



Cross-Cultural Center, Price Center
University of California, San Diego
Friday – Saturday, October 21-22, 2016

Program

Rhetoric and Literacy on the Border

Friday – October 21

8:30-9:30 **Breakfast and Registration** – *A light breakfast of pastries and beverages will be provided*

9:30-10:45 **Introduction** – *Cristina Della Colleta, Dean of the Division of Arts and Humanities - UCSD*
Keynote Address – *Dr. Elizabeth Losh, The College of William and Mary*
“Leave No Trace: Digital Erasure and the Composition Classroom” – *Comunidad Room*

11:00-12:30 **Breakout Session 1**

- 1A. Mapping Border Encounters: Interrogating Racialized Histories of Literacy, Dismantling Social Class Privilege in Writing Assessment, and Learning with Mind and Body – *Comunidad Room*
- 1B. Language and Translingualism – *Roosevelt Room*
- 1C. Crossing Linguistic Borders: Teaching English-Spanish Cognate Recognition through Children’s Picture Books along the Borderlands – *Art Space*
- 1D. Literacy Studies: On the Border – *Marshall Room*

12:30-1:30 **Lunch** – *Lunch will not be provided, but there are many food options around the conference*

1:30-3:00 **Breakout Session 2**

- 2A. At the Threshold of Professionalism: Theorizing Women, Work, and Cultural Flux – *Art Space*
- 2B. Improving Science-Public Relations: Lessons from Other Cultural Borders – *Comunidad Room*
- 2C. Fostering Understanding in Cross Cultural Exchanges – *Roosevelt Room*
- 2D. Writing Centers and Writing Support – *Marshall Room*

3:15-4:45 **Breakout Session 3**

- 3A. Queer Borders/Border Queers – *Comunidad Room*
- 3B. Material Contact Zones: Sound as Technical, Rhetorical, and Modal – *Art Space*
- 3C. Identity at the Borders: An Examination of Students Challenging Academic Institutions – *Roosevelt Room*
- 3D. Crossing Borders at the University – *Marshall Room*

Saturday – October 22

8:30-9:30 **Breakfast and Registration** – *A light breakfast of pastries and beverages will be provided*

9:30-11:00 **Breakout Session 4**

- 4A. Mapping Fuzzy Borders: The Challenges of Editing an Interdisciplinary Journal, Conducting Interdisciplinary Research, and Running a College Humanities and Social Sciences – *Comunidad Room*
- 4B. Democratic Discourse and Belonging: The Rhetoric(s) of Crossing Lines in “Our” America – *Art Space*
- 4C. College Writers in Transition – *Green Table Room*
- 4D. Rhetoric of Space and Place – *Red Shoe Room*

11:15-12:45 **Breakout Session 5**

- 5A. ICE-ing the US/Mexico Border – *Art Space*
- 5B. Reaching Out, Reaching In: Using Writing to Cross Borders of Expectation, Education Level, and Community – *Green Table Room*
- 5C. Politics and the Public Sphere – *Comunidad Room*
- 5D. Rhetoric of Science and Information – *Red Shoe Room*

11:00-12:30 Breakout Session 1

1A. Mapping Border Encounters: Interrogating Racialized Histories of Literacy, Dismantling Social Class Privilege in Writing Assessment, and Learning with Mind and Body

Peter Mortensen, Irvin Peckham, Marlowe Miller, Chair: Gesa Kirsch

This panel of UCSD alums describes how their interdisciplinary training has enabled them to revisit histories of literacy and illiteracy, dismantle social class privilege in writing assessment, and negotiate the territory between academic inquiry and embodied knowing.

“Revisiting Histories of Literacy” – Peter Mortensen maps border encounters onto his ongoing study of the idea of illiteracy in the United States. Recovering popular literacy narratives from the early twentieth century, he finds literacy not only tied to economy, but also to a racialized rhetoric of illiteracy with profound lived consequences between whiteness and its putative others.

“Assessment as Social Class Reproduction” – Challenging writing assessment practices that maintain social class privilege, Irvin Peckham reports on his university’s experiment with a different model of assessment—one in which writers are situated in real rather than make-believe writing situations, thereby creating a community of writers writing to each other rather than to the teacher for a grade.

“Learning with Mind and Body: Contemplative Practices in the Classroom” – Marlowe Miller explores how a career of border crossings has allowed her to inhabit territory where both academic inquiry and embodied knowing are valued as approaches to writing. Miller describes an array of contemplative strategies that quiet the noise of digital fragmentation and allow for present awareness, disciplined attention, and enhanced intellectual engagement with texts, objects and people.

1B. Language and Translingualism – Chair and Respondent: Mark Young

“Code-Meshing as a Liminal Concept in Composition’s Linguistic Turn,” Karen Rowan

Responding to enthusiasm for and cautions about the (re)turn to language in composition, this presenter will interrogate code-meshing as a liminal concept in order to delineate the multiple borders within language-conscious pedagogies: between process and product in such pedagogies; between the legacy of SRTOL and the rising influence of translingualism; and between disciplines, particularly applied linguistics, second language writing, and composition.

“Revising First-Year Composition’s ‘Modal Franca’: Sounding Translingualism through Applying Aurality,” Casey Keel

As our first-year writing classrooms continue to diversify, we—as writing instructors—need to continue to decolonize those classrooms. This presenter argues that through engaging and enacting the aural mode in FYW classes writing instructors can better cultivate translingual ideologies.

1C. Crossing Linguistic Borders: Teaching English-Spanish Cognate Recognition through Children’s Picture Books along the Borderlands

Anita Hernandez, José Montelongo, Roberta Herter, Johanna Esquivel

This panel proposes that teachers can create bi-literacy connections between the English and Spanish languages through cognates. This process opens paths to language learning for both English learners and Spanish learners.

1D. Literacy Studies: On the Border – Chair: Jeff Gagnon

“Navigating Literacy Borders: A Reflexive Account of Writing the Ph.D. Thesis and Teaching Writing,”
Sibusiso Ndlangamandla

This presenter reflects on the process of conducting doctoral research in a unique Police discipline context in South Africa, describing the changes in research methodology and the selection of theoretical lenses, and exploring the hybrid literacies in graduate research proposals.

“Literacy on the Border: Complicating Linearity with the Nonlinear,” *Amy Williams and Maureen Mathison*

These presenters examine the extent to which western conceptions of literacy—as theory, practice, and pedagogy—continue to rely on the LITERACY IS A PATHWAY metaphor to structure understandings of and expectations for literacy. They propose a new metaphor, *cartography*, and provide a case study analysis of a student’s paper in a summer college preparation program to demonstrate the multiplicities of writing.

“Reconciling the Border between Reading and Writing,” *Michael Bunn*

This presenter will introduce a multi-step process for teaching students to Read Like a Writer (RLW), and explain how this can lead directly to an increase in student motivation to complete assigned readings, to a more engaged atmosphere during class workshops of student writing, and to heightened student awareness regarding their own reading and writing processes.

12:30-1:30 Lunch

2A. At the Threshold of Professionalism: Theorizing Women, Work, and Cultural Flux

Risa Applegarth, Sarah Hallenbeck, Lindsay Rose Russell, Chelsea Redeker Milbourne

This roundtable considers how women have historically participated in consolidated or consolidating occupations and professional fields when boundaries between amateur and professional, producer and consumer, volunteer and paid worker, domestic and institutional sites for labor are in flux. Drawing examples from their research on specific occupations or ranging from eighteenth-century women science enthusiasts to nineteenth-century women entrepreneurs to World War II-era women factory workers, panelists will discuss how women made use of professional or cultural fluctuations to authorize their entrance into previously masculine work spaces or fields; how women's access has been circumscribed by temporary and unstable cultural fluctuations; and what parallels contemporary women might draw from historical cases as they navigate ongoing situations of professional exclusion and marginality.

2B. Improving Science-Public Relations: Lessons from Other Cultural Borders

Kate McKiernan, Maggie Vidal, Andra Steinbergs

This panel considers how border rhetoric can inform the shifting nature of the cultural border between scientists and the public, science communication, by conceptualizing science communicators as bicultural agents. Additionally, presenters will also consider how lessons from science communication can illustrate consequences of a deliberate shift in the nature of a cultural border.

Kate McKiernan examines the importance of diction for science communicators attempting to accurately communicate precise information and arguments across the science/public cultural border and the danger of words changing meaning across this border.

Maggie Vidal examines how epistemic authorities can perpetuate environmental injustice by literally and figuratively creating borders around vulnerable groups in the Barrio Logan area of San Diego, and thereby limiting the ability of that community to engage in environmental discourse.

Andra Steinbergs examines the role of images and visual rhetoric in communicating information across the public-scientist border.

2C. Fostering Understanding in Cross Cultural Exchanges – Chair and Respondent: Carrie Wastal

"Beyond the Partnership: The Question of Sustainability in Transnational Projects," Holly Johnson and Connie Kendall Theado

Despite advances in global communication networks that enable faculty interactions across national, cultural, and institutional boundaries in ways that were not possible before the Internet, university partnerships to promote transnational learning and exchange between the US and Iraq have been left largely unexplored. These presenters report on two partnerships—the US/Iraq University Linkages Project and the Alumni University Project—established between University of Cincinnati faculty and Iraqi nationals to address the question of sustainability in multi-year transnational collaborations beyond the project period.

"Towards Thicker 'Vernacular Understandings' of Race: Cross-Pollinating Public Spheres" Holly Fulton

This presentation will use an expansion of "cross-pollination" as a generative metaphor for a mode of public sphere border crossing, exploring the metaphor as a means of cultivating more complete "everyday nodes of understanding" of race between the mainstream and Black public spheres in the U.S.

2D. **Writing Assessment and Writing Support** – Chair: *Madeleine Picciotto*

“Listening and (Non)Identification in the Writing Center,” *Kathryn Valentine*

This presenter examines the role of listening in facilitating effective writing tutorials through an analysis of tutor guidebooks, and considers how writing center practitioners and scholars might benefit from drawing on a richer concept of listening.

“Between a Rock and a Hard Place: Tutoring in the Graduate Writing Center,” *Richard Branscomb*

This presenter argues that tutoring in the graduate writing center encourages an evaluation of institutional pressures on graduate students and their engagement with the development, production, and presentation of knowledge. An understanding of the unique difficulties that graduate student writers face as they negotiate institutional and disciplinary borders will assist with tutoring success.

“The Ideograph of Accountability and the Stases of Writing Assessment Discourse in the Public and Technical Spheres,” *Katrina Miller*

This presenter uses two tools from argumentation theory—sphere theory and stasis theory—to study how accountability functions as an ideograph that enables a whole host of potentially contradictory arguments in educational discourse in order to help inform our understanding the borders between rhetorics and publics as they pertain to writing assessment.

3:15-4:45 **Breakout Session 3**

3A. **Queer Borders/Border Queers**

Ryan Ashley Caldwell, Ian Barnard, Aneil Rallin, Chair and Respondent: Kristi Wilson

This panel uses queerness as a fulcrum point to tease out multiple possible trajectories for crisscrossing the borders that separate abuse from desire, prohibited from prescribed sexualities, and normative gender from its subcultural jouissance.

"TITS OUT: Border Queers, Communities, and Possibilities for Identity" – Ryan Ashley Caldwell asks how culture dictates what counts as acceptable gendered and body performances through an analysis of subcultural border queer communities.

"Incest Rhetorics and Queerphobic Sex Panics" – Ian Barnard examines the porous borders between the forbidden and the alluring, and between queerness and heteronormativity, through an interrogation of the ways in which taboos, interdictions, and (unconscious) assumptions about incest shore up heteronormativity.

"Desiring Priests" – Framing this talk against the contemporary scandals around Catholic priests, Aneil Rallin uses critical fiction to interrogate how queerness becomes victim to the cult of the Child: children must be saved, childhood must be protected, childhood is or was or ought to be a time of sexual innocence.

3B. **Material Contact Zones: Sound as Technical, Rhetorical, and Modal**

Tony Stagliano, Byron Hawk, Sebastian Ivy, Chair: Mary Fratini

This panel seeks to bring together contemporary work in new materialism and sound studies in order to imagine digital, rhetorical, and compositional practices as material contact zones. Through sample cases of circuit bending, field recording, and digital writing, each speaker looks to show specific implications of these points of contact.

3C. Identity at the Borders: An Examination of Students Challenging Academic Institutions

Meghan A. Sweeney, Merrilyne Lundahl, Erin Goldin

Pulling from three separate qualitative research studies, this panel examines moments when the current generation of students actively pushes against problematic binaries of insider/outsider and academic/non-academic.

Meghan A. Sweeney describes unexpected boundary-crossings made by first-generation college students who took academic threshold concepts and repurposed them to carve out their own identities beyond institutional or academic borders.

Merrilyne Lundahl conducts research with a nonprofit organization that combines literacy and leadership through outdoor adventure education; she reveals how students negotiate borders related to literacy sponsorship and how their perceptions of setting binds and broadens their literacy practices.

Erin Goldin explores students' experiences with academic writing, focusing on those moments in which they are forced to navigate a boundary between the literacy practices valued by the academy and practices they already embody.

3D. Crossing Borders at the University – Chair: Karen Gocsik

“The Urban University as Borderland: Practicing Place-Based Writing for Critical Literacy,” Rosanne Carlo

This presentation advocates for a critical literacy that asks students to investigate their home communities as sites of analysis and knowledge production in order to transform the academy so that it opens its borders to them. Pedagogical strategies for teaching place-based writing, specifically to urban populations, will be discussed.

“Navigating the Borders in/around/between Social Justice and Writing Assessment,” Paul Walker

This presenter suggests a marginal and queer perspective of writing assessment and social justice that highlights the contradictions and improbabilities that accompany any effort to improve student writing and society.

“The Magical Thing is Voice: Undergraduate Researchers and Sophisticated Rhetorical Awareness,” Doug Downs

This presentation reports research on whether published and unpublishable undergraduate research can be differentiated by different kinds of rhetorical awareness on the part of their authors, rendering some more successful than others at crossing the boundary of making and contributing knowledge to scholarly enterprises.

Saturday – October 22

8:30 Breakfast

9:30-11:00 Breakout Session 4

4A. Mapping Fuzzy Borders: The Challenges of Editing an Interdisciplinary Journal, Conducting Interdisciplinary Research, and Running a College Humanities and Social Sciences

Michael Pemberton, Gesa Kirsch, Sheryl Fontaine, Chair: Peter Mortensen

This panel of UCSD alums describes how their interdisciplinary training has enabled them to negotiate the process of editing of an interdisciplinary journal, conducting interdisciplinary research, and running a college of humanities and social sciences.

“Fuzzy Borders and Scholarly Identity: The Challenges of Editing an Interdisciplinary Journal” – Michael Pemberton examines how scholarly journals often construct identities in terms of theoretical and epistemic boundaries, turning journal editors into a kind of disciplinary INS agent who decides whose applications for disciplinary “citizenship” merit ongoing review. He explores how editing an interdisciplinary journal complicates the notion of “gatekeeping” and presents serious challenges to the identity of the journal itself.

“Agile Border Crossers: Late 19th Century Women Physicians as Historical Actors and International Citizens” – Gesa Kirsch explores how late 19th century women physicians challenged the “border guards” (often men) who limited their access to medical education and advancement. These women became agile border crossers by creating professional networks to share resources, exchange information, and mentor each other. Kirsch suggests that these women have much to teach us today.

“Non-Hierarchical Leadership in University Administration” – Sheryl Fontaine addresses the challenges of bringing non-hierarchical administrative structures into the traditionally hierarchical framework of a university. In her role as Dean of the College of Humanities and Social Sciences, she draws on non-hierarchical models of leadership provided by Composition as a foundation for more complex and nuanced structures in university administration.

4B. Democratic Discourse and Belonging: The Rhetoric(s) of Crossing Lines in “Our” America

Barbara Couture, Vanessa Cozza, Patti Wojahn

In this panel session, three speakers explore what they call “the rhetoric of lines across America.” Geographical, political, historical, and economical lines within the United States itself have been nowhere more evident than in the recent discourse surrounding current bids for the Presidency. The presenters discuss this discourse as reflective of a crisis of—and for—rhetoric.

“Discourse Theory at Democracy’s Edge: Easing Rhetorical Border Crossings” – Barbara Couture discusses what rhetorical conditions are necessary for achieving fair participation in a democracy and propose a rhetorical theory for democratic participation that crosses lines.

“De pie sobre la valla y mirando por la ventana: Border Realities of the Immigrant Experience” – Vanessa Cozza calls for a border consciousness, through the stories and testimonios of immigrants, past and present, that can provide insight into the strong role that lines play in each of our lives, culturally and individually.

“Democratic Discourse and the ‘Outside’: New Nationalism and the Bounds of Belonging” – Patti Wojahn will address how, with multitudes of human beings seeking a means to basic survival, a renewed focus on the concept of “nation” and “national discourse” can compromise our very humanity.

4C. College Writers in Transition – Chair and Respondent: Keith McCleary

“The Case for Questioning: Crossing the Border from High School to College Information Literacy,”
Katherine Field

This presenter explores pathways to bridge gaps in IL inquiry from the high school to the college level by illustrating the barriers, habits, and behaviors of high school students on the border of college and offering composition classroom solutions to create successful inquiry-based research papers.

“Border Crossing Between First-Year Writing and Writing in Upper-Division Courses,” *Irene Clark*

This presenter will discuss an assessment of argumentative, thesis-driven essays written by a subset of students in their first and third years, who participated in a project held at a large, public, Hispanic serving institution enrolling many minority and first generation students. She will also discuss the role that writing prompts given in upper division courses played in facilitating writing “improvement” as it was defined and manifested in this assessment.

4D. Rhetoric of Space and Place – Chair: Peter Goggin

“New Seeing: Ethics in Contemporary Travel Writing and Ecocomposition,” *Ginger Knowlton*

This presenter seeks to investigate the ways in which we often ignore and sometimes honor physical and metaphysical borders – specifically through the lenses of travel writing and ecocomposition.

“Panoramic Pedagogies: Reading, Riding, and Re-Writing the American Landscape as Immersive Rhetorical Environment,” *Gordon Titchener*

This presenter examines the conception of the American cultural landscape by contemporary railroad passengers. Through an investigation of the accounts of travel within compartments and framed through an “accelerated sublime” of the countryside, the nature of understanding and sharing the sojourner experience is explored.

11:15-12:45 Breakout Session 5

5A. ICE-ing the US/Mexico Border

Regina McManigell Grijalva, Mark Griffen, Joe Meinhart

This three-speaker panel will explore, compare, and complicate ideas of the actual US/Mexico border to the figurative and extended US/Mexico border.

This first part of the panel presentation will explore the ways various stakeholders refer to and/or treat immigrant people and their immigration status.

This second part of the presentation will examine the human cost of this program, embodied in the story of one particular undocumented family that had fled Ciudad Juarez a few years before.

This third part of the panel will propose that various ways of building bridges can be adventures in the exercise of democratic hospitality, while the building and reinforcing of walls brutalizes not only immigrants, but communities that turn them away.

5B. Reaching Out, Reaching In: Using Writing to Cross Borders of Expectation, Education Level, and Community

Jennifer Johnson, Robert Krut, Ilene Miele, Nicole Warwick

The University of California at Santa Barbara's Writing Program Letter Exchange links middle school Avid students from primarily low-income families whose parents have not completed college with first-year university students from similar backgrounds. Roundtable speakers will share and elicit information about how the project dismantles borders through its efforts to improve student writing, further academic achievement, and develop awareness of the expectations for college.

5C. Politics and the Public Sphere – Chair: Maureen Mathison

"Transgender Identities and the Land Between: The San Antonio Non-Discrimination Ordinance of 2013," Sally Said

Non-discrimination ordinances meant to protect transgender rights image transgender persons as being in transition, toward a physical appearance and possibly surgically altered body more in keeping with their gender identity, either masculine or feminine, thus excluding those who identify themselves as inhabiting a liminal gender space. This presenter interrogates the notion of the gender binary that underlies the San Antonio Non-Discrimination Ordinance (2013) in terms of borderland theory, as delineated in the works of Gloria Anzaldúa, Renato Rosaldo, and Pablo Vila.

"Public Access Only: Literacy Tests and the Regulation of the Public Sphere," Kirk Branch

This presenter explores the history of the literacy test as a voting requirement, an idea that appeared with the emergence of Western representative government in the late 18th century. The presenter argues that literacy quickly became understood as a means of engaging in the public sphere, and when the literacy test became a Jim Crow tool of disfranchisement, it relied on abstract ideals of literacy to deny African Americans political access as a public.

"Economies of Contingency: Fast Capitalism and College Composition," Sheri Rysdam

This presenter examines the ways "disaster capitalism," in the form of layoffs, increased teaching loads, increased class sizes, and an increased reliance on contingent faculty, has prevailed in higher education and specifically in the teaching of college writing.

5D. **Rhetoric of Science and Information** – *Chair: Holly Bauer*

“Literacies of the Infographic: Practices of Reading and Designing Engaging and Concise Visual Displays of Information,” *Jennifer Sheppard*

This presenter argues that infographics are an important genre to teach because they can push students to develop a complex range of literacies and rhetorical practices essential to 21st Century communication. This presentation will offer a meta-analysis of students' reading and writing experiences, as well as suggested pedagogical approaches for integrating work with infographics into a variety of literacy-based classrooms.

“Teaching Critical Scientific Literacy in General Education Classes,” *Sarah Perrault*

This presenter describes one way to teach critical scientific literacy in a general education class and assesses the effectiveness of this approach.

“On the Verge of Science: Nineteenth-Century Rhetorical Roots of Today’s Citizen Scientists,” *Henrietta Shirk*

The nineteenth-century historical and rhetorical tradition of botany created a verge (a boundary) where the members of the amateur botanical public (predominantly female) forged new rhetorical directions for the science of botany. This presenter analyzes examples of these prototypical “citizen scientists” in terms of two traditions that emerged from this verge in the U.S.—the simplified botanical textbook tradition and the botanical illustrator artistic tradition.