

Globalization and Popular Culture: rhetoric across cultures

PWR 2-1 M & W from 9:00-10:50 am
Wallenberg Hall Room 123, Stanford University

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Office Location: Margaret Jacks (Bldg 460), Room 222
(please swing by anytime to visit or chat)
Writing Center Hours: Wed 3-5 pm, (460-020)

Important Websites:

Course Workspace: <http://coursework.stanford.edu>
Envision online: <http://www.ablongman.com/envision>
Cross-Cultural Rhetoric Project: <http://ccr.stanford.edu>
Oral Comm Appts: <http://speakinghelp.stanford.edu>
Writing Center: <http://hwc.stanford.edu>

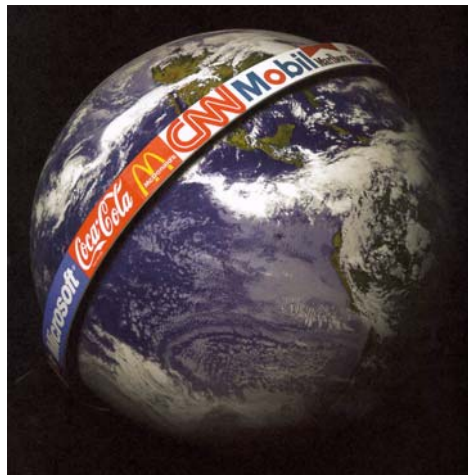


Figure 1: *Peace Signs*. Ed. James Mann.
Switzerland: Olm Ag Zurich, 2004. p. 130

What is this PWR 2 section about in a nutshell?

- 1) Building on PWR 1 to develop your strengths as writers, researchers, presenters, and confident speakers
- 2) Exploring rhetoric across cultures and countries to prepare you to become ICC global citizens
- 3) Learning about globalization and popular culture while having fun

What is the official section description?

When McDonald's changes its websites to appeal to audiences spanning from China to Costa Rica, 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 visual texts, including Bollywood movies, Coca-Cola campaigns, and sex tourism campaigns, in conversation with local start-up products such as Muslim Barbie and Mecca Cola, in order to better understand our complex moment of globalization. To launch your research inquiry, we'll analyze examples such as the exotic web animation for the Buddha Bar, the use of whitening creams in India, the LeBron James Nike scandal in China, the Benetton "social justice" series of advertisements, and the 2006 publication of political cartoons depicting the prophet Muhammad that sparked indignant editorials, public demonstrations, and even retaliatory violence. As you move into your research project, we'll study scenes from *The Year of the Yao* and *Ghosts in Rwanda* as well as a film on marketing *The Matrix* in Japan for lessons about delivery across media. By the end of the quarter, you'll have written and presented your own argument about contemporary cross-cultural rhetoric. You'll also have the opportunity to share your ideas about globalization and popular culture with students from across the globe through in-class videoconference meetings and collaborative blogs. Class will be taught in a technology classroom and will give you practical, concrete skills for your future academic or professional pursuits.

What are the major course assignments?

<u>Points or %</u>	<u>Assignment Name and Description</u>
5	Bios in Multiple Media
20	Research Proposal (3 minute oral presentation with Q/A, 3-4 pages written proposal)
35	Print-Based Research-Based Argument (8 pages academic writing + cover page with abstract and bio)
30	Delivery Presentation of Research-Based Argument: (6-8 page script, 10 minute presentation) (Includes the Three-Speech-Review and your OCT appointment)
5	Research Reflection (2-3 pages written, 1 minute oral presentation)
5	Informal Writing/Speaking Activities and Community Contributions throughout the quarter (Includes Blog Posts, Coursework Posts, and in-class speaking activities)

Bios in Multiple Media: (1-2 pages typed with Photos; 2 PPT slides).

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:

- a bit about yourself personally (your background, travels, family, activities, life dreams)
- a bit about yourself academically and your experiences as a writer, researcher, and presenter (including which PWR 1 you took and what your research project focused on in PWR 1)
- your goals for this quarter in PWR 2 (relating to writing, research, speaking, participation, or the theme)
- a bit about the research you hope to pursue in this course and how it fits into your goals, large or small
- strategically chosen and placed photos of yourself

Also, create a 2 slide PPT to present this information to the class. 1 slide should be about yourself and 1 slide about your potential research for PWR 2 (and perhaps how it fits into your larger academic or career goals). You’ll have 2 mins to present the PPT in class. Please post it on coursework and have an electronic backup (email, flashdrive, or CD)

Research Proposal (3 minute oral presentation, 3-4 page written proposal, typed, include “Works Cited”):

You'll propose a research project of your choice, focusing on any topic concerning globalization and popular culture, such as the trend in Asian tattoos, the politics of outsourcing, *Jungle Burger*, an anti-McDonald's film, or the cross-cultural confusion of the American Express ad, "Meet the Japanese Parents." Follow the guidelines in *Envision*, p. 122-129

Print-Based Research-Based Argument (8 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. This might relate to your prospective major in international relations, politics, cultural anthropology, or Asian studies. You'll shape your findings into an academic essay, preferably one that meets the needs of your discipline. Projects involving the globalization of sports, market development, business, economics, or culture are welcome. We’ll follow the academic conventions of MLA documentation as explained in Chapter 9 of *Envision*. Checklist for the paper:

- Post all research notes and 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 clearly-labeled 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.

Delivery of Research (6-8 page script, 10 min presentation): Translate your written paper into an oral presentation with your choice of multimedia support (such as PowerPoint slides, screens you select from websites, film clips, etc). Be creative: consider integrating dramatic or interactive elements, such as the possibilities presented in *Envision* ch 8.

Three-Speech-Review component (3 pages typed, posted on Coursework and emailed to me).

Develop your expertise as a presenter by analyzing three very different presentations on campus. One must be a “How I Write” talk or “Library Series” presentation. The other two can be public talks or dorm discussions, so long as the person offers a model for rhetorical analysis. Post your review on Coursework *before your final presentation*. Include:

- *Who/What/Where/When?* Identify the event by date/location, speaker name and presentation title
- *What worked/ did not work and why?* Share insights you learned about strategies for effective presentations (focus on both **content** and **delivery** – ways of engaging an audience/using multimedia)
- *What can you learn?* Articulate how you might **apply** what you noticed to your own upcoming research presentation (what you want to emulate and what you hope to avoid at all costs!)

Research Reflection (2-3 pages written and signed letter, posted on coursework; 1 minute oral presentation):

In the written part of this assignment you'll be able to reflect on how you have met your goals or developed as a writer, researcher, presenter, and speaker, and what you have learned about communicating across cultures. Since you’ll address the letter to Professor Andrea Lunsford, this reflection might become a draft for a future letter for an internship or academic opportunity. In the oral presentation, you’ll craft a memorable lesson to share with our class community.

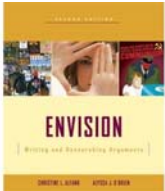
Community Contributions: These include class writing and workshop activities; evidence of having done the assigned readings; postings on Coursework & Blogs; respect for colleagues; and a willingness to engage in the course.

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.

What texts are required?



Envision: Writing and Researching Arguments, Longman 2007. Available in the Stanford bookstore, through Amazon.com, or on Coursework. *Envision* was written in collaboration with Stanford students who gave advice, 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 on 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).
- All students should save **Word docs as 1997-2003 .doc versions**; alternatively, save attachments as .rtf documents (rich text format) or .pdfs to allow viewing across different computer platforms.
- Become familiar with Meyer Library's many computing resources and the [Acomp website](http://acompanet.stanford.edu). Draw on each other's strengths. Most of all, don't panic about technology: there's lots of help in class and in this University – just ask!

Resources:

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

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 schedule a consultation appointment with an Oral Communication Tutor?

Oral Comm appointment scheduler: <http://speakinghelp.stanford.edu>

Go in person to drop-in hours (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 mschaefe@stanford.edu;

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 for my project?

- Visit the *new* Info Center website: <http://infocenter.stanford.edu>
- Revisit the Library Page for PWR students <http://library.stanford.edu/guides/pwrframe.html>
- Refresh yourself with 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 (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 **

Key Dates at a Glance:

Jan 23 – Proposal Draft
 Jan 30 – Proposal Revision
 Feb 4 & 6 – Proposal Presentations
 Feb 20 – RBA Full Draft
 March 5 – RBA Presentations: ** 6-9 pm Wallenberg Theater **
 March 10 – RBA Revision
 March 12 – Reflection Letter and Last class

Sweden Connections:

Jan 28
 February 11
 March 3

	Monday	Wednesday
Week 1: Jan 9		<p>Meet Colleagues and Course Overview</p> <p>Learn about this section of PWR 2; Explore Globalization, popular culture, and rhetoric across cultures; get to know each other as a community; writing, rhetoric, and speaking activities in class</p>
Week 2: Jan 14, 16 *First Conference with me*	<p>Bios in Multiple Media</p> <p>For class: Complete bio (post on Coursework; bring print copy for me) and 2 slide PPT (1 slide on personal self, 1 on your possible research topic); post PPT to coursework [Mac Users test images] Read for class: Syllabus, course policies, “Globalization” and “East Meets West” In class: Share bios in writing and PPT showcase, Discuss strategies of presentation and research</p>	<p>Globalization and Power, Model Speakers</p> <p>For class: <i>Envision</i> ch 15, browse for topic ideas; Read: focus on Rice-Oxley, “In 2000 years,” “Globalization” and “East Meets West” overview in EnvCh15.pdf on Coursework In class: Share responses to reading, Watch videos of speakers, including MLK (what makes it great?) lesson on power dynamics; Meet OCTs? <i>Meet Oral Comm Consultant?</i></p>
Week 3: Jan 21, 23	<p>No Class Martin Luther King Jr. Remembered</p>	<p>Share Proposal Ideas; Research Refresher Session; Prep for Sweden Video Conference</p> <p>For class: Proposal prewriting: complete “Zooming” p. 117-118 and “Freewrite” (post Freewrite on CCR blog with an image) draft full proposal (post all on coursework also, as always) Read: <i>Envision</i>, ch 4, Analyze 3 proposals as models (from both <i>Envision</i> online, ch 4, and Coursework/Course Materials); create top 5 list (what makes a great proposal?) In class: Share research ideas, respond on blog, prepare for cultural identity workshop; Workshop on research with Will Farrell (what makes it funny?); lesson on the proposal as a “pitch” <i>Meet Librarian Malgorzata Schaefer?</i></p>

<p>Week 4: Jan 28, 30</p> <p>*Second Conference with me *</p>	<p>Exchange Stanford/California Cultural Identity Presentations with Sweden</p> <p>For class: Select a rhetorical artifact of cultural identity to share during the video conference. If applicable, post on Coursework;</p> <p>Read for class: Read <i>Envision</i> ch 1 on rhetoric</p> <p>In class: <i>Video Conference with Sweden</i></p>	<p>Full Proposals due; Locating Research Sources</p> <p>For class: Finish the complete research proposal, see p. 122-129 through “Drafting the Research Hypothesis”; Bring in 3-4 books or articles you plan to use for your iceberg of research.</p> <p>Read: <i>Envision</i>, ch 4 and ch 5, especially 144-170</p> <p>In Class: Building on Authority – compare Chomsky versus Friedman; give informative presentations on a research sources in pairs; examine ecar and Ash Siddiqui’s paper as a model</p>
<p>Week 5: Feb 4, 6</p> <p>*Second Conference with me continues*</p>	<p>Present your Proposal (Work in Progress), with Group Q/A Part I of II</p> <p>For class: Write, practice, and revise your 3 minute spot (Writing due: Bring in folder to hand in script or notes to me after your presentation); you should also pursue your research this week</p> <p>In class: Present research ideas (3 min each followed by group Q/A); Class gives feedback on research in progress and on presentation strategies</p> <p>After class: Email me a reflection on your presentation – what went right, what you would do differently, what you hope to improve for next time</p>	<p>Present your Project Proposal (Work in Progress), with Group Q/A Part II of II</p> <p>For class: Second set prepares to present; Everyone also please look at Boothe and SURJ Essays (through Coursework); Pick 2 from each; generate and post criteria for assessment of research writing</p> <p>In class: Continue presentations of research ideas through Proposal presentations (3 min with Q/A)</p> <p>After class: Email me a reflection on your presentation – what went right, what you would do differently, what you hope to improve for next time</p>
<p>Week 6 Feb 11, 13</p>	<p>Video Conference, Sweden Focus on Ads</p> <p>For class: Select and post ad on Coursework;</p> <p>Read for class: Read <i>Envision</i> ch 2 on ads; Work on your research this week</p> <p>In class: <i>Video Conference with Sweden</i></p>	<p>Shaping the Research Argument; Movie Trailers and Marketing, Style in Writing</p> <p>For class: work on your research, post article that most closely resembles your written style (or is taken from your targeted publication audience)</p> <p>Read: Hazel Markus & Stephan Dahl, MCDonaldization, Bain marketing article, <i>Envision</i> ch 6 on the Research paper and integrating sources; Look at Boothe, SURJ, CCR, EOL essay models</p> <p>In class: Watch Film on Cross-Cultural Marketing; <i>Year of the Yao</i> trailer; other ads and videos; “How I Write” conversation about the research paper <i>Potential Guest, Delford Williams, alumni</i></p>
<p>Week 7: Feb 18, 20</p>	<p>No Class, President’s Day</p>	<p>Outline and Full Draft Due; Research-Based Writing Workshop; Thesis “elevator pitch”</p> <p>For class: Outline and Full Draft Due for Peer Review (post on Coursework and bring in print copy); Look at Boothe, SURJ, CCR, EOL as models</p> <p>Read for class: <i>Envision</i> ch 6 (focus on p. 190-194); also ch 7 (to p. 231), ch 9 on documentation</p> <p>In class: Peer Review; examine models; generate criteria for excellent research-based writing; study Cross-Cultural models of intro/outro, discuss quotation integration, ch 7, ch 9; PPT fun with President Lincoln as set up for presentations</p>

<p>Week 8: Feb 25, 27</p> <p>*Conference with me *</p>	<p>Multimedia Presentation Workshop</p> <p>For class: Peer Review due (post on Coursework and bring in print copy)</p> <p>Read: Envision, chapter 8</p> <p>In class: Oral Presentation workshop and translation activities for presentation</p> <p><i>Guest visitor, Eva Magnusson, Sweden</i></p>	<p>Focus on Political Rhetoric and Communication</p> <p>For class: Make OCT appointment, be filmed</p> <p>Read: Read, “We are a Peaceful Nation”</p> <p>In class: Forum on rhetoric across cultures, focus on globalization and pop culture and politics, Sweden and USA and Germany and more</p> <p><i>Guest Speaker, Professor Brigitte Mral, Sweden</i></p>
<p>Week 9: March 3, 5</p>	<p>Video Conference, Sweden</p> <p>Mini Conference and Blog Reports</p> <p><i>Sweden Video Conference</i></p>	<p>Final Presentations</p> <p>In class: dress rehearsals Three-Speech component due today, latest</p> <p>RBA Presentation Showcase: Wed 6-9 pm, Wallenberg Theater</p>
<p>Week 10: March 10, 12</p>	<p>Revised Research Paper Due</p> <p><i>**Revision of Papers due: Add abstract and bio on cover page and submit in a folder to me; post on Coursework**</i></p>	<p>Letters, 1 Min Wisdom, and Class Celebration!</p> <p>For class: Reflection letter (post on Coursework, bring signed copy to class)</p> <p>In class: Class Celebration & 1 min wisdom, surveys, evaluations, class party!</p>

Course Websites:

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

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

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

Hume Writing Center: <http://hwc.stanford.edu>

OCT appointment self-scheduling system: <http://speakinghelp.stanford.edu>

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