

G. Thomas Goodnight
 Argumentation & Advocacy
 #322 Ann 210
 Autumn 2017

ARGUMENTATION & ADVOCACY

Course Goals

1. Argue and think independently as a citizen.
2. Appreciate duties and constraints of pro and con advocacy
3. Study argumentation in the procedures and pressures of groups
4. Engage in a policy debate.
5. Address the global “ideal audience.”

Related: <http://www.criticalthinking.org//>

Related: <http://www.p21.org/about-us/our-mission>

Related: <https://communities.usc.edu/partnerships/pennyharvest/>

Class Readings

Robert James Branham, *Debate and Critical Analysis: The Harmony of Conflict*. Lawrence Earl Baum, 1991. (Order used book copy). Robert Kananne *Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life*. (2010 forward used edition, ok; try Al Libris or other sources) Readings will be on Blackboard. Class Readings posted on Blackboard. Also, try USC Library search, EBSCO database, *Communication Source*.

Office Hours

Dr. Goodnight’s office is in 206A Annenberg School of Communication, old building. He keeps office hours from 12-1 Tuesday and is available by appointment.

Syllabus (subject to revision)

Week #1

Aug 21 M Argumentation; Definition of Terms
 Justin Eckstein, “Sound Arguments” essay on Brockriede.
 Joseph Wenzel, “Perspectives on Argument.”
 Douglas Ehninger, “Argument as Method.”
 David Zarefsky, “Product, Process, or Point of View?”

Aug 23 W Spheres of Argument
 Goodnight, “The Personal, Technical, and Public Spheres of Argument.”
 Wenzel, “Proverbs and Practical Reasoning....”

Week #2

Aug 28 M Controversy & Stasis
 Braet, “The Classical Doctrine of Stasis.”
 Hoppman, “A Modern Theory of Stasis.”
 Arthur B. Miller “Aristotle on Habit and Character....”
 Jean Fahenstock, The Stases in Scientific and Literary Argument.”
 Northrup, Stasis and Paleontology

Aug 30 W Good Reasons: Coherence, Validity and Soundness—Kahane First Chapter.
 Clark, Chen, Ditto, “Moral Coherence Processes.”
 Malcolm Sillars, Argument and Values
 Karl Wallace, The Logic of Good Reasons

Week #3

Sep 4 M Labor Day Watch “Twelve Angry Men.”

Sep 6 W Groups, Structures & Emotions—F. G. Bailey, The Tactical Uses of Passion
 Ehninger, “A Logic of Discussion Method.”

Week #4

Sep 11 M Groups, Procedures and Pressures—Roberts Rules of Order
 Fernandez, “Creating Thought Diversity: The Antidote to Group Think.”
 Heinig. “A Test of Leadership: Elimination ‘Group Think.’
 “Agenda Setting, Power, and Interest Groups,” in Policy Process

Sep 13 W Interpersonal Conflict & Resolution—
 Spigelman, “The Personal” writing argument.
 Trapp, Interpersonal Argument (first chapter)
 Hample, Han, & Payne, “Aggressiveness of Playful Arguments.”
 Johnson, “Beliefs about Arguing: A Comparison of Public Issue and Personal....”

Week #5

Sep 18 M Genre and Topics of Public Argument—
 Waisanen, Facebook, Diasporic-Virtual Publics, and Networked Argumentation
 Asen, “A Discourse Theory of Citizenship,”
 Wegner & Aakhus, “Arguing in Internet Chatrooms....”
 Braet, “The Common Topic in Aristotle’s Rhetoric....”

Sep 20 W Research & Testimony in Public Address Branham, pp. 69-95.
 Barb Pickering, “Women’s Voices as Evidence...”
 Matt Sobnosky, “Experience, Testimony, and the Women’s Health Movement.”
 Krisda Chaemsaitong, “Performing Self on the Witness Stand: Stance and Relational
 Work in a Expert Witness Testimony.”

Week #6

Sep 25 M Deduction & Classification Kahane
 Zarefsky, “Definitions”

Sep 27 W Induction Kahane.

Week #7

Oct 2 M Analogy, Causality, & Correlation
Gates, "Causal Reasoning,"

Oct 4 W Mid-term examination

Week #8

Oct 9 M Speaking For and Against Branham, "Advocacy and Opposition," 30-68.
David Zarefsky, Strategic Maneuvering

Oct 11 W Refutation & Rebuttals Branham, 116-149
Gordon Mitchel, "Higher-Order Strategic Maneuvering in Argumentation"

Week #9

Oct 16 M Fallacies I Kahane (first half) Goodnight, "Cybersphere."

Oct 18 W Fallacies II Kahane, (second half) Pfister, "Internet Flooding."

Week #10

Oct 23 M Policy Debates I

Oct 24 USC Penny Harvest Leadership Conference—extra credit—work with students from East Los Angeles for part of an afternoon. Aid them in developing leadership skills in organizing issues and volunteer efforts to address E. LA issues.

Week #11

Oct 30 W Policy Debates II

Nov 1 M Policy Debate III

Week #12

Nov 6 W No Class Watch "THE BIG SHORT" & "EQUITY"—MARKET ARGUMENTS

Nov 8 M Psychological Features of Argument Kahane pp. 128-154.
Banaji, Bhaskar, Brownstein, "When Bias is Implicit." *Current Opinion in Psychology*
Daniel Kahneman, *Thinking Fast Thinking Slow* (selections)

https://www.ttu.ee/public/m/mart-murdvee/EconPsy/4/Kahneman_2011_Thinking_Fast_and_Slow.pdf

Week #13

Nov 13 M Visual Argument Alberti, "Remembering the Lion... Visual Rhetoric and Argument."

Leo Groaker, "Going Multimodal: What is a Mode of Arguing...."
Nikki Usher, "Interactive Visual Argument."

Nov 15 W Advertising Kahane,

Week #14

Nov 20 M Narratives Events and Moral Argument Branham, 177-206.
 vanKleef, Wanders, Stamkou, Homan, "The Social Dynamics of Breaking Rules."
 Donald Ellis, "Narrative as Deliberative Argument,"
 Walter Fisher, Narrative Argument

Nov 22 W News Actors and Episodes Kahane
 Adone and Rocci, "Argumentation and Journalism."

Week #15

Nov 27 M World Views and the Universal Audience Kanhane.
 Ray, "Perelman's Universal Audience."
 Zarefsky, Argument Culture
 "Diagnosing Argumentation Support Groups..."

Nov 29 W The Ends of Argument
 J. Robert Cox, "The Irreparable"
 M Natanson, "Privileged Self,"
 A. Schopenhauer, *The Art of Controversy*, Haithi Trust Data Base

CLASS REQUIREMENTS

Attendance & Participation: Attendance is required. Students should come prepared having read the chapters in Kahane and Branham for the day. Supplemental scholarly reading is important. Please read these materials as well. In class, do not shop, text, game and otherwise cell phone it up. The course offers a valuable entry point into a public life. Two attendance assignments. (1) on our Robert Rules of Order day each student will consult one procedural order rule of an organization or protest papers, and (2) on our fallacies day, each student will find one fallacy as an example on the net. Informal assignment, scout, find, and sketch.

Policy Debate: Students will engage in a public policy debate. The class will chose a policy resolution or two for debate just after labor day. We will brainstorm in class to discover points in contention. Debate will pose two students, one on the affirmative the other on the negative. The debate will consist of 2 constructive speeches (7 minutes each) and 2 rebuttals (4 minutes each). Students will be asked to judge each debate and write a ballot explaining who did the better job of debating. Debates must take place on the date scheduled. Do not sign up for one that you cannot attend. If you need to change, it is your responsibility to swap with another student and notify me. Research, phrase contentions, explain and contend.

Mid-Term Examination: The mid-term will consist of key terms where you are asked to provide a definition. The test will also request that you list a number of factors of features characteristic of a concept. The examination may include a true-false justify or a matching

section. Students should be prepared for an hour and a half. Key terms in class, recall, define and use.

Final Examination: The final examination will consist of two parts. On November 29, students will turn in a briefing that sketches answers, materials, and insight into 5 take-home questions. Students are asked to spend no more than half a page on each question. I will turn the examination around with a request to develop the strongest essay into a 3 page essay—with suggestions. Students are open to sharpening their examination until due on the date of the final. The questions will be drawn from discuss. Five questions include: (1) Identify a prominent fallacy on the internet, describe its use, and speculate on its successful and sources of refutation and resistance. (2) Identify a visual symbol that is controversial, identify what are the sources of debate, who are the actors, what is the long and immediate history, and how visual commentary are developed. (3) Present two news narratives of a controversial event. Who are the dramatic actors in the narrative, what is the source of conflict, how does the news speculate on future? (4) Identify a group that is engaging in public moral argument by advancing a cause for change. What is the cause? What are the specific action? What are means of representing the cause? How does opposition respond, confront, challenge the cause. (5) Pick a nobel prize speech in literature or peace. Explain who the person is, the chief arguments of the address, and evaluate whether the message still makes a meaningful argument for our own time. Bertrand Russell, William Faulker, Ralph Bunch, C.S. Lewis, Marcia Marquez, Martin Luther King, Alva Myrdal, Mother Theresa, Betty Williams, Wangari Maathai.

Grades Schedule.

20% Attendance and Participation
 20% Policy Debate
 30% Mid-Term Examination
 30% Final Examination

I subscribe to all relevant university guidelines on classroom behavior, performance, and integrity.

Interest in Research? The concept of argument community extends to the metaphor, ecology. Arguments always involve an economy that operates on non-organic principles. However, if you are interested in independent study of feminist, populist, or contrarian argument, start with: James F. Klumpp, “Argumentative Ecology,” *Argumentation and Advocacy* 45 (2009): 193-197.

Jessica Prody, “A Call for Polycultural Arguments: Critiquing the Monoculture Rhetoric of the Local Food Movement,” *Argumentation and Advocacy* 50 (2013): 104-119.

Lynn M. Stearney, “Feminism, Ecofeminism, and the Maternal Archetype: Motherhood as a Female Universal.” *Communication Quarterly* 42 (1994): 145-160.