Like all writers, intellectuals need to say something new and say it well. But for intellectuals, unlike many other writers, what we have to say is bound up with the books we are reading . . . and the ideas of the people we are talking with.

What are the moves that an academic writer makes? How does writing as an intellectual change the way we work from sources? In Rewriting, Joseph Harris draws the college writing student away from static ideas of thesis, support, and structure, and toward a more mature and dynamic understanding. Harris wants college writers to think of intellectual writing as an adaptive and social activity, and he offers them a clear set of strategies—a set of moves—for participating in it. The second edition introduces remixing as an additional signature move and is updated with new attention to digital writing, which both extends and rethinks the ideas of earlier chapters.

Joseph Harris is professor of English at the University of Delaware, where he teaches courses in academic writing, critical reading, creative nonfiction, and digital writing. Before moving to Delaware, he was the founding director of the Thompson Writing Program at Duke University—an independent, multidisciplinary program noted for its approach to teaching writing as a form of intellectual inquiry. A former editor of College Composition and Communication, he is also the author of A Teaching Subject: Composition Since 1966 and co-editor of Teaching with Student Texts.
Navajo Textiles
The Crane Collection at the Denver Museum of Nature and Science

by Laurie D. Webster, Louise I. Stiver, D. Y. Begay, and Lynda Teller Pete

Co-published with the Denver Museum of Nature & Science

“An extant demonstration of the vitality of Navajo weaving . . . this collection will be enjoyed by both the lay person and the connoisseur.”

—Jennifer Nez Denetdale, University of New Mexico

“Highly compelling and very engaging. . . . Anyone interested in Navajo weaving will want to have it.”

—Jennifer McLerran, Northern Arizona University

Navajo Textiles is a nuanced account of the historical context of the Navajo weavings in the Crane Collection at the Denver Museum of Nature & Science—one of the largest collections of Navajo textiles in the world. Bringing together the work of anthropologists and indigenous artists, the book explores the Navajo rug trade in the mid-nineteenth century and changes in the Navajo textile market while highlighting the museum’s important, though still relatively unknown, collection of Navajo textiles.

In this unique collaboration among anthropologists, museums, and Navajo weavers, the authors tell the history of consultation and curation of museum exhibits of these pieces over the past several decades. They also provide a narrative of the acquisition of the Crane Collection and a history of Navajo weaving. Personal reflections and insights from foremost Navajo weavers D. Y. Begay and Lynda Teller Pete are also featured, and more than one hundred stunning full-color photographs of the textiles in the collection are accompanied by technical information about the materials and techniques used in their creation.

The legacy of Navajo weaving is complex and intertwined with the history of the Diné themselves. Navajo Textiles makes the history and practice of Navajo weaving accessible to an audience of scholars and laypeople both within and outside the Diné community and will be of great interest to students, academics, collectors, weavers, and the general public.

Laurie D. Webster is a visiting scholar in the Department of Anthropology at the University of Arizona.

Louise I. Stiver is a museum consultant and the former senior curator of the New Mexico History Museum/Palace of the Governors.

D. Y. Begay is a weaver from a lineage of esteemed Navajo weavers.

Lynda Teller Pete is a fifth-generation Navajo weaver who grew up weaving Two Grey Hills tapestries, taught by her mother and sisters.
An Introduction to Sociocultural Anthropology
Adaptations, Structures, Meanings
Second Edition

by David W. Haines

“A remarkable invitation to learn what cultural anthropology is and how culture works.”
—Donna Budani, University of Delaware

“An excellent update to a trusted textbook.”
—Analiiese Richard, University of the Pacific

“An extremely valuable resource for those instructors seeking a comprehensive, yet concise, well-written, accessible text for introductory cultural anthropology students.”
—Deborah Altamirano, SUNY Plattsburgh

An Introduction to Sociocultural Anthropology exposes students to the cultural detail and personal experiences that lie in the anthropological record and extends their anthropological understanding to contemporary issues.

The book is divided into three parts that focus on the main themes of the discipline: ecological adaptations, structural arrangements, and interpretive meanings. Each chapter provides an overview of a particular topic and then presents two case examples that illuminate the range of variation in traditional and contemporary societies. New case examples include herders’ climate change adaptations in the Arctic, matrilineal Muslims in Indonesia, Google’s AI winning the Asian game Go, mass migration in China, cross-cultural differences in the use of social media, and the North American response to the Syrian refugee crisis. Instructors will also have digital access to all the book’s illustrations for class review.

Covering the full range of sociocultural anthropology in a compact approach, this revised and updated edition of Cultural Anthropology: Adaptations, Structures, Meanings is a holistic, accessible, and socially relevant guide to the discipline for students at all levels.

David W. Haines is Professor Emeritus at George Mason University, a past president of the Society for Urban, National, and Transnational/Global Anthropology (SUNTA), convener of the Wind over Water comparative project on East Asian migration, and current co-president of the Association for the Anthropology of Policy.
Nature’s Burdens
Conservation and American Politics, the Reagan Era to the Present

by Daniel Nelson

“This is not only a welcome contribution to the history of environmentalism but a fascinating story, rich in detail and with as much to say about the present as the past.”
—Keith M. Woodhouse, Northwestern University

“Add Nature’s Burdens to the shelf of indispensable histories of American conservation. Anyone concerned with the challenges imposed by this age of accelerating global environmental change would do well to heed the insights provided by Nelson’s surefooted history.”

Nature’s Burdens is a political and intellectual history of American natural resource conservation from the 1980s into the twenty-first century—a period of intense political turmoil, shifting priorities among federal policymakers, and changing ideas about the goals of conservation. Telling a story of persistent activism, conflict, and frustration but also of striking achievement, it is an account of how new ideas and policies regarding human relationships to plants, animals, and their surroundings have become vital features of modern environmentalism.

In the 1960s and 1970s, Congress embraced the largely dormant movement to preserve distinctive landscapes and the growing demand for outdoor recreation, establishing an unprecedented number of parks, monuments, and recreation areas. The election of Ronald Reagan and a shift to a Republican-controlled Senate brought this activity to an abrupt halt and introduced a period of intense partisanship and legislative gridlock that extends to the present. In this political climate, three developments largely defined the role of conservation in contemporary society: environmental organizations have struggled to defend the legal status quo, private land conservation has become increasingly important, and the emergence of potent scientific voices has promoted the protection of animals and plants and injected a new sense of urgency into the larger cause.

These developments mark this period as a distinctive and important chapter in the history of American conservation. Scrupulously researched, scientifically and politically well informed, concise, and accessibly written, Nature’s Burdens is the most comprehensive examination of recent efforts to protect and enhance the natural world. It will be of interest to environmental historians, environmental activists, and any general reader interested in conservation.
Beautiful Flesh
A Body of Essays
edited by Stephanie G’Schwind

Selected from the country’s leading literary journals and publications—Colorado Review, Creative Nonfiction, Georgia Review, Prairie Schooner, Crazyhorse, The Normal School, and others—Beautiful Flesh gathers eighteen essays on the body, essentially building a multi-gender, multi-ethnic body out of essays, each concerning a different part of the body: belly, brain, bones, blood, ears, eyes, hair, hands, heart, lungs, nose, ovaries, pancreas, sinuses, skin, spine, teeth, and vas deferens. The title is drawn from Wendy Call’s essay “Beautiful Flesh,” a meditation on the pancreas: “gorgeously ugly, hideously beautiful: crimson globes embedded in a pinkish-tan oval, all nestled on a bed of cabbage-olive green, spun through with gossamer gold.”

Other essays include Dinty W. Moore’s “The Aquatic Ape,” in which the author explores the curious design and necessity of sinuses; Katherine E. Standefer’s “Shock to the Heart, Or: A Primer on the Practical Applications of Electricity,” a modular essay about the author’s internal cardiac defibrillator and the nature of electricity; Matt Roberts’s “Vasectomy Instruction 7,” in which the author considers the various reasons for and implications of surgically severing and sealing the vas deferens; and Peggy Shinner’s “Elective,” which examines the author’s own experience with rhinoplasty and cultural considerations of the “Jewish nose.” Echoing the myriad shapes, sizes, abilities, and types of the human body, these essays showcase the many forms of the genre: personal, memoir, lyric, braided, and so on.

Contributors: Wendy Call, Steven Church, Sarah Rose Etter, Matthew Ferrence, Hester Kaplan, Sarah K. Lenz, Lupe Linares, Jody Mace, Dinty W. Moore, Matt Roberts, Peggy Shinner, Samantha Simpson, Floyd Skloot, Danielle R. Spencer, Katherine E. Standefer, Kaitlyn Teer, Sarah Viren, Vicki Weiqi Yang
The 2017 volume in the Manifest West series, *Women of the West*, delves into the rich mixing pot created in the West, derived from assorted cultures and ethnicities and from a variety of beliefs and traditions across the world, all manifested in today’s Western culture.

There is no one type of Western woman. They are beautifully diverse in race, religion, and sexual orientation, yet they are bonded through the shared experiences and approaches to life that identify them as distinctly Western. Like individual squares of a quilt, women’s interactions with the culture, landscape, and geography of the West, as well as with their families and one another, offer us a unified variety.

In this collection of poems, short stories, and creative nonfiction, twenty-five writers and poets present a broad understanding of the Western woman, sometimes defying and sometimes reinforcing expectations and stereotypes. Perspectives vary from daughters grieving the loss of fathers whose rugged ways resonated with them to mothers striving to share an adoration for the delicacy of nature with their sons. For every woman seeking to conquer the wilderness, another yearns to be tamed by it. These are the stories of natives and Natives, of immigrants from around the world, spanning from eastern states of America to Vietnam in the East. From historical figures toting guns and whips to those who must overcome today’s manifestations of violence against women, these ladies, and so many more, are the Women of the West.
This accessible guide bridges the gap between being a project manager and becoming a globally recognized Project Management Professional (PMP). Aligned with *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*, Sixth Edition, this book explains the Project Management Institute’s worldwide standard methods, five process groups, ten knowledge areas, and forty-nine processes and includes many tips to help prepare for the latest PMP exam.

Angel includes proven strategies for improving project efficiency and effectiveness, balancing constraints, communicating timely and accurate project status, and successfully bringing a project to completion. Real-world case studies followed throughout the book provide examples, checklists, and proven project results. Designed for easy learning, the book contains chapter-opening lists of specific skills covered in the chapter, Q&A sections filled with bonus information and helpful tips, real-world experiences that show how to apply particular skills, and reminders to help in preparation for the PMP exam.

**Media/educator contact:**
Beth Svinarich
Sales & Marketing Manager
University Press of Colorado
5589 Arapahoe Ave., Suite 206C
Boulder, CO 80303
720.406.8849 ext. 803
beth@upcolorado.com

**George G. Angel, PMP, SAPM,** is an IBM Certified Executive Project Manager, Stanford Certified Advanced Project Manager (SAPM), and Six Sigma Green Belt. He successfully managed projects for more than thirty years at IBM and was an innovative global education program manager for ten years. Angel is also the founder and owner of Eagle Business Services, a project management education and consulting company in business since 1994.
Creating Dialogues
Indigenous Perceptions and Changing Forms of Leadership in Amazonia
edited by Pirjo Kristiina Virtanen and Hanne M. Veber

Creating Dialogues discusses contemporary forms of leadership in a variety of Amazonian indigenous groups. Examining the creation of indigenous leaders as political subjects in the context of contemporary state policies of democratization and exploitation of natural resources, the book addresses issues of resilience and adaptation at the level of local community politics in lowland South America.

Contributors investigate how indigenous peoples perceive themselves as incorporated into the structures of states and how they tend to see the states as accomplices of the private companies and non-indigenous settlers who colonize or devastate indigenous lands. Adapting to the impacts of changing political and economic environments, leaders adopt new organizational forms, participate in electoral processes, become adept in the use of social media, experiment with cultural revitalization and new forms of performance designed to reach non-indigenous publics, and find allies in support of indigenous and human rights claims to secure indigenous territories and conditions for survival. Through these multiple transformations, the new styles and manners of leadership are embedded in indigenous notions of power and authority whose shifting trajectories predate contemporary political conjunctures.

Despite the democratization of many Latin American countries and international attention to human rights efforts, indigenous participation in political arenas is still peripheral. Creating Dialogues sheds light on dramatic, ongoing social and political changes within Amazonian indigenous groups. The volume will be of interest to students and scholars of anthropology, ethnology, Latin American studies, and indigenous studies, as well as governmental and nongovernmental organizations working with Amazonian groups.

Pirjo Kristiina Virtanen is assistant professor of Indigenous Studies at the University of Helsinki. She is also affiliated with the Centre EREA, Université Paris Ouest, Nanterre La Défense.

Hanne M. Veber is an independent senior researcher affiliated with the University of Copenhagen Department of Cross-Cultural and Regional Studies, specializing in indigenous cultures and the history of colonization of North America and the Upper Amazon.
Using case studies from around the globe—including North America, Africa, China, and the Greco-Roman world—and across multiple time periods, the authors in this volume make the case that abundance provides an essential explanatory perspective on ancient peoples’ choices and activities. Economists frequently center on scarcity as a driving principle in the development of social and economic hierarchies, yet focusing on plenitude enables the understanding of a range of cohesive behaviors that were equally important for the development of social complexity.

Our earliest human ancestors were highly mobile hunter-gatherers who sought out places that provided ample food, water, and raw materials. Over time, humans accumulated and displayed an increasing quantity and variety of goods. In households, shrines, tombs, caches, and dumps, archaeologists have discovered large masses of materials that were deliberately gathered, curated, distributed, and discarded by ancient peoples. The volume’s authors draw upon new economic theories to consider the social, ideological, and political implications of human engagement with abundant quantities of resources and physical objects and consider how individual and household engagements with material culture were conditioned by the quest for abundance.

Abundance shows that the human propensity for mass consumption is not just the result of modern production capacities but fulfills a longstanding focus on plenitude as both the assurance of well-being and a buffer against uncertainty. This book will be of great interest to scholars and students in economics, anthropology, and cultural studies.

Monica L. Smith is professor of anthropology at the University of California, Los Angeles. Her research analyzes the impact of material culture on human societies and the role of consumption in the development of urbanism. She is the author of A Prehistory of Ordinary People and the editor of The Social Construction of Ancient Cities.
Rituals of the Past
Prehispanic and Colonial Case Studies in Andean Archaeology

edited by Silvana A. Rosenfeld and Stefanie L. Bautista

“[This volume] will have a major impact on the study of ritual in the pre-Columbian New World.”
—John Janusek, Vanderbilt University

Rituals of the Past explores the various approaches archaeologists use to identify ritual in the material record and discusses the influence ritual had on the formation, reproduction, and transformation of community life in past Andean societies. A diverse group of established and rising scholars from across the globe investigates how ritual influenced, permeated, and altered political authority, economic production, shamanic practice, landscape cognition, and religion in the Andes over a period of three thousand years.

Contributors deal with theoretical and methodological concerns including non-human and human agency; the development and maintenance of political and religious authority, ideology, cosmologies, and social memory; and relationships with ritual action. The authors use a diverse array of archaeological, ethnographic, and linguistic data and historical documents to demonstrate the role ritual played in prehispanic, colonial, and post-colonial Andean societies throughout the regions of Peru, Chile, Bolivia, and Argentina. By providing a diachronic and widely regional perspective, Rituals of the Past shows how ritual is vital to understanding many aspects of the formation, reproduction, and change of past lifeways in Andean societies.

Silvana A. Rosenfeld is assistant professor of anthropology at the University of South Dakota. Her research interests include ancient ritual, animal domestication, ancient foodways, and bone technology, and her work has been published in Quaternary International, Anthropological and Archaeological Sciences, Nawpa Pacha, and Latin American Antiquity. She has conducted most of her fieldwork in Ayacucho, Cuzco, and Chavín de Huántar (Peru), and her research has been funded by grants from the Mellon Foundation and the National Science Foundation.

Stefanie L. Bautista is completing her dissertation for the anthropology department at Stanford University. Her research interests include household archaeology, ceramic technology, and geographical information systems. While her research focuses mainly on the Paracas and Nasca cultures of the Rio Grande de Nasca Region, she also maintains active research interests on the presence of the Wari culture in Arequipa.
Identity Politics of Difference

The Mixed-Race American Indian Experience

by Michelle R. Montgomery

“A fascinating account of the very complex landscape mixed-race students navigate. . . . This is a very important empirical and theoretical contribution.”

—Nancy López, University of New Mexico

In Identity Politics of Difference, author Michelle R. Montgomery uses a multidisciplinary approach to examine questions of identity construction and multiracialism through the experiences of mixed-race Native American students at a tribal school in New Mexico. She explores the multiple ways in which these students navigate, experience, and understand their racial status and how this status affects their educational success and social interactions.

Montgomery contextualizes students’ representations of their racial identity choices through the compounded race politics of blood quantum and stereotypes of physical features, showing how varying degrees of “Indianness” are determined by peer groups. Based on in-depth interviews with nine students who identify as mixed-race (Native American–White, Native American–Black, and Native American–Hispanic), Montgomery challenges us to scrutinize how the category of “mixed-race” bears different meanings for those who fall under it based on their outward perceptions, including their ability to “pass” as one race or another.

Identity Politics of Difference includes an arsenal of policy implications for advancing equity and social justice in tribal colleges and beyond and actively engages readers to reflect on how they have experienced the identity politics of race throughout their own lives. The book will be a valuable resource to scholars, policy makers, teachers, and school administrators, as well as to students and their families.

Michelle R. Montgomery is assistant professor at the University of Washington, Tacoma, in the School of Interdisciplinary Arts & Sciences, American Indian Studies, and Ethnic, Gender & Labor Studies. An American Indian (Halawa Saponi/Eastern Band Cherokee) with more than ten years of cultural and traditional values-based stakeholders’ experience in teaching, administering, and developing educational programs, Montgomery focuses her research on action-based aims to put transformed, decolonized educational and research methods into practice through critical race theory, tribal critical race theory, indigenous cultural autonomy, indigenous identity politics, and environmental ethics connected to land-based indigenous identities.
In this first-ever collection of labor anthropology from around the world, the contributors to Uncertain Times assert that traditional labor unions have been co-opted by neoliberal policies of corporate capital and have become service organizations rather than drivers of social movements. The current structure of labor unions facilitates corporations’ need for a stable labor force while reducing their power to prevent outsourcing, subcontracting, and other methods of undercutting worker security and union power. Through case studies from Switzerland, Israel, Argentina, Mexico, the United States, Greece, Sweden, Turkey, Brazil and Spain, the authors demonstrate that this process of neutering unions has been uneven across time and space. They also show that the potential exists for renewed union power based on more vociferous and creative collective action. These firsthand accounts—from activist anthropologists in the trenches as union members and staff, as well as academics analyzing policy, law, worker organizing, and community impact—illustrate the many approaches that workers around the world are taking to reclaim their rights in this ever-shifting labor landscape.

Uncertain Times is the first book to use this crucial comparative, ethnographic approach for understanding the new rules of the global labor struggle and the power workers have to change those rules. The volume will be of great interest to students and scholars of anthropology, sociology of work, and labor studies; labor union leadership; and others interested in developing innovative methods for organizing working people, fomenting class consciousness, and expanding social movements.

E. Paul Durrenberger is emeritus professor of anthropology from the University of Iowa and Penn State University and recipient of the Society for Applied Anthropology’s Malinowski Award for 2014. He has done fieldwork in tribal and peasant areas of Thailand, Iceland, and the United States and has published a number of academic papers and books, including The Anthropological Study of Class and Consciousness and The Anthropology of Labor Unions and Gambling Debt.
Around the Texts of Writing Center Work

An Inquiry-Based Approach to Tutor Education

by R. Mark Hall

“Intellectually engaging and full of rich, useful ideas for implementing an inquiry stance in writing center administration and education.”

—Susan Lawrence, George Mason University

Around the Texts of Writing Center Work reveals the conceptual frameworks found in and created by ordinary writing center documents. The values and beliefs underlying course syllabi, policy statements, website copy and comments, assessment plans, promotional flyers, and annual reports critically inform writing center practices, including the vital undertaking of tutor education.

In each chapter, author R. Mark Hall focuses on a particular document. He examines its origins, its use by writing center instructors and tutors, and its engagement with enduring disciplinary challenges in the field of composition, such as tutoring and program assessment. He then analyzes each document in the contexts of the conceptual framework at the heart of its creation and everyday application: activity theory, communities of practice, discourse analysis, reflective practice, and inquiry-based learning.

Around the Texts of Writing Center Work approaches the analysis of writing center documents with an inquiry stance—a call for curiosity and skepticism toward existing and proposed conceptual frameworks—in the hope that the theoretically conscious evaluation and revision of commonplace documents will lead to greater efficacy and more abundant research by writing center administrators and students.

R. Mark Hall is associate professor of rhetoric, composition, and literacy studies at the University of Central Florida, where he directs the University Writing Center. He has also led writing centers at California State University, Chico, and the University of North Carolina at Charlotte. He has published chapters in several edited collections and articles in College English, The Writing Center Journal, Writing Lab Newsletter, The Writing Instructor, and Praxis: A Writing Center Journal.
Translingualism perceives the boundaries between languages as unstable and permeable; this creates a complex challenge for writing pedagogy. Writers shift actively among rhetorical strategies from multiple languages, sometimes importing lexical or discoursal tropes from one language into another to introduce an effect, solve a problem, or construct an identity. How to accommodate this reality while answering the charge to teach the conventions of one language can be a vexing problem for teachers. Crossing Divides offers diverse perspectives from leading scholars on the design and implementation of translingual writing pedagogies and programs.

The volume is divided into four parts. Part 1 outlines methods of theorizing translinguality in writing and teaching. Part 2 offers three accounts of translingual approaches to the teaching of writing in private and public colleges and universities in China, Korea, and the United States. In Part 3, contributors from four US institutions describe the challenges and strategies involved in designing and implementing a writing curriculum with a translingual approach. Finally, in Part 4, three scholars respond to the case studies and arguments of the preceding chapters and suggest ways in which writing teachers, scholars, and program administrators can develop translingual approaches within their own pedagogical settings.

Bruce Horner is Endowed Chair in Rhetoric and Composition at the University of Louisville, where he teaches courses in composition, composition pedagogy and theory, and literacy studies. His work has received the Braddock Award, the Winterowd Award, the CCCC Outstanding Book Award, and many other recognitions.

Laura Tetreault is a doctoral candidate and University Fellow in Rhetoric and Composition at the University of Louisville, where she teaches courses in composition and professional writing. She has also served as assistant director of the University Writing Center at the University of Louisville.
From scholars working in a variety of institutional and geographic contexts and with a wide range of student populations, *Retention, Persistence, and Writing Programs* offers perspectives on how first-year writing can support or hinder students’ transitions to college. The contributors present individual and program case studies, surveys of thousands of students, a wealth of institutional retention data, and critical policy analysis.

Rates of student retention in higher education are a widely acknowledged problem: although approximately 66 percent of high school graduates begin college, of those who attend public four-year institutions, only about 80 percent return the following year, with 58 percent graduating within six years. At public two-year institutions, only 60 percent of students return, and fewer than a third graduate within three years. Less commonly known is the crucial effect of writing courses on these statistics.

First-year writing is a course that virtually all students have to take; thus, writing programs are well-positioned to contribute to larger institutional conversations regarding retention and persistence and should offer themselves as much-needed sites for advocacy, research, and curricular innovation. *Retention, Persistence, and Writing Programs* is a timely resource for writing program administrators as well as for new writing teachers, advisors, administrators, and state boards of education.

**Todd Ruecker** is assistant professor of English at the University of New Mexico and the assessment coordinator for the College of Arts and Sciences. **Dawn Shepherd** is associate professor of English and associate director of the first-year writing program at Boise State University. **Heidi Estrem** is professor of English and director of the first-year writing program at Boise State University. **Beth Brunk-Chavez** is professor of rhetoric and writing studies at the University of Texas at El Paso and the dean of Extended University.
A friendly critique of the field, *The Politics of Writing Studies* examines a set of recent pivotal texts in composition to show how writing scholarship, in an effort to improve disciplinary prestige and garner institutional resources, inadvertently reproduces structures of inequality within American higher education. Not only does this enable the exploitation of contingent faculty, but it also puts writing studies—a field that inherently challenges many institutional hierarchies—in a debased institutional position and at odds with itself.

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Instead of aligning with the dominant paradigm of research universities, where research is privileged over teaching, theory over practice, the sciences over the humanities, and graduate education over undergraduate, writing studies should conceive itself in terms more often associated with labor. By identifying more profoundly as workers, as a collective in solidarity with contingent faculty, writing professionals can achieve solutions to the material problems that the field, in its best moments, wants to address. Ultimately, the change compositionists want to see in the university will not come from high theory or the social science research agenda; it must come from below.

Offering new insight into a complex issue, *The Politics of Writing Studies* will be of great interest to writing studies professionals, university administrators, and anyone interested in the political economy of education and the reform of institutions of higher education in America.

**Robert Samuels** serves as president of the faculty union University of California-American Federation of Teachers and lectures for the University of California, Santa Barbara Writing Program. He is the author of eight books, including *Why Public Higher Education Should Be Free*.
Writing Program Architecture
Thirty Cases for Reference and Research

edited by Bryna Siegel Finer and Jamie White-Farnham

“The book will be tremendously useful to WPAs at all stages in their careers. . . . Because it is such a unique contribution to WPA literature, many readers may find themselves thinking that they didn’t realize they needed a resource like this, but they will be very glad to have it.”

—Pegeen Reichert Powell, Columbia College Chicago

Writing Program Architecture offers an unprecedented abundance of information concerning the significant material, logistical, and rhetorical features of writing programs. Presenting the realities of thirty diverse and award-winning programs, contributors to the volume describe reporting lines, funding sources, jurisdictions, curricula, and other critical programmatic matters and provide insight into their program histories, politics, and philosophies.

Each chapter opens with a program snapshot that includes summary demographic and historical information and then addresses the profile of the WPA, program conception, population served, funding, assessment, technology, curriculum, and more. The architecture of the book itself makes comparison across programs and contexts easy, not only among the programs described in each chapter but also between the program in any given chapter and the reader’s own program. An online web companion to the book includes access to the primary documents that have been of major importance to the development or sustainability of the program, described in a “Primary Document” section of each chapter.

The metaphor of architecture allows us to imagine the constituent parts of a writing program as its foundation, beams, posts, scaffolding—the institutional structures that, alongside its people, anchor a program to the ground and keep it standing.

**Bryna Siegel Finer** is assistant professor and director of Liberal Studies English and Writing Across the Curriculum at Indiana University of Pennsylvania, where she also coordinates the writing placement program. She has been published in *Rhetoric Review, Teaching English in the Two-Year College, the Journal of Teaching Writing, the Journal of Pedagogic Development,* and *Praxis,* among others.

**Jamie White-Farnham** is associate professor and writing coordinator in the Writing Program at the University of Wisconsin–Superior. Her research is split between feminist rhetorical studies and the scholarship of teaching and learning with a focus on writing program administration. Her work has been published in *Community Literacy Journal, College English, Rhetoric Review,* and *Peitho.*
Points of Departure
Rethinking Student Source Use and Writing Studies Research Methods

edited by Tricia Serviss and Sandra Jamieson

Points of Departure encourages a return to empirical research about writing, presenting a wealth of transparent, reproducible studies of student sources. The volume shows how to develop methods for coding and characterizing student texts, their choice of source material, and the resources used to teach information literacy. In so doing, the volume advances our understanding of how students actually write.

The contributors offer methodologies, techniques, and suggestions for research that move beyond decontextualized guides to grapple with the messiness of research-in-process, as well as design, development, and expansion. Serviss and Jamieson’s model of RAD writing studies research is transcontextual and based on hybridized or mixed methods. Among these methods are citation context analysis, research-aloud protocols, textual and genre analysis, surveys, interviews, and focus groups, with an emphasis on process and knowledge as contingent. Chapters report on research projects at different stages and across institution types—from pilot to multi-site, from community college to research university—focusing on the methods and artifacts employed.

A rich mosaic of research about research, Points of Departure advances knowledge about student writing and serves as a guide for both new and experienced researchers in writing studies.

Tricia Serviss is assistant professor of writing and rhetorical studies in the Department of English at Santa Clara University. She has published articles in Writing Pedagogy, College English, Assessing Writing, and Across the Disciplines and chapters in Crossing Borders, Drawing Boundaries: The Rhetoric of Lines across America and The Handbook of Academic Integrity. She is a principal researcher with The Citation Project.

Sandra Jamieson is professor of English and Director of Writing Across the Curriculum at Drew University. She co-edited Information Literacy: Research and Collaboration Across the Disciplines, and Coming of Age: The Advanced Writing Curriculum (winner of the WPA Best Book Award), and is co-author of The Bedford Guide to Writing in the Disciplines. She has published on various aspects of student research and writing and The Citation Project.