

Bowie State University
Department of History and Government
Rhetoric of Black Americans, Fall 2008
Philosophy 207
TR 1 – 2:20pm, 3 Credits

Instructor:
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11-12 pm.

Office Location:
Martin Luther King Bldg.,
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I. Prerequisite/s

Philosophy 101.

II. Course Description

This course is designed to equip students with the conceptual and analytic tools to critically examine the range of voices, valuations, recurring themes and rhetorical strategies in African American public discourse (rhetoric), from the 17th century to the present.

III. Course Objectives

Upon completion of the course, students should be able to:

1. Be conversant in the discourse of philosophical and rhetorical criticism.
2. Use the insight garnered from a review of axiology (the study of values), cognitive science (brain science), political economy and Africana (African and African American) history to understand and analyze the various factors that influence African American public discourse.
3. Identify the leading voices, rhetorical situations, recurrent themes and rhetorical strategies, from the 17th century to the present, that constitute the tradition of African American public discourse.
4. Make use of course resources to develop original, philosophical/rhetorical criticism of selected African American public discourse.

IV. Required Texts

There are two required texts for the course:

1. Suzanne M. Daughton's and Roderick P. Hart. *Modern Rhetorical Criticism* 3rd Edition, (Allyn & Bacon, Inc., 2004); and

2. Manning Marable and Leith Mullings. *Let Nobody Turn Us Around: Voices of Resistance, Reform, and Renewal* (New York: Rowan and Littlefield Publishers, Inc., 2003).

V. COMPETENCIES

A. NCATE Curriculum Themes

Academic Scholar: Objectives 1, 2, 3, 4, 5.

Effective Practitioner: Objective 6.

Technological Applications: Objective 5.

Multiple Forms of Assessment: see student outcomes.

Special Population Perspectives: n/a

Reflective Practitioner: Objectives: 7.

Personal and Interpersonal Perspectives: 2, 5, 6.

B. General Education Competencies

i. Written and Oral Communications

- a. Analyze and discuss critical issues and recurring themes in the discipline.
- b. Make interpretations and present those ideas in writing.
- c. Employ appropriate word choices and diction in oral and written communication.
- d. Conduct research and evaluate information using the appropriate methods of the discipline.

ii. Scientific and quantitative reasoning

- a. Analyze and understand the physical and biological world.

iii. Critical Analysis and Reasoning

- a. Systematically evaluate facts, opinions, assumptions and theories from the discipline.
- b. Apply skills in analysis, synthesis and problem solving.
- c. Apply logical reasoning in the examination and resolution of tasks.

v. Information Literacy

- a. Identification of key concepts and terms that describe the information needed.
- b. Selection of the most appropriate investigative methods for accessing needed information.

VI. Teaching Methodology

There are two general teaching methodologies that will be solicited:

1. Traditional Experiences: Socratic Dialog (critical discussions), occasional lectures to frame the theme for a given week, student readings, writing, speaking and occasional collaborative exercises;
2. Non-traditional Experiences: technology-based assignments, via Blackboard, blog, useful websites and webcasts.

VII. Student Requirements

Outside Class Requirements

For satisfactory completion of the course, three primary requisites follow:

1. Come to class having carefully **read/viewed all assigned material/s and be ready to contribute to classroom discussions**;
2. *Be resourceful, put your best effort forward and turn in all assignments on time—late work will not be accepted*—unless there is a documented, verifiable excuse. Note: *Turn in documented excuses the day you return to class, if you want your absence excused.*
3. Students are expected to **have access to the internet** (via personal or campus resources) and obtain a Bowie State University (BSU) and/or personal e-mail account. Due to new trends in information technology, online texts and web-based resources (audio/webcast) will be utilized to enhance the overall learning experience, via Blackboard and/or the instructor's blog. **For further assistance see professor.**

How Assignments are to be Submitted

Out of class writing assignments (Critiques and Final Research Paper) are to be submitted in a typed, double-spaced, Times New Roman/Arial, "12"-font, numbered format on the **due date, in-class**, unless expressed otherwise by the instructor. In other words, **out of class writing assignments are to be handed in at the beginning of class on the respective due date (not via email, Blackboard, or under my office door), unless expressed otherwise and/or prearranged with the professor.** Furthermore, **late work will not be accepted**, unless the student can *provide appropriate emergency and/or medical documentation, on the day that students return to class.*

Grading Criteria

Your final grade will have three primary components, with "Enhanced Learning" opportunities:

1. **Active Learning**: includes, the accumulated average of your daily attendance, in-class Learning Assessments, submission of periodic outlines, writing Critiques and other in-class related activities;¹ **40 points.**
2. **Midterm Evaluation**: will include a comprehensive review, via question and answer and essay questions, of the course materials up to the midterm; **10 points.**
3. **Final Research Paper (FRP)**: Your FRP will have two parts. Part one is an edited re-

¹ For more information on particular Critique expectations, and the symbolic notation key that I will be using in the course to evaluate your work, visit the course Blackboard site under the "Thinking Points" tab.

submission of the five (5) course Critiques, highlighting the corresponding sections of the course (see the “Final Research Paper Critiques” review below for further reference). Part two is a five to seven page Special Research Topic, to be reviewed in class; **50 points Total**.

4. **Enhanced Learning:** there are a combination of three options, **worth no more than 10 points, total;**
 - (a) **Critiques:** write one to two page Critiques, for one (1) point each, addressing either contemporary public discourse, or **matters related to your Special Research Topic**, with considered critical reflection. Contemporary matters can include the Presidential Elections of 2008; War and Terrorism; Global Peace; Health Care Reform; Education and Reform; AIDS and the African American Community; Incarceration and the Prison Industrial Complex; Globalization; Civil Rights; Voting Rights; Wealth and Poverty; Undocumented Workers; Church and State; Racism, Sexism, Homophobia—Xenophobia; Climate Change; Art and Contemporary Culture (like Hip-Hop and poetry); and/or assessing the political acumen, (philosophical) “irony,” and fallacies that can be identified on “The Daily Show” (<http://www.thedailyshow.com/>) or “The Colbert Report” (http://www.comedycentral.com/shows/the_colbert_report/index.jhtml). For a website addressing many of the challenges in the African American community, see the “Covenant With Black America” (<http://www.covenantwithblackamerica.com/>). *No more than three Critiques can be written, for a total of three (3) points.*
 - (b) **Book Review:** *upon prior consultation with the professor*, write a three to four page Book Review for three (3) points, critically analyzing a text explicitly focused on rhetoric or your **Special Research Topic**—see the bibliography below and on Blackboard for texts to consult. In the Book Review, be sure to critically examine the text’s contribution to the understanding of rhetoric, or your Special Research Topic problem, highlighting what does and does not work with the text. *No more than one (1) Book Review can be written, for a total of three (3) points.*
 - (c) **View and Attend Public Lecture/Speech:** *upon prior consultation with the professor*, students will have an opportunity to view and write a critique on one (1) speech at the comprehensive “speech-bank” of “American Rhetoric” (<http://www.americanrhetoric.com/>) worth two (2) points; and attend no more than one (1) public lecture/speech, submitting a corresponding Critique, worth two (2) points, during the semester—**for a total of four (4) points possible**. For further reference on events in the surrounding area, see the “Washington City Paper’s” arts and events calendar (<http://www.washingtoncitypaper.com/artsandevents/>) and/or sign-up for the weekly events update at “Politics and Prose Bookstore and Coffeehouse” (<http://www.politics-prose.com/calendar.htm>).

Final Research Paper Critiques (FRPC)

Your Final Research Paper (FRP) has six sections, five that will correspond to your review and critical analysis of the various themes that we will negotiate in the course and one that is your own Special Research Topic. Each section, on its own, is a FRPC. **Incrementally, we will be developing the FRP, via the FRPCs.** The specific dates for when each section will be due will be provided in class. However, the theme of each section and the projected week when each section is due follows:

Section 1: Rhetoric and Criticism (after Week Four)

In this section you will be defining and tracing the scope of rhetoric, and writing about the iterations and valuations of philosophical and rhetorical criticism.

Section 2: Axiology and Cognitive Science (after Week Five)

In this section you will be critically reviewing the “ubiquity” of axiology, and Cognitive Science’s critique of “Enlightenment Reason.” Further, you will be introducing the reader to the two latter frameworks to explore how both, one’s values and how we reason, can influence (African American) Rhetors and Rhetoric.

Section 3: Axiology and Political Economy (after Week Six)

In this section you will be introducing the reader to the economic reasoning of Adam Smith, Karl Marx and Eric Williams. This will be done to (1) explore how one’s socioeconomic “class” *can* factor into one’s political values, (2) examine the economic factors that influenced slavery and the generation of racism; and (3) think through how said realities—class, and the political economy of slavery and racism—*can* affect the values of (African American) Rhetors.

Section 4: Axiology, Africana History and the U.S. Republic (after Week Eight)

In this section you will be examining the value/s of Africana History, the issues of race and racism, and the ideals of the U.S. Republic to negotiate how the realities of African American Rhetors *can be, and are*, fashioned by said realities.

Section 5: African American Public Discourse (during Week 15)

In this section you will be critically surveying African American public discourse, across time. You will be focusing on the leading voices, historical and rhetorical situations, recurrent themes and rhetorical strategies. Moreover, you will redeploing the insights of rhetorical and philosophical criticism to shed (new) light on selected African American Rhetors.

Section 6: Special Research Topic (accompanied with FRP on day of Final Examination Period)

This section will constitute your Special Research Topic (SRT), focused on a given Theme/Era/Rhetor. Throughout the course, you will be encouraged to develop your SRT—especially for “strategic” Enhanced Learning points. However, during Weeks’ nine (9) and 14 of the course, we will specifically focus on your SRT.

Plagiarism

According to the “Code of Student Conduct,” students are to achieve high standards of ethical and professional academic standards. This includes respectful behavior. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the topic at hand. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized *according to the “Code of Student Conduct”* for students as outlined by Bowie State University. **“In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland.”**

Attendance and Punctuality Expectations

Attendance is required to complete the course successfully. Attendance will be taken at the beginning of every class. **In the event that you come to class after the attendance has been taken, you will not be permitted to sign the attendance sheet.** University rules and regulations state that **a student may fail a course if s/he misses a certain number of classes: six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week.**

Students are expected to attend class on time and participate in all scheduled classes and activities. Learning Assessments and activities are considered class participation and cannot be made up as long as absences are unexcused. All students are expected to take examinations and turn in all assignments at the scheduled time. **Students who miss assignments because of tardiness will not be able perform make-up work, without a valid excuse.** Further, be sure to turn in documented excuses the day you return to class, if you want your absence excused.

Talking in Class

Talking in the form of Active Learning via classroom discussions is expected and encouraged. However, private, personal conversations are distracting, alongside text-messaging and ringing cell-phones. It is expected that we will all be respectful and considerate of others.

CRITIQUE SYMBOLIC NOTATION KEY

Both the instructor and your peer group members will use the following symbols to point out aspects of your writing that you may wish to improve. “S” = Structure; “T” = Transition; “R” = Relevance; “D” = Details; “D/E” = Definition and Explanation; “CA” = Critical Apparatus (citations and endnotes); “Φ” = Philosophical assessment needed; “C/A” = Criticism and Argumentation; “*” = great analysis; “.” = good analysis; “?” = Clarity Problem; “~” = the analysis is too ambiguous; “-” = poor argument. Other symbols will be used to address the mechanics of your writing. “G” = Grammar; “Sp” = Spelling; “Pct.” = punctuation; “SL” = Sexist Language; “RL” = Racist Language; “A” = Above (point already made above, why repeated?).

Final Grade

Total Points = 100 points

A = 90 + points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

F = 59 points, and below

VIII. Projected Course Outline

The following outline is subject to modification, inasmuch as some topics may take more time, or less, to address than others. Note: Said adjustments will be announced in class and sometimes posted on the blog (<http://philosophicalpraxis.blogspot.com/>) or Blackboard—particulars will be discussed in class.

Week 1

Introduction to the Course

1. Introductions
2. Framing the Course: Assessing (a) “Rhetoric” and “Black Americans,” informed by (b) rhetorical and philosophical analysis, criticism, axiology, cognitive science, political economy, Africana/U.S. history and African American public discourse.
3. Syllabus Review
4. Q & A
5. “Active Learning” Expectations: Critical Thinking, Engaged Dialogue, Research and Inquiry (Library and Database), Active Reading (notes and “communicating with the text, to the classroom”), Textual Outlines, Writing Critiques, and Creating Endnotes and Annotated Bibliography (see “Turabian and Chicago Style Citations” manual, <http://www.lib.berkeley.edu/instruct/guides/chicago-turabianstyle.pdf>).
6. Form Learning Communities and choose a provisional African American Era/Theme/Rhetor to examine throughout the course, for the Final Research Paper.
7. Preview the central topic of the course: **African American public discourse**, as a **“Rhetoric Born of Struggle”** by listening to the audiocast “Say it Plain: A Century of Great African American Speeches,” <http://americanradioworks.publicradio.org/features/sayitplain/index.html>.

Week 2

Surveying Rhetoric

1. See Definitions of Rhetoric at “American Rhetoric” <http://www.americanrhetoric.com/rhetoricdefinitions.htm>
2. See James A. Herrick, “An Overview of Rhetoric” in *The History and Theory of Rhetoric*, Class Handout (CH). A supplemental text will be handed out in class, on the history of rhetoric.
3. Listen to BBC *In Our Time* audiocast on “Rhetoric,” for a *Western History of Rhetoric* http://www.bbc.co.uk/radio4/history/inourtime/inourtime_20041028.shtml.

A Philosopher’s Toolkit

1. See Baggini and Fosl “Basic Tools for Argument” in *The Philosopher’s Toolkit* (CH)

Week 3

A Philosopher’s Toolkit, cont.

2. See “Fallacies” (errors in reasoning) at the Nizkor Project, <http://www.nizkor.org/features/fallacies/>. Focus on the following 15 fallacies for class: Ad Hominem, Straw Man, Appeal to Emotion, Appeal to Fear, Appeal to Authority, Hasty Generalization, Red Herring, Appeal to Popularity, Burden of Proof, Confusing Cause and Effect, False Dilemma, Genetic Fallacy, Slippery Slope, Special Pleading, Two Wrongs Make a Right.

Rhetorical and Philosophical Criticism

1. See Roderick P. Hart, "The Rhetorical Perspective" (pp. 10 – 20) and "The Critical Perspective" *Modern Rhetorical Criticism* (3rd Edition).
2. See Llyod F. Bitzer, "The Rhetorical Situation," Blackboard (BB)

Week 4

Rhetorical and Philosophical Criticism, cont.

3. See Molefe Kete Asante, "Locating a Text"
<http://www.asante.net/scholarly/locatingtext.html>. A supplemental text will be handed out in class on African American rhetoric.
4. See Baggini and Fosl "Tools for Radical Critique" (CH)
5. To be viewed in class, "Cornel West" webcast, on *Democracy Matters* at California State University of Sonoma, <http://video.google.com/videoplay?docid=-748487753063513377&q=cornel+west&ei=rbmPSK69FJSurgLeuqigBA> See Baggini and Fosl "Tools for Radical Critique" (CH)

Week 5

Axiology and Cognitive Science

1. See Alain Locke, "Value" in *The Philosophy of Alain Locke* (CH).
2. See George Lakoff and Mark Johnson on "Philosophy in the Flesh"
<http://www.times.com/books/first//lakoff-philosophy.html>.
3. To be viewed in class, webcast, "Deceiving Images," featuring arguably the two most powerful conservative (Frank Luntz) and progressive (George Lakoff) "communication advisors" in U.S. politics today, <http://www.linktv.org/video/2142>.

Week 6

Axiology and Political Economy

1. See the CliffNotes reading of *The Worldly Philosophers*, reading "Chapter 2: The Economic Revolution," "Chapter 3: The Wonderful World of Adam Smith" and "Chapter 6: The Inexorable System of Karl Marx," <http://www.cliffsnotes.com/WileyCDA/LitNote/The-Worldly-Philosophers.id-163.html>.
2. See Eric Williams "Origin of Negro Slavery" in *African Philosophy*, edited by Emmanuel Chukwudi Eze (CH).
3. In class, view BBC webcast, "Racism: A History – Part One the Colour [sic] of Money"
<http://video.google.co.uk/videoplay?docid=-967187698277037804>.

Week 7

Axiology, Africana History, Race and Racism

1. To be viewed in class, webcast, Dr. John Henrik Clarke's Pan-African interpretation of Africana history, in "A Great and Mighty Walk" webcast
<http://video.google.com/videoplay?docid=-5784756819358533059&hl=en>.
2. See the text "Griots of West Africa" (a traditional keeper of oral tradition and history in Africa) http://www.geocities.com/ritmi2002/griots_west_africa.htm, by Robert Palmer.

3. Listen to Ras Kass, *a modern day Griot*, "Nature of The Threat"
<http://www.youtube.com/watch?v=JdJgVf4l1A0>.²
4. Race
 - a. See "Philosophical Misadventures" quotes on the role of Early Modern Philosophers on the creation of race and racism (focused on David Hume, Immanuel Kant and Georg Hegel)
<http://www.philosophicalmisadventures.com/?cat=4>.
 - b. See PBS's "10" quick facts about race at the link "What is Race?: Is Race for Real?," http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm.
5. Midterm Review: On Rhetoric (definition and history); Rhetorical ("perspectives," "situations," textual "location" and/or African American contributions) and Philosophical (fallacies and "radical" orientations) Criticism; Axiology (on values) and Cognitive Science (on "Enlightenment Reason" and "political values"); Political Economy (on Adam Smith, Karl Marx, and economics and Slavery as researched by Eric Williams); and Africana History (key themes, events, Griots and the "scientific and philosophical" realities of "race").
Note: ***The midterm will be question and answer, and essay.***

Week 8

Axiology, Africana History, Race and Racism, cont.

6. Midterm Evaluation
7. See Cornel West "Moral Reasoning versus Racial Reasoning" in *African Philosophy* (Eze, CH).

Locating the Values of the U.S. Republic

1. See The Declaration of Independence,
http://www.archives.gov/exhibits/charters/declaration_transcript.html.
2. View, at home, C-SPAN webcast on the U.S. Constitution, <http://www.c-spanclassroom.org/SearchVideo.aspx>.
3. View, in class, "A People's History of the United States: Dramatic Reading of Howard Zinn's Classic Work"
http://www.democracynow.org/2004/7/5/a_peoples_history_of_the_united.

Evaluating African American Public Discourse

Week 9

***Review of Final Research Papers and Special Research Topic**

Insurrectionist Values: Slavery and Abolition, 1789 – 1861

1. See "The Interesting Narrative of the Life of Olaudah Equiano" in Marabale and Mullings (MM) text.³
2. See David Walker's "Appeal" (MM).
3. Listen to the actor James Earl Jones read Frederick Douglass's, "What to the Slave is the Fourth of July?" <http://www.youtube.com/watch?v=8tTkHJWxfP0>, or read the text (MM).

² In class we will talk about the iterations of "Hip Hop" and the contested use of "inflammatory" rhetoric.

³ "Manning and Marable" (MM) refers to the required text *Let Nobody Turn Us Around: Voices of Resistance, Reform and Renewal*.

Week 10

Moral Suasionist Values: The Aftermath of Slavery and the Dawn of Segregation, 1861-1915

1. See Anna Julia Cooper, "A Voice from the South" (MM).
2. Listen to (and/or read) Booker T. Washington's, "Atlanta Exposition Address," <http://americanradioworks.publicradio.org/features/sayitplain/btashington.html>, at *Say it Plain: A Century of Great American Speeches*.
3. See Ida B. Weels-Barnett, "Crusader for Justice" (MM).

Week 11

Instrumentalist Values and Emancipation: The Great Migration, Harlem Renaissance, and World War, 1915 – 1954

1. See WEB DuBois "Excerpts from *The Souls of Black Folk*" (MM).
2. Listen to Marcus Garvey's "Explanation of the Objectives of the Universal Negro Improvement Association," <http://americanradioworks.publicradio.org/features/sayitplain/mgarvey.html>, at *Say it Plain*; OR see Garvey's "Declaration of Rights of the Negro Peoples of the World" (MM).
3. See Langston Hughes "The Negro Artist and the Racial Mountain" (MM).

Week 12

Activist Values, From Constitutional to Human Rights: The Second Reconstruction 1954 – 1975

1. View "Rosa Parks 1913 – 2005: We Air A Rare 1956 Interview With Parks During the Montgomery Bus Boycotts" at Democracy Now!, http://www.democracynow.org/2005/10/25/rosa_parks_1913_2005_we_air; or see Rosa Parks, "Interview With Rosa Parks" (MM).
2. Listen to Fannie Lou Hamer "Testimony Before the Credentials Committee" at the Democratic National Convention, <http://www.americanrhetoric.com/speeches/fannielouhamercredentialscommittee.htm>.
3. See Kwame Nkrumah "I Speak of Freedom," http://www.africawithin.com/nkrumah/speak_of_freedom.htm OR listen to Kwame Nkrumah's Speech to the UN in 1960, <http://www.nkrumah.net/un-1960/index-nkun-1960.htm>.

Week 13

Activist Values, From Constitutional to Human Rights: The Second Reconstruction 1954- 1975, cont.

1. Listen to Malcolm X's speech "The Ballot or the Bullet" <http://www.americanrhetoric.com/speeches/malcolmxballotorbullet.htm> at *American Rhetoric*; or see "Statement of the Organization of Afro-American Unity" (MM).
2. Listen to Kwame Ture's (formerly Stokely Carmichael) "Black Power" audiocast <http://www.americanrhetoric.com/speeches/stokelycarmichaelblackpower.html>.
3. Read about what Dr. King called the "Triple Evils" http://www.thekingcenter.org/prog/non/triple_evils.html, view/listen to his speech against the war in Vietnam, "A Time to Break Silence,"

- <http://www.informationclearinghouse.info/article2564.htm>, and read about what he has to say about “The Beloved Community,” <http://www.thekingcenter.org/prog/bc/index.html>.
4. View webcast of “Bobby Seale” on the Black Panther Party, <http://video.google.com/videoplay?docid=-4547499145449794630&q=Bobby+Seal&ei=MdiPSPrZOYWqrgKroazkCw&hl=en>.
 - For an optional webcast, see “COINTELPRO [Counterintelligence Program]: FBI’s War On Black America,” <http://video.google.com/videoplay?docid=3729458480013375211>, for the federal government’s response to the “threat” of communism in the African American community during the Cold War.

Week 14

***Review of Final Research Papers and Special Research Topic**

Eyes on the Prize: Contemporary African American Valuations, 1975 to the Present

1. Listen to the “James Baldwin vs. William F. Buckley” debate, #2299, http://dpg.lib.berkeley.edu/webdb/mrc/search_vod.pl?avr=3.
2. See Shirley Chisholm biography “The Black Woman in Contemporary America,” <http://americanradioworks.publicradio.org/features/sayitplain/schisholm.html>, at *Say it Plain*, and feel encouraged to listen to the (optional) corresponding audiocast. Further, we will view a Documentary in class, “Chisholm ’72: Unbought & Unbossed” on her run for the U.S. Presidency in the United States.
3. Listen to excerpts of Jesse Jackson’s 1984 and 1988 Democratic Convention Speeches after his two unsuccessful bids for President, <http://www.pbs.org/wgbh/pages/frontline/jesse/speeches/index.html>.
4. Listen to Randall Robinson on “Slave Reparations” <http://www.minneapolisfoundation.org/nommo/randall.htm>.

Week 15

Eyes on the Prize: Contemporary African American Valuations, 1975 to the Present, cont.

1. View Minister Louis Farrakhan’s webcast, “Neo-cons, Iraq and the ‘War on Terror,’” <http://video.google.com/videoplay?docid=-5648506457518768325&ei=zmWoSNLkCYuE4QKCbky&q=louis+farrakhan>.
2. View “Letter to the President” DVD, in class on the Urban Experience, Poverty, Crime, the emergence of Hip Hop and contemporary politics.
3. View in class webcast, interview of “James Cone” (Part 1 and 2) on Bill Moyers’ Journal, about the legacy of the Church and the 1960’s in the African American Community, <http://www.pbs.org/moyers/journal/11232007/watch.html>. An additional text will be handed out on faith and the African American experience.
4. View Barack Obama “2004 Democratic National Convention Keynote Address” <http://www.americanrhetoric.com/speeches/convention2004/barackobama2004dnc.htm>, Or view his 2008 Democratic National Convention acceptance speech, <http://www.youtube.com/watch?v=yZCrleRkMhA>.
 - Optional References: See a webcast by Senator Barack Obama, about his memoir *Dreams from My Father*, <http://www.booktv.org/program.aspx?ProgramId=5276&SectionName=Public%20Lives&PlayMedia=Yes>; a webcast of Obama on his text *The Audacity of Hope*,

<http://www.booktv.org/program.aspx?ProgramId=7586&SectionName=&PlayMedia=No;>
and an "A&E" webcast, biography on Obama's life,
[http://video.google.com/videoplay?docid=-
3545343528928314588&ei=eGe6SKvFFZzwrAK1IY31DA&q=Barack+Obama.](http://video.google.com/videoplay?docid=-3545343528928314588&ei=eGe6SKvFFZzwrAK1IY31DA&q=Barack+Obama)

Week 16

Final Exam Week: When You Present and Turn in Your Final Research Projects

**Presentation dates will be discussed in class.

Note: Students who have a disability and who would like accommodations should report immediately to the Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Mr. Michael S. Hughes, DSS Coordinator at 301.860.4067.

IX. Bibliography⁴

Asante, Molefe. *The Afrocentric Idea*. Philadelphia, PA: Temple University Press, 1987.

Babb, Valerie. "'The Joyous Circle': The Vernacular Presence in Frederick Douglass's Narratives." *College English* 67.4 (March 2005): 365-377.

Bacon, Jacqueline, and Glen McClish. "Reinventing the Master's Tools: Nineteenth-Century African-American Literary Societies of Philadelphia and Rhetorical Education." *Rhetoric Society Quarterly* 30.4 (Fall 2000): 19-48.

Baker, Houston A., Jr. "Battling the Ghouls of Black Southern Boyhood." *Chronicle of Higher Education* 15 June 2001: B12.

Banks, Adam. "Looking Forward to Look Back: Technology, Transformation, and Struggle in African American Rhetoric." Syracuse University, 7 November 2002.

Banks, Adam J. *Race, Rhetoric, and Technology: Searching for Higher Ground*. Mahwah, NJ: Lawrence Erlbaum, 2006.

Barnett, Timothy. "Politicizing the Personal: Frederick Douglass, Richard Wright, and Some Thoughts on the Limits of Critical Literacy." *College English* 68.4 (Mar. 2006): 356-381.

Berry, Edward I. "Doing Time: King's 'Letter from Birmingham Jail.'" *Rhetoric and Public Affairs* 8.1 (2005).

Bobbitt, David A. *The Rhetoric of Redemption: Kenneth Burke's Redemption Drama and Martin Luther King, Jr.'s "I Have a Dream" Speech*. Boulder, CO: Rowman and Littlefield Publishers, 2004.

⁴ For a comprehensive bibliography on general "Rhetorical Analysis" see the course's blackboard site.

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