# English 700
# (Rhetorical) Theory and Criticism
## Thursdays, 10:00-11:50, RCH 205


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Hours, T 10:00-11:30, W 12:30-2:00 (or email me for another time)

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Hours, M 10:30-11:30, 1:00-2:00; W 10:30-11:30, 1:30-3:30


Special guest appearances by **Aimée Morrison** & **Neil Randall**

*Wherever there is persuasion, there is rhetoric, and wherever there is rhetoric, there is meaning.*

—Kenneth Burke

## Welcome to Club 700

English 700 has the ridiculous task of compressing two millennia of rhetorical theory and criticism into a single academic term, committing gross injustices not only to that theory and criticism but to culture, ethics, literature, politics, cognition, and digital media along the way (to name only the most prominent casualties). The objectives of the course, however, are noble, and—working hard, making allowances, coducing relentlessly—you can learn a great deal. The English department here is unique and vibrant, if we do say so ourselves, and 700 aims to (1) introduce you to its best aspects, and (2) prepare you to make the most of them.

All meetings will be 10:00-11:50, except for the Concepts Exam and the Digital Media Booth Camp, which will be 9:00-11:50.

## Course structure

English 700 has a rather distinctive structure: a three-person teaching team, infrequent class meetings, ongoing requisite collaboration, and a web support system. This structure gives you (1) more access to a broader array of faculty, (2) a more social learning environment, and (3) more responsibility for both your own progress through the course and the progress of other students. We will meet several times as a class to review concepts and work through questions, but we will not meet weekly and the course is neither a seminar nor a lecture. It is a learning collective, guided by a team of professors.

Over the first nine weeks, you get a basic set of terms to build into a vocabulary of rhetorical theory. You study and discuss these terms in small groups that meet regularly (virtually or physically) in order to develop and master the concepts associated with these terms, melding the signifiers and signifieds into robust technical instruments, and to produce benchmark reports on them. Through this process, you help each other prepare for an examination (written in Week 10) that tests your individual command of this basic instrument panel. You have ample opportunities to meet and consult with individual faculty, there are several full-course

meetings, discussion threads can be initiated and pursued online, and you receive continuous feedback on your concept reports: but the emphasis is decidedly on independent and collaborative student work.

Over the last 2 weeks of the course, you choose one of five domains of rhetoric—ideology, literature, politics, science, media—on which to focus the rhetorical instrumentation you have acquired. You are tested on your command of the instruments in a take-home exam, administered during the final exam period, in which you critically examine a text (broadly construed) that we provide.

In addition to these requirements for all students, the XDM-stream students have an additional programme requirement—coordinated through English 700, but not part of the specific 700 requirements—of attending the Digital Media Boot Camp (DMBC).

# Objectives

We aim to

- provide you with the grounding in rhetorical theory you need for advanced study in rhetoric, communication design, digital media, and literary studies
- give you a space in which all graduate students interested in rhetoric can meet, get to know one another, and share ideas
- demonstrate the relevance of rhetorical theory to a wide variety of social, intellectual and cultural questions
- encourage you to work cooperatively and independently towards the solution of intellectual problems

By the end of the course you should

- understand central concepts, frameworks and debates in rhetorical theory
- be able to apply these concepts and arguments in a subtle and sophisticated manner to a wide variety of forms and contexts
- be ready for advanced work in rhetorical analysis and design
- be able to work independently and collaboratively towards the solution of advanced intellectual problems

# Course Texts

## Grounding text

Richards, Jennifer. *Rhetoric*. The New Critical Idiom. London: Routledge, 2008.

Richards's book is a fairly breezy read, mostly oriented around literature, providing broad

contextual and historical support for the core concepts. We suggest you read it early in the course (i.e., it should be completed by September 30th). While there are no specific assignments associated with Richards, you should feel free to draw on her for your summaries and exams.

### Weekly readings

For each concept, you have a set of readings. These are of three kinds: encyclopaedia entries devoted to the concept in question, drawn from one of three sources (encyclopaedias edited by Sloane, Enos and Jasinski respectively; readings from classical texts (Aristotle, Cicero, Quintilian); and articles or chapters by contemporary scholars (Booth, Burke, Fahnestock, ...).

Thomas O. Sloane's *Encyclopaedia of rhetoric* is available electronically through the UW library system. If you cite it, be sure to cite it by the *author* of the relevant article.

Theresa Enos's *Encyclopaedia of rhetoric and composition* and James Jasinski's *Sourcebook on rhetoric* are on reserve in Porter. As with Sloane, be sure to cite Enos's book by author of the relevant article; Jasinki's book is single authored. Also on reserve are Bizzell and Hertzberg's *The Rhetorical Tradition*, a canonical collection of readings, Lanham's *Handlist of Rhetorical Terms*, a broad and succinct survey of rhetorical concepts, and Ritchie & Ronald's *Available means: An anthology of women's rhetoric(s)*.

The classical texts are all available via the public domain, in HTML versions and various formats for download. We have posted versions on the ACE page, for convenience, but you are under no obligation to use these translations or editions, and you should feel free to track down other versions that you might want to work with; indeed, that's a good scholarly exercise.

The works by contemporary scholars are all available through the Tri-library library system, through the web generally, or on the ACE site, and it is up to you to track them down. (If you absolutely can't find them, we will supply them or links to them, but look first, which includes looking to your fellow English 700 citizens.)

You should look at the required readings each week and then do additional reading in areas that you or your group would like to examine in more detail. The entries from Sloane, Enos and Jasinski each include a list of further reading, there are some suggestions also included on the syllabus, and you are sure to stumble across others in your reading. Research, at various stages of your life and projects, should be promiscuous.

## Assignment structure and assessment

We will assess your performance in 700 on the basis of three tasks: group reports (30%), a concepts exam (40%), and a take-home final (30%).

### Group reports

Each group is responsible for producing one or two reports each week, between weeks

3 and 9, 1200-1400 words long in total. Submit them to the appropriate dropbox on the UW-ACE site by 8 AM on the Tuesday of first three weeks (the first report is due Sept 28); thereafter, they will be due on the Thursdays. (The complete schedule is below.)

You submit seven weekly report assignments (sometimes one report, sometimes two; ten reports in total) and receive a mark for each weekly submission. If you don't manage to submit an assignment by the deadline one week, everyone in the group will lose 5% of the final mark for the course. If you miss two deadlines, it's 10%, and so on. The grade you get for the group report component will, however, be calculated as the average of the *five best marks* the group receives.

The reports should take the rough structure and tone of an encyclopaedia article, though don't be afraid to insert a bit more judgement or opinion than is common in that genre. Your job is to 1) define the concept 2) sketch any history that may be relevant 3) identify any fundamental issues implicated by the concept, and 4) indicate or exemplify the application of the concept in practical rhetorical analysis.

Each report should be the joint product of the group, but the division of labour is up to you. Conciseness, precision, lucidity, and coherence are crucial, so it is important that the final draft integrate individual contributions seamlessly.

Some weeks we may provide you with a particular text, asking you to incorporate its analysis into the report.

We will use the following rubric to evaluate your group reports.

### Report evaluation

| | |
|---|---|
| Heuresis (research, incorporation and synthesis of sources, exemplification of concept, accuracy, scope, …) | 40% |
| Taxis (development of exposition, appropriateness and effectiveness of structure, …) | 30% |
| Lexis (style and grammar: citation practices, sentence and paragraph structure, diction, spelling, punctuation, agreement, …) | 20% |
| Hypokrisis (format—type, fonts, headings, blank space, metatextual information, …) | 10% |

## Concepts Exam

In week 10, on November 18, 09:00-11:50, you take an examination to test your knowledge of the concepts studied during the term. The exam asks you to discuss the concepts in the same terms as the group reports: definitions, histories, debates/issues, and applications.

## Take-home exam

During the final exam period, you write a take-home exam, an essay on topics and texts related to the subject field you explore in the last two weeks of the course. You get a text specific to the stream you have chosen, on 2 December, and your take-home analysis of that text is due on 9 December.

We will use the following rubric to evaluate your take-home exam essay.

| **Essay evaluation** | |
|---|---|
| Heuresis (research, incorporation and synthesis of sources, cogency of argumentation, originality, accuracy, …) | 45% |
| Taxis (development of exposition, appropriateness and effectiveness of structure, …) | 20% |
| Lexis (style and grammar: citation practices, sentence and paragraph structure, diction, spelling, punctuation, agreement, …) | 25% |
| Hypokrisis (format—type, fonts, headings, blank space, metatextual information, …) | 10% |

## Digital Media Boot Camp

The Boot Camp is mandatory for all XDM students, optional for other students. The DMBC consists of two 3-hour meetings and a digital media assignment. The assignment is graded for internal department use but *will not appear* on the student's transcript and does not affect her/his 700 grade in any way. (The grade goes on record to help us assess student capabilities for such things as teaching or research assignments, writing reference letters for jobs or awards, and so on.)

The Boot Camp is conducted by Professors Aimée Morrison and Neil Randall. Professor Morrison will guide the students through the use of design software, while Professor Randall will grade the assignments. The classes are held during the English 700 meeting times of weeks 11 and 12, in a location to be announced (either ECH 1205 or the Critical Media Lab). Software is provided on UW computers; students will need to have their Nexus accounts up and running (see the Arts Computing Office site to activate an account). The assignment details will be provided in the first Boot Camp session and will have a submission deadline of Monday, Dec 13.

## UW-ACE site

Owing to the nature of this course, we depend a good deal on the ACE site. We post announcements there (although these will also be emailed to you), mount or link additional materials, establish discussion threads, and so forth. Please send all course

emails through ACE and make sure the email you use for ACE is checked regularly. PLEASE ENSURE that the Send-a-copy-to-each-recipient's-Internet-email checkbox is ticked off for all communication with the profs.

### Note

Rhetoric is a big field; George Kennedy, classical-scholar *par excellence*, for instance, finds it "in all animal life," a form of interaction which emerged "long before the evolution of human beings" (we were going to cite this, but, hey, why don't you let us know when you've found it?). Indeed, if rhetoric is coextensive with persuasion, as many rhetoricians want to claim, we could build an argument that physical, literal, gravity is a rhetorical force by which objects induce each other to come hither.

What this means is we are not going to cover it all. We have specific stretches of the course dedicated to specific classes of concepts, but you will encounter many more, in reading, in discussion, and in haphazard goose chases around the library or the web, that may get little or no attention in English 700, some of them quite fundamental (the elocutionary movement, for instance, belletristic rhetoric, kairos, consubstantiality, the second sophistic, the *first* sophistic, ...). Pursue them as your interests suggest and your time permits. Bring them to class. Put them in your reports and on your exams, as relevance and your command of them permits. *Do* figure out the aspects of rhetorical theory and criticism we want you to figure out, but *don't* be constrained by the way we have parcelled things up for you.

# Schedule

## WEEK 1, Hello: how are you?

### Meeting on Thursday, September 16, 10:00

*Introductions and group assignments*

## WEEK 2, Symbolic inducement (no report due)

### Meeting on Thursday, September 23, 10:00

*Discussion of readings for Sept 16-23*

### Readings

Booth, Wayne. 1963. "The revival of rhetoric." *PMLA*, 80.2. (May, 1965), 8-12.

Burke, Kenneth. "Symbol and association." *The Hudson Review*, 9.2 (Summer, 1956), 212-225.

Condit, Celeste M. "How should we study the symbolizing animal?" The Çarroll C. Arnold Distinguished Lecture, National Communication Association, November, 2004 (Boston: Pearson Academic, 2006).

## **WEEK 3, Arrangement** (report due September 28, "Rhetorical Arrangement")

### Readings

***Arrangement***: Enos; Jasinski; Sloane; Cicero, *de Oratore*, II.lxxvi.307 - II.lxxxi.332

Bogost, Ian. "The rhetoric of video games." *The Ecology of Games: Connecting Youth, Games, and Learning.* Edited by Katie Salen. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 117–140.

Winterowd, W. Ross. "Dispositio: The concept of form in discourse." *College Composition and Communication*, 22. 1 (Feb., 1971), 39-45.

**Additional Reading**

Enos, Richard Leo. "Ciceronian dispositio as an architecture for creativity in composition: A note for the affirmative." *Rhetoric Review* 4.1 (Sep., 1985), 108-110.

Manolescu, Beth Innocenti. "Formal propriety as rhetorical norm." *Argumentation* 18 (2004), 113–125.

## **WEEK 4, Invention & Interpretation** (Reports due October 5, "Invention" and "Pentad")

### Meeting on Thursday October 7, 10:00

*Discuss first two sets of group reports*

### Readings

***Invention***: Enos; Jasinski; Sloane; Aristotle, *Rhetoric* I.1-3

***Topics/Topoi***: Enos; Jasinski; Sloane; Aristotle, *Rhetoric*, II.19, 23; Cicero, *de Oratore*, II.xxxix.162 - II.xli.177

***Stasis***: Enos; Jasinski; Sloane; Quintilian, *Institutio Oratoria*, III.6

***Pentad***: Enos

Burke, Kenneth. "Container and thing contained." *The Sewanee Review*, 53.1 (Winter, 1945), 56-78.

**Additional Reading**

Burke, Kenneth. "Questions and answers about the pentad" *College Composition and Communication*, 29. 4 (Dec., 1978), 330-335.

Leff, Michael. "Commonplaces and argumentation in Cicero and Quintilian." *Argumentation* 10 (1996) 445-452.

Mortensen, Daniel E. "The loci of Cicero." *Rhetorica* (Winter, 2008) 26.1, 31–56.

## **WEEK 5, Style** (Report due October 12, "Style")

### Readings

***Style***: Enos; Jasinski; Sloane; Aristotle, *Rhetoric*, III.1-2; Cicero, *de Oratore*, III.vii.17 – III.x.37, III.xxxvii.149 - III.liv.208

Fahnestock, Jeanne. "Rhetorical stylistics." *Language and Literature,* 14.3 (2005), 215–230.

***Figuration/Figures of Speech***: Enos; Jasinski; Sloane

Burke, Kenneth. "Four master tropes," *The Kenyon Review*, 3.4 (Autumn, 1941), 421-438.

**Additional Reading**

Fahnestock, Jeanne. "Series reasoning in scientific argument: 'incrementum and gradatio' and the case of Darwin." *Rhetoric Society Quarterly*, 26.4 (Autumn, 1996), 13-40.

Nietzsche, Friedrich. "On truth and lies in a nonmoral sense." *Philosophy and truth: selections from Nietzsche's notebooks of the early 1870s* (New Jersey: Humanities Press, 1979), pp. 79-97

Turner, Mark. "Figure," From Cacciari et al., eds. *Figurative language and thought*. New York: Oxford University Press, 1997, 44-87.

Jakobson, Roman. "Two aspects of language and two types of aphasic disturbances." In Linda R. Waugh and Monique Monville-Burston, eds. *On Language*. Cambridge, MA: Harvard University Press, 1990, 115-133.

## **WEEK 6, Memory & Delivery** (Reports due October 21, "Memory" and "Delivery")

### Readings

***Memory***: Enos; Jasinski; Sloane

McKeon, Richard. "Arts of invention and arts of memory: Creation and criticism." *Critical Inquiry* 1.4 (Jun., 1975), 723-739.

Jarratt, Susan C. "Sappho's memory." *Rhetoric Society Quarterly* 32.1 (Winter, 2002), 11-43

***Delivery***: Enos; Sloane

Carpenter, Edmund, and Marshall McLuhan. "The new languages." *Chicago Review* 10. 1 (Spring, 1956), 46-52

Christiansen, Nancy L. "Rhetoric as character-fashioning: the implications of delivery's 'places' in the British renaissance paideia." *Rhetorica* 15.3 (Summer, 1997), 297-334.

**Additional Reading**

Connors, Robert J. "Actio: A rhetoric of manuscripts." *Rhetoric Review* 2. 1 (Sep., 1983), 64-73.

McLuhan, Marshall. "McLuhan's laws of the media." *Technology and Culture* 16. 1 (Jan., 1975), 74-78.

Ong, Walter J. "Orality, literacy, and Medieval textualization." *New Literary History* 16.1 (Autumn, 1984), 1-12

Rakow, Lana F. "Follow the buzz: Questions about mobile communication industries and scholarly discourse." *Communication Monographs* 74.3 (2007), 402-407.

Reynolds, John Frederick. "Concepts of memory in contemporary composition." *Rhetoric Society Quarterly* 19.3 (Summer, 1989), 245-252.

## **WEEK 7, Ethos & Pathos** (Reports due October 28, "Ethos" and "Pathos")

### Readings

***Ethos***: Enos; Jasinski; Sloane; Aristotle, *Rhetoric*, II.1.

Halloran, Michael. "Aristotle's concept of ethos, Or, if not his, somebody's," *Rhetoric Review*, 1.1 (1982), 58-63.

Leff, Michael. "Perelman, *ad hominem* argument, and rhetorical ethos." *Argumentation* 23 (2009), 301–311

***Pathos***: Enos; Jasinski; Sloane; Aristotle, *Rhetoric*, II.2-11.

***Audience***: Jasinski, pp. 68-73.

Booth, Wayne C. "'The way I loved George Eliot': Friendship with books as a neglected critical metaphor." *The Kenyon Review*, New Series 2.2 (Spring, 1980), 4-27.

**Additional Reading**

Chase, Kenneth R. "Constructing ethics through rhetoric: Isocrates and piety," *Quarterly Journal of Speech*, 95.3, 239 – 262.

Hawhee, Debra. "Agonism and aretê." *Philosophy & Rhetoric* 35.3 (2002), 185-207.

Hogan, J. Michael. "Historiography and Ethics in Adam Smith's Lectures on Rhetoric, 1762-1763." Rhetorica, 2.1 (Spring, 1984), 75-91.

Yoos, George E. "A revision of the concept of ethical appeal." Philosophy & Rhetoric, 12. 1 (Winter, 1979), 41-58.

Yoos, George E. "Introduction to a rhetoric of deception." *Rhetoric Society Quarterly*, 24.1/2 (Winter - Spring, 1994), 1-4.

## **WEEK 8, Genre** (Report due November 4, "Rhetorical genre")

## **Meeting (Optional) on Thursday, November 4, 10:00**

## **Readings**

***Deliberative rhetoric***: Enos; Jasinski; Sloane; Aristotle, *Rhetoric*, I.3-8

***Forensic rhetoric***: Jasinski; Sloane; Aristotle, *Rhetoric*, I.10-14; Quintilian, *Institutio Oratoria*, III. 9

***Epideictic rhetoric***: Enos; Jasinski; Sloane

Miller, Carolyn. "Genre as social action," *Quarterly Journal of Speech*, 70: 2 (1984), pp. 151-67.

***Dialectic***: Enos; Jasinski; Sloane

**Additional Reading**

Garver, Eugene. "Aristotle on the kinds of rhetoric." *Rhetorica*, 27. 1 (Winter, 2009), 1-18.

Leff, Michael. "Rhetoric and dialectic in the twenty-first century." *Argumentation*, 14 (2000), pp. 241-254.

McKeon, Richard. "Rhetoric in the Middle Ages." *Speculum*, 17.1 (Jan., 1942), 1-32.

## **WEEK 9, Cross-cultural rhetoric** (Report due November 11, "'Rhetoric' outside the Greek tradition")

## **Meeting on Thursday, November 11, 10:00**

*General discussion in preparation for Concepts exam*

## Readings

***Contrastive rhetoric*, *Chinese rhetoric*, *American Indian rhetoric***: Enos

***Comparative rhetoric*, *Chinese rhetoric*, *Indian rhetoric***: Sloane

Connor, Ulla. "New directions in contrastive rhetoric." *TESOL Quarterly* 36.4 (Winter, 2002), 493-510.

**Additional Reading**

Kao, Karl. "Recent Studies of Chinese rhetoric." Chin*ese Literature: Essays, Articles, Reviews* 15 (Dec., 1993), 143-154.

Kirkpatrick, Andy. "China's first systematic account of rhetoric: An introduction to Chen Kui's *Wen Ze*. *Rhetorica* 23.2 (Spring, 2005), 103-152.

McClintock, Sara L. "Rhetoric and the reception theory of rationality in the work of two Buddhist philosophers." *Argumentation* 22 (2008), 27–41.

Tillemans, Tom J. F. "Buddhist argumentation." *Argumentation* (2008) 22:1–14.

## WEEK 10: Concepts Exam

## Exam on Thursday, November 18, 9:00

## WEEKS 11-12: Streamed Readings; Digital Media Boot Camp

## DMBC Meetings on Thursdays, November 25, and December 2, 9:00

## Readings

Choose ONE of the following categories of readings in preparation for your take-home essay assignment. These readings are meant to orient you and provide templates for the application of rhetorical criticism in the respective domains. They are not meant to be exhaustive. You should read at least a couple more relevant pieces. For the exam, you should draw not only on these domain-specific readings, but on the material you have read throughout the course.

**Literature**

Arnold, Carroll C. "Oral rhetoric, rhetoric, and literature." *Philosophy & Rhetoric*, 40.1 (Fall, 2007 [1968]), 191-210.

Burke, Kenneth. "Shakespearean persuasion." *The Antioch Review*, 24. 1 (Spring, 1964), 19-36

Booth, Wayne C. "The company we keep: Self-making in imaginative art, old and new."

*Daedalus* 111. 4, (Fall, 1982), 33-59.

Murphy, James J. "A new look at Chaucer and the rhetoricians." *The Review of English Studies*, New Series, 15.57 (Feb., 1964), 1-20.

Walker, Jeffrey "Before the beginnings of 'poetry' and 'rhetoric': Hesiod on eloquence." *Rhetorica* 14.3 (Summer, 1996), 243-264.

Yarbrough, Stephen R. "Misdirected sentiment: Conflicting rhetorical strategies in *Uncle Tom's Cabin*." *Rhetorica*, 12. 2 (Spring, 1994), 191-210.

**Ideology**

Condit, Celeste Michelle, Deirdre Moira Condit, and Paul J. Achter. "Human equality, affirmative action, and genetic models of human variation." *Rhetoric & Public Affairs* 4.1 (2001), 85-108.

Burke, Kenneth. "Critical response: Methodological repression and/or strategies of containment." *Critical Inquiry*, 5. 2 (Winter, 1978), 401-416.

Jameson "The symbolic inference; Or, Kenneth Burke and ideological analysis." *Critical Inquiry*, 4. 3 (Spring, 1978), 507-523.

McKerrow, Raymie. "Critical rhetoric: Theory and praxis." *Communication Monographs*, 56.2 (1989), 91-111.

Weaver, Richard. "Ultimate terms in contemporary rhetoric." In *The ethics of rhetoric*. Chicago: Henry Regnery, 1953, 211-232.

**Political Discourse**

Frank, David A. "The prophetic voice and the face of the other in Barack Obama's 'A more perfect union' address, March 18, 2008." *Rhetoric & Public Affairs*, 12. 2 (Summer 2009), 167-194.

Ivie, Robert L. "Fire, flood, and red fever: Motivating metaphors of global emergency in the Truman doctrine speech." *Presidential Studies Quarterly*, 29. 3 (Sep., 1999), 570-591.

McDaniel, James P. "Liberal Irony: A Program for Rhetoric." *Philosophy & Rhetoric*, 35. 4 (2002), 297-32.

Medhurst, Martin J. "The contemporary study of public address: Renewal, recovery, and reconfiguration." *Rhetoric & Public Affairs* 4 (2001), 495-511.

Yack, Bernard. "Rhetoric and public reasoning: An Aristotelian understanding of political deliberation." *Political Theory*, 34.4 (Aug., 2006), 417-438.

**Science**

Bazerman, Charles. "Introduction: Rhetoricians on the rhetoric of science." *Science, Technology, & Human Values* 14.1. (Winter, 1989), 3-6.

Bazerman, Charles. "Reporting the experiment: The changing account of scientific doings in the *Philosophical transactions of the royal society*, 1665-1800." *Shaping written knowledge: The genre and activity of the experimental article in science*. Madison, WI: The University of Wisconsin Press, 1988, 59-79.

Campbell, John Angus. "The comic frame and the rhetoric of science, epistemiology, and ethics in Darwin's *Origins*." *Rhetoric Society Quarterly*, 24.1/2 (Winter - Spring, 1994), 27-50.

Gross, Alan G. "Rhetoric of science without constraints." *Rhetorica*, 9. 4 (Autumn, 1991), 283-299.

Jack, Jordynn. "A pedagogy of sight: Microscopic vision in Robert Hooke's *Micrographia*." *Quarterly Journal of Speech*, 95.2, 192-209

Locke, Simon. "The public understanding of science—A rhetorical invention." *Science, Technology, & Human Values*, 27. 1 (Winter 2002), 87-111.

**Media**

Dilger, Bradley. "Ease and electracy." ©2004.

Hess, Aaron. "In digital remembrance: Vernacular memory and the rhetorical construction of web memorials." *Media, Culture & Society* 29.5 (2007), 812–830.

MacDonald, Michael. "Empire and communication: The media wars of Marshall McLuhan." *Media, Culture & Society* 28.4 (2006), 505–520.

McLuhan, Marshall. "Radio: The tribal drum." *AV Communication Review* 12. 2 (Summer, 1964), 133-145.

Ong, Walter J. "Media transformation: The talked book." *College English*, 34. 3, (Dec., 1972), 405-410.

Wilkin, Peter. "Pornography and rhetorical strategies – the politics of public policy." *Media, Culture & Society* 26.3 (2004), 337–357.