

Cross-Cultural Rhetoric: Ads and Activism Across the Globe

PWR 1-3 M & W from 9:00-10:50 am
Wallenberg Hall Room 123, Stanford University

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(swing by anytime to visit or chat)

Course Websites:
Class Workspace: <http://coursework.stanford.edu>
Envision online: <http://www.ablongman.com/envision>
Cross-Cultural Rhetoric Project: <http://ccr.stanford.edu>



"One by One" From The One Campaign.
<http://www.youtube.com/watch?v=ZD4jv21GjrM&url=http%3A%2F%2Fwww%2Eone%2Eorg%2F>

What is this PWR 1 section about in a nutshell?

- 1) *Developing your strengths as a writer and researcher at Stanford University*
- 2) *Exploring rhetoric across cultures and countries*
- 3) *Learning how ads work and having fun*

What is the official section description?

When McDonald's changes its websites to appeal to audiences spanning from China to Chile, Singapore to Saudi Arabia, is the aim "McDomination" or instead an admirable attempt by a corporation to foster the development of local economies? Our goal will be to examine such cross-cultural issues in order to better understand our complex moment of globalization. We'll explore advertising around the world, such as Coca-Cola in Asia, Muslim Barbie in America, and the Millennium Campaign's video "STAND-UP Against Poverty." We'll examine, along with Hazel Markus's landmark essay in cultural psychology, how advertisements make arguments about cultural values, whether those ads are for products such as Coca-Cola or for national belief systems, such as in Bollywood movie trailers. As you approach the rhetorical analysis, we'll analyze the Benetton "social justice" ad campaign in light of Mark Oxley's argument about globalization. As you move into your research project, we'll study scenes from *The Year of the Yao*, films about marketing *The Matrix* in Japan, and Frontline's documentary *Ghosts in Rwanda* in order to learn how to integrate research effectively into your arguments about cross-cultural rhetoric. The course will include a series of workshops in which you'll share your ideas about ads and other cross-cultural texts with students from across the globe through in-class videoconference meetings.

What are the major course assignments?

<u>Points or %</u>	<u>Assignment Name and Description</u>
20	Rhetorical Analysis (4-5 pages)
15	Contextual Analysis (5-7 pages)
50	Research-Based Argument: (12-15 pages + cover page with abstract and bio)
10	Informal Writing (Writer's Bio, Reflection Letter, others as assigned)
5	Community Contributions to Class throughout the quarter

Writer's Bio (1-2 pages typed with Photos).

Introduce yourself by composing a brief "bio page" with 1-2 images of your choice. Select your document design, whether you imitate material from facebook, or you write a "bio" page for yourself as an academic researcher (for guidance, see *Envision*, pages 229-231). Post the bio on coursework and bring in a print copy. Please include:

- o a bit about yourself personally (your background, travels, family, activities, life dreams)
- o a bit about yourself academically and your experiences as a writer and researcher
- o your goals for this quarter in PWR (relating to writing, research, participation, or the theme)
- o a bit about the research you hope to pursue in this course and how it fits into your goals, large or small
- o strategically chosen and placed photos of yourself

Rhetorical Analysis Assignment: (4-5 pages typed, no cover page, include “Works Cited” at the end)

You'll make an argument about how rhetoric works in the ad of your choice; this could be the cross-cultural confusion of the American Express ad, "Meet the Japanese Parents," or a comparison of Oxfam and Unicef Internet ad strategies.

Contextual Analysis Assignment: (5-7 pages typed, no cover page, include “Working Bibliography”)

You'll analyze how ads work as arguments about culture and about global structures of power. Using either the secondary source readings placed on reserve and/or scholarly books related to your topic, you'll begin work on your research project by analyzing the cultural contexts shaping and shaped by the ad of your choice.

Research-Based Argument (12-15 pages plus cover page with abstract, bio, and bibliography):

You'll develop your own argument, based on research, about the cross-cultural issue of greatest interest to you. Previous students have written about the AIDS awareness campaign in India, about diverse strategies to "get out the vote" in Iraq, about Mecca Cola—a French-Islamic alternative to Coca-Cola—about Nike ads in China, and about campaigns to eradicate homelessness in America and in Sweden. Your project might be a way to explore a prospective major in international relations, global politics, cultural anthropology, East Asian studies, communications, or film and media studies. We'll approach the theme of cross-cultural rhetoric broadly, so projects involving the globalization of sports, market development, business, economics, or culture are welcome. We'll follow the conventions of academic essays in the humanities and use MLA documentation as explained in Chapter 9 of *Envision*. Checklist for the paper:

- Post all research notes and sources (where possible) on Coursework in a “Research Log” subfolder
- Post all writing components on Coursework in a designed “Research Essay” subfolder
- Compose a cover page with an abstract and a one-paragraph bio (see *Envision*, chapter 7 and models online)
- Print a final copy to hand to me in a folder
- Include in the folder any paper copies of your outlines, drafts, peer reviews, conference notes, etc

If you seek to publish the paper, I'll help you write a cover letter to your real audience. In this way, you might think about this paper not as an exercise but as a real possibility to gain a publication and launch your work as a scholar at Stanford. This project will give you the skills to meet future writing opportunities with confidence and success.

Closing Reflection Letter (1-3 pages, posted on coursework, printed and signed hardcopy):

In this assignment you'll be able to reflect back on your experience in PWR 1 and articulate how you have met your goals or developed as a writer and researcher. You'll also share what you have learned about advertisements, cross-cultural rhetoric, and communicating across cultures. Address the letter to Professor Andrea Lunsford, Director of PWR.

Community Contributions: These include class writing and workshop activities; evidence of having done the assigned readings; postings on Coursework & Blogs; respect for colleagues; and a willingness to engage in the course.

How will grades be determined in this section?

I'll evaluate your work using the PWR Grading Criteria in the policies document distributed on the first day. For the research paper, I'll also use the criteria you generate in class regarding research paper excellence and I'll take into careful consideration both peer review comments and your own reflection on your work. I'll post on Coursework my narrative translation of the PWR guidelines and my numerical grid, to show you exactly how I calculate grades. I hope that assessment criteria and reasons for grades given will be perfectly clear to you in this class.

Note: If you have *any* questions about project assignment details, your standing in the course, or assessment criteria, please talk to me during my office hours or at another time by appointment.

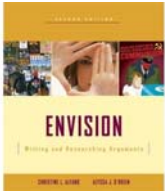
How do I earn Extra Credit?

Earn extra credit by attending a writing/rhetoric/research event in the Hume Writing Center. These include the “Library Workshop Series” and the “How I Write” series. I have posted details about these events on Coursework, and you can check events at <http://swc.stanford.edu>. Alternatively, (after checking with me), you can attend a campus event/talk/presentation related to our course theme, or interview a faculty member about our theme. To get the extra credit, post a blog reflection on the event. Please include the following:

- Identify the event by date/location, speaker name and presentation title
- Share several lessons or insights you learned about writing or research or cross-cultural rhetoric
- Articulate how you might apply what you noticed to your own writing practice or research.

* Feel free to ask/email me about potentially eligible events and share announcements with our class

What texts are required?



Envision: Writing and Researching Arguments, Longman 2007. Available in the Stanford bookstore or through [Amazon.com](http://www.amazon.com). *Envision* was written in collaboration with Stanford students who gave advice, rigorous feedback, and superb examples to showcase. [An interactive website](http://www.ablongman.com/envision) is online at <http://www.ablongman.com/envision>. The book was created with your writing and research needs in mind, so I do hope you find it a worthwhile investment for years to come.

****All other materials, especially topic-related materials, will be available through Coursework or as handouts distributed in class. Many of these will be selected and shared by you.****

What technology is required?

Coursework and Online Postings:

We will use Coursework: this Stanford-designed and hosted online bulletin board environment will allow us to store documents and post/reply to messages. While you are **responsible for posting all of your assignments** on Coursework as you complete them (in order to receive full credit), you should also use this space as a repository for work in progress and as a place to share materials of interest to the class.

Please note: strategies for effective computing:

- Post everything to Coursework – including drafts and notes – this will serve as a back up and facilitate class work.
- Routinely back-up your work, not only on Coursework, but also on CDs, memory sticks, or your personal Leland space – and practice saving it many times. I often print papers just to have an extra copy (in case of crisis).
- Apple users should include the .doc extension on all documents posted to the class; alternately, save attachments as .rtf documents (rich text format) or .pdfs to allow viewing across different computer platforms.
- For those who are struggling, become familiar with Meyer Library's many computing resources and the [Acomp website](#). Draw also on each other's strengths in the class. Most of all, don't panic about technology: there's lots of help here in our class and in this University – just ask!

Resources:

How do I schedule a consultation appointment with a Writing Tutor in the Writing Center?

Writing Center appointment scheduler: <http://swc.stanford.edu>
Go in person to drop-in hours all across campus (see the schedule online)

How do I contact our assigned Librarian for help with research?

Malgorzata Schaefer, Assistant Head, Info Center Coordinator for Instructional Services
mschaefer@stanford.edu; Info Center Office Hours to be announced
I.M. the Info Center: Click the link on the left nav bar at <http://infocenter.stanford.edu>

How do I navigate Stanford's incredible abundance of research resources?

- Start at the *new* Info Center website: <http://infocenter.stanford.edu>
- Explore the Library Page for PWR students <http://library.stanford.edu/guides/pwrframe.html>
- Work through SKIL – Stanford's Keys to Information Literacy <http://skil.stanford.edu>

What other resources are available to me in PWR?

- See the PWR course policies and resources handout distributed the first day (it explains the mandatory attendance policy as well).
- Visit my office hours, make an appointment to talk, email me anytime with questions or concerns. You can also drop by my office as I am often on campus, working in my office, so just swing by to see me.
- Rely on your colleagues as resources! We are a community of scholars in this class.

What's the Schedule for this course?

Here, you'll find a detailed chart that lists the in-class activities for each meeting. Please arrive to class prepared to participate by having completed the work listed for the day. If you are absent, it is your responsibility to 1) contact someone from the class to get the scoop and 2) let me know how you will make up the work. Thanks.

** Schedule subject to modification or change based on all our needs **

	Monday	Wednesday
Week 1: Sept 24, 26	<p>Meet Colleagues and Course Overview</p> <p>Learn about PWR and this section; Explore Cross Cultural Rhetoric on Plasma Screens; register for class in Coursework; get to know each other as a community of scholars</p>	<p>Share Bios and Analyze Ads</p> <p>For class: Complete Writer's bio (post on Coursework; bring print copy for me) Read: <i>Envision</i> ch 1 & Rice-Oxley, "In 2000 years" (on Coursework in "EnvCh15.pdf") In class: Share bios, analyze Benetton ads</p>
Week 2: Oct 1, 3 *Conference with me Oct 3, 5, 8*	<p>Rhetorical Analysis Workshop</p> <p>For class: Select an ad, complete prewriting checklist p. 62-63, review papers on EOL ch 2 Read: <i>Envision</i> ch 2 & Drakulic, "On Bad Teeth" In class: Work with ads through rhetoric, learn from EOL models, rhetorical appeals & thesis workshop</p>	<p>Drafts due, Peer Review, and Guest Speaker</p> <p>For class: Draft Rhetorical Analysis (post on coursework, bring in 1 print copy) Read: <i>Envision</i>, ch 3, focus on page 80 In class: Peer Review, Guest Speaker activities</p> <p><i>Guest Speaker Teresa Rodriguez Williamson on ads, activism, and entrepreneurship</i></p>
Week 3: Oct 8, 10	<p>Research Brainstorm; Marratech Connection</p> <p>For class: Brainstorm a research topic ideas in Coursework Research Log Read: <i>Envision</i> ch 4; At a Glance p. 110, 113, 114; Browse ideas in "East Meets West" in EnvCh15.pdf In class: Marratech communication workshop</p> <p><i>Meet Librarian Malgorzata Schaefer</i></p>	<p>Revisions Due; Hoover Archives Workshop with Susan Wyle from PWR; Work on SKIL</p> <p>For class: Revision with new date on Coursework In class: Compare to Stanford SKIL to Swedish SKIL; Take SKIL self-tests</p> <p>Attend Workshop on Fri, Oct 12, 3-4 pm in HWC <i>Hoover Workshop with Susan Wyle</i></p>
Week 4: Oct 15, 17	<p>Research Session in Green Library</p> <p>For class: Work through SKIL Read: <i>Envision</i>, ch 5 to p. 144, At A Glance p. 139 In class: Green Library Workshop on research</p> <p><i>Workshop with our Librarian – Meet in Green</i></p>	<p>Locating your Research Sources</p> <p>For class: Bring in 3-4 books or articles you might use for your iceberg of research. Read: <i>Envision</i>, ch 5, 144-170, complete Creative Practice p. 140, At a Glance p. 146 In class: Workshop on research with Will Farrell</p>
Week 5: Oct 22, 24	<p>Assessing your Iceberg of Research</p> <p>For class: Work through your research sources; post entries in Research Log; Look at models on EOL Read: <i>Envision</i> ch 5-6 on the Research Log; Browse through "McDonaldization" in EnvCh15.pdf In class: Work on Iceberg of Research, drafting the Contextual Analysis with At a Glance, p. 15</p>	<p>Contextual Analysis Draft; Peer Review</p> <p>For class: Contextual analysis draft due (identify key sources, post your list on coursework) Read: Hazel Markus & others TBA In class: Film on Cross-Cultural Marketing; "How I Write" conversation about the research</p> <p><i>Potential Guest Speaker, Delford Williams, alumni</i></p>

Week 6: Oct 29, 31 *Conference with me Oct 31, Nov 2,5,7*	Cross-Cultural Theory Discussion For class: Work through your research sources; Contextual Analysis due (post on coursework) Read: articles on CCR theory TBA In class: Explore cross-cultural examples in light of theory, workshop on research application	Arrangement in Movie Trailers For class: Finish reading all your research sources Read: David Wells, "Gateways" in EnvCh15.pdf In class: Explore cross-cultural rhetoric trailers as outline models, including <i>Year of the Yao</i> ; outline activity on laptops
Week 7: Nov 5, 7 *Conference with me Nov 5,7*	Partial Draft & Outline Due For class: Outline and Partial Draft Due; Look at Boothe, SURJ, CCR, EOL essays as models Read for class: <i>Envision</i> ch 6, to p. 190 In class: Peer Review; examine models; generate criteria for excellent research-based writing; watch part of <i>Ghosts of Rwanda</i>	Research-Based Writing Workshop For class: Revised Intro + Conclusion Due; Look again at Boothe, SURJ, CCR, EOL essays Read: <i>Envision</i> ch 6, second half (focus on p. 190-194); also ch 7 (to p. 231), ch 9 on documentation In class: Cross-Cultural models of intro/outro, discuss quotation integration, ch 7, ch 9
Week 8: Nov 12, 14	Draft of Research Paper For class: Full Draft of Paper Due for Peer Review (post on Coursework and bring in print copy) Read: <i>Envision</i> , At a Glance, p. 201, 215 In class: Peer Review of written papers; prep for Sweden video conference	Exchange Stanford/California Cultural Identity Presentations with Sweden <i>Sweden Video Conference</i>
Nov 19, 21	THANKSGIVING BREAK: NO CLASS	
Week 9: Nov 26, 28 *Conference with me Nov 26, 28 *	Ad Exchange <i>Sweden Video Conference</i>	Speech or Film or Music Exchange <i>Sweden Video Conference</i> **Revision of Papers due Friday: Add abstract and bio on cover page**
Week 10: Dec 3, 5	Mini Conference and Blog Reports <i>Sweden Video Conference</i>	Reflections & Class Celebration For class: Reflection letter (post on Coursework, bring print copy to class) In class: Closing Celebration & CCR Evaluations; Receive Research Papers back; class party!

Course Websites:

Class Workspace: <http://coursework.stanford.edu>

Envision online: <http://www.ablongman.com/envision>

Cross-Cultural Rhetoric Project: <http://ccr.stanford.edu>

I am glad you are here!
Let's make it a superb quarter
Dr. Alyssa O'Brien