

WRD 401 (002): Rhetoric, Borders, and Global Citizenship

Times, Days, Locations: TuTh 9:30-10:45, CB 203

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Office Hours: Th 12:30-1:30, Wed 1-2, and by appointment

Course Description

Ever since Wendy Hesford's call for the "global turn" in Composition and Rhetoric, the field has been examining rhetorical and writing practices in a transnational context. In addition, universities, including UK, have been explicit about cultivating "global citizens" through their curriculum. This course invites students to adopt an interdisciplinary approach and become familiar with theoretical frameworks from feminist, materialist, and postcolonial studies in order to address the following core questions:

- What does the study of transnational rhetorics bring to the field? What lines of inquiries does it intersect with?
- What theoretical frameworks and research methodologies should we adopt in order to situate and trace the circulation of transnational rhetorics in an interconnected geopolitical context?
- How do the transnational flows of power, bodies, and capital influence local writing and rhetorical practices and vice versa?
- What does the concept of "global citizenship" entail and what rhetorical force does it possess?
- How do popular transnational activities—such as tourism and consumer activism—perpetuate particular ideologies?

Course Goals

- Cultivate an interdisciplinary understanding of key concepts in transnational rhetorical studies;
- Recognize the interconnectedness across local, state, and transnational actors and power structures, and the way rhetorics circulate among them;
- Develop and practice critical and ethical methodologies that take into account geopolitical contexts, transnational power structures, and the researcher's own positionality;
- Engage in extensive primary research on artifacts, performances, or phenomena produced in a transnational context.

Learning Outcomes

By the end of the course, students will be able to:

- Critically examine and evaluate transnational artifacts and phenomena;
- Understand the different ways rhetorics are deployed and repurposed in a transnational context;
- Raise important questions and construct claims based on sound research;
- Engage with interdisciplinary scholarship.

Readings and Materials

Course readings will be made available online. We will be reading excerpts from the following books, which you could choose to purchase:

- Appadurai, Arjun. *Modernity at Large*.
- Appiah, Kwame. *Cosmopolitanism*.
- Bosniak, Linda. *The Citizen and the Alien: Dilemmas of Contemporary Membership*.
- Castells, Manuel. *Networks of Outrage and Hope: Social Movements in the Internet Age*.
- Bruner, Edward. *Culture on Tour: Ethnographies of Travel*.
- DeChaine, D. Robert Ed. *Border Rhetorics: Citizenship and Identity on the US-Mexico Frontier*.
- Dingo, Rebecca and J. Blake Scott Eds. *The Megarhetorics of Global Development*.
- Fong, Vanessa. *Paradise Redefined: Transnational Chinese Students and the Quest for Flexible Citizenship in the Developed World*.
- Grewal, Inderpal. *Transnational America: Feminisms, Diasporas, Neoliberalisms*.
- Harvey, David. *A Brief History of Neoliberalism*.
- Hesford, Wendy, and Wendy Kozol Eds. *Just Advocacy? Women's Human Rights, Transnational Feminisms, and The Politics of Representation*.
- Kincaid, Jamaica. *A Small Place*.
- Linfield, Susie. *The Cruel Radiance: Photography and Political Violence*.
- Yang, Kao Kalia. *The Latehomecomer*.

Assignments

Three Critical Analysis Papers (third one optional)

In each of these three-page papers, you will analyze some artifact for its rhetorical significance pertaining to the course themes. You should think of each of these papers as opportunities to experiment, play, or try out an analysis and thesis before compiling your final portfolio.

One Personal Reflection

This five-page paper asks you to critically reflect on how the concepts and phenomena we have examined in the course connects to your beliefs and everyday life and practices.

Final ePortfolio and Oral Presentation

This portfolio is a curated compilation of the research and writing you have done in the course in the form of a blog/website—it must include an expanded version of one of the analytic thinking papers and a revised personal narrative. In this portfolio, you will demonstrate how your thinking on the concept of global citizenship has evolved throughout the course.

Formal writing assignments should be formatted in the following ways:

- **Times New Roman 12 pt.**
- **1-inch margins all around** (select the text of your document, go to “File,” then “Page Setup,” set the margins at 1 inch, and click “OK”)
- **Last name and page number on every page** (go to “Insert,” then “Page Numbers,” then set to “Top of Page” and “Right”) (next go to “View,” “Header and Footer,” and type your last name in the header field—right justified)

- **Your heading needs to be single spaced and must include:**
 - Your Name
 - Course number and instructor's name
 - Name of Assignment (ex.: Final Paper)
 - Date
- **The body of your paper needs to be double spaced** (there should be only ONE space between your heading and title, and ONE between your title and the body of the paper)
- **Include a title for formal writing—center the title, and capitalize the appropriate words** (no quotation marks, underlining, or italics)

Evaluation and Grading

Your final grade will be based on the following weighted components:

Critical Analysis Paper I: 15%

Critical Analysis Paper II: 15%

Personal Reflection: 15%

Final Portfolio and Presentation: 40%

Class Participation (including Google Doc posts): 15%

****You have the option to complete Critical Analysis Paper III—the lowest grade among the three will be dropped.****

You will receive written feedback and a letter grade for each assignment according to the university's point system as follows:

A	Exception High Achievement	4.0
A-		3.7
B+		3.3
B	High Achievement	3.0
B-		2.7
C+		2.3
C	Average Achievement	2.0
C-		1.7
D+		1.3
D	Minimum Passing Grade	1.0
D-		.07
E	Failing	
F	Failing (In Pass/Fail Course)	

Course Policies

Participation & Inclusiveness

Your regular attendance and active participation in class is required. In order to contribute constructively to class and group discussions, I expect everyone to have read the assigned reading prior to class and come with questions and responses. This course encourages different

perspectives related to gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding, awareness and inclusiveness related to such diverse perspectives and ways of communicating. We will read about and discuss the experiences of people across a range of identity groups; therefore, maturity, mindfulness and conscientiousness are expected from your language choices and the way you participate in the classroom.

Your participation includes weekly Google Doc posts. At the beginning of each week's class, I will provide you with a set of open-ended questions to solicit initial responses from the class regarding the readings and the topic of week. **Before the first class of every week, you are required to post a one-paragraph response on the Google Doc and read what others have written.**

The purpose of this Google Doc is for us to engage in conversation with one another, and practice being a sensitive, critical, and responsible writer and communicator even outside of the classroom. Given this goal, I do not want this project to be unengaging and one-directional, where you curmudgeonly write a short reflection to appease the sole reader—the instructor, me. Rather, this is a space for us—yes, myself included—to fully and openly take into account each other's' opinions and feelings, and respond ethically and sensitively with maintaining a critical and inquisitive attitude.

To facilitate the dialogic nature of this project, before the end of the week you will need to post at least one marginal comment in response to your peers' responses. Since your opinions will likely evolve from the beginning to the end of each week, you are highly encouraged to write any additional short responses underneath your original one (make sure you date each of your entries).

Attendance

You are allowed two absences for whatever reason with no initial penalty. There are times when nearly everyone must miss class for some reason: illness, deadlines, weather, travel, family issues, etc. This policy allows for such absences without penalty, though you should try not to miss class even once! However, each absence after three will drop your final grade a full letter. **Missing more than two weeks of class for whatever reason will result in a failing grade for the course.** Missing a scheduled conference with me or coming to class excessively and frequently late will count as an absence. If your schedule may pose attendance problems, I recommend adding switching to another section.

Late Work

Assignments submitted late will be dropped a full letter grade for each day late. Assignments that are two days late will not be accepted. In-class assignments and activities missed because of absences cannot be made up.

Illnesses and Other Personal Emergencies

If you experience an unavoidable personal situation that prevents you from completing work on time, you must take responsibility for informing me about the situation prior to the date the work is due. We can work through issues you may encounter, but post-facto excuses do not work well.

Religious Holidays

If you plan to miss class for religious holidays, state in writing the days you will be absent and submit that information to your discussion section instructor by the third week of class.

Plagiarism and Academic Honesty

The University of Kentucky considers plagiarism a serious violation. Plagiarism is:

- using someone else's words or ideas without proper documentation when quoting and paraphrasing;
- copying some portion of your text from another source without proper acknowledgement;
- borrowing another person's specific ideas without documenting the source;
- turning in a paper written by someone else, an essay "service," or from a World Wide Web site (including reproductions of such essays or papers);
- turning in a paper that you wrote for another course or turning in the same paper for more than one course without getting permission from your instructors first.

The University of Kentucky has established a range of penalties for students who plagiarize, including a reduced grade on a redone assignment, a failing grade for the assignment, a failing grade for the course, or even suspension or expulsion from the university.

Resources

Writing Center and the Multimodal Communication Lab

The Writing Center, Room B108B in The Hub of the W. T. Young Library (lower level), is available to help you with your writing. It is open 9 AM-9 PM Monday-Thursday, 9 AM-3 PM Friday, and 8 PM-11 PM Sunday. It is strongly advised to make an appointment in advance: go to uky.mywconline.com to sign on as a new client (select "First visit? Click here to register") or to log in and schedule an appointment. More information about the Writing Center is available at: <http://wrđ.as.uky.edu/writing-center>. You can contact the Director of the Writing Center, Judy Prats at: judithgprats@uky.edu. If you have additional problems with public speaking, you may go to the Multimodal Communication Lab in 106 Grehan (859-257-8370). Consider going to either location if you feel stuck at any stage of the communication process. Take advantage of tutoring assistance early, so you have time to get feedback and make changes.

Disability Resource Center

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we may work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. The Disability Resource Center (859-257-2754) provides resources for students with disabilities. You will need to provide documentation of disability to them in order to receive official university services and accommodations.

Please don't hesitate to let me know if you require assistance or accommodations for any reason. I look forward to working with you to meet your learning goals.

Week 1: Introduction

Aug 25: Setting the Agenda

Week 2: Transnational Rhetorical Studies

Aug 30: Key Concepts in Transnational Rhetorical Studies

- **Read:** “Toward a Cogent Analysis of Power” (Dingo, Riedner, Wingard); “Transnational Environmental Justice Rhetorics and the Green Belt Movement: Wangari Muta Maathai’s Ecological Rhetorics and Literacies” (Schell)

Sept 1: Interrogating Global Citizenship

- **Read:** “Rhetorics of Citizenship: Pitfalls and Possibilities” (Cisneros); Chapter 2, *The Citizen and the Alien* (Bosniak)
- **Homework:** Collect statements from three universities (could be outside of the U.S.) that evoke the concept of global citizenship. What do they have in common? Do and how do they define the term? Post your response on the Canvas discussion board.

Week 3: Positionality, Privilege, and Ethics

Sept 6: Neoliberalism and Neocolonialism

- **Read:** Chapter 1-3, *A Brief History of Neoliberalism* (Harvey); “Recognizing Racism in the Era of Neoliberalism” (Davis-<http://bit.ly/1NjNh7m>)

Sept 8: Ethics of Engagement

- **Read:** “The Problem of Speaking for Others” (Alcoff-<http://bit.ly/1yk9ELV>); “Working together with Difference” (Narayan)
- **Watch:** “The Danger of a Single Story” (<http://bit.ly/1xvIqpK>)

Week 4: Network and Mobility

Sept 13: Transnational Flows

- **Read:** Chapter 1, *Modernity at Large* (Appadurai)
- **Homework:** Research and bring in an artifact/ descriptions of a phenomenon that illustrate one of the –scapes Appadurai discusses.

Sept 15: Neoliberalism and Transnational Consumption

- **Read:** Chapter 2, *Transnational America* (Grewal)
- **Due:** Critical Analysis Paper I

Week 5: Tourism and Mobility

Sept 20: Postcolonial Ethics and Tourism

- **Read:** *A Small Place* (Kincaid)

Sept 22: Representing “the Exotic”

- **Read:** Chapter 2, *Culture on Tour* (Bruner)
- **Watch:** “Mozambique,” *No Reservations* (Bourdain- <http://bit.ly/1WJBpij>)
 - **Homework:** Read/watch another piece of popular travelogue on a locale outside of Europe and North America (it could be a book, an essay, a documentary, or an episode of a TV show—e.g. *Eat, Pray, Love*; *Bizarre Foods*; *Parts Unknown*); reflect on the Google Doc the recurring key themes, representations, and tropes you notice.

Week 6: Borders and Immigration

Sept 27: Migration and Emotion

- **Read:** Introduction, *Border Rhetorics* (DeChaine); “Love, Loss, and Immigration” (Calafell)

Sept 29: Transnational Labor and Affect

- **Read:** “Moving Labor” (Lagman); “Our Vietnam War Never Ended” (Nguyen); “The Price of Nice Nails” (<http://nyti.ms/1H1p26P>)

Week 7: Transnational Activism I

Oct 4: Writing and Analyzing Transnational Artifacts

- **Homework:** Bring your first paper—together with my comments—to class. Come with a written list of points for revision and questions.

Oct 6: Volunteer Tourism

- **Read:** “Save the World in a Week” (Vodopivec and Jaffe); “#InstagrammingAfrica” (Kascak and DasGupta- <http://bit.ly/1Ls30uC>); “The Voluntourist’s Dilemma” (<http://nyti.ms/1MsyQNq>)
- **Due:** Critical Analysis Paper II

Week 8: Transnational Activism II

Oct 11: Consumer Activism

- **Read:** “Ethos in a Bottle” (DeChaine); “Economic Citizenship and the Rhetoric of Gourmet Coffee” (Mathieu)

Oct 13: Case Studies-TOMS Shoes

- **Read:** Sample TOMS Shoes Rhetorical Analysis

Week 9: Transnational Activism III

Oct 18: Digital Activism

- **Read:** “Small Change” (Gladwell); Chapter 8, *Networks of Outrage and Hope* (Castells)

Oct 20: Case Studies

- **Homework:** Research a transnational activism campaign/ social movement that has unfolded online. Create a timeline of actions and outcomes and share it on the class discussion board.

Week 10: Human Rights I

Oct 25: Human Rights Activism

- **Read:** Chapter 1, *The Future of Human Rights* (Baxi)
- **Due:** Critical Analysis Paper III (Optional)

Oct 27: Refugees and Transnational Feminism

- **Read:** Chapter 4, *Transnational America* (Grewal); “Citizenship and the Performance of Credibility” (McKinnon)

Week 11: Human Rights II

Nov 1: Representing Human Rights Subjects

- **Read:** “Misrepresentations of Missing Women in the U.S. Press” (Lyon); Introduction, *Just Advocacy?* (Hesford and Kozol)

Nov 3: Human Rights and Photojournalism

- **Read:** Chapter 2 and 5, *The Cruel Radiance* (Linfield)

Week 12: Concept Overview

Nov 8: Presidential Election—No Class

Nov 10: Review and Writing Workshop

- **Due:** Draft of revised analysis paper

Week 13: International Development

Nov 15: Neoliberalism and Development

- **Watch:** *Poverty Inc.* (Available on Netflix)

Nov 17: The Rhetorics of Development

- **Read:** Introduction and Chapter 7, *The Megarhetorics of Global Development* (Scott and Dingo)

Week 14: Conferences

Nov 22: In-class conferences and workshop

- **Due:** Critical Personal Reflection

Nov 24: Thanksgiving—No class

Week 15: Global Citizenship Revisited

Nov 29: Cosmopolitanism

➤ **Read:** *Cosmopolitanism* (Appiah)

Dec 1: Looking Ahead

Week 16: Presentations

Dec 6: Roundtable Presentation I

Dec 8: Roundtable Presentation II

****Final Portfolios due Dec 12****

Critical Analysis Papers

Paper I due: Sept 15

Paper II due: Oct 6

Paper III (optional) due: Oct 25

Revised draft due: Nov 10

Assignment Goal: The purpose of these assignments is to give you the opportunity to analyze artifacts for their rhetorical significance pertaining to transnationalism.

Assignment Description: Choose an artifact that you find interesting, perplexing, significant, or infuriating, analyze it, and then use the following directions to write up the analysis. Your artifact can come in just about any form imaginable. It could be a policy, set of images, art, a court case, speech, performance, social movement, public controversy, public discourse, or an assemblage of artifacts. Your analysis can be theoretically-driven, in that you use particular theories or concepts to guide the direction of your analysis, or it can be open, inductive and descriptive. Once you have decided upon an artifact of inquiry and you have a sense of your analysis and argument, you may then begin to write the paper using the following structure.

Introduction: Your introduction should set the stage for your analysis by a) justifying the import of analyzing the artifact, b) specifying the focus of the paper, and c) explicating the question guiding the analysis.

Body: The body of the paper should either develop an answer to the research question that you pose or unfold the thesis/argument that you are making in your analysis in approximately 2-3 points. The analysis should be *data-driven*, meaning that you use your artifact as the data to demonstrate your claims. The analysis should be *bold*. This is your time to experiment with an argument, see if your artifact is significant enough to hold up your argument and play with ideas. The analysis should also be *well-organized* so that there is internal coherence in the way you move through your argument, and so that the reader can easily follow the direction of your analysis. Finally, the analysis should *relate to the course themes* in some way.

Conclusion: The conclusion should offer some concluding thoughts on the possible contributions of analysis for understanding aspects of the course themes. Do not simply restate your argument or thesis.

Paper Guidelines: These 3-page double-spaced papers should use 12pt font and consistently follow APA, MLA or Chicago source citation guidelines. The final, expanded and revised version should be 6-10 pages long.

Critical Personal Reflection

Due: Dec 1 (Submit on Canvas and bring two hard copies to class)

Length: 3-5 pages

Assignment Goal: The purpose of this assignment is for you to explicitly and critically discuss how the concepts, theories, and phenomena we have discussed so far connect to your everyday life, and how they have supported and/or challenged your beliefs and values.

Assignment Description: Review the syllabus and course calendar and identify materials or discussions that are particularly significant or memorable to you. Rather than rehashing the discussions we already had, critically discuss how those materials inform, challenge, or support your opinions and beliefs about those topics. You are not asked to agree with or support all course materials—rather, you should use this assignment as an opportunity to engage with some of them deeply through evaluation and critique. Be specific in your narrative by referring to concrete examples, arguments, and theories.

Your reflection should include the following elements:

- Concrete illustrations/ descriptions of your topics;
- Connections between your beliefs and opinions on such issues with the larger social, economic, political, or cultural structures and influences;
- Connections between your personal experience and practice with any course readings and discussions

Final Portfolio and Presentation

Presentation: Dec 6 or Dec 8

Final Portfolio Due: Dec 12

Assignment Goal: The final paper and presentation is for you to deepen the analysis and reflections you have done over the semester, and to finally showcase it to the class in the form of a poster presentation.

Assignment Descriptions:

This final project calls for a substantially revised and expanded critical analysis paper (1500-2500 words, not including the bibliography) and a bibliography of all primary and secondary sources using either MLA, APA, or Chicago format.

Your new critical analysis paper must consist of a sound argument based on primary research done on your selected artifact(s), and must contain at least five scholarly sources used to contextualize your case study and to substantiate your argument.

While you are encouraged to use what you have written in previous assignments as your case study, the final paper should perform more theoretical, nuanced, and in-depth analysis of the artifact.

The final paper is argument and research driven: in other words, there needs to be an original and substantial claim that you demonstrate throughout the article. It should demonstrate your critical engagement with scholarship in transnational rhetoric as well.

During the presentation, you will use visual aids to showcase your research to your peers in a poster presentation format.

You may want to utilize the resources at the Media Depot and the Writing Center for this final project. They are both located at the William T. Young Library.