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DAVID BARTHOLOMAE AND JEAN FERGUSON CARR, EDITORS

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Shades of Ṣulḥ
The Rhetorics of Arab-Islamic Reconciliation

RASHA DIAB

“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 ṣulḥ. 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

“This in-depth examination of ṣulḥ rhetoric is much needed and makes an essential contribution to the study of ṣulḥ as an indigenous and homegrown peacemaking tool. Rooted in Arab and Islamic cultural and religious sources, ṣulḥ indeed can be seen as ‘the gift of possibility’ for many of our current challenges in responding to conflicts.” —Mohammed Abu-Nimer, American University, International Peace and Conflict Resolution

Ṣulḥ is a centuries-old Arab-Islamic peacemaking process. In Shades of Ṣulḥ Rasha Diab explores the possibilities of the rhetoric of Ṣulḥ, as it is used to resolve intrapersonal, interpersonnal, communal, national, and international conflicts, and provides cases that illustrate each of these domains. Diab demonstrates the adaptability and range of ṣulḥ as a ritual and practice that travels across spheres of activity (juridical, extra-juridical, political, diplomatic), through time (medieval, modern, contemporary), and over geopolitical borders (Cairo, Galilee, and Medina). Together, the cases prove the flexibility of ṣulḥ in the discourse of peacemaking—and that ṣulḥ has remarkable rhetorical longevity, versatility, and richness. Shades of Ṣulḥ sheds new light on rhetorics of reconciliation, human rights discourse, and Arab-Islamic rhetorics.
In the Archives of Composition

Writing and Rhetoric in High Schools and Normal Schools

EDITED BY
LORI OSTERGAARD AND HENRIETTA RIX WOOD

“This collection deepens our understanding of writing education by moving beyond the university setting. 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

“Important and much-needed. Through archival research that recovers heretofore under-examined student and teacher voices, the chapters reveal the importance of high schools and normal schools as sites of rhetorical instruction, practice, and theory, persuasively demonstrating that the development of composition and rhetoric in America cannot be understood by studying colleges alone.” —David Gold, University of Michigan

In the Archives of Composition offers new and revisionary narratives of composition and rhetoric’s history. It examines composition instruction and practice at secondary schools and normal colleges, the two institutions that trained the majority of U.S. composition teachers and students during the nineteenth and twentieth centuries. Taken together, the chapters recover how high school students, composition teachers, and English education programs responded to institutional and local influences, political movements, and pedagogical innovations over a 130-year span.
South Asian in the Mid-South

Migrations of Literacies

ISWARI P. PANDEY

“Pandey complicates dominant narratives about immigrant life in America. He presents an in-depth look at why a group of South Asians are (re)creating and (re)circulating religious literacies and practices. Similarly, Pandey questions the American Dream narrative, demonstrating how life in America can inspire young people to ‘return’ to a country in which they have never lived.” —Julie Nelson Christoph, University of Puget Sound

“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.” —Ellen Cushman, Michigan State University

In an age of global anxiety and suspicion, South Asian immigrants juggle multiple cultural and literate traditions in Mid-South America. In this study Iswari P. Pandey looks deeply into this community to track the migration of literacies, showing how different meaning-making practices are adapted and reconfigured for cross-language relations and cross-cultural understanding. Through more than seventy interviews, he reveals the migratory nature of literacies and the community work required to make these practices meaningful.

Pandey addresses critical questions about language and cultural identity at a time of profound change. He examines how symbolic resources are invented and reinvented and circulated within and across communities; the impact of English and new technologies on teaching, learning, and practicing ancestral languages; and how gender and religious identifications shape these practices. Overall, the book offers a thorough examination of the ways individuals use interpretive powers for agency within their own communities and for cross-cultural understanding in a globalizing world and what these practices mean for our understanding of that world.
Kelly Ritter offers an extensive theoretical analysis of the alliance of the value systems inherent in mental hygiene films (class-based ideals, democracy, patriotism) with writing education—an alliance that continues today by way of mass digital technologies. She further details the larger cultural forces at work in the production of these films and their effects on education trends.

Through her examination of literacy theory, instructional films, policy documents, and textbooks of the late 1940s to mid-1950s, Ritter demonstrates a reliance on pedagogies that emphasize institutional ideologies and correctness over epistemic complexity and de-emphasize the role of the student in his or her own learning process. To Ritter, these practices are sustained in today’s pedagogies and media that create a false promise of social uplift through formalized education, instead often resulting in negative material consequences.
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

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

Rhetoric in American Anthropology
RISA APPLEGARTH
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
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.”
—American Communication Journal

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

Tropic Tendencies

Rhetoric, Popular Culture, and the Anglophone Caribbean

KEVIN ADONIS BROWNE

“A groundbreaking study, and a necessary one. Browne 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.”
—Elaine Richardson, The Ohio State University
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*

Multimodal Literacies and Emerging Genres

**EDITED BY TRACEY BOWEN AND CARL WHITHAUS**

“Bowen and Whithaus’s *Multimodal Literacies and Emerging Genres* assembles an impressive range of experiences and theoretical frameworks. This volume is sure to be of great use to writing teachers interested in expanding their thinking about and teaching with computers.”

—Johndan Johnson-Eilola, Clarkson University
Literate Zeal
Gender and the Making of a New Yorker Ethos
JANET CAREY ELDRED
“A beautifully crafted homage to those editors and to the American literary aesthetic they created. An ‘insider view’ that enriches our understanding of women editors in creating an American literature that otherwise wouldn’t have existed. Eldred opens up fascinating new territory for understanding the inner workings of a magazine that was widely regarded as a woman’s magazine at this time.” —American Journalism

Experimental Writing in Composition
Aesthetics and Pedagogies
PATRICIA SUZANNE SULLIVAN
“In providing readers with both the history of experimental writing and aesthetic theories that help explain how to evaluate these genres, Sullivan gives composition instructors a better sense of what is possible and at the same time tracks composition’s changes over the last 50 years.” —The CEA Forum

Distant Publics
Development Rhetoric and the Subject of Crisis
JENNY RICE
“One of rhetoric’s foremost theorists presents a riveting picture of development, weaving together history, theory, and observational analysis into a case for rhetoric’s centrality to urban development and development’s importance for rhetorical theory. This book should be read and taught far and wide; its method and theory are very much grounded in ground: material things, concrete issues (and issues of concrete). Its contributions to material rhetoric and to theories of subjectivity, publics, and citizenship are as important as they will be lasting.” —Debra Hawhee, Pennsylvania State University
Illness as Narrative

**ANN JURECIC**

“Jurecic is a mindful reader and she successfully provides a succinctly written arc of the emergence of illness narratives in the twentieth century. A must read for all literature and medicine courses and certainly will be added to medical humanities programs around the country.”

—*All Heart Matters*

Networking Arguments

Rhetoric, Transnational Feminism, and Public Policy Writing

**REBECCA DINGO**

*Winner of the 2012 JAC W. Ross Winterowd Award*

“Represents the most recent interventions feminist rhetoricians can make in the discourses that shape women’s imagined and lived conditions. Dingo’s methodology holds the potential to expand the inquiries of feminist rhetoric by encouraging feminist rhetoricians to engage with rhetorics as they circulate transnationally, shaping women’s lives in the process.”—*Rhetoric Society Quarterly*

To Know Her Own History

Writing at the Woman’s College, 1943–1963

**KELLY RITTER**

“[An] engaging and timely volume. Meticulously researched. Ritter is a scholar of the first rank.”—*Rhetoric Review*

“A welcome addition to our knowledge of women’s education and of women’s writing. Chapter Four (“The Double-Helix of Creative/Composition”) alone should be required reading for all students in rhetoric and composition, for it illuminates the history of composition in remarkably insightful ways.”—*Peitho Journal*
The Megarhetorics of Global Development

**EDITED BY REBECCA DINGO AND J. BLAKE SCOTT**

“A progressive and substantial contribution to scholarship in rhetorical studies, this book is an analysis of the discourse of global development—‘development’ in the broadest sense of the term: economic and technological as well as cultural and geopolitical. The chapters examine the effects and material consequences of the megarhetorics of development as well as the discourse that rhetors and others employ to structure arguments for (and sometimes against) development projects. I strongly recommend this collection to students and scholars of rhetoric.”

—Gary A. Olson, Idaho State University

Beyond the Pulpit

Women’s Rhetorical Roles in the Antebellum Religious Press

**LISA J. SHAVER**

“Shaver not only makes critical interventions by moving feminist rhetorical studies ‘beyond the pulpit’ to excavate and explore the little narratives that indicate women’s significance in Methodist communities, but she also offers an exemplary methodological model that guides scholars toward answering the question: How do we write histories that interrogate questions of rhetoric, religion, and gender?”

—Rhetoric Society Quarterly

From Form to Meaning

Freshman Composition and the Long Sixties, 1957–1974

**DAVID FLEMING**

Winner of the 2012 CCCC Outstanding Book Award and the 2011 MLA Mina P. Shaughnessy Prize

“Offers a rich, detailed historical study, a compelling narrative that will fascinate anyone—students and teachers alike—connected to or interested in the teaching of writing and rhetoric in higher education. Highly recommended.”

—Choice
Interests and Opportunities
Race, Racism, and University Writing Instruction in the Post–Civil Rights Era

STEVE LAMOS

“Lamos reminds us that composition classrooms and writing programs have functioned increasingly as sites where competing values and interests have converged and diverged dynamically across the decades. He casts a critical eye toward what has constituted writing instruction and succeeds in making a compelling case for rethinking the stories we tell as we go forward, recognizing that these converging and diverging challenges continue.”
—Jacqueline J. Royster, Georgia Institute of Technology

Toward a Composition Made Whole

JODY SHIPKA

“Shipka addresses a profound need in composition studies, especially as we talk about (and talk around) multimodality, composition, new media, and more: to better contextualize how, when, where, and why composing happens in a way that can capture some of the vast complexities and nuances that emerge across composing tasks.”
—Danielle Nicole DeVoss, Michigan State University

The Evolution of College English

Literacy Studies from the Puritans to the Postmoderns

THOMAS P. MILLER

“This is the most comprehensive history of English studies in the United States ever written. Fortunately, it is also the best. It will not only set the standard for histories of the field but also, in many ways, the agenda for the field into the post-postmodern era.”
—David Russell, Iowa State University
Bridges, Borders, and Breaks
History, Narrative, and Nation in Twenty-First Century Chicana/o Literary Criticism
EDITED BY WILLIAM ORCHARD AND YOLANDA PADILLA

“These first-rate essays represent the maturation of Latina/o literary studies, whose sophistication has grown by leaps and bounds with the crucial aid of this volume’s subject: the brilliant work of Ramón Saldívar. Well-organized and unique, this volume is sure to become essential reading in the field.”
—John Morán González, University of Texas at Austin

Reading Junot Díaz
CHRISTOPHER GONZÁLEZ

“A riveting book-length introduction to Junot Díaz, who is arguably the most famous living Latino writer. The focus on narrative strategies is both strong and engaging. It affirms Díaz’s place, analyzing him in the context of contemporary fiction practices, and it delves into all major topics that Díaz explores.”
—María Acosta Cruz, Clark University

Chica Lit
Popular Latina Fiction and Americanization in the Twenty-First Century
TACE HEDRICK

“Hedrick argues that chica lit novels negotiate a fine line between selling ethnicity and not seeming too ethnic or threateningly so; the lesson of chica lit is assimilable Americanness to which being Latina merely adds flavor without presenting conflict or critique.”
—Marta Caminero-Santangelo, University of Kansas
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