







# asian american RHETORIC & REPRESENTATION

COURSE MEETING DAYS, TIMES, AND LOCATION

## instructor

-  Dr. Sano-Franchini (she/her)
-  [office location]
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## PRONUNCIATION GUIDE

### Sano-Franchini



## course description

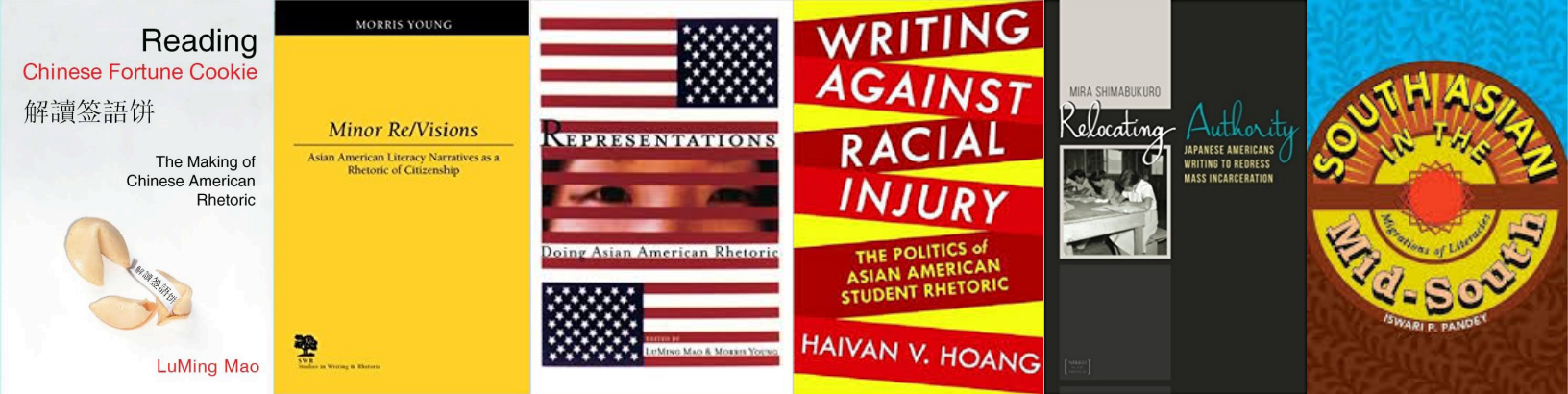
ENGL 5454 Studies in Theory: Asian American Rhetoric and Representation explores the dimensions of rhetoric from an Asian American perspective. We will examine a range of Asian American meaning making practices while also interrogating the affordances of situating a variety of written texts and cultural and embodied practices in terms of rhetoric. Drawing from across fields, we will discuss texts in ancient and contemporary rhetoric and writing studies, Asian American studies, Asian religious philosophy, and Asian American literature and film. In doing so, we will consider critical questions about topics like Orientalism, the myth of the model minority, pan-Asian rhetoric, techno-Orientalism, and Asian settler colonialism—and what those theories mean for Asian American representation, research, and rhetorical practice. For example, How do U.S./American cultural discourses (i.e., stereotypes, speech/symbolic conventions, laws, or political discourse) impact Asian American experience, or even what it means to be Asian American? How do Asian Americans produce meaning, whether to protest and resist injustice, to connect with one another, or to make their concerns heard? How does meaning by and/or about Asian Americans travel from one person to the next?

## learning outcomes

With successful completion of this course, you will learn to:

- articulate the parameters, goals, tensions and affordances of Asian American rhetoric
- identify key issues relevant for articulating a theory of rhetoric from an Asian American perspective
- describe how Asian American rhetoric has unfolded within—and contributed to—the discipline of rhetoric and composition
- explain how Asian American rhetoric can help us to better understand key concepts within rhetoric and composition more broadly—concepts including but not limited to voice, invention, authorship, embodiment, and culture.





## required texts

Hoang, Haivan. *Writing Against Racial Injury: The Politics of Asian American Student Rhetoric*. University of Pittsburgh Press, 2015.

Lee, Min Jin. *Pachinko*. Grand Central Publishing, 2017.

Lao Tzu, (translated by D.C. Lau) *Tao Te Ching*. Penguin Classics, 1964.

Linmark, R. Zamora. *Rolling the Rs*. University of Hawai'i at Manoa Press, 1996.

Mao, LuMing & Morris Young, eds. *Representations: Doing Asian American Rhetoric*. Utah State University Press, 2008.

Mao, LuMing. *Reading Chinese Fortune Cookie: The Making of Chinese American Rhetoric*. Utah State University Press, 2006.

Pandey, Iswari. *South Asian in the Mid-South: Migrations of Literacies*. University of Pittsburgh Press, 2015.

Shimabukuro, Mira. *Relocating Authority: Japanese Americans Writing to Redress Mass Incarceration*. University of Colorado P, 2016.

Young, Morris. *Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship*. Southern Illinois University Press, 2004.

Wu, Hui. *Guiguzi, China's First Treatise on Rhetoric: A Critical Translation and Commentary*. Southern Illinois University Press, 2016.

Other readings to be made available in the course learning management system.

## major assignments

### Weekly Responses (25% of course grade)

Each week, you will submit a 500-word response to the following week's assigned readings. The purpose of these responses is to help you process the ideas that you took away from the assigned readings, and to serve as a jumping-off point for in-class discussions. As you start developing your final project later in the semester, you are encouraged to look back on and draw from these responses.

For each response, please include:

- 1) citation information;
- 2) brief summary (no more than one paragraph/~ 100 words);
- 3) discussion of 2-3 key ideas or concepts from the text; and
- 4) at least two discussion questions. Note that discussion questions should aim to help you come to a better understanding of the text, including but not limited to: its purpose, arguments, methods, boundaries, and stakes—especially for how it contributes to your understanding of Asian American rhetoric and/or the ways in

which we navigate the discipline or the academy more generally; how it dialogues with other texts and ideas we've read; and how you see it materializing (or not) in your everyday life.

Your responses will be graded based on the following criteria:

- includes all of the components listed above (summary, key concepts/ideas, questions)
- demonstrates a clear, thoughtful, and engaged understanding of ideas from the text(s)
- draws connections between the assigned texts and other texts, events, and/or ideas

### **Discussion Facilitation (15% of course grade)**

For two class sessions, you will be responsible for facilitating discussion about that day's reading assignment. Please keep in mind that facilitating a discussion is not the same as \*leading\* the discussion. Facilitators are not expected to carry the discussion or to have all of the answers. Rather, the goal is to help us, as a group, come to an understanding of what the reading was about, key concepts and ideas from the readings, and how the readings connect with other readings, ideas, and discussions. *In what ways might the readings help us rethink X?*

You are welcome to work toward these goals in whatever way you see fit. Regardless of delivery, you should be prepared with an understanding of what the readings were about, key concepts from the readings, connections to other readings we've done in class, current events/debates to which these analytical concepts might be applied, and discussion questions for us to consider. Handouts and other visuals are encouraged, as are creative and interactive approaches. Your discussion facilitation will be graded based on how effectively you helped us achieve the goals listed above. I will also take into account the creativity of your approach.

### **Exam (20% of course grade)**

Modeled after doctoral comprehensive examinations, you will be assigned to produce a ten-page essay response to one out of two exam questions.

### **Short Research Paper (25% of course grade)**

Your final paper will be a conference-length research paper (8- 10 pp.) that takes up an issue or concept relevant to Asian American rhetoric.

### **Participation (15%)**

The success of this class depends on your participation and open communication. Fifteen percent of your grade will be based on your contributions to class discussions and your engagement in class activities. Participation includes coming to class everyday, on time, and prepared, having completed the required readings and assignments, and ready for thoughtful and active engagement with each other. Participation also includes asking questions, attending office hours, sharing helpful links and media, providing feedback about the course, and engagement via email. All students are expected to participate in an active, open, and respectful manner, in small and large groups.

## calendar

| WEEK   | ACTIVITIES  | ASSIGNMENTS DUE  |
|--|---|--|
| introductions // historicizing Asian America |   |  |
|  | Introductions + Syllabus + <a href="#">How to Read for Grad School</a><br>Watch <i>Vincent Who?</i>   |  |
| 1  | Discuss <i>Vincent Who?</i><br>What is Asian America? What are the affordances of this naming?<br>What are the risks? Who is included as Asian American?<br>Said, Edward. Selections from <i>Orientalism</i> . Knopf Doubleday Publishing Group, 1978.  | Research and be ready to share a moment important to Asian American history. |
| 2  | Ono, Kent. "A Letter/Essay I've been Longing to Write in My Personal/Academic Voice." <i>Western Journal of Communication</i> 61.1 (1997): 114-125.<br>Woo, Merle. "Letter to Ma." <i>This Bridge Called My Back: Writings by Radical Women of Color</i> , 1981. 140-47.<br><a href="#">Change Lab, A Different Asian American Timeline</a><br>Lowe, Lisa. "The Intimacies of Four Continents." <i>The Intimacies of Four Continents</i> . Duke University Press, 2015.   | Weekly Response (WR) 1: "The Intimacies of Four Continents"                  |
| re-orienting classical rhetoric              |   |  |
|  | Wu, <i>Guiguzi</i> , pp. 1-89   |  |
|  | Wu, <i>Guiguzi</i> , pp. 90-158   | WR 2: <i>Guiguzi</i>   |
| 3  | Lao Tzu. <i>Tao Te Ching</i><br>Mao, LuMing. "Writing the Other into Histories of Rhetorics: Theorizing the Art of Recontextualization." <i>Theorizing Histories of Rhetoric</i> , edited by Michelle Ballif, SIU Press, 2013. 41-57.   |  |
|  | Lyon, Arabella. "Confucian Silence and Remonstrance: A Basis for Deliberation?" <i>Rhetoric Before and Beyond the Greeks</i> , edited by Carol S. Lipson & Roberta A. Binkley, SUNY Press, 2004. 131-46.<br>Xu, George. "The Use of Eloquence: The Confucian Perspective." <i>Rhetoric Before and Beyond the Greeks</i> , edited by Carol S. Lipson & Roberta A. Binkley, SUNY Press, 2004. 115-30.<br>Mao, LuMing. "Studying the Chinese Rhetorical Tradition in the Present: Re-presenting the Native's Point of View." <i>College English</i> 69.3 (2007): 216-37. | WR 3: Ancient Chinese Rhetoric   |

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|---------------------|---|---|
| 4                   | <p>Liu, Yameng. "Nothing Can Be Accomplished If the Speech Does Not Sound Agreeable: Rhetoric and the Invention of Classical Chinese Discourse." <i>Rhetoric Before and Beyond the Greeks</i>, edited by Carol S. Lipson &amp; Roberta A. Binkley, SUNY Press, 2004. 147-64.</p> <p>Lyon, Arabella. "Writing an Empire: Cross-Talk on Authority, Act, and Relationships with the Other in the <i>Analects</i>, <i>Daodejing</i>, and <i>HanFeizi</i>." <i>College English</i> 72.4 (2010): 350-66.</p> <p>Tsien, Tsuen-Hsui. <i>Written on Bamboo and Silk: The Beginnings of Chinese Books and Inscriptions</i>. University of Chicago Press. 1962. (Selections)</p> |   |
| <i>pachinko</i>     |   |   |
| 5                   | <p>Lowe, Lisa. "Canon, Institutionalization, Identity: Asian American Studies." <i>Immigrant Acts</i>. Duke University Press, 1996.</p> <p><i>Pachinko</i>, Book 1</p>  | WR 4: Lowe & <i>Pachinko</i> Book 1         |
|                     | <i>Pachinko</i> , Book 2  |   |
| 6                   | <p><i>Pachinko</i>, Book 3</p> <p>Mid-Semester Exam Questions Assigned</p>  | WR 5: <i>Pachinko</i> Books 2 & 3           |
| early articulations |   |   |
|                     | Mao, <i>Reading Chinese Fortune Cookie</i> , pp. 1-86   |   |
| 7                   | <p>Mao, <i>Reading Chinese Fortune Cookie</i>, pp. 87-150</p> <p>Young, <i>Minor Re/Visions</i>, pp. 1-109</p>  | WR 6: <i>Reading Chinese Fortune Cookie</i> |
|                     | Young, <i>Minor Re/Visions</i> , pp. 110-200  | Mid-Semester Exam Due                       |
| 8                   | <p>Young, <i>Minor Re/Visions</i>, pp. 110-200</p> <p>Mao &amp; Young, <i>Representations: Doing Asian American Rhetoric</i></p>  | WR 7: <i>Minor Re/Visions</i>               |
|                     | Mao & Young, <i>Representations: Doing Asian American Rhetoric</i>  |   |
| 9                   | <p>Mao, LuMing. "Thinking beyond Aristotle: The turn to how in comparative rhetoric." <i>PMLA</i> 129.3 (2014): 448-55.</p> <p>Wang, Bo. "Comparative Rhetoric, Postcolonial Studies, and Transnational Feminisms: A Geopolitical Approach." <i>Rhetoric Society Quarterly</i> 43.3 (2013): 226-42.</p> <p>Mao, LuMing, Wang, Bo, et al., "Symposium: Manifesting a Future for Comparative Rhetoric." <i>Rhetoric Review</i>. 34.3 (2015): 239-74.</p> <p>Mao, LuMing. "Thinking Through Difference and Facts of Nonusage: A Dialogue Between Comparative Rhetoric and Translingualism." <i>Across the Disciplines</i> 15.3 (2018): 104-13.</p>                       | WR 8: <i>Representations</i>                |
|                     |   | Watch <i>Better Luck Tomorrow</i>           |

*better luck tomorrow*

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| 10 | Watch <u><i>Better Luck Tomorrow</i></u> | WR 9: <i>Better Luck Tomorrow</i> |
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*contemporary issues*

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|    | Hoang, <i>Writing Against Racial Injury</i> , pp. 1-78.   |  |
| 11 | Hoang, <i>Writing Against Racial Injury</i> , pp. 79-164<br>Guest Speaker: Haivan Hoang   | WR 10: <i>Writing Against Racial Injury</i>              |
|    | Shimabukuro, <i>Relocating Authority</i> , pp. 1-112.   |  |
| 12 | Shimabukuro, <i>Relocating Authority</i> , pp. 113-214.<br>Guest Speaker: Mira Shimabukuro  | WR 11: <i>Relocating Authority</i>                       |
|    | Pandey, <i>South Asian in the Mid-South</i> , pp. 1-111.  |  |
| 13 | Pandey, <i>South Asian in the Mid-South</i> , pp. 112-208<br>Guest Speaker: Iswari Pandey   | WR12: <i>South Asian in the Mid-South</i>                |
|    | Monberg, Terese Guinsatao & Young, Morris. <u><i>Asian/American Rhetorical Trans/formations</i></u> . Special Issue of <i>enculturation</i> 27 (2019).  |  |
| 14 | Monberg, Terese Guinsatao & Young, Morris. <u><i>Asian/American Rhetorical Trans/formations</i></u> . Special Issue of <i>enculturation</i> 27 (2019).<br>Guest Speakers: Terese Guinsatao Monberg & Morris Young | WR 13: <i>Asian/American Rhetorical Trans/formations</i> |

*rolling the Rs*

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|    | Linmark, <i>Rolling the Rs</i> .<br><u><i>"Rolling The R's' Is A Story About Coming Of Age And Coming Out"</i></u> (NPR, All Things Considered) |      |
| 15 | AALR From <i>Open in Emergency</i> and <i>&amp; Years of Where Arts Meets Community</i>   | WR14 |

final project due