

[Rhetorical Education in Global and Historical Contexts](#)

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Call for Publications

Date:

August 31, 2021

Location:

New York, United States

Subject Fields:

Composition & Rhetoric, Cultural History / Studies, Communication, Childhood and Education, Teaching and Learning

Call For Special Issue of the *Global Education Review*: Rhetorical Education in Global and Historical Contexts

Guest Editor: Laura Proszak, Mercy College

Rhetorical education has been posited as the way in which educators and students communicate for communal purposes and ends. Since communication is broadly defined—written, oral, visual, and embodied—rhetorical education is a study and practice of the ways in which individuals engage in diverse forms of meaning-making. At the heart of rhetorical education, then, is the opportunity for teacher-scholars to examine how students assert their identities, develop communal identification, or resist certain pedagogies and the ideologies inherent within them through engaging in literacy and communication. Turning to histories of education gives teacher-scholars more insight into this examination, particularly when thinking through national drives that informed pedagogical practices, including those aimed at assimilation. Therefore, rhetorical education is deeply involved with past pedagogies that informed, facilitated, or inhibited students' entrance into communities and other educational spheres. Situating rhetorical education in the past enables educators' reflections on cultural forces that informed and continue to inform current teaching practices within localized, diverse settings.

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:

- Site(s) of rhetorical education—places where literacy or communication were taught and developed—that reflect culture and nationhood
- Attending to how students or teachers used literacy to cultivate subjectivities
- Attending to the diverse communicative 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

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 **August 31, 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 **September 15, 2021**. Full manuscripts are due by **December 1, 2021**.

Authors of articles invited for review are required to participate in a blind review of up to two articles submitted for publication in the same issue.

Contact Info:

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