

Call for papers

Dear members of the Rhetoric Society of Europe,

We are looking forward to Rhetoric in Society conference in Ghent 11-13, September this year.

We would also like to remind you of the call for papers for the special issue of Journal of Organizational Change Management, and share a call for papers to the edited collection, Burke in the Classroom/In the Classroom with Burke. See full CfPs below.

If you have any news that you'd like to share with the members, please just let us know!

Best wishes,
Ida Vikoren Andersen and Anne Ulrich

Call for papers – special issue of Journal of Organizational Change Management

Managing Meanings, Coaching Virtues and Mediating Rhetoric

The management of meaning in the public sphere is significantly influenced by political rhetoric and by frequent employment of metaphors we live by. The management of meaning is organized and negotiated in increasingly self-conscious ways in the humanities. Coaching virtues becomes a proactive project within the frame of a performative turn in social sciences. The rhetoric of increasingly individualized multimedia and increasingly sophisticated social media becomes an arena of a political struggle for communication rituals.

Under the aegis of the Catalan professor of one of the top Spanish business schools, Eduard Bonet, academic researchers from management schools associated with universities in good standing assemble every two years in Barcelona's ESADE to discuss the rhetoric and narratives in management research. They look for inspiration in forgotten alternatives of non-conceptual domains of meaning (as did Hans Siggard Jensen in evoking Hans Blumenberg). They examine the unholy trinity of the posttrue logic, postmodern rhetoric and posthumanist ethics (as did Slawomir Magala examining the stock exchange of top values) or they try to scrutinize the liberal core of market economies by asking if we have become rich by speaking well (as did Deirdre McCloskey trying to understand why objective growth of global welfare is not accompanied by rising political optimism). We would like to celebrate the 7th conference of 2018 with a special issue of JOCM devoted to the management of meanings, virtues and rhetoric. If you are interested in the cross-cultural dynamic of the narratives of market brands or political identities, submit a paper. If you are interested in values, virtues and the compensatory distribution of inequalities in multimedia storytelling, contribute to our issue. If you are working on individual, professional and corporate identities, feel free to join us in this special issue. Here are some of the suggested topics:

- Innovation as a planned laissez-faire'ism
- Rhetoric and liberal education
- Digital rhetoric, social media and geopolitics
- Rhetorical foundations of markets and democracies
- Negotiated sensemaking and organizational storytelling
- Narratives of autonomy and management by skype and e-mail

All papers have to be submitted online to the JOCM (clearly marked as destined for special issue on "Managing Meanings...") before June 1st, 2019. They will be reviewed by two peers in a blind peer review and if accepted, published in the special issue of JOCM in early 2020. More information: Dr. Marja Flory (mflory@rsm.nl) / https://www.emeraldinsight.com/journal/jocm

+++++

New: Call for Papers - Burke in the Classroom/In the Classroom with Burke

Ann George and Elizabeth Weiser are seeking contributions for an edited collection, Burke in the Classroom/In the Classroom with Burke.

Kenneth Burke seems in danger of becoming a purely historical figure—another 20th-century rhetorical theorist who once mattered but whose work is irrelevant to the complexities of 21st-century public education. We challenge this understanding. Burke built theory to do work in the world—to "properly equip" citizens to reimagine themselves, their cultural institutions and social relationships. To abstract Burke's theory from its pedagogical purpose is to miss the point, to engage with only half of his civic agenda at a time when that agenda seems ever more essential to remedy contemporary civic life. Yet reading Burke, much less teaching him, we know, can often be its own challenge.

Therefore, we invite proposals for essays both conceptual and practical that explore Burke in the classroom from pedagogical, theoretical, or historical perspectives. While we welcome contributions of historical examples of Burke's teaching, we are particularly eager for examples from contributors' own teaching—about Burke or using Burke—in light of 21st century pedagogy and multimodal communication. We also invite contributors to think of the classroom writ large: it might be a university, civic organization, or dialogic space. Our goal is to create a collection that offers both innovative theoretical extensions of Burkean pedagogy and practical guidance for incorporating his theories into the classroom.

Questions that we expect to shape the volume include:

- What does it mean to be a Burkean educator?
- How can Burkean theory be incorporated into a pedagogical approach or a specific course?
- Why is Burke not included in writing textbooks the way that Aristotle and Toulmin are? How might we understand composition history differently if we include Burke?
- Did Burke's pedagogy align with that of his contemporaries?
- How does Burke fit into 21st-century pedagogy? How can we use Burke to theorize critical, anti-racist, feminist, or inclusive pedagogies?
- What are the special challenges of using Burke in the classroom—and ways to meet them?
- What does a whole course on Burke look like? How is it theorized, organized, designed, delivered? What are its goals, outcomes, readings, and activities?
- Similarly, what are examples of units on specific Burkean texts or concepts?
What are examples of innovative assignments using key concepts—form, comic frame, dialectic, etc?
- How can Burke be used for projects of public education?

Interested scholars should email queries or proposals (a 300-word abstract and brief CV) by September 20, 2019 to Ann George (a.george@tcu.edu) with "Burke pedagogy" in the subject title. Selections will be made by Nov. 1. Essays of approximately 7000 words will be due July 2020.

Submit something for next newsletter



Join the RSE Facebook group

