

## 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 20<sup>th</sup>-century rhetorical theorist who once mattered but whose work is irrelevant to the complexities of 21<sup>st</sup>-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 21<sup>st</sup> 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 21<sup>st</sup>-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](mailto: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.