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## 53C - RAMOS GIANNA

Networking Arguments presents an original study on the use and misuse of global institutional rhetoric and the effects of these practices on women, particularly in developing countries. Using a feminist lens, Rebecca Dingo views the complex networks that rhetoric flows through, globally and nationally, and how it's often reconfigured to work both for and against women and to maintain existing power structures. To see how rhetorics travel, Dingo deconstructs the central terminology employed by global institutions—mainstreaming, fitness, and empowerment—and shows how their meanings shift depending on the contexts in which they're used. She studies programs by the World Bank, the United Nations, and the United States, among others, to view the original policies, then follows the trail of their diffusion and manipulation and the ultimate consequences for individuals. To analyze transnational rhetorical processes, Dingo builds a theoretical framework by employing concepts of transcoding, ideological traffic, and interarticulation to uncover the intricacies of power relationships at work within networks. She also views transnational capitalism, neoliberal economics, and neocolonial ideologies as primary determinants of policy and arguments over women's roles in the global economy. Networking Arguments offers a new method of feminist rhetorical analysis that allows for an increased understanding of global gender policies and encourages strategies to counteract the negative effects they can create.

For courses in Argument and Research. This version of Writing Arguments: A Rhetoric with Readings, Brief has been updated to reflect the 8th edition of the MLA Handbook (April 2016) \* Teach students to read arguments critically and to produce effective arguments Writing Arguments: A Rhetoric with Readings, Brief Edition, Tenth Edition integrates four different approaches to argument: the enthymeme as

a logical structure, the classical concepts of logos, pathos, and ethos, the Toulmin system, and stasis theory. Focusing on argument as dialogue in search of solutions instead of a pro-con debate with winners and losers, it is consistently praised for teaching the critical thinking skills needed for writing arguments. Major assignment chapters each focus on one or two classical stases (e.g. definition, resemblance, causal, evaluation, and policy). Each concept is immediately reinforced with discussion prompts, and each chapter ends with multiple comprehensive writing assignments. This brief version contains exemplary readings within the chapters but excludes the anthology included in the comprehensive version. Also available in a Comprehensive version (032190673X) and a Concise version (0321964284) which is a redaction of the Brief edition. \* The 8th Edition introduces sweeping changes to the philosophy and details of MLA works cited entries. Responding to the increasing mobility of texts, MLA now encourages writers to focus on the process of crafting the citation, beginning with the same questions for any source. These changes, then, align with current best practices in the teaching of writing which privilege inquiry and critical thinking over rote recall and rule-following. "

Responding to skeptics within higher education and critics without, James Crosswhite argues powerfully that the core of a college education should be learning to write a reasoned argument. A trained philosopher and director of a university-wide composition program, Crosswhite challenges his readers—teachers of writing and communication, philosophers, critical theorists, and educational administrators—to reestablish the traditional role of rhetoric in education. To those who have lost faith in the abilities of people to reach reasoned mutual agreements, and to others who have attacked the right-or-wrong model of formal logic, this book offers the reminder that the rhetorical tradition has al-

ways viewed argumentation as a dialogue, a response to changing situations, an exchange of persuading, listening, and understanding. Crosswhite's aim is to give new purpose to writing instruction and to students' writing, to reinvest both with the deep ethical interests of the rhetorical tradition. In laying out the elements of argumentation, for example, he shows that claiming, questioning, and giving reasons are not simple elements of formal logic, but communicative acts with complicated ethical features. Students must learn not only how to construct an argument, but the purposes, responsibilities, and consequences of engaging in one. Crosswhite supports his aims through a rhetorical reconstruction of reason, offering new interpretations of Plato and Aristotle and of the concepts of reflection and dialogue from early modernity through Hegel to Gadamer. And, in his conclusion, he ties these theoretical and historical underpinnings to current problems of higher education, the definition of the liberal arts, and, especially, the teaching of written communication.

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ing changes to the philosophy and details of MLA works cited entries. Responding to the "increasing mobility of texts," MLA now encourages writers to focus on the process of crafting the citation, beginning with the same questions for any source. These changes, then, align with current best practices in the teaching of writing which privilege inquiry and critical thinking over rote recall and rule-following. The most thorough theoretical foundation available Writing Arguments: A Rhetoric with Readings, Concise Edition, 7/e integrates four different approaches to argument: the enthymeme as a logical structure, the classical concepts of logos, pathos, and ethos, the Toulmin system, and stasis theory. Focusing on argument as dialogue in search of solutions instead of a pro-con debate with winners and losers, it is consistently praised for teaching the critical-thinking skills needed for writing arguments. Major assignment chapters each focus on one or two classical stases (e.g. definition, resemblance, causal, evaluation, and policy). Each concept is immediately reinforced with discussion prompts, and each chapter ends with multiple comprehensive writing assignments. Also available in a Comprehensive version ( 032190673X ) and a Brief version ( 0321964276 ).

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First published in 1986, this book offers the Latin text and English translation of a pivotal work by one of the most influential and controversial writers of early modern times. Pierre de la Ramée, better known as Peter Ramus, was a college instructor in Paris who published a number of books attacking and attempting to refute foundational texts in philosophy and rhetoric. He began in the early 1540s with books on Aristotle—which were later banned and burned—and Cicero, and later, in 1549, he published *Rhetoricae Distinctiones* in Quintilianum. The purpose of Ramus's book is announced in the opening paragraph of its dedication to Charles of Lorraine: "I have a single argument, a single subject matter, that the arts of dialectic and rhetoric have been confused by Aristotle, Cicero, and Quintilian. I have previously argued against Aristotle and Cicero. What objection then is there against calling Quintilian to the same account?" Carole Newlands's excellent translation—the first in modern English—remains the standard English version. This volume also provides the origi-

nal Latin text for comparative purposes. In addition, James J. Murphy's insightful introduction places the text in historical perspective by discussing Ramus's life and career, the development of his ideas, and the milieu in which his writings were produced. This edition includes an updated bibliography of works concerning Ramus, rhetoric, and related topics.

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