

近代和平論述之語藝分析

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開課單位：台灣大學外文系

課程概述:

和平論述很容易為世人誤認為是戰爭論述的偽裝，一部分原因在於以往不少人士藉和平之名，行侵略壓迫之實，一部份原因在於我們以為和平不可能真正地實現，只不過是奢侈的夢想罷了。本課程將由修辭分析的角度檢視戰爭與和平相關論述，探討如何以語言建構戰爭或和平發生的可能，如何詮釋過去的武裝及非武裝衝突，與如何演譯語言符號背後所蘊涵的和平文化/戰爭文化之價值觀。

本課程閱讀材料以大學用教科書及單篇學術論文為主，但學習重點則在修辭及語言符號之分析實作練習，培養對相關語藝現象獨立思辯及批判的能力。

閱讀材料:

共 3 本課本，其他閱讀材料將由教師彙整成冊，包括:

- (a) 單篇學術論文或報章雜誌文章;
- (b) 作業細節描述及評量標準;
- (c) 課堂活動資料。

課本:

Cohen, Jodi R. (1998). *Communication criticism: Developing your critical powers*. Thousand Oaks, CA: Sage.

Cooper, Martha. (1989). *Analyzing public discourse*. Prospect Heights, IL: Waveland.

Foss, Sonja K., Karen A. Foss, and Robert Trapp. (1991). *Contemporary Perspectives on Rhetoric*, (2nd Ed.). Prospect Heights, Illinois: Waveland. (1st Ed., 1985).

推薦閱讀之重要參考書籍已在圖書總館之指定參考室。

出席原則:

本課程為研討形式，意即學生需要積極參與學習討論，必須事先充分準備，課堂上才能分享心得與評論。由於研討課的雙向溝通特質，學生只能無故缺席二次，二次以上將影響到期末成績。

作業要求:

發言輔助文稿:	20%	學期研究計劃:	35%
語藝分析習作:	15%	題目提案:	(05%)
章節摘要報告:	15%	課業報告:	(10%)
同儕互評:	05%	書面報告:	(20%)
參與出席:	10%		

**** 繳交日期:**

所有作業必須按時繳交(日期請見每週進度表), 遲交作業不予計分。

*教師保留期末調整分數之權利以求評量公平。

每週進度:

<u>日期</u>	<u>主題</u>	<u>閱讀材料</u>	<u>作業繳交</u>
第一週	課程介紹		
I. 基礎概念方法			
第二週	批判性思考	Cohen, Chapters 1-2.	
第三週	語言符號	Cohen, Chapters 3-5.	
第四週	思辯結構	Cohen, Chapters 6-9.	
第五週	古典語藝分析方法	Cohen, Chapters 10, 13, 16.	
第六週	作業論壇 1: Jane Addams		語藝分析習作
II. 當代主要理論			
第七週	語藝情境: Bitzer	Cooper, Ch. 2	
第八週	論辯要素: Toulmin	Cooper, Ch. 3	
第九週	符號建構: Burke	Foss, et al, Ch. 7	
第十週	論述權力: Foucault	Foss, et al, Ch. 8	發言輔助文稿(第一篇)
III. 和平論述分析			
第十一週	反戰論述: G. Lakov	"Metaphor in Politics"	期末報告題目提案
第十二週	非暴力論述: Gandhi/M. L. King, Jr.	"Ahimsa", "Letter from..."	
第十三週	內/外和平: Thih Nhat Hanh/Dalai Lama/Pope		
第十四週	和平文化: The United Nation, J. Galtung		發言輔助文稿(第二篇)
第十五週	作業論壇 2		課堂報告
第十六週	作業論壇 3		課堂報告
第十七週	由和平語藝建構和平文化		書面報告

Stop and Smell the Roses !

近代和平論述之語藝分析

(請用正楷)

姓名:

學號:

希望稱呼我為:

系所:

電子郵件:

電話/手機:

1. 我過去的語藝經驗(如:演講、寫文章、分析他人或自己言談等):

2. 我想由本課程得到...

3. 我覺得本課程可以改善之處...

The Rhetoric of Peace Since 1900

Spring 2004

Instructor: Theresa Der-ian Yeh
Office: 317 Audio-Visual Center
E-Mail: theresay@ntu.edu.tw

Phone: 2363-1481 ext.27
Office Hors: M / F 1 - 3 PM

Course Description:

The rhetoric of peace is easily misunderstood to be the rhetoric of war in disguise. In this course, we will examine war- and peace-related public discourse as rhetorical phenomena by looking at how people employ language to make arguments for and against war. We will also explore how people interpret past conflicts and how people advocate beliefs and values embedded or inherent in the culture of peace/war.

Although the course involves a substantial reading component including scholarly articles as well as college-level textbook chapters, the primary focus will be on collaborative and individual research projects in forms of oral and writing assignments.

Text:

A course packet will be prepared by the instructor which includes:

- (a) reading materials: scholarly works and newspaper articles;
- (b) assignment descriptions: assignments explained in details and evaluation forms; and
- (c) in-class activity materials.

Cohen, Jodi R. (1998). Communication criticism: Developing your critical powers. Thousand Oaks, CA: Sage.

Cooper, Martha. (1989). Analyzing public discourse. Prospect Heights, IL: Waveland.

Foss, Sonja K., Karen A. Foss, and Robert Trapp. (1991). Contemporary Perspectives on Rhetoric, 2nd Ed. Prospect Heights, Illinois: Waveland. (1st Ed., 1985).

Recommended readings are on reserve at the main library.

The Attendance Policy:

The course is designed to be, and will be conducted as, to the extent possible, a seminar. That is, students are expected to fully engage themselves in the learning process since the success of the course depends on this. By "fully engage", I mean each student needs to prepare well in advance (== complete weekly reading assignments) so they will be ready to share their comments and observations with their colleagues at least once in each class; they are also to listen to and respond to each other while participating in class discussion. This is only possible if they are present in person. Therefore, each will be allowed only two unexplained/ unexcused absences in this course; more than two such absences will result in a penalty to the final grade.

Requirements & Grading: (Subject to Change)

Talking Papers:	20%	Research Project:	35%
"Conventional" Rhetorical Analysis:	15%	Topic Proposal :	05%
Class Briefing:	15%	Oral Report:	10%
Peer Evaluation:	05%	Written Paper:	20%
Attendance/Participation:	10%		

**** Due Date:**

All assignments MUST be completed on due dates to PASS this course.
(For due dates, see Weekly Schedule below) No **late assignments** will be accepted.

*The instructor reserves the right to adjust the final grades as necessary to ensure fair and equitable grading.

Weekly Schedule:

<u>Date</u>	<u>Theme</u>	<u>Reading</u>	<u>Assignment</u>
2/17	Orientation / Introduction		
I. Fundamentals			
2/24	Thinking Critically	Cohen, Chapters 1-2,	
3/2	Language-Centered Criticism	Cohen, Chapters 3-5	
3/9	No Class	Cohen, Chapters 10, 13, 16.	
3/16	No Class	Film: <i>Not for Ourselves Alone 2</i>	
3/23	<i>Forum 1: Jane Addams</i>		Rhetorical Analysis Due
II. Contemporary Theoretical Views			
3/30	Rhetoric Situation: Bitzer	Cooper, Ch. 2	
4/6	Argumentation: Toulmin	Cooper, Ch. 3	
4/13	Symbolic Construction: Burke	Foss, et al, Ch. 7	
4/20	Discursive Formation: Foucault	Foss, et al, Ch. 8	<i>Last Day for 1st Graded Talking Paper</i>
III. Peace Discourse			
4/27	Anti-War Arguments: G. Lakov	<i>"Metaphor in Politics"</i>	Topic Proposal Due
5/4	Nonviolence: Gandhi/M. L. King, Jr.	<i>"Ahimsa", "Letter from..."</i>	
5/11	Inner/Outer Peace: Thih Nhat Hanh/Dalai Lama/Pope		
5/18	Culture of Peace: The United Nation, J. Galtung		<i>Last Day for 2nd Graded Talking Paper</i>
5/25	<i>Forum 2</i>		Oral Report
6/8	<i>Forum 3</i>		Oral Report
6/15	Closure: From a Rhetoric of Peace Toward a Culture of Peace		Written Paper Due

Stop and Smell the Roses !

The Rhetoric of Peace Since 1900

Spring 2004

(Please print)

Name:(in Chinese)

Student Number:

(Prefer to be Called:

Major:

E-Mail Address:

Telephone/Mobile:

1. My past rhetorical experiences (e.g., giving/ listening to speeches, writing audience-centered essays/articles, analyzing people's talks,...):

2. What I want to take out of this course is...

3. What I think might make this course better is...

Assignments

Assignment for 2nd Week

1. Locate a Chinese news article published in the past 12 months which uses the word “peace.”
2. Prepare an oral report of the article for presentation at the 2nd week class.
3. Maximum length: 2 minutes
4. The report needs to include (1) a summary of the central/main ideas of the article, (2) an answer to the question: “what does the author/ speaker mean by “peace’ in this specific context?” Consider the connotation and the denotation of the words that are used.
5. Do not read from the article or from your note.
6. Be ready to show your article on the projector with your name written at the top and with the word ‘peace’ highlighted in the text.
7. This assignment could be done individually or in pairs.

Class Briefing: (15%)

Students are to form groups of 3-5, choose one weekly theme, and study together the reading assignment of the week. Later, in class they will present an oral summary of their chosen materials and lead discussion afterwards. The usual allotted time will be 50-60 minutes. The purpose of this assignment is to reinforce the collaborative learning that is at the heart of a seminar course, in which each is responsible for part of the instructional work.

In your briefing, you need to clearly identify the central thesis of the article or the major tenets of the chapter, the supporting arguments or evidences, and any evaluations of the readings you wish to share. You might find the readings difficult, confusing, or just incomprehensible, or insightful, inspiring, or reminding you of certain current events. You are more than welcome to share these responses with use together with the summary. You may also ask Theresa questions if you want to anytime during your class briefing. You might want to provide an outline to enhance comprehension, or questions to encourage discussion. To add some sparks to the briefing, you could show clippings from films, magazines, newspapers, or TV broadcasts to illustrate the points made in the readings. They could also be a good starting point for discussion. Should you choose to exercise these options, remember that the additional resources should not undermine the appropriate emphasis due for the reading materials themselves.

This group presentation will be evaluated for the effectiveness (accuracy) of your reading of the materials, the clarity and the conciseness with which you explain/summarize it to the class, and the extent to which you relate the theoretical dimension to our everyday world.

Talking Paper: (20%)

As part of the seminar process, each student will develop several talking papers, at least two of which will be graded (each constituting 10% of the final grade and the rest will be marked in accordance with a check-plus system). The topic of the talking papers could evolve from your responses (or rebuttals) to the assigned reading, class discussion, or contemporary events that relate to the theme(s) of that week. You also need to illustrate some personalized relevance of rhetoric or peace discourse in the paper, that is, how it relates to you as a person as you apply them to your mundane experiences. The paper should be designed with oral presentation in mind since it will be presented in class as one's contribution to the seminar*.

This assignment will be graded on the basis of both the quality of the thinking and the significance of the subject addressed. Your willingness to tackle tough issues or to raise important questions about the weekly theme(s) is more important than ability to write a conclusive analysis/ interpretation of certain "been there, done that" topics, or to provide a well-rounded answer to the questions raised by yourself.

These documents should be confined to a single sheet of paper (1-2 pages), preferably typed in 10-12 font size. They will be collected at the end of each class.

* Each person's speaking turn will not exceed two minutes; and the total speaking time for each person should be confined to ten minutes each week, should the number of students amounts to 15. We will appoint a class secretary** to document everyone's class contributions in each session.

** Class Secretary:

In each session, one student will be appointed as class secretary who will record their classmates' contributions during the discussion. The person will also be the time-keeper since each speaking turn will not exceed two minutes. There might be 1-3 secretaries each week. At the end of the class, the secretaries will collect the talking papers and record them. It is each student's responsibility to make sure their talking paper is recorded on the spot by the class secretaries so there will be no missing papers.

A "Conventional" Rhetorical Analysis: (15%)

Students in groups of 3-5 will analyze the use of rhetorical conventions in one of Jane Addams' three speeches: "The Revolt Against War," "Patriotism and Pacifists in Wartime," and "Democracy or Militarism." And the group will encapsulate their analysis into a visual representation incorporating graphs, tables, diagrams, flowcharts, etc. The visual product is to be presented on a (print, handwritten, collage, ...) poster or via computer-mediated softwares, accompanied by a 3-5 minute oral explanation/interpretation in class. This is an opportunity to demonstrate your learning in process during the first few weeks of the semester; it is not an achievement test at all. So you could feel free to explore and experiment a little bit outside the box in either their oral or visual presentations.

This assignment will be graded on the basis of both the efforts of the analysis and the clarity and creativity of the presentations. All group members will receive the same grade unless notified by the instructor. A written paper to supplement the oral and visual presentation is welcome but not necessary and will not be graded upon.

Research Project: (35%)

The major assignment of the course is for each student to produce a 10-12 page research paper in which s/he will demonstrate their understanding of key rhetorical concepts and modes/systems of analysis as they are applied to one single text or group of texts of peace discourse since 1900. That is, you need to subject the text(s) of your choice to a close textual analysis, situated in whatever contexts (theoretical, situational, historical) seem appropriate to support your interpretive work, and to identify the significance of the text(s) in building toward (or obstructing) peace.

The project will consist of a topic proposal (5%), an oral report in class(10%), and a written paper (20%).

Topic Proposal: You need to prepare a research proposal, in which you briefly identify the text(s) you wish to analyze, the central critical question to be addressed, relevant theoretical and methodological considerations, and scholarly literatures (previous studies related to the chosen text(s) or the chosen modes of rhetorical analysis), plus a preliminary bibliography in either MLA or APA style. You might want to consult with Theresa before you turn in this assignment. The proposal will be returned to you a week later with the instructor's comments and suggestions. It must be attached to the final written paper which indicates how you deal with those comments and suggestions.

Oral Report: To share with each other the knowledge and insight you accrue in the research process, each of you is afforded an opportunity to orally present your intellectual product in class. In the oral report, you need to give a basic overview of the text(s), significance of the study, analysis of the text(s), and personal reflections upon their own research. For your peers' references, you will provide the text(s), or excerpts of it (them) and a presentation outline as handouts (one photocopy for each member of the audience). You may wish to use some other forms of visual aids (the board, computer softwares, flipcharts, etc.) to enhance the presentation.

Written Paper: For the final paper, you are expected to produce a sound, research-based, critical analysis of a text or group of texts of peace discourse of your choice. You will, in this paper, identify your research question, and its significance, the text(s), its context (historical, political or ideological information), your mode of analysis, and a review of the scholarly literature bearing on the previous issues of concerns. After that, your own analysis/interpretation of the text(s) with quotations used only sparingly (no more than 10% of the paper).

The paper need to be coherently organized, and free of typos and grammatical errors. It should be typed in 10-12 pt. font size, double-spaced, and stapled. (Do not use plastic binders). The topic proposal and all the primary text(s) that you refer to in the analysis need to be attached at the end of your written paper. If you choose Chinese text(s), you do not need to translate the entire document, just the quotations and excerpts that you will

cite or refer to in your paper. Yet, if the text(s) is/are already rendered in English (e.g., presidential speeches or news coverage), it is a must for you to attach the English version to the back of the Chinese text(s).

This assignment will be graded based on the following criteria:

- * Rhetorical Sophistication -- the ability to convey the necessary information in a rhetorically effective fashion (including organization, word choice, precision, clarity, coherence,...)

- * Research -- the quality of one's justification for one's analysis/interpretation of the text(s)

- * Delivery -- the facility with which one presents the analysis in the verbal/written form (including grammar, spelling, pronunciation, body language,...)

- * Creativity -- the extent to which one tries to get across the points one wishes to cover or to emphasize.

Note: All written assignments (except for the talking papers) need to be received at 12:30pm on the due day. Late assignment will not be accepted out of the concerns of fairness.