

## AL 891.002 Cultural Rhetorics: Embodied Rhetorics

Fall 2014 Th 3:00-5:50  
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### Required Texts

Ahmed, Sarah. [\*Queer Phenomenology: Orientations, Objects, Others.\*](#)

Anzaldúa, Gloria. [\*Borderlands/La Frontera: The New Mestiza.\*](#)

Barry, Lynda. [\*What It Is.\*](#)

Bobel and Kwan (Eds.) [\*Embodied Resistance: Challenging the Norms, Breaking the Rules.\*](#)

Driskoll and Justice (Eds.) [\*Sovereign Erotics.\*](#)

Dunn, Katherine. [\*Geek Love.\*](#)

Harjo, Joy. [\*Crazy Brave.\*](#)

Nakamura, Lisa. [\*Cybertypes: Race, Ethnicity, and Identity on the Internet.\*](#)

Weber, Lynn. [\*Understanding Race, Class, Gender, and Sexuality: A Conceptual Framework.\*](#)

Other readings will be posted on Angel as pdf files.

### Course Description

This Studies in Rhetoric course will examine the idea of embodiment, how notions of embodiment play out in terms of race, class, gender, sexuality, (dis)ability, age, size, and other factors. Then how these various ways of viewing, interacting with/through, and thinking about bodies affects/creates rhetorical structures and genres. In particular we will be considering intersectionality, ways of controlling/policing bodies as well as ways of resisting and subverting such control, bodies in particular circumstances/places/spaces such as classrooms, research, medical establishments, dress, and performance. We will also be seeking an awareness of our embodied identities and thus what we bring to the places and spaces we inhabit, including our own relationships (with a wide array of people and institutions) and research. At times, readings, discussions, and activities required in the course will probably make you uncomfortable; they are supposed to; however, if something is too much for you, please come talk to me right away.

### Academic Honesty

The university has firm policies regarding academic honesty and you will be held to these policies. You may not present another person's work or ideas as your own—including pictures and other images, you may not allow another person to write an assignment for you, and you must properly acknowledge source materials. Be sure to save all notes and drafts that lead up to a finished piece, so you can avoid problems and correct errors if they exist. If in doubt about how to document source materials or about the originality of your work, please feel free to discuss it with me.

**Please Note:** Students with disabilities that may require assistance or who have questions related to any accommodation for testing, note takers, readers, etc., must inform the instructor and provide certification from the Resource Center for Persons with Disabilities (RCPD), 120 Bessey Hall, 517/353-9642 or TTY 517/355-1293.

***This syllabus serves as a contract between you, the student, and me, the professor, and should serve as your guideline for the semester. By staying in this class, you are agreeing to follow all the guidelines given above and to be responsible for your own actions.***

## ASSIGNMENTS

You must submit all assignments to receive credit for the course.

**Weekly Reading Responses (20%)**—These 12 (-13) responses will serve several purposes: (1) to record your reactions/responses/questions about the assigned readings, (2) to list the issues from the readings that we should discuss in class, (3) to begin dialogue about the readings and then continue discussions from class, (4) to relate readings to your individual projects, (5) to experiment with different forms and methods of responding. I am asking you to make a variety of different types of responses, so you will have a variety of different bodily experiences responding to the readings/viewings of the class:

- Two written responses
- Two video or audio response
- One visual of some type
- One making/production product
- One other mode/medium/style....—surprise us : )
- 5 Free choice (repeats of any of the above)
- You also have the option to pass one week; use it wisely

Due weekly by midnight on Wednesday night.

**Class Participation (15%)**—This is a seminar class, so you will be expected to be present, prepared, and engaged each day. Class discussion will focus on the readings and the issues you bring to class each week, as well as your ongoing projects. We will also have a number of presentations/facilitations throughout the semester; when you miss someone's presentation/ facilitation, you miss important information and interaction that cannot be duplicated so you will lose a point every time you miss a presentation. This will include being a weekly discussion leader (see explanation below). If you are not in class, you cannot participate; therefore, tardies and more than three absences will reduce your final grade. If you must be absent, please let me know beforehand and check with your classmates to get missed notes.

✓ **Weekly Discussion Leaders**—Each person will be asked to facilitate the class's discussion of one or more related articles or chapters each week. You will sign up for these in advance. How you approach this task is up to you, but remember to have the class involved and to let them know ahead of time if they need to do anything or bring anything to be prepared for class on your day. You will typically have 20-30 minutes for your portion of the class.

**Literature Circles (15%)**—In small groups (of 3, no exceptions), you will read a text related to or illustrative of embodiment. This is a chance for you to pursue a topic of interest to you, a topic that we may not be able to cover in class otherwise. It's also a chance for you to introduce this topic to the rest of the class. In a formal oral presentation/facilitation—with a handout—you will summarize the text for the rest of the class and explain what it has to offer to the idea of embodied rhetorics. What can we learn from this text, as theorists, researchers, educators, activists, etc? You will assign (and provide through D2L) an excerpt from this text, an explication of this text, or a published response to this text for the class to read in order to aid class discussion the night of your presentation. Please sign up for your book and group by September 11. Presentation date \_\_\_\_\_.

Literature Circle Text Suggestions

Alcoff, Linda Martin. [Visible Identities: Race, Gender, and the Self.](#)

Allison, Dorothy. [Skin: Talking About Sex, Class, and Literature](#)

Dolmage, Jay. [Disability Rhetoric](#)

McRuer, Robert. [Crip Theory: Cultural Signs of Queerness and Disability.](#)

Mol, Annemarie. [The Body Multiple: Ontology in Medical Practice.](#)

Moraga, Cherrie. [A Xicana Codex of Changing Consciousness: Writings, 2000-2010](#)

Morgensen, Scott. [Spaces Between Us: Queer Settler Colonialism and Indigenous Decolonization](#)

Salamon, Gayle. [Assuming a Body: Transgender and the Rhetorics of Materiality.](#)

Sandoval, Chela. [Methodology of the Oppressed](#)

Other?

**Organic Mini-Projects (15%).** These will grow out of readings, discussions, experiences, community/university offerings, etc. They will usually be small projects of some kind designed to help you observe yourself, your body in action or stasis, the bodies of those around you or in a particular space/place. They will also include self-reflective assignments and debriefings after various activities and/or experiences.

**Self-designed Final Project (35%)** --Projects should be multimodal in some way and should reflect ideas of embodiment in some way. They can be connected to conferences and publications. Absolutely no annotated bibs. Project ideas should be discussed with me early in the semester; written proposals are due by October 16<sup>th</sup> and a progress report is due November 13th. Final projects are due at the end of the term and will be shared with the class in lieu of a final exam.