

ENGL 325: Cultural Rhetorics

Fall 20120
M 4:45-7:25
<https://bridgew.zoom.us/j/91561004242?pwd=U1NVbk9EZEhVamd2S1F1SW5hbWlQdz09>
Passcode: 023058

Dr. Joyce Rain Anderson
Tillinghast 320

September 10
<https://bridgew.zoom.us/j/2471977664>

Office Hours: Zoom
M 3:00-4:00
T 8:15-9:15
T: 11:00-12:00
And by appointment (Google Docs)

Rhetoric is not rhetoric until it is uttered, written or otherwise manifested or given presence—Carole Blair (18).

...we have to learn to rely on rhetorical understanding different from that singular, inevitable origin story. We have to try harder and overcome the behaviors that sustain colonial discourse in our contemporary practices.... We need, in fact, to move our practices toward “things” toward a wider understanding of how all made things are rhetorical, and how cultures make, and are made by the rhetoricity of things—Malea Powell (2-3)

<http://www.kb.dk/permalink/2006/poma/titlepage/en/text/>



Kennepeum (Welcome) to Cultural Rhetorics.

Rhetoric, as we will discuss, is described in broad terms as the creation and analysis of an act of communication or the transmission of emotion and thought to persuade others. Classical rhetoric is usually thought of as the art of persuasion, and most often is studied in terms of speech or writing. Jay Dolmage sees rhetoric as the strategic study of the circulation of power through communication. Ralph Cintron writes, “For Aristotle, *techne*, ‘art’ or ‘craft,’ was associated with a ‘reasoned habit of mind in making something.’” Similarly, Malea Powell argues that we must move from a narrow definition of rhetoric to include “things” and their makings. I understand “things” to mean anything from a speech to an essay to a beaded object to a memorial. In this class, our particular focus on cultural rhetorics means exploring the intersections of rhetorics, cultures. We do so based on the space from which we operate and the ways in which we negotiate and make meanings in this space and how this space has the power to shape our perceptions. We will read about and examine the relationships of rhetoric to race, ethnicity, cultures, gender, class, abilities and so on to understand rhetoric’s relationship to these constructions and how they intersect and relate to one another. We will explore categories of writing, texts, digital rhetorics, performance, popular culture, material rhetorics, visual rhetorics, race and ethnicity. Each of you will observe and find examples to help our understanding and lead a class. Our reading will cast a broad and deep net, and you will be expected to do some independent reading to share that with the class through posting your responses, offering in class discussions, and making connections to our common readings. Our class discussions will, I hope, be engaging and challenging as we read, write, talk, imagine and create. While you may not always “agree” with what the authors are offering, it is expected that you critically engage with the materials.

Some objectives include, but are not limited to, the following:

- ❖ Identifying and exploring your own relationship with language, culture and power.
- ❖ Broad general knowledge of the field of cultural rhetorics.
- ❖ Experience of negotiating and thinking through questions of the field.
- ❖ Develop an understanding of the manifestations of cultural rhetorics within a variety of communities.
- ❖ Develop an understanding of the role of rhetorics in maintaining and or disrupting social systems of power and control.
- ❖ Bring a variety of theories into conversations with each other.
- ❖ Situate your own scholarly projects and pedagogy.
- ❖ Gain professional training in conference presentations.

A few questions to consider:

- What do we mean by rhetoric(s)?
- How do we define things like writing, texts, digital, visuals, performance, makings and materials?
- What is it to represent? (what are the relationships between the representation and the something that it is of?)
- How do our cultural biases influence our interpretations?
- How does power shape our perceptions?
- How do “marginalized” groups deal with power?
- How do we use our privilege?
- How do we become more aware of inscribed images?
- How do we re-inscribe a variety of images or materials to better represent cultural perspectives?
- How does understanding of cultural rhetorics influence/enhance teaching and learning?
- How do we think about constellating these ideas?



Aunt Jemima —by Betye Saar

Required Texts and Materials:

- A set of readings which will be posted to www.joycerain.com (have available during class meetings to refer to). In addition to our weekly readings there are more resources for you to use on this site.

Class Assignments and Projects:

Critical responses: For each set of readings, you are expected to write a single-spaced one-page critical response. These one-pagers are assigned to express your active engagement with the readings: what you glean from the readings, how you make connections to your own experiences, other readings, your writing, work of the class and so on. You may consider how the readings contribute to your understanding of cultural rhetorics, what relationships they might have to your teaching, learning, identity, and other aspects of your experiences, and/or connections among the class readings and your own readings. You might also create a list of questions that these readings raise which can be brought to our class discussions. Ideally, you will find intersections of the readings, but you may write more about one than others. You will post these to Google Docs and read each others' posts. You will also keep these to include in your final portfolio.



A Found Example of Cultural Rhetorics

Each class, two of you will lead with a found example of cultural rhetorics (I will provide an example on the first day). Look around you, surf the net, scan and read, observe, listen to find something you might un/re-cover as an artifact of cultural rhetorics.

Consider how we've been defining cultural rhetorics and explain your artifact. How and why do you see this as an example of cultural rhetorics? Where are the intersections of culture, rhetoric and power? Why should this example matter to us?

Language and Culture Autobiography

Many of us identify with our cultural and linguistic history(ies), and exploring these are important to our engagement with many of the readings and theories for this course. When we consider our cultural and linguistic identities, we learn about the space(s) from which we operate, how and why we develop and maintain certain values, beliefs, attitudes and biases. This assignment asks you to create a personal narrative of your relationship to your culture(s) and language(s), both present and historic. You might consider looking at some of the readings like Bobbi Harro's "The Cycle of Socialization," or those which address language and culture and refer to them although the attention here is on your own. You should also consider how your exploration explains the views or stances you take. The writing should be a focused narrative, but may take a variety of forms (encouraged): multigenre essay, memoir, personal experience essay, blog, a series of snapshot writing, or other forms including material and visual rhetorics. The presentation is your choice. (For some ideas you might look at the following website: <http://writing.colostate.edu/gallery/multigenre/toc.htm> or see the Romano document on the website.)

You will have an opportunity to brainstorm some ideas for the project. You will work with your writing group on this project, and you will take this project through some workshops and get feedback from me. The final draft will be due in your portfolio.

Final Researched Project

The final project for this class should ideally be something useful to you in your career and support your scholarly goals. To that end, you will have options:

1. A twenty-minute conference presentation that explores some aspect of cultural rhetorics as you have come to understand them and draw upon scholarly research. Because you are preparing conference presentation, this option requires that you include the following:
 - A conference proposal (ideally for a future conference) of 200-250 words describing the purpose of the project
 - A 150-200 word abstract which is on the first page of your paper
 - A written conference paper (10-12 pages) which will be read along with visuals or tactiles (see next)
 - Visuals: PPT, overheads, handouts, digital, visual or material rhetorics which will be presented with your paper
2. Create a multi-genre case study using primary and secondary sources on cultural rhetorics which takes into account the following:
 - A proposal of 200-250 words describing the purpose of the project
 - A project which includes multi-forms (this may take shape as a performance. If you choose this form, let's talk)
 - A literature/scholarship review
 - A one-page reflection on the research and process of the project.

Evaluating Your Work: I value your labor in taking a class. If you complete all the work on time fulfilling all the requirements with satisfactory effort, you will earn a C for the class. Earning a B means you complete the work on time fulfilling all the requirements with above average effort. Earning an A means you complete the work on time fulfilling all the requirements demonstrating clear and critical thinking and going above the ordinary. Below is a percentage scale for the components of the course.

15% Class Participation: At the upper level of college, you should be actively engaged in the class. This means reading all the materials, responding in a critical manner, taking part in discussions and workshops and being prepared. I value your insights regarding class materials and the nature of our discussions. This kind of participation allows us as scholars to engage in thoughtful discussions and, ultimately, new levels of learning.

15% Homework: Homework is a priority and includes anything you are asked to do **before** the next class meeting. Unless you have a strong reason, no late homework will be accepted. Not coming to workshops with a draft of your paper will result in a zero. If the responses are less than a page or do not show evidence of thoughtful response, they will receive a check-minus.

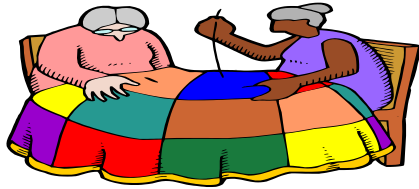
15% Found Rhetoric Presentation: The presentation as described above should be thoughtful and be centered in the intersections of rhetoric, culture and power.

45% Final Portfolio (includes two major projects): Your final portfolio consists of all your work in the class along with a reflective cover piece. A description of your Found Rhetoric and the two major projects, your Culture and Language Autobiography and Final Research Project, and all your other work such as the one-page responses, inksheddings, and in-class writing contribute to your work of the course. The reflective cover piece, which should be placed at the front of your portfolio, will include your assessment of that work by pointing to specific pieces in the portfolio, and you should also discuss what you are taking from this course. You will then organize the other pieces as you see fit and create a table of contents.



Attendance, Plagiarism and Other Suggestions

- In Native communities, we talk about the four Rs: Reverence, Reciprocity, Respect, and Responsibility. I make every attempt to conduct my personal and professional life under these four Rs. I hold great admiration for each of you and for the work we will do together. We are in a space of sharing gifts of learning with one another. We are building relationships with each other and with the texts and other course materials. As with any endeavor, there are responsibilities that we take on and expectations that need to be fulfilled. It goes without saying that respectful behavior is expected from all of us. Respecting one another includes coming to class on time and prepared as well as being present and engaging in deep listening as well as contributing. While we may disagree, and I hope we will, there are ways to challenge and ask difficult questions in ways that do not devalue anyone in the room.
- At this point in your academic career, I shouldn't have to have an attendance policy, but it is sometimes necessary to put things in writing. You must be present in class; in these circumstances, it is more important to connect through video and audio since we are not physically together. While unplanned events happen, try to join every class. After two missed classes (equally two weeks), your grade will be affected; miss four classes and do not expect to pass the course. If you are habitually late or you are not taking the class seriously, your grade will be affected. Likewise, please do not make appointments for advising or other appointments during our class time.
- Plagiarism—we all know that this is intellectual theft. Bottom line, don't do it. To be honest, it is very easy to find out if someone has stolen ideas. Plagiarism a serious offense that could not only jeopardize your grade, but has other severe consequences. This is a link to BSU's Academic Integrity Policy: <http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>
- The university has services for students Lots of information is available on the BSU website including about Covid 19: <https://www.bridgew.edu/>.
- Please let me know if you have a preferred name or preferred pronouns. I will expect the class to respect your preferences.
- Feel challenged—one of the great things about this work is that we are still breaking some new ground. While the reading load is very heavy, there is still so much more. If you find something that looks interesting, bring it in or discuss it in your responses. Enjoy the learning, work hard at it, and open yourself to thinking in challenging ways.
- Talk to me—I make myself available in multiple ways. Let me know if there are any issues before they grow.
- Have a sense of humor.
- Take risks



Tentative Schedule

Notes: 1. All reading selections are available on www.joycerain.com with the readings set up for each week's work. You will notice that some first pages may look the same as I copied the front matter for documentation. Prior to printing, go to the second page to be sure you have the assigned text.

2. This schedule is a draft and subject to revisions with sufficient notification to the class.

To prepare for class on Thursday, September 10: Read Meaning, Rhetoric and Story AND Interfacing Cultural Rhetorics
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Week 1 September 10 Thursday as a Monday <https://bridgew.zoom.us/j/2471977664>

Introductions; Go over syllabus.

What is rhetoric? What is power? What are cultural rhetorics? How do you understand based on Lisa King's piece?

Discuss: Read Meaning, Rhetoric and Story AND Interfacing Cultural Rhetorics

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story Chimanda Adiche, "The Danger of a Single Story

Pick dates for Found Rhetorics presentation

Create Writing Groups and brainstorm first project

For next class: Please read and respond (one-pager) to the following:

O'Hearn, Claudine Chiawei, Ed. *Half and Half: [Writers on Growing Up Biracial+Bicultural]*. (excerpt)

Erdrich. "Writers on Writing: Two Languages in Mind, but Just One Heart." Where are you local:

https://www.ted.com/speakers/taiye_selasi

Write your one-page response and post to Google Doc

Jot down notes for your Language and Culture Autobiography

Week 2 September 14 <https://bridgew.zoom.us/j/91561004242?pwd=U1NVbk9EZEhVamd2S1F1SW5hbWlQdz09>
Passcode: 023058 This will be link for rest of semester

Discussion

Cultural Competencies/Cultural Humility:

https://www.csa.virginia.gov/content/doc/Developing_Cultural_Humility_2017.pdf

Villanueva, Victor. "On Rhetoric and the Precedents of Racism."

Write your one-page response and post to Google Doc

Work on your Language and Culture Autobiography

Week 3 September 21 Found Rhetorics Presentations start this week

Discussion

Example of cultural rhetorics lead by _____

Breakout groups for early draft of Language and Cultural Autobiography

For next class please read and respond to these:

Powell, Malea et. al. "Our Story Begins Here: Constellating Cultural Rhetorics

Gagnon, John T., "How Cultural Rhetorics Can Change the Conversation

Write your one-page response and post to Google Doc.

Draft your Language and Culture Autobiography to share with someone

<p>Week 4 September 28</p> <p>Discussion</p> <p>Example of cultural rhetorics lead by _____</p> <p>For next class please read and respond to these:</p> <p>Mays, Kyle. Decolonial Hiphop</p> <p>Rios, Gabriela Raquel Cultivating Land-Based Literacies and Rhetorics <i>LiCS</i> 3.1 / March 2015</p> <p>Write your one-page response and post to Google Doc</p> <p>Revise your Language and Culture Autobiography to share with someone</p>
<p>Week 5 October 5 This week BSU offers programs on Indigenous Peoples Day</p> <p>Watch In Focus</p> <p>Discussion</p> <p>Example of cultural rhetorics lead by _____</p> <p>_____</p> <p>Paperswap for Language and Culture Autobiography</p> <p>For next class(October 19) please read and respond to these:</p> <p>Seltzer, Jack and Sharon Crowley. <i>Rhetorical Bodies</i>. "Habeus Corpus: An Introduction."</p> <p>Crowley, Sharon. "The Material of Rhetoric" <i>Rhetorical Bodies</i>.</p> <p>Levy, Daisy. "This Book Called My Body"</p> <p>Eady, Cornelius. Selected poems from <i>Brutal Imagination</i>.</p> <p>Supplemental Handouts for <i>Brutal Imagination</i></p> <p>Write your one-page response; post to Google Docs</p>
<p>Week 6 October 12 Indigenous Peoples Day No Class</p>
<p>Week 7 October 19</p> <p>Discussion</p> <p>Example of cultural rhetorics lead by _____</p> <p>Writing groups for brainstorming final project</p> <p>For next class please read and respond to these:</p> <p>Blair, Carole. "Contemporary U.S. Memorial Sites as Exemplar's of Rhetoric's Materiality"</p> <p>O'Brien, Jean and Lisa Blee excerpt from <i>Monumental Mobility</i></p> <p>Write your one-page response; post to Google Docs.</p> <p>Jot down notes for final projects</p>
<p>Week 8 October 26</p> <p>Discussion</p> <p>Example of cultural rhetorics lead by _____</p> <p>Writing groups for final projects</p> <p>For next class please read and respond to these:</p> <p>Rohan, Liz "I Remember Mamma"</p> <p>Walker, Alice "Everyday Use" (Optional)</p> <p>Roberts, Kathleen Glenister. "Visual Argument in Intercultural Contexts: Perspectives on Folk/Traditional Art"</p> <p>Write your one-page response; post to Google Docs.</p> <p>Come up with research questions to guide you for your final project final projects</p>
<p>Week 9 November 2</p> <p>Discussion</p> <p>Example of cultural rhetorics lead by _____</p> <p>Share progress on final projects</p> <p>Homework for next time please read and respond to this:</p> <p>King, Thomas. Excerpt from <i>The Truth about Stories</i></p> <p>Standing Rock Syllabus (browse and choose a section to discuss)</p> <p>Abolition Journal</p> <p>https://abolitionjournal.org/studyguide/?fbclid=IwAR0vWlYxYPw0tGVpj3mYCGq7LTS2CXPuNdglASJ0NbwHH1vmFQrOtL3tPt4</p> <p>Write your one-page response; post to Google Docs.</p> <p>Work on final projects</p>
<p>Week 10 November 9</p> <p>Discussion</p> <p>Example of cultural rhetorics lead by _____</p>

<p>Discussion of portfolios Homework for next time please read and respond to this: Excerpts from <i>Braiding Sweetgrass</i> Write your one-page response; post to Google Docs.</p>
<p>Week 11 November 16</p> <p>Discussion Example of cultural rhetorics lead by _____ Paperswap Workshop for Final Projects Discussion of portfolios Homework for next time please read and respond to this: Find 2 articles/writings of your choice that you see as fitting for Cultural Rhetorics Write your one-page response; post to Google Docs Revise final projects and prepare presentation</p>
<p>Week 12 November 23</p> <p>Discussion Example of cultural rhetorics lead by _____ Discussion of portfolios and presentations Write your one-page response; post to Google Docs. Revise final projects Prepare Presentations</p>
<p>Week 13 November 30</p> <p>Presentations (half) and discussion of reflection</p>
<p>Week 14 December 7 Also the date of the Mid-year Symposium</p> <p>Presentations (half)</p>
<p>Week 15 December 17 (if needed for additional presentations)</p> <p>Final Portfolios and Reflections Due by 5:00 pm</p>

Bibliography of Readings and Suggested Readings

- Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza. Third Edition*. San Francisco: Aunt Lute, 2007.
- Baca, Damián. *Metiza@ Scripts, Digital Migrations, and the Territories of Writing*. New York: Palgrave McMiliian, 2008.
- Bratich, Jack Z. and Heidi M. Brush. "Fabricating Activism: Craft-Work, Popular Culture, Gender" *Utopian Studies* 22.2. UPennsylvania Press, 2011.
- Clifford, James. *The Predicament of Culture: Twentieth-Century Ethnography, Literature and Art*. Cambridge: Harvard University Press, 1988.
- Cooke, Miriam "Islamic Feminist Rhetorical Strategies" *Nepantla: Views from the South* 1:1. Duke University Press, 2000.
- Driskill, Qwo-Li. "Shaking Our Shells: Cherokee Two-Spirits Rebalancing the World." *Beyond Masculinity: Essays by Queer Men on Gender and Politics*. Hoppe, Trevor. Ed. Ann Arbor, 2008.
- Driskill, Qwo-Li. *Walking with Ghosts*. Salt Publishing.
- DuBois, Page. *Out of Athens*
- Eady, Cornelius. *Brutal Imagination*
- Haas, Angela M. "Wampum as Hypertext: An American Indian Intellectual Tradition of Multimedia Theory and Practice." *Studies in American Indian Literatures*. 19.4 (2007): 77-100.
- Harjo, Joy. *A Map to the Next World*.
- Harjo Joy. *How We Became Human*.
- Jasinski, James. *Sourcebook on Rhetoric: Key Terms in Contemporary Rhetorical Studies*. London: Sage Publications, 2001.
- Lepore, Jill. *Encounters in the New World: A History in Documents*. New York: Oxford University Press, 2000.
- Lipson, Carol S. and Roberta A. Binkley, eds. *Rhetoric Before and Beyond the Greeks*. Albany: State University of New York, 2004.
- Lyons, Scott Richard. "Rhetorical Sovereignty: What DO American Indians Want from Writing." *College Composition and Communication* 51.3. February 2000, 447-467.
- Masi de Casanova, Erynn "Women's Magazines in Ecuador: Re-reading 'la Chica Cosmo.'" *Studies in Latin American Popular Culture*, 20__.
- Mao, LuMing. "Studying the Chinese Rhetorical Tradition in the Present." *College English*. 69. 3 (2007): 216-237.
- O'Brien, Tim. *The Things They Carried*.
- Poma, Guaman. *Nueva coronica y buen gobierno*. The Guaman Poma Website. Det Kongelige Bibliotek. 5 May 2009.
<http://www.kb.dk/permalink/2006/poma/info/en/frontpage.htm>.
- Powell, Malea. "Listening to Ghosts." In *Alt/Dis: Alternative Discourses and the Academy*. Edited by Christian Schroeder, Helen Fox and Patricia Bizzell. Portsmouth< NH: Heinneeman, 2002.
- Powell, Malea. "Blood and Scholarship: One Mixed-Blood's Story." In *Race, Rhetoric and Composition*. Edited by Keith Gilyard. Portsmouth, NH: Heinneeman, 1999.
- Powell, Malea. "Rhetorical Powwows." Presentation Purdue University, 2010.
- Prelli, Robert, Ed. *The Rhetorics of Display*. Columbia, SC: University of South Carolina Press, 2006.
- Rallin, Aneil. "(Im)migrant Crossings." In *Crossing Borderlands: Composition and Post Colonial Studies*. Andrea Lunsford and Lahoucine Ouzgane, Eds. Pittsburgh: University of Pittsburgh Press, 2004.
- Rìos, Gabriela Raquel Cultivating Land-Based Literacies and Rhetorics *LiCS* 3.1 / March 2015

- Roberts, Kathleen Glenister. "Visual Argument in Intercultural Contexts: Perspectives on Folk/Traditional Art." In *Argumentation and Advocacy* 43. Winter and Spring 2007, 152-163.
- Rohan, Liz. "I remember Mamma: Material Rhetoric, Mneumonic Activity, and One Woman's Turn-of-the-Twentieth-Century Quilt" *Rhetoric Review* 23.4. 2004, 368-87.
- Royster, Jacqueline Jones. "Academic Discourses or Small Boats on a Big Sea." Edited by Christian Schroeder, Helen Fox and Patricia Bizzell. Portsmouth, NH: Heinnean, 2002.
- Seltzer, Jack and Sharon Crowley, Eds. *Rhetorical Bodies*. Madison, WI: The University of Wisconsin Press, 1999.
- Schreffler, Michael J. "Vespucci Rediscovered America: The Pictorial Rhetoric of Cannibalism in Early Modern Culture." *Art History* 28.3. June 2005:295-310.
- Schroeder, Christian, Helen Fox and Patricia Bizzell, Eds. *Alt/Dis: Alternative Discourses and the Academy*. Portsmouth, NH: Heinnean, 2002.
- Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books Ltd., 1999.
- Stromberg, Ernest, Ed. *American Indians' Rhetorics of Survivance: Word Medicine, Word Magic*. Pittsburgh: University of Pittsburgh Press, 2006.
- Villanueva, Victor. "On the Rhetorics and Precedents of Racism." *College Composition and Communication*. 50.4. June, 1999: 645-661.
- Walker, Alice. "Everyday Use"
- Wang, Bo. "A Survey of Research in Asian Rhetoric." *Rhetoric Review* 23.2. 2004:171-81.
- Wright, Elizabeth A. "Rhetorical Space in Memorial Places: The Cemetery as a Rhetorical Memory Place/Space." *Rhetoric Society Quarterly* 35:4, Fall 2005.

