

Rescuing the Subject: A Critical Introduction to Rhetoric and the Writer

Miller, Susan

Note: This is not the actual book cover

Rescuing The Subject A Critical Introduction To

Steve Westbrook



Rescuing The Subject A Critical Introduction To:

Rescuing the Subject Susan Miller, 2004 When it was first published in 1989 *Rescuing the Subject* established a landmark pedagogical approach to composition based on the importance of the writer and the act of writing in the history of rhetoric. Widely used as an introduction to rhetoric and composition theory for graduate students, the volume was the first winner of the W Ross Winterrowd Award from JAC and is still one of the most frequently cited books in the field. **Radical Feminism,**

Writing, and Critical Agency Jacqueline Rhodes, 2012-02-01 This book traces the intersection of radical feminism, composition, and print culture in order to address a curious gap in feminist composition studies: the manifesto, writing, collaborative action, and taking radical feminism of the 1960s and 1970s. Long before contemporary debates over essentialism, radical feminist groups questioned both what it was to be a woman and to perform womanhood, and a key part of that questioning took the form of very public, very contentious texts by such writers and groups as Shulamith Firestone, the Redstockings, and WITCH, the Women's International Terrorist Conspiracy from Hell. Rhodes explores how these radical women's texts have been silenced in contemporary rhetoric and composition and compares their work to that of contemporary online activists, finding that both point to a network literacy that blends ever-shifting identities with ever-changing technologies in order to take action. Ultimately, Rhodes argues the articulation of radical feminist textuality can benefit both scholarship and classroom as it situates writers as rhetorical agents who can write, resist, and finally act within a network of discourses and identifications. **Contemporary Composition Studies** Edith Babin, Kimberly

Harrison, 1999-12-30 Composition studies is a rapidly growing and constantly changing field. At present, however, graduate students new to the field and writing teachers who want to make new connections between theory and practice have little choice of current reference works that define key terms in composition studies and provide information about the scholars and researchers who have shaped and are shaping the discipline. This book supplies this information in an easily accessible format and places both scholars and terms in the context of the field's development. Included are alphabetically arranged entries for 108 individuals who have developed the field and 128 terms central to the discipline. The first part of the book provides entries for leaders in composition studies. Each entry identifies the areas in which the scholar has contributed most influentially to the field and provides both a chronological overview of the person's contributions and a bibliography of representative works. The second part includes entries for terms that are problematic both for newcomers and for those already familiar with the discipline. The entries for the terms show how the disciplinary context has shaped the ways in which they have been used. The entries also indicate how established thinkers in composition studies and other disciplines have explained or defined the terms, provide examples of the terms in context, and list scholars often associated with them. An appendix includes entries for scholars from other disciplines who have contributed to the field. **Anglo-American**

Feminist Challenges to the Rhetorical Traditions Krista Ratcliffe, 2016-06-01 Although women and men have different

relationships to language and to each other traditional theories of rhetoric do not foreground such gender differences Krista Ratcliffe argues that because feminists generally have not conceptualized their language theories from the perspective of rhetoric and composition studies rhetoric and composition scholars must construct feminist theories of rhetoric by employing a variety of interwoven strategies recovering lost or marginalized texts rereading traditional rhetoric texts extrapolating rhetorical theories from such nonrhetoric texts as letters diaries essays cookbooks and other sources and constructing their own theories of rhetoric Focusing on the third option Ratcliffe explores ways in which the rhetorical theories of Virginia Woolf Mary Daly and Adrienne Rich may be extrapolated from their Anglo American feminist texts through examination of the interrelationship between what these authors write and how they write In other words she extrapolates feminist theories of rhetoric from interwoven claims and textual strategies By inviting Woolf Daly and Rich into the rhetorical traditions and by modeling the extrapolation strategy methodology on their writings Ratcliffe shows how feminist texts about women language and culture may be reread from the vantage point of rhetoric to construct feminist theories of rhetoric She also outlines the pedagogical implications of these three feminist theories of rhetoric thus contributing to ongoing discussions of feminist pedagogies Traditional rhetorical theories are gender blind ignoring the reality that women and men occupy different cultural spaces and that these spaces are further complicated by race and class Ratcliffe explains Arguing that issues such as who can talk where one can talk and how one can talk emerge in daily life but are often disregarded in rhetorical theories Ratcliffe rereads Roland Barthes *The Old Rhetoric* to show the limitations of classical rhetorical theories for women and feminists Discovering spaces for feminist theories of rhetoric in the rhetorical traditions Ratcliffe invites readers not only to question how women have been located as a part of and apart from these traditions but also to explore the implications for rhetorical history theory and pedagogy

Introduction to Scholarship in Modern Languages and Literatures David G. Nicholls, 2015-01-01 The third edition of the MLA's widely used *Introduction to Scholarship in Modern Languages and Literatures* features sixteen new essays by leading scholars Designed to highlight relations among languages and forms of discourse the volume is organized into three sections Understanding Language provides an overview of the field of linguistics with special attention to language acquisition and the social life of languages Forming Texts offers tools for understanding how speakers and writers shape language it examines scholarship in the distinct but interrelated fields of rhetoric composition and poetics Reading Literature and Culture continues the work of the first two sections by introducing major areas of critical study The nine essays in this section cover textual and historical scholarship interpretation comparative cultural and translation studies and the interdisciplinary topics of gender sexuality race and migrations among others As in previous volumes an epilogue examines the role of the scholar in contemporary society Each essay discusses the significance underlying assumptions and limits of an important field of inquiry traces the historical development of its subject introduces key terms outlines modes of research now being pursued postulates future developments and provides a list of suggestions

for further reading This book will interest any member of the academic community seeking a review of recent scholarship while it provides an indispensable resource for undergraduate and graduate students of modern languages and literatures

The Routledge Companion to Critical Management Studies Anshuman Prasad,Pushkala Prasad,Albert Mills,Jean Helms Mills,2015-08-14 The scholarly field of Critical Management Studies CMS is in a state of flux Against a backdrop of dramatic global shifts CMS scholarship has lately taken a number of new and exciting directions and at times challenged older critical voices Novel theoretical frameworks and diverse research interests mark the CMS field as never before Interrogating conventional critiques of management and arguing for fresh approaches The Routledge Companion to Critical Management Studies captures this intellectual ferment and new spirit of inquiry within CMS and showcases the pluralistic generation of CMS scholars that has emerged in recent years Setting the scene for a crucial period for the discipline this insightful volume covers new ground and essential areas grouped under the following themes Critique and its dis contents Difference otherness marginality Knowledge at the crossroads History and discourse Global predicaments Drawing on the expertise of an international team of contributing scholars The Routledge Companion to Critical Management Studies is a rich resource and the perfect reference tool for students and researchers of management and organization

Theorizing Composition Mary Kennedy,1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works It then reviews the theory s critical reception in composition studies and discusses its significance in the field The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading The volume closes with a selected bibliography of important works

Postcomposition Sidney I Dobrin,2011-06-02 Leading a burgeoning self critical moment in composition studies and writing program administration Postcomposition is a fundamental reconsideration of the field that attempts to shift the focus away from pedagogy and writing subjects and toward writing itself In this forceful and reasoned critique of many of the

primary tenets and widely accepted institutional structures of composition studies Sidney I Dobrin delivers a series of shocks to the system meant to disrupt the pedagogical imperative and move beyond the existing limits of the discipline Dobrin evaluates the current state of composition studies underscoring the difference between composition and writing and arguing that the field's focus on the administration of writing students and its historically imposed prohibition on theory greatly limit what can be understood about writing Instead he envisions a more significant approach to writing one that questions the field's conservative allegiance to subject and administration and reconsiders writing as spatial and ecological Using concepts from ecocomposition spatial theory network theory complexity theory and systems theory Postcomposition lays the groundwork for a networked theory of writing and advocates the abandonment of administration as a useful part of the field He also challenges the usefulness of rhetoric in writing studies showing how writing exceeds rhetoric Postcomposition is a detailed consideration of how posthumanism affects the field's understanding of subjectivity It also tears at the seams of the contingent labor problem As he articulates his own frustrations with the conservatism of composition studies and builds on previous critiques of the discipline Dobrin stages a courageous and inevitably polemical intellectual challenge to the entrenched ideas and assumptions that have defined composition studies *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 [Renewing Rhetoric's Relation to Composition](#)

Shane Borrowman, Stuart Brown, Thomas Miller, 2010-02-25 Examining the development of rhetoric and composition using the writings of Theresa Jarnagin Enos as a basis for studies of broader trends this book explores topics including the historical relations of rhetoric and composition their evolution within programs of study and Enos's research on gender

Composition and Copyright Steve Westbrook, 2009-04-09 Drawing on connections between legal developments new media technologies and educational practice *Composition and Copyright* examines how copyright law is currently influencing processes of teaching and writing within the university particularly in the dynamic contexts of increasing digital literacy new media and Internet writing Contributors explore the law's theoretical premises applications to writing classrooms and the larger effects of copyright law on culture and literacy Central to the volume is the question of what may constitute infringement or fair use and how the very definitions of these terms may permit or prohibit specific text making activities The essays cover a range of subjects from students appropriations of Internet images to using blogs in the classroom to the efforts by universities to claim legal ownership of professors teaching and research materials As new technologies and legislation are overturning traditional notions of intellectual property this volume offers ways to navigate the issues in terms

of pedagogy research and creating new media texts within the current legal framework

Thinking Critically in College Louis Newman, 2023-03-07 Finally a college prep book that actually prepares students for college Almost all first year college students discover that college courses are more academically challenging than they expected and certainly harder than classes in high school Professors expect students not just to absorb material but to analyze and synthesize it consider multiple perspectives evaluate conflicting evidence and then apply what they've learned in new contexts Thinking Critically in College explains how to do all this and more Louis E Newman draws on decades of experience as a professor at Carleton College and Dean of Academic Advising and Associate Vice Provost for Undergraduate Education at Stanford offering the guidance you need to succeed both in college and in life post graduation Unique among college prep books Thinking Critically in College builds on the latest research in learning spells out the key critical thinking skills you need shows you how to tackle actual college assignments and provides exercises throughout to reinforce the lessons Written in a personal engaging style Thinking Critically in College explains how to do the work your professors will require exactly the preparation you need no matter what your academic background Practical accessible comprehensive and interactive Thinking Critically in College is the definitive guide not only for those in college or headed there but for everyone who needs a refresher on thinking clearly

Practicing Theory in Introductory College Literature Courses James M. Cahalan, David B. Downing, 1991 Connecting the separate worlds of literary theorists and literature teachers in higher education this collection of essays by 20 college teachers shares their ideas about using theorists' concepts to turn undergraduates from passive receivers of information into active thinkers about meaning in literature Following an introduction by James M Cahalan and David B Downing essays in the collection are Reading from Inside and Outside of One's Community David Bleich Combining Personal and Textual Experience A Reader Response Approach to Teaching American Literature Patricia Prandini Buckler From Clinic to Classroom while Uncovering the Evil Dead in Dracula A Psychoanalytic Pedagogy Mark S Paris Text Reader Author and History in the Introduction to Literature Course John Schilb In Search of Our Sisters Rhetoric Teaching through Reception Theory Louise Z Smith The Historical Necessity for and Difficulties with New Historical Analysis in Introductory Literature Courses Brook Thomas The Reader and the Text Ideologies in Dialogue John Clifford Confrontational Pedagogy and the Introductory Literature Course Ronald Strickland The Walls We Don't See Toward Collectivist Pedagogies as Political Struggle C Mark Hurlbert Feminist Theory Literary Canons and the Construction of Textual Meanings Barbara Frey Waxman Coyote Midwife in the Classroom Introducing Literature with Feminist Dialogics Patrick D Murphy A Multicultural Introduction to Literature Phillipa Kafka Who Was That Masked Man Literary Criticism and the Teaching of African American Literature in Introductory Courses Pancho Savery Less Is More Coverage Critical Diversity and the Limits of Pluralism Douglas Lanier From Discourse in Life to Discourse in Poetry Teaching Poems as Bakhtinian Speech Genres Don Bialostosky Teaching Deconstruction Theory and Practice in the Undergraduate Literature Classroom Lois Tyson Reading

Deconstructively in the Two Year College Introductory Literature Classroom Thomas Fink Practicing Textual Theory and Teaching Formula Fiction M H Dunlop Theory as Equipment for Postmodern Living Thomas McLaughlin Students as Theorists Collaborative Hypertextbooks James J Sosnoski and Selected Further Resources for Theory and Pedagogy A Bibliographic Essay James M Cahalan and David B Downing A 31 page comprehensive listing of references is attached RS

A Critical Introduction to the Old Testament George Buchanan Gray,1918 **A Critical Introduction to the New Testament** Arthur Samuel Peake,1920 **A critical introduction to international law** Olivier Corten,François Dubuisson,Vaios Koutroulis,2024-10-09 Is international law universal Can it be anything else than the will of the actors who are able to impose on others their values and interests Beyond the strategic objectives that can be pursued by a lawyer pleading before a court a state representative operating in an international organization or addressing the general public an author seeking recognition or a citizen interested in the law since international law cannot be interpreted objectively can it at least be interpreted in a convincing and well argued way These are the questions that underlie this book which following a critical approach emphasizes the profound ambivalence of international law International law appears to be torn between in the one hand the pursuit of a universalist ideal of justice and peace and on the other the need to deal with power relations in a political context From this perspective it would be futile to claim to establish and even less to discover one single correct interpretation of legal rules such as for example the right to self determination the principle of non intervention or the prohibition of genocide It is however possible to provide an overview of the main debates among states other international actors or among legal scholars relating to the interpretation of the main rules of international law In the book these debates are illustrated by references to popular culture in particular music and films The ambition of this book is to enable the reader on the basis of these elements firstly to position himself or herself by selecting and defending the arguments that seem most convincing and secondly and more fundamentally to understand the legal and political terms of the controversies in international law This revised second edition includes updates in case law and practice from the war in Ukraine to the war in Gaza as well as legal developments related to climate change **Teaching Composition As A Social Process** Bruce McComiskey,2000-02 Bruce McComiskey is a strong advocate of social approaches to teaching writing However he opposes composition teaching that relies on cultural theory for content because it too often prejudices the ethical character of institutions and reverts unnecessarily to product centered practices in the classroom He opposes what he calls the read this essay and do what the author did method of writing instruction read Roland Barthes s essay Toys and write a similar essay read John Fiske s essay on TV and critique a show McComiskey argues for teaching writing as situated in discourse itself in the constant flow of texts produced within social relationships and institutions He urges writing teachers not to neglect the linguistic and rhetorical levels of composing but rather to strengthen them with attention to the social contexts and ideological investments that pervade both the processes and products of writing A work with a sophisticated theory base and

full of examples from McComiskey's own classrooms Teaching Composition as a Social Process will be valued by experienced and beginning composition teachers alike **A critical introduction to sir Walter Scott's Lay of the last minstrel.**

Abhandl. zum Jahresb. Realsch. zu Meerane Paul Staake, 1888 **Manual of Historico-critical Introduction to the Canonical Scriptures of the Old Testament** Carl Friedrich Keil, 1871 **An Introduction to the Critical Study and Knowledge of the Holy Scriptures** Thomas Hartwell Horne, 1821

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not many of you should become teachers my brothers for you know that we who teach will be judged with greater strictness

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