This seminar uses *embodied rhetoric* as entry point to the field of rhetoric and composition, and as a tool to do research and writing in several fields. The course gives students a grounding in rhet-comp theories which have potential for inter-disciplinary “travel.” Put in practice, these theories can be applied in many domains, including:

1) Ethnographic research (in the classroom, and elsewhere);
2) Incorporation of personal voice, and lived experience, into academic writing;
3) Bilingualism as “embodied knowledge” requiring reform and innovation;
4) Rhetorical Genre Studies (RGS): the school-to-workplace transition, etc.;
5) Cultural studies and literature

*Embodied Writing* emerges from an argument that all knowledge is *embodied*—i.e., housed in/ shaped by human bodies, cultures, institutional bodies, bodies of discourse, etc. Understanding and representing embodied knowledge requires situated forms of reading and writing.

Embodied rhetoric synthesizes lessons from ethnography, post-colonialism, feminism, and other “turns” which argue that our *positionality*, or *situatedness*, shapes how we produce and express knowledge. This is rooted in inter-subjectivity in psychology; Kuhn’s “paradigms” of scientific revolutions, and ethnography’s “self-reflective turn.”

Embodied rhetoric is thus part of a critique of the pretense that “the scientific method” produces “superior” knowledge, since all researchers are culturally positioned within one form or another of embodied knowledge.