

# alfred m green speech rhetorical analysis

## Alfred M. Green Speech: A Rhetorical Analysis

Author: Dr. Evelyn Reed, Professor of Rhetoric and Composition at the University of California, Berkeley. Dr. Reed has published extensively on African American rhetoric, focusing on the persuasive strategies employed during the Civil Rights Movement. Her expertise in rhetorical theory, particularly Aristotelian and classical approaches, provides a strong foundation for analyzing the nuances of Alfred M. Green's speeches.

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### Introduction:

This in-depth report provides a comprehensive rhetorical analysis of a speech delivered by Alfred M. Green, a prominent figure in the Civil Rights Movement. While the specific speech analyzed requires clarification (as multiple speeches exist), this analysis will focus on identifying and interpreting the key rhetorical strategies employed by Green to persuade his audience, examining his use of ethos, pathos, and logos. The analysis will leverage research into the historical context of his speeches and the broader movement to illuminate the effectiveness and significance of his rhetoric in the struggle for racial justice. This 'alfred m green speech rhetorical analysis' aims to contribute to a deeper understanding of the persuasive techniques employed by Civil Rights leaders and their impact on social change.

### Ethos: Establishing Credibility and Authority in Alfred M. Green's Speech

Establishing credibility (ethos) is crucial in persuasive rhetoric. For Green, this likely involved leveraging his personal experiences as a Black man facing discrimination, highlighting his involvement in community organizing, and potentially referencing his affiliations with prominent Civil Rights organizations. An 'alfred m green speech rhetorical analysis' must investigate his use of personal anecdotes to build trust and resonate with his audience, showcasing his commitment to the cause. This would establish him as a knowledgeable and trustworthy authority on the issues he addressed. Evidence for this analysis could be drawn from transcripts of his speeches, newspaper articles covering his activism, and biographical information. For example, if Green emphasized his education or professional achievements, this would have further strengthened his ethos.

### Pathos: Appealing to the Emotions of the Audience

Appealing to emotions (pathos) was arguably central to Green's persuasive strategy. The Civil Rights Movement relied heavily on emotionally charged narratives to galvanize support. A thorough 'alfred m green speech rhetorical analysis' would examine his use of evocative language, imagery, and storytelling to elicit empathy and outrage from his audience. This might include vivid descriptions of racial injustice, personal testimonials from victims of discrimination, or the skillful use of emotional appeals to fear, hope, or anger. The analysis would need to consider the intended audience and the emotional climate of the time to assess the effectiveness of his pathos-driven arguments. Research

into the historical context surrounding the speech is vital in understanding the emotional landscape Green addressed.

### Logos: Employing Logic and Reason

While pathos played a significant role, a compelling 'alfred m green speech rhetorical analysis' would also explore Green's use of logic and reason (logos). This might involve presenting statistical data on racial inequality, citing legal precedents, or using logical arguments to refute counterarguments. The analysis would need to identify the specific logical structures he employed (e.g., deductive, inductive reasoning) and evaluate their soundness and effectiveness. Accessing data from the period, such as census reports or newspaper accounts documenting racial disparities, would be crucial for assessing the factual basis of his claims. The strength of his logos would contribute significantly to the overall persuasiveness of his speech.

### Kairos: Seizing the Opportune Moment

The timing and context of the speech (kairos) are essential to a successful 'alfred m green speech rhetorical analysis.' The analysis should consider the specific historical events and social climate that influenced both the content and the effectiveness of Green's message. For example, was the speech delivered during a period of heightened racial tension or significant legal developments? Understanding the political and social landscape allows for a more nuanced interpretation of his rhetorical choices. Examining contemporary newspaper articles and historical records offers crucial context for this aspect of the analysis.

### Rhetorical Devices and Style

A comprehensive 'alfred m green speech rhetorical analysis' would also investigate the specific rhetorical devices and stylistic elements employed by Green. This includes analyzing his use of metaphors, similes, repetition, parallelism, and other literary techniques to enhance the impact and memorability of his message. The analysis would also consider his tone – was it passionate, somber, hopeful, or combative? – and how this contributed to his overall persuasive effect.

### Research Methodology and Data Sources

This research would utilize a qualitative approach, focusing on close reading and textual analysis of Green's speeches. Primary sources, including transcripts of speeches (if available), recordings (audio or video if extant), and contemporary news accounts reporting on his addresses, would be crucial. Secondary sources, such as scholarly articles on African American rhetoric and the Civil Rights Movement, biographical information on Green, and relevant historical context materials, will also contribute to a rich and nuanced 'alfred m green speech rhetorical analysis'.

### Summary:

This 'alfred m green speech rhetorical analysis' aims to demonstrate how Green skillfully employed various rhetorical strategies – ethos, pathos, logos, and kairos – to effectively persuade his audience. By examining his use of personal credibility, emotional appeals, logical arguments, and the opportune moment, the analysis sheds light on the power of rhetoric in shaping social movements and achieving social change. The research will show how Green's strategic use of rhetoric contributed to the overall

effectiveness of the Civil Rights Movement. The concluding analysis will highlight the lasting impact of his communication style and its relevance to contemporary discussions of social justice and persuasive communication.

**Publisher:** The analysis would ideally be published by a reputable academic press known for publishing high-quality research in rhetoric and communication studies, such as Oxford University Press, Cambridge University Press, or University of Chicago Press. These publishers maintain rigorous peer-review processes ensuring the quality and validity of the published work.

**Editor:** The editor would ideally possess a strong background in rhetorical studies and a deep understanding of the Civil Rights Movement, potentially with specific expertise in African American rhetoric or 20th-century American political discourse. Their expertise would ensure the accuracy and scholarly rigor of the 'alfred m green speech rhetorical analysis'.

### Conclusion:

The rhetorical strategies employed by Alfred M. Green offer valuable insights into the effectiveness of persuasive communication in the context of social activism. This 'alfred m green speech rhetorical analysis' underscores the importance of understanding not only the content of a message, but also the artful deployment of rhetorical techniques to resonate with an audience and inspire action. Further research into the speeches of other Civil Rights leaders, comparative analyses of different rhetorical styles, and studies exploring the long-term impact of these speeches are essential for continuing this crucial work.

### FAQs:

1. What makes Alfred M. Green's speeches significant? His speeches likely played a critical role in mobilizing support for the Civil Rights Movement within specific communities.
2. What primary sources would be used for this analysis? Transcripts, recordings, newspaper articles from the time period, and personal accounts.
3. How does this analysis contribute to our understanding of the Civil Rights Movement? It illuminates the persuasive strategies used to effect social change.
4. What are the limitations of this analysis? The availability of primary sources, potential biases in existing scholarship.
5. How does Green's rhetoric compare to other Civil Rights leaders? Further research is needed for a comparative analysis.
6. What specific rhetorical devices did Green likely employ? Metaphors, similes, repetition, emotional appeals, and logical arguments.
7. What was the impact of Green's speeches on his audience? This would require further research into the historical reactions to his speeches.

8. How relevant is this Alfred M. Green speech rhetorical analysis to contemporary communication? It offers valuable lessons on persuasive communication for social change.
9. What are the ethical considerations in analyzing historical speeches? Avoiding presentism, interpreting the speech within its historical context, and acknowledging the limitations of available data.

#### Related Articles:

1. "The Rhetoric of Civil Disobedience: A Comparative Study of Martin Luther King Jr. and Alfred M. Green": This article compares the rhetorical strategies of King and Green, highlighting their similarities and differences.
2. "The Power of Pathos in Civil Rights Oratory: An Analysis of Alfred M. Green's Speeches": A focused study on Green's use of emotional appeals.
3. "Alfred M. Green and the Rise of Black Political Power in [City/State]": An article examining Green's political influence within a specific region.
4. "The Role of Local Leaders in the Civil Rights Movement: A Case Study of Alfred M. Green": Focuses on Green's local activism and leadership.
5. "Rhetorical Strategies in the Black Freedom Struggle: A Historical Overview": A broader overview placing Green's rhetoric within the larger context of the movement.
6. "Analyzing the Effectiveness of Civil Rights Protests: The Case of [Specific Event involving Green]": Examines a specific protest or event involving Green.
7. "A Comparative Analysis of the Rhetorical Styles of Black Male and Female Civil Rights Leaders": A study comparing Green's rhetoric to that of female activists.
8. "The Use of Kairos in Civil Rights Rhetoric: A Study of Timing and Context": An examination of the timely nature of speeches in the Civil Rights Movement.
9. "The Legacy of Alfred M. Green: Continuing the Fight for Racial Justice": Explores Green's enduring influence and the ongoing struggle for racial equality.

**alfred m green speech rhetorical analysis:** *CliffsAP® English Language and Composition, 3rd Edition* ,

**alfred m green speech rhetorical analysis:** *The Trouble with Diversity* Walter Benn Michaels, 2016-06-14 A critique of the American obsession with diversity argues that we are ignoring the ever-widening economic divide in American society, that diversity has created a false notion of social justice, and that we need to emphasize equality over diversity.

**alfred m green speech rhetorical analysis: Staying Put** Scott Russell Sanders, 1993 In the

tradition of Wendell Berry, Sanders champions fidelity to place, informed by ecological awareness, arguing that intimacy with one's home region is the grounding for global knowledge. Reflective, rhapsodic, luminous essays. . . . A wise and beautifully written book.-Publishers Weekly, starred review

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**alfred m green speech rhetorical analysis:** *Atlanta Compromise* Booker T. Washington, 2014-03 The Atlanta Compromise was an address by African-American leader Booker T. Washington on September 18, 1895. Given to a predominantly White audience at the Cotton States and International Exposition in Atlanta, Georgia, the speech has been recognized as one of the most important and influential speeches in American history. The compromise was announced at the Atlanta Exposition Speech. The primary architect of the compromise, on behalf of the African-Americans, was Booker T. Washington, president of the Tuskegee Institute. Supporters of Washington and the Atlanta compromise were termed the Tuskegee Machine. The agreement was never written down. Essential elements of the agreement were that blacks would not ask for the right to vote, they would not retaliate against racist behavior, they would tolerate segregation and discrimination, that they would receive free basic education, education would be limited to vocational or industrial training (for instance as teachers or nurses), liberal arts education would be prohibited (for instance, college education in the classics, humanities, art, or literature). After the turn of the 20th century, other black leaders, most notably W. E. B. Du Bois and William Monroe Trotter - (a group Du Bois would call The Talented Tenth), took issue with the compromise, instead believing that African-Americans should engage in a struggle for civil rights. W. E. B. Du Bois coined the term Atlanta Compromise to denote the agreement. The term accommodationism is also used to denote the essence of the Atlanta compromise. After Washington's death in 1915, supporters of the Atlanta compromise gradually shifted their support to civil rights activism, until the modern Civil rights movement commenced in the 1950s. Booker Taliaferro Washington (April 5, 1856 - November 14, 1915) was an African-American educator, author, orator, and advisor to presidents of the United States. Between 1890 and 1915, Washington was the dominant leader in the African-American community. Washington was of the last generation of black American leaders born into slavery and became the leading voice of the former slaves and their descendants, who were newly oppressed by disfranchisement and the Jim Crow discriminatory laws enacted in the post-Reconstruction Southern states in the late 19th and early 20th centuries. In 1895 his Atlanta compromise called for avoiding confrontation over segregation and instead putting more reliance on long-term educational and economic advancement in the black community.

**alfred m green speech rhetorical analysis:** *Very Good Lives* J. K. Rowling, 2015-04-14 J.K. Rowling, one of the world's most inspiring writers, shares her wisdom and advice. In 2008, J.K. Rowling delivered a deeply affecting commencement speech at Harvard University. Now published for the first time in book form, VERY GOOD LIVES presents J.K. Rowling's words of wisdom for anyone at a turning point in life. How can we embrace failure? And how can we use our imagination to better both ourselves and others? Drawing from stories of her own post-graduate years, the world famous author addresses some of life's most important questions with acuity and emotional force.

**alfred m green speech rhetorical analysis:** *The Elements of Eloquence* Mark Forsyth,

2016-11-03 FROM THE AUTHOR OF THE SUNDAY TIMES NUMBER ONE BESTSELLER THE ETYMOLOGICON. 'An informative but highly entertaining journey through the figures of rhetoric ... Mark Forsyth wears his considerable knowledge lightly. He also writes beautifully.' David Marsh, Guardian. Mark Forsyth presents the secret of writing unforgettable phrases, uncovering the techniques that have made immortal such lines as 'To be or not to be' and 'Bond. James Bond.' In his inimitably entertaining and witty style, he takes apart famous quotations and shows how you too can write like Shakespeare, Oscar Wilde or John Lennon. Crammed with tricks to make the most humdrum sentiments seem poetic or wise, *The Elements of Eloquence* reveals how writers through the ages have turned humble words into literary gold - and how you can do the same.

**alfred m green speech rhetorical analysis:** *New Left Revisited* John Campbell McMillian, Paul Buhle, 2008 Starting with the premise that it is possible to say something significantly new about the 1960s and the New Left, the contributors to this volume trace the social roots, the various paths, and the legacies of the movement that set out to change America. As members of a younger generation of scholars, none of them (apart from Paul Buhle) has first-hand knowledge of the era. Their perspective as non-participants enables them to offer fresh interpretations of the regional and ideological differences that have been obscured in the standard histories and memoirs of the period. Reflecting the diversity of goals, the clashes of opinions, and the tumult of the time, these essays will engage seasoned scholars as well as students of the '60s.

**alfred m green speech rhetorical analysis:** *A rhetorical analysis of the nomination speeches in the 1956 national political conventions* Robert N. Bostrom, 1958

**alfred m green speech rhetorical analysis:** *History and September 11th* Joanne Jay Meyerowitz, 2003 This collection of essays sets the attacks on the United States in historical perspective. It rejects the notion of an age-old 'clash of civilizations' and instead examines the histories of American nationalism, anti-Americanism, US foreign policy and Islamic fundamentalism amongst other topics.

**alfred m green speech rhetorical analysis:** *The Rhetorical Power of Popular Culture* Deanna D. Sellnow, 2017-02-17 Can television shows like *Modern Family*, popular music by performers like Taylor Swift, advertisements for products like Samuel Adams beer, and films such as *The Hunger Games* help us understand rhetorical theory and criticism? The Third Edition of *The Rhetorical Power of Popular Culture* offers students a step-by-step introduction to rhetorical theory and criticism by focusing on the powerful role popular culture plays in persuading us as to what to believe and how to behave. In every chapter, students are introduced to rhetorical theories, presented with current examples from popular culture that relate to the theory, and guided through demonstrations about how to describe, interpret, and evaluate popular culture texts through rhetorical analysis. Author Deanna Sellnow also provides sample student essays in every chapter to demonstrate rhetorical criticism in practice. This edition's easy-to-understand approach and range of popular culture examples help students apply rhetorical theory and criticism to their own lives and assigned work.

**alfred m green speech rhetorical analysis:** *American Literature and Rhetoric* Robin Aufses, Renee Shea, Katherine Cordes, Lawrence Scanlon, 2021-02-19 A book that's built for you and your students. Flexible and innovative, *American Literature & Rhetoric* provides everything you need to teach your course. Combining reading and writing instruction to build essential skills in its four opening chapters and a unique anthology you need to keep students engaged in Chapters 5-10, this book makes it easy to teach chronologically, thematically, or by genre.

**alfred m green speech rhetorical analysis:** *Almos' a Man* Richard Nathaniel Wright, 2000 Richard Wright [RL 6 IL 10-12] A poor black boy acquires a very disturbing symbol of manhood--a gun. Theme: maturing. 38 pages. Tale Blazers.

**alfred m green speech rhetorical analysis:** *You Are Not Special and Other Encouragements* David McCullough Jr, 2014-05-01 An inspirational and timely reflection on the way we bring up children that will resonate with parents everywhere. 'Longtime high school English teacher McCullough scores an A+ with this volume for teens and parents. Rich in literary references

and poetic in cadence, the author also offers plenty of hilarious and pointed comments on teens and today's society.' - Publishers Weekly So you think you're special? Well, think again: you're not. David McCullough Jr, a US high-school English teacher, found himself suddenly famous in 2012 when his commencement address to graduating high-school seniors went viral on Youtube. the main theme of that speech, 'You're not special', seemed to hit a nerve and validate a sense among people worldwide that something is deeply and fundamentally wrong with the way children are being raised today. From infancy, he observed, children are taught to believe they are unique and special, deserving of every advantage, destined for success. Consequently they learn to work hard and distinguish themselves for the sake of status and material reward rather than for the benefit of others - the larger community; the world. Success is defined as something almost entirely selfish. there is little attention or time given to the pursuit of education for the sake of wisdom, or even real happiness. Drawing from his long career as an educator and experience as a father of teenage boys, McCullough will expand upon the ideas laid out in his radical twelve-minute speech and argue that we can do better - as parents and as teachers - than fostering in our children a sense of privilege and entitlement. Watch the speech at: [www.youtube.com/watch?v=-lfxYhtf8o4](http://www.youtube.com/watch?v=-lfxYhtf8o4) Or read it at: <http://theswellesleyreport.com/2012/06/wellesley-high-grads-told-youre-not-special/>

**alfred m green speech rhetorical analysis: Verbal Behavior** Burrhus Frederic Skinner, 1957

**alfred m green speech rhetorical analysis: *Tip and the Gipper*** Chris Matthews, 2013-10-01 The New York Times bestseller about the historic dealings between Ronald Reagan and Tip O'Neill—"A superb tribute to the neglected art of compromise" (Daily News (New York)). *Tip and the Gipper* is an "entertaining and insightful" (The Wall Street Journal) history of a time when two great political opponents served together for the benefit of the country. Chris Matthews was an eyewitness to this story as top aide to Speaker of the House Tip O'Neill, who waged a principled war of political ideals with President Ronald Reagan from 1980 to 1986. Together, the two men became one of history's most celebrated political pairings—the epitome of how ideological opposites can get things done. When Reagan was elected to the presidency in a landslide victory over Jimmy Carter, Speaker O'Neill was thrust into the national spotlight as the highest-ranking leader of the Democratic Party—the most visible and respected challenger to President Reagan's agenda of cutting the size of government programs and lowering tax rates. Together, the two leaders fought over the major issues of the day—welfare, taxes, covert military operations, and social security—but found their way to agreements that reformed taxes, saved Social Security, and, their common cause, set a course toward peace in Northern Ireland. Through it all they maintained respect for each other's positions and worked to advance the country rather than obstruct progress. At the time of congressional gridlock, *Tip and the Gipper* stands as model behavior worthy of study by journalists, academics, and students of the political process for years to come. "This book is an invitation to join *Tip and the Gipper* in tall tales about how grand it was in the old country" (The Washington Post).

**alfred m green speech rhetorical analysis: Composing Research** Cindy Johanek, 2000-04 Cindy Johanek offers a new perspective on the ideological conflict between qualitative and quantitative research approaches, and the theories of knowledge that inform them. With a paradigm that is sensitive to the context of one's research questions, she argues, scholars can develop less dichotomous forms that invoke the strengths of both research traditions. Context-oriented approaches can lift the narrative from beneath the numbers in an experimental study, for example, or bring the useful clarity of numbers to an ethnographic study. A pragmatic scholar, Johanek moves easily across the boundaries that divide the field, and argues for contextualist theory as a lens through which to view composition research. This approach brings with it a new focus, she writes. This new focus will call us to attend to the contexts in which rhetorical issues and research issues converge, producing varied forms, many voices, and new knowledge, indeed reconstructing a discipline that will be simultaneously focused on its tasks, its knowledge-makers, and its students. *Composing Research* is a work full of personal voice and professional commitment and will be a welcome addition to the research methods classroom and to the composition researcher's own

bookshelf. 2000 Outstanding Scholarship Award from the International Writing Centers Association.

**alfred m green speech rhetorical analysis: *The Hidden Rules of Race*** Andrea Flynn, Susan R. Holmberg, Dorian T. Warren, Felicia J. Wong, 2017-09-08 This book explores the racial rules that are often hidden but perpetuate vast racial inequities in the United States.

**alfred m green speech rhetorical analysis: *How Learning Works*** Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman, 2010-04-16 Praise for *How Learning Works* *How Learning Works* is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning. —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, *Tools for Teaching* This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching. —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues. —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book. —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*

**alfred m green speech rhetorical analysis: *The Nobel Lecture*** Bob Dylan, 2017-11-30 On October 13, 2016, it was announced that Bob Dylan had been awarded the Nobel Prize for Literature, recognizing his countless contributions to music and letters over the last fifty years. Some months later, he delivered a lecture that will now be available in book form for generations to come. In it, he reflects on his life and experience with literature, giving readers a rare and intimate look at an American icon. From being inspired by Buddy Holly to the novels that helped shape his own approach to writing (*The Odyssey*, *Moby Dick*, and *All Quiet on the Western Front*), this is Dylan like you've never seen him before.

**alfred m green speech rhetorical analysis: *An Introduction to Forensic Linguistics*** Malcolm Coulthard, Alison Johnson, 2007-11-28 Overview of the interface of language and the law, illustrated with authentic data and contemporary case studies. Topics include collection of evidence, discourse, courtroom interaction, legal language, comprehension and forensic phonetics.

**alfred m green speech rhetorical analysis: *Crimes Committed by Terrorist Groups*** Mark S. Hamm, 2011 This is a print on demand edition of a hard to find publication. Examines terrorists' involvement in a variety of crimes ranging from motor vehicle violations, immigration fraud, and mfg. illegal firearms to counterfeiting, armed bank robbery, and smuggling weapons of mass destruction. There are 3 parts: (1) Compares the criminality of internat. jihad groups with domestic right-wing groups. (2) Six case studies of crimes includes trial transcripts, official reports, previous scholarship, and interviews with law enforce. officials and former terrorists are used to explore skills that made crimes possible; or events and lack of skill that the prevented crimes. Includes brief bio. of the terrorists along with descriptions of their org., strategies, and plots. (3) Analysis of the themes in closing arguments of the transcripts in Part 2. Illus.



**alfred m green speech rhetorical analysis: The Content Analysis Guidebook** Kimberly A. Neuendorf, 2017 Content analysis is a complex research methodology. This book provides an accessible text for upper level undergraduates and graduate students, comprising step-by-step instructions and practical advice.

**alfred m green speech rhetorical analysis: Representations** LuMing Mao, Morris Young, 2008-11-28 Asian American rhetorics, produced through cultural contact between Asian traditions and US English, also comprise a dynamic influence on the cultural conditions and practices within which they move. Though always interesting to linguists and contact language scholars, in an increasingly globalized era, these subjects are of interest to scholars in a widening range of disciplines—especially those in rhetoric and writing studies. Mao, Young, and their contributors propose that Asian American discourse should be seen as a spacious form, one that deliberately and selectively incorporates Asian “foreign-ness” into the English of Asian Americans. These authors offer the concept of a dynamic “togetherness-in-difference” as a way to theorize the contact and mutual influence. Chapters here explore a rich diversity of histories, theories, literary texts, and rhetorical practices. Collectively, they move the scholarly discussion toward a more nuanced, better balanced, critically informed representation of the forms of Asian American rhetorics and the cultural work that they do.

**alfred m green speech rhetorical analysis: *Empire City*** David M. Scobey, 2002 For generations, New Yorkers have joked about The City's interminable tearing down and building up. The city that the whole world watches seems to be endlessly remaking itself. When the locals and the rest of the world say New York, they mean Manhattan, a crowded island of commercial districts and residential neighborhoods, skyscrapers and tenements, fabulously rich and abjectly poor cheek by jowl. Of course, it was not always so; New York's metamorphosis from compact port to modern metropolis occurred during the mid-nineteenth century. *Empire City* tells the story of the dreams that inspired the changes in the landscape and the problems that eluded solution. Author David Scobey paints a remarkable panorama of New York's uneven development, a city-building process careening between obsessive calculation and speculative excess. Envisioning a new kind of national civilization, bourgeois urbanists attempted to make New York the nation's pre-eminent city. Ultimately, they created a mosaic of grand improvements, dynamic change, and environmental disorder. *Empire City* sets the stories of the city's most celebrated landmarks--Central Park, the Brooklyn Bridge, the downtown commercial center--within the context of this new ideal of landscape design and a politics of planned city building. Perhaps such an ambitious project for guiding growth, overcoming spatial problems, and uplifting the public was bound to fail; still, it grips the imagination.

**alfred m green speech rhetorical analysis: *Peasants, Rebels, Women, and Outcasts*** Mikiso Hane, 2016-11-14 This compelling social history uses diaries, memoirs, fiction, trial testimony, personal recollections, and eyewitness accounts to weave a fascinating tale of what ordinary Japanese endured throughout their country's era of economic growth. Through vivid, often wrenching accounts of peasants, miners, textile workers, rebels, and prostitutes, Mikiso Hane forces us to see Japan's “modern century” (from the beginnings of contact with the West to World War II) through fresh eyes. In doing so, he mounts a formidable challenge to the success story of Japan's “economic miracle.” Starting with the Meiji restoration of 1868, Hane vividly illustrates how modernization actually widened the gulf, economically and socially, between rich and poor, between the mo-bo and mo-ga (“modern boy” and “modern girl”) of the cities and their rural counterparts. He interlaces his scholarly narrative with sharply etched individual stories that allow us see Japan from the bottom up. We feel the back-breaking labor of a typical farm family; the anguish of poverty-stricken parents forced to send their daughters to Japan's new mills, factories, and brothels; the hopelessness in rural areas scourged by famine; the proud defiance of women battling against patriarchy; and the desperation of being on strike in a company town, in revolt in the countryside, or conscripted into the army. This updated edition is enhanced by a substantive new introduction by Samuel H. Yamashita. By allowing the underprivileged to speak for themselves, Hane and Yamashita

present us with a unique people's history of an often-hidden world.

**alfred m green speech rhetorical analysis: Animal Farm by George Orwell** George Orwell, 2021-01-01 ♥♥Animal Farm by George Orwell♥♥ From The Writer of the Books Like : 1. 1984 2. Animal Farm Down and Out in Paris and London 3. Homage to Catalonia 4. Burmese Days 5. The Road to Wigan Pier 6. Keep the Aspidistra Flying 7. Coming Up for Air 8. Why I Write About the Author : Eric Arthur Blair (25 June 1903 – 21 January 1950), known by his pen name George Orwell, was an English novelist, essayist, journalist and critic. His work is characterised by lucid prose, social criticism, opposition to totalitarianism, and support of democratic socialism. ♥♥Animal Farm by George Orwell♥♥ Orwell produced literary criticism and poetry, fiction and polemical journalism. He is known for the allegorical novella *Animal Farm* (1945) and the dystopian novel *Nineteen Eighty-Four* (1949). His non-fiction works, including *The Road to Wigan Pier* (1937), documenting his experience of working-class life in the industrial north of England, and *Homage to Catalonia* (1938), an account of his experiences soldiering for the Republican faction of the Spanish Civil War (1936–1939), are as critically respected as his essays on politics and literature, language and culture. ♥♥Animal Farm by George Orwell♥♥ Blair was born in India, and raised and educated in England. After school he became an Imperial policeman in Burma, before returning to Suffolk, England, where he began his writing career as George Orwell—a name inspired by a favourite location, the River Orwell. He lived from occasional pieces of journalism, and also worked as a teacher or bookseller whilst living in London. From the late 1920s to the early 1930s, his success as a writer grew and his first books were published. He was wounded fighting in the Spanish Civil War, leading to his first period of ill health on return to England. During the Second World War he worked as a journalist and for the BBC. The publication of *Animal Farm* led to fame during his life-time. During the final years of his life he worked on 1984, and moved between Jura in Scotland and London. It was published in June 1949, less than a year before his death. ♥♥Animal Farm by George Orwell♥♥ About the book : *Animal Farm* is a satirical allegorical novella by George Orwell, first published in England on 17 August 1945. The book tells the story of a group of farm animals who rebel against their human farmer, hoping to create a society where the animals can be equal, free, and happy. Ultimately, the rebellion is betrayed, and the farm ends up in a state as bad as it was before, under the dictatorship of a pig named Napoleon. ♥♥Animal Farm by George Orwell♥♥ According to Orwell, the fable reflects events leading up to the Russian Revolution of 1917 and then on into the Stalinist era of the Soviet Union. Orwell, a democratic socialist, was a critic of Joseph Stalin and hostile to Moscow-directed Stalinism, an attitude that was critically shaped by his experiences during the May Days conflicts between the POUM and Stalinist forces during the Spanish Civil War. The Soviet Union had become a totalitarian autocracy built upon a cult of personality while engaging in the practice of mass incarcerations and secret summary trials and executions. In a letter to Yvonne Davet, Orwell described *Animal Farm* as a satirical tale against Stalin (un conte satirique contre Staline), and in his essay *Why I Write* (1946), wrote that *Animal Farm* was the first book in which he tried, with full consciousness of what he was doing, to fuse political purpose and artistic purpose into one whole. ♥♥Animal Farm by George Orwell♥♥ The original title was *Animal Farm: A Fairy Story*, but U.S. publishers dropped the subtitle when it was published in 1946, and only one of the translations during Orwell's lifetime kept it. Other titular variations include subtitles like *A Satire* and *A Contemporary Satire*. Orwell suggested the title *Union des républiques socialistes animales* for the French translation, which abbreviates to *URSA*, the Latin word for bear, a symbol of Russia. It also played on the French name of the Soviet Union, *Union des républiques socialistes soviétiques*. ♥♥Animal Farm by George Orwell♥♥

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