

### Submission Guidelines

Electronic submission is strongly preferred. Send submissions to [pedagogy@calvin.edu](mailto:pedagogy@calvin.edu). Otherwise, submit four copies by mail. Consideration will be given to previously unpublished full-length articles or commentary of no more than 30 typed, double-spaced pages (approx. 10,000 words). Prepare submissions according to *The Chicago Manual of Style*, 17th edition. All references to the author's identity must be removed. Manuscripts meeting these criteria and judged to be within the scope of the journal's mission will be submitted to outside anonymous review.

Send all editorial correspondence to [pedagogy@calvin.edu](mailto:pedagogy@calvin.edu) or *Pedagogy*, Department of English, Calvin College, 1795 Knollcrest Circle SE, Grand Rapids, MI 49546.

Send inquiries about reviews of scholarship, textbooks, and other teaching materials, including pedagogical websites, to the reviews editor, Mark C. Long, Department of English, Keene State College, 101 Parker Hall, Mailstop 1402, Keene, NH 03435 ([mlong@keene.edu](mailto:mlong@keene.edu)).

Send inquiries about contributing to "From the Classroom" to Elizabeth Brockman, Department of English, Central Michigan University, Mount Pleasant, MI 48859 ([elizabeth.brockman@cmich.edu](mailto:elizabeth.brockman@cmich.edu)).

*Pedagogy* is published three times a year, in January, April, and October, by Duke University Press, 905 W. Main St., Suite 18B, Durham, NC 27701.

Visit Duke University Press Journals at [www.dukeupress.edu/journals](http://www.dukeupress.edu/journals).

Direct all orders for *Pedagogy* to Duke University Press, Journals Customer Service, 905 W. Main St., Suite 18B, Durham, NC 27701. Annual subscription rates: print-plus-electronic institutions, \$198; print-only institutions, \$180; e-only institutions, \$152; individuals, \$25; students, \$18. For information on subscriptions to the e-Duke Journals Scholarly Collections, contact [libraryrelations@dukeupress.edu](mailto:libraryrelations@dukeupress.edu). Print subscriptions: add \$11 postage and applicable HST (including 5% GST) for Canada; add \$14 postage outside the US and Canada. Back volumes (institutions): \$180. Single issues: institutions, \$60; individuals, \$10. For more information, contact Duke University Press, Journals Customer Service, at 888-651-0122 (toll-free in the US and Canada) or at 919-688-5134; [subscriptions@dukeupress.edu](mailto:subscriptions@dukeupress.edu).

Photocopies for course or research use that are supplied to the end user at no cost may be made without explicit permission or fee. Photocopies that are provided to the end user for a fee may not be made without payment of permission fees to Duke University Press. Address requests for permission to republish copyrighted material to Rights and Permissions Manager, [permissions@dukeupress.edu](mailto:permissions@dukeupress.edu).

Direct inquiries about advertising to Journals Advertising Coordinator, [journals\\_advertising@dukeupress.edu](mailto:journals_advertising@dukeupress.edu).

For a list of the sources in which *Pedagogy* is indexed and abstracted, see [www.dukeupress.edu/pedagogy](http://www.dukeupress.edu/pedagogy).

© 2020 by Duke University Press

ISSN 1531-4200

## IN THIS ISSUE

### Articles

Guest Editors' Introduction: Ideological Transparency across Landscapes of Learning | *Daniel P. Richards and Louise Wetherbee Phelps*

Rhetoric on the Edge of Cunning Revisited: Of Truth and Lies in an Extra Urgent Sense | *Karen L. Kopelson*

From Cow Paths to Conversation: Rethinking the Argumentative Essay | *Laura Aull and Valerie Ross*

Looking for Middle Ground at Middlebury College: Campus Controversies, Local Exigencies, and the English Classroom | *Shawna Shapiro and James Chase Sanchez*

The Limitations of Liberation in the Classroom: Lessons from Minnie Bruce Pratt | *Kate Navickas*

“Just to Get the Grade”: Learning Ecologies and Invisible Student Resistance | *Melody Pugh*

Containing Multitudes: Empathy, Contradictions, and Opaque Ideologies | *Kristopher M. Lotier*

Threat Assessment: Women of Color Teaching Ideological Critique in the Neoliberal Classroom | *Gena E. Chandler and Jennifer Sano-Franchini*

Rethinking Student Resistance from a Developmental Perspective: A Case Study Based on a 2016 Ballot Initiative Portfolio Project | *Dana Harrington and Anne C. Wheeler*

How to Teach Gender to Students Who Didn't Know They Had One | *Glenn Michael Gordon*

Crippling Neutrality: Student Resistance, Pedagogical Audiences, and Teachers' Accommodations | *Ai Binh T. Ho, Stephanie L. Kerschbaum, Rebecca Sanchez, and Melanie Yergeau*

The Possibilities of Uncertainty: Digital Archives as Cunning Texts in a First-Year Composition Curriculum | *Joshua Daniel-Wariya and Lynn C. Lewis*

Thinking Critically, Thinking Again in Core Literature | *Miriam Marty Clark*

Predicting Futures, Performing Feminisms: Chronology and Ideology in Composition Classrooms | *Eric Detweiler and Kate Lisbeth Pantelides*

From Commonplaces to Consciousness: Threshold Concepts, Conceded Authority, and the Critical Potential of Rhetorical Writing Instruction | *Jerry Stinnett*

### Review