CHAPTER 15

Crossing Cultures

Chapter Overview

This chapter explores what it means to cross cultures or live in a diverse world. Both the concept of the “Borderlands” as a metaphor for the intersection of cultures and the idea of “McDonaldization” of the world describe the significant reality of the “crossing and intermixing” of people, values, goods, and business practices. This chapter is consequently devoted to analyzing how people, images, and ideas travel across cultures.

The first section, “Borderlands,” explores perspectives on what it means to cross cultures by moving across geographic and racial borders. The selections range from Thomas L. Friedman’s whole-hearted endorsement of immigration for the sake of preserving America’s technological and economic advantage, to James Nachtwey’s visual arguments about the human cost of globalized labor. These divergent perspectives serve to demonstrate that the borderlands can be considered a space where people of different races, classes, genders, and professions meet, a space where identity changes depending on the rhetorical situation of who is in power, who has the ability to speak, and where one is located. Overall, these readings seek to develop a complex and sometimes troubling picture of the various factors that create our contemporary world as one where an increasing number of cultures, economies, and values come into contact. While we might use the metaphor of salad bowl or melting pot, there are real people’s lives behind these terms, and the readings are meant to shine light on those various perspectives.

The second section, “McDonaldization,” explores the notion that America is practicing a kind of cultural imperialism, and it takes as a case study the increasing prevalence of McDonald’s restaurants across the globe. The selections begin with a strong statement from Mark Rice-Oxley about how long U.S. culture will really last. It includes a college newspaper debate over the power of corporations as well as Paul Feine’s humorous and provocative defense of McDonald’s need to tailor its “homogenizing” power to the desires of local cultures. It ends with a look at popular culture practices, with an article on how McDonald’s is using American Idol-like contests to win over new customers and cultural supporters. In this way, the section attempts to offer a range of perspectives and arguments on how cultural practices both convey and shape cultural values. This focused section should enable students generate new ideas about practices of cultural influence.

HOW TO USE THIS CHAPTER IN THE WRITING CLASSROOM

You might choose to teach this chapter as an example of two case studies: that is, two sets of articles and images that offer multiple perspectives on a specific issue related to cross-cultural formations and the attendant construction of global culture. In this way, each
section can serve as a model for developing a research paper out of sources of varying genres (the popular article, the editorial, the multimedia argument, the visual artifact such as a photographic essay, the interview). You can also use each section to help students launch their own research inquiry on related case studies.

The first section allows students to develop a complex understanding of the range of attitudes that range from polar opposites to an ambivalent middle ground. An excellent starting point for this section is the conversation over the net social impact of globalization seen through the pairing of Thomas Friedman’s essay and Stephen Steinlight’s response. This pairing would provide students with a range of critical perspectives from the outset as well as offer them with sufficient context for launching research arguments on a related topic. Furthermore, by using Friedman’s and Steinlight’s articles along with the other essays in the first section, students would be well-prepared to classify the argumentative stances of many research and popular sources that they encounter in their ongoing research projects on immigration, American culture, Mexican-American relations, globalization and more.

The second section, “McDonaldization,” takes a more focused view, in that it provides a helpful way for students to analyze a particular case study. Students could use the readings in this section to write a project about franchises. Alternatively, students could choose a topic similar to McDonaldization, such as the rise of Wal-Mart, the global prevalence of Coca-Cola, or the cultural influence of Starbucks on tea-drinking countries such as China or England. In teaching this section, you could start with Mark Rice-Oxley’s essay as a model of how to move through various examples before focusing on the main topic for the writing project, and then show students how they could use quotes from the other pieces to contribute to a research argument on a different case study.

**WRITING RESOURCES FROM PREVIOUS CHAPTERS**

Chapter 5 offers a thematic focus on social science topics, while offering students proven strategies in evaluating sources, conducting field research, taking notes, and keeping track of research in a log. You might return to Chapter 5 while working through this chapter in order to help students sift through the multiple perspectives in each case section and begin to locate new articles on the issues debated in these pages.

Along different lines, the pathos-infused arguments represented in Frank James’s writing on the Phoenix Suns or Feine’s humorous stance on McDonald’s offer students a chance to revisit Chapter 2 on emotional, logical, and character fallacies.

**CHAPTER OPENER CLASS ACTIVITY USING FIGURE 15.1**

Ask students to analyze the persuasive intent of Figure 15.1 from the French film *Asterix Conquers America*. The film makes a very pointed critique that the historic meeting of global cultures has not always been positive. In relationship to the film’s representation of monumentality and American identity, have students examine the Dakota monument to Crazy Horse as a response to Mount Rushmore (http://www.crazyhorsememorial.org/).
You can hold a class debate about the meaning of these provocative statements as well as establish a traditional foundation for the subject of crossing cultures.

Alternatively, ask students to draw their own representations of how cultures intersect and collide across the world. You might repeat this activity after working through the image of the globe supported or strangled by corporate logos, shown in 15.2. A third possibility is to have students compose a drawing once they have discussed all the readings in the chapter, then compare their earlier and later visual arguments to see how their perspectives have changed and how their visual rhetoric productions reflect their developed thinkers as writers and researchers.

**Resources on the Readings, BORDERLANDS**

**SECTION OPENER CLASS ACTIVITY USING FIGURE 15.3 AND 15.4**

To start your class discussion of the section “Borderlands,” ask students to discuss the visual rhetoric in Figures 15.3 and 15.4. First, have them compare the road sign to other road signs they find in their towns, campus communities, or online through Flickr. Put students into teams and have them report out on what cultural representations or arguments are made by such seemingly “objective” signs.

Next, ask students to explore the Library of Congress Website (http://memory.loc.gov/learn/features/immig/immigration_set1.html) for its arguments and images about how immigration has changed the face of America. What do they learn? Which texts seem more powerful to them, the collage of faces or the words? Have them make a similar visual representation of your state, city, town, or university campus and then present their work, relying on the strategies for visual arguments and presentations from Chapters 8 and 9.

**WORKING WITH THE VISUAL READINGS ON PAGE 528–530, FIGURES 15.5–15.8, ALEX WEBB, “LIFE ON THE BORDER” (PHOTO ESSAY)**

The first perspective of the section comes in the form of Alex Webb’s photo essay “Life on the Border.” The many thumbnail images shown in Figure 15.5 are additional photos that you can examine with your class in a technology classroom. As a whole, the photo essay explores the intersection of American culture with life on the Mexican border. The images emphasize the disparity between the two cultures, as well as the impact of immigration from Mexico to America. Webb’s photos articulate the stark existence of immigrant culture, but also the tensions evident in the promise of new life and the difficulties born of commercialized American life.
ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

- What is Webb’s argument in the photo essay? How do his images offer a sharp commentary about immigration? What compositional elements of these visual texts serve to make the argument?

- Look at the image of the man standing between the Pepsi and Aquafina machines in Figure 15.6. What is Webb suggesting about these two products? Read the caption of the photo in the textbook. What else could the Pepsi and Aquafina signs represent? Create another caption for the image.

- Figure 15.8 shows an outdoor Catholic mass. How does the caption suggest a way of interpreting the image?

- Is it ironic that Webb does not actually show an image of the border itself? What else is loudly absent from these photos? What inferences can we draw by noting the absence of “obvious” or “common” visual symbols for any given cultural phenomena?

SUGGESTED WRITING ASSIGNMENTS:

- Imagine that a photojournalist came to your community. What photos should they take that are argumentative? What story would those photos tell?

- Write a new caption for Figure 15.7 on page 529. What story is the photo telling? What can we imagine in happening in the photo?

- Compose a narrator’s account of the scene in Figure 15.8, as if you were reporting on this scene for a radio or TV program. Be sure to comment on all the people, the words, the visual elements, and the startling details of the photo.

- Have students write a personal essay grounded in a personal photograph that can be tied to the idea of the borderlands. Students could eventually turn a personal encounter with identity construction across cultures into the context of a larger research argument or expository essay on a related topic.

Hilary Hylton, “Calls to Shut U.S.-Mexico Border Grow in Flu Scare”

Hilary Hylton offers a reassessment of the impact of closing the borders during the 2009 flu scare. In her article, she suggests that closing the border is harmful to American businesses that hope to profit from exchange with Mexico. In a clear criticism of anti-immigration groups such as Americans for Legal Immigration, the San Diego Minute Men, and the California Coalition for Immigration Reform, Hylton reminds her reader that more is at stake in closing the border than protecting U.S. health.
Likening the proliferation of anti-immigration arguments to the very pandemic they use as evidence to close the borders, Hylton critiques the logic behind such claims. She argues instead that both Mexico and the U.S. have linked their economic lifeblood to exchange of goods on a large and small scale. Hylton asserts that a border shutdown would cripple the economy of Mexico, the southern U.S. and, consequently, the entire United States.

**TEACHING THE TEXT AS WRITING**

Hylton utilizes several rhetorical strategies in writing this piece. Have students identify the moments in her article when Hylton is utilizing *ethos*, *pathos*, *logos*, and *kairos*. Where do those techniques seem to be the most effective? Hylton also takes evidence that would seem to support arguments for closing the border, such as the 22-month-old boy who died after visiting relatives in Mexico, and shifts the implications of this evidence. Where else does Hylton use the arguments of possible detractors to serve her argumentative purposes?

**ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:**

- Hylton begins her article with a cliché, namely, that when the U.S. sneezes, Mexico catches a cold. What does she mean by this statement? Express this in your own words.

- Examine Figure 15.9 on page 531. What is the relationship between that photo and Hylton’s article? Why do you think that *Time* magazine chose this visual text to accompany the article?

- Who is Hylton’s audience? In other words, who is she hoping to convince in this article? What rhetorical appeals and argumentative strategies suggest this to you?

- On which rhetorical technique does Hylton rely most heavily? Could her article have benefited from stronger appeals to *pathos*? Conversely, is there a danger in straying too far from *logos* in a politically sensitive argument?

**SUGGESTED WRITING ASSIGNMENTS:**

- Hylton expresses concern for the economic impact of closing the border – a *logos*-heavy argument. What would arguments based on *pathos* look like? Compose a list of points that use *pathos* and revise Hylton’s article.

- Read the last paragraph of the article again. Hylton cites Texas Governor Rick Perry. Write a short analysis Hylton’s representation of Perry. How is she portraying him here? What is the purpose of portraying him as such?
Hylton argues that, “there is little attention paid to the goods that flow both ways.” Have students find an item that they use in everyday life that is imported from another country. How would they function without it? What would be missing?

Teresa Hayter, “The New Common Sense”

Hayter’s article “The New Common Sense” offers a compelling critique of those who argue against free immigration. Explaining flaws in such beliefs, Hayter argues against immigration controls and the perceived benefits they offer. One strategy Hayter uses is to encourage readers to identify our own status as “immigrants,” thus implicating readers in the conclusions she draws. Likening immigrants to refugees, Hayter identifies logical fallacies in the very nature of “immigration” and “immigrant” as definable categories. In this way, Hayter makes a series of powerful arguments about the benefits of free movement.

Hayter makes a case for connecting immigration controls with repression, racism, and ideological control. For Hayter, immigration represents one of the last vestiges of national power, as countries have begun to cede control over immigration to international powers and regulations. She also provides quantitative evidence regarding the economic benefits of free immigration, citing that “In Britain too the Home Office estimates that immigrants make a net contribution of $3.75 billion a year to public finances. The cost of immigration controls, on the other hand, is at least $1.5 billion a year, and rising.”

Teaching Text as Writing

Hayter’s use of interconnected rhetorical techniques is crucial to understanding her argumentative strategy. Have students identify places in the text where Hayter makes a claim and then immediately supports it with a specific piece of evidence. Have students discuss the benefits and drawbacks of such tactics. Hayter also covers a breadth of argumentative ground. Have students compare Hayter’s argument with Hylton’s in terms of breadth versus depth. What is gained from Hayter’s broader indictment as opposed to Hylton’s specific Kairos of the swine flu?

A second useful exercise may be walking students through the rhetorical triangle of each piece to dissect effectiveness. Take a look at the way Hayter interweaves strong language and statistical evidence, international legal precedent, and common sense throughout her article.

Additional Questions for Class Discussion:

- How do you react to Hayter’s tone? Do you consider yourself to be part of the “our” and “us” that she defines? How does Hayter construct the rhetorical situation for her article?

- Look at the two visuals that are originally appeared with Hayter’s article. Why might Hayter have featured the Question/Answer structure this way? How does this engage you as a reader?
• Analyze the power of the concluding line that, “The abolition of immigration controls would mean a vast increase in freedom and prosperity for all of us.” How does this line suggest what Hayter calls “a more just world order”? What is your response to the idea?

**SUGGESTED WRITING ASSIGNMENTS:**

• Take one section of Hayter’s argument and break it down point-by-point. What is the major thesis in that section? What evidence does she offer? Where do you see her voice coming through? Evaluate the effectiveness of her argument in a short essay.

• Hayter strategically equates refugees with immigrants; write an essay that discusses the ways in which the words are the same or different. What is at stake in keeping those words separate or bringing them together?

• Have students explore “The Chica-Iranian Project” as an example of a multi-media argument along the same lines (http://www.pochanostra.com/chica-iranian/). Have students assess the relationship between visual representations and textual representations of these phenomena.

**Cynthia Gorney, “Mexico’s Other Border”**

Professor of Journalism Cynthia Gorney uses the narrative of Jessenia and Armando López to frame a larger argument about the perils of border crossing in Latin America. Gorney identifies the “other” border in Mexico as the southern boundary that is shared with Guatemala. Her article reveals that immigrants traveling to the United States are not solely Mexican, but can be from other Latin American countries as well. With vivid and compelling language and memorable stories, Gorney describes the dangers of traveling into southern Mexico: extortionists, drug runners, police, and thugs all hope to prey upon illegal immigrants.

Discuss with your class the way in which Gorney’s argument emphasizes the intersection of hope and despair in border crossing. How does she show that immigrants from countries other than Mexico have even more difficulties than Mexicans attempting to cross into the U.S.? Talk with students about how Gorney’s article can expand their notion of what “crossing cultures” means in order to expand the perception of Latin immigration from one that is exclusive to Mexico.

**TEACHING TEXT AS WRITING**

Gorney’s article situates her argument in terms of a narrative. By telling the story of Armando and Jessenia, as well as their fortunes in their travels, Gorney is able to offer a memorable and moving story that makes a critique of the larger conditions under which
people travel in dire circumstances. Compare Gorney’s work to that of Hylton and Hayter. Does Gorney articulate a similar argument? Is Gorney’s piece more or less persuasive than the articles that came before?

**ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:**

- Re-read paragraph 5 on page 537. What is the purpose of turning to the second person—“you”—in this passage? What is the effect on the reader? How does it help identification with the people in the story?
- Why does Gorney include the passage about Father Rigoni? What does his background add to the piece?
- In what ways does Gorney’s article challenge or uphold stereotypes that the reader may hold about Latin immigration?
- Examine figure 15.10. How does this image fit into Gorney’s argument? How does it extend her narrative about the perils of migration? How does it move or convince the reader to see immigration differently than before?

**SUGGESTED WRITING ASSIGNMENTS:**

- Conduct a rhetorical analysis of Gorney’s work. In what way do Gorney’s use of ethos, pathos, logos, and kairos operate?
- Consider the map described on page 538. Reflect upon a time when you took a trip and used a map. In what ways did the map help you to construct an idea of your destination? Write an essay that describes the relationship between a map for a journey and the destination sought. Utilize some of the narrative techniques that Gorney employs.

**Ted Robbins, “‘America’s Toughest Sheriff’ Takes on Immigration”**

In this NPR story, Ted Robbins synthesizes various interviews regarding the controversial figure Sheriff Joe Arpaio of Maricopa County, Arizona. Robbins provides commentary that shapes the editing of the interview. The interview coincides with Arizona’s new immigration laws and Arpaio’s efforts to enforce them.

Robbins reveals the conditions of Sheriff Arpaio’s infamous “Tent City” prison, in which prisoners experience tough and humiliating treatment in order to reform their behavior. Tracing shifts in Arpaio’s enforcement policies, Robbins engages sources as diverse as the *Phoenix New Times*, which has exposed Arpaio for costing the county millions in mistreatment charges, and Arpaio’s supporters, who see his policies as “down to earth” and approve of his “tough” attitude.
ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

- How does Robbins portray Sheriff Arpaio? How does the sheriff construct a persona for himself through his words, level of decorum, and arguments?

- Review the different kinds of evidence that Robbins provides: Inskeep’s interview of Arpaio, inmates, arrested immigrants, a newspaper editor, civil rights activists, and Arpaio’s supporters. How does each piece of evidence shape the argument of the piece overall? What other kinds of evidence could Robbins use and what does the choice of this evidence suggest?

- Why might Robbins offer the statistic about Arpaio’s voter approval ratings at the end of the piece? What do the visual elements of the photo of Arpaio and his van suggest about Arpaio’s supporters?

SUGGESTED WRITING ASSIGNMENTS:

- Consider a controversial figure in your community. Write a short analysis of the figure and what makes them controversial. What sources of information could you use to shape your audience’s opinion of that figure? What visual rhetoric might you use?

- Imagine Robbins and Arpaio having a face-to-face discussion about Arpaio’s implementation of immigration policies. Write a list of questions that you think Robbins would ask and write the answers that you believe Arpaio would give. Have students review Envision’s interview strategies (pp. 129–130).

- Along the lines of having students anticipate answers, have students study Robbins’ rhetorical approach to asking questions. Potentially, he could have asked any number of questions with any number of approaches and intent (e.g. asking for statements of record, information, attempting to elicit an emotionally charged response). After conducting a brief rhetorical analysis of Robbins’ approach, have students design a series of questions based upon a given rhetorical persona such as Entertainment Tonight, Time Magazine, The New Yorker, Fox News, etc. How would Perez Hilton’s blog interview be different than Bill O’Reilly’s show on Fox News?

WORKING WITH THE VISUAL READINGS ON PAGE 544, FIGURES 15.12–15.13: JAMES NACHTWEY, “CAUGHT CROSSING”

Award-winning photographer James Nachtwey’s visual arguments identify the dangers inherent in the routes that Mexican migrants face in their travels to America. His powerful images present viewers with aspects that are often downplayed in the larger national debate about the pros and cons of “illegal immigration.” While the national debate often centers around the impact of immigration on the economy and public services, the dangers of the passage and the human cost occupies less national attention. What is striking about these
ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

- Have students examine Nachtwey’s complete bio from Chapter 14, page 505. What do they learn about his \textit{ethos} and experience as a photographer? How does this knowledge of the author—part of the rhetorical situation—shape an interpretation of the images themselves?

- Ask students to infer from Nachtwey’s global and national critique to their own local surroundings. Have students locate a more immediate situation and plan a series of photographs along the lines of Nachtwey’s. What images would take the place of 15.12, 15.13, and 15.14? How can a local photographic sequence call attention to certain issues in the community?

- While Figures 15.12 and 15.14 include scenes from the street, Figure 15.13 is taken inside, and happens to be a photograph of a set of photographs. Have students discuss the media-within-a-media criticism that Nachtwey suggests. What role does technology (including the helicopter in figure 15.12) play in Nachtwey’s visual arguments? Further, how does the handwriting as a technology make an argument in Figure 15.13?

- Ask students to plan a \textit{Time} magazine cover that would contain these photographs. What kind of textual narrative and appeals would best complement Nachtwey’s work?


**Michel Martin, “With Immigration, Racism Knows No Borders”**

This short transcript from Martin’s radio broadcast could easily be used as a reading assignment to establish topical context for contemporary discussions of “crossing cultures” in Chapter 15. Significantly, Martin raises the issue of racism between non-white groups, thereby marking a shift in conversations about race that are typically between white and non-white relationships.
TEACHING THE TEXT AS WRITING

Ask students to identify the difference in style and arrangement between radio transcripts and standard academic writing. How does the oral delivery differ from a textual composition in ways that extend beyond the mere use of formal language? Are some parts more difficult to follow? Have students re-type this transcript as a formal argument using as many of her specific phrases as possible. Have them note areas where they have to add connections between ideas to make the transcript “flow” in the way that a standard scholarly essay would.

ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

• Martin raises the issue of racism between immigrant groups. What does she offer as proof? Does her piece change your view of race relations among immigrants or in America more generally?

• Martin notes that prejudice and racism are not entirely reducible to one another. Ask students to discuss the difference between the two terms as a way to help them reflect on the construction of their own identities through the intermixing of cultures.

SUGGESTED WRITING ASSIGNMENTS:

• Have students take a critical view of Martin’s text by having them write counter-arguments for specific passages in the transcript. Emphasize that the point with this writing exercise is not so much to criticize Martin’s point of view as to call attention to the need to demonstrate claims with evidence. Along these lines, you could also ask students to take a copy of her essay and seek out research that could substantiate her claims.

• Ask students to imagine that they were invited to post a response to Martin’s piece and to include an image to represent their argument in visual terms. Put students into groups to brainstorm their ideas together and then present their work to the class.

Thomas L. Friedman, “America’s Real Dream Team”

Friedman’s essay is the precursor to Stephen M. Steinlight’s essay on page 550. The two complement each other nicely as the latter assesses the range of opinions that occur in the former. In Friedman’s essay, he suggests that globalization and immigration are essential and positive developments. Citing the ethnically diverse crowd of high school seniors at Intel’s 2010 Science Talent Search, he uses this example to argue that America needs immigration reform in order to ensure that we keep bringing in talented minds from countries outside the U.S. to retain America’s strategic economic and political advantage. Friedman ties immigration and globalization together by asserting that technology also enables the formation of a parallel meeting of the world’s best and brightest minds.
TEACHING THE TEXT AS WRITING

Friedman’s short essay provides a good opportunity for students to examine in detail the type of descriptive examples that he offers for evidence of American’s need to keep open borders. Have students identify how he lists a range of “international names” as part of his opening narrative before moving on to state his thesis: “I am a pro-immigration fanatic.” Have students examine how Friedman returns to the topic of names at the end of the essay to provide effective closure for his argument.

ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

- Friedman frames this immigration debate on the need for American to retain its technological and strategic edge through bringing in “the world’s first round aspirational and intellectual draft choices.” What is the significance of using the language of sports recruiting? How does Friedman return to this language in the article, citing ESPN and winners, for example?

- How does Friedman offer another perspective on immigration, namely the idea that immigration expands to socio-economic realms that also include the elite and educated, not just the poor and migrant workers?

- Given Friedman’s focus on education, ask the class to discuss what they learn about the education-levels of these students’ parents and their socio-economic advantages or struggles. Have students discuss their own generational migrations and social positions.

SUGGESTED WRITING ASSIGNMENTS:

- Friedman’s piece is an excellent example of a positive op-ed endorsement for globalization. Use his argument to launch a research paper or argumentative essay. Have students use the same part, quote, or argument from Friedman’s essay to compose two different introductions with thesis statements. Have students write one introduction that agrees with Friedman’s positive view and one that disagrees.

- Since Friedman’s essay is purely verbal, have students pretend that they are visual editors for the New York Times. How would students select an image to represent Friedman’s point of view? To critique it? To slightly challenge it?
Stephen M. Steinlight, “Thomas L. Friedman: Foe of Open-Borders and ‘Comprehensive Immigration Reform’”

Steinlight’s response to Friedman’s essay on page 548 could be productively taught as a companion piece. Steinlight specifically critiques Friedman’s view as narrow and grossly misrepresentative of globalization. In contrast to the rosy picture of America attracting intellectual talent, Steinlight calls the reader’s attention to the fact that the vast majority of immigration does not occur from the education elite that Friedman describes. For Steinlight, the majority of immigrants are actually “socializing downward” due to insurmountable language, race, and class barriers. He closes with a direct appeal for Friedman to use his popularity and readership to paint a different picture of crossing cultures.

TEACHING THE TEXT AS WRITING

As Steinlight’s piece is an explicit counter-argument to Friedman’s piece, have students discuss strategies of using entertaining counter-arguments as a way to strengthen their own writing. Have them quickly re-read Friedman’s piece and then examine the extent to which Steinlight accurately represents both the literal and conceptual content of Friedman’s work. Does he engage in any straw man constructions when he situates Friedman’s comments on par with *Time* magazine’s opinions? Along such lines, you could also have students examine Steinlight’s writing in terms of rhetorical and logical fallacies.

ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

- Have students compare the audience of both Friedman’s piece and Steinlight’s response. Are they the same? How would students imagine that these audiences would respond to Friedman and Steinlight’s use of evidence?
- Steinlight uses very strong and emotionally charged language to highlight anger and frustration whereas Friedman also uses emotional appeals to emphasize positive aspects. Ask students how emotion operates in the respective writing assignments.

SUGGESTED WRITING ASSIGNMENTS:

- Have students review Chapter 6’s section on integrating sources (pp. 154–156), and then have them write an essay in which they insert their own opinion on this issue between Steinlight and Friedman. Have them review strategies for integrating quotations and source material while preserving their own distinct scholarly voices.
- Steinlight’s words are very strong and, at times, almost seem to engage in *ad hominem* fallacies that could detract from the validity of his opinions (see Chapter 2 for a discussion of such fallacies). Have students rewrite Steinlight’s arguments without challenging Friedman’s *ethos* while maintaining the substance of his counter-arguments.
• Have students write an imaginary debate between Friedman and Steinlight, drawing on additional research. Will these two authors always be speaking at cross-purposes or can they be directed toward a middle ground?

• Returning to the writing project above, ask students to imagine that they are visual editors for this piece. What visual rhetoric might they select to represent Steinlight’s perspective?

Lexington, “The Hub Nation”

This piece, along with the visual image, provide a powerful instance of “crossing cultures.” Lexington argues that an underexamined perspective on globalization is the fact that immigration connects America to international cultures at least as much as international labor connects with American culture. In this way, ethnic networks can be accessed through American use of international labor that would be otherwise unavailable. Lexington notes that these ties allow Americans to promote their “soft power” and Western values and ideas through immigrants’ continuing ties with their home cultures.

TEACHING THE TEXT AS WRITING

Even though this essay reflects Lexington’s personal opinion, he avoids the use of the personal “I” or examples derived from personal experience. Ask the students to compare this style of writing to Friedman’s or Steinlight’s articles in which the personal makes a strong appearance.

ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

• Notice the strong thesis in the opening line. What is the effect of placing the argument up front, rather than introducing it after an opening narration?

• How does Lexington use case studies as examples and as evidence?

• Lexington closes with the lament that most politicians are unwilling to endorse opening American labor markets to increased international competition in a time of 10% unemployment. You could ask students to weigh the pros and cons of Lexington’s arguments for internal free markets and increased competition against domestic job protectionism. Or, you could ask students to examine the language Lexington uses to make this final statement and compare it to the language of the essay’s opening statement.

SUGGESTED WRITING ASSIGNMENTS:

• Have students compose alternative visual cartoons for Lexington’s article.

• Ask students to brainstorm new titles for this piece: first, one that offers a more detailed account than “the Hub Nation,” and second, one that offers a shorter
Ezra Klein, “Nativism Doesn’t Appear to be on much of a Rise”

Klein’s argument situates the post-Obama election rise in conservative movements such as the Tea Party with regard to the immigration debate. In the past, “nativist” anti-immigration stances have been a foundation of Republican conservatives. Yet, Klein notes that nativist sentiments are not substantiated by polling data. The piece opens with a critique of “overheated rhetoric” but then successfully uses rhetorical strategies to make a case that self-interested economic concerns may be a factor in such debates.

**Teaching the Text as Writing**

Klein uses several *logos* appeals to state her case. On the one hand, membership in anti-immigrant groups is on the rise. On the other hand, polls show that the desire to reduce the limit on immigrants in America has declined. How might the reader reconcile the two statistics?

**Additional Questions for Class Discussion:**

- How does the writer move from *logos* to *ethos* and *pathos* in the closing paragraph with a turn to “I” and a parroting of popular slang: “love ‘em or hate ‘em”? Have students discuss the effect of these writing strategies.

  - Analyze the image in Figure 15.17. How does it differ or resemble the original image published with Klein’s piece? See http://voices.washingtonpost.com/ezraklein/2010/03/nativism_doesnt_appear_to_be_.html.

**Suggested Writing Assignments:**

- Have students write an essay in which they compare the poll question that Klein cites (“Whether respondents would like to see the number of illegal immigrants in the country increased or decreased”) to other polls taken around the same time period on similar topics. Have students analyze similarities and differences between the poll constructions.

  - Have students compare Klein’s point of view with a survey of recent political cartoons on immigration available through the Envision Website. Follow this click path: www.pearsonhighered.com/envision ➤ Student Resources ➤ Chapter 1: Analyzing Texts ➤ Resources and Readings ➤ Comics and Political Cartoon Archives and Websites. Have political cartoons attempted to shift the conversation back to a nativist argument? How so or how not?
Frank James, “Phoenix (Los) Suns Wade into Immigration Fight”

Frank James’ National Public Radio report explores the Phoenix Suns’ decision to take a stand against new Arizona immigration laws. Synthesizing comments from Suns’ owner Robert Sarver, The Arizona Republic newspaper, comments from NBA Commissioner David Stern, and Suns fans, James situates the Suns’ political statement as “the first time a state sports entity has taken a public stand on the law.”

The fan’s angry comment demonstrates why most corporations are risk-averse, but it also offers a new way of thinking about corporate responsibility, even in the face of public disapproval.

TEACHING THE TEXT AS WRITING

Discuss how James integrates a range of research texts in this short blog post. Have students compose a bibliography out of the many citations. How can this text be seen as an example of a “dialogue with sources” from Chapter 5? Discuss how James reveals his own stance without using the personal pronoun “I.”

ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

- James observes in the end of his blog post that “some observers believe the jerseys should really say Los Soles, to be accurate. But as some have noted, maybe that was too uncomfortably close to ‘lost souls.’” Why does James include this hypothetical? What function does it serve in his overall argument? Does it open an author’s arguments to counter-factual speculation, or does his use of imaginative rhetorical situations have a persuasive purpose?

- How does James use the blog post from the angry Phoenix fan as both proof of James’ online presence and as evidence?

- Do an Internet search on a company’s Corporate Responsibility statement. What are elements of corporate ethics? Do companies have an obligation to speak out on behalf of their employees, or vice-versa?

- Look at the image of Steve Nash wearing the “Los Suns” jersey. What are other visual statements that groups have made to object to laws or ideas? Compare Figure 15.18 to the visual rhetoric in Chapter 12 on “Marked Bodies.”

SUGGESTED WRITING ASSIGNMENTS:

- Explore how reactions to Arizona’s immigration law as a whole were mixed across professional sports. Using the Envision Website that contains the multimedia version (available at www.pearsonhighed.com/envision/557) of this story, ask students to watch the video clip of St. Louis Cardinals manager Toni La Russa’s less than favorable reaction (available online at http://www.sportsgrid.com/mlb/tony-
larussa-supports-arizona-immigration-law-video/) to the same controversy. Students could then write an essay assessing how La Russa and the Suns’ respective reactions relate to cross-cultural perspectives in sports.

• What is an issue on which public opinion is divided? Find a discussion board about the issue and analyze the rhetorical strategies of the post. Which strategy is the most present: ethos, pathos, or logos? Which would be the most effective? Craft a post in which you revise the opinion in the post.

• Think about the visual rhetoric of the Suns’ jerseys as “Los Suns” as a rhetorical reflection of kairos, to mark the Cinco de Mayo holiday. In what way does the use of both English and Spanish on the jersey reflect other issues of hybridity in immigration? Are there any other words that English speakers have cobbled together that express this unique situation in America?

Resources on the Readings, McDONALDIZATION

SECTION OPENER CLASS ACTIVITY USING FIGURES 15.19–15.21

Have students discuss the various arguments made by Figures 15.19, 15.20, and 15.21. How does each visual text offer a strong argument about the identity and impact of McDonald’s in various places across the globe? How does the parody of Chairman Mao, former leader of communist China, wearing Mickey Mouse ears in Figure 15.20, extend an argument about McDonald’s beyond just criticism of the food chain to make a commentary on Disney and the expansion of western culture more broadly? How does Figure 15.21 move from being an objective snapshot of a broken sign to a political statement through the act of composition and publication? How does humor work in these three images? How does what you find to be funny depend on your rhetorical situation, views about the world, and culture? Have students locate three similar images with regard to another major American corporation, such as Coca-Cola, Exxon, or any of the companies represented in Figure 15.2. Place them in groups to construct presentations of their images to the class.

Mark Rice-Oxley, “In 2000 Years, Will the World Remember Disney or Plato?”

Mark Rice-Oxley focuses his essay on the topic of “cultural imperialism,” or one culture dominating another. He argues that things have sped up so fast that culture is disseminated globally almost instantly. Sometimes the cultural values are positive, sometimes negative, but there’s no debating that the cultural values are spreading. Moreover, he argues that such cross-cultural influences are nothing new. Previous empires in Rome, China, and Italy have spread culture over great distances. What is new, however, is the technologies used in today’s cross-cultural contacts.

Rice-Oxley identifies three dangers in such cultural domination: first, small businesses can be eclipsed; second, vital cultures are being eclipsed; and third, people aren’t getting different viewpoints on the world, but rather they are getting increasingly dominant views. He diagnoses the problem as laissez-faire capitalism. He says there is another danger, consolidation, that is really just a version of domination. Some cultures around the world have pushed back or resisted, such as Japan, France, and the Philippines, but it remains to be seen what will happen. Rice-Oxley says that to be fair, American culture assimilates other cultures’ best artifacts.

**TEACHING THE TEXT AS WRITING**

Rice-Oxley offers a lively essay. You might show students how he starts off with a parade of brand names at a mall to engage the reader and then moves into his argument. Note, too, that the author returns to the title at the end of the essay when the question returns: who will last? Will U.S. pop culture really last? Have your students write a similar essay modeled after Rice-Oxley’s style, in order to raise critical questions about the cultural artifacts in their communities.

**ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:**

- Rice-Oxley quotes an Oxford professor as saying that “most empires think their own point of view is the only correct point of view.” Is he implying that the United States is an empire? If so, do you agree with him? What might the U.S. have in common with previous empires, and where do they diverge from imperial models?

- What is Rice-Oxley’s central claim? How do you know? Where is it most clearly stated? What is his audience? How does knowing his audience affect how you interpret his central claim?

- Out of the dangers of American cultural imperialism Rice-Oxley lists, which is the biggest danger and why?

**SUGGESTED WRITING ASSIGNMENTS:**

- Write an essay in which you analyze Rice-Oxley’s use of slang, lively language, and jargon to develop his argument.

- In his essay, Rice-Oxley writes that “Sometimes, U.S. ideals get transmitted—such as individual rights, freedom of speech, and respect for women—and local cultures are enriched. At other times, materialism or worse becomes the message and local traditions get crushed.” Do you agree with this statement? What are some examples of the enriching ideals, and what are some examples of the crushing ideals? What aspects of American culture would you like to see circulated more widely across the globe? Write an essay in response to these questions.
• Rice-Oxley writes that throughout history, other dominant cultures have “sought to perpetuate their way of life,” and he cites the ancient Greeks, the Romans, the Han Dynasty in China, Renaissance Italy, and modern Britain. Do some research and write a short essay about what we Western culture has assimilated from those cultures.

• Create a photo essay about contemporary cultural artifacts that are distributed across the globe. Use images from historical archives to include photos of rhetorical texts which have fallen out of cultural popularity (the hula hoop) and some which have lasted in a global context (baseball, for example.)

**Qui Jianghong, “KFC and McDonald’s: A Model of Blended Culture”**

In this essay, Qui Jianghong profiles the incredible success of KFC and McDonald’s in China since the 1990s. The author attributes the enduring success to sensitivity towards Chinese culture on the part of the fast food chains. When they first arrived, they were content to offer the fare Americans are used to, but soon they realized they weren’t going to succeed by imposing cultural values and culinary traditions on a new market. Thus, they modified their menu to offer creative new Chinese food selections. The author calls this “intercultural management mode,” which “absorbed the Chinese cultural elements of respect, recognition, understanding, assimilation, and amalgamation, while maintaining the substance of the Western culture of efficiency, freedom, democracy, equality, and humanity.”

The piece offers a counterpoint to critics of restaurants such as McDonald’s by validating the business strategies used to address an international audience with respect for its customs.

**TEACHING THE TEXT AS WRITING**

Discuss with students the fact that this piece appeared in the state-run *China Daily*. What aspects of the prose or the argument itself indicate this particular audience? Analyze the text for how it might be both informative about happenings in China but also possibly catering to particular companies that are currently investing in China. What word choice and strategies of argumentation show attention to the mission of the publication?

**ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:**

• What is the tone of this essay? Does it have to do with its publication in the *China Daily*, or its audience of English readers in China?

• It is just as likely that KFC and McDonald’s could have failed in their Chinese venture. To what does *China Daily* attribute their great success?

• How might the “intercultural management mode” be used in other contexts and cultures to create greater international harmony? What do you think of this solution as a business strategy and as a means of bridging cultural divides?
SUGGESTED WRITING ASSIGNMENTS:

- Write a letter from the editors of the *China Daily* to Mark Rice-Oxley arguing that McDonald’s and KFC are actually respecting their local cultures.

- Pretend that you are an executive for a Chinese fast food company wanting to bring a Chinese food restaurant to the United States. Write a business plan for how you might change your menu to fit the new culture.

- Alternatively, act as an executive for McDonald’s aiming to enter an international market other than China. What would you do? Compose a proposal for a new restaurant, a menu, and an ad campaign. Refer to the guidelines in Chapter 4 on proposals and in Chapter 8 on “Designing Arguments for Public Audiences” (p. 176) to help you get started.

*The Daily Targum, Two Opinions on McDonaldization: Joseph Davicsin, “Corporations Leave Small Business Behind” and Jeremy Sklarsky, “Globalization or McDonaldization?”*

This selection offers two provocative essays and should be considered together as two opposing perspectives on globalization.

The essay in the left column, by Joseph Davicsin, lambastes globalization as the force driving out small, individual businesses that have quirks and personality; Davicsin argues that globalization brings in faceless, sterile chains with big names. Davicsin writes in rage because one of his favorite coffee shops has closed, and a Starbuck’s has appeared in its place. The coffee shop failed because it wasn’t given a chance. And nobody cares, he says, because of globalization, which “is trying to unite the planet in blanket sameness.” He says there’s something downright wrong with this homogeneity. The causes are laziness and inertia, but he sees the bigger problem in the ability of large chains to keep prices the same everywhere, thus relegating smaller businesses to the level of the boutique. Nothing in the middle can survive. His call to arms asks people to keep the system guessing by going from store to store and supporting newer establishments.

The essay on the right, by Jeremy Sklarsky, is a direct response to Davicsin; Sklarsky answers Davicsin by calling him misguided on globalization and corporations. Sklarsky’s points are that globalization is just a result of history—technology and the collapse of the Cold War have moved free markets along. Anti-globalization sentiments, he argues, can be viewed as aligned with terrorist sympathies. He argues that there is no conspiracy, and that corporations go out of their way to give people what they want rather than imposing their will. He cites Thomas Friedman’s observation that no country with a McDonald’s has ever gone to war with another country with a McDonald’s. He concludes by asserting that corporations are successful because they provide quality products, for if they don’t, other companies will take over.
TEACHING THE TEXT AS WRITING

Ask students to assess the tone of each piece. Does one rely more on pathos, or emotion such as rage, while another relies on formal logic? Have students discuss which tone seems more persuasive. Discuss, also, how Sklarsky’s piece provides a careful rebuttal of the points of argument raised by Davicsin. Return to Chapter 3 and the chart on strategies of arrangement (p. 68) to discuss the rhetorical techniques at work in both pieces of writing.

ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

- In his essay, Davicsin writes that “something in your mind should tell you there’s something wrong with going to a McDonald’s in India. The idea of going abroad is to experience new things outside your microcosm.” What does he mean by this statement? Do you agree with it? Offer arguments both in support and against this world-view.

- Davicsin employs slang terms and colloquialisms. Do you think this is effective? How does Sklarsky respond in his own essay in his own style?

- What is Davicsin arguing at the end of his essay when he writes, “And don’t let companies know where you’re going, lest they turn that into a trend as well. Be as random as a chaos pendulum”? Explain the closing image of the “chaos pendulum.” What other images might work better to express his argument?

- Sklarsky dismisses Davicsin by writing, “We shouldn’t, however, support every local pizza place just for the sake of fighting corporations—that’s just silly.” What part of Davicsin’s essay is he responding to in this line? How does he move from dismissing Davicsin to mounting his own original argument?

SUGGESTED WRITING ASSIGNMENTS:

- Find any places where Sklarsky defends globalism against attacks that Davicsin doesn’t even mention in his essay. For example, does Davicsin ever charge that there’s a conspiracy? Write a synthesis essay summarizing these and explaining why Sklarsky uses these arguments, if he’s writing a response to Davicsin. Conclude with your opinion as to which essay makes the more persuasive argument. Return to Chapter 3 for guidelines on composing the synthesis essay.

- Sklarsky links his understanding of globalization to questions about democracy and to countries that experience globalization. He writes that “it can even be argued that the motivation for acts of international terrorism like Sept. 11 is actually a categorical rejection of the globalization system.” Analyze what he means by this statement, and then write an essay agreeing or disagreeing with this claim.
One-Off Productions, Interview with George Ritzer

In this interview, writer and globalization opponent George Ritzer explains that McDonaldization is globalization of a process of steadily dehumanizing people. He thinks that McDonald’s makes mediocre food, and that it influences people to buy its products through sheer showmanship. In other words, Ritzer feels that they are pushing a positive image with negative consequences. The rest of the world seems to have bought into the image, even in France, where there was such a fear of Coca-Cola and McDonald’s in years past. Ritzer thinks that any non-McDonaldized innovations will be either squashed or subsumed into the system, and the process, and milked for quick profits. The biggest problem is that this process has become so endemic that we can’t even see it anymore. It’s bigger than McDonald’s now, and in fact it has its roots in much older theories of bureaucracy.

The interviewer and Ritzer talk about Dave Morris and Helen Steel, a postman and gardener respectively. They were members of London Greenpeace, which put out a pamphlet criticizing McDonald’s in 1986. In 1990, McDonald’s sued five members of Greenpeace; Morris and Steel refused to apologize. McDonald’s then fought the longest-running civil battle in English history (the famous McLibel case), which was a huge public relations disaster and which they lost.

TEACHING THE TEXT AS WRITING

Examine this piece as a model example of an interview. How might students learn from the composition of questions? How are specific questions designed to facilitate particular answers or take the argument in a specific direction? Note how Ritzer responds to each question. When does he shift the question to discuss a point that matters more to him? Have students design their own interview questions for a research project on globalization or McDonald’s.

ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:

- Ritzer says that “Humanity is essentially creative and if you develop these systems that are constraining and controlling people they can’t be creative, they can’t be human.” Do you agree with his fundamental premise?

- How can a company instill creativity into a system, or at least make an employee feel less dehumanized? Describe some ideas that you have heard about from innovative companies such as Google, Facebook, Netflix, Hulu, and others. You might consult issues of the magazine Fast Company in your library to learn more about creativity in business.

- Ritzer writes that America’s ideals of efficiency and predictability “are virtues, the problem is that they are taken to such extraordinary lengths by McDonald’s that they end up producing all kinds of irrational consequences so that the irrationalities
outweigh the rationalities.” What does he mean by this? Can you offer some examples of how this works in the wider society?

**SUGGESTED WRITING ASSIGNMENTS:**

- Ritzer says that McDonald’s is “producing what everybody else produces—there is very little to distinguish the McDonald’s hamburger from anybody else’s hamburger, except maybe the special sauce or something like that.” Write a rebuttal from the perspective of a McDonald’s manager in a specific country. Research the menu, the store design, and the mission statement online and in the collection *Golden Arches East*. You might also conduct field research by emailing people living in that country to ask about the uniqueness of the specific store. Base your rebuttal on your research.

- Ritzer writes that only two kinds of people can be critics of the process of McDonaldization: those “who were born before the process . . . or people from non-McDonaldized cultures who see this influx and are able to react.” Analyze the logical fallacies in his claim. Return to Chapter 2 for a discussion of problems in argumentation.

**Paul Feine, “McBastards: McDonald’s and Globalization”**

Noted comedy writer Paul Feine deals humorously with economic criticisms of the global economic power of McDonald’s. Feine suggests that McDonald’s takes the brunt of criticism against the fast food industry in general due to its 43% market share in the industry, and for this reason he playfully calls McDonald’s “McWhipping Boy.” Then, Feine makes the claim that there is more to the McDonald’s phenomena than accusations that it is addictive, lacks nutrition, endangers the environment, and contributes to the growing obesity problem in American culture. Building upon his own personal experience with a café-style French McDonald’s replete with Evian water and gourmet French Fries, Feine paints a different picture of McDonald’s. He argues against the idea that McDonald’s works to homogenize the world’s culture. Here, he builds his argument from James Watson’s *Golden Arches East* which documents the misinterpretations of employees’ smiling in South Korean McDonald’s restaurants as well as other examples where McDonald’s’ attempt to impose the American chain experience has often encountered (humorous) resistance. Feine concludes that McDonald’s is forced to make local accommodations that make it just one large business among many, and in this way, McDonald’s can be seen as not quite the inflexible cultural leveler that some critics charge it to be.

**TEACHING THE TEXT AS WRITING**

Have students identify the function of exaggeration and *pathos* as humorous appeals in Feine’s piece. The argument could be made that some of Feine’s arguments, while entertaining, are predicated on straw men. You could have students list the claims that
Feine’s humorous claims rest upon and have students debate whether Feine’s humorous representations are more misleading than productive (or vice versa). This piece is exemplary in that it both offers new perspectives and arguments on the phenomena and plays down others for humorous intentions.

**ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:**

- Although Feine certainly challenges critics of McDonald’s, his own opinion seems almost ambivalent when it comes to American global expansion. Note the textual evidence that Feine offers to show his appreciation of McDonald’s in other countries.

- Why doesn’t Feine mention the obesity debate in his construction of counter-arguments? What might be the purpose of using the euphemism (“lack of nutrition”) to refer to the obesity caused by fast food?

- Feine seems to accept James Watson’s analysis of the local differences in McDonald’s cultures as proof that homogenization is an overstated criticism. Ask students whether they find his examples to be sufficient in terms of arguing that McDonald’s is not a homogenizing force. Does it homogenize in other ways that may not be reflected in local accommodation? Are these local accommodations substantial or superficial?

**SUGGESTED WRITING ASSIGNMENTS:**

- Have students draw up a list of spatial, visual, and procedural elements that they feel would improve the McDonald’s experience in America or internationally. In groups, they could craft an answer to the question: How would changes like these help to improve people’s perceptions of McDonald’s?

- Ask students to examine the documentary *Food, Inc.*, the trailer for which is available at [http://www.foodincmovie.com](http://www.foodincmovie.com). The film traces one prominent impact of McDonald’s on the world that cannot be so easily dismissed: namely, the issue of mass raised and slaughtered beef. Have students take some of the arguments raised in *Food, Inc.* and attempt to write from the rhetorical persona of Feine to see if these substantial criticisms of McDonald’s can be rendered in a humorous writing style.

**Randy James, “A Brief History of McDonald’s Abroad”**

Randy James makes a pointed critique about the global expansion of McDonald’s. The pervasive presence of McDonald’s restaurants is not, according to James, based on the quality of their food, but the power and cultural force of the brand as a globalizing company. Humorously invoking the McDonald’s label as “helping thaw Cold War tensions,” James
concludes his piece with a joke that McDonald’s restaurants have gained some degree of acceptance in even the foodiest of cities: Paris.

James uses a humorous tone as he builds toward his larger argument about growing acceptance of McDonald’s. He uses very concrete evidence, including statistics and specific case studies, making this essay an excellent example of integrating sources in a position paper.

**TEACHING TEXT AS WRITING**

James uses the technique of deferred argumentation by presenting a series of facts and then providing an argumentative conclusion based on that evidence. Not only does James present a rhetorically persuasive argument, but he uses an argumentative style that may be less familiar to most students who have been taught to begin with an overtly stated thesis. Have students analyze the article and identify the thesis. Where do we begin to understand the design of James’ “Brief History”? What rhetorical technique does he use in his title, his subtitles, and his quotation of research sources?

**ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:**

- How does James construct what he calls a historical narrative through reliance on concrete examples, facts, and statistics? How does this *logos* strategy make him compelling as a writer?

- What does the opening example of Reykjavik offer James in terms of introducing his argument? Why might he begin with Iceland and end with France? What is gained through this strategy of arrangement?

- Discuss with students their experiences: “Have any of you been to a McDonald’s in different parts of the U.S. or in different cities in the world? What were your experiences in different restaurants? How did the restaurants reflect the corporate identity of McDonald’s but also try to cater to local customer expectations and needs?” Discuss the visual rhetoric of the stores and the menu options for customers.

- Why might James state that “Not everyone in the world has been happy to greet Ronald McDonald when he moves to town?” How is this writing different from the argumentative subhead above it that reads: “Not Everyone Is Lovin’ Japan’s New McDonald’s Mascot”? (See Chapter 6, page 118 on argumentative subheads.) How do the two lines flow well together, and what can be learned about transitions?

**SUGGESTED WRITING ASSIGNMENTS:**

- Choose one historical event and research the event. Write an essay retelling the event by emulating the techniques that James uses, including narration, *logos*-based evidence, citation of research sources, and argumentative subheads.
Imagine a company wanting to expand like McDonald’s. Write a short narrative about the company’s identity, their economic and cultural strategies, and their visual rhetoric decisions for their brand and stores. Present your work to the class.

**Stephanie Clifford, “Burnishing a Brand by Selecting an ‘Idol’”**

Stephanie Clifford’s article describes the growth of McDonald’s “Voice of McDonald’s” contest—a variation on the popular televised *American Idol* series in which “average” employees compete for recording contracts and the support of the American public. Clifford argues that McDonald’s claims that this contest is for their employees, but the larger purpose of this contest is to help promote McDonald’s *ethos*.

Clifford presents her argument largely in terms of facts, and she uses largely positive language to present the “McDonald’s identity.” The use of international participants in the contest emphasizes the company’s global identity and gives employees the chance to better their circumstances. Clifford finds that this event is also an occasion to bring together possible franchisers and current owners, which helps to expand the McDonald’s brand under the auspices of boosting employee morale.

**TEACHING TEXT AS WRITING**

Clifford does not use an overt argumentative style except for her title. Her critique is only a small portion of the article: paragraphs 5 through 8. Have students re-read those paragraphs and talk about the purpose of both Clifford’s article and McDonald’s “Voice of McDonald’s” contest, comparing the two.

**ADDITIONAL QUESTIONS FOR CLASS DISCUSSION:**

- How does McDonald’s take advantage of ideas about the American Dream to construct their corporate identity? Write an essay about how this corporate identity operates, with regards to the concept of crossing cultures explored more generally in this chapter.

- Are there any students who have worked for a large corporation with a prominent brand, such as Disney or certain store chains? What did those companies require to help build a unique identity? Do we see those techniques in any other aspects of our lives, such as school spirit?

- Clifford repeatedly cites the presence of celebrities such as Ne-Yo in McDonald’s contest. What are the ways that brand sponsorships help to influence our decisions, even in subtle ways? Have you ever bought something because of celebrity endorsement? Return to Chapter 2 for a discussion of *ethos* and celebrity endorsements.
SUGGESTED WRITING ASSIGNMENTS:

- Develop a proposal for a contest that McDonald’s could offer to both customers and employees. Follow the writing process presented in Chapter 4 on proposals. Make a bubble web of brainstorm ideas, then write out the full proposal. Share your ideas with the class.

- Consider your school’s identity as a brand. Write a short essay describing how the school’s brand is built. Think about your own decisions to be a customer at your school: what brand factors influenced your decisions to attend? Describe the visual rhetoric of your school, the school slogans, and the motto or mission statement of the institution.