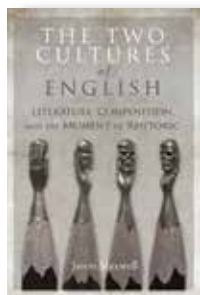


The Two Cultures of English: Literature, Composition, and the Moment of Rhetoric

Jason Maxwell. 2019. New York, NY: Fordham University Press. [ISBN-13: 978-0-8232-8245-6. 248 pages, including index. US\$28.00 (softcover).]



Teachers, students, and anyone else interested in the study of literature, rhetoric, and composition should find *The Two Cultures of English: Literature, Composition, and the Moment of Rhetoric* a good read. Jason Maxwell tackles, in this book, the general topic of how today's universities ask English studies to

not so much reflect a liberal arts tradition but instead look at a more vocational curriculum. He looks at the divide between literary studies and composition and feels that English studies today are entering a period of uncertainty and change.

In looking at ideas concerning what he calls the conceptual borders related to the future of English studies, Maxwell feels these borders of English studies are “certain to proliferate at a wild, unpredictable pace in the coming years” (p. 201). He asks, in a big picture way, how “will English and its various fields respond to a world of dwindling economic prospects and impending ecological collapse” (p. 201). After asking this question, Maxwell comes to his conclusion about the unpredictable future of English studies. He ably looks in *The Two Cultures of English* at the relationship of studying literature, rhetoric, and composition in North American universities in the late twentieth and early twenty-first centuries as he makes his predictions about the future of these studies.

Jeanette Evans

Jeanette Evans is an STC Associate Fellow; active in the NEO community as a newsletter co-editor, currently serving on the newsletter committee; and is co-author of an *Intercom* column on emerging technologies in education. She holds an MS in technical communication management from Mercer University.

Sojourning in Disciplinary Cultures: A Case Study of Teaching Writing in Engineering

Maureen A. Mathison. 2019. Logan, UT: Utah State University Press. [ISBN 978-1-60732-802-5. 216 pages including index. US\$27.95 (softcover)].



Sojourning in Disciplinary Cultures: A Case Study of Teaching Writing in Engineering is an interesting and useful book on Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) through its perspective and content on interdisciplinary collaboration and pedagogy. It is a unique book in that

the chapters are written by colleagues who participated as writing consultants in an engineering curriculum reform program, and they each write about different challenges they experienced during that curriculum reform and what they learned from those experiences.

The book is more than about experiences and lessons learned, though, because each chapter addresses critical issues that interfere with WAC/ WID and interdisciplinary efforts at most universities. For instance, perspectives on the value of writing, what writing is, and how to teach writing are often contentious topics among colleagues from different disciplines. One benefit that readers may gain from *Sojourning in Disciplinary Cultures* is that such issues are discussed theoretically and practically from various disciplinary points of view, and the authors provide suggested strategies that have come about through research and thoughtful hindsight. The range of subjects include learning to write and writing to learn, the separation between content and form, problems that arise when writing is viewed as scribal and not rhetorical, dealing with resistant faculty, team teaching across the disciplines, pedagogical interventions for teaching about graphics, issues of power and gender inequality, and intercultural collaboration. The intercultural collaboration chapter is especially poignant in understanding intercultural dissonance from macro and micro perspectives by explaining the value of applying a Critical Indigenous Studies approach to Watanabe's sojourning experience as a writing consultant. The explanation of this approach helps readers understand the complexity of issues such as knowledge and power, cultural construction of knowledge, and the binary between quantitative and

qualitative knowledge, especially in terms of teaching writing across disciplines. Even more important, though, is Watanabe's fresh perspective on meeting in the "middle," a necessary component of any interdisciplinary collaboration, but one that is often overlooked or not achieved.

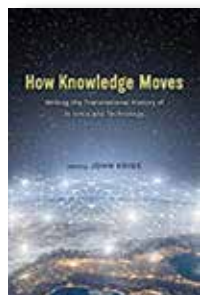
Sojourning in Disciplinary Cultures is a valuable resource for a graduate class on technical writing pedagogy as well as for any humanities, engineering, and science faculty who may be engaged in interdisciplinary collaborations or who teach interdisciplinary classes, especially with a WAC/WID focus. One of the most valuable lessons from this book is learning about disciplinary points of view regarding writing and learning how to respect and work through those differences and still be productive and effective in teaching writing to students from all disciplines.

Diane Martinez

Diane Martinez is an associate professor of English at Western Carolina University where she teaches technical and professional writing. She previously worked as a technical writer in engineering, an online writing instructor, and an online writing center specialist. She has been with STC since 2005.

How Knowledge Moves: Writing the Transnational History of Science and Technology

John Krige. 2019. Chicago, IL: University of Chicago Press. [ISBN 978-0-226-60599-9. 444 pages, including index. US\$40.00 (softcover).]



Under what conditions, if any, should countries limit the export and import of scientific information? And what are the consequences of such restrictions? The articles collected in John Krige's *How Knowledge Moves: Writing the Transnational History of Science and Technology* explore this question by

examining historical examples of regulations designed to control the transnational flow of knowledge. Ideally, scientists and researchers prefer that knowledge flow freely within a transnational community of academics and researchers. What the articles show, however, is that if history is a guide, knowledge will continue to be controlled by countries for their own geopolitical interests.

These questions are particularly timely given the ways many countries have increasingly infiltrated each other's research facilities and technology companies. Especially in the U.S. the issue has assumed paramount importance because the uncontrolled spread of knowledge threatens American economic and military power. Intellectual property covertly obtained by other countries (especially China) shows up later in subsidized products developed as part of a mercantilist strategy to undermine western economic, political, and military strength. Yet such stratagems are neither new nor modern: sixteenth-century Spain, for example, kept knowledge of its seafaring routes and maritime charts, and the knowledge of its captains and pilots, under tight bureaucratic control (p. 414).

The book's international contributors consider not only the role of the regulatory state, but also broader questions about the impact of the transnational movement of knowledge in complicating and blurring cultural and political distinctions: The rise of English as the "lingua franca" of knowledge transfer (p. 26); the merging of scientific knowledge with "political and military might" (p. 413), particularly in America but also increasingly around the world; the confusing "hybrid selves" that arise from attempting to balance "one's identity as a knowledgeable body with national and political allegiance" (p. 26); and the fundamental paradox at the root of many of these themes—that "transnational knowledge/power subverts efforts to draw stark national divisions" (p. 416), yet "transnational history" also gives "readers a sense of place, of belonging, of identity" (p. 412).

Can such paradoxes, in fact, be resolved, and if so, how? It is hard not to be sympathetic to the contributors' desire for unencumbered knowledge transfer, but it is also inevitable that unless the sovereign nation-state is replaced by global government, the exchange of knowledge will continue to be controlled by the interests of each country, and the restrictions decried in this volume—export controls, regulations, passports, crises of personal and cultural identity, borders themselves—will continue to shape how and when knowledge moves across borders.

The present study's impressive collection of deeply researched, wide-ranging historical analyses is of foundational value in characterizing the issue and lays the groundwork for developing a more productive way of sharing scientific and technical knowledge