

# Composition, Literacy, and Culture

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# Composition, Literacy, and Culture

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and Jean Ferguson Carr,  
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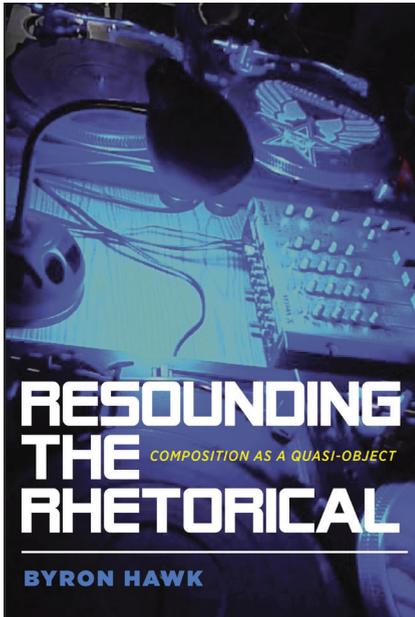
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May 2018 • 296 pp.  
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## Resounding the Rhetorical

Composition as a Quasi-Object

BYRON HAWK

*“Resounding the Rhetorical* adds the latest chapter in the lineage of the foremost critical theory in the field of rhetoric and composition. Hawk makes his most important and carefully researched contribution to the conversation about post-process theory. Along this lineage are swirling constellations of metaphors—ecology, dancing, networks, even parasites—and ultimately Hawk’s case study of sound and music is used to illustrate how we can better conceive of composition and rhetoric.”

—Todd Taylor, University of North Carolina

“Hawk presents a new framework or theory of composition based on the quasi-object. By situating sound as a quasi-object, Hawk demonstrates what this framework might mean for six key terms in the field: composition, process, research, collaboration, publics, and rhetoric. This is an extraordinarily ‘big idea’ for the field.”

—Michael Neal, Florida State University

*Resounding the Rhetorical* offers an original critical and theoretical examination of composition as a quasi-object. As composition flourishes in multiple media (digital, sonic, visual, etc.), Byron Hawk seeks to connect new materialism with current composition scholarship and critical theory. Using sound and music as his examples, he demonstrates how a quasi-object can and does materialize for communicative and affective expression, and becomes a useful mechanism for the study and execution of composition as a discipline. Through careful readings of Serres, Latour, Deleuze, Heidegger, and others, Hawk reconstructs key concepts in the field including composition, process, research, collaboration, publics, and rhetoric. His work delivers a cutting-edge response to the state of the field, where it is headed, and the possibilities for postprocess and postwriting composition and rhetoric.



May 2018 • 352 pp.  
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## Rhetorics of Resistance

Opposition Journalism  
 in Apartheid South Africa

**BRYAN TRABOLD**

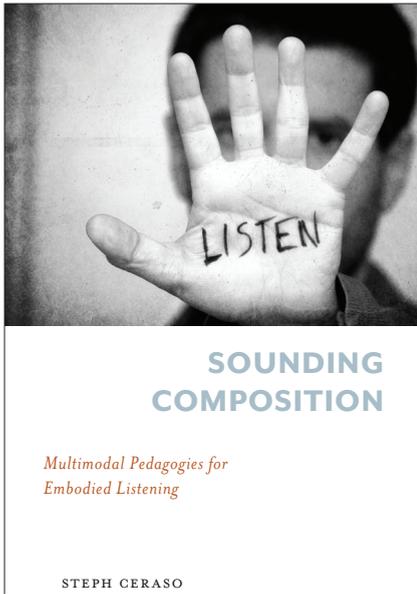
“This is an important project, supporting the claim that even in the oppressive climate of 1980s apartheid South Africa, the local newspapers created or identified certain rhetorical spaces in which to register various forms of verbal resistance.”

—Shirley W. Logan, University of Maryland

“The book’s central focus is on the strategies—rhetorical, legal, political—that anti-apartheid newspapers employed to report on matters that were prohibited by the government’s strict censorship laws. Trabold presents a well-written, compelling textual analysis alongside good empirical interview material.”

—Herman Wasserman, University of Cape Town

The period of apartheid was a perilous time in South Africa’s history. This book examines the tactics of resistance developed by those working for the *Weekly Mail* and *New Nation*, two opposition newspapers published in South Africa in the mid- and late 1980s. The government, in an attempt to crack down on the massive political resistance sweeping the country, had imposed martial law and imposed even greater restrictions on the press. Bryan Trabold examines the writing, legal, and political strategies developed by those working for these newspapers to challenge the censorship restrictions as much as possible—without getting banned. Despite the many steps taken by the government to silence them, including detaining the editor of *New Nation* for two years and temporarily closing both newspapers, the *Weekly Mail* and *New Nation* not only continued to publish but actually increased their circulations and obtained strong domestic and international support. *New Nation* ceased publication in 1994 after South Africa made the transition to democracy, but the *Weekly Mail*, now the *Mail & Guardian*, continues to publish and remains one of South Africa’s most respected newspapers.



March 2018 • 176 pp.  
 978-0-8229-6533-6 • paper  
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*eBook available*

## Sounding Composition

Multimodal Pedagogies for  
 Embodied Listening

STEPH CERASO

*“Sounding Composition demonstrates that sound surrounds us, but the book also, perhaps more importantly, equips us with techniques for cultivating sensibilities for listening, producing, teaching, relating, and composing new sonic realities.*

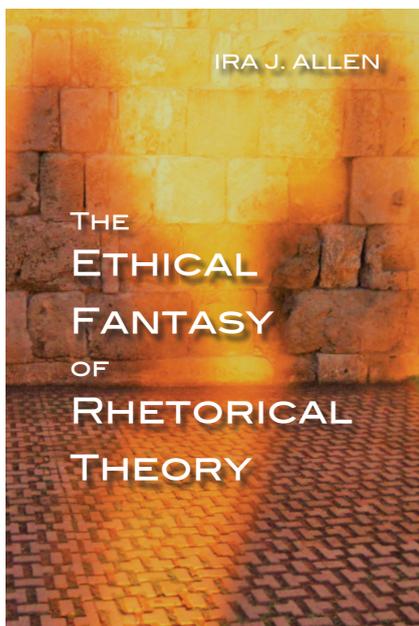
*Ceraso has offered rhetoric, sound studies, and those interested in multimodal pedagogy a project that will resonate for a very long time.”*

—Casey Boyle, University of Texas

*“In a context where multimodal composition has become central to college writing instruction, Ceraso offers evidence to make the case for multimodal listening pedagogy as a useful term in composition studies ‘that moves away from ear-centric approaches to sonic engagement and instead treats sonic experience as holistic and immersive.’ This book offers a compelling range of embodied engagements, sonic rhetorical theory, and timely practices for implementing multimodal listening pedagogies.”*

—Mary E. Hocks, Georgia State University

In *Sounding Composition* Steph Ceraso reimagines listening education to account for twenty-first-century sonic practices and experiences. Sonic technologies such as audio editing platforms and music software allow students to control sound in ways that were not always possible for the average listener. While digital technologies have presented new opportunities for teaching listening in relation to composing, they also have resulted in a limited understanding of how sound works in the world at large. Ceraso offers an expansive approach to sonic pedagogy through the concept of multimodal listening—a practice that involves developing an awareness of how sound shapes and is shaped by different contexts, material objects, and bodily, multisensory experiences. Through a mix of case studies and pedagogical materials, she demonstrates how multimodal listening enables students to become more savvy consumers and producers of sound in relation to composing digital media, and in their everyday lives.



May 2018 • 328 pp.  
 978-0-8229-6536-7 • paper  
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## The Ethical Fantasy of Rhetorical Theory

IRA ALLEN

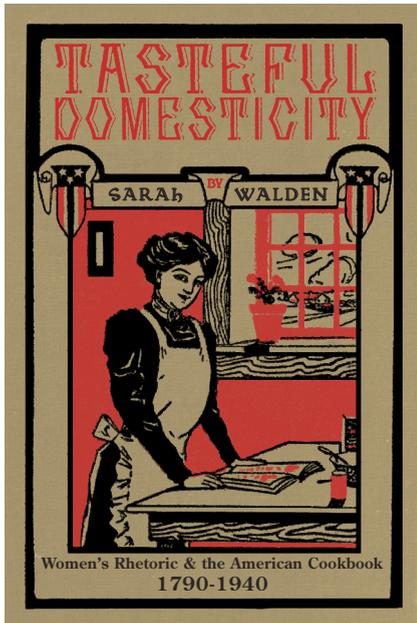
“A creative exploration in contemporary rhetorical theory. This book rigorously examines concepts central to recent critical thinking as it argues for its own original perspective on ethics and rhetoric. Ira Allen writes in a lively, accessible style as he insightfully works through difficult philosophical material.”

—Steven Mailloux, President’s Professor of Rhetoric, Loyola Marymount University

“An ambitious project—significant for the discipline of rhetoric and fields that draw from it, and relevant both to the historical concerns of rhetoric and to contemporary issues in rhetorical theory. Allen makes an extremely well-informed case. His readings are fresh and grounded in extensive knowledge.”

—James Crosswhite, University of Oregon

Despite its centrality to its field, there is no consensus regarding what rhetorical theory is and why it matters. *The Ethical Fantasy of Rhetorical Theory* presents a critical examination of rhetorical theory throughout history, in order to develop a unifying vision for the field. Demonstrating that theorists have always been skeptical of yet committed to “truth” (however fantastic), Ira Allen develops rigorous notions of truth and of a “troubled freedom” that spring from rhetoric’s depths. In a sweeping analysis from the sophists Aristotle, and Cicero through Kenneth Burke, Chaïm Perelman and Lucie Olbrechts-Tyceta, and contemporary scholars in English, communication, and rhetoric’s other disciplinary homes, Allen offers a novel definition of rhetorical theory: as the self-consciously ethical study of how humans and other symbolic animals negotiate constraints.



February 2018 • 232 pp.  
 978-0-8229-6513-8 • paper  
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## Tasteful Domesticity

Women's Rhetoric and the  
 American Cookbook, 1790-1940

SARAH W. WALDEN

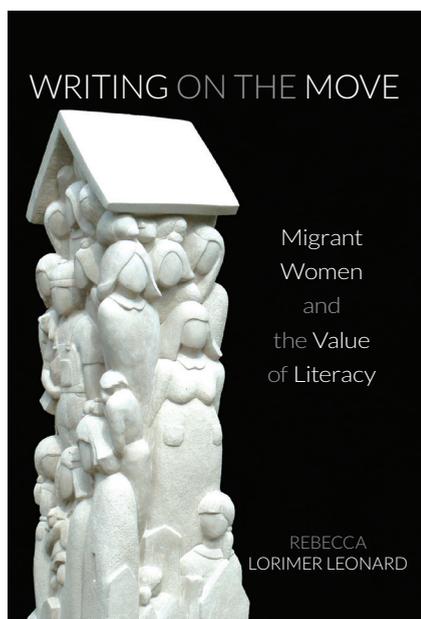
“Walden advances the scholarship on cookbooks and housekeeping advice manuals by examining them through the lens of ‘taste’ and rhetorical theory. She demonstrates how such texts functioned in contradictory and complex ways, revealing in new ways the truly intersectional nature of domestic ideology—how prescriptive norms around home, gender, race, class, nation, and ethnicity work together and through each other.”

—Jessamyn Neuhaus, SUNY Plattsburgh

“*Tasteful Domesticity* delivers on its promise to model how we can and should read cookbooks for political, philosophical, national, gendered, and racial rhetorics worked out in their pages. By untangling subtle differences in the word ‘taste’ and in authors’ access to it, Walden changes both food studies in the humanities and nineteenth-century women’s history.”

—Elizabeth Engelhardt, University  
 of North Carolina at Chapel Hill

*Tasteful Domesticity* demonstrates how women marginalized by gender, race, ethnicity, and class used the cookbook as a rhetorical space in which to conduct public discussions of taste and domesticity. Taste discourse engages cultural values as well as physical constraints, and thus serves as a bridge between the contested space of the self and the body, particularly for women in the nineteenth century. Cookbooks represent important contact zones for social philosophies, cultural beliefs, and rhetorical traditions, and through their rhetoric, we witness women’s roles as republican mothers, sentimental evangelists, wartime fundraisers, home economists, and social reformers. Beginning in the early republic and tracing the cookbook through the publishing boom of the nineteenth century, the Civil War and Reconstruction, the Progressive era, and rising racial tensions of the early twentieth century, Sarah W. Walden examines the role of taste as an evolving rhetorical strategy that allowed diverse women to engage in public discourse through published domestic texts.



November 2017 • 192 pp.  
 978-0-8229-6505-3 • paper  
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## Writing on the Move

Migrant Women and  
 the Value of Literacy

REBECCA LORIMER LEONARD

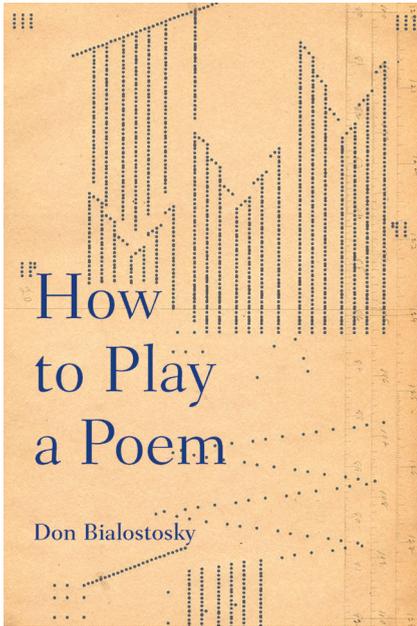
“How is literacy revalued as it moves across borders and boundaries? What forms does literate mobility take? What functions does the process of literate valuation perform? Refreshingly insightful and profoundly original, *Writing on the Move* offers an indispensable framework for theorizing about these questions and for understanding how competing social and economic forces shape, recognize, and regulate migrant literate lives.”

—LuMing Mao, Miami University

“*Writing on the Move* is an important contribution to transnational literacy studies. It not only complicates our understanding of literate repertoires performed in everyday life by migrant women with rich and resonant lives; it also extends our vocabulary of motive by critically examining how fixity, friction, and fluidity inform their literate values. A must-read in a time of great peril for immigrants in the United States.”

—Juan C. Guerra, University of  
 Washington at Seattle

In this book, Rebecca Lorimer Leonard shows how multilingual migrant women both succeed and struggle in their writing contexts. Based on a qualitative study of everyday multilingual writers in the United States, she shows how migrants’ literacies are revalued because they move with writers among different languages and around the world. *Writing on the Move* builds a theory of literate valuation, in which socioeconomic values shape how multilingual migrant writers do or do not move forward in their lives. The book details the complicated reality of multilingual literacy, which is lived at the nexus of prejudice, prestige, and power.



March 2017 • 256 pp.  
 978-0-8229-6437-7 • paper  
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## How to Play a Poem

DON BIALOSTOSKY

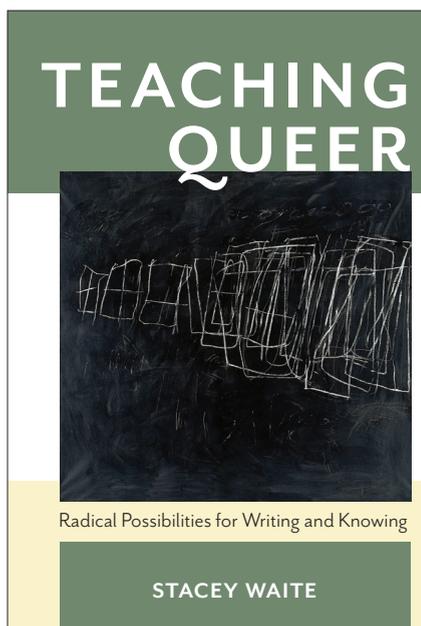
“Bakhtin loved poetry and could recite it for hours, but as a theorist he was somewhat lyricophobic. Dialogic potentials were better served by novels. Don Bialostosky, one of the first and most passionate Western scholars of poetry to take Bakhtin beyond his own word, addresses in this new study the classroom art of animating a poem: how to equip readers to enter the poetic utterance, participate in performing it, and co-create its wisdoms and pleasures. A smart, effective, infectious book that Bakhtin would have treasured.”

—Caryl Emerson, Princeton University

“Bialostosky achieves a rare combination: a contribution to poetics-scholarship, in a technical and fine-grained rhetoric, that informs the professional reader, with a steady stream of novel insights. Bialostosky also contributes to teaching poetry-resistant student readers how to use what they already have, in their possession of living English.”

—Donald Wesling, professor emeritus,  
 University of California, San Diego

Approaching poems as utterances designed and packaged for pleasurable reanimation, *How to Play a Poem* leads readers through a course that uses our common experience of language to bring poems to life. It mobilizes the speech genres we acquire in our everyday exchanges to identify “signs of life” in poetic texts that can guide our co-creation of tone. *How to Play a Poem* draws on ideas from the Bakhtin School, usually associated with fiction rather than poetry, to construct a user-friendly practice of close reading as an alternative to the New Critical formalism that still shapes much of teaching and alienates many readers. It sets aside stock questions about connotation and symbolism to guide the playing out of dynamic relations among the human parties to poetic utterances, as we would play a dramatic script or musical score. *How to Play a Poem* addresses critics ready to abandon New Criticism, teachers eager to rethink poetry, readers eager to enjoy it, and students willing to give it a chance, inviting them to discover a lively and enlivening way to animate familiar and unfamiliar poems.



March 2017 • 216 pp.  
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## Teaching Queer

Radical Possibilities for  
 Writing and Knowing

STACEY WAITE

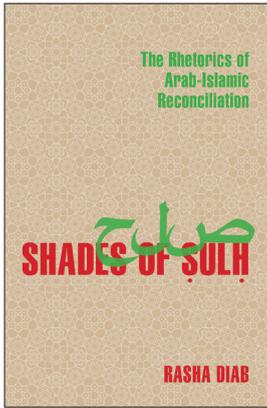
“*Teaching Queer* is a great read that blends personal narrative, real-life teaching from the author, student work, and high theory to get at the question: What might queer pedagogy of writing look like?”

—Jacqueline Rhodes, Michigan State University

“A well-crafted exploration of how queer theory can address the hardest task of composition teachers: challenging students to use writing as a way of thinking. Accessibly weaving together autoethnography, queer theory scholarship, classroom narrative, and student text exegesis, Waite contributes a profound challenge to current composition pedagogy.”

—Jan Cooper, Oberlin College

*Teaching Queer* looks closely at student writing, transcripts of class discussions, and teaching practices in first-year writing courses to articulate queer theories of literacy and writing instruction, while also considering the embodied actuality of being a queer teacher. Rather than positioning queerness as connected only to queer texts or queer teachers/students (as much work on queer pedagogy has done since the 1990s), the book offers writing and teaching as already queer practices, and contends that the overlap between queer theory and composition presents new possibilities for teaching writing. *Teaching Queer* argues for and enacts “queer forms”—non-normative and category-resistant forms of writing—those that move between the critical and the creative, the theoretical and the practical, and the queer and the often invisible normative functions of classrooms.



May 2016 • 240 pp.  
978-0-8229-6401-8 • paper  
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## Shades of Sulh

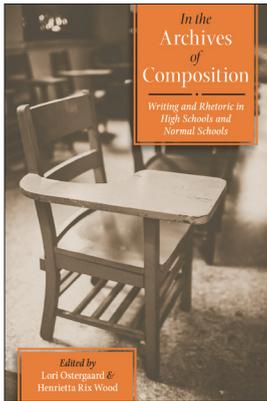
The Rhetorics of Arab-Islamic Reconciliation

RASHA DIAB

*Winner of the 2018 CCCC Outstanding Book Award*

“A rich, important, and fascinating study. Troubling programmatic accounts of conflict resolution and challenging traditional approaches to the study of Arab and Arab-Islamic discourse, Diab offers a groundbreaking investigation into the initiation, performance, and stakes of sulh. She sheds crucial light on the deep and complex relationship between peacemaking, transitional justice, and reconciliation. Her work deserves close consideration by scholars of rhetoric, politics, Islamic studies, law, anthropology, and human rights.”

—Erik Doxtader, University of South Carolina  
and Institute for Justice and Reconciliation



2015 • 256 pp.  
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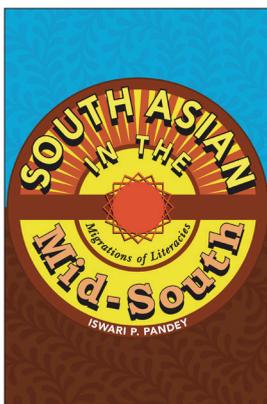
## In the Archives of Composition

Writing and Rhetoric in High Schools  
and Normal Schools

EDITED BY LORI OSTERGAARD  
AND HENRIETTA RIX WOOD

“This volume deepens our understanding of writing education by moving beyond the university setting to examine the high school and normal school context. In so doing the book engages narratives familiar to the field and introduces stories that have been overlooked or ignored, complicating our histories while broadening our methodological horizons. It should be required reading for all writing teachers and historians.”

—Suzanne Bordelon, San Diego State University



2015 • 264 pp.  
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## South Asian in the Mid-South

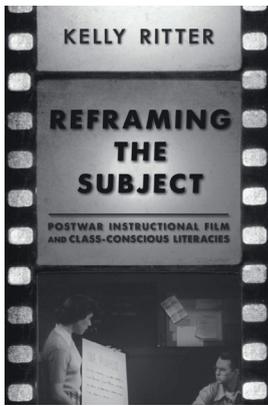
Migrations of Literacies

ISWARI P. PANDEY

*Winner of the 2017 CCCC Advancement of Knowledge Award*

“Timely. Relevant. Important. Pandey presents a much-needed set of understandings and accounts of the literacy practices of transnational immigrants. Several key findings in his work stand to make an immediate and lasting contribution to the field of literacy studies generally and composition and rhetoric specifically. Richly detailed and carefully analyzed, this book offers a fresh qualitative study on South Asian immigrants.”

—Ellen Cushman, Michigan State University



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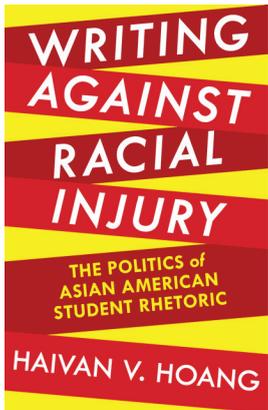
## Reframing the Subject

Postwar Instructional Film  
and Class-Conscious Literacies

**KELLY RITTER**

“Ritter’s incisive and fascinating analysis of these films is an argument about how ideology and institutional power work on both the corporate level and the level of individual teachers to shape education. What’s more, she makes a persuasive case for the ways in which new technologies and debates about literacy are, in many ways, reproducing ideologies and practices that are little changed from those of sixty years ago.”

—Bronwyn T. Williams, University of Louisville



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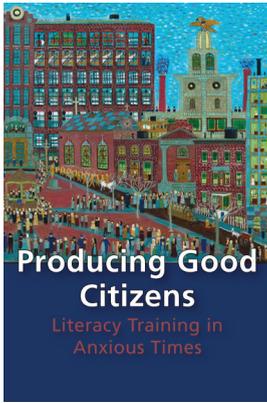
## Writing against Racial Injury

The Politics of Asian American Student Rhetoric

**HAIVAN V. HOANG**

“Hoang offers an insightful thick description of Asian American activism rhetoric at the sites of language and literacy production. It teaches us to rethink what we mean by ‘student writing’ and the ‘teaching of writing’ in light of a broad range of self-sponsored, extracurricular rhetorical acts by Asian American activists.”

—Min-Zhan Lu, University of Louisville



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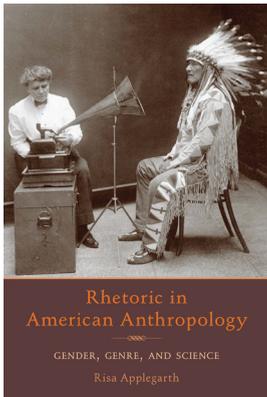
## Producing Good Citizens

Literacy Training in Anxious Times

AMY J. WAN

“A fitting reminder of the ways higher education has served as a training ground for particular kinds of literacy and citizenship. Using archival research from various literacy training sites, Wan shows that historically, literacy has served as a tool to shape citizenship in response to societal shifts, and by treating the actualization of citizenship as the responsibility of the individual, literacy training risks reinforcing rather than mitigating existing legal, economic, and cultural exclusions.”

—Bruce Horner, University of Louisville



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## Rhetoric in American Anthropology

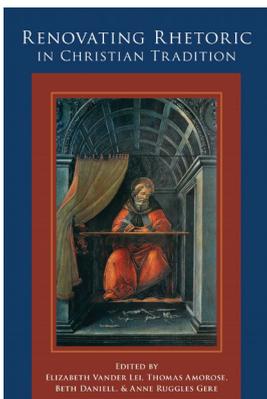
Gender, Genre, and Science

RISA APPEGARTH

Winner of the 2016 CCCC Outstanding Book Award

“Risa Applegarth’s *Rhetoric in American Anthropology* draws our attention to the work—both past and present—of defining what counts as anthropological fieldwork, as well as who is allowed to do this work. Using a novel approach to rhetorical archeology, she explains how different concepts of ‘the field’ and forms of writing arose historically, and most importantly, how women and scholars of color have been both marginalized and influential in these developments.”

—Rogers P. Hall, Vanderbilt University



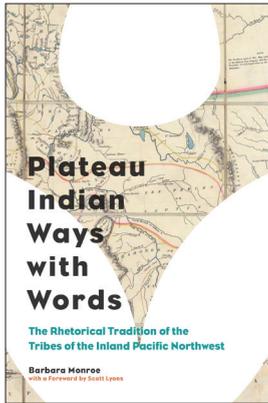
2014 • 232 pp.  
978-0-8229-6294-6 • paper  
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eBook available

## Renovating Rhetoric in Christian Tradition

EDITED BY ELIZABETH VANDER LEI,  
THOMAS AMOROSE, BETH DANIELL, AND  
ANNE RUGGLES GERE

“The historically rich and ongoing relationship between religion, faith communities and rhetoric has yielded many important works. This volume deserves a place among that bookshelf for offering some careful writing about overlooked or at least less obvious cases regarding the intersection of rhetoric and Christian tradition broadly defined. . . . The final strength of the text that [is] the unique cases offered. As such it would make a great second text in a course exploring the relationship between rhetoric and Christianity.”

—*American Communication Journal*



2014 • 248 pp.  
978-0-8229-6306-6 • paper  
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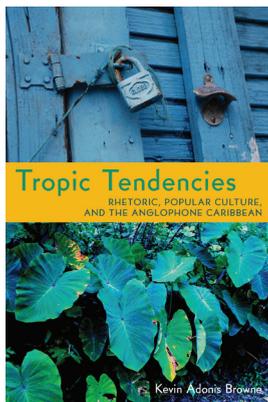
## Plateau Indian Ways with Words

The Rhetorical Tradition of the Tribes of the Inland Pacific Northwest

**BARBARA MONROE**

“What’s new is this book’s focus on a specific American Indian culture and that culture’s rhetorical tradition. Monroe makes an effective bridge between the work of scholars in American Indian studies and scholarship in composition and communication studies. In a general sense, the value of *Plateau Indian Ways with Words* is its overarching movement toward rhetorical and communicative inclusivity. More specifically, Monroe provides a template for educators who serve American Indian communities on how to identify culturally specific rhetorical patterns.”

—Ernest Stromberg, California State University, Monterey Bay



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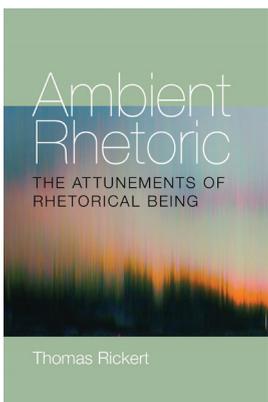
## Tropic Tendencies

Rhetoric, Popular Culture, and the Anglophone Caribbean

**KEVIN ADONIS BROWNE**

“Browne’s *Tropic Tendencies* is a groundbreaking study, and a necessary one. He provides a nuanced and distinct analysis of Caribbeans and their rhetoric with his careful exploration of the origins and contemporary meanings of the strategies and forms used to activate and display the complexities of Caribbean consciousness. Browne’s thought-provoking theory of the Caribbean Carnavalesque—itsself a prime example of the rhetorical creolization present in the many performances he observes—blends classical and contemporary vernacular traditions to articulate an ethos that is distinctly Caribbean.”

—Elaine Richardson, The Ohio State University



2013 • 360 pp.  
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## Ambient Rhetoric

The Attunements of Rhetorical Being

**THOMAS RICKERT**

*Winner of the 2014 CCCC Outstanding Book Award*

“Rickert brings together four fields of thought—contemporary cognitive science, phenomenology, 20th-century ambient music, and theories of materiality—to further the theoretical scope of rhetoric. Despite the rigor and density of the work, it is readable and accessible; indeed, it is at times playful with references to the lyrics of popular songs often supplementing references to poets, theorists, and philosophers. An important piece of conceptual inquiry that could prove foundational for the field in years to come.”

—Choice

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