Manly Writing Gender Rhetoric And The Rise Of Compostion

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Available Means

Joy Ritchie 2001-07-12 “I say that even later someone will remember us.”—Sappho, Fragment 147, sixth century, BC Sappho's prediction came true; fragments of work by the earliest woman writer in Western literate history have in fact survived into the twenty-first century. But not without peril. Sappho’s writing remains only in fragments, partly due to the passage of time, but mostly as a result of systematic efforts to silence women’s voices. Sappho’s hopeful boast captures the mission of this anthology: to gather together women engaged in the art of persuasion—across differences of race, class, sexual orientation, historical and physical locations—in order to remember that the rhetorical tradition indeed includes them. Available Means offers seventy women rhetoricians—from ancient Greece to the twenty-first century—a room of their own for the first time. Editors Joy Ritchie and Kate Ronald do so in the feminist tradition of recovering a previously unarticulated canon of women’s rhetoric. Women whose voices are central to such scholarship are included here, such as Aspasia (a contemporary of Plato’s), Margery Kempe, Margaret Fuller, and Ida B. Wells. Added are influential works on what it means to write as a woman—by Virginia Woolf, Adrienne Rich, Nancy Mairs, Alice Walker, and Hélène Cixous. Public “manifestos” on the rights of women by Hortensia, Mary Astell, Maria Stewart, Sarah and Angelina Grimké, Anna Julia Cooper, Margaret Sanger, and Audre Lorde also join the discourse. But Available Means searches for rhetorical tradition in less obvious places, too. Letters, journals, speeches, newspaper columns, diaries, meditations, and a fable (Rachel Carson’s introduction to Silent Spring) also find places in this room. Such unconventional documents challenge traditional notions of invention, arrangement, style, and delivery, and blur the boundaries between public and private discourse. Included, too, are writers whose voices have not been heard in any tradition. Ritchie and Ronald seek to “unsettle” as they expand the women’s rhetorical canon. Arranged chronologically, Available Means is designed as a classroom text that will allow students to hear women speaking to each other across centuries, and to see how women have added new places from which arguments can be made. Each selection is accompanied by an extensive headnote, which sets the reading in context. The breadth of material will allow students to ask such questions as “How might we define women’s rhetoric? How have women used and subverted traditional rhetoric?” A topical index at the end of the
book provides teachers a guide through the rhetorical riches. Available Means will be an invaluable text for rhetoric courses of all levels, as well as for women’s studies courses.

**Liminal Bodies, Reproductive Health, and Feminist Rhetoric**  
Lydia McDermott 2016-06-22  
Liminal Bodies, Reproductive Health, and Feminist Rhetoric posits rhetoric and gynecology as sister discourses. While rhetoric has been historically concerned with the regulation of the productive male body, gynecology has been concerned with the discipline of the female reproductive body. Lydia M. McDermott examines these sister discourses by tracing key narrative moments in the development of thought about sexed bodies and about rhetorical discourse, from classical myth and natural philosophy to the eighteenth- and nineteenth-century decline of midwifery and the rise of scientific writing on the reproductive body. Liminal Bodies offers a metaphorical method of invention and criticism, “sonogram,” that emphasizes the voices and bodies that have been left on the margins of the dominant histories of rhetoric.

**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.

**Writing a Progressive Past**  
Lisa Mastrangelo 2012-01-23  
Writing a Progressive Past: Women Teaching and Writing in the Progressive Era traces the lineage of writing instruction during the Progressive Era, from the influences of John Dewey, to the graduate program designed and run by Fred Newton Scott. Finally, it explores two sites of writing instruction run by Scott’s graduates: one at Wellesley College and one at Mount Holyoke College.

**The SAGE Handbook of Rhetorical Studies**  
Andrea A. Lunsford 2008-10-29  
The SAGE Handbook of Rhetorical Studies surveys the latest advances in rhetorical scholarship, synthesizing theories and practices across major areas of study in the field and pointing the way for future studies. Edited by Andrea A. Lunsford and Associate Editors Kirt H. Wilson and Rosa A. Eberly, the Handbook aims to introduce a new generation of students to rhetorical study and provide a deeply informed and ready resource for scholars currently working in the field.

**Nineteenth-century Women Learn to Write**  
Catherine Hobbs 1995  
What and how were nineteenth-century women taught through conduct books and hymnbooks? What did women learn about reading and writing at a state normal school and at the Cherokee Nation’s female seminary? What did Radcliffe women think of rhetoric classes imported from Harvard? How did women begin to gain their voices through speaking and writing in literary societies and by keeping diaries and journals? How did African American women use literacy as a tool for social action? How did women’s writing portray alternative views of the western frontier? The essays in this volume address these questions and more in exploring the gendered nature of education in the nineteenth century. These essays give a more complete picture of literacy in the nineteenth century. Part
one presents a panoply of sites and cultural contexts in which women learned to write, including ideological contexts, institutional sites, and informal settings such as literary circles. Part two examines specific genres, texts, and "voices" of literate women and students of writing and speaking. Nineteenth-Century Women Learn to Write interweaves thick feminist social history with theoretical perspectives from such diverse fields as linguistics and folklore, feminist literary theory, and African American and Native American studies. The volume constitutes a major addition to traditional social science studies of literacy.

Rhetorical Bodies Jack Selzer 1999 What significance does the physical, material body still have in a world of virtual reality and genetic cloning? How do technology and postmodern rhetoric influence our understanding of the body? And how can our discussion of the body affect the way we handle crises in public policy--the politics of race and ethnicity; issues of "family values" that revolve around sexual and gender identities; the choices revolving around reproduction and genome projects, and the spread of disease? Leading scholars in rhetoric and communication, as well as literary and cultural studies, address some of the most important topics currently being discussed in the human sciences. The essays collected here suggest the wide range of public arenas in which rhetoric is operative--from abortion clinics and the World Wide Web to the media's depiction of illiteracy and the Donner Party. These studies demonstrate how the discourse of AIDS prevention or Demi Moore's "beautiful pregnancy" call to mind the physical nature of being human and the ways in which language and other symbols reflect and create the physical world.

Language, Gender, and Citizenship in American Literature, 1789–1919 Amy Dunham Strand 2008-08-27 Examining language debates and literary texts from Noah Webster to H.L. Mencken and from Washington Irving to Charlotte Perkins Gilman, this book demonstrates how gender arose in passionate discussions about language to address concerns about national identity and national citizenship elicited by 19th-century sociopolitical transformations. Together with popular commentary about language in Congressional records, periodicals, grammar books, etiquette manuals, and educational materials, literary products tell stories about how gendered discussions of language worked to deflect nationally divisive debates over Indian Removal and slavery, to stabilize mid-19th-century sociopolitical mobility, to illuminate the logic of Jim Crow, and to temper the rise of "New Women" and "New Immigrants" at the end and turn of the 19th century. Strand enhances our understandings of how ideologies of language, gender, and nation have been interarticulated in American history and culture and how American literature has been entwined in their construction, reflection, and dissemination.

Writing Business Francesca Bargiela-Chiappini 2014-06-11 Writing Business: Genres, Media and Discourses offers an analysis of the genres and functions of written discourse in the business context, involving a variety of modes of communication. The evolution of new forms of writing is a key focus of this collection and is only partly attributable to the ever increasing application of technology at work. Alongside machine-mediated texts such as electronic mail and computer-generated correspondence, the contextualised analyses of both traditional genres such as facsimiles and direct mailing, and of lesser studied texts such as invitations for bids, contracts, business magazines and ceremonial speeches, reveal a rich complexity in the forms of communication evolved by organisations and the individuals who work within them, in response to the demands of the social, organisational and cultural contexts in which they operate. This rich textual variation is matched by a discussion of a range of methodological approaches to the development of business writing skills, including rhetorical analysis, organisational communication analysis, social constructionism, genre analysis and survey and experimental methods. Using authentic data and benefiting from a fresh, interdisciplinary approach, the volume will be of interest to students and researchers of business communication, Language for Specific Purposes (LSP), English for Specific Purposes (ESP), and sociolinguistics.
what it meant to be, and to behave as, a Confederate through their verbal and nonverbal rhetorics. Though most did not speak from the podium, they viewed themselves as participants in the war effort, indicating that what they did or did not say could matter. Drawing on the rich evidence in women’s Civil War diaries, The Rhetoric of Rebel Women recognizes women’s persuasive activities as contributions to the creation and maintenance of Confederate identity and culture. Informed by more than one hundred diaries, this study provides insight into how women cultivated rhetorical agency, challenging traditional gender expectations while also upholding a cultural status quo. Author Kimberly Harrison analyzes the rhetorical choices these women made and valued in wartime and postwar interactions with Union officers and soldiers, slaves and former slaves, local community members, and even their God. In their intimate accounts of everyday war, these diarists discussed rhetorical strategies that could impact their safety, their livelihoods, and those of their families. As they faced Union soldiers in attempts to protect their homes and property, diarists saw their actions as not only having local, immediate impact on their well-being but also as reflecting upon their cause and the character of the southern people as a whole. They instructed themselves through their personal writing, allowing insight into how southern women prepared themselves to speak and act in new and contested contexts. The Rhetoric of Rebel Women highlights the contributions of privileged white southern women in the development of the Confederate national identity, presenting them not as passive observers but as active participants in the war effort.

**Feminist Interpretations of Mary Wollstonecraft** Maria J. Falco 2010-11-01

**Feminist Cyberscapes** Kristine Blair 1999-01-01 Explores the varying virtual, physical, cultural and institutional contexts influencing the nature of electronic space for women, and, the intersection of feminisms, power, authority, voice, and computer technologies.

**Rhetoric, History, and Women's Oratorical Education** David Gold 2013-05-02 Historians of rhetoric have long worked to recover women's education in reading and writing, but have only recently begun to explore women's speaking practices, from the parlor to the platform to the varied types of institutions where women learned elocutionary and oratorical skills in preparation for professional and public life. This book fills an important gap in the history of rhetoric and suggests new paths for the way histories may be told in the future, tracing the shifting arc of women's oratorical training as it develops from forms of eighteenth-century rhetoric into institutional and extrainstitutional settings at the end of the nineteenth century and diverges into several distinct streams of community-embodied theory and practice in the twentieth. Treating key rhetors, genres, settings, and movements from the early republic to the present, these essays collectively challenge and complicate many previous claims made about the stability and development of gendered public and private spheres, the decline of oratorical culture and the limits of women's oratorical forms such as elocution and parlor rhetorics, and women's responses to rhetorical constraints on their public speaking. Enriching our understanding of women's oratorical education and practice, this cutting-edge work makes an important contribution to scholarship in rhetoric and communication.

**Teaching Laboring-Class British Literature of the Eighteenth and Nineteenth Centuries** Kevin Binfield 2018-12-01 Behind our contemporary experience of globalization, precarity, and consumerism lies a history of colonization, increasing literacy, transnational trade in goods and labor, and industrialization. Teaching British laboring-class literature of the eighteenth and nineteenth centuries means exploring ideas of class, status, and labor in relation to the historical developments that inform our lives as workers and members of society. This volume demonstrates pedagogical techniques and provides resources for students and teachers on autobiographies, broadside ballads, Chartism and other political movements, georgics, labor studies, satire, service learning, writing by laboring-class women, and writing by laboring people of African descent.

**Toward a Feminist Rhetoric** Gertrude Buck 1996-01-01 The nature of Gertrude Buck, professor of English at Vassar College from 1897 until her death in 1922, is well-known to anyone interested in the history of...
composition. Her writing is less well-known, much of it now out of print. JoAnn Campbell gathers together for the first time the major work of this innovative thinker and educator, including her most important articles on rhetorical theory; The Social Criticism of Literature, a forerunner of reader-response literary theory; selections from her textbooks on argumentative and expository writing; poetry; fiction; her play Mother-Love, and unpublished reports and correspondence from the English department at Vassar. In her introduction, Campbell describes the masculine rhetorical tradition within which Buck wrote and taught. Her theories of language and composition quietly challenged the dominant rhetorics issuing from Harvard and Amherst. An unusually productive scholar, Buck wrote textbooks for her female students that affirmed women’s intellectual abilities and trained them to participate in political debate. In the Vassar English Department she found a community of women among whom she could practice and develop her theories regarding rhetoric, pedagogy, and the role of the individual in society.

_Rhetorical Education in America_ Cheryl Jean Glenn 2009-03-15 A timely collection of essays by prominent scholars in the field—on the past, present, and future of rhetoric instruction. From Isocrates and Aristotle to the present, rhetorical education has consistently been regarded as the linchpin of a participatory democracy, a tool to foster civic action and social responsibility. Yet, questions of who should receive rhetorical education, in what form, and for what purpose, continue to vex teachers and scholars. The essays in this volume converge to explore the purposes, problems, and possibilities of rhetorical education in America on both the undergraduate and graduate levels and inside and outside the academy.

William Denman examines the ancient model of the "citizen-orator" and its value to democratic life. Thomas Miller argues that English departments have embraced a literary-research paradigm and sacrificed the teaching of rhetorical skills for public participation. Susan Kates explores how rhetoric is taught at nontraditional institutions, such as Berea College in Kentucky, where Appalachian dialect is espoused. Nan Johnson looks outside the academy at the parlor movement among women in antebellum America. Michael Halloran examines the rhetorical education provided by historical landmarks, where visitors are encouraged to share a common public discourse. Laura Gurak presents the challenges posed to traditional notions of literacy by the computer, the promises and dangers of internet technology, and the necessity of a critical cyber-literacy for future rhetorical curricula. Collectively, the essays coalesce around timely political and cross-disciplinary issues.

_Rhetorical Education in America_ serves to orient scholars and teachers in rhetoric, regardless of their disciplinary home, and help to set an agenda for future classroom practice and curriculum design.

_Walking and Talking Feminist Rhetorics_ Lindal Buchanan 2010-01-12 Walking and Talking Feminist Rhetorics: Landmark Essays and Controversies gathers significant, oft-cited scholarship about feminism and rhetoric into one convenient volume. Essays examine the formation of the vibrant and growing field of feminist rhetoric; feminist historiographic research methods and methodologies; and women’s distinct sites, genres, and styles of rhetoric. The book’s most innovative and pedagogically useful feature is its presentation of controversies in the form of case studies, each consisting of exchanges between or among scholars about significant questions.

_Historical Studies of Writing Program Administration_ Barbara L'Eplattenier 2004-03-14 Historical Studies of Writing Program Administration: Individuals, Communities, and the Formation of a Discipline collects essays that shine new light on the early history of writing program administration. Broad in scope, the book illuminates the development of the profession in the narratives of the individuals who helped form the discipline prior to the emergence of the Council of Writing Program
Administrators in 1976, including those narratives of Gertrude Buck and Laura J. Wylie, Edwin Hopkins, Regina Crandall, Rose Colby, George Jardine, Clara Stevens, Stith Thompson, and George Wykoff. Drawing from deep archival work, these narratives offer rare glimpses into writing program administration and the development of composition as a college requirement.

**Embodied Rhetorics** James C. Wilson 2003 Presenting thirteen essays, [the] editors ... unite the fields of disability studies and rhetoric to examine connections between disability, education, language, and cultural practices. Bringing together theoretical and analytical perspectives from rhetorical studies and disability studies, these essays extend both the field of rhetoric and the newer field of disability studies. Several essayists are themselves disabled or have disabled family members. Some of the scholars whose essays are collected in this volume analyze the ways that representations of disability construct disability identity and attitudes toward the disabled. Other scholars in this volume use disability as a critical modality to rethink economic theory, educational practices, and everyday interactions.-Back cover.

**Manly Writing** Miriam Brody 1993 A critical history of the gendered politics of rhetoric and the rise of composition. By tracing the persistence of gender issues in rhetoric and composition texts, Brody argues that the seemingly innocuous, unpretentious, and often homespun advice teachers and textbook authors typically have given to fledgling writers is in fact part of a complex agenda for maintaining power. Annotation copyright by Book News, Inc., Portland, OR

**Seduction, Sophistry, and the Woman with the Rhetorical Figure** Michelle Ballif 2001. "Ballif questions why the profession wants to retain these beliefs in the face of vociferous arguments from "new rhetorics" that the discipline no longer posits a foundational self or truth, and in the face of the poststructuralist critique, which has demonstrated that founding truth is always accomplished by first positing and then negating an "other." As an alternative to this negative and violent rhetorical process, Ballif suggests a turn to sophistry as embodied in the figure of Woman, one with the power to seduce us (literally, to lead astray) from our truth and our demand for it."--BOOK JACKET.

**Voices in the Wilderness** Patricia Roberts-Miller 2014-05-12 A work of composition theory, rhetorical theory, and cultural criticism, this volume ultimately provides not only new approaches to argumentation and the teaching of rhetoric, composition, and communication but also an original perspective on the current debate over public discourse.

**Composition-Rhetoric** Robert Connors 1997-06-05 Connors provides a history of composition and its pedagogical approaches to form, genre, and correctness. He shows where many of the today’s practices and assumptions about writing come from, and he translates what our techniques and theories of teaching have said over time about our attitudes toward students, language and life. Connors locates the beginning of a new rhetorical tradition in the mid-nineteenth century, and from there, he discusses the theoretical and pedagogical innovations of the last two centuries as the result of historical forces, social needs, and cultural shifts. This important book proves that American composition-rhetoric is a genuine, rhetorical tradition with its own evolving theria and praxis. As such it is an essential reference for all teachers of English and students of American education.

**The Realms of Rhetoric** Joseph Petraglia 2012-02-01 Argues for a more theoretically-informed and cogent curricular space for rhetoric in the academy. In The Realms of Rhetoric, contributors from a wide range of disciplines explore the challenges and opportunities faced in building a curricular space in the academy for rhetoric. Although rhetoric education has its roots in ancient times, the modern era has seen it fragmented into composition and public speaking, obscuring concepts, theories, and skills. Petraglia and Bahri consider the prospects for rhetoric education outside of narrow disciplinary constraints and, together with leading scholars, examine opportunities that can propel and revitalize rhetoric education at the beginning of the millennium. Joseph Petraglia is Co-Director of Global Health Communications and an International Project Manager for the Centers for Disease Control and Prevention. He is the author of Reality by Design: The Rhetoric and Technology of Authenticity in Education and editor of Reconceiving Writing, Rethinking Writing Instruction. Deepika
Bahri is Associate Professor of English at Emory University. She is the coeditor (with Mary Vasudeva) of Between the Lines: South Asians and Postcoloniality.

*Theorizing Composition* Mary Lynch Kennedy 1998 The last 25 years have witnessed extraordinary growth in the field variously known as composition studies or as 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 writing as a process. As its disciplinary status has grown, composition studies has expanded its focus, reconceptualized the writing process, and embraced a wide range of contemporary critical perspectives. This reference book is a guide to the numerous theories that now form the foundation for composition studies.

*Rhetoric and the Republic* Mark Garrett Longaker 2007 Casts a revealing light on modern cultural conflicts through the lens of rhetorical education. Contemporary efforts to revitalize the civic mission of higher education in America have revived an age-old republican tradition of teaching students to be responsible citizens, particularly through the study of rhetoric, composition, and oratory. This book examines the political, cultural, economic, and religious agendas that drove the various—and often conflicting—curricula and contrasting visions of what good citizenship entails. Mark Garrett Longaker argues that higher education more than 200 years ago allowed actors with differing political and economic interests to wrestle over the fate of American citizenship. Then, as today, there was widespread agreement that civic training was essential in higher education, but there were also sharp differences in the various visions of what proper republican citizenship entailed and how to prepare for it. Longaker studies in detail the specific trends in rhetorical education offered at various early institutions—such as Yale, Columbia, Pennsylvania, and William and Mary—with analyses of student lecture notes, classroom activities, disputation exercises, reading lists, lecture outlines, and literary society records. These documents reveal an extraordinary range of economic and philosophical interests and allegiances—agrarian, commercial, spiritual, communal, and belletristic—specific to each institution. The findings challenge and complicate a widely held belief that early-American civic education occurred in a halcyon era of united democratic republicanism. Recognition that there are multiple ways to practice democratic citizenship and to enact democratic discourse, historically as well as today, best serves the goal of civic education, Longaker argues. Rhetoric and the Republic illuminates an important historical moment in the history of American education and dramatically highlights rhetorical education as a key site in the construction of democracy.

*The Changing Tradition* International Society for the History of Rhetoric Conference 1999 Until very recently, the contribution of women to the history of rhetoric has gone unacknowledged. Current scholarship, however, reveals that traditional definitions of the field have been too narrow, excluding the work of women rhetoricians. Research demonstrates that women have indeed been involved in the field of rhetoric, almost since its inception, and have made a significant impact.

*Politics and Rhetoric* James Martin 2013-10-08 Rhetoric is the art of speech and persuasion, the study of argument and, in Classical times, an essential component in the education of the citizen. For rhetoricians, politics is a skill to be performed and not merely observed. Yet in modern democracies we often suspect political speech of malign intent and remain uncertain how properly to interpret and evaluate it. Public arguments are easily dismissed as ‘mere rhetoric’ rather than engaged critically, with citizens encouraged to be passive consumers of a media spectacle rather than active participants in a political dialogue. This volume provides a clear and instructive introduction to the skills of the rhetorical arts. It surveys critically the place of rhetoric in contemporary public life and assesses its virtues as a tool of political theory. Questions about power and identity in the practices of political communication remain central to the rhetorical tradition: how do we know that we are not being manipulated by those who seek to persuade us? Only a grasp of the techniques of rhetoric and an understanding of how they manifest themselves in contemporary politics, argues the author, can guide us in answering these perennial questions. Politics and Rhetoric draws together
Language and Revolution in Burke, Wollstonecraft, Paine, and Godwin
Jane Hodson 2017-03-02
The Revolution in France of 1789 provoked a major 'pamphlet war' in Britain as writers debated what exactly had happened, why it had happened, and where events were now headed. Jane Hodson's book explores the relationship between political persuasion, literary style, and linguistic theory in this war of words, focusing on four key texts: Edmund Burke's Reflections on the Revolution in France, Mary Wollstonecraft's A Vindication of the Rights of Men, Thomas Paine's Rights of Man, and William Godwin's Enquiry Concerning Political Justice. While these texts form the core of Hodson's project, she ranges far beyond them to survey other works by the same authors; more than 50 contemporaneous books on language; and pamphlets, novels, and letters by other writers. The scope of her study permits her to challenge earlier accounts of the relationship between language and politics that lack historical nuance. Rather than seeing the Revolution debate as a straightforward conflict between radical and conservative linguistic practices, Hodson argues that there is no direct correlation between a particular style or linguistic concept and the political affiliation of the writer. Instead, she shows how each writer attempts to mobilize contemporary linguistic ideas to lend their texts greater authority. Her book will appeal to literature scholars and to historians of language and linguistics working in the Enlightenment and Romantic eras.

Perspectives on Prescriptivism
Joan C. Beal 2008
The colloquium 'Perspectives on Prescriptivism' (20-22 April 2006) was hosted by the University of Catania in Ragusa. The organisers wished to encourage participants to look at linguistic prescriptivism from a wide range of perspectives. Some of the questions raised are answered in this volume.

Modulating Masculinity in Early Modern Culture
Todd W. Reeser 2006
Modulating Masculinity in Early Modern Culture proposes a definition of gender based on a ternary model in which moderation and masculinity are inextricably linked. Like the Aristotelian virtue of moderation, which requires the presence of excess a

The Materiality of Language
David Bleich 2013-06-28
A critique of male-dominated modes of language use, their roots in higher education, their effects, and their spill over into popular culture. David Bleich sees the human body, its affective life, social life, and political functions as belonging to the study of language. In The Materiality of Language, Bleich addresses the need to end centuries of limiting access to language and its many contexts of use. To recognize language as material and treat it as such, argues Bleich, is to remove restrictions to language access due to historic patterns of academic censorship and unfair gender practices. Language is understood as a key path in the formation of all social and political relations, and becomes available for study by all speakers, who may regulate it, change it, and make it flexible like other material things. “A potentially foundational text in an emergent field [of] language studies, whose work is to break up the monopoly Linguistics and Philosophy have had on the study of language... The insight that the affective operation of language is elided in nearly all approaches to [language] acquisition is brilliant and astounding... The analysis of subject creation as an affective process of recognizing and sharing the same affective state and language as the means for materializing affective states... is fascinating and persuasive. One of the book’s distinctive features is the use of gender as a key normative analytical lens throughout. It would be difficult to exaggerate how rare this is among language thinkers, and how productive it is for the arguments here.” —Mary Louise Pratt, New York University

"A powerful, first-rate book on a crucial topic. It offers a great interpretation of the sacralization and ascendancy of Latin as a language supporting what Bleich calls ‘an elite group of men.’... This is a brilliant codebook to academic language and its coercions.” —Dale Bauer, University of Illinois"
language; colloquial language; language political aspects; language sex differences; language and gender

**Classical Rhetorics and Rhetoricians**
Michelle Ballif 2005 Alphabetically arranged entries on roughly 60 leading rhetoricians of antiquity detail their lives and writings and cite works for further reading.

**Women Representatives in Britain, France, and the United States**
Harriet B. Applewhite 2016-04-29 This book compares British, French, and American legislative debates on woman suffrage and women's rights. Beginning with an analysis of Tocqueville and J.S. Mill on the impact of suffrage, the book continues with analysis of floor debates, comparing gender style, the French on parity and the Americans on the ERA and concluding with modern debates.

**Power and Identity in the Creative Writing Classroom**
Anna Leahy 2005-11-11 Power and Identity In the Creative Writing Classroom remaps theories and practices for teaching creative writing at university and college level. This collection critiques well-established approaches for teaching creative writing in all genres and builds a comprehensive and adaptable pedagogy based on issues of authority, power, and identity. A long-needed reflection, this book shapes creative writing pedagogy for the 21st century.

**The Eloquence of Mary Astell**
Christine Mason Sutherland 2005 Practically ignored for over 200 years, Mary Astell's writing returned to prominence in the latter part of the 20th century in a celebrated biography by Ruth Perry. Self-educated, Astell was an avid political thinker, philosopher, educationalist and early feminist. Until recently, little attention has been paid to her importance and skill in rhetoric, where she is known as both a practitioner and theorist. Her work is remarkable for an intellectual depth that does not comprise accessibility and for a style that is forcefully persuasive yet grounded in the rhythms of conversation. Widely respected for her participation in public discourse on politics and philosophy, she was well ahead of her time in the development of the rhetoric of care, an approach later echoed by 20th century feminists in their battle for equality. Drawing inspiration both from ancient theories and models and from early enlightenment philosophy, Astell's thought has a timelessness that allows her to instruct and inspire us all.

**A Writing Halfway Between Theory and Fiction**
Miriam Wallraven 2007 "This book is focused on the surprisingly large number of feminist women writers in literary history who use different genres for their feminist ideas while subverting or transgressing established boundaries between fictional and theoretical writing. In particular, texts by such diverse authors as Mary Wollstonecraft, Mary Hays, Mary Robinson, Harriet Martineau, Olive Schreiner, Virginia Woolf, the French Feminists Hélène Cixous and Monique Wittig, Margaret Cavendish, and Michèle Roberts are analysed. This chronological in-depth reading of feminist texts is based on the interrelation of content, genre and discourse. The study provides the first analysis of the phenomenon of the gendering of genre and feminists' troubled involvement in "theory" as well as "literature". In this way, key questions concerning the emergence of feminism during the last four hundred years are presented in a new and revealing light; e.g., for what reason did Mary Wollstonecraft not only write her famous feminist treatise A Vindication of the Rights of Woman, but also a novel in which she tests the arguments of her theoretical treatise by means of fiction? What is the significance of Virginia Woolf's "Novel-Essay" The Pargiters, which seeks to connect theoretical and fictional parts by juxtaposing them? How can the mixture of genres be interpreted which Catherine Clément attributes to the texts of Hélène Cixous as a "writing halfway between theory and fiction"?"--Back cover.

**Abducting Writing Studies**
Sidney I Dobrin 2016-11-24 Collection of essays that draws on the concept of abductive logic, originally introduced by Charles Sanders Peirce, to imagine new areas of writing studies research.

**Invention in Rhetoric and Composition**
Janice M. Lauer 2004 Invention in Rhetoric and Composition examines issues that have surrounded
historical and contemporary theories and pedagogies of rhetorical invention, citing a wide array of positions on these issues in both primary rhetorical texts and secondary interpretations. It presents theoretical disagreements over the nature, purpose, and epistemology of invention and pedagogical debates over such issues as the relative importance of art, talent, imitation, and practice in teaching discourse. After a discussion of treatments of invention from the Sophists to the nineteenth century, Invention in Rhetoric and Composition introduces a range of early twentieth-century multidisciplinary theories and calls for invention's awakening in the field of English studies. It then showcases inventional theories and pedagogies that have emerged in the field of Rhetoric and Composition over the last four decades, including the ensuing research, critiques, and implementations of this inventional work. As a reference guide, the text offers a glossary of terms, an annotated bibliography of selected texts, and an extensive bibliography. Janice M. Lauer is Professor of English, Emerita at Purdue University, where she was the Reece McGee Distinguished Professor of English. In 1998, she received the College Composition and Communication Conference's Exemplar Award. Her publications include Four Worlds of Writing: Inquiry and Action in Context, Composition Research: Empirical Designs, and New Perspectives on Rhetorical Invention, as well as essays on rhetorical invention, disciplinarity, writing as inquiry, composition pedagogy, historical rhetoric, and empirical research.