Record Nr. UNINA9910150352403321 Autore Lan Haixia Titolo Aristotle and Confucius on Rhetoric and Truth: the Form and the Way / / Haixia Lan Routledge, , 2016 Pubbl/distr/stampa 1-315-40042-1 **ISBN** 1-315-40040-5 Descrizione fisica 1 online resource (233 pages) Disciplina 181/.112 Soggetti Rhetoric, Ancient Persuasion (Rhetoric) - History - To 1500 Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Includes index. Nota di contenuto 1. Aristotle and rhetorical invention: a legacy of interdisciplinary inquiry 2. Interpreting the Analects: need to address rhetorical invention -- 3. Rhetorical probability: form, eikos, tianming, and rendao -- 4. Rhetorical reasoning: epieikeia, kairos, ren, and yi -- 5. Rhetorical education: topoi, stases, li, and yue. "The study argues that different cultures can coexist better today if we Sommario/riassunto focus not only on what separates them but also on what connects them. To do so, the author discusses how both Aristotle and Confucius see rhetoric as a mode of thinking that is indispensable to the human understanding of the truths of things or dao-the-way, or, how both see the human understanding of the truths of things or dao-the-way as necessarily communal, open-ended, and discursive. Based on this similarity, the author explores for more nuanced understanding of differences to help foster better cross-cultural communication. In making the argument, she critically examines two stereotyped views: that Aristotle's concept of essence or truth is too static to be relevant to the rhetorical focus on the realm of human affairs and that Confucius' concept of dao-the-way is too decentered to be compatible with the

inferential/discursive thinking. In addition, the author relies primarily on the interpretations of the Analects by two 20th-century Chinese Confucians to supplement the overreliance on Western scholars' renderings of it in recent comparative rhetorical scholarship. The study

shows that we need in-depth understandings of both the other and the self to understand the relation between the two."--