

STUDIES IN CULTURAL PRACTICES AND POETICS

POPULAR

POPULAR LITERACY

LITERACY

EDITED BY JOHN TRIMBUR

# Popular Literacy Studies In Cultural Practices And Poetics

**Jennifer Eastman Attebery**



## **Popular Literacy Studies In Cultural Practices And Poetics:**

*Popular Literacy* John Trimbur, 2001 From the work of medieval spiritualist Margery Kempe and John Foxes Book of Martyrs to nineteenth century American scrapbooks Mexican ex votos and Italian American cookbooks the essays in *Popular Literacy* examine acts of reading writing and speaking that take place at the margins of official institutionalized literacy The contributors explore these noncanonical unschooled and unauthorized acts in order to explore how people make literacy popular by using whatever means of communication is at hand to their own ends The essays treat a range of topics agents and historical settings and the contributors use a variety of theoretical frameworks and methods from a number of fields ethnography American studies history literary criticism science studies rhetoric and writing studies The chapters examine particularly revealing historical moments and cultural conjunctures where instances of popular literacy take place in uneasy relation to the dominant institutions the church the state the schools the market The contributors show that while the practices of popular literacy are never free from these influences neither are they altogether encapsulated by them Taken as a whole the essays are loosely aligned in a common project to study the ways ordinary and extraordinary readers speakers and writers use literacy to articulate identities and social aspirations to produce alternative forms of cultural knowledge and to cope with the asymmetries of power that regulate cultural life

*New Media Literacies and Participatory Popular Culture Across Borders* Bronwyn Williams, Amy A. Zenger, 2012 How do students online literacy practices intersect with online popular culture In this book scholars from a range of countries including Australia Lebanon Nepal Qatar South Africa Turkey and the United States illustrate and analyze how literacy practices that are mediated through and influenced by popular culture create both opportunities and tensions for secondary and university students The authors examine issues of theory identity and pedagogy as they address participatory popular culture sites such as fan forums video blogs social networking sites anime memes and comics and graphic novels Uniquely bringing together scholarship about online literacy practices and the growing body of work on participatory popular culture *New Media Literacies and Participatory Popular Culture across Borders* makes distinctive contributions to an emerging field of study pushing forward scholarship about literacy and identity in cross cultural situations and advancing important conversations about issues of global flows and local responses to popular culture

## **Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II**

James Flood, Shirley Brice Heath, Diane Lapp, 2015-04-22 The *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts Volume II* brings together state of the art research and practice on the evolving view of literacy as encompassing not only reading writing speaking and listening but also the multiple ways through which learners gain access to knowledge and skills It forefronts as central to literacy education the visual communicative and performative arts and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young A project of the International Reading Association published and

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**Sibling Romance in American Fiction, 1835-1900 E.**

VanDette, 2013-02-06 This study posits that the narrative of sibling love as a culturally significant tradition in nineteenth century American fiction. Ultimately Emily E. VanDette suggests that these novels contribute to historical conversations about affiliation in such tumultuous contexts as sectional divisions, slavery debates, the Civil War and Reconstruction.

*Reading Home: Cultures Through Books* Kirsti Salmi-Niklander, Marija Dalbello, 2022-02-27 This wide-ranging comparative and multidisciplinary collection addresses the significance of books in creating the idea of home. The chapters present cases that reveal the affective and sensory dimensions of books and reading in the practice of everyday life of individuals in communities and in society. The complex relationship of books, reading and home is explored through American and European case studies both in bourgeois and middle class homes and in working class and immigrant families and communities with limited possibilities for reading. The volume combines the conceptions and representations of domesticity, the materiality of reading and library as a place, drawing on book history and material culture studies as well as anthropology and sociology of the home.

**Palimpsests of Religious Encounter in Asia, 1500-1800**, 2025-06-18 During the thick globalism of the early modern world, evidence of religious contact between conflict and commerce has been overlooked in national narratives. In *Palimpsests of Religious Encounter in Asia, 1500-1800*, a cross-disciplinary group of international experts delve into on-site artefacts and archives to consider the geographical imagination, the transfer of knowledge, the politics of interreligious dialogue, the practice of reception and the cyclical flow of meaning across transcultural things. Illustrations of objects rarely available to the public demonstrate how religious belief can provide a shared methodological platform for the global turn of art history. Contributors: Francis X. Clooney, S. J., Fayaz A. Dar, Antonio De Caro, Michiko Fukaya, Kayo Hirakawa, Ren B. Javellana, S. J., Emy Merin, Joy Zubair, Khalid Edith Llamas Camacho, Sidh. Losa Mendiratta, Mia M. Mochizuki, D. Max Moerman, Rapha. le Preisinger, Dhruv Raina, Timon Screech, Nicolas Standaert, Guillermo Wilde, Ines G. Upanov.

**Fictions of Female**

**Education in the Nineteenth Century** Jaime Osterman Alves, 2009-03-11 Seeking to understand how literary texts both shaped and reflected the century's debates over adolescent female education, this book examines fictional works and historical documents featuring descriptions of girls' formal educational experiences between the 1810s and the 1890s. Alves argues that the emergence of schoolgirl culture in nineteenth-century America presented significant challenges to subsequent constructions of normative femininity. The trope of the adolescent schoolgirl was a carrier of shifting cultural anxieties about how formal education would disrupt the customary maid-wife-mother cycle and turn young females off to prevailing gender roles. By tracing the figure of the schoolgirl at crossroads between educational and other institutions in texts written by and about girls from a variety of racial, ethnic and class backgrounds, this book transcends the limitations of separate spheres inquiry and enriches our understanding of how girls negotiated complex gender roles in the nineteenth

century     A Feminist Legacy Suzanne Bordelon, 2009-03-10 The first book length investigation of a pioneering English professor and theorist at Vassar College A Feminist Legacy The Rhetoric and Pedagogy of Gertrude Buck explores Buck's contribution to the fields of education and rhetoric during the Progressive Era By contextualizing Buck's academic and theoretical work within the rise of women's educational institutions like Vassar College the social and political movement toward suffrage and Buck's own egalitarian political and social ideals Suzanne Bordelon offers a scholarly and well informed treatment of Buck's achievements that elucidates the historical and contemporary impact of her work and life Bordelon argues that while Buck did not call herself a feminist she embodied feminist ideals by demanding the full participation of her female students and by challenging power imbalances at every academic social and political level A Feminist Legacy reveals that Vassar College is an undervalued but significant site in the history of women's argumentation and pedagogy Drawing on a rich variety of archival sources including previously unexamined primary material A Feminist Legacy traces the beginnings of feminist theories of argumentation and pedagogy and their lasting legacy within the fields of education and rhetoric

Up in the Rocky Mountains Jennifer Eastman Attebery, By defining personal letters as a vernacular genre Attebery provides a model for discerning immigrants shared culture in correspondence collections By studying their words she brings to life small Swedish communities throughout the Rocky Mountain region BOOK JACKET     Inherit the Holy Mountain Mark Stoll, 2015-04-30 In Inherit the Holy Mountain historian Mark Stoll introduces us to the religious roots of the American environmental movement Religion he shows provided environmentalists both with deeply embedded moral and cultural ways of viewing the world and with content direction and tone for the causes they espoused Stoll discovers that specific denominational origins corresponded with characteristic sets of ideas about nature and the environment as well as distinctive aesthetic reactions to nature as can be seen in key works of art analyzed throughout the book Stoll also provides insight into the possible future of environmentalism in the United States concluding with an examination of the current religious scene and what it portends for the future By debunking the supposed divide between religion and American environmentalism Inherit the Holy Mountain opens up a fundamentally new narrative in environmental studies     **"Women and Things,**

**1750?950 "** Maureen Daly Goggin, 2017-07-05 In contrast to much current scholarship on women and material culture which focuses primarily on women as consumers this essay collection provides case studies of women who produced material objects The essays collected here make an original contribution to material culture studies by focusing on women's social practices in relation to material culture The essays as a whole are concerned with women's complex and active engagement with material culture in the various stages of the material object's life cycle from design and production to consumption use and redeployment Also theorized and described are the ways in which women engaged in meaning making identity formation and commemoration through their manipulation of materials and techniques ranging from taxidermy and shell work to collecting autographs and making scrapbooks This volume takes as its object of investigation the overlooked and often

despised categories of women's decorative and craft activities as sites of important cultural and social work. This volume is interdisciplinary with essays by art historians, social historians, literary critics, rhetoricians, and museum curators. The scope of the volume is international with essays on eighteenth-century German silhouettes, Australian aboriginal ritual practices, Brittany mourning rites, and Soviet-era recipes that provide a comparative framework for the majority of essays, which focus on British and North American women who lived and worked in the long nineteenth century. This volume will appeal to a broad range of students and scholars in women's history, art history, cultural studies, museum studies, anthropology, cultural and social history, literature, rhetoric, and material culture studies.

**Enduring Truths** Darcy Grimaldo Grigsby, 2015-09-21

Runaway slave Sojourner Truth gained fame in the nineteenth century as an abolitionist, feminist, and orator and earned a living partly by selling photographic carte de visite portraits of herself at lectures and by mail. Cartes de visite, similar in format to calling cards, were relatively inexpensive collectibles that quickly became a new mode of mass communication. Despite being illiterate, Truth copyrighted her photographs in her name and added the caption "I Sell the Shadow to Support the Substance Sojourner Truth." Featuring the largest collection of Truth's photographs ever published, *Enduring Truths* is the first book to explore how she used her image, the press, the postal service, and copyright laws to support her activism and herself. Darcy Grimaldo Grigsby establishes a range of important contexts for Truth's portraits, including the strategic role of photography and copyright for an illiterate former slave, the shared politics of Truth's cartes de visite and federal banknotes, which were both created to fund the Union cause, and the ways that photochemical limitations complicated the portrayal of different skin tones. Insightful and powerful, *Enduring Truths* shows how Truth made her photographic portrait worth money in order to end slavery and also became the strategic author of her public self.

*Teaching Text Technologies and Critical Bibliography Among the Disciplines* Barbara Heritage, Donna A. C. Sy, 2025-05-15

*Teaching Text Technologies and Critical Bibliography Among the Disciplines: Objects of Study* is a richly illustrated volume consisting of 23 methods-based chapters discussing innovative and often experimental approaches to hands-on teaching with material texts. Featuring 47 contributors whose work ranges from digital humanities, librarianship, curation, and conservation to architecture, culinary history, fine art, literary history, and the history of science, the collection builds on new work in the areas of text technologies and critical bibliography, emerging scholarly approaches being embraced in the humanities. The book features established experts in bibliography, the history of the book, manuscript studies, and textual editing, as well as educators and students who are applying new critical bibliographical methods, e.g., Black bibliography, to their pedagogy. The result is a dynamic cross-disciplinary, cross-generational exchange modeling inclusive pedagogies with textual artifacts and illuminating how object-oriented teaching can harness the insights of diverse branches of practice and learning.

**Making Writing Matter** Ann M. Feldman, 2009-01-01

In *Making Writing Matter*, Ann M. Feldman explores how changing scholarship at engaged metropolitan universities offers an opportunity to redesign first-year writing classes in ways that make students better writers. An engaged

university commits to a relationship with its surrounding metropolitan area with faculty members undertaking collaborative research with community partners The more vibrant participatory role of an engaged university allows students to link their academic studies to important public issues and gain real world writing experience such as writing press releases and letters to organizations This newly focused and contextualized research and scholarship at engaged universities shows students how discourse and writing matter in new ways

*Victorian Paper Art and Craft* Deborah Lutz, 2022-09-22 This book shows how authors in nineteenth century Britain used the materials of writing and of reading drawing and handicraft for inspiration and creative composition In doing so it reshapes the sensory history of working on and with paper These activities were many and varied Charlotte Bront composed poems and doodled in the margins of school books George Eliot recorded writing ideas on her blotter Elizabeth Barrett Browning sewed paper to paper to edit her poems and Jane Austen employed straight pins to cut and paste Albums provided a playful space to collect and to produce text and collage gifts for friends circumventing print culture for a more intimate book making as Elizabeth Gaskell and Anna Atkins knew Notebooks and commonplace books were vital to Eliot Michael Field and Emily Bront as part of a writing process Writers experimented with crafts and needlework to compose text without paper and ink most notably in the case of samplers What writing and drawing happened on including bibles sewing patterns and walls mattered as related to and generative of the themes of the work This expansive field of meanings that creativity with textual and material things could have was common to the Victorians but the writers explored here were extravagant even among their self reflexive contemporaries in their undoing remaking miniaturizing encrypting reusing and transforming The edge of the page the width of the margin the covers of the book were limiting factors but also provocations to push on further be radical

**A Hundred Years of Bibliotherapy** Siobhan Campbell, Sara Haslam, Edmund G. C. King, 2025-05-16 The First World War gave new and vital impetus to the ancient idea that books could heal This interdisciplinary collection provides a targeted survey of 100 years of historical and contemporary understandings and practices of the book as cure The contributors explore the curative practices of wartime reading how they were developed and institutionalized after the war and the afterlives of these ideas and practices today Divided into three sections the first considers bibliotherapy in World War I It is rooted in the wartime cultures which ensured bibliotherapy became part of the active treatment of soldiers damaged minds and bodies on both sides of the Atlantic after 1914 Parts two and three examine the expanding variety of critical contexts both historical and more modern in which reading and wellbeing continued to intersect The chapters draw on a wide range of source material from trench magazines to autograph books to e novels as well as on data and information drawn from practice based encounters They also provide the basis for further scholarly exploration of for example national traditions and contexts and the inter disciplinary relationships which they inspire

**A Hundred Years of Bibliotherapy** Healing through Books provides the first interdisciplinary dialogue on and account of bibliotherapy addressing both historical and present day modes of engaging with the ostensibly curative power of reading

and reading cultures It is an invaluable resource for scholars of literary studies book history and the medical humanities

**Asian Americans in New England** Monica Chiu, 2009 The first interdisciplinary contribution to studies about Asian Americans in New England Vision, Rhetoric, and Social Action in the Composition Classroom Kristie S.

Fleckenstein, 2009-11-16 In this innovative volume Kristie S Fleckenstein explores how the intersection of vision rhetoric and writing pedagogy in the classroom can help students become compassionate citizens who participate in the world as they become more critically aware of the world Fleckenstein argues that all social action behavior designed to increase human dignity value and quality of life depends on a person's repertoire of visual and rhetorical habits To develop this repertoire in students the author advocates the incorporation of visual habits or ways of seeing into a language based pedagogical approach in the writing classroom According to Fleckenstein interweaving the visual and rhetorical in composition pedagogy enables students to more readily perceive the need for change while arming them with the abilities and desire to enact it The author addresses social action from the perspective of three visual habits spectacle which fosters disengagement animation or fusing body with meaning and antinomy which invites the invention of new realities Fleckenstein then examines the ways in which particular visual habits interact with rhetorical habits and with classroom methods resulting in the emergence of various forms of social action To enhance the understanding of the concepts she discusses the author represents the intertwining relationships of vision rhetoric and writing pedagogy graphically as what she calls symbiotic knots In tracing the modes of social action privileged by a visual habit and a teacher's pedagogical choices Fleckenstein attends particularly to the experiences of students who have been traditionally barred from participation in the public sphere because of gender race or class The book culminates in a call for visually and rhetorically robust writing pedagogies In *Vision Rhetoric and Social Action in the Composition Classroom* Fleckenstein combines classic methods of rhetorical teaching with fresh perspectives to provide a unique guide for initiating important improvements in teaching social action The result is a remarkable volume that empowers teachers to best inspire students to take part in their world at that most crucial moment when they are discovering it *Trauma and the Teaching of Writing* Shane Borrowman, 2012-02-01 Deepening and

broadening our understanding of what it means to teach in times of trauma writing teachers analyze their own responses to national traumas ranging from the Japanese attack on Pearl Harbor to the various appropriations of 9/11 Offering personal historical and cultural perspectives they question both the purposes and pedagogies of teaching writing Geographies of Writing Nedra Reynolds, 2007-09-03 Twenty first century technological innovations have revolutionized the way we experience space causing an increased sense of fragmentation danger and placelessness In *Geographies of Writing Inhabiting Places and Encountering Difference* Nedra Reynolds addresses these problems in the context of higher education arguing that theories of writing and rhetoric must engage the metaphorical implications of place without ignoring materiality *Geographies of Writing* makes three closely related contributions one theoretical to reimagine composing as spatial material



and visual one political to understand the sociospatial construction of difference and one pedagogical to teach writing as a set of spatial practices Aided by seven maps and illustrations that reinforce the book's visual rhetoric *Geographies of Writing* shows how composition tasks and electronic space function as conduits for navigating reality

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