

SYLLABUS

ENG 712: Theories in Public Rhetoric & Community Engagement

Theme: “Cultural Rhetorics”

Spring 2020

Maria Novotny

COURSE DESCRIPTION & GOALS

This course is a basic introduction to the theories and methodologies useful to practicing cultural rhetorics. Meaning, students enrolled in this course will gain general knowledge about the theories and methodologies that inform the study of cultural rhetorics. By the end of the semester, students will gain experience examining and practicing what it looks like to *do* cultural rhetorics scholarship. Two goals exist for this class. One, for students to be able to identify the practices and theories defining the field of cultural rhetorics. Two, to provide theoretical foundation for students to build a cultural rhetorics methodology in relationship to their individual scholarly areas of study. As such, this course asks students to think through both the *how* and the *what* of the field so as to practice a relational building/making that is central to creating a sustaining field.

THE COURSE AS AN EXPERIENCE

This course requires a lot of reading, both theoretical and praxis-based texts. It also requires openness to practicing new methods of knowledge-making such as storytelling and making. Cultural rhetorics, while it critiques systems, it *also* builds responses to those critiqued systems. This course invites students to imagine and participate in creating ethical responses to the very systems critiqued.

Weekly Reading Responses

To practice reading theory and praxis-based texts, students will be asked to compose weekly reading responses (1-2 pages). These response serve several purposes: (1) to record the reactions/responses/questions about the assigned readings; (2) to practice assigned methods or the use of assigned tools/practices; (3) to list the issues from the readings that we should discuss in class; (4) to begin dialogue about the readings and then continue discussions from class; and (5) to relate readings to the student’s individual scholarly interests.

Guest Speakers

Cultural rhetorics is guided by a deep sense of relationality. This field, while relatively new and emerging, is connected through specific threads of scholarship. Meaning, knowing the relations of cultural rhetorics is vital to practicing cultural rhetorics. As such, this course invites a series of cultural rhetoricians to join our class for a 45-min conversation. It is expected that students come prepared having done the readings for this course and have ready some questions and/or thoughts to ask our guest speakers. This is a time, again, not to show mastery but openness into forming relationships with other scholars in the field and learning about how they “do” cultural rhetorics.

Questions Guiding This Course

Cultural rhetoricians operate on the belief that “all cultures are rhetorical and all rhetorical practices are situated in specific cultural contexts” (“Our Story Begins Here”). Meaning, cultural

rhetoricians investigate and understand meaning-making as situated in specific cultural communities (aka American Indian communities, workplace communities, digital communities, crafting communities, etc.). As such, students in this course will grapple with cultural rhetorics via the following questions:

- How does meaning-making work in specific cultures and/or communities of practice? What are the rhetorical affordances of understanding those practices? What situates those practices discursively? Historically? Materially?
- How are communities made? What rhetorical practices sustain them?
- What structures and/or systems have impacted the production of meaning in a particular culture or community of practices?
- What are the rhetorical markers of specific cultural practices? How do those markers constellate with other rhetorical practices?
- How is cultural rhetorics situated within the discipline of Rhetoric and Composition? What practices sustain it/define it? What cultural practices orientation us to the discipline?

REQUIRED READINGS

- Ahmed, Sara. *Queer Phenomenology: Orientations, Objects, Others*. Duke UP, 2006.
- Alexander, Jonathan, and Jacqueline Rhodes. "Queer Rhetoric and the Pleasures of the Archive." *Enculturation* 13 (2012).
- Banks et al, "Re/Orienting Writing Studies: Thoughts on In(queer)y." in *Re/Orienting Writing Studies: Queer Methods, Queer Projects* Banks, edited by William P., Matthew B. Cox, and Caroline Dadas *Queer Projects*. University Press of Colorado, 2019, 3-23.
- Bhabha, Homi K. "Signs Taken for Wonders: Questions of Ambivalence and Authority Under a Tree Outside Delhi." *Critical Inquiry*, vol. 12, no. 1, Autumn 1985, pp. 144-165.
- Bratta, Phil and Malea Powell. "Introduction to the Special Issue: Entering the Cultural Rhetorics Conversations." *Enculturation*, April 2016.
- Brooks, Lisa. *The Common Pot: The Recovery of Native Space in the Northeast*. Minnesota UP, 2008.
- Cedillo, Christina V., Victor Del Hierro, Candace Epps-Robertson, Lisa Michelle King, Jessie Male, Staci Perryman-Clark, Andrea Riley-Mukavetz, and Amy Vidali. "Listening to Stories: Practicing Cultural Rhetorics Pedagogy." Pedagogy blog, constellations: A 4 Cultural Rhetorics Publishing Space 1, 2018, <http://constell8cr.com/issue1/listening-to-stories-practicing-cultural-rhetorics-pedagogy/>.
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- Choffel, Ezekiel. "Constellating Writing Centers and Stories: Relationality in Practice." *The Peer Review*. 2.1. (Spring 2018).
- Christian, Barbara. "The Race for Theory." *Cultural Critique*, no. 6, Spring 1987, pp. 51-63.
- Cobos, Casie, Gabriela Raquel Rios, Donnie Johnson Sackey, Jennifer Sano-Franchini, and Angela M. Hass. "Interfacing Cultural Rhetorics: A History and a Call." *Rhetoric Review*, vol. 37, no. 2, 2018, pp. 139-154.
- Cox, Matthew B. "Working Closets: Mapping Queer Professional Discourses and Why Professional Communication Studies Need Queer Rhetorics." *Journal of Business and Technical Communication*, vol.1, no. 25, 2018, pp. 1-25.

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- Cushman, Ellen, et al. "Decolonizing projects: Creating pluriversal possibilities in rhetoric." *Rhetoric Review* 38.1 (2019): 1-22.
- de Certeau, Michel. *The Practice of Everyday Life*. Translated by Steven Rendall. University of California Press, 1984.
- Driskill, "Beginning Cherokee." *Walking With Ghosts*. Salt Publishing, 2005
- Driskill, Qwo-Li. "Decolonial Skillshares: Indigenous Rhetorics as Radical Practice." *Survivance, Sovereignty, and Story: Teaching American Indian Rhetorics*, edited by Joyce Rain Anderson, Rose Gubele, and Lisa King, University Press of Colorado, 2015, pp. 57-78.
- During, Simon, editor. *The Cultural Studies Reader*. 2nd ed., Routledge, 1999.
- Gagnon, John. "How Cultural Rhetorics Can Change the Conversation: Towards New Communication Spaces to Address Human Trafficking." *POROI: An Interdisciplinary Journal of Rhetorical Analysis & Invention*, vol. 12, no. 2, 2017.
- Haas, Angela M. "Race, Rhetoric, and Technology: A Case Study of Decolonial Technical Communication Theory, Methodology, and Pedagogy." *Journal of Business and Technical Communication*, vol. 26, no. 3, 2012, pp. 277-310.
- Hass, Angela M. "Wampum as Hypertext: An American Indian Intellectual Tradition of Multimedia Theory and Practice." *Studies in American Indian Literatures*, vol. 19, no. 4, Winter 2007, pp. 77-100.
- Hawkins, Ames. "Exhuming Transgenre Ties." *Enculturation, special issue of Cultural Rhetorics* (2016).
- Hutchinson, Les. "Wielding power and doxing data: The belief in the personal and the seizure of our online documents." In *The Routledge Handbook of Digital Writing and Rhetoric*, edited by Jonathan Alexander and Jacqueline Rhodes. New York, NY: Routledge, 2018, 303-316.
- Jackson, Rachel and Phil Bratta. "Decolonial Directions: Rivers, Relationships, and Realities of Community Engagement on Indigenous Lands." *Journal of Multimodal Rhetorics* 4.1. (2020).
- Jennings, Catheryn. *Arrows to Archives: Gathering Oklahoma Stories*. Diss. Michigan State University, 2020.
- Johnson, Lucy. "Contending with Multimodality as a (Material) Process." *Journal of Multimodal Rhetorics*, vol. 2, no. 1, Spring 2018, pp. 13-27.
- Johnson, Maureen, et al. "Embodiment: Embodying feminist rhetorics." *Peitho Journal* 18.1 (2015): 39-44.
- Kimmerer, Robin Wall. *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*. Milkweed Editions, 2015.
- King, Thomas. *The Truth About Stories: A Native Narrative*. University of Minnesota Press, 2003.
- Ledbetter, Lehua. "The rhetorical work of YouTube's beauty community: Relationship-and Identity-Building in user-created procedural discourse." *Technical Communication Quarterly* 27.4 (2018): 287-299.
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- Manthey, Katie. "Fatshion as Activism." *QED: A Journal in GLBTQ Worldmaking*, vol. 4, no. 3, Fall 2017, pp. 195-201.
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- Medina, Cruz. "Digital Latinx Storytelling: testimonio as Multimodal Resistance." *Racial Shorthand: Coded Discrimination Contested in Social Media*. Computers and Composition Digital Press. (2018).
- Mignolo, Walter D. and Catherine E. Walsh. *On Decoloniality: Concepts, Analytics, Praxis*. Duke UP, 2018.
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- Novotny, Maria and John T. Gagnon. "Research as Care: A Shared Ownership Approach to Rhetorical Research in Trauma Communities." *Reflections*, vol. 18, no.1, Spring/Summer 2018, pp. 71-101.
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- Powell, Malea. "A Basket Is a Basket Because...: Telling a Native Rhetorics Story." *The Oxford Handbook of Indigenous American Literature*, edited by James H. Cox and Daniel Heath Justice, Oxford UP, 2014, pp. 471-488.
- Powell, Malea. "Dreaming Charles Eastman: Cultural Memory, Autobiography, and Geography in Indigenous Rhetorical Histories." *Beyond the Archives: Research as a Lived Process*, edited by Gesa E. Kirsch and Liz Rohan, Southern Illinois UP, 2008, pp. 115-127.
- Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation*. Routledge, 1992.
- Riley Mukavetz, Andrea M. "Towards a Cultural Rhetorics Methodology: Making Research Matter with Multi-generational Women from Little Traverse Bay Band." *Rhetoric, Professional Communication and Globalization*, vol. 5, no. 1, February 2014, pp. 108-125.
- Royster, Jacqueline Jones. "Disciplinary Landscaping, or Contemporary Challenges in the History of Rhetoric." *Philosophy & Rhetoric*, vol. 36, no. 2, 2003, pp. 148-167.
- Sano-Franchini, Jennifer, Donnie Sackey, and Stacey Pigg. "Methodological dwellings: A search for feminisms in rhetoric & composition." *Present Tense: A Journal of Rhetoric in Society* 1.2 (2011).
- Sano-Franchini, Jennifer. "Sounding Asian American: Multimodal Orientalism, Asian/American Sonic Rhetorics, and Digital Composition." *Enculturation: A Journal of Rhetoric, Writing, and Culture* 27 (Dec 2018).
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- Soto Vega, Karriann and Karma R. Chávez. "Latinx Rhetoric and Intersectionality in Racial Rhetorical Criticism." *Communication and Critical/Cultural Studies*, vol. 15, no. 4, 2018, pp. 319-325.
- Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" *Marxism and the Interpretation of Culture*, edited by Cary Nelson and Lawrence Grossberg, Macmillan, 1988, pp. 271-313.
- Spurr, David. *The Rhetoric of Empire: Colonial Discourse in Journalism, Travel Writing, and Imperial Administration*. Duke UP, 1993.
- Tuck, Eve and K. Wayne Yang. "Decolonization is Not a Metaphor." *Decolonization: Indigeneity, Education & Society*, vol. 1, no.1, 2012, pp. 1-40.
- Van Maanen, John. *Tales of the Field: On Writing Ethnography*. University of Chicago Press, 1988.
- Villanueva, Victor. "On Colonies, Canons, and Ellis Cose's" The Rage of a Privileged Class"." *JAC* (1996): 159-170.
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- Warrior, Robert Allan. "Intellectual Trade Routes." *The People and the Word: Reading Native Non-fiction* (2005): 181-88.
- Wilson, Shawn. *Research is Ceremony: Indigenous Research Methods*. Fernwood Publishing, 2008.
- Yam, Shui-yin Sharon. "Affective economies and alienizing discourse: Citizenship and maternity tourism in Hong Kong." *Rhetoric Society Quarterly* 46.5 (2016): 410-433.

ASSIGNMENT DESCRIPTIONS

There are a total of 5 major areas in which students will be assessed in this class. These include: (1) a self-designed seminar project; (2) a cultural rhetorics orientation statement; (3) co-led student reading facilitation; (4) weekly reading responses; and (5) general participation.

Self-Designed Seminar Project (50 Points)

This is a self-designed seminar project. It also includes two process components built into this assignment (proposal and progress report). Projects should reflect a cultural rhetorics methodology or lens in some way and *may* be multi-modal or nontraditional. They can be connected to conferences and publications. Project ideas should be discussed with me early and often. A project proposal will be submitted after *CCCCs* but students are welcome to meet with me prior to this to discuss potential ideas. A project proposal is due in mid-April (*see course schedule*). In general, the self-designed project should connect to at least one of the four pillars of cultural rhetorics (Bratta and Powell). Assessment will be based on the student's ability to: (a) articulate a cultural rhetorics informed project (evident in the proposal); (b) practice that project (evident in the progress report); and (c) demonstrate a developing cultural rhetorics methodology (evident in the final project).

Project Proposal (15 points)

The objective of the project proposal is to begin articulating an idea for the self-designed project and how it connects to cultural rhetorics. This can be in **memo format** and should address:

- Project Title
- Project Description
- Discuss How the Project is Situated within CR
- A List of Deliverables
- Justification of the Project
- List 3-5 Sources that Plan on Being Consulted in Relation to this Project
- Questions or Outstanding Issue to Discuss

Progress Report (5 points)

The objective of the progress report is to self-reflect on the progress of the final project, provide any necessary updates re: changes to proposed project, and further questions or issues one is encountering as they work on the project. This can be in **memo format** and should address:

- If anything has changed from the original proposal submitted. This includes:
 - Project title
 - Project description
 - How project connects to CR
 - The list of deliverables
 - The sources to be consulted
- The intended audience of this project.
- A status on what has been completed to date, this may include:
- An update on the connections that are being made in relation to this project and CR
- Any questions or concerns that to be discussed/addressed/clarified

Final Project (30 points)

The deliverables of each final project will vary depending upon the project proposal and project progress report. Please upload all of the final project deliverables, along with a brief cover letter explaining what deliverables are being shared in relation to the latest project proposal turned in.

Cultural Rhetorics Orientation Statement (20 Points)

Orientation is a useful metaphor guiding cultural rhetorics work. In many ways, cultural rhetorics serves as a methodological re/orientation to rhetoric as well as a re/orientation from more traditional concepts of theory and knowledge-making. By engaging in a cultural rhetorics practice, new opportunities emerge to tell previously silent stories, make arguments about the rhetorical practices of marginalized communities, and (in doing so) make visible new rhetorical landscapes. Such work has implications not just on rhetoric and composition as a field, but our students who come from these communities of practice and the ways in which the university supports student's cultural knowledge.

Embracing the metaphor of "orientation" appears useful for doing cultural rhetorics (CR) work, whether this is implementing CR in one's teaching, research, and/or community of practice. Yet, naming what a CR orientation methodology does and how this orientation performs/enacts a CR orientation is a difficult task. In short, it can be hard to make visible re/orientations. As such, this assignment provides students with an opportunity to *practice* articulating such a re/orientation and apply CR to academic work.

For this assignment students will select one of the following deliverables: (a) a research statement, (b) a teaching statement, or (c) a professional statement. Students will then compose a statement that reflects a cultural rhetorics orientation to either research, pedagogy, or professional practice. Two versions of this statement will be turned in. The first (v1) will be due in mid-March worth only 5 points. The second will be a more revised statement worth 15 points and will be due during finals week. The second statement (v2) will include a supplemental 1-page single-spaced document that articulates a self-reflective assessment of the learning that occurred in this course from the student.

Version 1 (5 points)

Version 2 (15 points) - *Including supplemental reflective self-assessment (1-page)*

Co-Led Student Reading Facilitation (15 Points)

Pairs of students will sign-up at the beginning of the course to lead a reading discussion based on a week's theme/focus. Each pair must create a handout to be distributed electronically to students and develop an activity to engage with a theory, concept, idea presented in the readings. Each pair should prepare to facilitate a discussion for 30-45 minutes.

Weekly Reading Responses (12 Points)

Students are required to complete 12 reading responses throughout the semester.

General Participation/Preparation For/ In Class (3 Points)

This course is a seminar class, so it is expected for students to be present, prepared, and engaged. Discussion will focus on the readings and broader connections students bring to class each week.

Schedule

Week	Topical Focus	Readings & Tasks for the Week
Week 1	Cultural Rhetorics: Origin Stories	<ul style="list-style-type: none"> ● Powell, "2012 CCCCs Address" ● Powell, "Dreaming Charles Eastman" ● Royster, "Disciplinary Landscaping, or Contemporary Challenges in the History of Rhetoric" ● Villanueva, "On the Rhetoric and Precedents of Racism" ● Villanueva, "On Colonies, Canons, and Ellis Cose's" <p>Optional Video to Watch:</p> <ul style="list-style-type: none"> ● Novotny, "Craft as a Memorializing Rhetoric"
Week 2	Re/Orienting Towards Cultural Rhetorics	<ul style="list-style-type: none"> ● Ahmed, sections (Intro & Ch 1) from <i>Queer Phenomenology</i> ● Maracle, "On Oratory" ● King, sections from <i>The Truth about Stories</i> ● Tuck & Yang, "Decolonization is Not a Metaphor"

Week 3	Doing Cultural Rhetorics: What Is It?	<ul style="list-style-type: none"> ● Powell et al, “Our Story Begins Here” ● Cobos et al, “Interfacing Cultural Rhetorics” ● Bratta & Powell, “Introduction to Special Issue” ● Cushman et al, “Decolonizing Projects”
Week 4	Practices Of Cultural Rhetorics: Where Do They Come From? <i>Cultural Studies, Cultural Anthropology, Cultural History, Historiography</i>	<ul style="list-style-type: none"> ● Cruickshank, “Oral History, Narrative Strategies, and Native American Historiography” ● Christian, “The Race for Theory” ● Sections from the <i>Cultural Studies Reader</i> <ul style="list-style-type: none"> ○ During, “Introduction” ○ Hall, “Cultural Studies and Its Theoretical Legacies” ○ Clifford, “On Collection Art and Cultural ○ Butler, “Subjects of Sex/Gender/Desire” ○ Steedman, “Culture, Cultural Studies and the Historians”
Week 5	Practices Of Cultural Rhetorics: Where Do They Come From? <i>Postcoloniality</i>	<ul style="list-style-type: none"> ● Pratt, selections (Ch1-4) from <i>Imperial Eyes</i> ● Spurr, selections (Intro, Ch1, Ch 7, Ch 12) from <i>The Rhetoric of Empire</i> ● Césaire, <i>Discourse on Colonialism</i> ● Bhabha, “Signs Taken for Wonders” ● Spivak, “Can the Subaltern Speak?”
Week 6	Practices Of Cultural Rhetorics: Where Do They Come From? <i>Materialist Phenomenology & Indigenous Cultural Geography</i>	<ul style="list-style-type: none"> ● DeCerteau, sections (Part 1, Part III, Part I) from <i>The Practice of Everyday Life</i> ● Brooks, sections (Introduction) from <i>The Common Pot</i> ● Kimmerer, sections (Preface & Braiding Sweetgrass) from <i>Braiding Sweetgrass</i> ● Warrior, “Intellectual Trade Routes” ● Powell, “A Basket is A Basket”
Week 7	Practices Of Cultural Rhetorics - Where Do They Come From? <i>Decolonial Relations</i>	<ul style="list-style-type: none"> ● Mignolo, sections (Preface, Intro, Ch 1) from <i>The Darker Side of Western Modernity</i> ● Mignolo & Wash, sections (Intro & Ch1) from <i>On Decoloniality</i> ● Tuhiawai Smith, <i>Decolonizing Methodologies</i>

<p>Week 8</p>	<p>Doing Cultural Rhetorics - <i>Working Class Rhetorics & Ethnography</i></p>	<ul style="list-style-type: none"> ● Lindquist, <i>A Place to Stand</i> ● Lindquist, “Conclusion: Working Class Rhetoric as Ethnographic Subject” ● Van Maanen, <i>Tales of the Field: On Writing Ethnography</i> <p>Cultural Rhetorics Orientation Statement – v1 due</p>
<p>Week 9</p>	<p>Doing Cultural Rhetorics - <i>Indigenous Rhetorics</i></p>	<ul style="list-style-type: none"> ● Wilson, <i>Research is Ceremony</i> ● Driskill, “Beginning Cherokee” ● Driskill, “Decolonial Skillshares” ● Haas, “Wampum as Hypertext” ● Shade-Johnson, “Alisdayhv: A Cherokee Foodways Memoir” ● Jennings, drafted chapter of her diss ● Choffel, “Constellating Writing Centers and Stories: Relationality in Practice” <p><i>Guest speakers: Jaquetta Shade-Johnson, Cat Jennings & Ezekiel Choffel</i></p> <p>Seminar Project Proposal Due</p>
<p>Week 10</p>	<p>Doing Cultural Rhetorics - <i>Latinx Rhetorics & Asian/Asian American Rhetorics</i></p>	<ul style="list-style-type: none"> ● Sano-Franchini, “Sounding Asian American: Multimodal Orientalism, Asian/ American Sonic Rhetorics, and Digital Composition” ● Medina, “Digital Latinx Storytelling: testimonio as Multimodal Resistance” ● Soto Vega & Chávez, “Latinx Rhetoric and Intersectionality in Racial Rhetorical Criticism” ● Yam, “Affective Economies and Alienizing Discourse: Citizenship and Maternity Tourism in Hong Kong” <p><i>Guest speakers: Karriann Soto Vega & Sharon Yam</i></p>
<p>Week 11</p>	<p>Doing Cultural Rhetorics – <i>Queer Rhetorics; Feminist Rhetorics; Embodied Rhetorics</i></p>	<ul style="list-style-type: none"> ● Sano-Franchini, Sackey, and Pigg “Methodological Dwellings: A Search for Feminisms in Rhetoric & Composition” ● Johnson et al, “Embodiment: Embodying Feminist Rhetorics” ● Alexander & Rhodes, “Queer Rhetorics and the Pleasures of the Archive” ● Manthey, “Fatshion as Activism” ● Cox, “Working Closets: Mapping Queer Professional Disclosures and Why Technical Communication Studies Needs Queer Rhetorics”

		<ul style="list-style-type: none"> ● Banks, Cox, and Dadas' Intro from <i>Re/Orienting Writing Studies</i> <p><i>Guest speakers: Matt Cox & Katie Manthey</i></p>
Week 12	<p>Cultural Rhetorics As Methodology – <i>Issues, Problems, Wrestlings</i></p>	<ul style="list-style-type: none"> ● Riley-Mukavetz, “Towards a Cultural Rhetorics Methodology” ● Novotny & Gagnon, “Research as Care” ● Gagnon, “Rhetorical Slippage” ● Bratta & Jackson, “Decolonial Directions: Rivers, Relationships, and Realities of Community Engagement on Indigenous Lands” ● Hawkins, “Exhuming Transgenre Ties” <p><i>Guest speakers: Ames Hawkins, John Gagnon & Phil Bratta</i></p> <p>Seminar Project Progress Report Due</p>
Week 13	<p>Situating Cultural Rhetorics In Professional / Technical Writing</p>	<ul style="list-style-type: none"> ● Haas, “Race, Rhetoric, and Technology: A Case Study of Decolonial Technical Communication Theory, Methodology, and Pedagogy” ● Ledbetter, “The Rhetorical Work of YouTube’s Beauty Community-Relationship and Identity-Building in User-Created Procedural Discourse” ● Hutchinson, “Wielding Power and Dozing Data” ● Johnson, “Contending with Multimodality as a Material Process” <p><i>Guest speakers: Les Hutchinson & Lucy Johnson</i></p>
Week 14	<p>Orienting Towards A Cultural Rhetorics Pedagogy</p>	<ul style="list-style-type: none"> ● Cedillo et al, “Listening to Stories: Practicing a Cultural Rhetorics Pedagogy” ● Smith et al, “Embodiment, Relationality, and Constellation: A Cultural Rhetorics Story of Doctoral Writing” ● Smith et al, “Reflections on/of Embodiment: Bringing Our Whole Selves to Class” <p><i>Guest speakers: Trixie Smith, Elise Page Dixon & Rachel Robinson</i></p>
Week 15	<p>Finals Week</p>	<p>Cultural Rhetorics Orientation Statement – v2 due</p> <p>Self-Designed Seminar Project Due</p>