Composition and Rhetoric: History, Theory and Politics

In addition to broader theories of reading, learning, teaching and writing, this list is particularly interested in scholarship regarding those who inhabit non-dominant (marginalized) discourses and social positions and how this plays out in the classroom. To this end, this list includes both theoretical and political approaches to composition, with interests centering around poststructural and discourse-oriented approaches that examine how the composition classroom is used as a space for critical thinking and social change (such as cultural studies). Such approaches concentrate on issues of power in the classroom by exploring theories of ideology, examining the function of teacher authority and student agency, and querying binaries of theory and practice and modern and postmodern classrooms. These interests are supported by a number of traditional and non-traditional histories of composition that discuss the discipline’s movement toward recognized (sub)disciplinarity and its struggle in the literature/language dyad. A more specific interest is how issues of disability are (mostly unintentionally) addressed in these texts, and how the (re)production of the basic writing subject relates to the (re)production of the disabled student subject, for these two share many similar traits yet are differently valued and seem headed toward different futures.

NOTE: ** = lower priority

### HISTORY OF COMPOSITION


**Crowley, Sharon.** *Composition in the University: Historical and Polemical Essays.* Pittsburgh: U of Pittsburgh P, 1998. *(chapters 9 & 12)*


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**BASIC WRITING**


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**COMPOSITION THEORY & POLITICS**


Harkin, Patricia and John Schilb, eds. *Contending with Words: Composition and Rhetoric in a Postmodern Age*. New York: Modern Language Association of America, 1991. selections


Disability Studies in the Humanities: Discourse, Education, Law and Fiction

Despite the existence of a large “body” of theoretical, sociological, historical, and fictional literature on disability, and even though 15% of the U.S. population is disabled (Davis, DS Reader), using disability as a critical lens is only beginning to gain real credence and popularity in the humanities and in the academy in general. This list seeks to use disability as a critical perspective and to be critical of social and medical constructions of disability at the same time. To some degree, this list seeks to do similar sorts of work as race, gender/sexuality, and class perspectives (what Lennard Davis calls the “holy trinity”), only using notions of ability and disability, sickness and health, medicine and healing, embodiment, etc. (and sometimes in conjunction with race, gender/sexuality, and class perspectives). These texts seek to (re)define and problematize disability and normalcy within the contexts of education, law, the humanities in general, and fiction in particular (including fiction, autobiography, and film). These texts insist upon a more socially constructed view of the body, while at the same time demanding recognition of the body’s materiality, particularly the extraordinary or freakish body. Also at stake are the goals and accomplishments of disability studies as a discipline and its continued struggle for recognition in the humanities. As such, this list is necessarily interdisciplinary, drawing on such fields as sociology, education, linguistics, and history, while at the same time asking what disability brings to an English Department. These texts insist that disability be recognized and “refigured,” both in the academy and elsewhere.

NOTE: ** = lower priority

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<tr>
<th>GENERAL DS TEXTS &amp; HISTORIES</th>
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<tr>
<td>Shapiro, Joseph. No Pity: People with Disabilities Forging a New Civil Rights Movement. 1993</td>
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<th>DISABILITY AND EDUCATION</th>
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Ware, Linda. “Writing, Identity, and the Other: Dare We Do Disability Studies?” Journal of Teacher Education 52.2 (March/April 2001): 107-123.


**DISABILITY AND LAW**


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**DISABILITY, DISCOURSE & the HUMANITIES**


THE EXTRAORDINARY BODY


DISABILITY LITERATURE (lower priority in general)

autobiography


Grandin, Temple.** Thinking in Pictures and Other Reports from My Life with Autism.


Donley, Carol C. and Sheryl Buckley, eds. The Tyranny of the Normal: An Anthology (Literature and Medicine, Vol. 2). Kent, OH: Kent State UP, 1996 HM110 .T9 1996 Both, Tac selections


Discourse Theory, Analysis & Ideology

In an increasingly Foucauldian world where all is discourse and/or is discursively constructed, discourse becomes a central tenet of our discussions of how language operates. This list interrogates notions of discourse and ideology, exploring how they reproduce existing inequalities and the complicit subjects who participate and propagate such inequities inadvertently and/or intentionally. Further, these texts are interested in how discursive construction and reproduction relates to institutions (who’s constructing what, what’s constructing who, etc.). Put another way, these texts examine the role discourse plays in our ideas about power and identity. In addition to examining such abstract (largely poststructural) theories of language, these texts also closely examine the inner workings of various discourses using discourse analysis (with varying degrees of critical attention and success). This provides theories and methodologies for the discourse analyst, who strives to unearth ideology and situated discourse practices at the same time as she reproduces them. Lastly, this list pays particular attention to legal discourse, where ideological-discursive construction is often so actively at work, examining the work of both legal discourse scholars and disability education case law.

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<th>DISCOURSE THEORY</th>
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<tr>
<td>Burchell, Graham, Colin Gordon and Peter Miller, eds. The Foucault Effect: Studies in Governmentality (with two lectures by and an interview with Michel Foucault). JC131_F63 1991 Suz, Tac lecture and interview</td>
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**genre theory**


   - Paré, Anthony
   - Schryer, Christine
Vidali

- Yates, Joanne and Wanda Orlinkowski

- Bazerman, Charles. “Genre Systems…”
- Miller, Susan. “Genre as Social Action.”
- Freedman, Anne. “Anyone for Tennis?”
- Schryer, Christine. “Lab vs. Clinic”


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**DISCOURSE ANALYSIS**


- van Dijk, Teun. “Discourse as Interaction in Society” (Chapter 1)
- Blum-Kulka, Shoshana. “Discourse Pragmatics” (Chapter 2)
- Fairclough, Norman and Ruth Wodak. “Critical Discourse Analysis.” (Chapter 10)


### LEGAL DISCOURSE ANALYSIS


*Cotterill, Janet. Language in the Legal Process. NOT YET PUBLISHED.*


**special education law**

*the IDEA*

- BOARD OF EDUCATION V. ROWLEY (1982)
- IRVING INDEPENDENT SCHOOL DISTRICT v. TATRO (1984)
- BURLINGTON SCHOOL COMMITTEE v. DEPARTMENT OF EDUCATION (1985)
- HONIG v. DOE (1988)
- SACRAMENTO CITY UNIFIED SCHOOL DISTRICT v. RACHEL H. (1994)
- CLYDE v. PUYALLUP (1994)
- CHARLIE v. BOARD OF EDUCATION OF SKOKIE SCHOOL DISTRICT (1996)
- ARONS, WATSON & PARENT INFORMATION CENTER OF NJ (7/6/00)
the ADA
  - COLEMAN V. ZATECHKA (1993)

the Rehab Act
  - WOLFF v. SOUTH COLONIE CENTRAL SCHOOL DISTRICT (1982)