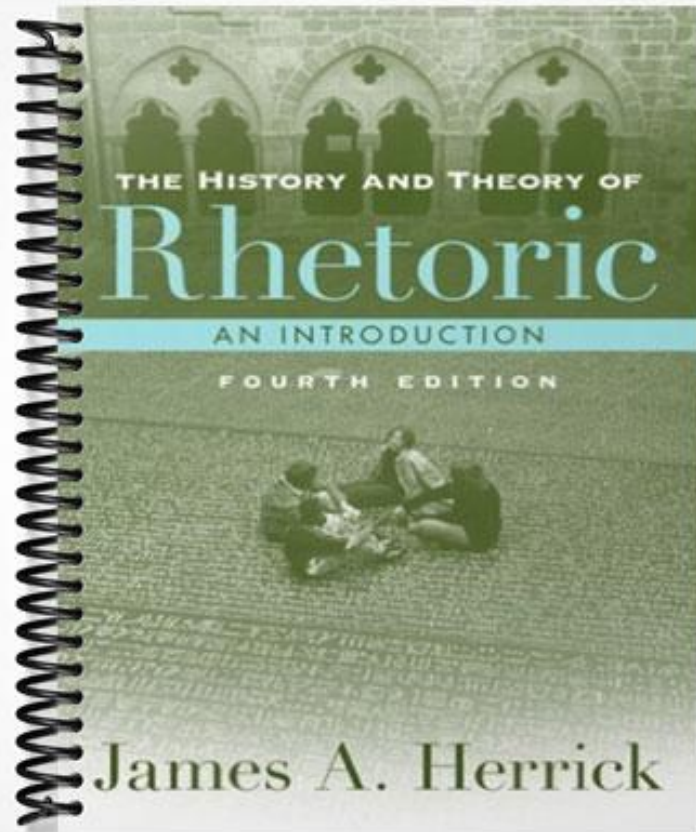


SOLUTIONS MANUAL



Instructor's Manual

for

The History and Theory of Rhetoric An Introduction

Fourth Edition

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Hope College



Boston New York San Francisco
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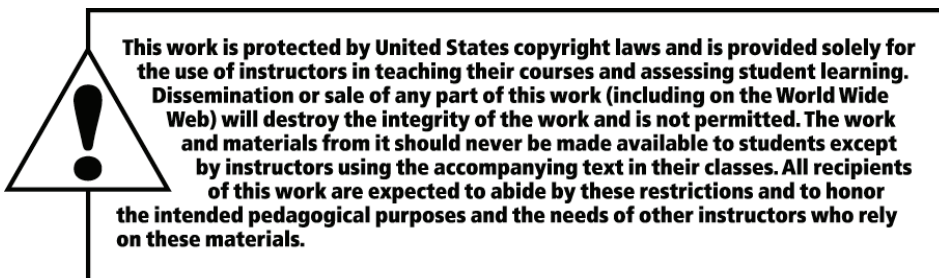
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Chapter One
An Overview of Rhetoric
Questions for Review

1. How are these terms defined in this chapter?

Rhetoric: The study and practice of effective symbolic expression.

The art of rhetoric: The methods or principles that guide effective symbolic expression.

Rhetorical discourse: Goal-oriented discourse that seeks, by means of planned use of symbols, to adapt ideas to an audience.

Rhetor: An individual engaged in creating or presenting rhetorical discourse.

2. What are the marks or characteristics of rhetorical discourse as discussed in this chapter?

Rhetorical discourse:

1. is planned
2. adapted to an audience
3. reveals human motives
4. is responsive
5. seeks persuasion
6. addresses contingent issues

3. Which specific resources of symbols are discussed under the heading, Rhetoric seeks persuasion?

1. argument
2. appeals
3. arrangement
4. aesthetics

4. What social functions of the art of rhetoric advanced in this chapter?

1. rhetoric tests ideas
2. rhetoric assists advocacy
3. rhetoric distributes power
3. rhetoric discovers facts
5. rhetoric shapes knowledge
6. rhetoric builds community

5. What three types of power are enhanced by an understanding of the art of rhetoric?

1. personal power
2. psychological power
3. political power

6. Given the definition and description of rhetoric advanced in this chapter, what might rhetoric historian George Kennedy mean by saying that the yellow pages of the phone book are more rhetorical than the white pages?

The yellow pages are intended to persuade, which is one factor making them more rhetorical than the white pages, which are intended only to provide a handy guide to telephone numbers. The yellow pages are also more clearly strategic in their arrangement and presentation. More planning has gone into catching and holding the attention of an audience. Finally, the yellow pages are, in a variety of ways, adapted to an audience or a variety of audiences. (Students may come up with other ways in which the yellow pages are rhetorical, or they may suggest ways in which the white pages are more rhetorical than we at first glance take them to be.)

7. What is meant by the comment that rhetoric addresses contingent issues?

Rhetoric is employed to resolve practical questions about matters that confront everyone and about which there are no definite or unavoidable answers.

Questions for Discussion

1. The following artifacts--Abraham Lincoln's *Second Inaugural Address* and Emily Dickinson's poem, *Success is Counted Sweetest*-- were written at about the same time, and each is written with reference to the Civil War. The two pieces often are held to represent two different types of discourse. Lincoln's address is categorized as rhetoric, whereas Dickinson's work fits best into the category of poetry. Thinking back on the characteristics of rhetorical discourse discussed in this chapter, what case could be made, if any, for distinguishing Lincoln's work from Dickinson's? Do they belong in different literary categories? Refer back to the resources of language--argument, appeal, arrangement, and artistic devices. Does each employ all four resources?

Theorists have long debated what differentiates rhetorical from poetic discourse.

Certainly, many linguistic devices and strategies are common to each. It may help the discussion to point out:

1. The instrumental or practical role of rhetoric. Is there any difference in what Lincoln and Dickinson might be hoping to accomplish through their writing?
2. Rhetoric's relationship to an audience whose values must be attended to in composing rhetoric. Did Dickinson write with a particular audience in mind? If so, what effect is an audience likely to have had on her writing?
3. The author's relationship to what she or he has written when composing rhetoric or poetry.
4. Rhetoric such as Lincoln's speech clearly is adapted to a particular audience and set of circumstances. Is Dickinson's poem as well?
 1. Ask students whether the distinction between rhetoric and poetry be defended as a genuine one.

2. If rhetoric affords the benefits and performs the functions discussed in this chapter, it might follow that rhetorical training should be a central component in education. Has training in rhetoric or some related discipline been part of your educational experience? Should education focus more on the skills that make up the art of rhetoric?

Students often comment that science education is emphasized in schools, and that education in history, English, and other standard subjects is also common. Education in rhetoric itself, however, is unlikely to have been part of their experience. Instructors can point up the irony of this fact when it is considered that democracy depends on the free exchange of ideas, and that the effective presentation and criticism of ideas depends on some understanding of the principles of rhetoric.

3. Is rhetoric as pervasive in private and social life as the chapter suggests? In what realms of life, if any, does rhetoric appear to have little or no part to play? Where is its influence greatest, in your estimation?

Ask students to think about such domains as business and advertising, sports, medicine, education, politics, and journalism. Other possibilities for discussion of rhetoric's role include social, family and romantic relationships.

4. Steven Mailloux has written that there are "oral, visual, written, digital, gestural"

rheterics. Which other types of rhetoric would you add to this list? What Special types of genres would you include under the types you have added?

Students might suggest an example such as “architectural rhetoric,” or add it to an existing category such as visual rhetoric. Other possibilities are musical, performative, or theatrical. As this question is open-ended, students will generate their own examples.

5. Respond to the claim that rhetoric is important to the process of building community. Has it been your experience that when people come together to form a community that ways of speaking and reasoning in common are an important part of that process? Could a greater understanding of the art of rhetoric enhance this process of building a community?

Students may be encouraged to talk about their experiences in work settings, clubs and organizations, religious communities, educational institutions, the military, etc. Focus the discussion on the role of language in building a sense of commonality of purpose and belief among individuals in such settings. Ask whether an understanding of rhetoric's community building function could actually enhance the development of a community's sense of unity or common purpose.

6. Some people have criticized rhetoric for being manipulative. Do you believe that rhetoric is, by its very nature, manipulative? If not, what ethical guidelines might be important for constraining the practice of rhetoric so that it did not become a tool for manipulation?

Invite students to respond with their own thoughts on an ethic of persuasion. As whether rhetoric is ever employed in a non-manipulative way. Most students will agree that it is. Ask what makes the difference between manipulative and non-manipulate rhetoric. Later chapters will return to the question of the ethical and unethical uses of rhetoric.

Test Questions

Terminology questions

Provide the term for the following definitions:

1. A system of belief, or a framework for interpreting the world. (**ideology**)
2. Any mark, sign, sound or gesture that communicates meaning based on social agreement. (**symbol**)
3. The systematic study and intentional practice of effective symbolic expression. (**rhetoric**)
4. A conclusion supported by reasons. Reasoning made public with the goal of influencing an audience. (**argument**)
5. Planned ordering of a message to achieve the greatest persuasive effect. (**arrangement**)

Short answer questions

1. What are six characteristics of rhetoric as a type of discourse?
2. What are the four resources of symbols discussed in Chapter One as assisting the goal of persuasion?
3. Rhetoric as an art performs several social functions. List the six functions performed by the art of rhetoric.
4. What are the three types of power with associated with rhetoric as discussed in Chapter One? Briefly describe each.

Essay questions

1. In Chapter One, a description of rhetorical *discourse* is advanced. Identify and describe the various characteristics that define the type of discourse called rhetoric. Provide examples of these characteristics in discourse, drawn either from your own experience or from the text.
2. Chapter One described the *art* of rhetoric. Identify and describe the social functions this art performs. Illustrate your answer with your own examples, or with examples from the text.

Supplemental Readings

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Chapter Two

The Origins and Early History of Rhetoric

Questions for Review

1. What beliefs, practices and personal qualities characterized the Sophists?

The Greek Sophists were probably the first thinkers to present a systematic art of rhetoric. Sophists were also orators, educators, entertainers and advocates. Their principal occupations were teaching rhetoric, pleading court cases, and writing speeches for others. The Sophists taught their students to argue either side of a case. They thus practiced the method of dialectic. The Sophists had a reputation for persuading by clever arguments and stylistic techniques. Many Greeks viewed them with suspicion.

2. What educational revolution did the Sophists introduce to Athenian society? Why were these teachers of rhetoric controversial in Athens?

The Sophists offered a kind of advanced education to anyone capable of paying their high fees. They did not select their students based on family connections or social status. Offering rhetorical training strictly on the basis of ability to pay allowed a much wider range of Athenians access to education, and in the process threatened some members of the aristocracy. Sophists were highly controversial in Athens. They professed to teach virtue, which many Greeks doubted could be taught. The sophists taught for pay, which was frowned upon. They also were often itinerants, traveling from place to place looking for work.

3. What was the Sophists' view of truth?

The Sophists developed a view of truth as relative to places and cultures. They doubted that there could be an absolute truth. The Sophist Gorgias adhered to a racially skeptical view that even questioned whether knowledge was possible.

4. Why was the concept of a clash of views important to the Sophists?

Sophists believed in the relative nature of truth, and held that "truth" emerges from the clash of arguments. Some Sophists built their view of justice on the notion of agreement or convention [*nomos*].

5. What was *eristic* rhetoric, and why might some Athenians have been bothered by the practice?

Eristic argument amounted to argumentative tricks that ignored true meaning in order to ensure rhetorical victory. Athenians who believed in a transcendent truth would have been troubled by a practice that suggested truth was simply a matter of winning an argument.