



CENTRAL STATES COMMUNICATION ASSOCIATION

SCHOLARSHIP SUPPLEMENT

MARCH 2020, VOLUME 88, ISSUE 2 (SCHOLARSHIP SUPPLEMENT)

Editor's Welcome



Courtesy of SCSU

Sara Baker Bailey
Southern Connecticut State University

The spring issue includes two book reviews. A preview is listed below, followed by a call for reviewers for upcoming supplements this year.

Book Reviews

1. Dumlao (2018) *A Guide to Collaborative Communication in Service-Learning and Community Engagement Partners*. Stylus Publishing.
2. Woods (2018) *Debating Women: Gender, Education, and Spaces for Argument, 1835-1945*. Michigan State University Press

CSCA NEEDS YOU!

We are looking
for reviewers. See
below for more
details.

See You In Chicago!



April 14-19, 2020

Book Review Call: 2020

We have several review opportunities for 2020. We are seeking reviewers for the following publications:

Author	Title
Amy Aldridge Sanford	From Thought to Action: Developing a Social Justice Orientation
Ahmet Atay & Sandy Pensoneau-Conway (Eds.)	Queer Communication Pedagogy
Deanna L. Fasset & Keith Nainby	Communication: A Critical/Cultural Introduction
Deanna Fasset, John T. Warren, and Keith Nainby	Empowering Public Speaking
Adam Tyma & Autumn Edwards	Communication Is...Perspectives on Theory
Bruce Henderson	Queer Studies: Beyond Binaries

Additionally, if you have a publication that may be of interest for the scholarship review, please forward your recommendations.

To be considered for a review of the above publications, email Sara Baker Bailey at bakers21@southernct.edu with:

1. Name of the publication you wish to review
2. A brief (200-word) explanation as to how the publication fits within your areas of interest/expertise.

If selected, CSCA will provide a copy of the assigned publication to the selected reviewer. Submissions must not be under review by other publications. Reviews should adhere to the most recent edition of the publication manual of the American Psychological Association. The editor has reserved final discretion regarding the publication of all reviews. I would love to hear from you. Please contact me with questions, comments, and feedback:

Sara Baker Bailey
Assistant Professor, Southern Connecticut State University
Bakers21@southernct.edu
(203) 392-5596

Book Review:

Dumlao (2018) A Guide to Collaborative Communication for Service-Learning and Community Engagement Partners

Service-learning courses have become fruitful avenues for engaging in experiential learning. For example, U.S. News & World Report (2020) now includes service-learning as category and last year it ranked 35 institutions. To qualify, these institutions had to receive at least 10 nominations of support. Research in teaching and learning indicates that service-learning courses benefit students, faculty, the institution, and the community at large (Bandy, 2020). Student benefits emphasize enhanced learning, personal and social growth, career development, and stronger institutional bonds.

With this evidence in mind, it does not come as a surprise to me that my institution is keen on community engagement and service-learning. There is now a required service-learning course in our Honor's College program. The course, Introduction to Service Learning, focuses on leadership and community engagement and is a truly interdisciplinary course as students come from all of our colleges and schools: Arts & Sciences, Business, Education, Nursing, and Health & Human Services. One of the main challenges is to find resources and materials that engage a diverse population of academic interests and can unite our varied paradigms so that we can engage in service-learning that supports, rather than hinders, our community partners.

I came across Dumlao's (2018) work as I was searching for a textbook that could help me address these key challenges head on and from the start of the course. The first time I taught the class, I uncovered a problematic disconnect between what we said in theory in blogs and class discussions and our actual practices with our community partners. Students were approaching the partnership with primarily Me thinking rather than balancing Me with We thinking (Dumlao, 2018). Assigned readings included work such as Dempsey's (2010) Critiquing Community Engagement, but it became clear that I needed to include additional readings that support Dempsey's thesis in an attempt to prevent us from embodying the pitfalls of college and community collaborations.

Dumlao (2018) has been integral to an increased understanding what service-learning is and how it informs our work with our community partners. It has been a valuable resource for preparing students to engage in service-learning work and has helped them navigate cultural differences, conflict, and leadership. I believe that these outcomes are assisted due to the theoretical underpinnings of the book married with the practical applications that put these theories into practice.

(Continues on page 4)

The theoretical underpinnings of the book emphasize collaborative communication defined by Dumlaio (2018) as a “repertoire of knowledge and skills allowing partners to make choices that fit the situation or context” (p. 3). This lays the groundwork for a service-learning partnership focused on relational communication designed to complement, rather than deter, partners and advance their work in the community. It has been useful to begin the course with chapters such as Thinking about Ourselves and Our Partnerships, The Collaborative Communication Framework, and Practices and Process for Collaborative Communication. It is key to assist students in establishing the right mindset for community engagement.

The theoretical framework of collaborative communication is accompanied throughout the text with concrete examples, scenarios, and practical applications. For example, in chapter 1 the concept of the looking glass self is defined and supported by an applicable scenario, one that I have seen play out in real life. In the scenario, a student engages in their initial contact with a community partner. They approach the interaction with Me thinking and, as such, does not start off on the right foot with the community partner. The example does a great job of perspective taking on both sides and then reflecting on how to engage in We thinking, competent communication moving forward. Most chapters conclude with a spotlight example or final thoughts and all end with a section on putting chapter ideas in action. It is a useful resource for understanding how to put communication theory into action through service-learning.

This textbook is an excellent balance between theory and practice. Many communication concepts and ideas are deftly reviewed: collaborative communication, dialectics, intercultural communication, conflict, leadership, etc. These theories are appropriately developed with concrete examples and scenarios to help the reader get a feel for these ideas in practice. A robust Appendix details a repertoire of learning activities. All and all, I recommend this book for service-learning specific courses and as an excellent supplement for upper-level or graduate courses in community engagement and organizational communication.

Bandy, J. (2020). What is service learning or community engagement? Vanderbilt University Center for Teaching. Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>

Dempsey, S. (2010). Critiquing community engagement. *Management Communication Quarterly*, 24, 359-390. DOI: 10.1177/0893318909352247

(Continues on page 5)

Dumlao, R. (2018). *A guide to collaborative communication for service-learning and community engagement partners*. Sterling, VA: Stylus Publishing.

U.S. News & World Report. (2020). *Service learning*. Retrieved from <https://www.usnews.com/best-colleges/rankings/service-learning-programs>

Sara Baker Bailey is an Assistant Professor in Communication, Media, & Screen Studies at Southern Connecticut State University. She received her PhD from the University of Nebraska-Lincoln, her M.A from San Diego State University, and her B.A. from Virginia Tech. She teaches classes in personal and professional communication with expertise in experiential-based learning. Her research focuses on the intersections of gender, sex, and sexuality in the workplace

Book Review:

Woods (2018) *Debating Women: Gender, Education, and Spaces for Argument, 1835-1945*

Resolved: Debating Women is a vital piece of debate historiography.

To prove this resolution true, I offer you four areas of observation:

Woods provides “argument culture” as a lens to investigate the four case studies. Specifically, Woods (2018) justifies this lens by noting, “‘argument culture’ is preferable because it is a flexible term that allows us to attend to the spatio-temporal dynamics of debating collectives” (p. 13). This framework allows Woods to interrogate the disciplining and/or celebration of debating women. This also allows for rhetorical evaluation of the speech acts oscillating within multiple “cultures”. Through the case studies, the reader discovers how treatment of women debaters both functions against the traditional culture of “boys club” debate, but also reminds us that the act of female argumentation has often been seen as indecorous behavior.

Woods supports a careful analysis on how the act of women debating negotiated visibility and space throughout history. Each case study grounded within a specific space offers its own rhetorical scope of understanding. The first case study, almost acting as folk lore, highlights how the women of Oberlin found debate sanctuary within the furrows of the woods or in a parlor on the outskirts of town (where the rental fee was reading lessons for the woman of color). One cannot help but notice the implicit rhetoric of connecting the woods to witchcraft or women acting against cultural norms. In fact, the Oberlin women were silenced in classrooms as the university space still supported “women are to be seen but not heard” at that time. The theme of “space” also accounts for the rhetorical space needed for women to be seen as legitimate critical thinkers.

Woods encourages readers to adopt a conceptual metaphor, “argument as travel” (p. 17). This metaphor is enriched by both feminist and rhetorical studies. Woods further unpacks the metaphor within her conclusion as an alternative metaphor to showcase debate culture outside of the traditional masculine combat metaphors. This alternative worldview suggests that the way debaters travel through argument, physical spaces, and traditional academia mark an individual’s debate experience. This movement is able to account for the invitational potential of debate in developing how perspectives become negotiated and at times smuggled into the debate round to provide a needed alternative to the dominant narrative of debate’s history and practices.

(Continues on page 7)

Since the publication of *Debating Women*, the manuscript has become a noteworthy project of historiography as Woods uses her prose and research to carve out channels within the male dominated history of debate. *Debating Women* has received the 2019 James A. Winans-Herbert A. Wichelns Memorial Award for Distinguished Scholarship in Rhetoric and Public Address and the 2018 Daniel Rohrer Memorial Outstanding Research Award from the American Forensic Association. These awards acknowledge to importance of Woods' contribution to both rhetoric and collegiate debate.

Dr. Amy Arellano is an Assistant Professor at Boise State University and serves as the Assistant Director of the Talkin' Broncos speech and debate team. Amy is very committed to social justice, by teaching debate and advocacy skills within the prison and promoting sexual assault advocacy within the academy.

Central States Communication Association

Newsletter Staff & Executive Director



Stephen A. Spates
Missouri State University
CSCA Newsletter Editor



Sara Baker Bailey
Southern Connecticut
State University
CSCA Scholarship
Supplement Editor



Chad Edwards
Western Michigan University
CSCA Executive Director