English 680: Institutional Rhetoric

"institution" as a noun

For those of us raised in (or who at least sleep in) school, "institution" often is synonymous with education in general and our home educational institutions in particular. Sometimes the concept is consonant with an academic "discipline" and at other times "discipline" or "profession" or "field" contrast with our home institution in ways that emphasize the local (and geographically tethered) dimensions of its meaning.

We are not alone in thinking about and with "institutions," and as I was reading for this class, I encountered a variety of identities for institution (as we all would expect). Some use "institution" in closely allied ways with "organization" (management, general business, and so) to represent a collective (or even a fiduciary unit) that has visibility, traction, and history. Others think of "institution" as a concept that lives uneasily perched between the eco-political binary of "nation" and "market." Others see institution as a socially constructed and used concept (e.g., religion or family). Others see it as a political or cultural blockage to overcome because for them institution represents tradition. [See handout on definitions.]

"institutional" as the modifier; "rhetoric" as the noun

For many of the "institutions" above, when "rhetoric" is deployed it functions as the modifier (sometimes, or in some spheres often, it marks strategic activity, underhandedness, or superficiality that masks motives). Only we, perhaps because we are rhetors, think to use "rhetoric" as the noun. How does this grammatical change impact our perspectives on discussions of institutions? That is a key question for this course because rhetors read operate in interdisciplinary cooperation with scholars/researchers/teachers in other fields. We need to understand differences between the varied perspectives on institutions (including our own) in order to build and maintain trust among cooperating groups. I usually intend to think of it this way: our *sensitive ears* to language, our *critical eyes* for visual communication, and our fascination with (or perhaps allegiance to) writing, combine with our desires to work cooperatively toward a better, more educated society in order to equip us for the rhetorical work needed in, by, and in counterpoint to institutions. For these reasons, improving our ears, eyes, resolve, optimism, and heart equips us for the rhetorical work of/in/on behalf of institutions. We preserve, extend, contest, and change the institutions in which we work. And going forward, we likely will be called on to reenvision them as well. [See handout on "institution/al" in R/C titles]

my working definition _____

I offer a working definition of institution as a heuristic we can work against as we forge a better one. "Institution" is a collective (some would say abstractly constructed and others might say built and/or memorialized in buildings) concept for a tangible set of practices organized around the doing of something recognized as important to a particular community. The ensuing collective concept both constructs the stated institution and also draws on it (for sustenance, identity, procedures of practice, memory, etc.).

- it has a history (past, present, and future), stated (and often hidden) purposes, ways of holding itself accountable (perhaps rules).

- it has been associated with spheres of human activity – including (but not limited to): education (institutions of learning), society (nationhood as institution and also components of the state granted institutional status—.e. g., prisons, legal system, forest service), business (particularly if they connect to nationhood—e.g., banks as financial institutions), and social (organized religions, junior league, or even families).

- it sometimes is a marker that explains (and dismisses) inhumane activities such as class-based, race-based, age-based, religion-based, and gender-based prejudice, marginalization, and profiling.

- it has been teased out as a concept in contrast with discipline, organization, profession, and state, though its similarities with these other concepts draw and redraw the boundaries of those contrasts, making the relationships fluid rather than constant or even that stable. This is particularly apt because professional organizations will link "institutes" to their group's titles or will sponsor disciplinary continuing education under the name of "institutes" (e.g., RSA's Summer Institutes).

- an institution is a living being, until its not.

Why does "institution" matter to rhetoric? For a number of reasons including (but not limited to):

- Our work goes on inside a setting, and often institutions (particularly educational ones) comprise a setting important to rhetorical work. This is particularly true for those in positions of program administration.
- During the discourse *über alles* (or maybe beneath all) era, rhetoric mattered to the constitution of everything. . . so it mattered in the making of institutions.
- Now, during the rise of new materialisms, we're rethinking the agencies of "stuff" in the universe. That is a multidisciplinary task, and at least the labeling language is critical to the effort. . .and I'm betting rhetoric is needed particularly in understanding institutions' complexes of materialities.

initial course goals_____

I do not think the course goals are totally mine to state because this is a seminar; they rest on the group. That said, my contribution is to provide initial readings, topics, group project, and space for your readings that collect and focus our thinking, but also (hopefully) link them to some of our doings of rhetorical work in/around/against/constitutive of (IAAC) institutions.

What do we do? We conduct rhetorical work IAAC institutions. Our tactics (in conducting that rhetorical work), besides writing/speaking include: capturing/curating; picturing; mapping; translating; tracing; listening; documenting.

We conduct these moves in order to organize, display, and theorize through such work-a-day moves as: representing; teaching; analyzing; gridding; modeling; diagnosing; counting; constituting; administering; researching; proceduralizing (or rule re/shaping); writing institutions into/or out of being.

My goals for each of us include:
- develop working vocabulary for rhetorical work IAAC institutions (in part by trying it out and reflecting on results)
- develop tactics that you are comfortable deploying and a growing sense of what types of situations fit (or at least are amenable to or might profit from) these tactics

- seek to understand and theorize key aspects of institutional rhetoric and find ways to help others discern the subtleties you see (as well as build agreement)
- help the Writing Lab through our project (or at least not harm them)

course workload _____

There are a few groundrules for this course:

(1) do assigned reading and be prepared to discuss it in class
(2) come to class (if for some reason you cannot complete all the reading, talk about what you have read)
(3) take an active part in constructing the second half of the course by proposing topics that will help you and mates with your projects and help locate good readings for 2nd half
(4) listen to others and respect their opinions

Reading Report: Complete a reading report about how institutional rhetoric contributes to a particular area's questions and work. This should include a short overview (that includes your points and directs readers to surveys/lit reviews and/or a key reading), a list of 3-5 journals that publish on institutional work, and no more 10 resources you would suggest we read (include a short annotation). This report should be 3-5 pages and distributed to the class. [Hint: Try to make it relate to your seminar paper.]

Group Project: We are going to do initial work for the Writing Lab on establishing an institutional repository. This project assists in its efforts to prepare for the external review scheduled in late March. Because Purdue Libraries have put up a shell, we are going to investigate if and whether the WL can and should use the Libraries' repository to establish an online home for talks, reports, theses, and pubs about the unit. [I'm also interested in its suitability for R/C, but the WL stretches the categorization even more, so I want us to focus on it.]

Seminar Paper: If post prelim, it should be a draft of a publication and if pre prelim, a conference proposal and draft. Those are different audiences, so we need to consult on how to fashion the work.

Grading: There is leeway in how I establish grades. Reading, class participation, and the group project will comprise about 60% of the grade. Then, the project is more flexible. I expect post prelim people prefer more of an emphasis on the seminar paper, while those entering the area may want to place equal weights on the reading report and the final project (in part by linking them together). I will ask you about 2/3's of the way through the course where you have been putting your effort.

Work will be submitted electronically. When you send me a file, it is not considered successfully submitted until I acknowledge (in email) that I have received and opened it.

Required Institutional Information:
"In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Here are ways to get information about changes in this course.
Course web page (list address)
Instructor's email (list address)
Instructor's phone (list numbers)"

schedule overview _____

(those not new to my classes realize this morphs as we figure out what is important to this group; consider the first 5 weeks stabilized)

8.21.13	introduction
8.28.13	museums in space and time [memory & memorials]
9.04.13	bound[ary]ing and classifying our way to keys, vocabulary, identities
9.11.13	things and tactics [documenting, tracing, and other typical tactics for remembering/ organizing/ preserving institutional artifacts & knowledge]
9.18.13	reading reports [3] + theorizing 1: Foundations for Institutional Theorizing
9.25.13	reading reports [3] + rhetoric's inheritance in the academy [sorting rhetoric through some inter-, trans- and disciplinary filters]
10.02.13	reading reports [3] + theorizing 2: institutional/organizational positionings rhetoric may inherit [sensemaking, storytelling, critiquing, and other approaches to the organizational institution
10.09.13	October Break Week [work on group project; meet with me during the week; no class]
10.16.13	institutional rhetoric as work [vocabulary and tactics for practicing Institutional Rhetoric]
10.23.13	participant proposed topics 1
10.30.13	participant proposed topics 2
11.06.13	group project presentations + participant proposed topic 3
11.13.13	participant proposed topics 4
11.20.13	new institutionalisms, rhetoric in organizations
11.27.13	Thanksgiving [no class]
12.04.13	Last Class – wrap up and project discussions

readings list (weeks 2-8) _____

Class 2: Museums (8.28.13)

Foucault, Michel. (1986). Of other spaces. Jay Miskowiec, trans. *Diacritics, 16* (1): 22-27.

King, Katie. (2012). Chapter 2: Science in American life: Among the culture warriors. In *Networked reenactments: Stories transdisciplinary knowledges tell* (pp. 59-128). Durham: Duke University Press.

Latour, Bruno. (2008). A textbook case revisited. In Edward J. Hackett et al. (eds.), *The handbook of science and technology studies* (pp. 83-112). Cambridge, MA: The MIT Press.

Lonetree, Amy. (2012). *Decolonizing museums: Representing Native America in national and tribal museums.* Chapel Hill, NC: University of North Carolina Press. Preface and Chapter 1 [in library as ebook]

Sandell, Richard. (1998). Museums as agents of social inclusion. *Museum Management and Curatorship, 17* (4): 401-418.

Read 2 of the following:

Dimaggio, Paul. (1982). Cultural entrepreneurship in nineteenth-century Boston: The creation of an organizational base for high culture in America. *Media, Culture & Society, 4*, 33-50.

Marstine, Janet C. (Ed.). (2011). *Routledge companion to museum ethics.* London: Routledge. In particular see her lead essay: The contingent nature of new museum ethics (pp. 3-25). [in library as ebook]

McDonald, Sharon (Ed.). (2006). *A companion to museum studies*. Cambridge: Blackwell. Collecting practices (pp. 81-97).

Rose, Gillian. (2001). *Visual methodologies: An introduction to the interpretation of visual materials.* London: Sage. ch 7.

Class 3: Borders, Boundaries, and Classifying (9.04.13)

Bowker, Geoffrey C., & Star, Susan Leigh. (1999). *Sorting things out: Classification and its consequences*. Cambridge, MA: The MIT Press. ch 9. [ebook in library]

Bowker, Geoffrey, Baker, Karen, Millerand, Florence, & Ribers, David. (2010). Toward information infrastructure studies: Ways of knowing in a networked environment. In J. Hunsinger et al. (Eds.), *International Handbook of Internet Research* (pp. 97-117). Springer.

Burri, Valerie. (2008). Doing distinctions: Boundary work and symbolic capital in radiology. *Social Studies of Science, 38* (1): 35-62.

Fuller, Steve. (1991). Disciplinary boundaries and the rhetoric in the social sciences. *Poetics Today, 12* (2): 301-325.

Gieryn, Thomas G. (1983). Boundary-work and the demarcation of science and non-science: Strains and interests in professional ideologies of scientists. *American Sociological Review, 48* (6): 781-795.

Haraway, Donna. (2007). *When species meet.* Minneapolis: University of Minnesota Press. ch 1. [ebook in library]

Hodgson, Geoffrey M. (2006). What are institutions? *Journal of Economic Issues, XL* (1), 1-25.

Hogle, Linda F. (2008). Emerging medical technologies. In Hackett, Edward J., Amsterdamska, Olga, Lynch, Michael, & Wajcman, Judy (eds.), *The handbook of science and technology studies* (pp. 841-873). 3rd ed. Cambridge, MA: The MIT Press.

Star, Susan Leigh. (2010). This is not a boundary object: Reflections on the origin of a concept. *Science, Technology, & Human Values, 35*, 601–617.

We may look at examples in this reading, but these articles are **not** assigned reading:

Fassin, Didier. (2011). Policing borders, producing boundaries: The governmentality of immigration in dark times. *Annual Review of Anthropology, 40*: 213-226.

Leuenberger, Christine, & Schnell, Izhak. (2010). The politics of maps: Constructing national territories in Israel. *Social Studies of Science, 40* (6): 803-842.

Murray, Fiona. (2010). The oncomouse that roared: Hybrid exchange strategies as a source of distinction at the boundary of overlapping institutions. *American Journal of Sociology, 116* (2): 341-388.

Parker, John, & Crona, Beatrice. (2012). On being all things to all people: Boundary organizations and the contemporary research university. *Social Studies of Science, 42* (2): 262-289.

Star, Susan Leigh, & Lampland, Martha (2009). Reckoning with standards. In Lampland, Martha, & Star, Susan Leigh (eds.), *Standards and their stories: How quantifying, classifying, and formalizing practices shape everyday life* (pp. 3-24). Ithaca, NY: Cornell University Press.

Star, Susan Leigh, and Ruhleder, Karen. (1996). Steps toward an ecology of infrastructure design and access for large information spaces. *Information Systems Research, 7* (1), 111-134.

Williamson, Roxanne, Menking, William, & Jencks, Charles. (2005). Diagrams of influence. *Perspecta, 37*: 58-63.

Class 4: Documenting the mundane: things and tactics (9.11.13)

documenting and bureaucracy [everyone read]

Foucault, Michel. (1998/1966, March 31). Interview on *The order of things,* conducted by Raymond Bellours for *Les Lettres francaises*. In *The essential works of Foucault1954-1984, vol 2 Aesthetics, Method, and Epistemology.* James D. Faubion, editor (pp. 261-267). New York: The New Press.

Hull, Matthew S. (2011). Documents and bureaucracy. *Annual Review of Anthropology, 41*: 251-267.

Kaptelinin, Victor, & Nardi, Bonnie A. (2006). *Acting with technology: Activity theory and interaction design.* Cambridge, MA: The MIT Press. ch 3 is summary of activity theory.

Latour, Bruno. (2010). *The making of law: An ethnography of the Conseil d'Etat.* Trans., Marina Brilman and Alain Pottage. London: Polity. Ch 2 (pp. 70-106).

Lounsbury, Michael. (2001). Institutional sources of practice variation: Staffing college and university recycling programs. *Administrative Science Quarterly, 46:* 29-56.

Suchman, Lucy, Trigg, Randall, & Blomberg, Jeannette. (2002). Working artefacts: Ethnomethods of the prototype. *British Journal of Sociology, 53* (2): 163-179.

Torpey, John. (2000). *The invention of the passport: Surveillance, citizenship and the state.* Cambridge: Cambridge Universtiy Press. conclusion: typology of papers (pp. 158-167).

tactics [work in pairs to read one and be ready to chime in]

Callon, Michel, Lascoumes, Pierre, & Barthe, Yannick. (2009*). Acting in an uncertain world: An essay on technical democracy*. Trans., Graham Burchell. Cambridge, MA: The MIT Press. ch 5 on the organization of hybrid forums.

deCerteau, Michel. (1986). *Heterologies: Discourse on the other*. Trans., Brian Massumi. Minneapolis: University of Minnesota. ch 13

van Dijk, Teun. (1993). Principles of critical discourse analysis. *Discourse & Society, 4* (2), 249-283.

Coyne, Richad. (2010). *The tuning of place: Sociable spaces and pervasive digital media*. Cambridge, MA: The MIT Press.

Heath, Chip, & Heath, Dan. (2010). *Switch: How to change things when change is hard*. New York: Broadway Books. Ch 1-2.

Latour, Bruno. (2007). *Reassembling the social: An introduction to actor-network theory.* Oxford: Oxford University Press. ch on flattening

Rose, Gillian. (2001). *Visual methodologies: An introduction to the interpretation of visual materials.* London: Sage. ch 7.

Sibley, David. (1995). *Geographies of exclusion: Society and difference in the west*. London: Routledge.

Class 5: Theorizing 1: on structures and practices (9.18.13)

Bourdieu, Pierre. (1977). *Outline of a theory of practice.* Trans. Richard Nice. Cambridge: Cambridge University Press. ch 2 and 4

de Certeau, Michel. (1984). *The practice of everyday life.* Trans. Steven Rendall. Berkeley, CA: University of California Press. parts 1 and 2.

Foucault, Michel. (1973). *The birth of the clinic: Archaeology of medical perception*. Trans., A. M. Sheridan. London: Routledge. Conclusion and ch 1 and 2.

[maybe] Foucault, Michel. (1997-1999) *The essential works of Michel Foucault, 1954-1984*. Paul Rabinow, series editor. New York: The New Press.

Volume 1: *Ethics, subjectivity and truth* (1997) "Society must be defended" (pp. 59-65)

Volume 3*: Power* (1999) – "About the concept of 'dangerous individual' in nineteenth century legal psychiatry" (pp. 176-200) and "Governmentality" (pp. 201-222)

Ostrom, Elinor. (2009). A general framework for analyzing sustainability of social-ecological systems. *Science, 325*, 419-422.

Star, Susan Leigh. (1999). The ethnography of infrastructure. *American Behavioral Scientist, 43* (377- 391).

Weber, Max, & Eisendtadt, S.N (ed). (1968). *On charisma and institution building*. Heritage of Sociology Series. Chicago: University of Chicago Press. Eisenstadt's introduction.

Class 6: Identification and Placement of Rhetoric in several Disciplines (Preamble to Performing Rhetorical Work) (9.25.13)[Note: we'll work to corral these readings—too many now]

Composition

North, Stephen M. *The Making of Knowledge in Composition: Portrait of an Emerging Field*. Upper St. Clair, NJ: Boynton/Cook, 1987. 9-17.

Phelps, Louise Wetherbee. "Practical Wisdom and the Geography of Knowledge in Composition." *College English 53*.8 (1991): 863-885.

Royster, Jacqueline Jones and Jean C. Williams. "History in the Spaces Left: African American Presence and Narratives of Composition Studies." *College Composition and Communication 50*.4 (1999): 563-584.

Organization Studies

Abrutyn, Seth, & Turner, Jonathan H. (2011). The old institutionalism meets the new institutionalism. *Sociological Perspectives, 54*, 3, 283-306.

Amenta, Edwin, & Ramsey, Kelly M. (2010). Institutional theory. In K. T. Leivht & J. C. Jenkins (eds.) *Handbook of politics: State and society in global perspective* (pp. 15-39). Springer.

Lok, Jaco, & DeRond, Mark. (2013). On the plasticity of institutions: Containing and restoring practice breakdowns at the Cambridge University boat club. *Academy of Management Journal, 56* (1), 185-207.

Schmidt, Vivien A. (2008). Discursive institutionalism: The explanatory power of ideas and discourse. *Annual Review of Political Science, 11*, 303-326.

Zucker, Lynne G. (1987). Institutional theories of organization. *Annual Review of Sociology, 13*, 443-464.

Management (Change)

Brown, Andrew, Ainsworth, Susan, & Grant, David. (2012). The rhetoric of institutional change. *Organizational Studies, 33*, 297-321.

Green, Sandy Edward, Jr.,& Li, Yuan (2011). Rhetorical institutionalism: Language, agency, and structure in institutional theory since Alvesson. *Journal of Management Studies, 48* (7), 1662--1697.

Mahoney J and Thelen K (2010) How historical institutionalists explain change. In: Mahoney J and Thelen K (eds) *Explaining Institutional Change*. Cambridge: Cambridge University Press, 1–37. [in library as ebook]

Muzio, Daniel, Brock, David M., & Suddaby, Roy. (2013). Professions and institutional change: Towards an institutional sociology of the professions. *Journal of Management Studies, 50* (5), 699-721.

Class 7 theorizing 2: sensemaking, ecologies, and other approaches to the organizations/institutions

Boje, David M. (1991). The storytelling organization: A study of story performance in an office supply firm. *Administrative Science Quarterly, 36* (2), 106- 126.

Boltanski, Luc. (2011). *On critique: A sociology of emancipation.* Trans., Gregory Elliott. London: Polity. ch 3 and 4.

Creswell, Tim. (2010). Toward a politics of mobility. *Environment and Planning D: Society and Space, 28*, 17-31.

Foucault, Michel. (1997-1999) *The essential works of Michel Foucault, 1954-1984*. Paul Rabinow, series editor. New York: The New Press. Volume 3: Power. The subject and power (pp. 326-348).

Mayr, Andrea. (2008). *Language and power: An introduction to institutional discourse*. London: Continuum. ch 2.

Star, Susan Leigh, and Ruhleder, Karen. (1996). Steps toward an ecology of infrastructure design and access for large information spaces. *Information Systems Research, 7* (1), 111-134.

Star, Susan Leigh, & Griesemer, James R. (1989). Institutional ecology, 'translations' and boundary objects: Amateurs and professionals in Berkeley's Museum of Vertebrate Zoology, 1907-1939. *Social Studies of Science, 19*, 387-420.

Suchman, Lucy. (2011). Anthropological relocations and the limits of design. *Annual Review of Anthropology, 40*, 1-18.

Weick, Karl E. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly, 38* (4), 628-652.

Weick, Karl E., Sutcliffe, Kathleen M., & Obstfeld, David. (2005). Organizing and the process of sensemaking. *Organization Science, 16* (4), 409-421.

Class 8: rhetorical work in institutions as participating, as practicing, identifying, ecosysteming (10.16.13)

Dourish, Paul. (2004). What we talk about when we talk about context. *Personal and Ubiquitous Computing, 8*, 19-30.

[maybe] Ingold, Tim. (2010). The textility of making. *Cambridge Journal of Economics, 34*, 91-102.

Law, John, & Singleton, Vicky. (2000). Performing technology's stories: On social constructivism, performance, and performativity. *Technology and Culture, 41* (4), 765-775.

Mazmanian, Melissa, Orlikowski, Wanda J., & Yates, JoAnne. (2013). The autonomy paradox: The implications of mobile email devices for knowledge professionals. *Organization Science.* doi 10.1287/orsc.1100.0612

McCullough, Malcolm. (2013). Inscribing ambient commons. In Ulrik Ekman (ed.), *Throughout: Art and culture emerging with ubiquitous computing* (pp. 443-454). Cambridge, MA: The MIT Press.

Orlikowski, Wanda. (2002). Knowing in practice: Enacting a collective capability in distributed organizing. *Organization Science, 13* (3), 249-273.

Ostrom, Elinor. (2009, Dec 8). Beyond markets and states: Polycentric governance of complex economic systems. Prize lecture. 408-444.

Porter, James, Sullivan, Patricia, Blythe, Stuart, Grabill, Jeffrey, and Miles, Libby. (2000) Institutional critique: A rhetorical methodology for change." *College Composition and Communication,* 51(4), 610-642.

Suchman, Lucy. (2007). *Human-machine recofigurations: Plans and situated actions*. 2nd ed. Cambridge: Cambridge University Press. ch 11-15.

Wenger, Etienne. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press. selection.