2 sessions at 75 points each

### **Assignment Detail—Midterm Draft Methodological Approach:**

The midterm assignment is to write a loose, drafty, partial version of your final seminar project, so you and your classmates and I can talk about it in October and have sufficient time to help you develop, draft, and revise it into something brilliant and amazing that I hope might be an early publication for you. Your task here is to say: “Here’s what I think I might want to do for the final project, and here’s how I want to do it,” and to be about halfway toward completing the final seminar project. As with the final seminar project, you are absolutely welcome to incorporate wholesale (i.e., cut and paste) passages from your informal reading responses, and to quote and cite your classmates. In terms of grading, it must (1) discuss, quote, and cite a focused set of readings from the seminar, (2) discuss and cite at least 1–2 secondary sources relating to those readings, and (3) be at least 2000 words long, and maybe even closer to 3000 words if you want to save yourself some end-of-semester work.

Due: 10/9

Value: 200 points

### **Assignment Detail—Final Seminar Project:**

Write a publishable 4000–6000 word article on a topic related to the work of the seminar. Good examples of such scholarly work are in Xenos from 9/25, Merlan from 10/2, Leen from 10/23, Corbett from 11/6, and Barnes from 11/20. I like the rigor and inventiveness of the chapters from Bartsch, as well. You are absolutely welcome to incorporate wholesale (i.e., cut and paste) passages from your informal reading responses, and to quote and cite your classmates. Your final seminar project should revise and extend what you write for your midterm. If you are willing, I will seek publication for our seminar projects in the form of an edited collection with the possible input of work from more senior scholars.

Due: 12/18

Value: 250 points

### **Disability:**

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the

Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. Accommodations must be approved through the Access Center.

### Campus Safety:

Please be aware of the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.

### Sequence of Lessons (required readings are in *boldface underlined italics*):

#### Part 1: Critical Framework

- 8/28: Reading portions of ***Plato's Phaedrus*** in class. Identification of translations and editions of classical texts. Group work brainstorming and identifying key terms and their connections to the history of rhetoric (e.g., performance, nationalism, literacy, power, subjectivity, geography, class, technology, gender, domesticity).
- 9/4: ***Quintilian*** and the difficulty of the good man speaking well under mortal threat. ***Tacitus*** and historiography as rhetoric under empire. The relationship between force and rhetoric: the closed fist and the open hand. Odoacer deposes Romulus Augustus in CE476.
- 9/11: ***Quintilian's*** role under the terror of Domitian. ***Tacitus*** and the function of material context in the study of rhetorical history and theory. Historical representations of women and family roles under empire. Praetorian Guard murders Aurelian in CE275.

#### Part 2: The Early Greeks

- 9/18: ***Isocrates and the Panathenaicus*** on the literacy of the Spartans after the Peloponnesian wars. Gorgias and historical justifications for war. ***Plato's Gorgias***. The ***Encomium of Helen***. Sexism in the rhetorical imagination. Tiberius becomes Princeps in CE14.
- 9/25: Socrates teaching the tyrants Critias and Alcibiades. Plato's account of Socrates in the ***Crito***. Rhetoric and the justification of state power. ***The Trial of Socrates***. Revisiting the ***Phaedrus***. Aspasia and women in rhetoric. Elitism in excerpts from Plato's ***Republic***. Empire and the problems posed by the conspiracy-theoretic work of Leo Strauss.
- 10/2: ***Aristotle's rhetorical theory***. Aristotle's tutelage of Alexander, Aristotle's xenophobia, Aristotle's encouragement toward conquest, and Alexander's mortal threats toward his former tutor. The Macedonian wars and Greece's defeat by Rome at Corinth. Rhetoric and the transition of power from Greece to Rome.

#### Part 3: The Early Romans

- 10/9: The interregnum, war, and the absence of public rhetoric. Rome annexes Greek rhetorical traditions. The ***Rhetorica ad Herennium*** and ***De Inventione***. Cicero's ***Pro Roscio Amerino***. Sulla and Chrysogonus. The Sullan terror; armies march on Rome. *Midterm draft methodological approach due: what problems will you investigate, and how will you do so?*

10/16: Cicero's early career. Excerpts from the orations against *Catiline* and *Verres*. Rhetoric and politics in the republic. "I threw dust in the jury's eyes" in the *Pro Cluentio*: Nietzsche ("On Truth and Lies in a Nonmoral Sense") and lies in oratory. *De Oratore* part 1.

10/23: Fall of the Republic. Pompey, force and audience. Excerpts from the *Pro Milone* and performance. Cicero's *Pro Caelio*. Domesticity and misogyny in the address to Clodia. Prosopopoeiae. Catullus. *De Oratore* part 2. Second battle of Philippi in BCE42.

#### Part 4: Force and Empire

10/30: Cicero and Caesar in the early empire. The rhetorical leverage of the *Pro Ligario*: how Cicero offered Caesar, as judge and plaintiff, the roles of *iudex* and *dictator*. *Agamben* and the *Campus Martius* as state of exception. *Brutus*.

11/6: Cicero's *Philippics* against Mark Antony. Cicero's assassination. Fulvia and the role of women.

11/13: Rhetorics of *Seneca the Elder* as *progymnasmata*. Rhetoric as ornament after the reign of Augustus. The decline of rhetoric. The sack of Rome.

11/20: Tacitus and historiography revisited. The *Dialogus de Oratoribus* and the problems of textual lacunae. Imperial power; Tacitus and Cicero. Theatricality. Army appoints Diocletian emperor in CE284, who immediately draws his sword and slays Aper.

12/4: No readings assigned. Workshopping final projects; drafts due. Cicero delivers the final Catilinarian oration in BCE63.

12/11: No readings assigned. Presentations of abstracts of final projects.

12/18: Exam week. Final projects due.

#### Detailed List of Assigned Readings and Useful Resources:

While they require some care and attention, these readings are (with an occasional rare exception) not very dense: with dense or technical material, I typically assign 70–90 pages per week, but because this material is somewhat more accessible, we'll be working through the equivalent of 80–100 pages per week. In weeks when there are major assignments due (10/9, 12/4, 12/11), there will be much less reading assigned. In addition to the materials listed here, I hope you might seek other translations and resources and share them with the seminar.

8/28 (in class): Plato's *Phaedrus* (whole class reads 227A–228E, small teams break up to read 258A–270E and 270E–279C and report back).

*Phaedrus*, Harold Fowler 1925 translation, with notes on Greek usage

<http://www.perseus.tufts.edu/hopper/text?doc=plat.+phaedrus>

*Phaedrus*, Benjamin Jowett 1892 translation, with commentary

<http://oll.libertyfund.org/titles/111>

Guide to Plato's *Phaedrus*

<http://www.english.hawaii.edu/criticalink/plato/index.html>

Homework to read to prepare for 9/4's meeting: Tacitus, *Historiae* (I, III), *Agricola* (sections 29–36, 40–45); Quintilian, *Institutio Oratoria* (I.1, I.2, II.1, II.4, II.16).

[http://en.wikisource.org/wiki/The\\_Histories\\_\(Tacitus\)/Book\\_1](http://en.wikisource.org/wiki/The_Histories_(Tacitus)/Book_1)

[http://en.wikisource.org/wiki/The\\_Histories\\_\(Tacitus\)/Book\\_3](http://en.wikisource.org/wiki/The_Histories_(Tacitus)/Book_3)

<http://en.wikisource.org/wiki/Agricola>

*Institutes of Oratory*, 1856 John Selby Watson translation

<http://eserver.org/rhetoric/quintilian/>

*Institutes of Oratory*, 1920 H. E. Butler translation

[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Quintilian/Institutio\\_Oratoria/](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Quintilian/Institutio_Oratoria/)

**Homework to read to prepare for 9/11's meeting:** Tacitus, *Annales* (I, VI); Quintilian, *Institutio Oratoria* (X.1, XII.1).

[http://en.wikisource.org/wiki/The\\_Annals\\_\(Tacitus\)/Book\\_1](http://en.wikisource.org/wiki/The_Annals_(Tacitus)/Book_1)

[http://en.wikisource.org/wiki/The\\_Annals\\_\(Tacitus\)/Book\\_6](http://en.wikisource.org/wiki/The_Annals_(Tacitus)/Book_6)

*Institutes of Oratory*, 1856 John Selby Watson translation

<http://eserver.org/rhetoric/quintilian/>

*Institutes of Oratory*, 1920 H. E. Butler translation

[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Quintilian/Institutio\\_Oratoria/](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Quintilian/Institutio_Oratoria/)

**Homework to read to prepare for 9/18's meeting:** Gorgias, *Encomium of Helen*; Isocrates, *Panathenaicus* (sections 5–42, 47–48, 62–70, 200–210, 239–253); Plato, *Gorgias*.

<http://www.classicpersuasion.org/pw/gorgias/helendonovan.htm>

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.01.0144%3Aspeech%3D12>

<https://ebooks.adelaide.edu.au/p/plato/p71g/gorgias.html>

**Homework to read to prepare for 9/25's meeting:** Finish Plato, *Phaedrus* (whichever sections you didn't read, including especially the two speeches on love); Plato, *Crito*; I. F. Stone's account of the trial of Socrates; Plato, a short excerpt from *Menexenus* (236e–246a); Plato, excerpts from *The Republic* Chapters 2, 3, 5, and 8 (357a–366e, 371e–377d, 388e–389e, 449a–457d, 543a–543e); Nicholas Xenos, "Leo Strauss and the Rhetoric of the War on Terror."

*Phaedrus*, Harold Fowler 1925 translation, with notes on Greek usage

<http://www.perseus.tufts.edu/hopper/text?doc=plat.+phaedrus>

*Phaedrus*, Benjamin Jowett 1892 translation, with commentary

<http://oll.libertyfund.org/titles/111>

Guide to Plato's *Phaedrus*

<http://www.english.hawaii.edu/criticalink/plato/index.html>

<http://classics.mit.edu/Plato/crito.html>

<http://law2.umkc.edu/faculty/projects/ftrials/socrates/ifstoneinterview.html>

<http://data.perseus.org/texts/urn:cts:greekLit:tlg0059.tlg028.perseus-eng1>

<http://data.perseus.org/texts/urn:cts:greekLit:tlg0059.tlg030.perseus-eng1>

<http://www.logosjournal.com/xenos.pdf>

**Homework to read to prepare for 10/2's meeting:** Aristotle, *Rhetoric* (I.1–3, 8, 10–12; II.1–3, 12–14, 17–19, skim intros of 4–11; III.1, 2, 5, 7, 13); Philip Merlan, "Isocrates, Aristotle, and Alexander the Great" (in JSTOR); first ten paragraphs of *UNRV History's* entry on "Macedonia;" *Pothos* entry on Callisthenes.

<http://classics.mit.edu/Aristotle/rhetoric.html>

<http://www.jstor.org/stable/4434381>

<http://www.unrv.com/provinces/macedonia.php>  
<http://www.pothos.org/content/index.php?page=callisthenes>

**Homework to read to prepare for 10/9's meeting:** pseudo-Cicero, *Rhetorica ad Herennium* (I.1–I.3, III.16–III.23, IV.1–IV.2, IV.52–IV.56); Cicero, *de Inventione* (I.1–I.3, I.7, II.2–II.3); Cicero, *Pro Roscio Amerino*; Plutarch, *Life of Sulla* (paragraphs 31–34). These readings are in total about 40% shorter than those of other weeks, to allow you more time to complete your midterm.

[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Rhetorica\\_ad\\_Herennium/](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Rhetorica_ad_Herennium/)  
<http://classicpersuasion.org/pw/cicero/dnv1-1.htm>  
[http://en.wikisource.org/wiki/For\\_Sextus\\_Roscius\\_of\\_Ameria](http://en.wikisource.org/wiki/For_Sextus_Roscius_of_Ameria)  
[http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Sulla\\*.html](http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Sulla*.html)

**Homework to read to prepare for 10/16's meeting:** Cicero, excerpts from *In Verrem* (I.1.1–11; II.4.1–10), *In Catilinam* (First Oration), excerpts from *De Oratore* (Book I, sections 1–69), *Pro Cluentio* (Sections 1–17 and 69–71 / I–XVII and LXIX–LXXI); Quintilian, *Institutio Oratoria* (II.17); Nietzsche, “On Truth and Lies in a Nonmoral Sense.”

[http://en.wikisource.org/wiki/Against\\_Verres/First\\_pleading](http://en.wikisource.org/wiki/Against_Verres/First_pleading)  
[http://en.wikisource.org/wiki/Against\\_Verres/Second\\_pleading/Book\\_4](http://en.wikisource.org/wiki/Against_Verres/Second_pleading/Book_4)  
<http://www.bartleby.com/268/2/11.html>  
[http://pages.pomona.edu/~cmc24747/sources/cic\\_web/de\\_or\\_1.htm](http://pages.pomona.edu/~cmc24747/sources/cic_web/de_or_1.htm)  
[http://www.uah.edu/student\\_life/organizations/SAL/texts/latin/classical/cicero/procluentio1e.html](http://www.uah.edu/student_life/organizations/SAL/texts/latin/classical/cicero/procluentio1e.html)  
<http://imrl.usu.edu/6890/OnTruthandLies.pdf>

**Homework to read to prepare for 10/23's meeting:** Cicero, excerpts from *De Oratore* (Book I, sections 118–128, 213–226; Book III, sections 1–8, 17–19, 44–45, 199–201), excerpts from *Pro Milone* (Introduction, Chapters 1–7, 9–14, 18–21, 23, 25, 27, 28, 31–38); *Pro Caelio* (entire oration); Catullus, *Carminae* 11, 49, 79; Anne Leen, “*Clodia Oppugnatrix*: The *Domus* Motif in Cicero’s *Pro Caelio*” (in JSTOR).

[http://pages.pomona.edu/~cmc24747/sources/cic\\_web/de\\_or\\_1.htm](http://pages.pomona.edu/~cmc24747/sources/cic_web/de_or_1.htm)  
[http://pages.pomona.edu/~cmc24747/sources/cic\\_web/de\\_or\\_3.htm](http://pages.pomona.edu/~cmc24747/sources/cic_web/de_or_3.htm)  
[http://www.uah.edu/student\\_life/organizations/SAL/texts/latin/classical/cicero/promilone.html](http://www.uah.edu/student_life/organizations/SAL/texts/latin/classical/cicero/promilone.html)  
<http://www.hoocher.com/procaeliotranslation.htm>  
<http://rudynegenborn.net/catullus/text2/e11.htm>  
<http://rudynegenborn.net/catullus/text2/e49.htm>  
<http://rudynegenborn.net/catullus/text2/e79.htm>  
<http://www.jstor.org/stable/3298121>

**Homework to read to prepare for 10/30's meeting:** Cicero, excerpts from *Brutus* (sections 1–59, 89, 133–155, 204–219, 279–333 [end]); Giorgio Agamben, *State of Exception* Chapter 1; Cicero, *Pro Ligario* (entire oration).

<http://www.attalus.org/old/brutus1.html>  
<http://www.attalus.org/old/brutus2.html>  
<http://www.attalus.org/old/brutus3.html>  
<http://www.attalus.org/old/brutus4.html>

<http://www.didierbigo.com/students/readings/IPS2011/5/Agamben%20state%20of%20exception%20ch1.pdf>

<http://www.perseus.tufts.edu/hopper/text?doc=Perseus:text:1999.02.0020:text=Lig.>

**Homework to read to prepare for 11/6's meeting:** Nancy Myers, "Cicero's [S]Trumpet: Roman Women and the Second Philippic" (in JSTOR); Cicero, excerpts from the *Orator* addressed to Marcus Brutus (I–IX, XIV–XVII, XIX–XXV, XXVII–XXVIII, XXIII), *Philippicae* 2 & 7; Edward P. J. Corbett, "The Rhetoric of the Open Hand and the Rhetoric of the Closed Fist" (in JSTOR).

<http://www.jstor.org/stable/20058090>

[http://oll.libertyfund.org/titles/734#1f0043-04\\_head\\_034](http://oll.libertyfund.org/titles/734#1f0043-04_head_034)

[http://lexundria.com/cic\\_phil/2/y](http://lexundria.com/cic_phil/2/y)

[http://lexundria.com/cic\\_phil/7/y](http://lexundria.com/cic_phil/7/y)

<http://www.jstor.org/stable/355032>

**Homework to read to prepare for 11/13's meeting:** Shadi Bartsch, *Actors in the Audience* Chapter 1; Michael Winterbottom, Introduction to Seneca the Elder's *Declamations*; Seneca the Elder, *Controversiae* I and VII, *Suasoriae* VI.

[http://bit.ly/ENGL509\\_Bartsch1](http://bit.ly/ENGL509_Bartsch1)

[http://bit.ly/Winterbottom\\_Intro](http://bit.ly/Winterbottom_Intro)

[http://bit.ly/Controversiae\\_I](http://bit.ly/Controversiae_I)

[http://bit.ly/Controversiae\\_VII](http://bit.ly/Controversiae_VII)

[http://bit.ly/Suasoriae\\_VI](http://bit.ly/Suasoriae_VI)

**Homework to read to prepare for 11/20's meeting:** Shadi Bartsch, *Actors in the Audience* Chapter 4; Tacitus, *Dialogus de Oratoribus*; T. D. Barnes, "The Significance of Tacitus's *Dialogus de Oratoribus*" (in JSTOR).

[http://bit.ly/ENGL509\\_Bartsch\\_4](http://bit.ly/ENGL509_Bartsch_4)

[http://en.wikisource.org/wiki/Dialogue\\_on\\_Orators](http://en.wikisource.org/wiki/Dialogue_on_Orators)

<http://www.jstor.org/stable/311472>

#### Useful Resources:

Patricia Bizzell and Bruce Herzberg, eds., *The Rhetorical Tradition*

Gideon Burton, *Silva Rhetoricae* (<http://rhetoric.byu.edu/>)

M. L. Clarke, *Rhetoric at Rome*

Edward P. J. Corbett, *Classical Rhetoric for the Modern Student*

Richard Leo Enos, *Roman Rhetoric: Revolution and the Greek Influence*

Susan Jarratt, *Rereading the Sophists: Classical Rhetoric Refigured*

George Kennedy, *A New History of Classical Rhetoric*

Richard Lanham, *A Handlist of Rhetorical Terms*

Andrea Lunsford, *Reclaiming Rhetorica: Women in the Rhetorical Tradition*

Andrea Nye, *Words of Power: A Feminist Reading of the History of Logic*