

CMN 538-CF: Rhetorics of Sight, Sound, and Sense

Spring 2019
Thursday 2-4:50 pm
4103 Lincoln Hall

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Office Hours: Mondays 3-4 pm in 4098 LH and by appt.
Course Web Site: <https://learn.illinois.edu/course/view.php?id=34849>
Library Resources for Rhetorical Studies:
<https://www.library.illinois.edu/commedia/guides/course/rhetresource/>

Course Description

Throughout the last two decades, scholars in rhetorical studies have examined the various roles that sight, sound, and other senses play in our understanding of historical and contemporary approaches to rhetoric. These inquiries draw upon the rhetorical tradition as well as engage the insights of scholars across allied fields such as anthropology and history. In the seminar we will read, write about, and discuss rhetorical scholarship and related humanities research (especially historical research) on each of the five senses. (Scientists now say that we may have up to as many as 21 senses, but we'll just stick with the five.) As we do so, we will also explore broader relationships among the senses as well as ideas about sensation itself. Students will leave the course with a picture of key issues animating these vibrant areas of inquiry.

Because the goal of the course is to introduce you to an area of scholarship that is likely new to you, course assignments emphasize critical reading and writing rather than original research. You will be asked to write more regularly during the semester and to share what you write during class, but you will not have a substantive independent research paper to turn in at the end. As a result, you will want to be thoughtful about how you schedule your prep time for class each week. During most weeks of the semester, it will not be enough to have read and taken notes on the readings; you will want to make sure you leave time to write about them as well.

Learning Outcomes

As a result of taking this course, you will:

- gain an understanding of the history and current status of conversations about the senses in rhetorical studies and related disciplines;
- reflect critically on the content of scholarship and the assumptions that scholars bring to inquiry;
- learn how to “get under the hood” of a journal article or book introduction by pulling apart its structure, style, argument, and patterns of citation;
- use regular writing practice to improve your critical reading and writing skills;
- identify specific areas for professional development and set goals designed to help you learn more about them.

Assignments (total of 500 points)

Note: some of these assignments have flexible due dates, meaning that you may turn them in on either a Friday or Monday. Generally it's a good idea to plan to hit the Friday due date, but if you find you need more time, then Monday is an option. Barring a serious illness or emergency, however, no extensions will be offered if you miss the Monday due date.

- (1) *Response papers.* Across the semester, you will write eight 1-2 page (12-point font, double-spaced) response papers in which you respond to a theme, issue, or question that you identify and synthesize from that week's readings. A good response paper will offer a brief but clear, coherent argument and include evidence from that week's readings. During each class period a student will volunteer to read their response paper aloud as a way to help us frame discussion; you should expect to read aloud at least once during the semester. The first four response papers must be turned in before Spring Break (no exceptions). Only one paper may be submitted per class period, and you may not write a paper about readings that we have already discussed in class. I will stop reading and evaluating response papers after the second page. *Post to Moodle before class time. 40 points each for 320 points total.*
- (2) *Professional development report.* Early in the semester you will identify for yourself two professional development topics that you would like to explore during the term. These should be narrow and specific enough for you to be able to do research about them in a focused way. For example, "learning how to publish" is a very big and amorphous goal that one couldn't possibly accomplish in a single assignment. But exploring "how to identify the best journal outlet for my article" or "identifying campus resources for applying for grants" is a more specific, focused goal. After identifying your goals and doing research about them, you will then report the results in a 5 page report that you post to Moodle to share with others in the course. By sharing what you learned about your goals with others, you will be participating in a kind of crowd-sourced activity that all of us will benefit from. *50 points. Flexible due dates: post to Moodle on Friday, March 1 or Monday, March 4 by 5 pm.*
- (3) *Looking "under the hood" of a journal article or book introduction.* Early in the term we will explore how to read journal articles and book introductions not only for content, but also for structure, style, argument, citation, and attribution. You will be taught how to analyze key elements of a journal article (e.g., how an introduction works, how a literature review is structured, etc.), with an eye toward learning how to write one yourself. Following a worksheet that I provide (as well as an example that I will walk us through in class), you and a partner will sign up to lead an "under the hood" discussion of one of the articles or book introductions on the syllabus flagged with **. *50 points.*
- (4) *End-of-term non-seminar paper.* This assignment asks you to think about what kind of research project you would be interested in taking up *if* one were assigned for the course. Toward the end of the term, you will identify a question or set of questions prompted by our readings and discussions – ideally, questions that relate to your ongoing research interests or at least very much interest you. Using those questions, you will generate a specific research problem that you could potentially explore in a research project. In a paper of 5-7 pages, you will lay out the questions, explain the research problem, and then describe a research project you could conduct about them. As you write, consider these questions: What sources would you draw upon,

from our readings and elsewhere? How would you design and organize such a project? What might your bibliography look like? Feel free also to speculate or hypothesize what you might ultimately discover or argue in such a project. Ultimately, this final assignment will enable you to identify and synthesize the ideas from the course that most engage, energize, or interest you. By *writing about*, rather than writing, a seminar paper, you will leave the course with a much clearer sense of what you individually got out of it. (Perhaps you will even get ideas for future research projects.) Students will formally present ideas from these papers in a 5 minute talk during our final class meeting on April 25. *Flexible due date: post to Moodle Friday, April 26 or Monday, April 29 by 5 pm. 80 points.*

Seminar Participation

You are successfully participating in the seminar when you (a) read carefully and bring detailed reading notes and questions to class; (b) engage productively in class—that is, ask questions, raise issues, deliberate with others in the room; (c) listen and respond to others critically yet charitably; and (d) avoid behaviors that block productive classroom conversation, such as monopolizing discussion, remaining silent, or offering comments that are merely informational or (un)appreciative.

Readings

We will read all or parts of the following books:

Classen, Constance. *The Deepest Sense: A Cultural History of Touch* (Urbana: University of Illinois Press, 2012). Full text available via PDF at JSTOR (log in through UIUC library): <https://www.jstor.org/stable/10.5406/j.ctt2ttbdx>

Goodale, Greg. *Sonic Rhetorics: Reading Sound in the Recorded Age* (Urbana: University of Illinois Press, 2011).

Mack, Adam. *Sensing Chicago: Noisemakers, Strikebreakers, and Muckrakers* (Urbana: University of Illinois Press, 2015). Full text available via PDF at JSTOR (log in through UIUC library): <https://www.jstor.org/stable/10.5406/j.ctt155jmcs>

Reinarz, Jonathan. *Past Scents: Historical Perspectives on Smell* (Urbana: University of Illinois Press, 2014). Full text available via PDF at JSTOR (log in through UIUC library): <https://www.jstor.org/stable/10.5406/j.ctt7zw5zg>

Smith, Mark. *How Race is Made: Slavery, Segregation, and the Senses* (University of North Carolina Press, 2006).

Walters, Shannon. *Rhetorical Touch: Disability, Rhetoric, Haptics* (Columbia: University of South Carolina Press, 2014). Full text available via PDF at JSTOR (log in through UIUC library): <https://www.jstor.org/stable/j.ctv6wgmmq>.

We will also read articles via a collection of PDFs and web links found on our Moodle site.

Optional readings/resources

These sources review key concepts and research areas in rhetorical studies; you may wish to have them on hand as you move through our rhetoric curriculum. All are available at UIUC library.

- James Jasinski, *Sourcebook on Rhetoric* (Sage, 2001).
- Thomas Sloane, ed. *Encyclopedia of Rhetoric* (Oxford, 2000).
- Andrea Lunsford et al, eds. *Sage Handbook of Rhetorical Studies* (Sage, 2009). (Available as e-book.)

These sources offer substantive histories of the senses. All are available at UIUC library.

- Toner, Classen, et. al, *A Cultural History of the Senses, 6 volumes* (London: Bloomsbury Press, 2014). Begins with Antiquity and volumes run through the twentieth century.
- Mark Smith, *Sensory History* (Oxford: Berg, 2007).

Administrative Miscellany

- (1) Use *Chicago Manual of Style* (17th edition, Chicago A (also known as “notes-and-bibliography” style) for all class writing. For CMS help see <http://guides.library.illinois.edu/citingsources/chicagostyle>.
- (2) I will refuse to read work that does not conform to minimum standards of grammar, spelling, mechanics, and citation for graduate-level work. Proofread all writing carefully. Double-space everything.
- (3) All written work should be turned by the method announced on the syllabus (e.g., Moodle), unless we have mutually agreed otherwise. I do not accept graded assignments via email.
- (4) Students who are found to have violated the University’s academic integrity policies should expect to fail the course.
- (5) Barring serious family or medical emergencies, I will give no incompletes for this course.
- (6) We all learn differently, and I want all students to succeed in this course. Please let me know if specific aspects of the structure of this course make it difficult for you to learn, or if there are ways to help you better access course materials. We can work together to brainstorm strategies. If you need specific accommodations based on the impact of a documented disability, you do need to be registered with DRES (Disability Resources and Education Services). Please also remember that there are a variety of support services available to all students on campus, including the Writers Workshop, the Counseling Center, and McKinley Health Center.
- (7) Laptops, tablets, etc. are welcome in class for note taking, referring to readings, and other activities directly related to class discussion. If your or the group’s attention seems to be wandering from our activities, I reserve the right to declare “screens down” at any point during class. Please turn off your phone or set it to silent mode when you come to class. No text messaging during class.
- (8) We will take a 5-minute break roughly halfway through each of our seminar meetings. If you need to step out of the classroom briefly outside of that time, feel free to do so by coming and going quietly.

Course Schedule and Readings

**= “under the hood” assignment

Note: Generally, it is best for following each week’s narrative of conceptual development if you read in the order that readings are listed.

Jan. 17 Introduction to the Course

What does it mean for rhetoric to be sensory? Or for senses to be rhetorical?

Jan. 24 Sensation, Sensory Studies, and the Senses

Ackerman, introduction to *A Natural History of the Senses*
Bouchard, “The Five Senses, or Maybe 7, Probably 9”
Ong, “The Shifting Sensorium”
Roeder, “Coming to Our Senses”
Howes, “The Expanding Field of Sensory Studies”
Hawhee, “Rhetoric’s Sensorium”

Jan. 31 Sight, vision, and visual rhetorics I

Jay, introduction to *Downcast Eyes*
Finnegan, “Visual Studies and Visual Rhetoric”
Finnegan, “Rhetoric and Visuality”
Olson, “Intellectual and Conceptual Resources for Visual Rhetoric”
Cook, “Seeing the Visual in U.S. History”
Finnegan and Kang, “Sighting the Public” (sample “under the hood” activity)
Kaszynski, “Look, a [picture]: Visuality, Race, and What We Do Not See”

Feb. 7 Sight, vision, and visual rhetorics II

Kjeldsen, “Talking to the Eye: Visuality in Ancient Rhetoric”
O’Gorman, “Aristotle’s *Phantasia* in the Rhetoric”
Hawhee, “Looking Into Aristotle’s Eyes: Toward a Theory of Rhetorical Vision”
**Lamp, “A City of Brick: Visual Rhetoric in Roman Rhetorical Theory and Practice”
Jack, “A Pedagogy of Sight”

Feb. 14 Sound, speech, and sonic rhetorics I

Rath, “Hearing American History”
**Goodale, *Sonic Persuasion*

Feb. 21 Sound, speech, and sonic rhetorics II

Gunn, “On Speech and Public Release”
**Stone, “Listening to the Sonic Archive”
Eckstein, “Designing Soundscapes for Argumentation”
Kennedy, “Smart Hearing Aids as Wearable Technologies”
Presley and Crane, “Sonic Colonizations, Sound Coalitions”

Feb. 28 No class (CF at NCA Leadership Retreat)

Post professional development report assignment to Moodle. Due Friday, March 1 or Monday, March 4 by 5 pm.

Mar. 7 Touch and haptic rhetorics I

Classen, *The Deepest Sense* chapters 1-6

Mar. 14 Touch and haptic rhetorics II

**Walters, *Rhetorical Touch*

Mar. 21 No class (Spring Break)

Mar. 26 Smell and olfactory rhetorics (note date and time change, 6-8:50 pm)

**Banes, "Olfactory Performances"

Chiang, "The Nose Knows: The Sense of Smell in American History"

Reinarz, *Past Scents* chapters: Introduction, "Picking Up the Scent"; Ch 1: Heavenly Scents-Religion and Smell"; Ch 4: Seduction and Subversion-Gender and Smell"

Phillips, "Smellscapes, Social Justice, and Olfactory Perception"

Sutton, "Rhetoric's Nose"

(no class Mar. 28-CF lecturing at Wayne State)

Apr. 4 Taste and gustatory rhetorics

Fitzgerald and Petrick, "In Good Taste: Rethinking American History With Our Palates"

Stokes and Atkins-Sayre, "How Southern Food Speaks"; "Turf Tussle"

Conley, "M/Orality"

Vats, "Cooking Up Hashtag Activism"

(class meets 2-3:30 pm)

Apr. 11 Sensory Histories I

Smith, *How Race is Made: Slavery, Segregation, and the Senses*

Apr. 18 Sensory Histories II

Mack, *Sensing Chicago: Noisemakers, Strikebreakers, and Muckrakers*

Apr. 25 Final class period

Non-seminar paper presentations

Paper post to Moodle Friday, April 26 or Monday, April 29 by 5 pm