

English 582, Section E, Spring 2021 (CRN 32283)
Topics in Research and Writing
Mondays, 1:00–3:50 p.m., Zoom

Overview

Catalog	From the <i>2020-2021 Academic Catalog</i> : Focuses on the diverse research paradigms that are often employed in the study of writing processes. Topics will vary each term. Examines past and current writing research in the topic area with an emphasis on the critical examination of research designs and the influence of epistemologies on the interpretation of data. Credit: 4 hours.
Topic	History and Historiography in Writing Studies
Topic Description	Like any emergent field of academic inquiry, writing studies discovered early on the need for a backstory. In the 1980s, a number of scholars obliged. For the most part, their focus was college composition beginning in the American nineteenth century, and their histories told of honorable attachments to ancient rhetorical traditions, complicated by a vexed relationship with belletrism. But what of those who never took college composition because they couldn't—because they weren't young white men of privilege? We will examine various answers to this question—especially the most disruptive ones—starting with scholarship published in the 1990s and moving forward to the present. In so doing, we will construct a history of histories in our field, one that attends carefully to the theories and methods that discipline what we claim to know about the past. Seminar participants can expect on occasion to lead discussion of an assigned book or article, and periodically to draft responses to assigned readings. The seminar's major writing project can either extend a line of inquiry begun in another seminar or open a new one.
Instructor	Peter Mortensen
Office	215 English Building (post-pandemic)
Office Hours	Fridays, 1:00–3:00 p.m., and by appointment
Zoom Links	Class: https://illinois.zoom.us/j/86845225762?pwd=emNXeFZaQVRYOHpNcGEvWDUyYjBOUT09 (must be signed into illinois.zoom.us with NetID and password) Office hours: https://illinois.zoom.us/j/88639185837?pwd=cGpyY0tUZEp0WHZBUHQ4dVRhNmUwZz09 (must be signed into illinois.zoom.us with NetID and password)
Moodle Link	https://learn.illinois.edu/course/view.php?id=55675 (NetID and password authentication required)

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Syllabus Version February 8, 2021. This syllabus may be modified in response to emergent circumstances and opportunities, as well as seminar participants' needs.

Texts

Most texts are available digitally via HathiTrust, Archive.org, JSTOR, and other university library subscription services. Some items will reside as PDF files on the seminar Moodle site.

Seminar Aims

We will aim to answer the following questions so that you are well equipped to incorporate historical inquiry into your own scholarship.

- What is the disciplinary function of historical inquiry in a subject area* that isn't History?
- Is there value to such historical inquiry beyond whatever disciplinary function(s) we ascribe to it? In other words, does such inquiry have broad academic or even public value? If so, what is it?
- What is your specific interest in historical inquiry? To what ends do you wish to put such inquiry, and why?
- Who is the primary audience for historical inquiry in our subject area?
- What makes historical inquiry in our subject area significant? What makes the historical inquiry that interests you significant?
- How can historical inquiry do good in the world? Must it? For whom? Accountable to whom? What makes historical inquiry ethical? What makes it just?
- How do we conduct historical inquiry in our subject area? What methods are appropriate? How do we report it? What forms are acceptable?
- *What is our subject area?
- Our "subject area" is nominally writing studies. For our purposes, we'll define writing studies to include the interests of all 12 of us who will gather weekly for this seminar.

Activities and Projects

Discussion leadership. On occasion, individuals and groups will lead discussion in a topic area or of specific readings.

Participation in discussion. Come to seminar having done the week's readings and prepared to engage in a critical, generative discussion of them. Back evaluative statements with good reasoning. The readings vary in difficulty: you are always welcome to ask questions about what you do not understand.

Informal Writing

Most weeks, forum responses on Moodle will precede seminar meetings. Aim: identify key problems and resources relevant to the topic at hand.

Seminar Project

Article or long paper (15-20 pp.) that contributes to historical knowledge about writing, rhetoric, or literacy. Submission should be suitable, with revision, for submission to an academic journal and/or presentation at an academic conference.

Evaluation

Final Grade: 20% on seminar participation (including informal writing and seminar leadership); 80% on seminar project.

Schedule

► Week 1: Monday, January 25

Getting Started

- Preliminaries: Course and topic descriptions, seminar aims, introductions. Overview: Structure of meetings, mechanics, norms.

► Week 2: Monday, February 1

Historical Convergences: English and Communication, Composition and Rhetoric

Sampling from scholarship that defines, positions, and historicizes composition and rhetoric in the first-year college curriculum, in Week 2 we consider narratives that characterize moments of significant divergence and convergence between efforts in departments of communication and English. We ask, “Who cares?” and “What does it matter?”

- Diana George and John Trimbur, “The ‘Communication Battle,’ or Whatever Happened to the 4th C?,” *College Composition and Communication* 50.4 (1999): 682-698.
- Sharon Crowley, “Communications Skills and a Brief Rapprochement of Rhetoricians,” *Rhetoric Society Quarterly* 34.1 (2004): 89-103.
- Roxanne Mountford, “A Century After the Divorce: Challenges to a Rapprochement Between Speech Communication and English,” in *The SAGE Handbook of Rhetorical Studies*, Andrea A. Lunsford, Kirt H. Wilson, and Rosa A. Eberly, eds. (Thousand Oaks, CA: SAGE Publications, 2009), 407-431.
- Cara A. Finnegan and Marissa Lowe Wallace, “Origin Stories and Dreams of

Collaboration: Rethinking Histories of the Communication Course and the Relationships Between English and Speech," *Rhetoric Society Quarterly* 44.5 (2014): 401-426.

► Week 3: Monday, February 8

History in Service of Teaching First-Year Colleges Courses (Part 1)

Early historical scholarship in composition studies was tied to the first-year college writing course, a universal requirement at many institutions. We can understand the evolution of this scholarship by examining the various edited collections that were used in professional seminars for new composition teachers—typically graduate students. For reasons we begin to explore this week, the “basic” course in communication does not have as large a body of historical scholarship associated with it. That is, historical scholarship in communication—voluminous and important—owes little to an understanding of the “basic” course.

- Renee C. Romano and Claire Bond Potter, “Just over Our Shoulder: The Pleasures and Perils of Writing the Recent Past,” in *Doing Recent History: On Privacy, Copyright, Video Games, Institutional Review Boards, Activist Scholarship, and History that Talks Back*, ed. Claire Bond Potter and Renee C. Romano (Athens: University of Georgia Press, 2012), 1–19. [Focus on pp. 1–9.]
- Robert J. Connors, “Writing the History of Our Discipline,” in *An Introduction to Composition Studies*, ed. Erika Lindemann and Gary Tate (New York: Oxford University Press, 1991), 49–71.
- Pat J. Gehrke, “Introduction to Special Issue on Teaching First-Year Communication Courses,” *Review of Communication* 16.2-3 (2016): 109–113.
- Selected prefaces, introductions, and table of contents in edited collections for use in professional seminars for new college writing instructors:
 - Gary Tate and Edward P. J. Corbett, Preface, in *Teaching Freshman Composition*, ed. Gary Tate and Edward P. J. Corbett (New York: Oxford University Press, 1967), v–vi.
 - Gary Tate, Preface, in *Teaching Composition: 10 Bibliographic Essays*, ed. Gary Tate (Fort Worth, TX: Texas Christian University Press, 1976), vii–ix.
 - Gary Tate and Edward P. J. Corbett, Preface, in *The Writing Teacher’s Sourcebook*, ed. Gary Tate and Edward P. J. Corbett (New York: Oxford University Press, 1981), vii–ix.
 - Gary Tate and Edward P. J. Corbett, Preface, in *The Writing Teacher’s Sourcebook*, 2nd ed., Gary Tate and Edward P. J. Corbett (New York: Oxford University Press, 1988), vii–viii.
 - Richard L. Graves, Preface, in *Rhetoric and Composition: A Sourcebook for Teachers and Writers*, 3rd ed., ed. Richard L. Graves (Portsmouth, NH: Boynton/Cook-Heinemann, 1990), [vii–ix].
 - Robert J. Connors, “Writing the History of Our Discipline,” in *An Introduction to*

- Composition Studies*, ed. Erika Lindemann and Gary Tate (New York: Oxford University Press, 1991), 49-71.
- Gary Tate, Edward P. J. Corbett, and Nancy Myers, Preface, in *The Writing Teacher's Sourcebook*, 3rd ed., ed. Gary Tate, Edward P. J. Corbett, and Nancy Myers (New York: Oxford University Press, 1994), v-vi.
 - Victor Villanueva, Preface, in *Cross-Talk in Comp Theory*, ed. Victor Villanueva (Urbana, IL: National Council of Teachers of English, 1997), xi-xiv.
 - Nancy Myers, Preface, in *The Writing Teacher's Sourcebook*, 4th ed, ed. Edward P. J. Corbett, Nancy Myers, and Gary Tate (New York: Oxford University Press, 2000), vii-viii.
 - Susan Miller, Introduction, in *The Norton Book of Composition Studies*, ed. Susan Miller (New York: W. W. Norton, 2009), xxxv-xlvi.
 - Victor Villanueva and Kristin L. Arola, Prefaces [to the 2nd and 3rd editions], in *Cross-Talk in Comp Theory: A Reader*, 3rd ed., ed. Victor Villanueva and Kristin L. Arola (Urbana, IL: NCTE, 2011), xii-xviii.
 - Deborah Coxwell-Teague and Ronald F. Lunsford, "Setting the Table: Composition in the Last Half of the Twentieth Century," in *First-Year Composition: From Theory to Practice*, ed. Deborah Coxwell-Teague and Ronald F. Lunsford (Anderson, SC: Parlor Press, 2014), xiii-xxvii.

► Week 4: Monday, February 15

History in Service of Teaching First-Year Colleges Courses (Part 2)

Communication's "basic" course has not been historicized in the way English's "freshman" composition course has, but there have been calls recently to do so. What will come of this effort? How, if at all, will it affect other strands of historical inquiry active in the discipline?

- Pamela L. Gray, "The Basic Course in Speech Communication: An Historical Perspective," *Basic Communication Course Annual* 1 (1989): 1-27. Online: <http://ecommons.udayton.edu/bcca/vol1/iss1/6>
- Omar Swartz, "Interdisciplinary and Pedagogical Implications of Rhetorical Theory," *Communication Studies* 46.1-2 (1995): 130-139. Online: <https://doi.org/10.1080/10510979509368444>
- Craig Rood, "The Gap between Rhetorical Education and Civic Discourse," *Review of Communication* 16.2-3 (2016): 135-150. Online: <https://doi.org/10.1080/15358593.2016.1187456>
- Deanna L. Fassett, "Beyond Basic: Developing Our Work in and through the Introductory Communication Course," *Review of Communication* 16.2-3 (2016): 125-134. Online: <http://dx.doi.org/10.1080/15358593.2016.1187449>

- Additionally, we may reference:
 - Michael Leff, "Teaching Public Speaking as Composition," *Basic Communication Course Annual* 4 (1992): 115-122. Online: <http://ecommons.udayton.edu/bcca/vol4/iss1/12>
 - Shawn Spano, "Rethinking the Role of Theory in the Basic Course: Taking a 'Practical' Approach to Communication Education," *Basic Communication Course Annual* 8 (1996): 74-96. Online: <http://ecommons.udayton.edu/bcca/vol8/iss1/7>
 - Stephen K. Hunt, David R. Novak, Julie L. Semlak, and Kevin R. Meyer, "Synthesizing the First 15 Years of the Basic Communication Course Annual: What Research Tells Us about Effective Pedagogy," *Basic Communication Course Annual* 17 (2005): 1-42. Online: <http://ecommons.udayton.edu/bcca/vol17/iss1/6>
 - Scott Titsworth, Ben Bates, and Pam Kenniston, "Kenneth Burke, the Basic Communication Course, and Applied Scholarship," *Basic Communication Course Annual* 18 (2006): 303-315. Online: <http://ecommons.udayton.edu/bcca/vol18/iss1/18>
 - Lynn M. Harter, Elizabeth Graham, Stephanie Norander, and Daniel E. Rossi-Keen, "The Use of Professional Seminars to Prepare Future Faculty for Teaching Basic Communication Courses," *Basic Communication Course Annual* 18 (2006): 261-282. Online: <http://ecommons.udayton.edu/bcca/vol18/iss1/16>

► Week 5: Monday, February 22

What Is Wrong? What Is Missing? Can the History of Literacy Help?

Tethering historical scholarship on writing and rhetoric to institutions of higher learning and the cultural institutions with which they are affiliated produces a bodies of knowledge that replicate the biases of these institutions. What must be done?

- Darrel Wanzer-Serrano, "Rhetoric's Rac(e)ist Problems," *Quarterly Journal of Speech* 105.4 (2019): 465-476. Online: <https://doi-org.proxy2.library.illinois.edu/10.1080/00335630.2019.1669068>
- Steve Lamos, "Language, Literacy, and the Institutional Dynamics of Racism: Late-1960s Writing Instruction for 'High-Risk' African American Undergraduate Students at One Predominantly White University," *College Composition and Communication*, 60.1 (2008): 46-81. Online: <https://www.jstor.org/stable/20457044>
- Selected prefaces, introductions, and table of contents in edited collections for use in introductory graduate coursework in literacy studies:
 - Harvey J. Graff, ed., *Literacy and Social Development in the West: A Reader* (New York: Cambridge University Press, 1981).

- Harvey J. Graff, ed., *Literacy and Historical Development: A Reader* (Carbondale: Southern Illinois University Press, 2007).
- Eugene R. Kintgen, Barry M. Kroll, and Mike Rose, eds. *Perspectives on Literacy* (Carbondale: Southern Illinois University Press, 1988).
- Ellen Cushman, Eugene R. Kintgen, Barry M. Kroll, and Mike Rose, eds. *Literacy: A Critical Sourcebook* (Boston: Bedford/St. Martin's, 2001).
- Selections from books in literacy studies:
 - Deborah Brandt, *Literacy in American Lives* (New York: Cambridge University Press, 2001).
 - John M. Duffy, *Writing from These Roots: Literacy in a Hmong-American Community* (Honolulu: University of Hawai'i Press, 2007).
 - Deborah Brandt, *The Rise of Writing: Redefining Mass Literacy* (New York: Cambridge University Press, 2014).
 - Rhea Estelle Lathan, *Freedom Writing: African American Civil Rights Literacy Activism, 1955-1967* (2015).

► Week 6: Monday, March 1

History in Academic Journals: Questions, Scope, Method, Publishers, Intersections

We consider historical scholarship on rhetoric, composition, writing, and literacy that has been published in a number communication- and English-affiliated academic journals, assessing its influence and taking note of methods. This general consideration will frame our study of historical scholarship in two academic journals. (1) In 1999, *College Composition and Communication* published two special issues that featured backward glances at the discipline's formation—it's "usable past." How has historical inquiry, as published in the journal, evolved in the two decades since? (2) Shortly before CCC turned 50, *Advances in the History of Rhetoric* began publication. In 2020, it refined its editorial mission and changed its name to *Journal for the History of Rhetoric*. What was accomplished in the journal's first 22 years of publication? What seems possible going forward?

- *College Composition and Communication*
 - NCTE: <https://library-ncte-org.proxy2.library.illinois.edu/journals/CCC/issues>
 - JSTOR: <https://www-jstor-org.proxy2.library.illinois.edu/journal/collcompcomm>
 - Joseph Harris, "A Usable Past: CCC at 50," *College Composition and Communication* 50.3 (1999): 343-347. Online: <https://www.jstor.org/stable/358855>

- Joseph Harris, "A Usable Past: CCC at 50," *College Composition and Communication* 50.4 (1999): 559-561. Online: <https://www.jstor.org/stable/358480>
- Jacqueline Jones Royster and Jean C. Williams, "History in the Spaces Left: African American Presence and Narratives of Composition Studies," *College Composition and Communication* 50.4 (1999): 563-584. Online: <https://www.jstor.org/stable/358481>
- *Journal for the History of Rhetoric* (2020–present); *Advances in the History of Rhetoric* (1996–2019)
 - Taylor and Francis: <https://www-tandfonline-com.proxy2.library.illinois.edu/loi/uahr21>
 - Arthur Walzer, "Editor's Valedictory," *Advances in the History of Rhetoric* 22.3 (2019): 227-228. Online: <https://doi-org.proxy2.library.illinois.edu/10.1080/15362426.2019.1671698>
 - Ned O'Gorman, "Editor's Welcome," *Journal for the History of Rhetoric* 23.1 (2020): 1-2. Online: <https://doi-org.proxy2.library.illinois.edu/10.1080/26878003.2020.1721257>
 - Christa J. Olson, "Ten Texts for the History," *Journal for the History of Rhetoric* 23.1 (2020): 103. Online: <https://doi-org.proxy2.library.illinois.edu/10.1080/26878003.2020.1721811>
- *College English*
 - NCTE: <https://library-ncte-org.proxy2.library.illinois.edu/journals/ce/issues>
 - JSTOR: <https://www-jstor-org.proxy2.library.illinois.edu/journal/collegeenglish>
- *Rhetoric Review*
 - Taylor and Francis: <https://www-tandfonline-com.proxy2.library.illinois.edu/loi/hrhr20>
 - JSTOR: <https://www-jstor-org.proxy2.library.illinois.edu/journal/rhetoricreview>
- *Rhetoric Society Quarterly*
 - Taylor and Francis: <https://www-tandfonline-com.proxy2.library.illinois.edu/loi/rrsq20>
 - JSTOR: <https://www-jstor-org.proxy2.library.illinois.edu/journal/rhetsociquar>

- *Quarterly Journal of Speech*
- Taylor and Francis: <https://www-tandfonline-com.proxy2.library.illinois.edu/loi/rqjs20>

► Week 7: Monday, March 8

History in Academic Monographs: Questions, Scope, Method, Publishers, Intersection

Historical scholarship on rhetoric, composition, writing, and literacy is given room to breathe in the monograph form. Too, demonstrating expertise in the space of a monograph is often an essential step toward advancing in academic rank. What can we learn from monographs that we can't from journal articles? How are they received (that is, reviewed) by peers? How are they put to use as points of departure for future historical scholarship? How do they contribute to our scholarly conversation about method? We seek answers to these and related questions by examining books that were eligible for the RSA Book Award in 2015 and 2016.

Selected Titles with Historical Content Eligible for the 2015 RSA Book Award

- Risa Applegarth, *Rhetoric in American Anthropology: Gender, Genre, and Science* (University of Pittsburgh Press, 2014)
- Anthony F. Arrigo, *Imaging Hoover Dam: The Making of a Cultural Icon* (University of Nevada Press, 2014)
- Maegan Parker Brooks, *A Voice that Could Stir an Army: Fannie Lou Hamer and the Rhetoric of the Black Freedom Movement* (University Press of Mississippi, 2014)
- David Cisneros, *The Border Crossed Us: Rhetorics of Borders, Citizenship, and Latina/o Identity* (University of Alabama Press, 2014)
- Nathan Crick, *Rhetoric and Power: The Drama of Classical Greece* (University of South Carolina Press, 2014)
- Jay Timothy Dolmage, *Disability Rhetoric* (Syracuse University Press, 2014)
- Bonnie J. Dow, *Watching Women's Liberation, 1970: Feminism's Pivotal Year on the Network News* (University of Illinois Press, 2014)
- Jeffrey P. Mehlretter Drury, *Speaking with the People's Voice: How Presidents Invoke Public Opinion* (Texas A&M University Press, 2014)
- David Gold and Catherine L. Hobbs, *Educating the New Southern Woman: Speech, Writing, and Race at the Public Women's Colleges, 1884-1945* (Southern Illinois University Press, [December] 2013)
- T. Kenny Fountain, *Rhetoric in the Flesh: Trained Vision, Technical Expertise, and the Gross Anatomy Lab* (Routledge, 2014)
- Leslie J. Harris, *State of the Marital Union: Rhetoric, Identity, and Nineteenth-Century Marriage Controversies* (Baylor University Press, 2014)
- Jordynn Jack, *Autism and Gender: From Refrigerator Mothers to Computer Geeks* (University of Illinois Press, 2014)

- Jenell Johnson, *American Lobotomy: A Rhetorical History* (University of Michigan Press, 2014)
- Sharon J. Kirsch, *Gertrude Stein and the Reinvention of Rhetoric* (University of Alabama Press, 2014)
- Natalia Kovalyova, *Unlearning the Soviet Tongue: Discursive Practices of a Democratizing Polity* (Lexington Books, 2014)
- Samantha NeCamp, *Adult Literacy and American Identity: The Moonlight Schools and Americanization Programs* (Southern Illinois University Press, 2014)
- Erin J. Rand, *Reclaiming Queer: Activist and Academic Rhetorics of Resistance* (University of Alabama Press, 2014)
- Carolyn Skinner, *Women Physicians and Professional Ethos in Nineteenth-Century America* (Southern Illinois University Press, 2014)
- Scott R. Stroud, *Kant and the Promise of Rhetoric* (Penn State University Press, 2014)
- Shannon Walters, *Rhetorical Touch: Disability, Identification, Haptics* (University of South Carolina Press, 2014)
- Isaac West, *Transforming Citizenships: Transgender Articulation of the Law* (New York University Press, [December] 2013)

Selected Titles with Historical Content Eligible for the 2016 RSA Book Award

- Andrew T. Alwine, *Enmity and Feuding in Classical Athens* (University of Texas Press, 2015)
- Robert Asen, *Democracy, Deliberation, and Education* (Penn State University Press, 2015)
- Thomas W. Benson, *Posters for Peace: Visual Rhetoric and Civic Action* (Penn State University Press, 2015)
- Davida H. Charney, *Persuading God: Rhetorical Studies of First-Person Psalms* (Sheffield Phoenix Press, 2015)
- Gregory Clark, *Civic Jazz: American Music and Kenneth Burke on the Art of Getting Along* (University of Chicago Press, 2015)
- Jonathan Edwards, *Superchurch: The Rhetoric and Politics of American Fundamentalism* (Michigan State University Press, 2015)
- Lahcen Elyazghi Ezzaher, *Three Arabic Treatises on Aristotle's Rhetoric: The Commentaries of al-Fārābī, Avicenna, and Averroes* (Southern Illinois University Press, 2015)
- Jeremy Engels, *The Politics of Resentment: A Genealogy* (Penn State University Press, 2015)
- Cara Finnegan, *Making Photography Matter: A Viewer's History from the Civil War to the Great Depression* (University of Illinois Press, 2015)
- Tareq Samra Graban, *Women's Irony: Rewriting Feminist Rhetorical Histories* (Southern Illinois University Press, 2015)
- S. Scott Graham, *The Politics of Pain Medicine: A Rhetorical-Ontological Inquiry* (University of Chicago Press, 2015)

- Ekaterina V. Haskins, *Popular Memories: Commemoration, Participatory Culture, and Democratic Citizenship* (University of South Carolina Press, 2015)
- James Kastely, *The Rhetoric of Plato's Republic: Democracy and the Philosophical Problem of Persuasion* (University of Chicago Press, 2015)
- Donald Lazere, *Political Literacy in Composition and Rhetoric: Defending Academic Discourse against Postmodern Pluralism* (Southern Illinois University Press, 2015)
- Mark Garrett Longaker, *Rhetorical Style and Bourgeois Virtue: Capitalism and Civil Society in the British Enlightenment* (Penn State University Press, 2015)
- Bruce McComiskey, *Dialectical Rhetoric* (Utah State University Press, 2015)
- Laurent Pernot, *Epideictic Rhetoric: Questioning the States of Ancient Praise* (University of Texas Press, 2015)
- Cristina Devereaux Ramírez, *Occupying our Space: the Mestiza Rhetorics of Mexican Women Journalists and Activists, 1875-1942* (University of Arizona Press, 2015)
- Shari J. Stenberg, *Repurposing Composition: Feminist Interventions for a Neoliberal Age* (Utah State University Press, 2015)
- Mary E. Stuckey, *Voting Deliberatively: FDR and the 1936 Presidential Campaign* (Penn State University Press, 2015)
- Darrel Wanzer-Serrano, *The New York Young Lords and the Struggle for Liberation* (Temple University Press, 2015)

► Week 8: Monday, March 15

Discerning Theory and Method: Examining the Scholarship of Faculty and Alumni

In Weeks 6 and 7, we observed how authors of academic journal articles and monographs describe their methods of inquiry. Building on—and complicating—these descriptions, we examine arguments about theory and method made by faculty and alumni in communication and English.

Faculty

- Josue David Cisneros, *The Border Crossed Us: Rhetorics of Borders, Citizenship, and Latina/o Identity* (University of Alabama Press, 2014). Online: https://i-share-uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/m6d2fe/alma99781592512205899
- Cara A. Finnegan, *Picturing Poverty: Print Culture and FSA Photographs* (Smithsonian Books, 2003). Online: <https://hdl.handle.net/2027/mdp.39015047910669>
- Cara A. Finnegan, *Making Photography Matter: A Viewer's History from the Civil War to the Great Depression* (University of Illinois Press, 2015). Online: <https://www-jstor-org.proxy2.library.illinois.edu/stable/10.5406/j.ctt14jxvhb>

- Melissa Littlefield, *The Lying Brain: Lie Detection in Science and Science Fiction* (University of Michigan Press, 2011). Online: https://i-share-uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/gpjosq/alma99861479812205899
- Peter Mortensen (with Janet Carey Eldred), *Imagining Rhetoric: Composing Women of the Early United States* (University of Pittsburgh Press, 2002). Online: <https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt5vkg2d>
- John M. Murphy, "Barack Obama and Rhetorical History," *Quarterly Journal of Speech* 101.1 (2015): 213-224. Online: <https://doi-org.proxy2.library.illinois.edu/10.1080/00335630.2015.995927>
- Ned O'Gorman, *The Iconoclastic Imagination: Image, Catastrophe, and Economy in American from the Kennedy Assassination to September 11* (University of Chicago Press, 2015). Online: https://i-share-uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/m6d2fe/alma991010074099705816
- Ned O'Gorman, *Spirits of the Cold War: Contesting Worldviews in the Classical Age of American Security Strategy* (Michigan State University Press, 2012). Online <https://www-jstor-org.proxy2.library.illinois.edu/stable/10.14321/j.ctt7ztcdm>
- Catherine Prendergast, *Literacy and Racial Justice: The Politics of Learning After Brown v. Board of Education* (Southern Illinois University Press, 2003). Online: <https://hdl.handle.net/2027/mdp.39015057629340>
- Lindsay Rose Russell, *Women and Dictionary-Making: Gender, Genre, and English Language Lexicography* (Cambridge University Press, 2018). Online: <https://doi-org.proxy2.library.illinois.edu/10.1017/9781316941553>
- Kelly Ritter, *Reframing the Subject: Postwar Instructional Film and Class-Conscious Literacies* (University of Pittsburgh Press, 2015). Online: <https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt19jcgvx>
- Kelly Ritter, *To Know Her Own History: Writing at the Woman's College, 1943-1963* (University of Pittsburgh Press, 2012). Online: <https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt7zw8cm>

Alumni

- Robin E. Jensen, "The Birth of Public Sexual Education in the United States: Women, Rhetoric, and the Progressive Era," Ph.D. dissertation, University of Illinois at Urbana-Champaign, 2007. Online: <http://hdl.handle.net/2142/87532>

- Robin E. Jensen, *Dirty Words: The Rhetoric of Public Sex Education, 1870-1924* (University of Illinois Press, 2010). Online: <https://www-jstor-org.proxy2.library.illinois.edu/stable/10.5406/j.ctt1xck0p>
- Robin E. Jensen, *Infertility: Tracing the History of a Transformative Term* (Penn State University Press, 2016). Library: https://i-share-uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/1ubbi2j/alma99822011212205899
- Jeremy David Engels, "Producing America's Enemies and the Contested Rhetorics of Nationhood in the United States, 1775–1815," Ph.D. dissertation, University of Illinois at Urbana-Champaign, 2006. Online: <http://hdl.handle.net/2142/87523>
- Jeremy Engels, *Enemyship: Democracy and Counter-Revolution in the Early Republic* (Michigan State University Press, 2010). Online: <https://muse-jhu-edu.proxy2.library.illinois.edu/book/6949>
- Jeremy Engels, *The Politics of Resentment: A Genealogy* (Penn State University Press, 2015). Library: https://i-share-uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/1ubbi2j/alma99786182512205899
- Steven Joseph Lamos, "Sponsoring Educational Opportunity: Race, Racism, and Writing Instruction at the University of Illinois," Ph.D. dissertation, University of Illinois at Urbana-Champaign, 2004. Online: <http://hdl.handle.net/2142/81406>
- Steve Lamos, *Interests and Opportunities: Race, Racism, and University Writing Instruction in the Post-Civil Rights Era* (University of Pittsburgh Press, 2011). Online: <https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt7zw8fk>
- Christa J. Olson, "Constitutive Visions: Indigeneity, Visual Culture, and the Rhetorics of Ecuadorian National Identity," Ph.D. dissertation, University of Illinois at Urbana-Champaign, 2010. Online: <http://hdl.handle.net/2142/81462>
- Christa J. Olson, *Constitutive Visions: Indigeneity and Commonplaces of National Identity in Republican Ecuador* (Penn State University Press, 2014). Online: https://i-share-uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/1ubbi2j/alma99745749412205899
- Amy J. Wan, "Producing Good Citizens: Literacy and Citizenship Training in Anxious Times," Ph.D. dissertation, University of Illinois at Urbana-Champaign, 2007. Online: <http://hdl.handle.net/2142/81433>

- Amy J. Wan, *Producing Good Citizens: Literacy Training in Anxious Times*, Ph.D. dissertation, University of Illinois at Urbana-Champaign, 2014. Online: <https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt5vkgqk>

► Week 9: Monday, March 22

The “Archival Turn”: Considering Primary Sources

Over the past two decades, scholars across disciplines in the humanities and humanistic social sciences have come to question how archives are assembled and curated. This critical perspective has led not only to reinterpretation of traditional institutional archival content, but also a willingness to admit as archival materials that have been assembled and curated outside of traditional institutions. What should we make of the “archival turn”? Is the archival turn still turning? If so, who’s at the wheel?

Advice

- Robert J. Connors, “Dreams and Play: Historical Method and Methodology” in *Methods and Methodology in Composition Research*, ed. Gesa Kirsch and Patricia A. Sullivan (Carbondale: Southern Illinois University Press, 1992), 15-36. Online: <https://hdl.handle.net/2027/mdp.39015021549798?urlappend=%3Bseq=29>
- Cara A. Finnegan, “Read Before Archiving,” *Journal for the History of Rhetoric* 23.1 (2020): 107. Online: <https://doi-org.proxy2.library.illinois.edu/10.1080/26878003.2020.1721814>
- Katrina M. Powell, “Hidden Archives: Revealing Untold Stories,” *Journal of American Studies* 52.1 (2018): 26–44. Online: <https://doi-org.proxy2.library.illinois.edu/10.1017/S0021875817001827>

Overviews

- Antoinette M. Burton, ed., *Archive Stories: Acts, Fictions, and the Writing of History* (Durham: Duke University Press, 2006). Online: <https://hdl.handle.net/2027/dul1.ark:/13960/t70w5g29m>
- Alexis E. Ramsey, Wendy B. Sharer, Barbara L’Eplattenier, and Lisa B. Mastrangelo, eds., *Working in the Archives: Practical Research Methods for Rhetoric and Composition* (Carbondale: Southern Illinois University Press, 2009). Online: https://i-share-uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/1ubbi2j/alma99780123612205899
- Pat J. Gehrke, ed. *Micro-Histories of Communication Studies: Mapping the Future of Communication through Local Narratives*. New York: Routledge, 2016.

- Bruce McComiskey, ed. *Microhistories of Composition* (Utah State University Press, 2016). Online: <https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt19zbzww>

Examples

- Alberto González, Bernadette M. Calafell, and Roberto Avant-Mier, “An LCSD & La Raza Microhistory: The Latino/a Communication Studies Division & La Raza Caucus of the National Communication Association,” in *Microhistories of Communication Studies: Mapping the Future of Communication through Local Narratives*, ed. Pat Gehrke (New York: Routledge, 2017), 152-164. Originally published in *Review of Communication* 14.2 (2014): 125-137.
- María Paz Carvajal Regidor, “Founding Figure Forging a Path: Felipe de Ortego y Gasca,” in *Viva Nuestro Caucus: Rewriting the Forgotten Pages of Our Caucus*, ed. Romeo García, Iris D. Ruiz, Anita Hernández, and María Paz Carvajal Regidor (Anderson, SC: Parlor Press, 2019), 46-61.

► Week 10: Monday, March 29

Scoping Time: Researching the Nineteenth-Century United States

Equipped with nuanced sense of archival possibilities and free from entanglements with higher education and the cultural institutions it superintends, how might we re-see the rhetoric, writing, and literacy in the nineteenth-century United States? A new collection of original chapters, edited by Patricia Bizzell and Lisa Zimmerelli, addresses this question.

- Selected chapters from Patricia Bizzell and Lisa Zimmerelli, eds., *Nineteenth-Century American Activist Rhetorics* (New York: MLA, 2021), including:
 - Patricia Bizzell and Lisa Zimmerelli, Introduction, 1-10.
 - Morris Young, “The Rhetorical Legacies of Chinese Exclusion: Appeals, Protests, and Becoming Chinese American,” 290-303.
 - Wendy Hayden, “‘Nasty’ Women, Progressive Causes, and the Rhetorical Refusals of Lillie D. White,” 89-100.
 - Angela G. Ray, “Caricatures versus Character Studies: Helen Potter’s Mimetic Advocacy for Women’s Rights,” 179-191.
 - Patricia Roberts-Miller, “‘Who Says What Is . . . Always Tells a Story’: White Supremacist Rhetoric, Then and Now,” 279-317.
 - Jacqueline Jones Royster, “The Long Nineteenth Century and the Bend toward Justice,” 318-331.

- Selected materials related to the collection’s development, editorial evaluation, and marketing.

► Week 11: Monday, April 5

Scoping Place: Researching the Central and Southern Appalachia

For the last 150 years, extraction of natural resources in the southern mountains has fueled the growth of metropolitan America. Over the same time, metropolitans have put narratives extracted from the region to various uses, none especially good. What can studying rhetoric, writing, and literacy in a region tell us about that place that is popularly understood to be deficient or strange when it comes to rhetoric, writing, and literacy? And how might our scholarship be in productive conversation with that of other scholars who study the region, especially those who are native to the place.

- Selection from J. D. Vance, *Hillbilly Elegy: A Memoir of a Family and a Culture in Crisis* (New York: Harper, 2016).
- Selection from Katrina M. Powell, *The Anguish of Displacement: The Politics of Literacy in the Letters of Mountain Families in Shenandoah National Park* (Charlottesville: University of Virginia Press, 2007).
- Katrina M. Powell, “Reconciling Past and Place through Rhetorics of Peacemaking, Accountability, and Human Rights in the Archives” [review essay], *College Composition and Communication* 70.2 (2018): 250-272. Online: <https://library-ncte-org.proxy2.library.illinois.edu/journals/CCC/issues/v70-2/29926>
- Selection from Stephen A. Schneider, *You Can’t Padlock an Idea: Rhetorical Education at the Highlander Folk School, 1932-1961* (Columbia: University of South Carolina Press, 2014).
- Selection from Chad Berry, Phillip J. Obermiller, and Shaunna L. Scott, eds., *Studying Appalachian Studies: Making the Path by Walking* (Urbana: University of Illinois Press, 2015).

To be referenced in discussion:

- Sally Rubin and Ashley York, directors, *Hillbilly* (2019). Online: <https://www.hulu.com/movie/hillbilly-71f8ec29-1a46-4e0c-a729-b07ea14b59a9>
- Ron Howard, director, *Hillbilly Elegy* (2020). Online: <https://www.netflix.com/title/81071970>
- Anthony Harkins and Meredith McCarroll, eds., *Appalachian Reckoning: A Region Responds to Hillbilly Elegy* (Morgantown: West Virginia University Press, 2019). Online: <https://i-share->

uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/q1ojeg/alma99954746851205899

- Samantha NeCamp, *Literacy in the Mountains: Community, Newspapers, and Writing in Appalachia* (Lexington: University Press of Kentucky, 2019).
- Erica Abrams Locklear, *Negotiating a Perilous Empowerment: Appalachian Women's Literacies* (Ohio University Press, 2011). Library: https://i-share-uiu.primo.exlibrisgroup.com/permalink/01CARLI_UIU/1ubbi2j/alma99659355712205899
- Robert Schenkkan, *The Kentucky Cycle* (New York: Plume, 1993), winner of the 1992 Pulitzer Prize for Drama. Online: <https://archive.org/details/kentuckycycle0000sche> and https://archive.org/details/kentuckycycle0000sche_a7d2.
- Dwight B. Billings, Gurney Norman, and Katherine Ledford, eds., *Back Talk from Appalachia: Confronting Stereotypes* (Lexington: University Press of Kentucky, 1999). Online: <https://www-jstor-org.proxy2.library.illinois.edu/stable/j.ctt2jcp5m>

► Week 12: Monday, April 12

Ethics: Who May Research Whom—and Why?

What do historians owe those about whom they write? What do they owe people associated with the institutions about which they write? Who may write about what and whom? What deserves citation? What doesn't? We ponder these questions, with the guidance of two senior scholars, as we consider two case studies.

Overview

- Shirley Brice Heath, "When *Not* to Write: Reflections on Words, Books, and Authors," in *Rhetoric and Writing Studies in the New Century: Historiography, Pedagogy, and Politics*, ed. Cheryl Glenn and Roxanne Mountford (Carbondale: Southern Illinois University Press, 2017), 23-35.
- Jacqueline Jones Royster, "When the First Voice You Hear Is Not Your Own," *College Composition and Communication* 47.1 (1996): 29-40. Online: <https://doi-org.proxy2.library.illinois.edu/10.2307/358272>

Case 1

- Kim Hensley Owens, "In *Lak'ech*, The Chicano Clap, and Fear: A Partial Rhetorical Autopsy of Tucson's Now-Illegal Ethnic Studies Class," *College English* 80.3 (2018): 248-

270. Online: <https://library-ncte-org.proxy2.library.illinois.edu/journals/ce/issues/v80-3/29446>

- Aja Y. Martinez, Cruz Medina, and Gloria J. Howerton, "A Response to Kim Hensley Owens's 'In Lak'ech, The Chicano Clap, and Fear: A Partial Rhetorical Autopsy of Tucson's Now-Illegal Ethnic Studies Class'" and "Kim Hensley Owens Responds," *College English* 80.6 (2018): 539-550. Online: <https://library-ncte-org.proxy2.library.illinois.edu/journals/ce/issues/v80-6/29741>

Case 2

- Tom Fox, "From Freedom to Manners: African American Literacy Instruction in the 19th Century," *Composition Forum* 6.1 (1995), 1-12.
- Tom Fox, "From Freedom to Manners: African American Literacy Instruction in the 19th Century," in *Contested Terrain: Diversity, Writing, and Knowledge*, ed. Phyllis Kahaney and Judith Liu (Ann Arbor: University of Michigan Press, 2001), 51-63. Online: https://archive.org/details/contestedterrain0000unse_b7z1/
- Tom Fox, "From Freedom to Manners: African American Literacy Instruction in the 19th Century," in *The Norton Book of Composition Studies*, ed. Susan Miller (New York: W. W. Norton & Co., 2009), 119-128.
- Selections from:
 - Elizabeth McHenry, *Forgotten Readers: Recovering the Lost History of African American Literary Societies* (2002)
 - Heather Andrea Williams, *Self-Taught: African American Education in Slavery and Freedom* (2005)
 - Heather Andrea Williams, *Help Me Find My People: The African American Search for Family Lost in Slavery* (2012)
 - Christopher Hager, *Word by Word: Emancipation and the Act of Writing* (2013)

► **Week 13: Monday, April 19**

Does There Exist a Public beyond Academe for Histories of Rhetoric, Writing, and Literacy?

Historical scholarship on rhetoric, writing, and literacy influences subsequent historical scholarship, at least within disciplinary boundaries. Plenty evidence of that. But can it have influence beyond our discipline(s)? Beyond academe?

- Selection from Patricia Roberts-Miller, *Demagoguery and Democracy* (New York: The Experiment, 2017).

- Selections from *Reading the Pictures*. Online: <https://www.readingthepictures.org>.
- James Chase Sanchez, co-producer, *Man on Fire* (2017). Details: <https://jameschasesanchez.com/film/>
- Jaqueline Rhodes, director and producer, *Once a Fury* (2020). Details: <https://onceafury.com/press>
- Public Voices Fellowships: <https://las.illinois.edu/news/2019-07-30/faculty-receive-public-voices-fellowship>

► **Week 14: Monday, April 26**

Work-in-Progress Presentations (I)

- Details arranged at mid-semester.

► **Week 15: Monday, May 3**

Work-in-Progress Presentations (II)

- Details arranged at mid-semester.

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Students Requiring Accommodations

If you have a disability that requires accommodation in order for you to be successful in this class, please contact me and the Division of Disability Resources and Educational Services (DRES) as soon as possible to obtain disability-related academic adjustments and/or auxiliary aids. For more information, browse <https://www.disability.illinois.edu/student-faq> or contact DRES by phone (217-333-1970) or email (disability@illinois.edu).

Family Educational Rights and Privacy Act (FERPA) Protections

FERPA gives you certain rights with respect to your education records. Pertinent to this class is the right to consent to disclosures of personally identifiable information contained in your education records. Among the education records I maintain and must protect from disclosure are a class roster that includes non-directory information about you, class projects I have evaluated with a final grade, and other records of your academic performance in class. See <https://registrar.illinois.edu/academic-records/ferpa/> for more details.

Sexual Misconduct Policy and Reporting

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found in the Confidential Resources section of the We Care site: <https://wecare.illinois.edu>. Other information about resources and reporting is also available at the We Care website.

Safety on Campus

Although this class is being offered online, some of you may be logging into our synchronous sessions from somewhere on campus. If you face an emergent threat while we're meeting, follow the university's Run-Hide-Fight emergency protocol as if we were physically together in the classroom. Details about the protocol are maintained by the university's Division of Public Safety: <https://police.illinois.edu/emergency-preparedness/run-hide-fight/>.