MESSAGE FROM THE DEO
BY KRISTY NABHAN-WARREN

As I type this short introductory greeting to my UI Rhetoric colleagues, I cannot believe that we are entering week six of the Fall 2021 semester. What a whirlwind of a summer and semester! I know that in many ways this academic year has been even more stressful and more uncertain than last year, when we were mostly all on Zoom in the midst of a pandemic. Now that we are back in the classroom without mask or vaccine mandates, while still in a pandemic, I understand the level of frustration and concern that colleagues across campus are expressing. I know that a lot of Iowa faculty are struggling, and I want you to know that I hear you, I see you, and I am with you. I thank you for the incredible pedagogical work that you are doing, and I know that what Rhetoric faculty do is hands-on, intensive, and emotional work. I have had my own PhD students go through PDP training, and I see the results when I observe their teaching. What you do matters so much to our graduate students whom you train (a shout-out to Katlyn, Charlie, Dana, and Bevin, who were part of the early hard work this summer!), and it makes a huge impact on UIowa undergraduate students, who gain crucial life skills for whatever vocations and careers they assume post-graduation. You help get these young adults off to a great start with their writing, their speaking, and their conversational skills—skills that, as I know you all know but I want to reiterate here, will last a lifetime.

Since being invited to take on this role early in the summer, I have been reflecting on what I hope I can bring to this department during the time I am with you. I hope that I can demonstrate collaborative leadership, active observation and listening, team-building, a strong work ethic, and above all else, kindness. I have tried to model my own leadership style after those I have observed in the course of my career as a teacher, scholar, mentor, administrator, and yes, as a parent to three (almost) teenagers who are indeed my toughest—all the while being incessantly lovable—critics. As an academically trained ethnographer and historian of religion and culture and a parent, I spend a lot of time listening to and learning from others, whether they are my historic or ethnographic interlocutors or my children. I have learned over

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REFLECTIONS AT AUTUMN'S COMING
BY MICHAEL OVERHOLT

I walk the obelisk-gray concrete from Hancher to North Hall this morning. First day of fall. The morning air is noticeably cooler than last week, and though I am wearing a blazer I’m not sweating for the first time this semester on my way to class.

A variegated reflection looks up at me from the surface of the Iowa River: refracted orange from the low, morning sun; slanted green from the trees on the banks; facing blue from the vertical sky. A mixed bouquet of fall and summer for me to take with me on my day. “Congratulations! Welcome back to teaching,” the river whispers. It’s the first academic year in five I haven’t felt like the sixth player on a basketball team.

My previous position as an instructional technologist felt like a consolation prize. “I am a teacher,” I would tell myself, “because I’m teaching faculty.” The problem is that I prefer students to faculty and the yearly renewal of hope and bright-eyed ambition students bring to campus. Each fall at the College of Charleston meant waiting to see if the Classics Department needed me. It’s the same sort of feeling my elementary school self felt every July: Would my best friend Craig be in my section of second grade? Lots of hope. Lots of anxiety. Lots of room for disappointment. My bias says nothing about the instructional

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the years not to walk into any situation with pre-formed judgments but to be open to learning and to always be self-reflexive. This is what has helped me become a successful teacher, scholar, and I hope with all my heart—parent, too. I have learned through experience that humility is key and that hubris is dangerous. What I have learned from my short time with you is that you are a smart and passionate group of individuals. You demonstrate care and concern for each other. You listen to each other. You want to collaborate with each other and colleagues across campus. You are activists. You are kind. You care. You are AMAZING teachers. I have so enjoyed getting to know many of you these past several months of Zoom meetings, coffees, smoothies, and meetings in my EPB office. You are great colleagues who have a lot of respect for one another. I see my role right now as listening to your needs and facilitating the process in getting to where you want to be as individuals and as a department. I am working hard to build bridges between this department and the administration, and it is truly a privilege to do this work. Thank you for having me as your Acting DEO.

I know that we are in uncertain times on so many levels right now, but please know that I am here for you right here and now.

RE: A CASE FOR EMBRACING WEIRD STUDENT E-MAILS

BY ROBERT PECK

Dear Department of Rhetoric,

I hope this message finds you well and that you’re enjoying the cooler weather. My name is Robert Peck, and I’m a lecturer in your department. You may remember me from faculty meetings, hallway conversations, and awkward silences as we wait for breakout rooms to close on Zoom. I’m writing to you today to discuss the important topic of e-mail formatting. Specifically, I want to talk about the expectations we have for it and how those expectations may differ between this department and the administration.

I paused on the bridge to let the moment's significance root before continuing to North Hall. This former high school is too close to a railroad track and river not to be haunted, I think. It’s been one of my favorite places on campus ever since first teaching in it during the Spring of 2013. The walk from the office to North Hall’s back steps with the hillside sweeping up on the left and the river silent and wise on my right reminds me of a walk along the James River back home in Virginia. I’m haunted by the river—by the sound of its water and the way it shapes the land. It’s a place where I can think and write and be myself.

To borrow pandemic language, the regular march of teaching-less semesters was a new strain of COVID to wait out. This won’t last forever, I’d tell myself.

In both cases, these messages are not only odd, but risk placing students at a disadvantage. The impression they make via e-mail shapes our in-person interactions, too, affecting how much benefit of the doubt we’re willing to give and even impeding clear communication about classroom problems. For all of these reasons, it’s no wonder that some instructors choose actively to teach e-mail formatting in class, often complete with personal anecdotes and examples good and bad.

However, frustration over student e-mail habits has always been a topic that leaves me cold. I have the luxury of not caring very much how I’m addressed, which I recognize as a function of my own privilege. That probably plays a large part in my reactions here. But there’s more to it than that, too. I’d argue that by reframing personal, quick contact with us as a point of formal procedure for our students, we distance ourselves from their day-to-day responsibilities and substantial unstructured time to do as I thought best. Even started podcasting, I could make the teaching moves without the teaching load. But it’s just not the same. It was hope deferred, which the Teacher of Proverbs insists sickens the heart.

Other times, they are intimate to the point of hilarity, unsigned and unclear, their missives scarcely a few words long: “When’s the thing due again?”

In “Says Who? Teaching and Questioning the Rules of Grammar,” Anne Curzan makes the case that grammars are classed—our expectations about how to behave are shaped by our background and...

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I am almost happy about it at times: I feel fact, when I receive a less-formal message, idea to creep in that their e-mailing shows a lack of respect or attention to the class. In fact, when I receive a less-formal message, I am almost happy about it at times: I feel like I’ve become approachable, that I fit into their grammar, that I can help them more comfortably.

If you do teach e-mailing in class, I would love to know what ideas or texts you pair with it.

Curzan’s essay above is fantastic. I’ve also used Amy Tan’s “Mother Tongue” and invited students to consider the various Englishes of their own lives. Regardless, I hope you’ll consider presenting e-mailing not simply as a matter of professional form, but introducing it alongside some discussion of what we teach when we teach grammar: that we do so to help our students fit in, to their advantage, in new situations, rather than erasing the grammars of the rest of their life.

Thanks for reading and for your time and help. I’ll hope to hear from you soon!

“**We teach grammar…to help our students fit in, to their advantage, in new situations, rather than erasing the grammars of the rest of their life.**”

Iowa students know about the resources available to them at the Centers and across campus.

In teaching news, our two courses are well underway with nine new graduate student tutors in our Teaching in a Writing Center practicum course and 14 new undergraduate students training to be Writing Fellows in Writing Theory and Practice. We also have six new undergraduate tutors. These are experienced Writing Fellows and Success in Rhetoric tutors who received additional training in the first few weeks of the semester and began seeing students for appointments this week. These additions to our staff, which bring us to a total of 35 tutors providing over 190 hours of writing instruction a week, have been really helpful as due dates for first assignments have loomed on the horizon and requests for help from anxious students have ramped up. Our 30 Writing Fellows have also been at work responding to the first set of papers submitted by students in eleven different courses ranging from the Interpretation of Literature to the History of Slavery and Black Culture and Experience.

The Fall Institute for Teaching with Writing, a series of two workshops for faculty interested in teaching with writing, takes place on Friday October 1st and 8th. Two interdisciplinary teams from the Teaching with Writing Obermann Working Group have been busy preparing stimulating and informative sessions on creating meaningful writing assignments and responding to student writing. Twenty-two faculty from a wide range of disciplines and five colleges have registered so far. A big thank you to the Obermann Center for co-sponsoring the Institute and helping us get the word out. The Teaching with Writing Obermann Group is also working on the next issue of Writing Across Campus, a newsletter designed to inspire faculty to include more writing in their courses by showcasing the innovative approaches to teaching writing that are taking place across campus.

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NEWS FROM YOUR UNIVERSITY OF IOWA LIBRARIES

BY KATIE HASSMAN

A selection of updates and news of interest as you consider the fall 2021 semester. Questions or comments? Contact: Katie Hassman (Rhetoric liaison librarian) katie-hassman@uiowa.edu.

Need to schedule a library instruction session for your courses? Want to schedule a time to bring your classes to The Perch? Please fill out the Library Instruction Request Form. We are still scheduling fall sessions but peak dates in mid-October are quickly filling up. Our librarian instructors are hosting synchronous online instruction as well as in-person sessions in library classrooms this fall. Let us know of your format preferences when submitting your request. Questions? Email Katie Hassman (katie-hassman@uiowa.edu).

Check out the new UI Libraries Gallery exhibition, “From Revolutionary Outcast to a Man of God: Dostoevsky at 200.” The gallery is open, and we welcome class visits. Plan your class visit and check out the classroom-ready activity, “Reading an Object in the Main Library.” The Reading an Object in the Main Library activity was developed in collaboration with past Rhetoric TAs, Jamie Chen and Jackie Banigan. If you haven’t seen it already, the Dostoevsky exhibit is organized into four sections: “Rebel,” “Convict,” “Gambler,” and “Prophet.” The four sections are clearly and unmistakably labeled, offering a compelling rhetorical framing of exhibition artifacts for students to consider. Questions? Email Sara Pinkham (Exhibition and Engagement Coordinator) or Katie Hassman. (sara-pinkham@uiowa.edu or katie-hassman@uiowa.edu).

The Research and Disinformation Series (RADS) is up and available for classroom use and sharing. As a reminder, this series was created last spring 2021 semester as a collaboration between librarians Tim Arnold & Katie Hassman, and past Rhetoric TA, Chris Wei.

Encourage your students to schedule research consultations with librarians, especially as research assignments roll around. Research consultations can help students:

- Develop research topics
- Locate credible sources
- Develop search strategies
- And more

Individual consultation appointments with a librarian can be submitted by filling out our online form. If students prefer to chat with a librarian at their convenience, they can always reach us on our live virtual chat 9 am–5 pm, Monday–Friday. Evening research consultations are also available through The SEAM from 5–9 pm, Sunday through Thursday. All evening research consultations this semester must be scheduled 24 hours in advance.

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FACULTY BOOKSHELF

MELISSA FEBOS’S GIRLHOOD

BY CINDA COGGINS MOSHER

UI Nonfiction Writing Program Associate Professor Melissa Febos’s 2021 book of essays, Girldhood, offers keen and timely insight into personal and systemic challenges girls face as they transition to adulthood. Her eight critically informed autobiographical chapters detail how difficult it remains, even in the most “enlightened” of circumstances, for girls and women to transcend ever-present internal and external sources of oppression.

Anyone who has been objectified, silenced, shamed, or devalued—or who has internalized this self-effacing narrative of being less than or practiced “empty consent”—can identify with and bond over Febos’s extensive personal and well-researched observations on the lasting effects of widespread degradation of girls and women. She offers numerous heartbreaking

UI LIBRARY EVENTS

Main Library Gallery

From Revolutionary Outcast to a Man of God: Dostoevsky at 200

Open August 16–December 17, 2021.

Curated by Dr. Anna Barker, University of Iowa professor of Russian literature, the exhibition covers the entirety of Dostoevsky’s prolific literary career. His youth, his years of exile in Siberia, a period of gambling addiction, and his philosophical and theological teachings are explored in the context of Russian historical events and many of his most famous novels, from Poor Folk to The Brothers Karamazov. The exhibition also briefly highlights the two operas based on Dostoevsky novels, Sergei Prokofiev’s The Gambler and Leos Janáček’s From the House of the Dead, as well as Dostoevsky film adaptations.

Continued on pg. 5
examples of how she and others she knows were shamed and abused, often before they even became teenagers, for such offenses as going through puberty before others their age or being in the vicinity of a group of older boys.

While Febos necessarily spends much time detailing her and others’ experiences with body shaming, internalized oppression, sex work, drug use, countless unwanted advances, failed relationships with men and women, and the difficulty of saying no even when it’s expected, she balances the narrative with her commitment to reversing this damage and reclaiming the sense of self she enjoyed, “[b]efore puberty, [when] I moved through the world and toward other people without hesitation or self-consciousness” (14). Her narrative of redemption is every bit as thoughtful and unifying as her careful documentation of shared oppression.

While eliciting a sense of togetherness that can only come through shared experience, Febos’s captivating essays ultimately herald a hopeful, realistic, yet admittedly difficult way forward, as summed up nicely in the book’s concluding paragraphs:

As a young woman, I struck myself against everything—other bodies, cities, myself—but I could never make sense of the marks I made on them or the marks they made on me. A thing of unknown value has no value, and I treated myself as such. I beat against my life as if it could tell me how to stop hurting, until I was black and blue on the inside. The small softnesses I found, however fleeting, were precious. They may have saved my life.

Now I am so careful. The more I know my own worth, the less I have to fling myself against anything. When I go back, I can see all the marks that girl made so long ago. I reach my hand through the water and touch their familiar shapes. (310)

Throughout Girlhood, Febos’s unapologetic and masterful prose chronicles her tragically unremarkable experiences, both as a child and adult, that have left scars despite her transcendental journey to recapture her lost sense of self.

EULA BISS’S ON IMMUNITY
BY COLIN KOSTELECKY

Teaching Eula Biss’s “Is this Kansas”—a critical essay on college culture and systemic racism—has become a tradition in my class.

It’s impossible for students not to have a visceral reaction to a text that takes aim at Iowa City itself. It shows them that essays are not some locked-away thing, frozen in time—pinned and shellacked behind glass. No. Essays can touch you. They can shout. They can grab you by the shirt and demand answers. More importantly, this essay is the work of a young writer, one who’s willing to take risks—and even offend her target audience if it means getting her point across.

It’s within this context that I picked up Biss’s book On Immunity, after hearing Anne Sand had been teaching it in her class.

Let’s just put aside, for the moment, the incredible prescience of a book about vaccines.

In 2014, Biss was already laying the groundwork for a careful overhaul of public health messaging in this country—messaging based not on shame but empathy. At a time when so many of us

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harbor frustrations (and schadenfreudic fantasies) about anti-vaxxers, Biss’s words could not be more pressing:

_Those who…support the notion that vaccines cause autism are not guilty of ignorance or science denial so much as they are guilty of using weak science as it has always been used—to lend false credibility to an idea that we want to believe for other reasons._

In these pages, Biss empathizes with the trials of motherhood, as a mother speaking to other mothers for whom traditional medicine has been a site of pain and dismissal, deeply patriarchal, where even today “stress” is used as a modern euphemism for hysteria. In short, Biss legitimizes the fears behind anti-vaccine sentiment as a means of persuasion.

And, like vaccination itself, this persuasive strategy is subtle, powerful, and (mostly) painless.

This is all just a bonus.

What’s even more important, more timeless, is the growth Biss shows as an author with range, with patience. To put both “Is This Kansas” and _On Immunity_ on opposite ends of a persuasive spectrum—one side bold and passionate, the other side patient and caring—is to show the depth of an author’s spirit, how her strategies can change over the course of a career. For a course intended to stay with students long after they leave our classrooms, I can think of no lesson more useful than this.

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_Collaboration Innovation: It’s All in the Trying_

_The University as Context_ cont. from pg. 5

it was when Biss lived here but that they still see something of what she saw then. One student reported hearing the n-word spoken by white students as she passed their dorm room. A few students recalled the sexual assault notifications emailed to campus early in the semester. But students became most lively when I gave a talk about Biss’s book. A few students shared their memories of her as a student and recounted how much they liked her class. They described Biss as a teacher who was someone who, like them, was challenging to professors. They talked about how much she inspired them to think critically and creatively about their work. They also noted that she was someone who was always open to feedback and willing to listen to her students. The digital divide is a problem that remains. In any case, the market runs us to be innovative and productive. It seems as if “there is no alternative.” We MUST either be innovative or... if that sounds too much leaning on a pessimistic side, we can easily add an element of reflexivity and reflexive agency theory (Anthony Giddens) or a feedback loop idea to imply that we have some leverage. The market logic may strike some as a bad analogy because we are led to believe that education does not operate from the same logic that market and state productivity and innovativeness does. Yes, as pedagogues, our efforts to innovate stem from the desire to make the learning experience pleasant, effective, and meaningful for our students. Yet, it would not be an overstatement to say that the innovativeness and productivity push is real and “in.”

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in an exciting range of themes, including racial discrimination, ableism, diversity and inclusion, mental health, and ecology and environment.

THE SPEECH PROBLEM

When it comes to speech, the general mood and psychology among students is one of stress and anxiety. Those who are nervous about speaking exacerbate the situation in sticking to a belief that speech is all about avoiding anxiety and developing confidence. Everything else must take a back seat because everything else comes naturally when the archetypal fear problem is fixed. The experienced speakers have shared their practical “tips” on the benefits of breathing, calmness, and distraction techniques—something they could plug into if that would help. But what students generally ignore is that these techniques work when they have become part of our bodyminds or embodied and embedded particles. Lack of confidence is not an isolated and a sudden problem—a thing having more do with history than chemistry, perhaps? The overpsychologizers are sometimes hard to convince that confidence is a sedimented, accumulated process. In a desperate effort to defeat fear, such students rely on things external to speech and undermine the subject knowledge, research, and idea level improvement. I advise my students to prepare well, to know the content because knowledge is power (not quite the Foucauldian way for now) and confidence. A few other believe that speech is nothing but a matter of practice. But it seems as if a good number in this fear group ignore the fact that a practice is of and with something. The missing puzzle in the psychological and the practical models is that confidence and practice are constitutive of subject material, making connection to an audience, and so on.

Too heavily content-driven speakers are not without problem either. A good number of them deliver a speech that is a “writing speech.” Some within this group over-rely on outside sources and drown their own voice—the classical problem! I need to remind them frequently, with reference to John Coleman, that “A Speech Is Not an Essay.” Not to dismiss the fact that I meet a few inspiring students each semester who demonstrate good knowledge and match that with a great sensibility of delivery. “How can I change the situation for those who come with certain misconceptions?” I ask myself.

DIGRESSION: INTEREST

The Advocacy/Social Action unit is “interested” in an interesting way. It helps me articulate my belief that a study in rhetoric and writing should enable students to interrogate and unsettle visible and tacit forms and relations of domination and control. I invite students to understand what, how, and who shape our view of what is true, real, good, valuable, desirable, and possible (e.g., Göran Therborn on ideology), and to be aware of how identity/difference is constructed by and constituted in various representational apparatuses. Sounds big theories. :) I want this assignment to be a moment for us to reflect on issues around diversity, equity, and inclusion. I want this assignment, in combination with the apologia unit (and here I need to reach out to the resourceful Jenny), to be a moment for students to develop critical-ethical capacity, to be aware of their own social and knowledge position, to think about returning education to society, from where it evolves.

PAST

Until last semester, readings for this unit included public speaking and presentation chapters and videos, and practice involved a small assignment on selling an idea or product (Thanks to magnificent Megan!), and general discussion about speech/stage fears, anxieties, and strategies experienced speakers have developed to sublimate fear and anxiety into energy. I would give examples of speeches aligned with the unit theme and discuss generally the imperative for advocacy and social action and our roles and responsibilities as aware people, rhetoric’s civic goal!

TRYING POSSIBILITIES

This semester, I plan to try something new: adjust a few scaffolded readings and activities and redesign some of the activities. One I am thinking of using is an in-class assignment created by our colleague Cassandra. This task asks students to explore who they are and what biases and values they hold. Reflective work such as this is valuable because it makes us aware of the biases, mindsets, and the “terministic screen” that affects our self/other evaluation. The reflective assignment will also be a moment for us to get back to the Research and (Dis)information series created by our own Chris Wei, Tim Arnold, and Katie Hassman based on Arnold’s workshops. I have also realized that it would be a good idea to add readings that explore the question of subject location (positionality), issues power and privilege more deeply. To that end, I plan to add materials from discuss Positioning, Privilege, and Power (the 3Ps), following Walton, Moore, and Jones, from their book Technical Communication after the Social Turn that has three chapters by these names. Although these authors’ rhetorical purview is technical and professional communication teaching and research, these chapters are widely useful. The visible downside is that, despite their wide application, the examples being offered come from the instructor’s and researcher’s perspective, which our students may not find immediately relatable. For example, one passage in the “Positionality” chapter ponders, via Sylvia Lazos (2012), how difficult it is for a culturally and linguistically different/disadvantaged instructor to survive the academic labor:

Unconscious stereotypical beliefs create expectations about someone before that person walks in the door. When women and minorities enter their classrooms, their students, too, have expectations about them. Their majority counterparts do not face this obstacle. As women and minority instructors labor to make their classrooms friendly and warm (so that they can get decent student evaluations), they must ponder how their conduct will be perceived by their students in the context of their gendered and raced role expectations. From the get-go, the task is daunting. (68)

That said, I found a selective use of the chapters a better choice over a book-length work (e.g., White Fragility). By the time I am writing this piece, I have decided I am going to discuss some of the key takeaways among my students. In an ideal situation, I’d have loved the idea of making curricular

Continued on pg. 8
choices more distributive, decentralized, and participatory, perhaps, by giving students the chance to add and recommend readings and activities and sort of self-direct the process. I feel that I need to develop much more robust creative collaborative ethos among students and colleagues for what I suggested in the title—“collaborative innovation.”

I am usually a strength-based, positive approach person. Am I focusing too much on what students are not doing?

WELCOME TO THE RHETORIC FAMILY!

STEVE DUCK is the proud new grandfather of Leo Molyneux Duck, brother to Elliot.

JENNIFER JANECHEK and her husband Michael welcomed their third child, Eliot Charles Janechek.

FACULTY ACCOMPLISHMENTS

WAYNE ANDERSON presented a paper titled “It Won’t Be a Quiet Funeral: White Crosses as a Symbol of the 1980s Farm Crisis” at the Agricultural History Society’s annual meeting in June 2021 (held virtually). He also chaired a panel on “Marketing Rural Identity to the Nation” and served as administrative co-host for the conference in his role as the Society’s Annual Meetings Advisor.

CINDA COGGINS MOSHER won the Hubbard-Walder Award for Excellence in Teaching. This university-wide award “is presented to UI faculty who have participated in a variety of university teaching…and have contributed to curriculum and/or program development.” Cinda was one of four honorees of this inaugural award.

JENNIFER JANECHEK published her article “‘Jammed’ Between Body and Mind: The Liberatory Fashion of Leonora Carrington” in the “Fashion and Mental Health” special issue of The Fashion Studies Journal, vol. 3, no. 3 (2021). She also published “Using Print Culture to Research Disability and Rehabilitation” in Adam Matthew’s new digital resource, Research Methods Primary Sources. She presented two papers (virtually) over the summer—one on “New Ontologies of Sound in Sensation Fiction: Deafness and Infrasound in Wilkie Collins’s Hide and Seek” at the Midwest Victorian Studies Association Conference and one on “Increasing Anti-Ableist Rhetorical Awareness through Accessible Multimodal Assignment Design” at the Digital Pedagogy Institute.


DEPARTMENT NEWS & DEADLINES

SUBMIT YOUR CV FOR CONSIDERATION FOR A MERIT RAISE!

Deadline: Saturday, October 10

Use the new CLAS standard CV template: https://clas.uiowa.edu/faculty/apr-academic-professional-record

Highlight accomplishments in the review period (August 19, 2019–August 21, 2021).

E-mail CVs to Abby Rush at abby-rush@uiowa.edu.

DEPARTMENT CONFERENCE FUNDING

The Rhetoric Department will reimburse faculty who are presenting at a conference up to $150 per conference, with a limit of $750 per semester, on a first-come-first-serve basis until the funding runs out. Contact Kristy Nabhan-Warren (kristy-nabhan-warren@uiowa.edu) and Barb Pooley (barbara-pooley@uiowa.edu) for more details.

*DEPARTMENT HOUR* SCHEDULE

Please reserve 10:30–11:20 am (and 10:30 am–12:00 pm for faculty meetings) for the following:

October 8 – Committees
October 15 – Exec Committee
October 22 – Colloquium
October 29 – Colloquium
November 5 – Faculty Meeting
November 12 – Committees
November 19 – Colloquium
December 3 – Colloquium
December 10 – Faculty Meeting
CALLS FOR PAPERS

NEMLA’S 53RD ANNUAL CONVENTION
LOCATION: BALTIMORE, MARYLAND
DATES: MARCH 10–13, 2022
DEADLINE: OCTOBER 15, 2021

The 2022 NeMLA conference theme is CARE. We understand CARE as the practice of interdependency, admitting our vulnerabilities as humans, animals, and other living organisms of the Anthropocene. The NeMLA theme of CARE will embrace but not be limited to questions of representation, migration, the environment, and identity. The Friday keynote event will be given by Judith Butler. Learn more and submit an abstract here.

SPECIAL ISSUE OF GLOBAL EDUCATION REVIEW: RHETORICAL EDUCATION AND MEANING-MAKING IN GLOBAL AND HISTORICAL CONTEXTS
DEADLINE: NOVEMBER 30, 2021

For this issue of the Global Education Review, we call for papers that speak to rhetorical education in a range of global and historical contexts. Papers should address rhetorical education in theory and/or practice and relate to one or more of the following topics:

• Sites(s) of rhetorical education—places where literacy or communication were taught and developed—that reflect culture and nationhood
• How students or young learners make meaning or communicate in various contexts
• Attending to how students or teachers used literacy to cultivate subjectivities
• Attending to the diverse meaning-making practices of students or teachers that extend beyond the written word and oral communication
• Students’ resistance to rhetorical education
• Connections between past and current rhetorical education pedagogies
• Rhetorical education that meaningfully reflected diversity, equity, and inclusion
• The influence of social, economic, and/or political forces on rhetorical education or meaning-making

Please send an abstract of no more than 250 words in length with at least ten references along with contact information for all authors to lproszak@mercy.edu by November 30, 2021. Abstracts will be reviewed for fit to the special issue’s theme. You will be informed if the full manuscript is invited for review by December 15, 2021. Full manuscripts are due by March 1, 2022. Full CFP here.

EVENTS AND OPPORTUNITIES

FALL INSTITUTE ON TEACHING WITH WRITING: SESSION 2
LOCATION: ZOOM
REGISTER: HTTPS://WRITINGCENTER.UIOWA.EDU/INSTITUTE-TEACHING-WRITING
DATE: FRIDAY, OCTOBER 8
TIME: 2:00–5:00 P.M. CST

The Fall 2021 Institute on Teaching with Writing is a series of two virtual interactive workshops on teaching with writing. Faculty and TAs in all disciplines, departments, and colleges (particularly instructors outside of Rhetoric and English) who are interested in using writing to promote student learning are welcome. Participants are expected to attend both sessions (Oct. 1 & 8). Learn more here.

COLLEGE ENGLISH ASSOCIATION’S 52ND ANNUAL CONFERENCE
LOCATION: BIRMINGHAM, ALABAMA
DATES: MARCH 31–APRIL 2, 2022
DEADLINE: NOVEMBER 1, 2021

The College English Association, a gathering of scholar-teachers in English studies, welcomes proposals for presentations on Composition and Rhetoric for our 52nd annual conference. Submit your proposal at www.cea-web.org.

Composition and Rhetoric is an especially fruitful ground for conversations on Justice (the conference theme). Our field has always been deeply involved in the fight for academic equality, especially in the movements to incorporate basic writing into the academy and in writing center pedagogy. Scholars in Composition and Rhetoric have a vital role and an irreplaceable voice in the slow march toward Justice.

CEA invites proposals from academics in all areas of literature, language, film, composition, pedagogy, and creative, professional, and technical writing. We are especially interested in presentations that feature topics relating to justice in texts, disciplines, people, cultural studies, media, and pedagogy. For your proposal, you might consider these concepts related to Justice:

• resistance: protesting injustice
• equality: shifting perceptions of race, class, cultures, regions, genders, sexualities
• discourse: employing rhetoric and argument
• reclamation: spotlighting forgotten or unknown texts, authors, and cultures
• physicality: placing the body/publishing the text in contested spaces
• movements: challenging the status quo through ideas, genre, or form
• legitimacy: considering literature and the law
• education: teaching empathy and dialog
• individuality: combining the personal and political

Read the full Rhetoric CFP for CEA 2022 here.

CLAS PREPARING FOR PROMOTION IN INSTRUCTIONAL TRACK WORKSHOP
LOCATION: ZOOM
REGISTER: HTTPS://CLAS.UIOWA.EDU/DEOS/WORKSHOP-REGISTRATION
DATE: NOVEMBER 17, 2021
TIME: 2:30–4:30 P.M. CST

For all instructional-track faculty working toward promotion (to associate professor and to full professor). This workshop will cover criteria for promotion and what it means, how to put your portfolio together correctly, COI and letters of recommendation, and other helpful advice.
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