

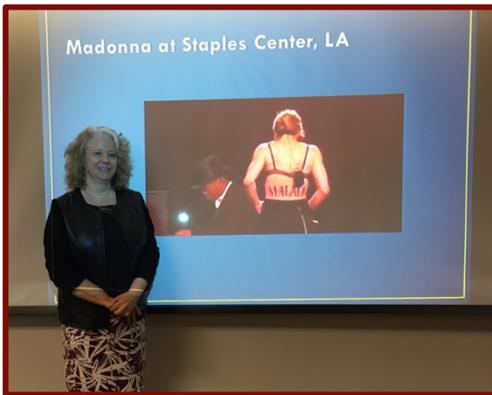
# Rhetoric and Composition

## Spring 2017 Program Newsletter

### Dr. Wendy S. Hesford Spotlights Vulnerable Transnational Bodies

The faces of children, especially young girls from non-Western cultures, peered out of the PowerPoint slides, testifying to the ravages conflict, poverty, and social inequities imposed on these fragile bodies. At the same time, these images of young girls, especially those from non-Western cultures, testify to the ways in which politics, neoliberalism, and human rights make use of children, translating their suffering into stock narratives of gendered victimization.

So argued Dr. Wendy S. Hesford, a professor of English at The Ohio State University and a visiting professor and faculty fellow at Yale



University, during her February 21 visit to the Department of English as the guest speaker of the Rhetoric and Composition Program.

Envisioned as a complement to Dr. Tarez Graban's fall reading group, Human Rights Rhetoric and Composition Pedagogy, Dr. Hesford's presentation, "Global Girlhoods: Transnational Media, Human

Rights, and Rhetoric/Writing," extended the reading group's discussion of human right activism into an exploration of the ways in which some

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children's bodies become more vulnerable than others via geopolitical discourse and well-intentioned activism. Her exemplar of this troubling dynamic was

Malala Yousafzai, the 15-year-old shot by the Taliban for her advocacy for Pakistani girls' right to education.

As Dr. Hesford explained, the transnational mediation of the story of this Nobel Peace Prize winner attempted to configure the young girl as a gendered victim. However, Yousafzai's own negotiation of these geopolitical agendas compels a recognition of the power of youth activists' transnational literacy practices and politicized subjectivities.

A highlight of the presentation was when Dr. Hesford encouraged audience discussion on the viral campaign, "The Girl Effect." Here, participants connected Dr. Hesford's work and their own observations to critique the representations of transnational girlhood.

Dr. Hesford, in her presentation and her award winning books and articles, "challenges us to do more than merely localize the global research subject or to merely analyze cross-cultural texts with self-reflexivity,"

Dr. Graban notes. "Instead, she challenges us to become more 'critically

*[Dr. Hesford] challenges us to become more 'critically cosmopolitan,' by examining the intertextuality of local and global discourses, and by considering how the visual and the textual work together to produce spectators around human rights texts.*

cosmopolitan,' by examining the intertextuality of local and global discourses, and by considering how the visual and the textual work together to produce spectators around human rights texts."

Dr. Hesford continues this trajectory in her current book project, *Exceptional Rhetorics: Regulating Childhood and Children's Human Rights*, which examines international and national

*Continued on page 2*

*Continued from page 1 "Hesford"*

news and advocacy media representations of children's human rights and the differential visibility of the rights of children identified as living in-between or outside of citizenship.

## Student Spotlight



**Travis Maynard** is a PhD candidate in his third year of the program. He received his BA in Writing, Rhetoric, and Communication from Transylvania University (Lexington, KY) and his MA in Rhetoric and Composition from Florida State. His

research interests are varied, but they currently coalesce around assemblage in the post-process classroom and the undergraduate major in writing and rhetoric; his other interests include new media and multimodal composing as well as a broad-based interest in rhetoric. Travis's dissertation work entails a study directed at alumni of the Editing, Writing, and Media program, attempting to discern their professional placement, current writing practices, and what influence the EWM curriculum has had on those practices. Travis moonlights as a Goodwill mogul and eBay hustler; he also dabbles in video editing, having recently launched a YouTube channel known as Plato Bros. Cartoons. He would like to pass along the following message: "Like, comment, and subscribe!"



**Ashley Rea** is a second-year MA student. She received her BA in English and economics from Texas Christian University and will pursue doctoral study in rhetoric and composition next fall. She currently teaches ENC 2135 with a focus on mindful writing

practices and tutors in the Digital Studio; her research interests are situated at the intersection of feminist rhetorics and technologies. This area of study has yielded a variety of research projects relevant to feminist rhetorical histories, rhetorical analysis of economic discourse, and digital contemplative writing pedagogy. Outside of the academy, she can most often be found climbing at Tallahassee Rock Gym or hiking in the woods with her dog, Georgia.

## See You at C's!

- Amanda Brooks** "(Un)Sure Writers: Self-Efficacy Fluctuations and the Writing Process" (F.48)
- Ellen Cecil-Lemkin** "Cultivating Collaboration and Distributing Power in Writing Program Administration" (B.31)
- Amy Cicchino** "Circulating Composition Beyond the Classroom" (A.105)
- Deborah Coxwell-Teague** "The Future of College Writing and How to Stop It" (B.116)
- Jennifer Enoch** "'Do Not Forget His Name': Strategies of Deference and Assertion in Women's Everyday Writing" (K48)
- Tarez Samra Graban** "Intellectual Encounters as Digital Epistemology" (K.23)
- Tarez Samra Graban** "Non-Western/Global Rhetorics SIG (TSIG.03)
- Michael Healy** "Ludic Revision: Potential, Play, and Choice" (G.44)
- Megan Keaton** "Teach a Student to Fish: Building a Framework to Support Students' Technological Learning" (I.25)
- Megan Keaton** "Joining the Conversation: A Discussion about Graduate Student Publishing" (FSIG.16)
- Jeanette Lehn** "The Meaning of 'Critical Pedagogy' in Writing Studies Today" (RNF)
- Travis Maynard** "The Chronicle of Lower Education: Cultivating Assemblage Practice via an Animated Short" (B.48)
- Michael Neal** "Intellectual Property Beyond the 4 Factor Test of Fair Use: Cultivating Conversations about Multimodal Composition beyond the Classroom" (H.22)
- Ashley Rea** "Cultivating an Ear for Difference: Listening as Sonic Archival Practice" (E.18)
- Kyllikki Rytov** "Classical Rhetoric in the Computer Classroom" (RNF)
- Jessi Thomsen** "Immersion in Writing: Emergence in Meaning" (G.44)
- Erin Workman, Jeff Naftzinger, Joe Cirio, and Kathleen Yancey** "Cultivating a Space for Everyday Writing" (C.08)
- Erin Workman** "Cultivating Transfer with the Teaching-for-Transfer Writing Curriculum: A National Multi-Institutional Study" (F.51)
- Kathleen Yancey** "The More Things Change, The More . . . : The Role of the Student-as-Composer in Composing Process Research Past and Present." (F.17)
- Kathleen Yancey and Erin Workman** "Teaching for Transfer (TFT) SIG (TSIG.11)