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ABSTRACT

A college-level Southern studies course, team-taught by a history professor and a speech communication professor and designed to integrate the study of history with the study of public address, is described in this paper. After pointing out the interrelation of public address and its historical and political context, the paper lists the topics of the five course modules: the impact of the Civil War on the South, the South and the Depression, the "New South," the black experience, and the South today. It then explains how the instructors work together in teaching the course and suggests that the approach is well suited to other topics and eras. To provide examples of the approach used in the course, materials from two modules are included in the appendixes. A reading list of selected references that place Southern oratory in the context of Southern history is also given. (GT)

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## TEAM TEACHING HISTORY AND PUBLIC ADDRESS

An experimental program which incorporates various human-  
istic disciplines has been instituted at the University of South  
Carolina at Aiken. One aspect of this program is the creation of  
a new team-taught course which combines the study of history with  
the study of public address. This article describes the approach  
and advantages of the course.

As speech teachers know, speeches can never be analyzed in  
isolation. The study of public address requires an understanding  
of the historical and political environment surrounding the speak-  
ing event. When examining a speech, one is not only looking at  
the rhetorical devices used by the speaker, but also the ideas  
and abilities of the speaker, the events that influenced the speech,  
and the effect of the speech. Because one cannot study public  
address without understanding the historical context, a course  
taught by a history professor and a speech-communication professor  
provides an ideal forum for analyzing the rhetoric of a speaker or  
of social movements.

The course is "Southern Studies: The Last Fifty Years,"  
which is designed to give the students an interdisciplinary know-  
ledge and understanding of the history and thought of the American  
South. The course consists of five modules, each dealing with a  
particular aspect of the post-1920's South: (1) the impact of the  
Civil War on the South, (2) the South and the Depression, (3) the

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"New South", (4) the Black experience, and (5) the South today. The history instructor provides historical background which lays the foundation for an indepth rhetorical analysis. The communication instructor in turn analyzes the speeches and helps the students to understand the relationship between the speaker, audience and the forces influencing the speech, and thus adds knowledge and insight into the historical events. For example, by examining speeches of some Southern demagogues such as "Cotton Ed" Smith, Theodore Bilbo, or Huey Long, the students receive a vivid picture of the attitudes of the speakers as well as an understanding of the needs of the audience in the depressed South of the 1920's and 30's. By examining speeches of Martin Luther King and Stokely Carmichael, the students are presented with primary sources that accurately depict the turmoil of the 1960's and the desperation and hope of the speakers.

History and speech communication instructors are active participants in all sessions and attend all classes. Class sessions generally consist of a discussion or a brief lecture planned by one instructor followed by a discussion period led by team members. Guest speakers, movies, and dramatic presentations are also used in the class to provide a more interdisciplinary perspective.

Although this course is in Southern Studies, the approach is equally well suited to other topics and eras. For example, an analysis of the speeches of Demosthenes, William Pitt, Daniel Webster, Winston Churchill, or Adolf Hitler could give students an historical understanding of the speaker, the audience, and the

setting that can be obtained in no other way. Speeches are invaluable primary sources in the study of history, and their analysis by a speech communication instructor adds a dimension not possible in a traditional history course.

History courses in many colleges and universities are dropping in enrollment thus mandating some curriculum changes. Incorporating humanistic disciplines in such courses provides a refreshing curriculum change which the students at this institution have welcomed. Team teaching with history also provides an opportunity to expose history students to the criticism of public address. At many small colleges and universities and at most high schools, enrollments do not justify a separate course in the history and criticism of public address. This team-taught course has been in the best interest of both the students and speech communication and history disciplines.

## Appendixes

To provide examples of the approach used in the course, materials from two modules are included in the Appendixes. A selected reading list which places Southern oratory in the context of Southern history is also given.

- Appendix A The Rhetoric of Southern Demagogues
- Appendix B The Rhetoric of Civil Rights Leaders
- Appendix C Selected References in Southern Oratory

## Appendix A

### Southern Studies : The Last Fifty Years

#### Module 2 - The South and the Depression

#### The Rhetoric of the Southern Demagogue

##### Specific Topics:

##### Outline:

- I. The Nature of the Demagogue
  - A. Definition
  - B. Methods
- II. The Nature of the Demagogue's Audience
- III. The Use of Speech as a Tool to Gain Power
  - A. The Importance of Speech to the Demagogue
  - B. The Use of Logical, Emotional, and Ethical Appeals in the Speeches of Demagogues
- IV. Case Studies of the Rhetoric of Southern Demagogues
  - A. "Cotton Ed" Smith of South Carolina
  - B. Theodore Bilbo of Mississippi
  - C. Eugene Talmadge of Georgia
  - D. Huey Long of Louisiana

Readings: Hochel, Sandra. "The Rhetoric of the Southern Demagogue," Unpublished paper, University of South Carolina at Aiken, 1977.

Questions: What is a demagogue?

What contributed to the rise of demagoguery in the South?

Describe the nature of the demagogue's audience.

Why is speech particularly important to the demagogue?

Discuss the demagogue's use of logical, emotional, and ethical appeal in his speeches.

Discuss specific appeals Smith, Bilbo, Talmadge, and Long used.

What contributed to Long's success as a speaker?

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- Raum, Richard and Measell, James. "Wallace and His Ways: A Study of the Rhetorical Genre of Polarization." Central States Speech Journal, 25 (1974), 28-35.
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## Appendix B

### Southern Studies : The Last Fifty Years

#### Module 4 - The Black Experience

#### The Rhetoric of Civil Rights Leaders

##### Specific Topics:

- I. Martin Luther King as a speaker
  - A. Use of logical, emotional, and ethical appeal in his speeches
  - B. Language usage
  - C. Delivery
- II. Analysis of "I Have A Dream" and other speeches
- III. King's rhetoric in contrast to the rhetoric of Black Power advocates

Readings: Martin Luther King, "I Have A Dream," speech transcript cited on The Annual of America, 18 (1960-1968) pp. 156-159.

Martin Luther King, "Report to the Tenth Anniversary Convention of the Southern Christian Leadership Conference," speech transcript distributed by the Southern Christian Leadership Conference, 1967.

Robert Scott, "Black Power Bends Martin Luther King," in Rhetoric of Black Power, ed. by Robert Scott and Wayne Brockridge (New York: Harper and Row, 1967), pp. 166-177.

Arthur Smith, Rhetoric of Black Revolution, (Boston: Allyn and Bacon, 1969), pp. 16-23.

Arthur Smith, "The Black Revolution, 1954-1973," in America in Controversy: History of American Public Address, ed. by Dewitte Holland (Dubuque, Iowa: Wm. C. Brown, 1973) pp. 371-388.

##### Supplemental material for in-class use:

16 mm Film "I Have A Dream... The Life of Martin Luther King," Bailey Film Associates, 1968.

Record "Voices of Black Protest" (excerpts of speeches by Martin Luther King, Malcolm X, Eldridge Cleaver, and Stokely Carmichael), Educational Audio Visual Inc., 1970.

Audio Tape "Martin Luther King Speaks: Presidential Address 1967," Southern Christian Leadership Conference, 1967.



**Appendix B continued****Questions:**

Analyze King's use of logical, emotional, and ethical appeals in his speeches (particularly "I Have a Dream" speech).

Analyze King's speeches in terms of his language and delivery (particularly "I Have a Dream" speech).

Analyze the themes, language, and appeals used by the spokesmen of Black Power.

How did the rhetoric of Martin Luther King differ from the rhetoric of Black Power advocates?

Discuss the differences in connotations of the slogans used in the Civil Rights Movement.

## Appendix C

### Selected References in Southern Oratory

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- Dickey, Dallas. "Were They Ephemeral and Florid?" Quarterly Journal of Speech, 32 (1946), 16 - 20.
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