

高等院校英语语言文学专业研究生系列教材

总主编 戴炜栋

English Rhetoric

英语修辞学

胡曙中 著


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外教社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

上海外语教育出版社

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11/18/07

总 序

近年来,随着我国经济的飞速发展,社会对以研究生为主体的高层次人才的需求日益增长,我国英语语言文学专业的研究生教学规模也在不断扩大。各高校在研究生培养方面,形成了各自的特色,涌现出一批学科带头人,开设出自己的强项课程。但同时我们也认识到,要使研究生教育持续健康地发展,要培养学生创新思维能力和独立研究与应用能力,必须全面系统地加强基础理论与基本方法方面的训练。而要实现这一目标,就必须有一套符合我国国情的、系统正规的英语语言文学专业研究生主干教材。

基于这一认识,我们邀请了全国英语语言文学专业各研究领域的知名专家学者,编写了这套《英语语言文学专业研究生系列教材》。旨在集各高校之所长,优势互补,形成合力,在教材建设方面,将我国英语语言文学专业的研究生培养工作,推上一个新的台阶。我们希望通过这套教材的出版,来规范我国的英语语言文学专业的研究生课程,培养出更多基础扎实、知识面广、富有开拓精神、符合社会需要的高质量研究生。

在内容上,本套系列教材覆盖了英语语言文学专业各学科的主要课程。我们总的编写指导思想是:结合我国英语语言文学专业研究生教学的实际情况与需要,强调科学性、系统性、先进性和实用性。力求做到理论与应用相结合,介绍与研究相结合,中与外相结合,史与论相结合,广泛搜集资料,全面融会贯通,使每一本教材都能够反映出该研究领域的新理论、新方法和新成果。本套教材的这些特点,使其有别于单纯引进的国外同类原版教材,是国外教材所不可取代的,两者的作用是相辅相成的。也正是由于这些特点,本套教材不仅

总 序

可以作为我国英语语言文学专业研究生的主干教材,也可作为中国语言文学专业的教师与学生的参考用书。

在编写体例上,我们参照了国家标准局的有关标准以及国际上的通行做法,制定了统一的规范。每章后面,都列出了思考题和深入阅读书目,以便启发学生思考和进一步深入研究。

教材建设是学科建设的一项重要基本建设,对学科发展有着深远的影响。我们相信,正如国外剑桥和牛津大学出版社出版的语言学和应用语言学教材和丛书,对推动国际语言学和应用语言学的发展起了巨大作用一样,在世纪之交推出的这套系列教材,也必将大大推动我国 21 世纪英语语言文学专业研究生教育事业的发展,促进我国英语语言文学研究水平的提高。

戴炜栋

2000 年 9 月

PREFACE

I have no doubt that I often speak of things better treated, and with more truth, by masters of the craft ... I may have some objective knowledge one day, or may perhaps have it in the past, when I happened to come across passages that explained things. But I have forgotten it all; for though I am a man of some reading, I am one who retains nothing.

So I can offer nothing certain, except to account for the extent of my knowledge at the present time.

Michel de Montaigne, *Of Books*

This book treats *rhetoric* as the study of an interdisciplinary theory of language and meaning. Specifically, this book is a study of *rhetoric* which has grown to encompass a theory of language as a form of social behavior, of intention and interpretation as the determinants of meaning, in the way that knowledge is created by argument, and in the way that ideology and power are extended through discourse.

In Chapter 1 of this book I have looked at some of the important definitions of the term *rhetoric* accumulated over the years which still inhabit and help to shape the field.

Chapter 2 is a brief outline of classical rhetoric and an elaboration of how it has developed over the centuries.

Chapters 3 and 4 are studies in traditional English rhetoric both in England and in America.

Chapters 5, 6, and 7 deal with issues in theory construction of contemporary English rhetoric, probe into its theory, and work toward a New Rhetoric.

Chapter 8 is a study of composition-rhetoric (one of the earliest definitions of the term *rhetoric*) which has become one of the most

vital and exciting areas of study within departments of English.

Chapter 9 is a study of stylistic-rhetoric (another important definition of the term *rhetoric*). Specifically this chapter introduces two important systems for classifying the figures of speech, one traditional and the other linguistic, and offers definitions of commonly used figures with illustrations.

Chapter 10 describes and analyzes the nature of rhetoric as interdisciplinary studies. It also suggests some of the promising areas of research in future rhetorical scholarship.

Chapter 11 introduces two approaches to and three systems of rhetorical criticism. Samples of rhetorical criticism are offered.

This book is primarily intended for graduate students of English. It can also be used as a coursebook for undergraduate students of English.

To help students understand how Western scholars view English rhetoric and to avoid any errors in interpretation on my part, I try to present their ideas in their original words. I certainly remember to acknowledge their sources to guide our readers for further reading as well as observe scholarly conventions.

A book as this one is never simply the work of one author. I owe abundant thanks to those Promethean scholars in this field whose ideas are such an inspiration to me. To Ms Jiang Leihong (江雷红) at the Shanghai Foreign Language Education Press, I owe my thanks for her careful editing of my first rhetoric book 《英汉修辞比较研究》(1993). To Mr Han Tianlin (韩天霖) at the Shanghai Foreign Language Education Press, I owe my special thanks whose care and patience as textural editor improved on every page my manuscript of this book as well my manuscript of my second rhetoric book 《美国新修辞学研究》(1999) and he did so with wit and grace.

Hu Shuzhong
胡 曙 中

上海外国语大学

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1

TRADITIONAL DEFINITIONS OF RHETORIC

1.1 Rhetoric as the Art of Oratory

- 1.1.1 Historical Needs for Public Speaking
- 1.1.2 First Rhetoricians
- 1.1.3 The Discipline of Rhetoric
- 1.1.4 The Beginning of the Humanistic Tradition of Rhetoric
- 1.1.5 The Five-Fold Rhetorical Process
- 1.1.6 Diverse Descriptions of Rhetoric
- 1.1.7 Development of the Art of Oratory

1.2 Rhetoric as the Art of Writing

- 1.2.1 Historical Needs for the Art of Writing
- 1.2.2 Development of the Art of Writing

1.3 Rhetoric as the Art of Style

- 1.3.1 Historical Needs for the Art of Style
- 1.3.2 Development of the Art of Style

The emergence and continued presence of rhetoric as a subject of academic study and as a focal point for academic and para-academic life is one of the central features of Western civilization. A complex discipline with a 2500-year-old tradition, rhetoric in the West has accumulated several definitions over the years. As Bizzell and Herzberg observe, "It seems less helpful to define it once and for all than to look at some of its important definitions and to attempt to understand how each arose and how each still inhabits and shapes the field" (1).

1.1 Rhetoric as the Art of Oratory

In Aristotle and elsewhere rhetoric was in fact primarily concerned with oral discourse, the earliest mode of verbal expression, of course still very much alive. *Rhētōr* in Greek means orator, public speaker, and *technē rhētorikē*, or, more simply, *rhētorikē*, means public speaking. "To Aristotle's world, teaching students rhetoric meant teaching them to become orators. Deflection of rhetoric from oral performance to written argumentation as such, vaguely incipient at best in Aristotle, would occur only very slowly and imperceptibly over the centuries. Yet it must be remembered that the oral speeches Aristotle was concerned with were in fact no longer purely oral but were already being shaped by the chirographic milieu to post-oral thought forms." (Horner 3)

1.1.1 Historical Needs for Public Speaking

Rhetoric in its various incarnations has been a powerful force in public affairs and in education for most of its existence since the fifth century B. C. E., when it developed in Greek probate courts and flourished under Greek democracy. (Bizzell and Herzberg 1-2)

A revolution on Syracuse, a Greek colony on the island of Sicily, in about 465 B. C., was the catalyst for the formal study of rhetoric. When the tyrannical dictators on the island were overthrown and a