



# Deliberate Conflict: Argument, Political Theory, and Composition Classes

*Associate Professor Patricia Roberts-Miller PhD*

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In *Deliberate Conflict: Argument, Political Theory, and Composition Classes*, Patricia Roberts-Miller argues that much current discourse about argument pedagogy is hampered by fundamental unspoken disagreements over what democratic public discourse should look like. The book's pivotal question is: In what kind of public discourse do we want our students to engage? To answer this, the text provides a taxonomy, discussion, and evaluation of political theories underpinning democratic discourse, highlighting the relationship between various models of the public sphere and rhetorical theory.

Roberts-Miller seeks to diffuse student antagonism toward argumentation by increasing instructors' awareness of different models of democracy in argument pedagogy. She provides a range of theories, discussing the major features and rhetorical applicability of the liberal, the interest-based, the communitarian, and the deliberative models of the public domain.

*Deliberate Conflict* cogently advocates reintegrating instruction in argumentation into the composition curriculum. By linking effective argumentation in the public sphere with the ability to affect social change, Roberts-Miller pushes compositionists beyond a simplistic Aristotelian conception of how argumentation works and offers a means by which to prepare students for active participation in public discourse.

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