

CONTENTS

Foreword

Laura R. Micciche *vii*

Acknowledgments *xv*

- 1 Introduction: The Material Culture of Writing
Cydney Alexis and Hannah J. Rule 3

PART ONE: WRITING IDENTITY 19

- 2 The Symbolic Life of the Moleskine Notebook: Material Goods as a Tableau for Writing Identity Performance
Cydney Alexis 25
- 3 Black Ink, White Bodies: Gender, Race, and Writing Instruments
Desirée Henderson 49
- 4 Indexical Heirlooms in Immigrant Literacy History Narratives
Jenny Krichevsky 69
- 5 Material Motherhood: The Disconnect of Science and Consumerism from Nostalgia in Baby Books
Emilie Merrigan 89

PART TWO: WRITING WORK 115

- 6 New Writing in New Spaces: “Social Writing” in an Interdisciplinary Academic Makerspace
Deborah C. Andrews 119
- 7 “Every Convenience for a Man of Letters”: Thomas Jefferson’s Writing Suite
Diane Ehrenpreis 140

Copyrighted material
Not for distribution

- 8 Assembling the File, or, How Conservation Works
Anne MacKay 170

PART THREE: WRITING GENRE 191

- 9 The Victorian Visitors' Book as Genre and Artifact
Kevin James 194

- 10 Gendered Letterwriting in Renaissance England:
Genre as Sociomaterial Action
Keri Epps 211

Afterword

Kate Smith 231

Index 239

Contributors 245

1

INTRODUCTION

The Material Culture of Writing

Cydney Alexis and Hannah J. Rule

This book originated out of two scholars' love for the material culture of writing—those objects, artifacts, possessions, and goods, animate and inanimate, we write with, on, and around. These goods support us and, at times, thwart us. We have been interested in the study of material culture specifically for its ability to reveal unknowns and complexities of writing identities, practices, and processes. In our home field of writing studies (WS),¹ it is impossible not to notice that objects are everywhere. How could they not be? Objects populate homes, writing desks, personal lives, offices, composing processes, classrooms, family rituals, writing centers, and other university spaces—in short, they fill or constitute every contour of historical, social, cultural, and individual (writing) lives. Along with being a cognitive, social, and cultural practice, writing is a material practice.

Three observations motivated us to create this edited collection. First, despite the proliferation of interest in the materiality of writing in writing studies in recent years, there remained a lack of qualitative research on writing's material culture. Second, the scholarship that did exist rarely explicitly engaged with the vast, interdisciplinary work in material culture studies (MCS)² that had proliferated since the 1970s and legitimized the study of everyday, vernacular artifacts. This includes work in a parallel field, consumer culture theory, that—while drawing on its own scholarly consumer research corpus—bears a similarity in purpose and interest to MCS.³ Third, when we prepared to teach seminars on the material culture of writing, we could not find a textbook specifically dedicated to objects of writing and their sociocultural histories. We think writing studies is the perfect discipline to undertake this work (as opposed to, say, library studies/history of the book, art, or history). Writing studies scholars might, for example, study the objects that motivate their writing practices

and populate their offices and classrooms. And we might study the history of writing artifacts, as Denis Baron did in his history of writing technologies that included a discussion of Thoreau's ten-year endeavor to improve the American pencil, and as did Laura Micciche in her short history of writing boxes, dating back to the seventeenth century, as a kind of mobile writing device. And we might expand on the study of rituals and habits of writers in context, as did Susan Wyche (who is no longer an academic) in both "Time, Tools, and Talismans" and her unpublished dissertation on writers and ritual, in which she studies two classes of academically "at risk" students at San Diego State University in order to discover more about their situated writing behaviors. Taking a psychophysiological approach, Wyche's work establishes the importance of qualitative investigation into the integral roles that objects, material environments, and rituals play in college students' processes and their senses of themselves as writers, foci that anticipate the field's interest in how writing environments, rituals, and time structure writing processes (Prior and Shipka; Rule).

While it may seem intuitively true that objects matter, and it might seem more true in 2020 than at the time that Baron and Wyche were writing, scholars of writing haven't very much or for very long noticed it, especially where qualitative, quantitative, and longitudinal studies are concerned. In some of writing studies' landmark scholarship from parallel disciplines such as literacy studies, such as Shirley Brice Heath's *Ways with Words*, Deborah Brandt's *Literacy in American Lives*, and Prior and Shipka's "Chronotopic Lamination," objects appear on every page (again, how could they not?), but they remain in the background. As literacy scholar Nigel Hall highlights, the study of writing (across disciplines) has always tended to overlook, or look through, writing tools and objects. In Hall's words:

In the study of writing, particularly its history and development, the materials and objects people use to write (apart from those used by printers) have been studied much less than the meanings and products of the writing process, or their economic, political or pedagogical relationships. On the whole, little has been written about the materiality of writing and it is probably the very everydayness of such artifacts, and the fact that the mind of the user is mostly focussed [*sic*] upon what is being created by their usage, that makes for them being so taken for granted that they become virtually transparent to their user. (83)

Our collection, instead, wishes to foreground objects, as they are one key part of the situated contexts of writing.

We are often asked what is novel or important about a material culture approach and how it differs from other recent work interested in objects

Copyrighted material
Not for distribution

and materiality. Our answer, one we hope is evidenced in the chapters in this volume, is that a material culture approach foregrounds and maintains focus on the everyday artifact as meaningful and as a revealer of culture and history, as a way to account for the experiences and lives of particular people, as well as communities, in situated contexts. Again, in Hall's terms, an MCS approach prods the researcher to treat objects as material realities that demand historical accounting and research.

Such centering on the artifact is an approach in some contrast to recent material-focused work in WS that largely centers on theoretical approaches that disrupt humanist subject-object dichotomies and critique views of objects as inert, passive vessels of human will. This body of work, often engaging theories such as object-oriented ontology (OOO) and new materialism (e.g., Barnett, "Chiasms"; Barnett, "Toward"; Barnett and Boyle; Gries; Lynch and Rivers; Rickert),⁴ has brought attention to writing's materiality by highlighting the ranging and interconnected materialities of writing, often conceptualized in large-scale metaphors like ecologies, networks, or complex systems (Edbauer; Hawk; Syverson). For as much as it pushes the field toward materiality, and though MCS itself has engaged some of these theoretical frameworks, when reading this scholarship, we have sometimes thought, *where's the stuff* and *where are the people?* As feminist critique of OOO emphasizes (Behar), the theoretical ambitions to sunset notions of human subjectivity through hyperfocus on nonhuman things is problematic when we live and breathe in material worlds where agencies and access are far from a given for all people. MCS emerged out of interest in real people and the life circumstances that brought certain objects to bear on, and to have meaning in, their lives. *The Material Culture of Writing* aims to connect writing studies to work in MCS and related fields as an effort to add to the intellectual lineage of material work in WS.

The idea of everyday artifacts being meaningful in themselves for their potential to reveal human cultures and histories is what motivated interdisciplinary scholars throughout the 1970s and 1980s to study how everyday objects mattered. These scholars, who included artists, art historians, folklorists, historical archaeologists, psychologists, and consumer researchers initiated a movement that validated the "low-art," ordinary, everyday artifact as worthy of scholarly study.

For emeritus professor of folklore Henry Glassie, the importance of studying material culture developed out of a concern that histories are incomplete without attention to vernacular artifacts. In *Folk Housing in Middle Virginia*, he writes: "a philosophically and socially valid history must come out of painstaking analysis of direct cultural expressions that

the analyst can study at first hand. Many of these expressions will be documents, but when no documents are available, we must study other sorts of artifacts rather than consigning the great bulk of humanity to historical oblivion” (12). Historical oblivion would face, for example, those whose stories are not preserved in written records, those without the power or access to represent their histories through written texts or high-art artifacts of dominant cultures. Glassie stresses how “dreary” it would be if the only known histories were that of those who can read or write (or who have access to writing materials) (*Material Culture* 46). More aggressively, he asserts that “politically, the study of material culture confronts prejudice and seeks justice, resisting forces that deny art or history—excellence or significance—to human beings on the basis of gender, say, or race or class or culture. It demands the construction of an idea of art and an idea of history that can meet the needs of all people during their struggle to shape for themselves fulfilling and decent lives” (68).

Historical archaeologist James Deetz stresses similar concerns throughout his scholarly corpus. In his 1977 *In Small Things Forgotten*, Deetz defends his interest in the “aboveground,” that which had been considered trivial objects and artifacts by archeologists and museums (7). He argues that while digging up belowground artifacts has its merits, the aboveground artifact—that which would have been considered “low” culture and therefore unworthy of preserving in a museum at the time he was writing and still, in many instances, today—has the power to reveal an enormous amount about human culture. While he acknowledges that what we find in museums is a small piece of the historical record, like Glassie, he questions the privilege, capital, and other sociocultural factors that favor “survival of certain objects and the disappearance of others” (8). Everyday aboveground objects are valuable for the rich(er) stories they tell. He writes:

In spite of the richness and diversity of the historical record, there are things we want to know that are not to be discovered from it. Simple people doing simple things, the normal, everyday routine of life and how these people thought about it, are not the kinds of things anyone thought worthy of noting. We know far more about the philosophical underpinnings of Puritanism than we do about what its practitioners consumed at countless meals. But all left behind the residue of their existence, and it, too, is worth study. (11)

Scholars such as Deetz and Glassie were concerned that the high-art artifact, encountered in a scholarly text or museum, tells a fragmented, incomplete story and thus attention should turn to the “everyday” household structure (such as the vernacular house types Glassie

Copyrighted material
Not for distribution

studies in his landmark *Folk Housing in Middle Virginia*) or household artifact—objects some might even consider mundane.

Understanding everyday objects and how people use or consume them in context is what motivates Glassie, in his 1999 *Material Cultures*, to trace the journey of one carpet made by Turkish weaver Aysel Ozturk, from the animal, to the loom, to the market, to the buyer, theorizing this movement along the way. Glassie demonstrates the power of staying both focused on the carpet and also the different contexts that surround the making, distribution, purchase, and use of any artifact. Glassie provides three “master contexts” (creation, communication, consumption) and fourteen sub-contexts within these three (such as learning, collaboration, commerce, and assimilation) that a student or scholar could use when trying to understand an artifact’s history. His point in suggesting this method is that in order to understand artifacts most completely, the historian must contend with many contexts not observable on the surface, such as its life before purchase, the collaborative skills needed to produce it (in Aysel’s case, she was a master weaver taught by her family and with other makers she weaves near), and the way that families integrate the artifact into their lives. These are the dimensions of histories, lives, and cultures that focus on objects in context can make available, dimensions that might be cleaved away, even lost entirely in more traditional historical records, research methods, or museum curation.

Some of the other theoretical and methodological touchstones for our approach to material culture in this book come from canonized work in interdisciplinary fields. Like Glassie and Deetz, Yale emeritus professor and art historian Jules Prown penned a methodology for studying artifacts that has been hashed out in various articles, reprinted, and widely read and taught in material culture studies classrooms (“Style;” “Truth”). This methodology asks students and scholars to begin with an artifact and to study it extensively as a material thing, obsessively recording its features and potential uses and even relying on metaphoric association in order to uncover unknowns about an object’s reach, potential, and history. With Kenneth Haltman, Prown published *American Artifacts: Essays in American Culture*, an edited collection each chapter of which features the results of a semester-long, graduate-level investigation of one artifact (these analyses were produced in Prown’s Yale art seminar). *American Artifacts* presents essays on objects such as lava lamps, a lighter, and the telephone, and we could see the potential of such a collection focused on writing objects. Indeed, one of the chapters in this volume, Emilie Merrigan’s, emerged out of a graduate class taught by coeditor of this volume Cydney Alexis and relied on Prownian analysis to unravel the tangled principles

Copyrighted material
Not for distribution

of scientific motherhood that circulated around early twentieth-century mothers and was presented to them through baby books, in which mothers created counter-narratives of their daily parenting practices.

Other touchstones for us of the power of object research is the work of Daniel Miller, through which he studies countless objects—including writing artifacts such as shopping lists (*Material Cultures*). In a fascinating piece on the shopping list, Miller demonstrates how women who grocery shop utilize stored memories of store architecture to organize their lists, leading to efficiency while shopping (*A Theory*). Csikszentmihalyi and Rochberg-Halton's *The Meaning of Things: Domestic Symbols and the Self* also tracks countless artifacts meaningful to everyday people throughout their lifespan; they demonstrate how attachment to particular types of goods changes from youth to old age. In consumer research, particularly generative is the work of Epp and Price. In their widely cited “The Storied Life of Singularized Objects,” Epp and Price collect qualitative data on the life of one table in several generations of a family, and they use actor-network theory to expose how family practices are disrupted as the table moves from central locations and into storage. Epp and Price's findings (in this article and others) could have enormous impact in WS, as they demonstrate the importance of the ways that families construct identities around objects and practices, as well as the ways that objects facilitate certain types of family engagement. Writing objects and spaces in the home, at work, and in the classroom are ripe for study.

The prolific Russell Belk has detailed historical scholastic engagement with possessions from William James to the present day and qualitatively studied innumerable objects and artifacts with various contributors, including immigrants' possessions, shared possessions, and digital objects (Belk, “Extended Self” and “Sharing;” Mehta and Belk). In his canonical 1988 “Possessions and the Extended Self,” Belk provides a theoretical framework for understanding how humans extend the self-concept to inanimate objects, often rating inanimate objects as more tied to their sense of self than certain parts of their body (such as the throat). He theorizes that people connect most intensely with objects they are able to manipulate and control; in WS, we might think of digital technologies such as the laptop, the phone, screen readers, and assistive technologies that help with writing and communication.

Coming out of literary studies, one of the most engaging books we have returned to frequently in defining our approach is feminist literary scholar Diana Fuss's *Senses of an Interior: Four Writers and the Rooms That Shaped Them*. Fuss pushes against the common notion that

positions creativity, genius, or authorship as “unfettered imagination” that transcends “base materiality” (1). Fuss’s “miniature biographies” (215) of authors’ material spaces show, on the contrary, how writing is always a situated and contextual act, “a place animated by the artifacts, mementos, machines, books, and furniture that frame any intellectual labor” (1). Particularly generative is Fuss’s chapter on Helen Keller, which reveals not only Keller’s fascination with objects but the tight link between the design of her home, the objects within it, and her productivity, which declined when a fire forced her to move into a new space that was designed without a visually impaired person’s needs in mind. This chapter resonates with recent work in WS and specifically disability studies, such as that by Jay Dolmage and Stephanie Kerschbaum, that interrogates ableist approaches to writing, teaching, and design, including the design of university spaces (and writing spaces such as Keller’s for, as Fuss reminds, Keller was a prolific writer). The “stuff of great literature,” Fuss shows, is nothing less (or more) than objects, sacred and mundane—“things as seemingly inconsequential as an open door, a broken relic, a warm hand, or a crumbly teacake” (Fuss 214). Though Fuss writes about four famous literary figures, her approach might be adopted to study the vernacular writing contexts of everyday writers and the artifacts they write with (such as Alexis’ work on the Moleskine, in this volume, and the writing of enslaved worker Israel Gillette, referenced in Diane Ehrenpreis’s chapter on Jefferson’s writing suite).

The recent proliferation of interest in materiality in both popular and scholarly culture, including in writing studies, has led to much work that is sympathetic to our interest in this volume. This was the case when we read Gouge and Jones’s groundbreaking and intellectually exciting special issue of *Rhetoric Society Quarterly*, titled “Wearable Rhetorics: Bodies, Cities, Collectives.” In this volume, Gouge and Jones and their contributors expand the purview of what might be considered a rhetorical, communicative, or writing artifact. Each article centers on such an artifact, such as the breast pump, ostomy pouch, and cell phone. This special issue highlights the intellectual yield of honing in on artifacts to reveal unknowns of human life. Jordan Jack, for example, reads the wearable technology of the breast pump as an “idealized object” (202) preloaded with marketing, cultural, and social meanings, the promise of a seamless and simultaneous embodiment of the roles of mother and career professional. Undermining the control of those messages, Jack’s study prioritizes everyday, “actual use *in practice*” (208) of such objects, a method that reveals how use “depends on performances of status and gender, policy frameworks, space-time arrangements, and the material

Copyrighted material
Not for distribution

design of technologies themselves” (208). The cascade of contexts of situated use that hover around this object, that emanate from and back to it, for us harkens back to Glassie’s master and subcontexts. Maybe it’s Jack’s mention of the seventeenth-century invention of the air-pump or the editors’ emphasis on what it means to “wear” an object in its small-scale, intimate, embodied, and rhetorical dimensions but, to put it plainly, we see a strong investment in material culture in this special issue. We read this kind of material work for its potential expansion of what counts as writing objects of study for our field, and we wonder about the many ways MCS (and consumer research) scholarship could help advance it.

MCS may also become an ally to literacy scholars calling for attention to the sociomaterial dimensions of literate practice. Generally, these efforts serve to ground the social and cultural situatedness of literate practices emphasized in New Literacy Studies. Focus on literate objects and materialities opens access to practices, meanings, behaviors, and interconnections not otherwise observable, as literacy and education scholar Kate Pahl emphasizes. “By seeing literacy as material,” she writes, “I can recognize the ways in which literacy practices are linked to other practices. . . . By extending the lens of what is important, a much wider meshwork of symbolic practices come to the fore, instantiated within the material world” (19–20). And that meshwork is never neutral, as literacy scholar Lesley Bartlett reminds. In 2005, she argued that “the lifelong process of literacy learning relies, in part, on symbolic self-making through the use of cultural artefacts” (4). She gives the example of a Eunisia, a woman of African descent living in Brazil, who tells a story about going to get her voter’s card and being terrified because she did not know how to read and write and was not sure she would be able to sign her name, a requirement for the card. Her friend had relayed a story of being called an epithet when she had to sign by fingerprint. In this story, Bartlett demonstrates how the inepad used for fingerprinting, as well as the pen, are more than neutral, simple tools. They are social and political artifacts that reveal systemic issues related to how literacy is wielded as a barrier to access and representation.

Within WS, literacy scholar Kate Vieira similarly makes an explicit call for this “sociomaterial approach to transnational literacy” (423), one we align with. Her work on “writing remittances,” material objects that travel between migrant and homeland, supporting literate and material development at home, shares a material culture spirit. It expands upon the work of scholars such as Brandt, who frequently references both the material practices of writing and writing’s material culture,

particularly as they serve as markers of points of access to or denial of literate resources.

This collection, then, takes its inspiration from a wide-ranging collection of sources. It aims to build connections to work in material culture and consumer culture studies, build on scholarship in WS that has called attention to the importance of writing materials, and build from literacy studies' call for sociomaterial approaches to writing practice. Its contributors zoom in on the material culture of writing—the everyday, often overlooked objects, tools, and artifacts that accompany writers and help them perform their work. They investigate a range of these artifacts—digital and analog, historical and contemporary, familiar and less so—situated in literate acts across ranging historical, geographic, and sociocultural moments. In our call for submissions to this volume, we asked: What can writing artifacts tell us about writing as a material practice? How do particular writing objects help us understand writing processes? What stories do writing objects reveal about writers enmeshed in their sociocultural moments, about cultural mores, about genres as sociomaterial practice, and about individuals' identities or professional practice?

We selected proposals from scholars across (sub)disciplines including WS, museum and conservation studies, literary studies, history, and technical communication. Of the approximately seventy proposals we received, we chose work centered on material culture artifacts, spaces, and contexts. We wanted chapters that kept their sights on material goods, mingling perspectives of MCS, WS, and contributors' own disciplines. We also wanted to expand what counted as writing or what could count as writing studies research. This is what appealed to us in chapters such as one on the conservator's file or the Victorian guest book. But looking across the collection now, we wonder why *wouldn't* their foci—the inscriptional practices of Victorian-era travelers; the gendered and racialized associations of writing tools in the nineteenth century; the writing practices of professional conservators or of Renaissance letterwriters; the desk innovations of a complicated historical figure—be of central and paramount interest to scholars of writing, and to those in WS in particular? Each chapter provides distinct methods to approach writing-related things across time, location, and culture, methods that intervene in questions in contributors' own disciplines while at the same time speaking to WS' interest in writers and writing practice. Toward the latter purpose, we have organized the chapters into three parts—Writing Identity, Writing Work, and Writing Genre—and for each, we provide a contextualizing introduction. We see these sections as porous more

than delineated, as questions of identity, work or practice, and genre are at stake in some ways in nearly all the chapters in relation to writing objects and spaces. In addition to introducing the chapters themselves, the introductions imagine further possible directions for WS research facilitated by MCS frameworks and approaches.

Contributors focus us on notebooks, ink and ink pots, hotel visitors' albums, baby books, writing implements, and furniture, among other artifacts. They demonstrate how focus on such artifacts stretch our conceptions about literacy, workplaces, genre, curation, literary authorship, and access. Ultimately, we hope the chapters inspire readers to engage in studies of their own that animate the sociomaterial lives and histories of the writing objects that populate their and others' writing lives. The intersection of MCS and WS offers incredible potential scholarly space for those interested in understanding how everyday writers, now and historical, such as manual writers, ghost writers, activists, cookbook writers, mothers, fathers, soldiers, children, nurses, mechanics, politicians, and infinite others interact with the objects that sustain their work. In the same vein as Deetz and Glassie, we note the potential of material culture study to uncover structural inequities in access to literacy, education, and material goods that are built into the fabric of American society.

The Material Culture of Writing offers just some of the yields made possible by mingling work in MCS and WS. Our intent is to reveal unknown histories of objects significant to our field's research and history, trace sociocultural and sociopolitical resonances of writing artifacts, and give the discipline access to MCS frameworks and scholarship that can propel more such interdisciplinary research focused on things that animate writers and writing practices. We hope this collection builds conversation around and scholarship on writing's material culture within WS.

POSTSCRIPT: WRITING IN THE SPRING AND SUMMER OF 2020

We have been revising this book throughout the spring and summer of 2020, in the context of both a global pandemic (COVID-19) and widespread global antiracist protests triggered by police brutality against Black people in the United States. This cultural moment has once again pointed a spotlight on systemic injustice faced by Black Americans, as well as other people of color, in far too many sectors, such as policing and the justice system, healthcare, housing, finance, and publishing. These issues have always demanded reflection, response, action, and change. An academic book is far from direct action. But on the smaller scale that is an academic edited collection, as editors we have reflected on the choices

Copyrighted material
Not for distribution

we've made in this volume, those we didn't, and those we'd do differently if we could start all over. It has had us thinking about what actually matters in our call for attention to the material culture of writing.

As Glassie emphasizes, we can turn to material culture artifacts, as have so many material culture scholars before us, to understand the complex entanglement between material culture and systems of oppression and injustice. Some of these artifacts might be more obviously in need of study. One that comes to mind is the face mask. The mask recalls for us Gouge and Jones's expansion of what it means for an object to be an object of writing and raises a meditation similar to Micciche's on the street, in the foreword to this volume. The mask has become not only a political and personal symbol charged with personal identity values but also has highlighted problems of access and power. In terms of wearing masks in public, Black communities have called attention to how systemic racism puts them in jeopardy of being racially profiled as "criminals," a reality that has been documented as Black men have been targeted by police in disproportionate numbers when wearing masks and unequal penalties have been applied to white and Black communities for not wearing or having access to masks. At the policy level, corporate entities have placed frontline workers in jeopardy in the healthcare, retail, and food production sectors with unclear policies around masks, lack of access to personal protective equipment (PPE), and even the outright refusal to let workers wear masks because it conflicts with the company's branding (Alfonso III; Boyd; Cineas; Graham; Noor). The pandemic has evidenced the greater health risks Black communities face due to the disproportionate effect of systemic injustice and disparities in health care, which amplifies the potential impacts on such communities when white people protest wearing masks or Black people choose to refrain from wearing a mask in order to protect themselves from racial profiling (The Center for Disease Control; Opper et al.; Saini).

Using everyday objects to reveal the systemic inequities that are either invisible or denied in American and global culture aligns with MCS's attempts to redress inequities in whose histories are told and which artifacts are used to corroborate and understand human experience. Glassie asks, "How can you study a society if you attend only to the expressions of a small and deviant class within the whole?" (*Folk Housing* 8–9). He was referring in this instance to the historical problem with studying only those with the ability to read and write, but this applies to current questions of representation, equity, and injustice as well. How can we document the material and literacy histories of those whose lives have not been as meticulously preserved as those of presidents, or

Copyrighted material
Not for distribution

famous literary authors, or other privileged and powerful persons? This collection only begins to answer to this question. But we are reminded of Glassie’s sentiment that it is an ongoing *aspiration* of material culture studies to reveal people’s diverse ways and means of material meaning-making in the “struggle to shape for themselves fulfilling and decent lives” (*Material Culture* 68). We have more to do.

NOTES

1. We call our field writing studies, rather than composition studies or rhetoric and composition, to reflect current trends in naming (e.g., Adler-Kassler and Wardle; Harris; Moxley). But we also choose this name to push the conventional boundaries of our field’s interests. In this, we follow after Charles Bazerman, who sees “the study of writing [as] a major subset of the study of the history of human consciousness, institutions, practice, and development over the last five millennia” (36). We take similar direction from Susan Miller, and her call for writing studies as “a way to describe the cultural work undertaken in any act of writing” (41). Writing studies investigations take an interest in “acts of writing and their products as evidence of a particularly crucial cultural work . . . [which] does not detach ‘popular’ from ‘high’ texts, nor does it separate ‘ordinary’ from ‘creative’ writers on the basis of relative revisionary talent or levels of access to the ethical and economic status requisite to authorship” (S. Miller 42; see also Alexis, “Stop”). For us, these perspectives make our field’s purview plain and spacious: any act of writing, investigated as at once a cultural, social, material, and individual act, or in Miller’s words, “what, who, to what ends, and especially, how people have written and do write” (52).
2. As a loose orientation rather than a defined field, work in MCS spans disciplines including art, art history, consumer research, historical archaeology, social psychology, and English, to name a few. Hence, much work that is significant in MCS might be produced by scholars who do not necessarily identify as such (including, for instance, consumer research scholars, who do work on how humans make meaning of the consumer goods they pull out of the commodity realm by purchasing and using them). We refer to the discipline throughout as MCS, despite this naming issue, to identify work that foregrounds an MCS orientation.
3. Consumer Culture Theory is a branch of the field of consumer research composed largely of marketing scholars. Its scholarship addresses the “cultural dimensions of the consumption cycle,” including the “sociocultural, experiential, symbolic, and ideological aspects” (Arnould and Thompson 868). Rather than attempting to construct a “unified, grand theory,” CCT “refers to a family of theoretical perspectives that address the dynamic relationships between consumer actions, the marketplace, and cultural meanings . . . within the broader sociohistoric frame of globalization and market capitalism” (868–869). For a broad overview, readers might turn to Arnould and Thompson’s “Consumer Culture Theory (CCT): Twenty Years of Research” (see Works Cited). Much, but not all, of this research is qualitative, and the *Journal of Consumer Research* is a locus point for this scholarship. This research shares the spirit of much work in MCS, and many of its scholars utilize it in their teaching and scholarship. In no way do we mean to collapse into one term the dispersed, varied scholars who work in MCS and CCT; both of these research areas, however, provide context for the intellectual and material orientation of this collection. For the purposes of simplicity in this collection, although we do reference

Copyrighted material
Not for distribution

- CCT as a distinct field, we are also thinking of it as a component field when discussing MCS texts, concepts, and scholars.
4. We recognize in this “material turn” the efforts of cultural rhetorics scholars and others (e.g., Clary-Lemon; Grant; Powell et al.; Todd) who have detailed the much longer and non-Western lineages of ideas central to OOO and new materialism.

WORKS CITED

- Adler-Kassler, Linda, and Elizabeth Wardle. *Naming What We Know: Threshold Concepts of Writing Studies*. Utah State UP, 2015.
- Alexis, Cydney. “Stop Using the Phrase *Creative Writing*.” *Slate*, 6 Jan. 2017, <https://slate.com/human-interest/2017/01/lets-banish-the-phrase-creative-writing.html>.
- Alfonso, Fernando, III. “Why Some People of Color Say They Won’t Wear Homemade Masks.” *CNN*, 7 Apr. 2020, <https://www.cnn.com/2020/04/07/us/face-masks-ethnicity-coronavirus-cdc-trnd/index.html>.
- Arnould, Eric J., and Craig J. Thompson. “Consumer Culture Theory (CCT): Twenty Years of Research.” *The Journal of Consumer Research*, vol. 31, no. 4, 2005, pp. 868–882.
- Barnett, Scot. “Chiasms: Pathos, Phenomenology, and Object-Oriented Rhetorics.” *Enculturation: A Journal of Writing, Rhetoric, and Culture*, 2015, http://enculturation.net/chiasms-pathos-phenomenology#footnote3_q5x6y6w.
- Barnett, Scot. “Toward an Object-Oriented Rhetoric: A Review of Tool-Being: Heidegger and the Metaphysics of Objects and Guerrilla Metaphysics: Phenomenology and the Carpentry of Things by Graham Harman.” *Enculturation: A Journal of Writing, Rhetoric, and Culture*, no. 7, 2010, <http://enculturation.net/toward-an-object-oriented-rhetoric>.
- Barnett, Scot, and Casey Boyle. *Rhetoric, through Everyday Things*. U of Alabama P, 2016.
- Baron, Denis. *A Better Pencil: Readers, Writers, and the Digital Revolution*. Oxford UP, 2009.
- Bartlett, Lesley. “To Seem and to Feel: Situated Identities and Literacy Practices.” *The Teachers College Record*, vol. 109, no. 1, 2007, pp. 51–69.
- Bazerman, Charles. “The Case for Writing Studies as an Intellectual Discipline.” *Rhetoric and Composition as Intellectual Work*, edited by Gary A. Olson, Southern Illinois UP, 2002, pp. 32–38.
- Behar, Katherine, ed. *Object Oriented Feminism*. U of Minnesota P, 2016.
- Belk, Russell W. “Extended Self in a Digital World.” *Journal of Consumer Research*, vol. 40, no. 3, 2013, pp. 477–500.
- Belk, Russell W. “Possessions and the Extended Self.” *Journal of Consumer Research*, vol. 15, no. 2, 1988, pp. 139–168.
- Belk, Russell W. “Sharing.” *The Journal of Consumer Research*, vol. 36, no. 5, 2009, pp. 715–734.
- Boyd, Rhea. “What It Means When You Wear a Mask—and When You Refuse To.” *The Nation*, 9 July 2020, <https://www.thenation.com/article/society/mask-racism-refusal-coronavirus/>.
- Brandt, Deborah. *Literacy in American Lives*. Cambridge UP, 2001.
- The Centers for Disease Control and Prevention. “Health Equity Considerations and Racial and Ethnic Minority Groups.” 24 July 2020, <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>. Accessed 13 Oct. 2020.
- Cineas, Fabiola. “Senators Are Demanding a Solution to Police Stopping Black Men for Wearing—and Not Wearing—Masks.” *Vox*, 22 Apr. 2020, <https://www.vox.com/2020/4/22/21230999/black-men-wearing-masks-police-bias-harris-booker-senate/>.
- Clary-Lemon, Jennifer. “Gifts, Ancestors, and Relations: Notes toward an Indigenous New Materialism.” *Enculturation: A Journal of Rhetoric, Writing, and Culture*, 12 Nov. 2019, http://enculturation.net/gifts_ancestors_and_relations.

- Csikszentmihalyi, Mihaly, and Eugene Rochberg-Halton. *The Meaning of Things: Domestic Symbols and the Self*. Cambridge UP, 1981.
- Deetz, James. *In Small Things Forgotten: The Archaeology of Early American Life*. Anchor Press/Doubleday, 1977.
- Dolmage, Jay. *Academic Ableism: Disability and Higher Education*. U of Michigan P, 2017.
- Edbauer, Jenny. "Unframing Models of Public Distribution: From Rhetorical Situation to Rhetorical Ecologies." *Rhetoric Society Quarterly*, vol. 35, no. 4, 2005, pp. 5–24.
- Epp, Amber M., and Linda L. Price. "The Storied Life of Singularized Objects." *Journal of Consumer Research*, vol. 36, no. 5, 2010, pp. 820–838.
- Fuss, Diana. *The Sense of an Interior: Four Rooms and the Writers That Shaped Them*. Routledge, 2004.
- Glassie, Henry. *Folk Housing in Middle Virginia: A Structural Analysis of Historic Artifacts*. U of Tennessee P, 1975.
- Glassie, Henry. *Material Culture*. Indiana UP, 1999.
- Gouge, Catherine, and John Jones. "Wearable Rhetorics: Bodies, Cities, Collectives." *Rhetoric Society Quarterly* (special issue), vol. 46, no. 3, 2016.
- Graham, Renée. "With—or without—a Mask, Communities of Color Fear Unequal Enforcement during Pandemic." *The Boston Globe*, 5 May 2020, <https://www.bostonglobe.com/2020/05/05/opinion/with-or-without-mask-communities-color-fear-unequal-enforcement-during-pandemic/>.
- Grant, David M. "Writing Wakan: The Lakota Pipe as Rhetorical Object." *CCC*, vol. 69, no. 1, 2017, pp. 61–86.
- Gries, Laurie E. *Still Life with Rhetoric: A New Materialist Approach for Visual Rhetorics*. Utah State UP, 2015.
- Hall, Nigel. "The Materiality of Letter Writing: A Nineteenth-Century Perspective." *Letter Writing as a Social Practice*, edited by David Barton and Nigel Hall, John Benjamins Publishing, 2000, pp. 83–108.
- Harris, Joseph. *A Teaching Subject: Composition Since 1966*. Utah State UP, 2012.
- Hawk, Byron. "Reassembling Postprocess: Toward a Posthuman Theory of Public Rhetoric." *Beyond Postprocess*, edited by Sidney I. Dobrin, et al., Utah State UP, 2011, pp. 75–93.
- Heath, Shirley Brice. *Ways with Words: Language, Life, and Work in Communities and Classrooms*. Cambridge UP, 1993.
- Kerschbaum, Stephanie L. "Avoiding the Difference Fixation: Identity Categories, Markers of Difference, and the Teaching of Writing." *College Composition and Communication*, vol. 63, no. 4, 2012, pp. 616–644.
- Lynch, Paul, and Nathaniel Rivers. *Thinking with Bruno Latour in Composition and Rhetoric*. Southern Illinois UP, 2015.
- Mehta, Raj, and Russell W. Belk. "Artifacts, Identity, and Transition: Favorite Possessions of Indians and Indian Immigrants to the United States." *The Journal of Consumer Research*, vol. 17, no. 4, 1991, pp. 398–411.
- Micciche, Laura. "Writers Have Always Loved Mobile Devices." *The Atlantic*, 18 Aug. 2018, <https://www.theatlantic.com/technology/archive/2018/08/writers-have-always-loved-mobile-devices/567637/>.
- Miller, Daniel. *Material Cultures: Why Some Things Matter*. U of Chicago P, 1998.
- Miller, Daniel. *A Theory of Shopping*. Cornell UP, 1998.
- Miller, Susan. "Writing Studies as a Mode of Inquiry." *Rhetoric and Composition as Intellectual Work*, edited by Gary Olson, Southern Illinois UP, 2000, pp. 41–54.
- Moxley, Joseph M. "Writing Studies." *Writing Commons*, <https://writingcommons.org/section/writing-studies/>. Accessed 12 Oct. 2020.
- Noor, Poppy. "A Tale of Two Cities: How New York Police Enforce Social Distancing by the Color of Your Skin." *The Guardian*, 4 May 2020, <https://www.theguardian.com/world/2020/may/04/coronavirus-new-york-police-enforce-social-distancing>.

- Oppel, Richard A., et al. "The Fullest Look Yet at the Racial Inequity of Coronavirus." *The New York Times*, 5 July 2020, <https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html>.
- Pahl, Kate. *Materializing Literacies in Communities: The Uses of Literacy Revisited*. Bloomsbury, 2014.
- Powell, Malca, et al. "Our Story Begins Here: Constellating Cultural Rhetorics," *Enculturation: A Journal of Rhetoric, Writing, and Culture*, no. 18, 2014, <http://enculturation.net/our-story-begins-here>.
- Prior, Paul, and Jody Shipka. "Chronotopic Lamination: Tracing the Contours of Literate Activity." *Writing Selves/Writing Societies: Research from Activity Perspectives*, edited by Charles Bazerman and David Russell, The WAC Clearinghouse, 2003, pp. 180–238.
- Prown, Jules David. "Style as Evidence." *Winterthur Portfolio*, vol. 15, no. 3, 1980, pp. 197–210.
- Prown, Jules David. "The Truth of Material Culture: History or Fiction?" *History from Things: Essays on Material Culture*, edited by Steven D. Lubar and W. D. Kingery. Smithsonian Institution Press, 1993, pp. 1–19.
- Prown, Jules David, and Kenneth Haltman. *American Artifacts: Essays in Material Culture*. Michigan State UP, 2000.
- Rickert, Thomas. *Ambient Rhetoric: The Attunements of Rhetorical Being*. U of Pittsburgh P, 2013.
- Rule, Hannah J. "Writing's Rooms." *CCC*, vol. 69, no. 3, Feb. 2018, pp. 402–432.
- Saini, Angela. "The Data Was There—So Why Did It Take Coronavirus to Wake Us Up to Racial Health Inequalities?" *The Guardian*, 11 June 2020, <https://www.theguardian.com/uk-news/2020/jun/11/the-data-was-there-so-why-did-it-take-coronavirus-to-wake-us-up-to-racial-health-inequalities>.
- Syverson, Margaret. *Wealth of Reality: An Ecology of Composition*. Southern Illinois UP, 1999.
- Todd, Zoe. "An Indigenous Feminist's Take on the Ontological Turn: 'Ontology' Is Just Another Word for Colonialism." *Journal of Historical Sociology*, vol. 29, no. 1, 2016, pp. 4–22.
- Vieira, Kate. "Writing Remittances: Migration-Driven Literacy Learning in a Brazilian Homeland." *Research in the Teaching of English*, vol. 50, no. 4, 2016, pp. 422–449.
- Wyche, Susan. "Times, Tools, and Talismans." *Essays on Writing*, edited by Lizbeth A. Bryant and Heather M. Clark, Pearson, 2009, pp. 52–64.
- Wyche-Smith, Susan Lee. *The Magic Circle: Writers and Ritual*. 1988. University of Washington, dissertation.