

Teaching The Rhetoric Of Resistance The Popular Holocaust And Social Change In A Post 911 World Education Psychoanalysis And Social Transformation

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Composition & Resistance C. Mark Hurlbert 1991 This book is a moving orchestration of our profession's deepest concerns about the economic, social, political, and practical aspects of teaching writing.

The SAGE Handbook of Rhetorical Studies Andrea A. Lunsford 2008-10-29 The SAGE Handbook of Rhetorical Studies surveys the latest advances in rhetorical scholarship, synthesizing theories and practices across major areas of study in the field and pointing the way for future studies. Edited by Andrea A. Lunsford and Associate Editors Kirt H. Wilson and Rosa A. Eberly, the Handbook aims to introduce a new generation of students to rhetorical study and provide a deeply informed and ready resource for scholars currently working in the field.

The Rhetoric of Resistance to Prison Education Adam Key 2021-11-29 This book

explores the discourse and rhetoric that resists and opposes postsecondary prison education. Positioning prison college programs as the best method to truly reduce recidivism, the book shows how the public – and by extension politicians – remain largely opposed to public funding for these programs, and how prisoners face internal resistance from their fellow inmates when pursuing higher education. Utilizing methods including critical rhetorical history, media analysis, and autoethnography, the author explores and critiques the discourses which inhibit prison education. Cultural discourses, echoed through media portrayal of prisoners, produce criminals as both subhuman and always-already a threat to the public. This book highlights the history of rhetorical opposition to prison education; closely analyzes how convictism, prejudicial and discriminatory bias against prisoners, blocks education access and feeds the prison-industrial-complex an ever-recycled supply of free prison labor; and discusses the implications of prison education for understanding and contesting cultural discourses of criminality. This book will be an important reference for scholars, graduate students, and upper-level undergraduates in the fields of Rhetoric, Criminal justice, and Sociology, as well as Media and Communication studies more generally, Politics, and Education studies.

Teachers' Responses to Education Reform Mwalimu J. Shujaa 1989

Mutuality in the Rhetoric and Composition Classroom David L. Wallace 2000 "Wallace and Ewald see mutuality as potentially transformative if it is based on interaction

between teachers and students. The transformative notion of mutuality, which cannot be designated in advance, can be effected in classrooms by reconstituting classroom speech genres, redesigning the architecture of rhetoric and writing courses, and valuing students' interpretive agency in classroom discourse. Mutuality in alternative pedagogy, they assert, is a continuous collaboration between teachers and students."--BOOK JACKET.

Teaching Resistance John Mink 2019-10-01 Teaching Resistance is a collection of the voices of activist educators from around the world who engage inside and outside the classroom from pre-kindergarten to university and emphasize teaching radical practice from the field. Written in accessible language, this book is for anyone who wants to explore new ways to subvert educational systems and institutions, collectively transform educational spaces, and empower students and other teachers to fight for genuine change. Topics include community self-defense, Black Lives Matter and critical race theory, intersections between punk/DIY subculture and teaching, ESL, anarchist education, Palestinian resistance, trauma, working-class education, prison teaching, the resurgence of (and resistance to) the Far Right, special education, antifascist pedagogies, and more. Edited by social studies teacher, author, and punk musician John Mink, the book features expanded entries from the monthly column in the politically insurgent punk magazine Maximum Rocknroll, plus new works and extensive interviews with subversive educators. Contributing teachers include Michelle Cruz

Gonzales, Dwayne Dixon, Martín Sorrondeguy, Alice Bag, Miriam Klein Stahl, Ron Scapp, Kadajah Means, Mimi Nguyen, Murad Tamini, Yvette Felarca, Jessica Mills, and others, all of whom are unified against oppression and readily use their classrooms to fight for human liberation, social justice, systemic change, and true equality. Royalties will be donated to Teachers 4 Social Justice: t4sj.org

Resources in Education 1994

The Rhetoric of Resistance to Prison Education Adam Key 2022

Rhetorical Listening Krista Ratcliffe 2005 Long ignored within rhetoric and composition studies, listening has returned to the disciplinary radar. Rhetorical Listening: Identification, Gender, Whiteness argues that rhetorical listening facilitates conscious identifications needed for cross-cultural communication.

Race and the Rhetoric of Resistance Jeffrey B. Ferguson 2021-03-12 Continuing in the vein of his ever questioning the conventions of race melodrama through the lens of which so much American racial and cultural history and storytelling has been filtered, Ferguson's final work conveys to the reader his sense of humor, warmth, and grace, while adding up to a serious, principled critique of much common scholarly and pedagogic practice..

Rhetorical Democracy Gerard Hauser 2004-07-16 This collection presents theoretical, critical, applied, and pedagogical questions and cases of publics and public spheres, examining these contexts as sources and sites of civic engagement. Reflecting the

current state of rhetorical theory and research, the contributions arise from the 2002 conference proceedings of the Rhetoric Society of America (RSA). The collected essays bring together rhetoricians of different intellectual stripes in a multi-traditional conversation about rhetoric's place in a democracy. In addition to the wide variety of topics presented at the RSA conference, the volume also includes the papers from the President's Panel, which addressed the rhetoric surrounding September 11, 2001, and its aftermath. Other topics include the rhetorics of cyberpolitical culture, race, citizenship, globalization, the environment, new media, public memory, and more. This volume makes a singular contribution toward improving the understanding of rhetoric's role in civic engagement and public discourse, and will serve scholars and students in rhetoric, political studies, and cultural studies.

MLA International Bibliography of Books and Articles on the Modern Languages and Literatures 2007

Contrastive Rhetoric Revisited and Redefined Clayann Gilliam Panetta 2000-11-01 The theory of contrastive rhetoric was first put forth by Robert Kaplan in the mid 1960s to explain the differences in writing and discourse between students who were native speakers of English and their international counterparts. Over the past three decades, contrastive rhetoric theory has been used primarily by linguists in language centers and involved in ESL teaching. As the number of international students in American universities has continued to grow, contrastive rhetoric has become increasingly

relevant to all disciplines, and to rhetoric and composition in particular. This volume breaks important new ground in its examination of contrastive rhetoric in the exclusive context of composition. The editor has assembled contributors with varying areas of specialty to demonstrate how the traditional definition of contrastive rhetoric theory can be applied to composition in new and innovative ways and how it can be redefined through the lens of addressing "difference" issues in writing. Thus, the volume as a whole clarifies how the basic principles of contrastive rhetoric theory can help composition instructors to understand writing and rhetorical decisions. With the inclusion of current research on multicultural issues, this collection is appropriate for all instructors in ESL writing, including teachers in rhetoric, composition, and linguistics. It can also be used as an advanced text for students in these areas. Wherever it is employed, it is certain to offer significant new insights into the application of contrastive rhetoric within the composition discipline.

Encyclopedia of Rhetoric and Composition Theresa Enos 2011-04-06 This reference guide surveys the field, covering rhetoric's principles, concepts, applications, practical tools, and major thinkers. Drawing on the scholarship and expertise of 288 contributors, the Encyclopedia presents a long-needed overview of rhetoric and its role in contemporary education and communications, discusses rhetoric's contributions to various fields, surveys the applications of this versatile discipline to the teaching of English and language arts, and illustrates its usefulness in all kinds of discourse,

argument, and exchange of ideas. ?

Teacher Education in Lifelong Learning Alison Iredale 2018-01-13 This book promotes the idea that professionalism among teachers should be marked by democratic relations, rather than by managerialism and performance management. It provides a thorough investigation of issues around the participation of trainee teachers in the Lifelong Learning Sector, by reflecting on their experiences and questioning how well initial teacher education prepares teachers as professional practitioners in the sector. The reflexive nature of the book promotes a deep discussion of the nature of professionalism, drawing upon the works of John Dewey, Michel Foucault and Pierre Bourdieu, and places initial teacher education in the Lifelong Learning Sector firmly within the policy and ideological context of regulation, audit and control. It also illuminates pertinent discussions around teacher agency through a consideration of confidence, excellence, and routinised practices. Finally, the book takes us 'through the looking glass' to reveal the tensions within the teacher education curriculum as it prepares trainee teachers for a ready-made world, whilst at the same time attempting to encourage principles of social justice, inclusive practice and education as a democratic endeavour. It will be compelling reading for students and researchers working in Education and Sociology, particularly those with an interest in lifelong learning and teacher training.

Book Review Index 2009 Dana Ferguson 2009-08 Book Review Index provides quick

access to reviews of books, periodicals, books on tape and electronic media representing a wide range of popular, academic and professional interests. The up-to-date coverage, wide scope and inclusion of citations for both newly published and older materials make Book Review Index an exceptionally useful reference tool. More than 600 publications are indexed, including journals and national general interest publications and newspapers. Book Review Index is available in a three-issue subscription covering the current year or as an annual cumulation covering the past year.

The Handbook of Organizational Rhetoric and Communication Oyvind Ihlen 2018-05-10 A one-stop source for scholars and advanced students who want to get the latest and best overview and discussion of how organizations use rhetoric While the disciplinary study of rhetoric is alive and well, there has been curiously little specific interest in the rhetoric of organizations. This book seeks to remedy that omission. It presents a research collection created by the insights of leading scholars on rhetoric and organizations while discussing state-of-the-art insights from disciplines that have and will continue to use rhetoric. Beginning with an introduction to the topic, The Handbook of Organizational Rhetoric and Communication offers coverage of the foundations and macro-contexts of rhetoric—as well as its use in organizational communication, public relations, marketing, management and organization theory. It then looks at intellectual and moral foundations without which rhetoric could not have

occurred, discussing key concepts in rhetorical theory. The book then goes on to analyze the processes of rhetoric and the challenges and strategies involved. A section is also devoted to discussing rhetorical areas or genres—namely contextual application of rhetoric and the challenges that arise, such as strategic issues for management and corporate social responsibility. The final part seeks to answer questions about the book's contribution to the understanding of organizational rhetoric. It also examines what perspectives are lacking, and what the future might hold for the study of organizational rhetoric. Examines the advantages and perils of organizations that seek to project their voices in order to shape society to their benefits Contains chapters working in the tradition of rhetorical criticism that ask whether organizations' rhetorical strategies have fulfilled their organizational and societal value Discusses the importance of obvious, traditional, nuanced, and critically valued strategies such as rhetorical interaction in ways that benefit discourse Explores the potential, risks, paradoxes, and requirements of engagement Reflects the views of a team of scholars from across the globe Features contributions from organization-centered fields such as organizational communication, public relations, marketing, management, and organization theory The Handbook of Organizational Rhetoric and Communication will be an ideal resource for advanced undergraduate students, graduate students, and scholars studying organizational communications, public relations, management, and

rhetoric.

The Sharp Edge of Educational Change Nina Bascia 2014-01-14 The Sharp Edge of Educational Change conveys the realities of reform as they affect educators' practice. The collected chapters each focus on particular current reform and reveal the technical and logistical complications, social and political dynamics, cognitive disjunctures and limitations, and emotional demands of reform. In so doing, they provide new and rich conceptual perspectives on the contemporary nature of teachers' and administrators' work in classrooms, schools and other educational settings.

Engaging 21st Century Writers with Social Media Bryant, Kendra N. 2016-08-23 Basic composition courses have become a fundamental requirement for the major of university degrees available today. These classes allow students to enhance their critical thinking, writing, and reading skills; however, frequent use of technology and online activity can be detrimental to students' comprehension. Engaging 21st Century Writers with Social Media is a pivotal reference source for the latest research on the integration of social media platforms into academic writing classes, focusing on how such technology encourages writing and enables students to grasp basic composition skills in classroom settings. Highlighting emerging theoretical foundations and pedagogical practices, this book is ideally designed for educators, upper-level students, researchers, and academic professionals.

Teaching Writing, Rhetoric, and Reason at the Globalizing University Robert Samuels

2020-11-26 This timely intervention into composition studies presents a case for the need to teach all students a shared system of communication and logic based on the modern globalizing ideals of universality, neutrality, and empiricism. Based on a series of close readings of contemporary writing by Stanley Fish, Asao Inoue, Doug Downs and Elizabeth Wardle, Richard Rorty, Slavoj Zizek, and Steven Pinker, this book critiques recent arguments that traditional approaches to teaching writing, grammar, and argumentation foster marginalization, oppression, and the restriction of student agency. Instead, it argues that the best way to educate and empower a diverse global student body is to promote a mode of academic discourse dedicated to the impartial judgment of empirical facts communicated in an open and clear manner. It provides a critical analysis of core topics in composition studies, including the teaching of grammar; notions of objectivity and neutrality; empiricism and pragmatism; identity politics; and postmodernism. Aimed at graduate students and junior instructors in rhetoric and composition, as well as more seasoned scholars and program administrators, this polemical book provides an accessible staging of key debates that all writing instructors must grapple with.

The Formation of College English Thomas P. Miller 1997 In the middle of the eighteenth century, English literature, composition, and rhetoric were introduced almost simultaneously into colleges throughout the British cultural provinces. Professorships of rhetoric and belles lettres were established just as print was reaching a growing reading

public and efforts were being made to standardize educated taste and usage. The provinces saw English studies as a means to upward social mobility through cultural assimilation. In the educational centers of England, however, the introduction of English represented a literacy crisis brought on by provincial institutions that had failed to maintain classical texts and learned languages. Today, as rhetoric and composition have become reestablished in the humanities in American colleges, English studies are being broadly transformed by cultural studies, community literacies, and political controversies. Once again, English departments that are primarily departments of literature see these basic writing courses as a sign of a literacy crisis that is undermining the classics of literature. *The Formation of College English* reexamines the civic concerns of rhetoric and the politics that have shaped and continue to shape college English.

A Companion to Roman Rhetoric William Dominik 2010-01-11 Presents a survey of Roman rhetoric that explores its ranging cultural importance. This book covers topics such as: the evolution of Roman rhetoric from its origins to the Renaissance; rhetoric's role in education and acculturation; the seminal importance of rhetoric in statesmanship and politics; and more.

Twentieth-century Roots of Rhetorical Studies Jim A. Kuypers 2001 Kuypers, King, and their contributors explore the conception of rhetoric of eleven key American rhetoricians through analyses of their life's work. Each chapter uncovers the innate mode of

perception that guided the rhetorical understanding of a particular critic. In so doing, this work dispels the myth that the discipline of Speech Communication was spawned from a monolithic and rigid center that came to be called neo-Aristotelianism.

Multidisciplinary Perspectives on Teacher Evaluation Morgaen L. Donaldson 2020-11-

26 In the wake of national interest in teacher evaluation, this book examines what we have learned about how and whether teacher evaluation holds teachers accountable and improves their practice. Drawing on literature in psychology, economics, and sociology, this multi-disciplinary and multi-perspectival book explores teacher evaluation's intended goals of development and accountability, as well as its unintended consequences, especially as they relate to equity. Blending theory from diverse disciplines with decades of research, this book provides new insights into how teacher evaluation has played out in schools across the United States and offers recommendations for research, policy, and practice in the years to come. Insights include how to embed teacher evaluation in a larger culture of continuous learning; rethinking assumptions on accountability and development aims; and highlighting the importance of equity in the design, implementation, and outcomes of teacher evaluation. Every chapter concludes with practical recommendations informed by theory and research to guide policymakers, researchers, and district and school leaders as they seek to understand, design, and implement better teacher evaluation systems.

Refiguring Rhetorical Education Jessica Enoch 2008-05-16 Refiguring Rhetorical

Education: Women Teaching African American, Native American, and Chicano/a Students, 1865-1911 examines the work of five female teachers who challenged gendered and cultural expectations to create teaching practices that met the civic and cultural needs of their students. The volume analyzes Lydia Maria Child's *The Freedmen's Book*, a post-Civil War educational textbook for newly freed slaves; Zitkala Ša's autobiographical essays published in the *Atlantic Monthly* in 1900 that questioned the work of off-reservation boarding schools for Native American students; and Jovita Idar, Marta Peña, and Leonor Villegas de Magnón's contributions to the Spanish-language newspaper *La Crónica* in 1910 and 1911—contributions that offered language and cultural instruction their readers could not receive in Texas public schools. Author Jessica Enoch explores the possibilities and limitations of rhetorical education by focusing on the challenges that Child, Zitkala Ša, Idar, Peña, and Villegas made to dominant educational practices. Each of these teachers transformed their seemingly apolitical occupation into a site of resistance, revising debilitating educational methods to advance culture-based and politicized teachings that empowered their students to rise above their subjugated positions. *Refiguring Rhetorical Education* considers how race, culture, power, and language are both implicit and explicit in discussions of rhetorical education for marginalized students and includes six major tenets to guide present-day pedagogies for civic engagement.

Survivance, Sovereignty, and Story Lisa King 2015-11-01 Focusing on the importance

of discussions about sovereignty and of the diversity of Native American communities, *Survivance, Sovereignty, and Story* offers a variety of ways to teach and write about indigenous North American rhetorics. These essays introduce indigenous rhetorics, framing both how and why they should be taught in US university writing classrooms. Contributors promote understanding of American Indian rhetorical and literary texts and the cultures and contexts within which those texts are produced. Chapters also supply resources for instructors, promote cultural awareness, offer suggestions for further research, and provide examples of methods to incorporate American Indian texts into the classroom curriculum. *Survivance, Sovereignty, and Story* provides a decolonized vision of what teaching rhetoric and writing can be and offers a foundation to talk about what rhetoric and pedagogical practice can mean when examined through American Indian and indigenous epistemologies and contemporary rhetorics. Contributors include Joyce Rain Anderson, Resa Crane Bizzaro, Qwo-Li Driskill, Janice Gould, Rose Gubele, Angela Haas, Jessica Safran Hoover, Lisa King, Kimberli Lee, Malea D. Powell, Andrea Riley-Mukavetz, Gabriela Raquel Ríos, and Sundy Watanabe.

Speaking Within and Against Pritha Prasad 2019 This project engages critical race, feminist, and queer studies scholarship in rhetoric and composition studies to consider how the heightened public visibility of racialized, gendered, and sexualized state-sanctioned violence after Ferguson demands a critical revision of the field's institutional (Chapters One and Two), pedagogical (Chapter Three), and epistemological/scholarly

paradigms (Chapter Four). In Chapter One, I use women of color feminisms, Black feminisms, and queer of color critique (Cohen; Ferguson and Hong; Muñoz; Chavez) to write a critical “herstorigraphy” (Garza; Lindsey) of rhetoric and composition’s institutional policy statements after the Civil Rights Movement. Using these frameworks, I argue in Chapter Two that the increase in visibility of antiracist political agitation both “in the streets” and within rhetoric and composition via professional events such as the 2018 Conference on College Composition and Communication Conference (CCCC) in Kansas City renews opportunities to “rematerialize” (Melamed) the field’s constructs of literacy, humanity, embodiment, space, and time. Extending this intervention to consider pedagogical and theoretical paradigms in the field, I then shift in the second half of the project to discuss rhetoric and composition’s major pedagogical and theoretical paradigms. In Chapter Three, I look to the multimodal pedagogical and theoretical turn within rhetoric, composition, and digital media studies and its racialized, gendered, and sexualized erasures. I offer instead an alternative women of color feminist, Black feminist, and queer of color archive for theorizing about multimodality (Richardson; Nash; Miller-Young), and discuss my own attempts as a composition instructor to implement these frameworks in a Digital Media Composing course after Ferguson. Finally, in Chapter Four, my project concludes by considering Black feminist approaches to (new) materialist rhetorical criticism (Wynter; Weheliye). I analyze the rhetorical appeals and pedagogies of mediated and multimodal Black feminist and

queer activist movements post-Ferguson like #BlackLivesMatter and #BlackTwitter to illustrate how these resistance rhetorics critically challenge popular new materialist and posthumanist frameworks in rhetoric and composition (Latour; Gries; Rickert). As a whole, *Teaching Within and Against* contends that in order to truly disrupt the racism that, as the National Council of Teachers of English (NCTE) states, is “rendered complexly in the substance of our profession,” our field’s frameworks for theorizing racial politics must establish revisionary histories, canons, and pedagogies that are materially in dialogue with the resistance rhetorics of antiracist movements on the ground.

Rhetoric and Resistance in the Corporate Academy Christopher Scott Carter 2004
While various scholars and administrators often emphasize the social distinction and economic mobility that higher education provides, many critics recognize its tendency to reproduce dominant ideology. My argument clarifies the stakes of the debate by focusing on the opposing rhetorics for higher education emanating from the standpoints of academic bureaucracy and academic labor. Using the mission statements and public policy declarations of universities and colleges, faculty and graduate unions, and student-based social justice groups, I investigate the representational strategies that accompany the groups’ frequently opposing attitudes toward the corporatization of higher education. Moreover, I examine the contributions of the discipline of rhetoric and composition to conversations about working conditions for part-time and non-tenure-

track academics. The field's diverse approaches to the question of contingent labor sometimes reflect and sometimes conflict with those of organizations such as the American Association of University Professors, Graduate Students Organizing Committee at New York University, California Part-Time Faculty Association, and United Students against Sweatshops. Taking contingency to be broader in scope than part-time lecturing, I examine continuities between teachers' and students' academic workplace experience, suggesting that their frequently insecure positions, inadequate working conditions, minimal benefits, and marginalized institutional voices constitute grounds for solidarity. Whether educators and their students identify with the corporate trustees who are gaining increasing influence over academic research, with the flexible workers who provide the majority of college instruction, or with other sectors of the institutional hierarchy, their sense of affiliation may shape their perception of the social roles of higher education. It may also shape their sense of whether the institution's injustices require bureaucratic intervention, direct action, or other site-specific modes of resistance. For purposes of strategic opposition to contingent employment in the writing classroom and the larger academy, the dissertation calls for productive interchange- and perhaps blurred boundaries-between academic labor activists and composition scholars.

Teaching Resistance in Composition Joe Marshall Hardin 1999

Rhetoric and Resistance in the Corporate Academy Christopher Carter 2008 Analyzes

the political and legal struggles between labor movements and school administrators over the rise of part-time and temporary jobs in higher education.

National Healing Claude Hurlbert 2013-02-01 In *National Healing*, author Claude Hurlbert persuasively relates nationalism to institutional racism and contends that these are both symptoms of a national ill health afflicting American higher education and found even in the field of writing studies. Teachers and scholars, even in progressive fields like composition, are unwittingly at odds with their own most liberatory purposes, he says, and he advocates consciously broadening our understanding of rhetoric and writing instruction to include rhetorical traditions of non-Western cultures. Threading a personal narrative of his own experiences as a student, professor, and citizen through a wide ranging discussion of theory, pedagogy, and philosophy in the writing classroom, Hurlbert weaves a vision that moves beyond simple polemic and simplistic multiculturalism. *National Healing* offers a compelling new aesthetic, epistemological, and rhetorical configuration.

Rhetorical Criticism Jim A. Kuypers 2009-07-16 Covering a broad range of rhetorical perspectives, *Rhetorical Criticism: Perspectives in Action* presents a thorough, accessible, and well-grounded introduction to rhetorical criticism. Featuring nineteen chapters written by nationally recognized scholars, the volume offers the most comprehensive introduction to rhetorical criticism available.

Activism and Rhetoric Seth Kahn 2010-10-18 This volume examines the role of rhetoric

in today's culture of democratic activism. The volume takes on two of the most significant challenges currently facing contemporary rhetorical studies: (1) the contested meanings and practices of democracy and civic engagement in global context, and (2) the central role of rhetoric in democratic activist practices. In presenting a variety of political and rhetorical struggles in their specific contexts, editors Seth Kahn and JongHwa Lee allow contributors to reflect on and elaborate possibilities for both activist approaches to rhetorical studies, and rhetorical approaches to activist projects, facilitating better understanding the socio-political consequences of this work. With contributors from widely known scholars in communication and composition studies, the collection offers practical cases that highlight how rhetoric mediates, constitutes, and/or intervenes in democratic principles and practices. It also considers theoretical questions that acknowledge profound voids in the rhetorical tradition (e.g., Western, neo-Aristotelian, liberal) and expand the horizon of traditional rhetorical perspectives. It advocates new knowledge and practices that further promote civic engagement, social change and democracy in the global context. Activism and Rhetoric will be appropriate for scholars and students across disciplines, including rhetoric, composition, communication studies, political science, cultural studies, and women's studies.

Renewing Rhetoric's Relation to Composition Shane Borrowman 2010-02-25
Renewing Rhetoric's Relation to Composition comprehensively examines the development of rhetoric and composition, using the writings of Theresa Jarnagin Enos as points of

departure for studies of broader trends. Chapters explore such topics as the historical relations of rhetoric and composition, their evolution within programs of study, and Enos's research on gender. The volume presents the growing disjunction between rhetoric and composition and paints a compelling picture of the current state of both disciplines as well as their origins. This volume acknowledges the influential role that Theresa Enos has had in the writing and rhetoric disciplines. Her career provides benchmarks for plotting developments in rhetoric and composition, including the evolving relations between the two. This collection offers a tribute to her work and to the new directions in the discipline stemming from her research. With an all-star line-up of contributors, it also represents the state of the art in rhetoric and composition scholarship, and it will serve current and future scholars in both disciplines.

Teaching with Tension Philathia Bolton 2019-01-15 Teaching with Tension is a collection of seventeen original essays that address the extent to which attitudes about race, impacted by the current political moment in the United States, have produced pedagogical challenges for professors in the humanities. As a flashpoint, this current political moment is defined by the visibility of the country's first black president, the election of his successor, whose presidency has been associated with an increased visibility of the alt-right, and the emergence of the neoliberal university. Together these social currents shape the tensions with which we teach. Drawing together personal reflection, pedagogical strategies, and critical theory, Teaching with Tension offers

concrete examinations that will foster student learning. The essays are organized into three thematic sections: "Teaching in Times and Places of Struggle" examines the dynamics of teaching race during the current moment, marked by neoconservative politics and twenty-first century freedom struggles. "Teaching in the Neoliberal University" focuses on how pressures and exigencies of neoliberalism (such as individualism, customer-service models of education, and online courses) impact the way in which race is taught and conceptualized in college classes. The final section, "Teaching How to Read Race and (Counter)Narratives," homes in on direct strategies used to historicize race in classrooms comprised of millennials who grapple with race neutral ideologies. Taken together, these sections and their constitutive essays offer rich and fruitful insight into the complex dynamics of contemporary race and ethnic studies education.

Teaching the Rhetoric of Resistance R. Samuels 2007-12-25 Analyzes diverse contemporary reactions to the depiction of the Holocaust and other cultural traumas in museums, movies, television shows, classroom discussions, and bestselling books. This work also describes several effective pedagogical strategies dedicated to overcoming student resistances to critical analysis and social engagement.

Discourse, Power and Resistance Jerome Satterthwaite 2003 This work exposes the practices that are controlling education and reducing it to little more than skills development in preparation for work. It questions the strategy of mentoring to show

how its dynamic requires docility from the learner and thus perpetuates inequality. Insurrections Andrea Greenbaum 2001-02-22 Explores theoretical and pedagogical approaches to "resistance," showing how this concept plays out in the college writing classroom.

Psychoanalysis, Culture & Society 2009

The Rhetoric of Rebel Women Kimberly Harrison 2013-10-07 During the American Civil War, southern white women found themselves speaking and acting in unfamiliar and tumultuous circumstances. With the war at their doorstep, women who supported the war effort took part in defining what it meant to be, and to behave as, a Confederate through their verbal and nonverbal rhetorics. Though most did not speak from the podium, they viewed themselves as participants in the war effort, indicating that what they did or did not say could matter. Drawing on the rich evidence in women's Civil War diaries, *The Rhetoric of Rebel Women* recognizes women's persuasive activities as contributions to the creation and maintenance of Confederate identity and culture. Informed by more than one hundred diaries, this study provides insight into how women cultivated rhetorical agency, challenging traditional gender expectations while also upholding a cultural status quo. Author Kimberly Harrison analyzes the rhetorical choices these women made and valued in wartime and postwar interactions with Union officers and soldiers, slaves and former slaves, local community members, and even their God. In their intimate accounts of everyday war, these diarists discussed rhetorical

strategies that could impact their safety, their livelihoods, and those of their families. As they faced Union soldiers in attempts to protect their homes and property, diarists saw their actions as not only having local, immediate impact on their well-being but also as reflecting upon their cause and the character of the southern people as a whole. They instructed themselves through their personal writing, allowing insight into how southern women prepared themselves to speak and act in new and contested contexts. The Rhetoric of Rebel Women highlights the contributions of privileged white southern women in the development of the Confederate national identity, presenting them not as passive observers but as active participants in the war effort.