

ENG 8007 CULTURAL RHETORICS

331 State Hall
Wednesdays
6:00 - 8:45PM

Critical Theory
Cultural Anthropology & Historiography
Cultural History
Cultural Studies
Postcolonial Studies
Ethnic/Race Studies
Indigenous Studies
Material Culture
Gender Queer Studies
Disability Studies
Technical & Professional Communication

What I'm arguing here is that we have to learn to rely on rhetorical understandings different from that singular, inevitable origin story. We have to try harder to overcome the behaviors that sustain colonial discourse in our contemporary practices, which means we need to theorize, and that theory can't always be directly tied to classroom practices that are, again, an outgrowth of a paracolonial ideological state apparatus.

MALEA POWELL | Octalog, The Politics of Historiography in 2010

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(or by appointment)

overview & learning outcomes

ENG 8007 is an advanced graduate-level seminar for doctoral students who are nearing the end of their course work. The seminar provides an in-depth treatment of a single issue within the field of rhetoric and composition. Focusing on a single issue introduces students to the work of being a scholar within a field of academic inquiry.

Students successfully completing ENG 8007 will be able to:

1. Locate and contextualize an issue within broader research in the fields of rhetoric and composition
2. Conduct thorough background research on the history and theory of an issue in the fields of rhetoric and composition
3. Participate as a scholar in the fields of rhetoric and composition through debate about a specific issue within those fields.

assignments&requirements

Weekly Discussion Question..... 20%

I demoed this in a seminar last Fall and it worked quite nicely. Normally, I would have you write weekly response papers that would allow you gather your thoughts about the readings. Rather than have you write reading responses, you will be responsible for writing and submitting a discussion question for class conversation each week. Since these questions take the place of what would be a response paper, I want you to take considerable time thinking about the question your choose to present to the class. Your discussion question should be submitted to the class discussion board on Blackboard by Monday at 12PM. Credit will be divided in two parts. You will receive credit for submitting your question and credit for raising your question for discussion in class.

Discussion Paper..... 20%

Once during the semester, you will produce and share a 3-5 page discussion writing. This piece should engage that night's reading by articulating a rhetorical reading/analysis of the texts and/or positioning them in relation to other course texts. Think about this as an extension of a weekly discussion question. The central purpose of a discussion writing is to generate topics and questions to kick-off that night's discussion; this does not mean that the writer is "in charge" for that class period or that the writer will be required to take a position and defend it. You may incorporate questions, which your colleagues have submitted for discussion. In fact, I highly encourage you to do so, but you are under no obligation to do this. You discussion paper will be due by on Wednesday by 3PM.

Dissertation Readaround Report (Due on April 20th)..... 15%

We are going to spend the semester reading about cultural rhetorics methodologies. Part of thinking about the many ways that cultural rhetorics is defined and practiced within rhetoric and writing studies means reading as much as possible. Therefore, you will read one dissertation in cultural rhetorics and report back to the class on its substance, value, and how it interfaces with cultural rhetorics. The dissertation may be one in which the author identifies their work as cultural rhetorics or a dissertation that you believe makes use of cultural rhetorics methodologies. I will provide a list of dissertations, but this list is neither representative nor comprehensive of the list of work that exists on cultural rhetorics. To receive credit for this assignment, you will give a 5-7 minute report on the dissertation and produce a one-page handout. Your handout will not be judge on artist merit, but I do want to encourage you to think about how you engage with the page's design.

Seminar Project (Due on April 27th)..... 45%

Because of the varying interests of folks in the class, I am not mandating a specific form for the seminar project. Instead I want you to meet with me early and often to discuss your interests and ideas for a seminar project. All seminar projects will comprise of the following:

1. **A partially-annotated project bibliography** (Follow MLA or APA Guidelines).
2. **At least one formal consultation** with me about your project's form, focus and scope. This consultation should occur no later than February 29th.
3. **A 300-500 word conference style proposal** due to me no later than March 2nd. This is also the final day to submit proposals from the 2016 Biennial Cultural Rhetorics Conference in East Lansing, MI.
4. **A polished version of your project**, which can be a formal paper, podcast, digital poster, film, etc. Your final project is due during the final exam period. You will also present your final project during this period.

****All grades will be calculated on a 100-point scale. No late work will be accepted.****

coursepolicies

The Writing Center

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. Undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is *not* an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to editing for grammar and mechanics. To make an appointment, consult the Writing Center website: <http://www.clas.wayne.edu/writing/> . To submit material for online tutoring, consult the Online Writing Center at <http://clasweb.clas.wayne.edu/writing/OnlineWritingCenter>.

Accessibility (Adapted from Shelley Lynn Tremain)

Your success in this course is important to me. I recognize that there are *multiple* ways to learn and that this multiplicity should be acknowledged in the structure of university courses and the evaluation of their participants. Thus, I encourage students registered in the course to discuss their learning styles and comprehension requirements with me during my office hours or at another arranged time, if necessary. Every student is entitled to a meaningful and stimulating learning experience. Disabled students are also strongly encouraged to avail themselves of the services provided by the campus Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577- 1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, please make an appointment to meet with me to discuss your special needs.

Policy on Incompletes

No incompletes will be provided.

Plagiarism

In cases of suspected plagiarism the student will be asked to meet with the instructor. Pending the outcome of this meeting the student may receive a failing grade for the assignment, may receive a failing grade for the course, and may be reported to the English Department. The English Department adheres to the College of Liberal Arts and Sciences policy on plagiarism. All cases of plagiarism are discussed with the Assistant to the Associate Chair in the English Department office.

Grade Appeals

The College of Liberal Arts and Sciences stipulates that course grade appeals must be initiated within 30 days from the time the grade is posted. The English Grade Appeal Form can be obtained at the English Main Office on the 9th Floor of 5057 Woodward or by emailing Royanne Smith at ad2073@wayne.edu. More information on this process, including the limited grounds for appeal, can be found at http://www.clas.wayne.edu/clas_files/Grade_Appeal_process.pdf.

weeklyagenda

Week 1: Initial Trajectory (January 13th)

Steven Mailloux, *Reception Histories: Rhetoric, Pragmatism, and American Cultural Politics*

Suggested Readings:

Various Authors, Octalogs I-III

Jacqueline Jones Royster, "When the first Voice You Hear is Not Your Own" | "Disciplinary Landscaping, or Contemporary Challenges in the History of Rhetoric"

Victor Villanueva, "On Racism and Its Rhetorical Precedents"

Week 2: Writing History (January 20th) ★

Michel de Certeau, *The Writing of History* | *The Practice of the Everyday*

Michel Foucault, *The Archeology of Knowledge*

Hayden White, *The Content of Form*

Suggested Readings:

Georg G. Iggers, *Historiography in the Twentieth Century*

Anna Green & Kathleen Troup, *The Houses of History*

Week 3: Cultural History (January 27th) ★

Peter Burke, *What is Cultural History*

John Neubauer, *Cultural History After Foucault*

Week 4: Cultural Anthropology, Pt. 1 (February 3rd)

Clifford Geertz, *The Interpretation of Cultures* (Selections)

James Clifford, *The Predicament of Culture: Twentieth-Century Ethnography, Literature, and Art* (Selections)

Week 5: Cultural Anthropology, Pt. 2 (February 10th)

Renato Rosaldo, *Culture and Truth: The Remaking of Social Analysis*

Week 6: Post/Para/Colonial Perspectives (February 17th)

David Spurr, *The Rhetoric of Empire: Colonial Discourse in Journalism, Travel Writing and Imperial Administration*

Suggested Readings:

Aimé Césaire, *Discourse on Colonialism*

Homi Bhabha, *The Location of Culture*

Mary Louise Pratt, *Imperial Eyes: Travel Writing and Transculturation*

Anne McClintock, *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*

Lisa Lowe, *Immigrant Acts: On Asian American Cultural Politics*

Week 7: Decolonial Perspectives, Pt. 1 (February 24th)

Linda Tuhiwai Smith, *Decolonizing Methodologies*

Suggested Readings:

Ngugi Wa Thiong'o, *Decolonizing the Mind: The Politics of Language in African Literature*

Angela Haas, "A Case Study of Decolonial Technical Communication Theory, Methodology, and Pedagogy"

★ Denotes that readings will be available on Blackboard as PDFs.

Week 8: Decolonial Perspectives, Pt. 2 (March 2nd)

Chela Sandoval, *Methodology of the Oppressed*

Suggested Readings:

Emma Perez, *The Decolonial Imaginary*

Reiland Rabaka, *Forms of Fanonism: Frantz Fanon's Critical Theory and the Dialectics of Decolonization*

Week 9: Critical Race/Ethnic Studies (March 9th) ★

Henry Louis Gates, Jr., *Race, Writing, and Difference*

Gabriela Raquel Rîos, "Cultivating Land-Based Literacies and Rhetorics"

Barbra Christian, "The Race for Theory"

Malea Powell, "Rhetorics of Survivance: How American Indians Use Writing"

Terese Guinsatao Monberg, "Listening for Legacies: Or, How I Began to Hear Dorothy Laigo Cordova, the Pinay Behind the Podium Know as FANHS"

No class meeting—Spring Break March 14-18, 2015

Week 10: Material Culture (March 23rd) ★

Lisa King, "Sovereignty Out From Under Glass: Native Hawaiian Rhetorics at the Bishop Museum."

Katie Manthey, "Wearing Multimodal Composition: The Case for Examining Dress Practices in the Writing Classroom"

Wendy Dasler Johnson, "Cultural Rhetorics of Women's Corsets"

Laurie Gries, *Still Life with Rhetoric: A New Materialist Approach for Visual Rhetorics* (Selection)

Week 11: Human & Cultural Geography (March 30th)

Arturo Escobar, *Territories of Difference: Place, Movements, Life, Redes*

Suggested Readings:

Arturo Escobar, "Culture Sits in Place"

Walter D. Mignolo, *The Darker Side of the Renaissance | Local Histories/Global Designs*

Jon Murdoch, *Post-structuralist Geography: A Guide to Relational Space*

Sarah Whatmore, *Hybrid Geographies: Natures Cultures Spaces*

No class meeting—ATTW/CCCC in Houston, April 6-9, 2015

Week 12: Actor-Network Theories (April 13th) ★

Bruno Latour, *Reassembling the Social*

Michel Callon & John Law, "Agency & the Hybrid Collectif"

Annemarie Mol, *The Body Multiple: Ontology in Medical Practice*

Donnie Johnson Sackey, *Constructing Invasion: Rhetoric & Environmental History* (Selection)

Week 13: Read-around Reports (April 20th)

You pick the readings*

You will report to the class on an identified cultural rhetorics dissertation or a dissertation that you believe makes use of cultural rhetorics methodologies. I will provide a list of dissertations, but this list is neither representative nor comprehensive of the list of work that exists on cultural rhetorics.

Week 14: Final Project Presentations (April 27th)