

UNIVERSITY OF IOWA

RHETORIC NOTES

THE DEPARTMENT OF RHETORIC NEWSLETTER

MESSAGE FROM THE DEO

BY STEVE DUCK, CHAIR OF THE
RHETORIC DEPARTMENT

The timing of this newsletter is fortuitous for at least three reasons. We have received good news from the First-Year Seminar organizers, who have selected several of our faculty to offer First-Year Seminars to incoming freshmen. These instructors will run small-group seminars for about a dozen students, giving them a chance to develop a close connection with an individual instructor; the opportunity to consider topics beyond the regular curriculum, such as stories of the home (rhetoric of place) and travel writing; and a toolbox of better ways to explore their own life with a view toward self-growth.

Second, two of our faculty

(Colin Kostelecky and Brittany Borghi) presented (along with undergraduate engagement librarian Katie Hassman) their Perch research project at a conference in DC, and it was a HIT. The Perch project is devoted to increasing student media literacy. Faculty from Minnesota want to come visit the department to see how we work. People wanted assignments, lesson plans, and to collaborate. Colin and Brittany are, with Katie, now teaching other universities how to set up similar schemes. Pedagogy from Iowa Rhetoric is now spreading across the world!

Third, the UI Center for Advancement (previously identified as The Foundation) has just announced the following URL: <https://1dayforiowa.org/rhetoric20>. It will be associated with the Department's annual involve-

ment in "One Day for Iowa," which involves the Department in UI's fundraising on March 25th. As was the case last year (when we raised over \$10,000 for the Department), Rhetoric is again a featured program in this drive. Even if you take no more active part, we encourage you to add the URL to your e-mail signature as from **March 4th**, but not earlier. This might encourage e-mail recipients to explore a little further and see the extra images and social media posts that are being prepared by Katlyn Williams, Justin Cox, and Robert Peck. We hope to entice an equally strong performance from donors on March 25th that could ultimately benefit our department and its clearly successful activities.



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DOING NONWESTERN RHETORICS RESPONSIBLY

BY DHRUBA NEUPANE, LECTURER

THE PROBLEM OF/WITH THE WEST

Nonwestern rhetorics can signify more than one thing, but their counterdiscursive, counternarrative, and countercannonical capacity to challenge the West's rhetorical, epistemic, and civilizational self-superiority merits a special mention. In that sense, nonwestern rhetorics may include not just what could be consumed in regional and hemispheric terms such as rhetorics of ancient China and India or the Americas and the First Nations but also feminist rhetorics. Although it is all too common for the West to name, adjudicate, and analyze its others in deficit and epiphenomenal terms—as

having no tradition, history, and existence *in their own right*—some of these rhetorics pre-existed, other emerged coevally, yet others developed in direct resistance to the Greco-Roman tradition. Equating the separate existence, institutionalization, and early theorization has provided the West with reasons to self-validate its unique and progressive character.

By LuMing Mao's evaluation, even Robert Oliver's initiation to read ancient Indian and Chinese communications *in their own terms* and George Kennedy's ambitious project to chart out the evolutionary approach of rhetoric beyond

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human communication, studies of non-western rhetoric particularly by western scholars have fallen into the trap of some sort of deficit model riddled with negative correlation and methodological paradoxes. Kennedy's model, Mao posits, is close to evolutionary Darwinism in which rhetoric progresses linearly from animal communication, Aborigines, Amerindians, nonliterate cultures; to ancient Near Asia, classical China and India; to its final destination, where it develops into a separate inquiry. Little surprise that the West is projected as "adaptive, dynamic and having expressive capacity and able to grow and survive spatiotemporal transformations and fluctuations" (Mao 410). Similarly, critics believe that Kaplan's "Cultural Thought Patterns", which revealed culture-specific writing patterns—such as linear Anglo-European, parallel Semitic, indirect Oriental—has led to an essentialized view of rhetoric and writing in addition to the reliance on generalizations and conflation of thought patterns with rhetorical patterns.

COMPLICATED RESPONSIBILITIES

Scholars of Chinese and Indian rhetoric have contested the perceived lack of the grounding of rhetoric in rational and logi-

INNOVATIVE PEDAGOGIES

TELL ME A STORY

BY KATLYN WILLIAMS, LECTURER

I feel strongly about the importance of giving students creative opportunities in any humanities class. I think the trick is to avoid viewing creative writing and professional or academic writing as distinct from one another. Here are two easy and fun creative assignments that I build into my syllabus.

TELL ME A STORY BLOG POST

Easily adaptable to other mediums, in this assignment I ask students to write a 500–1000-word short story that must include three story elements—this semester, I used "a magic or lucky sweater, parental displeasure, and a diary entry that was intended to be private." I position this assignment as useful in the following ways:

- Intentionality on the sentence level
- Moving away from larded phrasing and unintentional lapses into passive voice
- Practicing descriptiveness

cal persuasion. However, counterarguments that these cultural rhetorics have their own distinct rational modes of persuasion, that these societies are democratic and have had sceptic, agonistic, and even atheistic traditions fall unwittingly into the trap of adjudicating the merit of other rhetorics in terms of the West, something, some could add, that parallels the trap feminists found themselves in when faced with the false dilemma of whether to remain in the semiotic, pre-linguistic, pre-symbolic, pre-social exuberance stage (e.g., Kristeva) or to take on a "thinking woman" role to deconstruct the *manliness* of rhetoric, which, although important, was a resort to logocentrism as a defense mechanism. It is important to reject the negative depiction of other traditions and societies as authoritative, relying on tradition, socially submissive, linguistically deficient, intolerant to debate and argument; however, the grounding of rejection on western metrics leads to submission.

Also, let's not ignore the point that non-competitive, collective, collaborative, cooperative, compassionate, participatory values typical of nonwestern cultures and women generally has its own merit: It contests the values underlying Aristotelian rhetoric's grounding in persuasion and wi-

- Assessing the impact of short and long sentences, and when to use each
- The art of crafting a beginning, middle, and end that leaves the audience wanting more
- Carrying a theme throughout a piece of writing

ARTFUL SENTENCES

This simple transposition activity (originally shared by former grad instructor Pat Connelly) is another way that I ask students to consider and practice sentence-level intentionality. Students use the structure of a well-constructed sentence like this one to create their own artful sentence:

Many years later, as he faced the firing squad, Colonel Aureliano Buendía was to remember that distant afternoon when his father took him to discover ice.

—Gabriel García Márquez,
One Hundred Years of Solitude

Students transpose by keeping the overall structure and punctuation the same, but

ning. However, we need to be careful about what may underlie this type of argument: reinforcement of traditional binaries and stereotypes. Nevertheless, feminist rhetoric, to take one, has introduced us to the invitational mode of rhetoric and shown novel methodological and collaborative possibilities. As Andrea Lunsford puts it, it has shown "possibilities for multiple rhetorics, rhetorics that would not name and valorize one traditional, competitive, agonistic, and linear mode of rhetorical discourse but would rather incorporate other, often dangerous moves: breaking the silence; naming in personal terms; employing dialogics; recognizing and using the power of conversation; moving centripetally towards connections; and valuing—indeed insisting upon—collaboration" (Lunsford 6).

If the invitational rhetoric challenges irenic, eristic, and logocentric values/functions that rhetoric has traditionally served, postcolonially/decolonially-informed rhetorics have made us race-, power-, equality-, justice-conscious and stressed the need to unpack "how knowledge production and consumption become tethered to power asymmetry and historicities of meaning and how discursive practi-

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taking out the major nouns and verbs and swapping them with their own. Then, I ask them to revise three times. I always model my own (written alongside them!) artful sentence on the board before asking them to share.

Rhetoric in Action!



Negotiations and Conflict Resolution (RHET 3009:001), taught by Iris Frost

The winning team for one in-class exercise (L to R): Glen Nagel, Levi Lorenz, Emmanuel Shott with Two Arrows, Sarah Schminke proudly display their "Rhetoric Rocks" caps.

ces are constituted spatially, materially, and invisibly” (Mao 2014, 453). Today when we think of rhetoric, we can think of it in the most flexible, fluid, and entangled sense, in connection to race, nation, margin, border, language, pathos, body, affect, thing, and a lot more. More importantly, nonwestern rhetorics challenge the long-standing regime of logos, the hierarchical worldview, and their consequence on humanity and beyond.

Despite the lack of what Wayne C. Booth calls “the rhetorical stance,” I hope this rather sketchy introduction to nonwestern rhetorics initiates a conversation around what choices and responsibilities we have as teachers and scholars in doing rhetorics in ways that avoid reductionism and scopism (orientalism, Eurocentrism).

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—. “Thinking Beyond Aristotle: The Turn to How in Comparative Rhetoric.” *PMLA*, vol. 102, no. 9, 2014, pp. 448–55.

QUICK LINKS: INSTRUCTION AND TUTORING SUPPORT

The Writing Center: <http://writingcenter.uiowa.edu>

The Speaking Center: <https://speakingcenter.uiowa.edu/>

The Conversation Center: <http://clas.uiowa.edu/rhetoric/conversation-center>

Iowa Digital Engagement and Learning (IDEAL): <http://ideal.uiowa.edu>

Success in Rhetoric (SiR): <https://tutor.uiowa.edu/find-help/help-labs/success-in-rhetoric-sir/>

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Rhetoric in Action!



University of Iowa students enrolled in pre-law Rhetoric visited with Iowa City Police Department’s K9 Rakker and his handler, Officer Brandon Faulkcon, on Wednesday, Feb. 19, 2020, at the police department. The students, (L to R) Justin Chmelovsky, Matt Neal, Molly Fassbender, Michela Lens, Claire Hovey, and Salina Khamdyrath, observed a demonstration of Rakker’s abilities to sniff out narcotics, and they learned that he’s an excellent tracker. Thanks to the Iowa City Police Department!

FACULTY BOOKSHELF

KRISTI COULTER’S *NOTHING GOOD CAN COME FROM THIS*

BY ANNIE SAND, LECTURER

Coulter’s therapist asks her the same set of questions at the start of each appointment. When asked to rate her feelings of hopelessness, Coulter quickly replies, “None.” Then, seeing her therapist’s approving nod, she quickly revises, “I mean, *futility*, yes . . . But in, like, the Sisyphian sense. I wouldn’t call it hopelessness per se . . .”

I rolled my eyes. *Lord*, I thought, *I give my therapist exactly this sort of nonsense*.

The scene is emblematic of the book, which tracks an intelligent, attentive mind that gets in its own way as often as anyone else does. Coulter recreates for us her early thirties struggles with depression and addiction, capturing both the hardship and humor of a brain striving desperately for connection and authenticity while combatively avoiding her creeping sense that life isn’t worth living. What emerges is a deeply engaging, tender snapshot of a

brain that, by society’s standards, does not work “well,” a mind termed by co-workers and lovers as erratic and self-destructive.

It’s an unusual portrayal of the nuances of mental illness. Coulter paints herself as neither weak nor herculean, neither guilty nor helpless, valuable neither because of her mental illness nor in spite of it. The witty, incisive sensibility that spends multiple days watching an ultra-marathon in the Seattle rain thinking of it as the perfect metaphor for life (an exhausting, occasionally excruciating race that we run for no other reason than the fact that we began it) is the same mind that ties her in knots. We’re glad when she finds snacks and laughter between life’s laps, but we don’t demand that she change, either for her own sake or anyone else’s. We’ve come to care too deeply for the self on the page—wit, snarls, and all.

AMANDA WELCH, DIANA WELCH, AND LIZ WELCH’S *THE KIDS ARE ALRIGHT*

BY CARRIE SCHUETTPELZ, LECTURER

Recently, I accidentally read a book. Now, I don’t have a lot of free time to read for pleasure during the semester, so you can imagine how upset I was about this. What happened was, I found myself with spare time and wandered into The Haunted Bookshop (a real Iowa City gem). I don’t usually go to used book stores with an agenda, and so I perused the shelves until I stumbled upon something that piqued my interest.

I recalled having seeing the movie *The Kids are Alright* a few years back. I liked it. And so, when I saw the book on the shelf, I grabbed it, pet The Haunted Bookshop cat Louie, paid my six dollars, and left.

It took the entire first chapter for me to realize that this book had nothing to do with the movie. Nothing at all. This book was a memoir by the children of soap opera star Ann Williams, whom I had never heard of, centered around her tragic death just a few years after her husband. There was no loving, same-sex couple raising precocious teenagers in the hills of Los Angeles. There was no sperm bank donor search. And damnit, there was no Mark Ruffalo.

Would I recommend this book? Yeah, maybe. Mostly because of its unique format. The story is told by all four of the Welch children in alternating chapters. What’s probably most interesting is that

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they overlap in storytelling—recounting the exact same situations with entirely different details and clarity. It's a fascinating look at how we remember, particularly in the aftermath of tragedy.

I should warn you, though, that Mark Ruffalo is nowhere to be found.

PLAN YOUR CLASS VISIT TO THE MAIN LIBRARY GALLERY

BY SARA J. PINKHAM, EXHIBITION AND ENGAGEMENT COORDINATOR, UI LIBRARIES – MAIN LIBRARY GALLERY

The Main Library Gallery is a unique, ever-changing classroom ready to welcome you and your students. Each semester offers something new—a fresh take on the space, a carefully curated collection of objects and words, and a chance to connect to the research and artifacts being showcased. The exhibitions on display often relate to a variety of topics. For example, the current exhibit, *The Pull of Horses on National and Local Histories and Identities*, has been able to provide a learning environment that helps students and faculty have conversations about public history; gender, women's, and sexuality studies; animal studies; theatre; visual art and design; music; cinematic arts; and so much more.

As the Main Library Gallery's Exhibition and Engagement Coordinator, it is important to me to be able to share our exhibitions with students and instructors. The curators of these exhibitions are often University of Iowa faculty or staff, and these individuals continue to amaze me with their scholarship and vision. Exhibitions are a dynamic and experiential way of presenting research, and they open up opportunities for instructors to engage students in a different way. Whether students are assigned to stop into the Gallery on their own to make connections and observations, or whether instructors choose to schedule a class visit, the Gallery is a refreshing environment in which to start new dialogues.

Class visits can be scheduled with or without a curator present. Exhibition guides are often available to be sent to instructors by e-mail prior to the class visit, which can assist with lesson preparation. Scheduling visits ahead of time ensures that the Gallery



will be available for your use. Please view the Main Library Gallery class visit planning page for more information, and to schedule a visit for your class: lib.uiowa.edu/gallery/plan-your-visit/.

Upcoming exhibitions in 2020 include highlights from the Sackner Archive (April 20–July) and an exhibition by the Lichtenberger Engineering Library focusing on water to complement the year-long campus celebrations of IIHR–Hydroscience & Engineering (August–December). *The Pull of Horses on National and Local Histories and Identities* will be available to visit through March 29.

I look forward to working with you! Please feel free to contact me with questions about the exhibitions and their content, or about visiting the Main Library Gallery with your students.

For more information, e-mail Sara at sara-pinkham@uiowa.edu

GEAR UP AT IOWA

BY DANA THOMANN, LECTURER

Every seven years, federal funds are distributed for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) to high schools across Iowa. The program provides, as the acronym suggests, college readiness programming to a cohort of students from their seventh-grade year to their senior year of high school.

Funds are distributed to districts with high free-and-reduced lunch rates. The 2020 districts include: Cedar Rapids, Clinton, Columbus, Davenport, Denison, Des Moines, Fort Dodge, Marshalltown, Ottumwa, Perry, Sioux City, and Storm Lake.

The University of Iowa's Center for Diversity & Enrichment (CDE) and Academic Support & Retention (AS&R) received a grant that would provide support to these students in post-secondary education. In Fall 2020, four-hundred GEAR UP students are expected to set foot on campus.

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UI LIBRARY NEWS

BY KATIE HASSMAN, UNDERGRADUATE ENGAGEMENT LIBRARIAN

Information Literacy Instruction

Need some library and information literacy instruction in your course? Want to schedule a class visit to The Perch? Let us know by filling out the instructional request form: <http://bit.ly/uedlibinstruct>

The Perch Grand Opening: Save the Date

Please join us for The Perch Grand Opening! We'll celebrate with light snacks, featured student presentations, and more! Opening remarks begin at 3:30 PM.

Date: Thursday, April 2nd

Time: 3:30–5:00 PM

Location: The Perch, Main Library

Student Research Assistance @ The Seam

Research doesn't have to be hard. As your students begin tackling their research assignments, please remind them of the free research consultation service provided by the UI Libraries. Extended research assistance hours provided at The SEAM on the 2nd floor of the Main Library, Sundays–Thursday, 5:00–9:00 PM. <https://uiowa.libcal.com/booking/seam/>

Help Spread the Word about the UI Libraries Undergraduate Library Research Award!

Know any students participating in the upcoming Spring Undergraduate Research Festival (SURF)? If so, please let them know they could be eligible for a chance to win \$500 to use at their discretion. Eligibility and submission guidelines can be found at <https://www.lib.uiowa.edu/undergraduate-engagement/research-award/>.

For more UI Libraries events and initiatives: <http://www.lib.uiowa.edu/news-and-events/>

As always, please feel free to reach out with questions, ideas, or thoughts on collaborations: katie-hassman@uiowa.edu.

When the first GEAR UP cohort attended the University of Iowa in 2012, there were no supports in place for it; AS&R was a new department. This is certainly not the case for the new cohort.

Building on research that says, “While many institutions provide an array of resources and assistance to low-income students, these supports can be delivered more effectively if they are bundled, integrated, and centralized” (Chaplot et al. 2), CDE and AS&R have reached out to campus partners to bundle resources for the GEAR UP cohort.

One such centralization is utilizing Rhetoric courses as a place to build academic community. Twenty Rhetoric sections will be composed of GEAR UP students, just as direct admits in the College of Business have specialized sections. Depending upon numbers,

CELEBRATING GRADUATING RHETORIC AMBASSADORS

JENNA NELSON, CLASS OF 2020

B.A. IN POLITICAL SCIENCE, MINOR IN RHETORIC & PERSUASION

I am graduating this May and am in the process of deciding where I will be attending law school this fall. I have been an ambassador for the Rhetoric and Persuasion minor for three semesters. The Rhetoric courses I took provided me with skills and a sense of confidence that I would not have received in other departments. At the beginning of my college journey, I was terrified of public speaking. My experiences in the Rhetoric and Persuasion Minor not only provided me with the skillsets necessary to effectively convey my message to others but also with the confidence necessary to do so. What I have learned from the Rhetoric department has equipped me for success in law school and thereafter. I genuinely believe the faculty in our Rhetoric department are some of the best at our university. They have inspired and empowered me in many ways, and it has been a blessing to learn from them.

Know a student who would make a great Rhetoric ambassador? Encourage them to apply: <https://clas.uiowa.edu/students/opportunities-students/student-ambassador-application>

there may be specialized Rhetoric GEAR UP courses for STEM and Honors. The hope is that Success in Rhetoric (SiR) mentors will be embedded in all GEAR UP sections.

SiR mentors are currently taking a course in mentorship that focuses on building rapport, boundaries, goal setting, helping students in distress, and much more. Not only will SiR mentors be equipped to help students academically, they will also be equipped to support them as peer mentors.

Beyond the SiR mentor’s presence and two academic-coaching participation assignments, Rhetoric should be taught as Rhetoric—as any other student on campus should expect to be taught.

While there is some homogeneity in the GEAR UP cohort (they are all from Iowa, for example!), it would be remiss to ignore that this cohort of students will be diverse. Not all are first-generation. Not all are low-income.



Jenna Nelson, Rhetoric Ambassador, Class of 2020

DERIK RUSH, CLASS OF 2020

B.A. IN POLITICAL SCIENCE, MINOR IN RHETORIC & PERSUASION

I can truthfully say that the Rhetoric and Persuasion minor has improved my writing and speaking skills immensely. The courses in this department are designed to challenge you both creatively and professionally. Whether it has been partaking in mock negotiations with my fellow classmates or giving a speech on the dangers of polarization in politics, I have received extremely helpful feedback from my professors and peers. Being able to collaborate with students majoring in business, nursing, engineering, fine arts, and even graduate students has allowed me to make new friends in the classroom that normally would not be possible. Not only do students get to see their progress, but they also get to cheer classmates, which is equally as enjoyable. One thing I love abo-

ut the Rhetoric and Persuasion minor is the TED Talk competition that is offered at the end of the semester. I was fortunate enough to place 2nd in the Spring 2019 competition. I never thought this would be possible when I first came to the University of Iowa, but I have to give credit to all the great professors who taught me everything I know now. I think what makes this minor so special is that having these interpersonal skills is necessary no matter what career path you find yourself in. I am going to miss all my classmates and professors after graduation, but I will never forget the memories I made in and out of the classroom.

WORK CITED

Chaplot et al. Beyond Financial Aid: How Colleges Can Strengthen the Financial Stability of Low-Income Students and Improve Student Outcomes. Lumina Foundation, 2015. <http://vtechworks.lib.vt.edu/bitstream/handle/10919/83263/BeyondFinancialAid.pdf?sequence=1&isAllowed=y>

QUICK LINKS: GEAR UP

The University of Iowa’s GEAR UP Website: <https://uigearup.uiowa.edu/>

The State of Iowa’s GEAR UP Website: <https://gearupiowa.gov/>

The University of Iowa’s First-Gen Website: <https://firstgen.uiowa.edu/>

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Derik Rush, Rhetoric Ambassador, Class of 2020

FACULTY ACCOMPLISHMENTS

JUSTIN COSNER will be giving a paid public talk on February 29 for Iowa's Youth Pride Con on "Queering Gender and Sexuality in Video Games." He will also be giving a paper titled "Brave-ing the Anthropocene: Nominative and Procedural Rhetorics in Ecological Videogames" at the International Conference of the Fantastic in the Arts, March 18–21, where he's also organized a panel titled "Skins of Sand, Fur, and Steel: Re-thinking Personhood in Environmental, Animal, and Artificial Identities."

BEN HASSMAN had a poster titled "UIowa Conversation Center: Building an Inclusive Iowa through Peer Support" accepted to the NAFSA: Association of International Educators 2020 Annual Conference & Expo in St. Louis, MO, May 24–29.

CARRIE SCHUETTPELZ was invited to be on a panel at the University of Iowa called "Women in Public Management and Policy." The panel discussion will occur on March 2 at the Iowa Memorial Union in #345 Homecoming Room from 3:30 to 5:00 PM.

MARY TRACHSEL will be presenting on a panel called "What College-Level Reading Skills Should We Teach, and How?" at the College English Association Conference in Hilton Head, SC, March 28.

GRADUATE INSTRUCTOR ACCOMPLISHMENTS

SANJNA SINGH was awarded the Herodotus Grant from the UI Nonfiction Writing Program.

ALUMNI ACCOMPLISHMENTS

LESLIE ROBERTS (MFA, UI Nonfiction Writing Program), now professor and chair of California College of the Arts, released her second book, *Here Is Where I Walk: Episodes from a Life in the Forest* (University of Nevada Press, 2019). She co-founded the Ecopoiesis Project, a multi-year sequence of collaborative, interdisciplinary think-tanks, seminars,

and workshops exploring, through language, conversation, and made work, how to message and communicate feelings about climate change. In March 2020, she is giving a talk at the International Feminist Journal of Politics Conference at Vanderbilt University on Ecopoiesis with a nod toward eco-feminism. In February, the first issue of the Russian journal *Ecopoiesis* came out, and she is on the editorial board. The journal is currently accepting submissions! Learn more here: <https://en.ecopoiesis.ru/>.

MICHELE MORANO (MFA, UI Nonfiction Writing Program; PhD, English), now professor and chair of DePaul University, is releasing her second book, a memoir-in-essays titled *Like Love*, in September with The Ohio State University's trade imprint, Mad Creek. Two of her essays were nominated for Pushcart Prizes: "Vocabulary for a Nervous Heart" (*Fourth Genre*) and "Twelve Anecdotes in Search of a Manifesto" (*Hypertext Magazine*). She will be on research leave in 2020–2021, working on her next project, a book-length essay titled *Death Wishes: A Lyric Meditation*.

UPCOMING PROPOSAL DEADLINES & WORKSHOPS

March 31 | The College of Liberal Arts and Sciences, the Graduate College, and International Programs are sponsoring a Grant and Fellowship Writing Seminar for PhD, MFA, and DMA students in the Humanities, Arts, and the Social Sciences from **18–29 May 2020**. The deadline for applications is March 31. **Learn more here:** <http://bit.ly/2PDdrqb>.

April 1 | The Provost's Global Forum brings together experts from the faculty and leading voices from a variety of areas to raise awareness about and contribute to debate on the foremost issues in globalization that face us today. The deadline to apply is April 1. **Learn more here:** <http://bit.ly/2TqS0K5>.

April 10 | The Public Policy Center Summer Scholars Program provides an opportunity for a scholar or team of scholars to work together at the Public Policy Center on a policy-relevant research project, with \$3,000–\$6,000 available for support. Applications to be a scholar in residence

WE WANT YOU TO CONTRIBUTE!

Do you have something to share in a Faculty Bookshelf or Innovative Pedagogies column? Or have you been working with an undergraduate student on a neat project that you'd like to highlight in the newsletter? Do you have photos from a classroom activity that you have permission to share? Alumni, where has your Rhetoric coursework or teaching taken you? We'd love to feature your ideas and share the awesome things you're doing in (and out!) of the classroom.

For general inquiries: E-mail Jennifer Janecek at jennifer-yirinec@uiowa.edu.

For features: E-mail Stephanie Tsank at stephanie-tsank@uiowa.edu.

For Faculty Bookshelf submissions: E-mail Justin Cosner at justin-cosner@uiowa.edu.

For Innovative Pedagogies submissions: E-mail Bevin O'Connor at bevin-oconnor@uiowa.edu.

Submissions for the April newsletter will be due at the end of March, so we encourage you to reach out as soon as possible if you're interested in contributing.

are due April 10. **Learn more here:** <http://bit.ly/2VxFL0u>.

May 1 | The Council on Teaching seeks applications for the Summer 2020 Teaching in Higher Education Travel Award. The focus of this travel award is for faculty and staff to gain a better understanding of teaching in their discipline or trends in higher education in general (i.e., curriculum design, course design and delivery, pedagogical good practice, or assessment of learning) and then applying this new information to enhance teaching effectiveness at The University of Iowa.

- **Summer 2020 (June–August travel)** submit applications by May 1, 2020
- **Fall 2020 (September–December travel)** submit applications by August 3, 2020
- **Spring 2020 (January–May travel)** submit applications by December 4, 2020

CALLS FOR PAPERS

106TH ANNUAL NATIONAL COMMUNICATION ASSOCIATION (NCA)

THEME: COMMUNICATION AT THE CROSSROADS

LOCATION: INDIANAPOLIS, IA

DATES: NOVEMBER 19–22, 2020

DEADLINE: MARCH 25, 2020

The National Communication Association (NCA) Convention in Indianapolis, Indiana (November 19–22, 2020) is one that you will not want to miss. Beyond the exceptional scholarship, academic development, and opportunities for personal enrichment that you have come to expect from NCA, the upcoming convention promises even more. The convention theme is Communication at the Crossroads. This theme was selected in part because Indiana is known as The Crossroads of America because of its central location. It was also selected to provide special opportunities to come together and to examine and discuss future directions for research, teaching, and the Communication discipline itself. **For more details, please visit <http://bit.ly/2PC0mO4>.**

MIDWEST MODERN LANGUAGE

THEME: CULTURES OF COLLECTIVITY

LOCATION: MILWAUKEE, WI

DATES: NOVEMBER 5–8, 2020

DEADLINE: APRIL 5, 2020

For its 2020 Convention, the Midwest Modern Language Association welcomes—especially, but not exclusively—proposals that broadly reflect aspects of its conference theme, “Cultures of Collectivity.” We invite proposals for individual papers as well as for fully assembled panels or roundtables. At heart, the conference theme seeks to address a set of questions about how meaning is forged in connection with collective acts. How, for example, are cultures created by the gathering together of human subjects? What modes of collectivity, be they formal or informal, arise from culture, or have arisen historically? How might we meet and answer the salient political and social challenges of our time through collective response and collaboration—as artists, as academics, as teachers and students, and as laborers? We seek proposals that wrestle with these (or related) transhistorical questions about what it means to work, think, and join together

under the auspices of language, literature, and culture. **For more details, please visit <http://bit.ly/2Tc67UC>.**

THE TWENTY-THIRD BIENNIAL CONFERENCE OF THE INTERNATIONAL SOCIETY FOR THE HISTORY OF RHETORIC (ISHR)

THEME: TOPICS AND COMMONPLACES IN ANTIQUITY AND BEYOND

LOCATION: RADBOUD UNIVERSITY NIJMEGEN, THE NETHERLANDS

DATES: JULY 27-31, 2021

DEADLINE: MAY 15, 2020

The Society calls for twenty-minute conference papers focusing on historical aspects of the theory and practice of rhetoric. Topical invention originated in ancient Greece and was developed and used throughout the western intellectual tradition as a systematized method of finding arguments to discuss abstract, philosophical questions, as well as specific questions determined by circumstances of time and space. Commonplaces are part of topical invention. They reflect commonly accepted views and ideas such as the benefits of peace vs. the harm caused by war, and can be geared to provide arguments which confirm, suggest, or create consensus. Studying topics and their application from a historical perspective thus highlights how persuasive texts reflect and contribute to the shaping of the intellectual and sociocultural contexts in which they are situated. We invite papers on the theory and practice of topics in all regions, periods and cultures. But of course we also welcome papers on both the theory and the practice of rhetoric in all periods and languages, and on its relationships with poetics, philosophy, politics, religion, law, and other aspects of the cultural context. **For more details, please visit <http://bit.ly/2GO7C4B>.**

CORRIDORS: THE BLUE RIDGE WRITING AND RHETORIC CONFERENCE

THEME: MAKING RHETORICS

LOCATION: BLACKSBURG, VA

DATES: SEPTEMBER 19, 2020

DEADLINE: MAY 15, 2020

Where *making* and *rhetorics* cross over, this year’s conference draws one line of influence from Liz Losh, Jonathan Alexander,

Kevin Cannon, and Zander Cannon’s *Understanding Rhetoric: A Graphic Guide to Writing*. Virginia Tech’s Composition Program has customized this volume and positioned it as a cornerstone to the program’s approaches to teaching first-year writing—a first-semester course emphasizing foundational rhetorical vocabularies and academic discourses, and a second-semester course emphasizing the interdependency of research and writing. The title of *Understanding Rhetoric* is an adaptation of Scott McCloud’s 1993 book, *Understanding Comics: The Invisible Art*. *Understanding Comics* was the first of a three-book series; it was followed by *Reinventing Comics* in 2000 and *Making Comics* in 2006. This year’s Corridors theme finds especially promising this action- and application-oriented buildup from *understanding* to *reinventing* to *making*—for the arts and humanities, for engineering and laboratory sciences, for teaching effective communication, for transformative civic and community engagement, for social justice, for academic and also public facing research. The premise of making spotlights for rhetorics their ways of operating materially in the world, foregrounding not only what rhetorics are but also what they do. **For more details, please visit <http://bit.ly/3cwioeu>.**

March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Outstanding TA Award nominations due by NOON Women in Public Management & Policy Panel 3:30-5:00 IMU #345	3 AHI Grant Deadline (OVPR)	4 HathiTrust Text Mining Workshop 9:00-12:00 1015A Main Lib	5 What Can Museums Become? 2020 Obermann Humanities Symposium (March 5-7)	6 Faculty Meeting 10:30-11:20 304 EPB	7
8 Daylight Saving Time	9 Early Registration for Summer 2020 Begins	10	11	12 MWCA Conference 2020 (March 12-14)	13 Faculty Colloquium 10:30-11:20 304 EPB	14
15 Spring Break (15-22)	16	17	18	19	20	21
22	23	24	25 	26	27 Executive Committee Meeting 10:30-11:20 269 EPB	28
29	30	31				

April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Faculty Colloquium 10:30-11:20 304 EPB	4
5	6	7	8	9	10 Faculty Colloquium 10:30-11:20 304 EPB	11
12	13 Early Registration for Fall 2020 Begins	14	15	16	17 Committee Meetings (locations vary) CCC Conference	18 CCC (Craft, Critique, Culture) Conference
19	20	21	22	23	24 Faculty Meeting 10:30-11:20 304 EPB	25
26	27	28 Spring 2020 Single Thesis Deposit Due by 5:00 PM	29	30		