

Project 5

Reading the Everyday Rhetoric of the Human Form (500 points)

Deadline for uploading project information: 5p, 26 April

Draft 1 due for peer reviews in class Thursday, 29 April

Student Research Symposium: Tuesday, 4 May, 12p - 1p in the CIC

Final draft due by midnight, Tuesday 4 May

PURPOSE OF THE PROJECT

Throughout this course we have discussed how various “texts” such as movies, music, or even space and place can be “read” as popular culture texts. In this culminating project, you are asked to apply a specific frame of analysis such as race, class, gender, age, or others to explore the human form as a cultural text. Adhering to ethical considerations and applying fieldworking methods, you are asked to observe and rhetorically analyze how the body may be “marked” in particular ways.

YOUR TASK

Again taking up a particular lens (race, class, gender, age, technology, etc) for analysis, you will conduct a reading and analysis of “the human body” applying your understanding of the various concepts from the class. This means that you will not only need to choose either a specific body or series of related bodies, and a lens by which to conduct your analysis, but you will also need to clearly define the context of your analysis and the questions and aims of your investigation. This may mean having to first identify and define a subculture that your non-traditional “text” represents. You will need to take both outsider and insider perspectives to describe, define, explain and discuss both the “object” of analysis and the analysis “results.” Remember to refer to the course readings for samples and examples of this kind of work and the ethical issues involved in analyzing the body as rhetoric. As we have discussed in class, more than any other project, this one requires that you analyze and assess your own responses, thoughts, and assumptions – your own subject position – as you conduct your observation (reading) and analysis.

PRODUCTION OPTIONS

While you are certainly welcome to produce a traditional academic essay, in this course you have the freedom to experiment with composing in various media and genre. **Special Note:** if you choose a traditional essay for this project, you will be required to also submit an image or other visual along with your 8-10 page essay.

Unlike your previous projects in this course per your syllabus, this project should be the equivalent of a typed, double-spaced, 8-10 page paper (this is in addition to the cover letter). Do not let this project length intimidate you; all semester, most of you have been producing this equivalent length project already. Some options for project 5 include:

OPTION 1: THE DIGITAL COLLAGE — Magazines, newspapers, photographs, images from the Internet, and so forth offer endless possibilities for a collage that responds to the lens you choose for this project. Your digital collage may be done using sites such as VuVox, Smilebox, Prezi, or others. Along with your digital collage, submit a one-page cover letter explaining your choice of images and other media and what you were intending to say with them.

OPTION 2: THE MOVIE – using any available software such as Movie Maker, iMovie, Final Cut, Flash, After Effects, etc.), produce a movie or animation of your rhetorical analysis. With these tools, you can add photos to the storyboard and then add your own narration and background music. From there, you can add titles, credits, and zooming and panning effects to the photos. Remember, though, that not all file formats transfer across Mac and PC.

OPTION 3: THE POSTER PRESENTATION – especially since this project will be displayed at the Student Research Symposium, you may wish to create a poster presentation. A Poster Session advertises your research. It combines text and graphics to make a visually pleasing presentation. The posters present general information and invite viewers to ask more detailed questions of the presenters.

OPTION 4: “OTHER” — You may, in consultation with me, choose another media for your project. Some “other” ideas might include: visual mapping, PowerPoint presentation, comic book or other animated storyboard, photo essay, etc.

If you would like to explore other options for responding to your question of choice, speak with me (email or in person) by the end of class, Thursday, April 22nd.

GETTING STARTED

Remember that in this project you are treating the human form, the body, as a rhetorical text, so you will want to ask yourself questions about the rhetorical situation – who is the author? What is the text? Who is the audience? What is the relationship between these? What is the historical/political/cultural context in which this text resides, gets read, and is “distributed”? What sorts of stereotypes do you encounter when “reading” this rhetorical text? You might also wish to start with the basic journalistic questions: Who, What, When, Where, How, and Why?

TURNING IN YOUR WORK AND GETTING CREDIT

We will conduct peer reviews in class on Thursday, April 29th. You do not need to have the entire project drafted at this point, but should be far enough along to speak definitively about your thesis statement, purpose, rhetorical choices, and to articulate challenges. Directed peer reviews should be positive, constructive, and helpful. This activity will count as part of the 500 points for in-class writing and activities for the semester.

Final drafts of your project are due by midnight May 4 (the day of our “final”). Your work should be submitted to the appropriate ANGEL drop box, which may mean providing links to websites for digital collages or other videos, uploading (or emailing) files, or uploading PDF attachments that lock your formatting, fonts, and layout of other project types. Make sure that your attachments actually make it to ANGEL; it is VERY fussy and it is your responsibility to make sure I get your work. If you produce a movie or other large document, the drop box, your own website, or burning your movie to CD may be more appropriate.