Chapter 5: Emplaced Disciplinary Networks: Toward an Atlas of Rhetoric and Composition/Writing Studies

> Locating, positioning, individuating, identifying and bounding are operations that play a key role in the formation of personal and political subjectivities. Who we consider ourselves to be (both individually and collectively) is broadly defined by our position in society and in the world. This positioning occurs with or without any formal map of the generally understood sort. There are mental or cognitive maps (perhaps even whole cartographic systems) embedded in our consciousness that defy easy representation on some Cartesian grid or graticule. (Harvey, 2001, p. 221)

Consider carefully this litany of orienting verbs from the epigraph: "Locating, positioning, individuating, identifying and bounding." Those in the field of rhetoric and composition/writing studies (RCWS), from students and initiates to instructors and established scholars engage in these activities routinely. Ordinarily, activities such as these take place among divergent acts of composing; listed together, the orienting actions constitute fairly generic but indispensable designations for aspects of thinking, acting, and writing familiar to many, in this field and in others.

The handful of verbs appeared in a lecture by David Harvey (2001), an influential and well-known critical–cultural geographer, who went on in his discussion of "cartographic identities" to note that everyday orienteering—routinely making sense of emplacement—commonly "occurs with or without any formal map of the generally understood sort" (p. 221). In other words, even though tacit, cognitive maps may be highly idiosyncratic and uneven, most of us make do with mental models and locative senses informed by immediate sensory verification, signage, mobile devices, memory, imagination, direct inquiry, and nuanced noticings, as all of these give bearing to course. The point here is that people rely upon myriad orientational resources to position themselves in relationship to what is near and far, known and unknown; they often make good (or make *good enough*)

with degree of locative aptitude, even when wayfaring without a conventional map in hand.

Setting out with an interest in geographic knowledges, cartographic projections, and disciplinary wherewithal, I begin this chapter by entertaining more deeply the implications of Harvey's (2001) "with or without" comment about maps and use his proposition as a segue to the case I will make for the invaluable forms of disciplinary knowledge that rely upon maps—maps that aggregate disciplinary data sets to showcase geolocative patterns across layers and scales and that operate as an additional illustration of distant reading and thin description methods in service of network sense. In effect, this work models the role map projections can have in oscillating between general, widespread disciplinary phenomena and highly specific, local, situated cases. This is a cartographic endeavor toward a provisional atlas of RCWS that articulates a multiscopic view of disciplinary activities and complements and fortifies appraisals of the intellectual landscape that have, perhaps too often, gotten by "without any formal map" whatsoever.

The following chapter advances a demonstrative argument for the value of formal maps, their layers, markers, and scalable viewports, as these wield formidable relief when set against the field's informally circulating geographic knowledges. The chapter proceeds first by surveying some of the ways geographic and cartographic knowledges have circulated in RCWS scholarship. Revisiting several examples of ways spatial considerations have entered into RCWS scholarship reinforces precedents for speculative openings such as *why maps? why now?*, while also forwarding recommendations for the importance of understanding disciplinary maps and the data they project as fluid and contingent depictions of the "moving terrain" Stephen North described in 1987. In this context, and as an echo of the concern expressed in Chapter One about the field's favor of thick description and ethnographic methodologies, I also relate the privileging of hyperlocal perspectives in existing scholarship concerned with space, taking stock of current mapping projects suited to a provisional atlas of the field and calling attention to six examples of models and maps that range among spatial-conceptual inquiry and cartographic representations.

Finally, in the second half of the chapter, I introduce three original maps I developed using distant and thin methods. The first is a chrono-cartographic projection of historical conference locations for the Conference on College Composition and Communication, Rhetoric Society of America, and Computers & Writing, each on a selectable layer. The second is a locative–aggregative projection that layers three consortia in RCWS—Doctoral Consortium, Master's Consortium, and Consortium of Undergraduate Programs—allowing users to switch among and combine views of them in a single map. The third is a traversive projection, indicating movement and pathways through-

out a career as it relates to institutions where selected scholars have studied and worked. To conclude, the chapter acknowledges the limitations of a strictly representationalist paradigm for mapping alongside a discussion of the variety of data suited to cartographic distant reading and thin description on multiple scales, including as a way of inquiring into schools of thought as well as the theoretical and methodological priorities of individual programs based on where their faculty are from. With the marked rise of readily accessible mapping applications, we are now more than ever able to engage in mapping practices that can have transformative effects on our sense of the patterns, and networks, proliferating in the field.

Where is the Making of Geographic Knowledge In Composition?

One need not travel for many miles into the scholarship in RCWS to find that there has long been an emphasis on local scales in analyses of and reflections upon space—what I will refer to as a *localist impulse*. The causes for this persistent small-scope interest in space at local, material scales are not singular or simple. In part, the localist impulse stems from postmodern theoretical influences in geography that resist universal and generalizable cartographies, such as Michel de Certeau's (1988), which privileges the up-close intimacy of the sidewalk over the bird's eye view of Manhattan and sense of detachment he recounted after gazing out at the "wave of verticals" from the observation deck of the World Trade Center (p. 91), or Henri Lefebvre's (1992) destabilizing *trialectics of spatiality* in *The Production of Space*, which challenges absolute or purely representationalist reductions of complex spatio-perceptive contours and variables. These works provide theoretically justified movements toward subjectivity and situatedness in space that has been taken up in RCWS scholarship focused on the local. It is also tremendously practical to focus on the local: the here and now is *here* and *now*. The local scene offers defensible methodological choices and *de facto* boundaries, especially in research that has adopted ethnographic methods, the discipline's favored approaches. Reckoning with everyday sites and activities lends itself to understanding direct encounters through sensory experience grounded in one's immediate, material surroundings. Contextualism (Pepper, 1942; Phelps, 1991) reigns this tangible treatment of space, and the localist impulse is apparent in many recent articles and books that stand as moments when RCWS scholars studied space or inquired rigorously into geographic knowledges without explicit or sustained reliance on cartographic projections.

Consider Nedra Reynolds's (2004) *Geographies of Writing: Inhabiting Places and Encountering Difference*, a monograph influenced explicitly by the think-

ing of de Certeau, Lefebvre, Edward Soja (1989), and others, and a work that remains the single-most notable book-length project on space and place in RCWS in the last 15 years. Reynolds focused on engagement with local scenes and walking rhetorics (a premise forwarded by de Certeau in *The Practice of Everyday Life*) as she expanded upon the discipline's captivation with geographic metaphors. By developing accounts of students' explorations of the imagined geographies of Leeds, including their powerful misperceptions of no-go zones in Hyde Park, Reynolds effectively demonstrated the ways writing through spatial encounters can re-route lingering (mis)perceptions of space as well as intractable forms of spatially enforced exclusion. Another project, "Mapping URI," urged students to explore the University of Rhode Island campus to account for their felt senses of belonging and exclusion: "Students began with maps of the campus and, working in groups, marked the areas of campus with which they were completely unfamiliar, places where they'd never been" (p. 158). Reynolds was interested in maps and the complicated role they play in shaping perceptions of place; her pedagogical program held that many such perceptions must be deepened through on-foot, *flaneur*-like encounters "with difference at street level, complete with visuals, smells, sounds, and the tools that make both movement and dwelling possible" (p. 176). Given this recognition of the power of maps, however, Reynolds's work mentioned them but included only a few visuals. With a clear emphasis on subjecting local sites to spatial exploration and critique, the accounts of space are almost entirely textual.

The same can be said of Jonathan Mauk's 2003 *College English* essay, "Location, Location, Location: The 'Real' (E)states of Being, Writing, and Thinking in Composition," a compelling argument about the bland institutional geography students experience on the community college campus where he taught in northern lower Michigan. Mauk contended that *where*—a mix of spatial imagination and material environs—matters greatly to the viability of the courses he teaches. The presumed *wherelessness*, or sense of detachment that students feel within the institutional spaces they inhabit, plays a great part in configuring their attitudes toward acts of writing. Given Mauk's interest in space, the absence of maps is again conspicuous (though not necessarily any cause for discredit). The emphasis on the local is again pronounced: Quoting Reynolds, Mauk wrote "Because the vast imagined geographies of composition studies do not necessarily serve students (like those at Gordon Community College) or their teachers, 'it is time to think smaller and more locally'" (p. 375). Mauk ultimately set out to "practic[e] third space" to recast the "particular academic space that contextualizes their own writing and thinking" so that students who don't want to be there can reclaim a cartographic identity within which they can not only locate themselves but realize their roles in shaping such spaces (p. 379).

Short of providing a comprehensive review of scholarship on space in RCWS, I have highlighted these projects by Reynolds and Mauk because they undertook thorough, theoretically grounded studies at the intersection of space and writing invested unmistakably at local scales of activity. I will return to this matter of working at a local scale in a moment. Further, they presented their research without traditional maps—absent visual cartographic projections of the spaces concerning them and their students. This notes the viability of research-based inquiry into geographic knowledge that attends to imagined space and textual accounts of orientation and that demonstrates the functions of writing in negotiating cartographic identities. Further, noting this quality—the scarcity of maps in these influential works—primes the proposition I am leading up to, in which disciplinary geographic knowledges make full use of textual explorations of space and place in addition to the ways visual maps may play a more focal role in documenting disciplinary activity operating at a distance and across scales. Thus, I am interested in the matter of compositionists engaging in considerations of space while *doing without* maps because it lays the groundwork for a key question: How do our sensibilities about space and place change when we revisit spatial imaginaries *with* maps in hand? Moreover, what if RCWS scholars created those maps themselves?[25]

Karen Kopelson's 2008 essay in *College Composition and Communication* (*CCC*), "Sp(l)itting Images; or, Back to the Future of (Rhetoric and?) Composition" offers two arguments to clarify and reinforce the contemporary exigencies of scalable maps invested with disciplinary interests. To open the article, Kopelson recounted narratives of "coming to composition" (p. 751). She dealt turn-by-turn with Joseph Harris, Stephen North, Ross Winterowd, and Robert Connors, noting how each experienced or characterized their own intellectual migration from something that was not initially familiar with RCWS to something that, eventually, was. Such narratives are commonplace, and, of course, they typically invoke some variation of *here* and *there*: markers of movement, whether epistemological, spatial, or both. Read separately, these narratives bear out certain familiar resonances with our individual experiences, but what would happen if we read them, or mapped them, more collectively, perhaps accounting for the ways people have found RCWS through a wide variety of intellectual and institutional inroads? Such a project would be fruitful for newcomers to the field, whose "coming to composition" narratives

---

25   One difficulty here comes from the large number of maps of the field that are more conceptual or philosophical, such as taxonomies that have offered descriptive matrices for how people think. There is a lot about so-called mapping that I do not introduce here. But I have tried to focus on space; it feels like a necessary limitation to keep this chapter within a reasonable length and scope.

are very much works in progress. But I also suspect that such a chart—an aggregate of widespread activity—would prove to be valuable for disciplini-ography, for writing the field. More to the point: We don't all come to the field in the same way, but perhaps the worth of sharing journey narratives would increase if newcomers had ready access to a far-reaching collection of data that visually presents migrations such as those Kopelson briefly recounted. The traversive projection presented in this chapter's fourth section models such maps and offers a framework for considering the value of pairing textual accounts of "coming to composition" with mapping career paths as a way to grasp the simultaneity of emplaced and distributed identifications.

A second point from Kopelson's (2008) piece is elicited in a sub-heading: "Philosophical Foraging: Where *Is* the Making of Knowledge in Composi-tion?" Kopelson answered this query with skepticism, implying in effect that if there has been much knowledge made over the last two decades, we won't find it in circulation outside the discipline: "Though we have long foraged about in other bodies of knowledge [. . .] we are still primarily importers only, consumers, an 'interdisciplinary' field, if it can be said that we are one, with little to no interdisciplinary influence" (p. 768). Clearly Kopelson was work-ing with metaphors of space; the *where* is conceptual, not physical or materi-al. By the end of the essay, however, Kopelson argued for less self-reflexivity over the matter of disciplinarity. "A living rhetoric and composition," she con-tended, relies upon a collective refusal to continue "the pattern, which is per-haps our rhetorical inheritance, of attempting to determine what our current and future intellectual work *is* as a primary facet of *our intellectual work*" (p. 775). In effect, Kopelson suggested that we should dwell less on disciplinary self-reflexivity and instead produce more "innovative and far-reaching forms of knowledge." With this in mind, the corrective she called for aligns with the project advanced in what follows: The problem has not been with self-reflex-ivity per se, but with the hasty extrapolation from local, immediate experi-ence to the field at large without building up through the intermediary scales of activity. As I have sought to demonstrate all along, network sense wrought by watching words, charting citation frequencies, and, finally, plotting schol-arly activity onto maps condenses, granularizes, and amplifies that "rhetorical inheritance," and thus these practices enrich, deepen, and complicate existing claims about the maturation of the discipline while contributing alternative forms of evidence to ongoing discipliniographic practices, wherever they may be headed in decades to come.

So: Why maps? Why now? New and emerging mapping platforms have become both easier to use and more rhetorically elaborate over the past de-cade. We should not expect that the localist impulse in RCWS is in any way less valuable for advancing a more collectivized and disciplinary cartographic

identity, nor should we insist that the localist impulse ought to undergo a radical shift any time soon. After all, scenes of professional activity are primarily local, our narratives of coming to the field tend to be individual and idiosyncratic, and we conduct our most obvious, tangible deeds from the institutional scale on down—in programs, classrooms, meeting rooms, offices, desks, and hallways. Furthermore, interests in embodiment and materiality have flourished in recent years, and these are undoubtedly valid, vital matters. My framing of the localist impulse is not meant to suggest that there should be less of this local, situated, and material-oriented work but rather that there are gains to be made by complementing such interests with distant reading and thin descriptive methodologies that support insights at other scales of activity. Engaging other scales is necessary if we are to grasp such an abstraction as the discipline. Moving beyond local knowledge and aggregating local events and sites into a presentational form (a series of maps) where widespread phenomena can be grasped at a glance, this practice has a potential for generating insights into meaningful, ground-changing patterns. Tools are currently available for furthering the development of a series of contingent, provisional map projections that address the intellectual landscapes of the field. And there should not be much doubt that the modern development of RCWS yields much that would be appropriate to map.

Before turning to a presentation of such maps, however, the next section inventories selected forerunners to an atlas of the field—a small collection of existing engagements with geographic knowledge that involve visual models, graphs, and maps—that move beyond the local scale and resonate with disciplinary and cartographic identities.

Compiling an Atlas of Rhetoric and Composition

> Ultimately, the map presents us with the reality we *know* as differentiated from the reality we see and hear and feel. The map doesn't let us *see* anything, but it does let us know what *others have seen* or found out or discovered, others often living but more often dead, the things they learned piled up in layer on top of layer so that to study even the simplest-looking image is to peer back through ages of cultural acquisition. (Wood, 1992, pp. 6–7)

There are a few exceptions to the localist impulse where geographic inquiries and RCWS converge. Examples occur throughout predominantly textual scholarly accounts interested in the geographically distributed phenomenon of disciplinary formations and patterns (see Fitzgerald, 2001; Masters, 2004; Muchiri et al., 1995). These broad-scale studies are most commonly regional or multi-institution histories of writing programs, or they take stock of the

Midwestern or North American orientation of the field's modern emergence. Further, such studies are not directly concerned with advancing geographic knowledge, except to the extent that geography constitutes an implicit dimension of the research because it aids in reconciling distributed activities with locations, and it provides place-references to identify and locate the events being historicized. Certain qualities of studies like these correspond to distant reading and thin description methods, but the studies have tended to be highly selective and do not, in most cases, include formal maps or other visual models.

In addition to these regional and multi-institution accounts, a growing number of projects have taken up more direct and explicit interests in mapping to the field beyond the local scale. My aim in this section is to gather together some of these to establish past engagements with geographic knowledge and to note the degree to which there are precedents for similar explorations in the field to the ones undertaken in this book. The interests underlying these maps are much like my own: a desire to aggregate locations, collect them onto a map projection, and notice in them identifiable patterns that may inform the field's maturation. In this section, I introduce six projects that have used graphical models pursuant to geographical knowledge: Peter Cramer's (2007) "Archipelago Rhetorica," James Porter et al.'s (2000) diagram of a site for institutional change, Maureen Daly Goggin's (2000) graph of the geographic distribution of journal authorship, John Ackerman's (2007; Phelps & Ackerman, 2010) map of the Rhetoric and Composition Doctoral Consortium, Jim Ridolfo's (n.d.) *Rhet Map*, and Tarez Samra Graban's (n.d.) *Metadata Mapping Project* before finally calling attention to Denis Wood's (1992) perspective on the rhetoricity of maps.

Peter Cramer's (2007) "Archipelago Rhetorica" presents a formation of islands labeled with place-names to accord with disciplinary domains or areas. The land and sea layer consists of a raised relief projection of the Philippines. By strategically locating the major labels of Speech Communication, English, and Linguistics, Cramer developed a series of implicit claims about the expansive field of English studies and the relationships between sub-specializations and niche interests. The Sea of Hermeneutics, for example, occupies the lower-left portion of the experimental map, while the Sea of Rhetoric appears in the opposite corner. To an extent, this design choice proposes, but does not explain, a diametric relationship between rhetorics and hermeneutics. The map provides a canvas onto which Cramer projected his own disciplinary insights; the map's meaning is both made possible by and constrained by its linguistic codes and conventions of geography (e.g., seas are typically assigned different names on opposite sides of a land mass). Like any conceptual map of the fields of English studies, "Archipelago Rhetorica" is not authoritative but

propositional—it constructs, suggests, and instigates rather than proves. The viability of the map is, in some sense, determined by its uptake, by the degrees of circulation and influence that ripple out in delayed succession following its production.

Archipelago Rhetorica ca. 1999

Figure 24. Peter Cramer's "Archipelago Rhetorica."

Cramer developed "Archipelago Rhetorica" as a humorous provocation while he was a doctoral student at Carnegie Mellon University, and he presented the map in a talk—"Archipelago Rhetorica: The Ambivalent Discourse of Anti-Disciplinarity in Rhetorical Studies"—in 2007. Apart from his explanation of the significance of the locations he chose, the locations of the place

names raised more questions than they directly answer. But this is often the case for conceptual mapping of the field, like those collected in the "Alternative Maps" section of Mark Wiley, Barbara Gleason, and Louise Wetherbee Phelps's (1995) *Composition in Four Keys*. There, Mark Wiley explained that the map, like myth, "articulates what isn't real, but nevertheless finds intelligible patterns that make sense of certain human experiences" (p. 543). As indicated in the collection's opening chapter, conceptual mapping practices offer a "method of structured inquiry" (p. 2):

> We offer a map to organize what you read by means of four categories, or keys. This map is intended to be heuristic—an exploratory tool rather than a definitive claim—that can serve as a provisional framework for reading with immediate, if partial understanding. By means of your own experiments in applying and testing the limits of this scheme, you will gradually make it more complex and qualified; complement it with other ways of reading and interpreting texts and arguments, define its strengths and limitations; maybe abandon it and invent your own maps. It is this probing, critical, reflective process of mapping, not the categories of the map itself, that should enable users of this book to learn how to make their own sense of composition and rhetoric. (p. 2)

The do-it-yourself ethic stands out distinctly, as *Composition in Four Keys* anthologizes four map-like pieces—by Richard Fulkerson, James Berlin, C. H. Knoblauch, and Stephen North—selected for the ways they propose useful categorizations, "exploratory tools" that might assist wayfarers "to a desired destination" (p. 544). Even though these conceptual maps raise questions as much as they answer them, they remain invaluable devices for coming to more deeply understand one's relationship to existing theoretical, methodological, and pedagogical orientations in the field.

Another conceptual map appears in James Porter et al.'s (2000) "Institutional Critique: A Rhetorical Methodology for Change." The methodology advocated used spatial analysis from postmodern geography for *boundary interrogation*—the examination of institutional dynamics that, even while they may seem unchanging, are shaped from within. Institutions, even when they seem inertial and slow-to-change, adapt from the inside, from the activities and practices of internal agents. The authors noted a concern with too narrow a focus on traditional scenes—at scales too abstract, on the one hand, or too local, on the other—as the commonplaces for initiating change and the critique that fuels it. They wrote that disciplinary critique and institutional action "usually focused on a limited set of organizational spaces: the compo-

sition classroom, the first-year composition curriculum, the English Department . . . . We are frustrated by the nearly exclusive focus on these organizational units to the neglect of others" (p. 625). Key among their solutions is a spatial model attendant to and conductive across scales between the localist impulse and, at the other extreme, accounts of the comprehensive discipline.
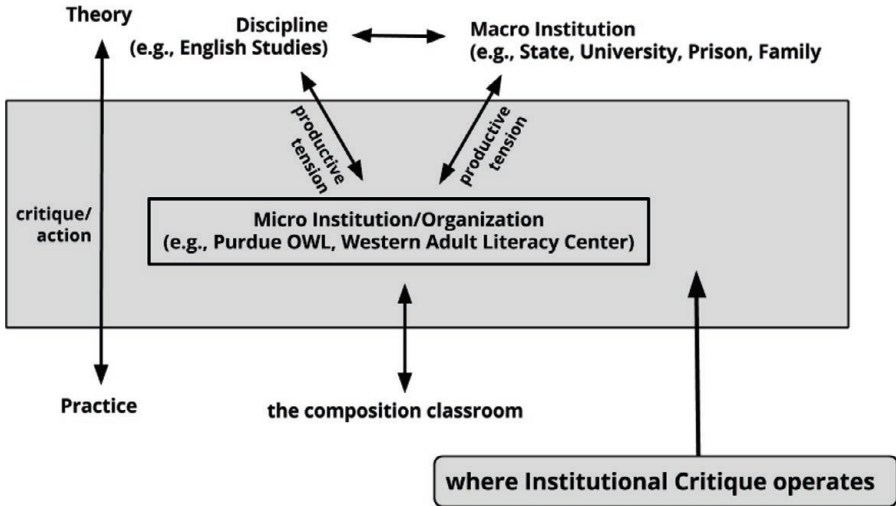
Theory

Discipline (e.g., English Studies) ⟷ **Macro Institution** (e.g., State, University, Prison, Family

productive tension   *productive tension*

critique/ action

Micro Institution/Organization (e.g., Purdue OWL, Western Adult Literacy Center)

Practice   **the composition classroom**

where Institutional Critique operates

Figure 25. A redrawn version of Porter et al.'s "Site for Institutional Critique." Originally published in "Institutional Critique: A Rhetorical Methodology for Change" by James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles. College Composition and Communication *51.4, June 2000, pp. 610–642. Copyright 2000 by the National Council of Teachers of English. Used with permission.*

More pronounced than their interest in mapping as a visual practice, however, is their theoretical turn to postmodern geography for the ways it lends traction to the "zones of ambiguity within institutions" that have tangible, physical bearing on the other scales commonly critiqued (e.g., classrooms, curricula, the discipline at-large, etc.) (Porter et al., 2000, p. 625). The authors acknowledge that "there is not one, holy map that captures the relationship inherent to the understanding of an institution, and all of these relationships [between administration, the classroom, and the discipline] exist simultaneously in the lived—actual, material—space of an institution" (p. 623). This allowance for multiple, overlapping maps is similar to North's (1987) characterization of the "shifting terrain" of disciplinary knowledge. Institutional critique ties into the concept of scale addressed in Chapter Two: Even while we are acting locally when we engage any scale of activity, spatial models (including maps) make it possible for us to articulate relationships that have bearing

at multiple orders of magnitude. Mapping supports efforts to examine and critique local conditions in relation to broader conditions. When these maps are rendered visually and when they reflect aggregations of data too large or too small to apprehend by conventional devices, they not only ascribe to the principle motives for distant reading and thin description methods (and the exigencies and interests behind them), but they can also help us see how we are, in whatever situations we find ourselves, *constitutive* of the field. Spatial interrogations, like those in the Porter et al. model, help us shift perspectives and action across scales, especially when they are reintroduced into an emerging atlas of RCWS as one distant and thin mapping practice among many.
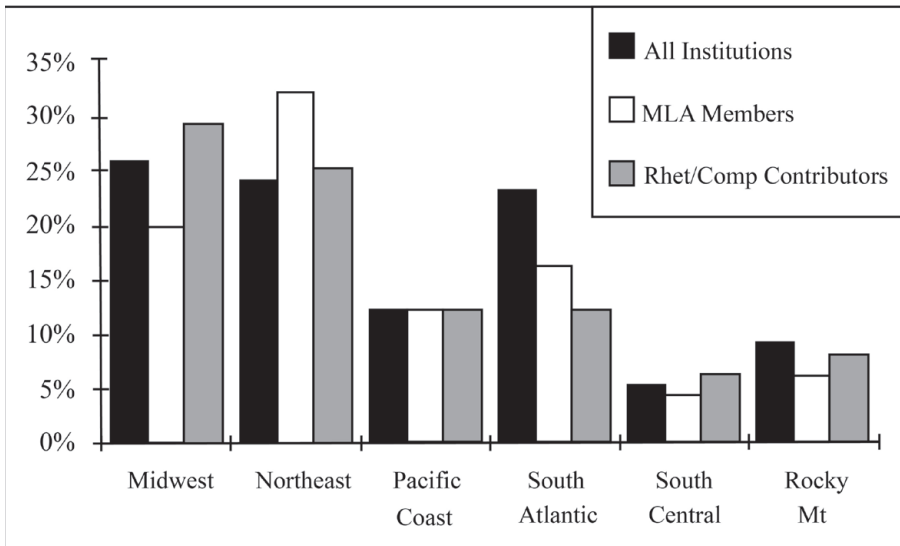

Figure 26. Maureen Daly Goggin's Graph of "geographical distribution across academic institutions, MLA members, and rhetoric/composition contributors" (p. 158).

In this third example, Maureen Daly Goggin's (2000) presentational choice fits more with graphing than with mapping; nevertheless, the data set behind Figure 26 clearly invokes a geographic bearing and advances geographic knowledge. In *Authoring a Discipline*, in which Goggin extensively studied scholarly production over four decades, she presented the graph shown above—a regional breakdown of institutions, Modern Language Association (MLA) members, and RCWS contributors to the nine journals grounding her study. The six regional designations correspond with the regions established by the MLA. Across each of the three data types, the graph affords certain comparisons on the basis of region. For example, with the aid of the graph Goggin identified the disproportionately low level of scholarly production

in RCWS from South Atlantic institutions—low considering the number of institutions in the region. Goggin went on to account for several specific examples of editors throughout the first two decades of *CCC* who commented on the problem of uneven geographic distribution of contributing authors. The editors were interested in achieving an even and balanced reach, thereby publishing scholarship representative of the greatest possible geographic range of contributors. As the journal matured, Goggin explained, direct expression of those concerns abated, but this, in turn, raises further questions: Did the journal's longevity and presumed stability gradually satiate questions about geographic distribution? Has balanced geographic distribution been achieved, and is this balance established exclusively within the contiguous United States? With the rising internationalization of the teaching of English, how much longer will a North American survey of RCWS be sufficient for grasping at patterns, geographic or otherwise, in the scholarship of the field?

The three visual models introduced by Cramer (2007), Porter et al. (2000), and Goggin (2000) exercise geographic knowledges relevant to disciplinary wherewithal, relying upon aspects of scale, pattern, relational bearing, and comparative proportion. And they contribute to disciplinary–geographic knowledge despite circumventing the locative specificity commonly associated with grid-based cartography. Similarly, the next three examples document disciplinary geographies by layering geolocations for disciplinary activity onto map projections. As such, their genesis has in common a pursuit of disciplinary cartography, and they make important contributions to a gradually forming atlas of RCWS.

John Ackerman's map depicted members of the Rhetoric and Composition Doctoral Consortium—a map he shared during his talk, "Plotting the Growth of Rhetoric and Composition," at the 2007 CCCC and which is reprinted in a 2010 *CCC* article with Phelps. Ackerman's map layered doctoral program locations and startup data (designated by the color-coding of place markers) onto a Mercator projection of the contiguous United States. The map is coded with spatial and temporal information that sheds light on dimensions of the emergence and maturation of RCWS since 1965. According to the data presented with the map, six doctoral programs were founded from 1965 to 1975, 16 in each of the 10-year periods after that, and 11 between 1996 and 2010. Compared to the idiosyncratic conceptual maps and the middle-scale institutional boundary interrogations discussed in earlier examples, Ackerman's map of the Rhetoric and Composition Doctoral Consortium is one of the most conventional, pragmatic cartographic representations of the field to date. Yet, for all that this projection accomplishes in terms of mapping a layer of disciplinarily pertinent data, it relies on a limited, partial data set—one of the internal problematics identified in Chapter One. Ackerman used survey

data to produce the map, a survey to which only 51 out of more than 70 members of the Consortium are included. So, on the one hand, the map satisfies an interest in establishing a cartographic projection of the field, but on the other hand, inadequate field-wide data remains a minor, correctible obstacle to the effort.
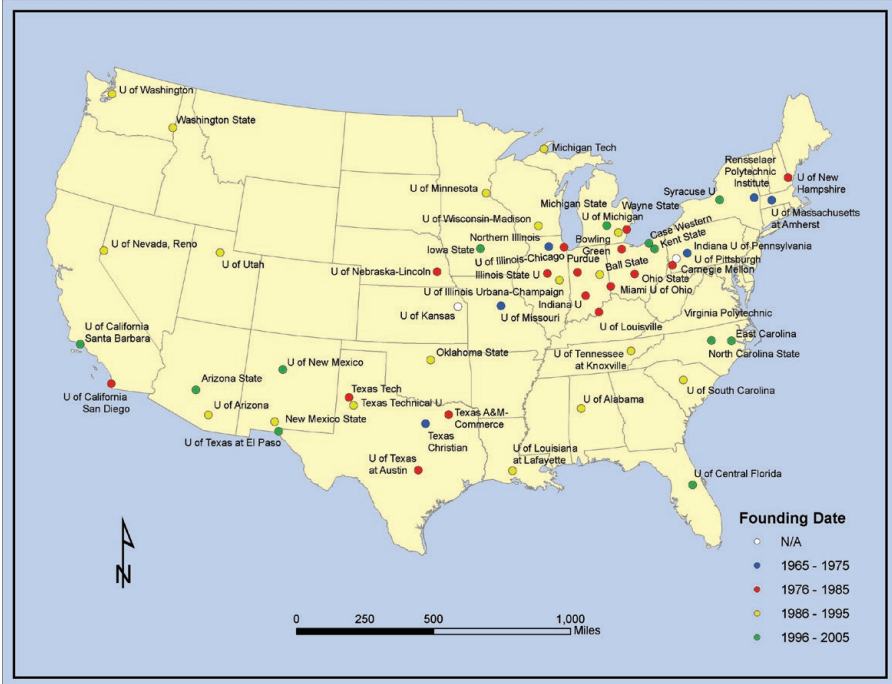

Figure 27. John Ackerman's map of the Rhetoric and Composition Doctoral Consortium. Originally published in "Making the Case for Disciplinarity in Rhetoric, Composition, and Writing Studies: The Visibility Project" by Louise Wetherbee Phelps and John M. Ackerman. College Composition and Communication *62.1, September 2010, pp. 180–215. Copyright 2010 by the National Council of Teachers of English. Used with permission.*

Since 2012–2013, Jim Ridolfo (n.d.) has data-mined job postings in RCWS from the MLA's Job Information List (JIL), collecting institutional locations, using a script to geocode the locations, and outputting the geolocations to a scalable, digital map. The series of Rhet Maps stand as an invaluable real-time report on the hiring climate in any particular year, and they accumulate to form an archive of employment activity useful for gauging not only the geographic distribution of positions, but also the temporal circulation within any year (i.e., the rate of postings to comparable dates in past years) and across the set. Ridolfo's maps are cast alongside other invaluable analyses of trends in

the job market for RCWS. The maps provide one geographical vantage point from which to view jobs in RCWS—called a *viewshed* in cartographic terms—for considering the market. Placed alongside other data, such as tallies of the number of postings each year, these maps serve as an entry in the provisional atlas I am suggesting and function as a growing database that can be used to examine patterns in ad language. While the data favors ads for tenure-track faculty lines at four-year universities and graduate programs in RCWS, the maps can be read as a year-by-year report on the change (or constancy) of the field's locations, taking hiring to be one indicator of program renewal and sustainability.
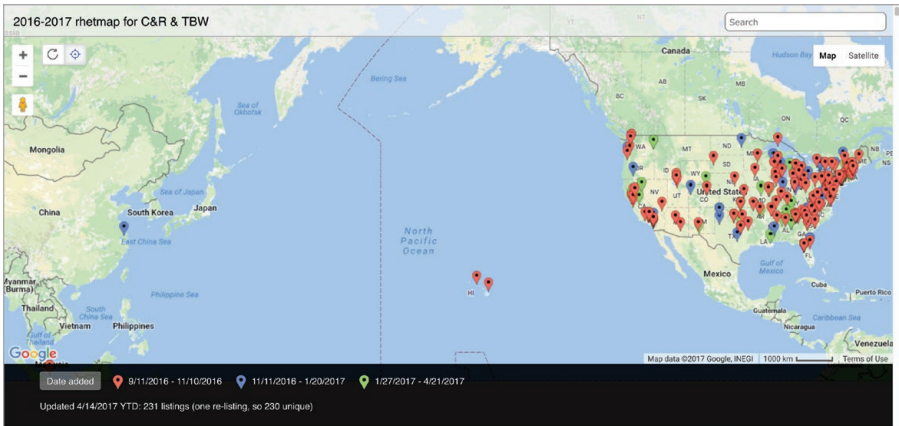

Figure 28. Jim Ridolfo's Rhet Map, "2015–2016 JIL for R/C & TBW."
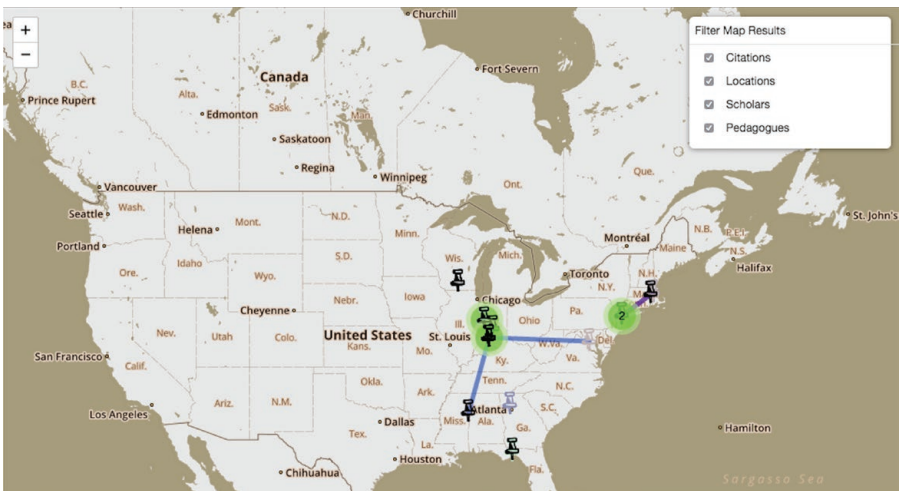

Figure 29. Tarez Samra Graban's MetaData Mapping Project (MDMP).

Finally, in the *MetaData Mapping Project* (MDMP), Tarez Samra Graban (2015) used maps to visualize women's intellectual work in RCWS. On the MDMP website, she explained the exigence and subsequent critical, locative tracings in this project:

> In the absence of women's published or publicly circulating texts, how else can rhetorical historians recover the reach of their pedagogical activity, and what can that recovery teach us about our disciplinary history? The MetaData Mapping Project (MDMP) answers that question by tracing women's intellectual influence through the migration of people, motives, texts, curriculum, and ephemera. (index.html)

For example, one map plots points related to rhetoric and composition primers that were used by women to teach writing and that are no longer in circulation. These traces of women's intellectual work in RCWS proceed cartographically and historiographically, turning maps toward investigations of the field's unevenly documented history and showcasing the value of maps whose data sets reach well beyond demonstrable institutional locations and urban centers, showing a deeply interconnected history. And although the MDMP reinforces the prominence of the United States as epicenter for disciplinary formation, it calls our attention to what remains: the need for much more mapping that will make visible the important, often invisible work of writing and rhetoric teachers, literacy sponsors, and the nonobvious interdependencies among them. These have been and remain still today a formidable part of what constitutes the discipline. Mapping can help us gain perspective, to discover afresh whose work is implicated in ongoing disciplinary formation and where that work is happening. Still other mapping projects, such as Jeremy Tirrell's (2012) examination of online journals and their geographic histories, and Christopher Thaiss and Tara Porter's (2010) mapping of Writing Across the Curriculum/Writing in the Disciplines (WAC/WID) programs internationally are important to note as belonging to the expanding work that constitutes an atlas of RCWS.

Having examined these mapping forerunners, such a compilation hints at the contingent, shifting terrain of the field because it indicates a degree of interplay across these six approaches suited to an emerging atlas of RCWS—visualized concept maps and taxonomies, mid-scale models designed to aid in boundary interrogations toward institutional change, geographic analyses of scholarly authorship, program-location maps reflective of Rhetoric and Composition Doctoral Consortium membership, and maps whose data is mined both from contemporary job ads and from historical ephemera. This small collection of geography-focused discipliniographies suggests that there

already exists a fair amount of interest in mapping—as well as in distant reading and thin description, implicitly—in the deliberate intervention of scalable visual models to apprehend patterns not observable at conventional scales of engagement.

Before turning to the chapter's remaining three maps in the following section, I want to reiterate that all mapping projects are thoroughly rhetorical, and, as Denis Wood (1992) argued, constructed by authors. Maps, that is, are interest-serving articulations between some territory—conceptual or physical—and anything else relative to it. Addressing the uses of maps, Wood explained,

> The *uses* [e.g., navigation, planning, etc.] are less different than the *livings* that incorporate into their present the endless labor all maps embody. This is what it means to use a map. It may look like wayfinding or a legal action over property or an analysis of the causes of cancer, but always it is this incorporation into the here and now of actions carried out in the past. This is no less true when those actions are carried out . . . *entirely in our heads*: the maps we make in our minds embody experience exactly as paper maps do, accumulated as we have made our way through the world in the activity of our living. (p. 14)

Moreover, what makes mapping such a felicitous fit with distant reading and thin description is how it allows us to engage visually with widely distributed patterns across multiple scales, within and beyond our own lived experience. Through the use of maps, we can begin to grapple with dimensions of time and space that might elude us otherwise but that are nevertheless constitutive of some valuable knowledge or insight and within which, by an often-unarticulated proxy, we have ourselves set foot.

The Making of Maps in Rhetoric and Composition/Writing Studies

> Fold up the maps and put away the globe. If someone else has charted it, let them. Start another drawing with whales at the bottom and cormorants at the top, and in between identify, if you can, the places you have not found yet on those other maps, the connections obvious only to you. Round and flat, only a very little has been discovered. (Winterson, 1998, p. 88)

Jeanette Winterson's provocation hints at eschewing established mapping

practices as an invitation to make our own maps, to articulate our own connections. The six examples showcased in the previous section honor a similar credo, as Cramer (2007), Goggin (2000), and Porter et al. (2000) fostered geographic knowledge by developing visual models to initiate a curiosity-motivated folding up of the maps and putting away the globe, and as Ackerman (2007), Ridolfo (n.d.), and Graban (n.d.) collected and plotted "the places . . . not yet found on other maps." Early in this era of digital mapping, an era signaled most pointedly by the release of Google Maps in the summer of 2005, geography scholars such as D. R. Fraser Taylor (2005) termed the flourishing of digital mapping as *cybercartography*. Cybercartography included the release of application program interfaces, or APIs, for mapping platforms provided by Google, Yahoo, and Mapquest and capitalized on the rapid proliferation of what were at the time heralded as Web applications that supported participatory map-making, which included location awareness for mobile devices and geotagging of images.

The map-it-yourself ethic that coalesced around these practices has been reiterated since 2005 such that, by now, it seems almost commonplace. Globes and foldable maps are increasingly anachronistic in the domain of wayfaring; they are artifacts of a former time swiftly left behind. But the notion of participatory cartography, such as digital mapping-it-yourself, has caught on and redoubled, ascending into an everyday practice despite the sloughing off of more traditional geolocative technologies (e.g., globes, compasses, paper maps, even dedicated GPS devices). In *The Wiley-Blackwell Companion to Cultural Geography*, for instance, geographers Andrew Boulton and Matthew Zook (2013) wrote of an "increasingly ubiquitous phenomenon of locative media technologies," calling particular attention to "the smartphones, online maps, and proliferating layers of geographically referenced content that are fundamentally imbricated with contemporary experiences in and representations of place" (p. 438). The question remains unsettled whether this "fundamental imbrication" generalizes as a collective wherewithal about geolocations. Yet, the fact remains that the available means of mapping have flourished, and the occasions for mapping have reached both into and across everyday life.

However, map-it-yourself technologies are not quite adequate for capturing the exigency for the disciplinary maps introduced in this section. Certainly, the conditions are right for accepting an invitation like Winterson's and for exercising cartographic discovery work, as examples listed in the previous section have done. But I would append to Winterson's invitational occasion a second compelling cause for mapping: Nobody else is going to create or curate our maps for us.

To add to the geographic knowledges initiated by prior RCWS map-

ping examples, and with the aim of adding to a more comprehensive atlas of RCWS, I developed three layered maps that grant a viewshed to distributed institutions and events constitutive of disciplinary activity. Each map type will be featured in the three sections that follow. The first map shows the historical locations of three major conferences—Conference on College Composition and Communication, Rhetoric Society of America, and Computers & Writing—from the first meeting until present. This *chrono-cartographic projection* aggregates historical activity and presents it flatly, as if to suggest that all past instances of these conferences persist with a lingering degree of *now*-ness. The second plots the geolocations of institutions affiliated with the Doctoral Consortium in Rhetoric and Composition, the Master's Degree Consortium of Writing Studies Specialists, and the Consortium of Undergraduate Majors in Writing and Rhetoric. This projection is a *locative–aggregative* map insofar as it incorporates all three consortia into a single viewport with selectable layers. The third map documents career paths by blending two distinctive logics for comprehending the ways individual scholars move through a career, first as a segmented pathway (diachronic) and second as a host whose every institutional waypoint laminates and carries forward (synchronic). Thus, this is a *traversive projection* for calling attention to its movement. This movement, I contend, applies not only to individuals, but also to programs and disciplinary activities, such as conferences. Engaging these three maps offers insight into disciplinary formation and solidity, and the circulation of such maps stands to compel initiates and various stakeholders alike that the field continues to expand and thrive. Additionally, this expanded atlas demonstrates distant and thin methods as well as their emphases on data, scale, and pattern.

These maps serve at least two purposes (possibly many more, but for the aim and scope of this chapter, it is sufficient to elaborate upon just two): (a) a pragmatic end of boosting and continuing to promote visibility as an integral and ongoing dimension of disciplinary maturation, never to be taken for granted, and (b) a theoretical distinction that accepts the simultaneously emplaced and distributed quality of both individuals and institutions and events (manifestations of disciplinary activity). After introducing the maps and accounting for how I created them, I will return to these points to outline more thoroughly the contemporary exigency for continuing to expand and refine an atlas of RCWS.

Conferences: A Chrono-Cartographic Projection

The chrono-cartographic projection foregrounds selected disciplinary conferences, assigning time and location to indicate an accumulating time–place build-up, accounting for the field's gradual but continuous contemporary

tour across the North American landscape. Figure 30 presents three major conferences—the Conference on College Composition and Communication (CCCC), Rhetoric Society of America (RSA), and Computers & Writing (C&W). The map's admittedly banal, everyday return to these conference locations describes this tour thinly. There is little here beyond the theme of the conference to immerse in; that is, compared to attending a conference or leafing through a program, the map captures only the thinnest slice of activity. What else, though, can be said of such a map? It conveys an interplay among conferences, a locative relationship among organizations that is nowhere articulated by these respective organizations. Collecting together and mapping this data poses a graphically verifiable locus, reminding us of CCCC's upper-midwestern orientation (i.e., twice as many conventions in Chicago [10] as in the next most frequent hosting sites). Similarly, the map's memory function recalls, as geographical originations, Minneapolis for C&W and Arlington, Texas, for RSA. As the field matures, these place and time accumulations risk surrendering to memory's inevitable dissipation, and yet such a map stands in as a statement on durability, expressing that-has-been as an aspect of recall but also of foretelling disciplinary expansion and circulation, visibility and reach.
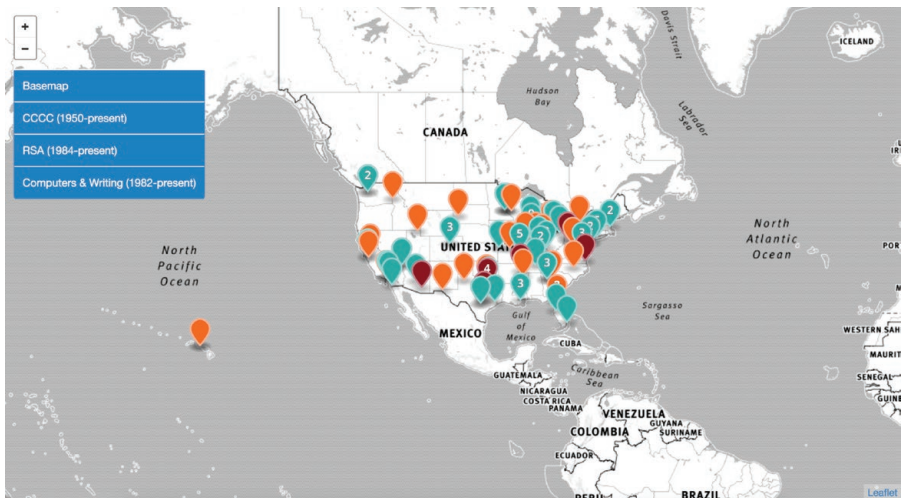

Figure 30. Conferences: A Chrono-cartographic Projection. The map depicts the geolocations of three major conferences in rhetoric and composition/ writing studies since each conference's inception. An interactive version of the map is available at https://wac.colostate.edu/docs/books/network/ conferences.html. A video describing the map is available at https:// wac.colostate.edu/docs/books/network/fig30-desc-video.mov.

Consortia: A Locative–Aggregative Projection

Maps reflecting member programs in the Consortium of Doctoral Programs in Rhetoric and Composition have surfaced and circulated more frequently in recent years with demonstrable gains that attest to disciplinary solidity and visibility. Ackerman's (2007) map (Fig. 27) figured into an early effort to combine location with the roster of doctoral programs and to render them into a visual projection that would lay plain the locations and spatial relationships among programs, in effect, indexing the set geolocatively (Phelps & Ackerman, 2010). The map was tremendously important for disciplinary visibility, which it aided in catalyzing as a set of Classification of Instructional Program (CIP) codes and designation by the National Research Council (NRC) as an "emerging field" (Phelps & Ackerman, 2010, p. 184). It also for provided prospective doctoral students an invitational viewshed—an at-a-glance *gestalt* view—to the textual directory of the 89 member programs. In other words, the map performs a considerable advisory function, lending senses of location and regional proximity to the field's doctoral programs.
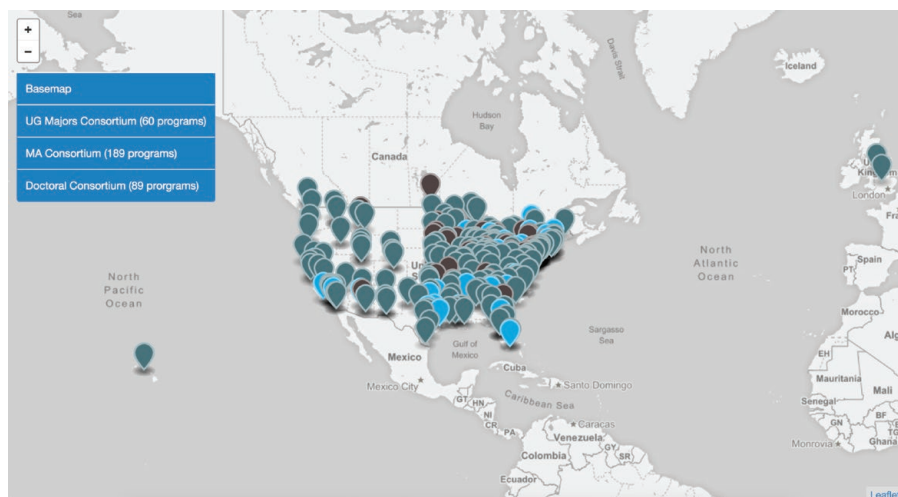

Figure 31. Consortia: A Locative–Aggregative Projection. The map brings together in selectable layers the locations of 338 programs associated with the Undergraduate Majors Consortium (60 programs), the Master's Degree Consortium of Writing Studies Specialists (189 programs), and the Doctoral Consortium in Rhetoric and Composition (89 programs). An interactive version of the map is available at https://wac.colostate.edu/docs/books/network/consortia.html. A video describing the map is available at https://wac.colostate.edu/docs/books/network/fig31-desc-video.mov.

Recognizing the viability and advisory benefits of the doctoral consortium, in 2012 the Master's Degree Consortium of Writing Studies Specialists set about generating a comprehensive list of 179 programs "offering master's level training specifically in writing studies and related fields" (Dunn & Mueller, 2013, p. 1). The comprehensive listing was a priority for this initiative, since it had not been established previously for MA-granting programs in RCWS, and throughout the process, planning included developing the roster into a map, which circulated informally via listservs and on the MA consortium website in 2013, where it remains available.

However, there doesn't appear to be any previous attempt to map the affiliated programs listed by the National Council of Teachers of English (NCTE) Committee on the Major in Writing and Rhetoric. The committee provided a report in 2008 on their website, which lists 60 programs—a substantial roster that would serve as an adequate data set for a map. The date stamp on this roster brings to light a key complication among the rosters for the three consortia: They are difficult to keep current in that they require annual tending, but there is not any organization nor formal charge to keep such lists up to date. Arguably the doctoral consortium leveraged visibility and was translated most readily into a map because of its relatively small and stable core of programs, and largely due to the efforts of Ackerman. The roster of MA programs, because it was new, was a substantial undertaking with many details, and the means of maintaining the roster remain to be established. Finally, the undergraduate programs roster, while it is due for an update, also spotlights the challenge of undergraduate programs being a scene of great change, especially with the emergence of new programs as a consequence of continuing disciplinary maturation. Most of the field's national organizations do well to maintain individual memberships, but there is, as of yet, insufficient regard for the vital importance of annually maintained program directories at all levels of disciplinary viability. The three consortia marked on this map have made great gains, and yet their coordination remains nascent and underdeveloped. I would argue (hardly a risky assertion!) that the relatively simplistic and admittedly thin combination of the three consortia into a single, layer-selectable map renders the field's breadth and solidity more formidably than do separate, isolated maps of each consortium unto itself.

Career Activity: A Traversive Projection

Finally, the third set of maps reflects iterations of a collaborative study of Canada–U.S. cross-border interdependencies in RCWS. The maps also appear in the second chapter of *Cross-Border Networks in Writing Studies* (Mueller, Williams, Phelps, & Clary-Lemon, 2017), which features the results of a survey of writing studies scholars from or who have lived and worked in Canada. In the

process of developing maps to document the career paths of 55 respondents to the survey, two distinctive patterns emerged. The first pattern indicates diachronic career paths, or paths that function as a series of segments. Consider as an illustration the way a person moves sequentially from place to place, relocating from a hometown to a college or university for first degree program, then to another, and so on. Diachronic career activity is linear, sequenced, and segmented. Synchronic career paths offer a contrasting logic in that these are understood from the current time and place to be an accumulation of emplacements. In the case of the synchronic career activity, a scholar who has moved from place to place is simultaneously inflected with every place she has ever lived or studied. Figure 32 models these distinctive, complementary logics, foregrounding discernible differences in career traversals of individuals.
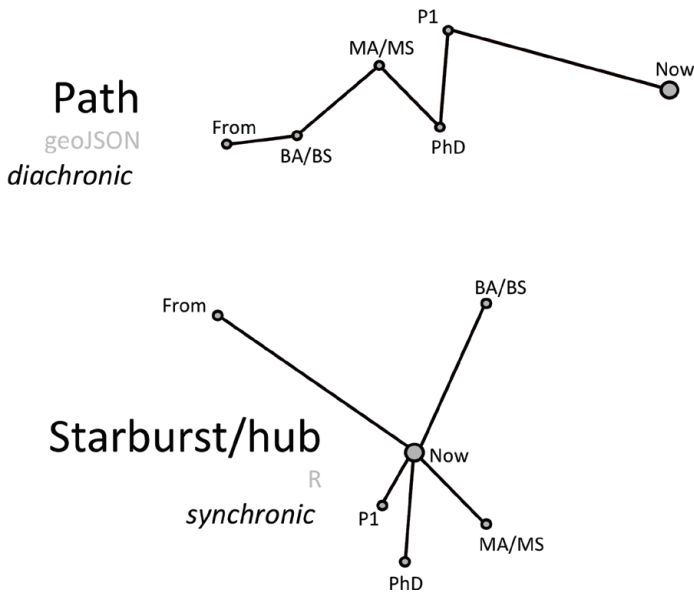

Figure 32. Contrastive logics for charting career activity.

The following two iterations became possible by applying institutional geo-locations (markers) and line segments (connectors) to data gathered from the survey, which included a collection of CVs. Figure 33 follows the diachronic model, whereas Figure 34 applies the synchronic model to the same data: one data-set, two visual articulations of career activity as it manifests traversal-like in that scholars really move from place to place, but they are also inflected with every place they have ever been. Careers are simultaneously emplaced and distributed. The two maps also introduced a wicked visual problem. With so much data and with so many lines, they became congested and noisy. Even

when zooming in, it remained difficult to distinguish one series from another. Slight variations in color-coding of each individual line and layer selectors distinguished by stage of career mitigate the map's overcrowding somewhat, but the maps remain too snarled a cat's cradle—albeit differently snarled according to the synchronic and diachronic logics defining the lines. Even so, the maps contributed to a gestalt impression, which confirmed a pattern: Many Canadian scholars in the field are from Canada, took BAs and MAs in Canada, then came to the US for a PhD before returning to work in Canada. The pattern was especially significant for the study on U.S.–Canada interdependencies; here, the point I wish to emphasize is that, despite data crowding and the initial impression of visual inelegances, a pattern is nevertheless corroborated. The aggregate elicits a pattern with great impact for disciplinary visibility in Canada.

The final iteration of traversals shown in Figure 35 indicates the value in smaller samples of map data for rethinking the interplay of the career-path models. This map suggests a distinction between mentors and mentees, calling attention to the ways mentors, such as Dale Jacobs at the University of Windsor, tend to be positioned synchronically, while those they mentor are in many cases positioned diachronically because they are usually only stopping through before moving to another institution and location. In spite of the thinness of such maps, they contribute a formidable conceptual apparatus useful for reconsidering disciplinary activities essential to the proliferation of the field.
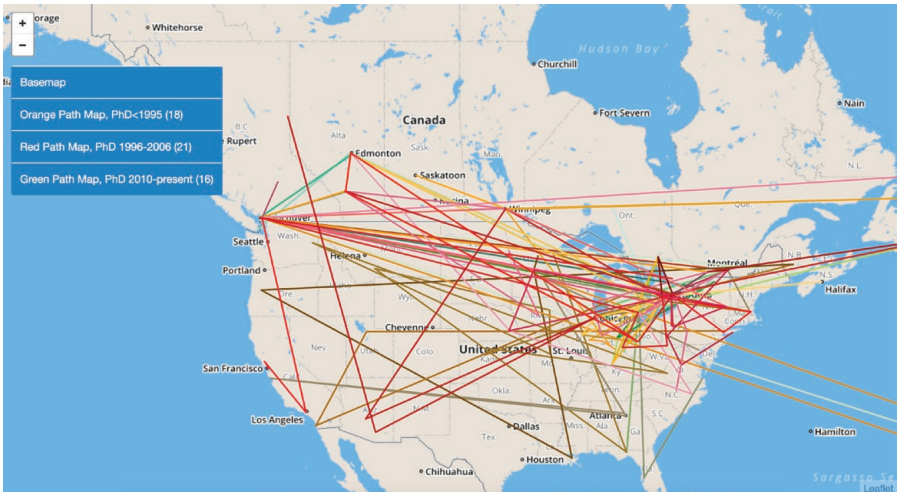

Figure 33. Survey respondents' diachronic career paths, following a series of segments from a point of initiation to a current location. An interactive version of the map is available at https://wac.colostate.edu/ docs/books/network/path.html. A video describing the map is available at https://wac.colostate.edu/docs/books/network/fig33-desc-video.mov.
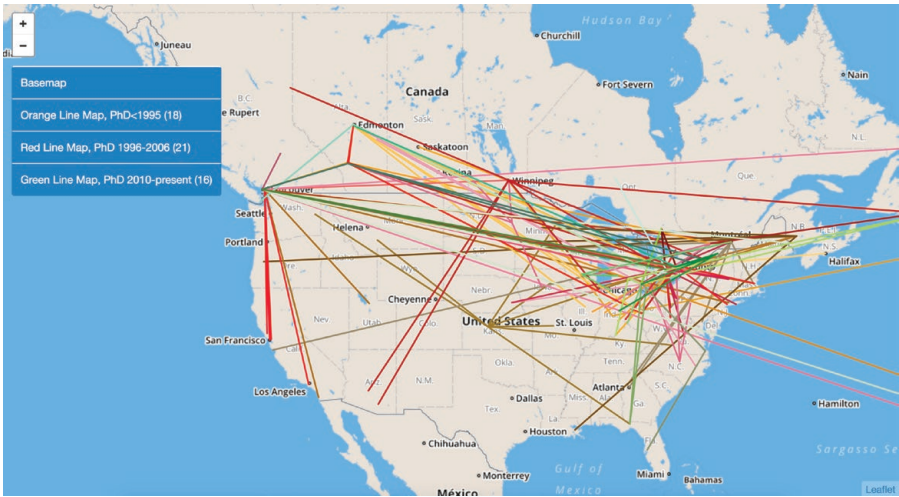
Figure 34. Survey respondents' synchronic career paths, showing line segments connecting a current location to every place previously occupied. An interactive version of the map is available at https://wac.colostate.edu/ docs/books/network/lines.html. A video describing the map is available at https://wac.colostate.edu/docs/books/network/fig34-desc-video.mov.
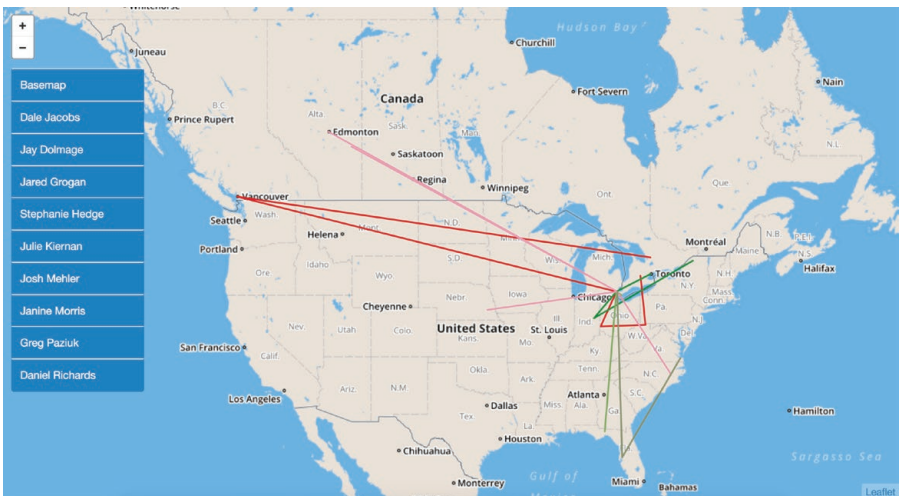

Figure 35. Career path models combined and applied to a smaller sample of map data. An interactive version of the map is available at https://wac.colostate.edu/docs/books/network/ network.html. A video describing the map is available at https:// wac.colostate.edu/docs/books/network/fig35-desc-video.mov.

With this in mind, we might extend these traversal maps to include the conference location data shown in Figure 30. Beyond accounting for career paths as a series of long layovers affiliated with hometowns and institutions where we have studied, a traversal map focused on conference activity would lend perspective to the role conferences play in professional identification. Scholars often identify home conferences, or conferences they return to repeatedly, but many also negotiate conferences variously associated with subfields and adjacent disciplines. Upon being mapped using both synchronic and diachronic logics, these, too, would produce an account of career paths as constituted by short stops, or conference-length experiences. I offer this as a thought experiment for others to map, theorize, and develop, anchored in the idea that conferences serve as an important scene of disciplinary activity. Mapped in the way I am suggesting, such projections would render visually these vital loci of collective activity that are both emplaced and distributed across many institutions and in time. Upon consulting such maps, initiates and other stakeholders may begin to know *here and now* as inflected with and set in constant relief against the *elsewhere and at other times*.

Making the Maps

The series of maps offered in the previous section primes numerous other issues that are up to this point addressed thinly—a thinness appropriate to the scope of this chapter and the case it makes for the importance of actively curating a disciplinary atlas as a contribution to disciplinary visibility. But in order to make this visibility *visible*, I offer a brief look into the making of these maps. They rely on a combination of GeoJSON, a coding specification amenable to several contemporary mapping platforms, and MapBox, a robust infrastructure for creating and hosting custom cartography projects. To begin, I gathered locations into a list, then geocoded them, translating the locations to latitude and longitude coordinates. Numerous free geocoding tools are available online. Finally, the coordinates and descriptive details together constitute the GeoJSON markup, which, at its simplest and for a single point on a map, looks like this:

```
{
"type": "FeatureCollection",
"features":
[
{
"type": "Feature",
```

```
        "geometry": {
        "type": "Point",
        "coordinates":[-95.3438263, 29.7216396]},
        "properties": {
        "title": "Doctoral Consortium, University
    of Houston",
        "description": "University of Houston",
        "marker-size": "medium",
        "marker-color": "#26ADE4"}
        }
        ]
        }
```

Once compiled, the GeoJSON file, with all the locations for a given map layer encoded, can then be dragged and dropped onto the MapBox editor pane, and all the mapped elements adjusted for color, size, position, and updates to descriptive text, as desired. Although a comprehensive account of GeoJSON is beyond the reach of this chapter, it is a standardized coding specification designed for geographic data. As with comparable coding endeavors, assuming a tinkerer's disposition, searching for and spending time with online tutorials and visiting code hubs, such as http://geojson.org/, are requisite to executing this process.

The Contingency of Map Data

> By this time, we hope that you've become subversives, not only fine-tuning this map, but also imagining and arguing for entirely new schemes. Follow the trail of your own reading: Look to see where you have been and where you might go next. (Wiley et al., 1995, p. 549)

One peril lurking among these three map projections—chrono-cartographic, locative–aggregative, and traversive—is that their basic dependence on place markers and timestamps plays into the limited view of maps as universal reports on geospatial phenomenon. With this precarity in mind, in this concluding section I want to reassert that—extending from Harvey's (2001) litany of everyday orienting operations to include "locating, positioning, individuating, identifying and bounding" and Winterson's (1998) map-it-yourself imperative—now is the occasion to apply cartographic practices to disciplinarily relevant geolocations and "become subversives," imparting personal geographic knowledge (Harmon, 2004) and advancing counter-car-

tographies (Wood, 2010a, 2010b, 2013). This might queue any number of off-beat mapping projects similar to those featured in Wood's (2010b) *Everything Sings: Maps for a Narrative Atlas*, which includes maps of "squirrel highways" (p. 42), or the utility wire infrastructure of one suburban neighborhood, and "families" (p. 84), which shows the number of divisions area houses had been broken up into. What are the yet-unplotted disciplinary cartographies that would illuminate tacit infrastructure or that would report on clustering and division among the field's schools of thought, its latent intellectual families?

Mauk (2003) and Reynolds (2004), in their respective accounts of location and geographies of writing, acknowledged the inseparability of subject and scene, arguing in effect that student subjectivities and campus spatialities (including importantly, campus surroundings) are inextricably linked, with vital bearing on the overall experience students have when they enroll at a university. Adapting this as a point of explicit emphasis in a first-semester, first-year writing class, I have in the past asked students on the first day of class to draw a "campus map of the imagination," inviting drawings that sketch senses of location, proximity, direction, and course. What results is a mix of projections, many documenting confidently the dormitories or commuter lots, the student center, and the classroom building where we meet. As an early indication of one's impression of campus, this is not especially surprising, and yet it indicates that upon initiation to any domain—whether epistemological or spatial or both—there is a drawn-out period of exploration and adaptation, of learning, *really* learning, what is where. Such activities are easy to revisit and, whether applied to our own campuses or the field of RCWS more broadly, quickly sketched maps of the imagination remind us of the continuing wayfinding that stands between reconciliations of others' maps and our own.

Where the maps in the previous section stick to conventional, practical questions of program, conference, and career locations, perhaps they do not make their contingency explicit enough. Developing and presenting these and other distant–thin models demands a constant assertion of their dynamism as well as their implicit assumptions about what warrants inclusion. The maps are dynamic objects, all the more rhetorically and theoretically responsible when we recognize the situations in which they are produced, the evolving nature of the data encoded in them, and the delicate ideological balance between historical proof and future-oriented speculation. For visual maps, territorial transiency, much like North's (1987) metaphoric characterization of composition's domains of knowledge as a "shifting terrain," tends to become more tangible when maps are displayed using new and emerging mapping platforms available online and increasingly amenable to dynamic, even animated or sequenced, digital presentation.

In a 2008 *Rhetoric Society Quarterly* article, "Urban Mappings: A Rhetoric

of the Network," Jeff Rice went one step further, identifying what he called a *database rhetoric*, which combines "new media expectations as well as rhetorical concerns regarding arrangement, delivery, and space" (p. 200). For Rice, the relational database exists not only in a detached virtual space, but it also activates a network of spatial relationships by rendering ties between the material world and the "quirky data" assigned by novice map-makers (p. 216). Rice continued,

> What I am calling a database-rhetoric is not only what may allow a speaker, writer, or rhetor to change or evoke different notions of self through various arrangements; it is also a way for a composition (and I use that word broadly) to be "stylized" in a "myriad" number of ways as well. (p. 205)

The maps shown above make use of this database rhetoric; with them, we can find ways to grapple with the disciplinary problematic of sketchy and uneven data while presenting a chosen few "stylized" projections from a "myriad" of possibilities. Mapping, like the production of animated indexes and citation graphs, render more tangible and traceable patterns latent in the field's activities at varying scales.

I maintain that at the intersection of newly available mapping practices and interests in geolocative data bearing on disciplinary activity, we have an unprecedented opportunity to pursue, by collective effort, an expanded set of map projects of the field. Such maps follow suit with visual engagements of disciplinary geographies developed by others that have preceded us. However, the methodological and technological conditions are improving for an even greater assembly of maps: an atlas of rhetoric and composition, properly theorized to account for the contingency of mapping data, the rhetoricity of the projections, and the interests served by such work. But the maps introduced here, viable though they are despite their thinness, offer beginning points for yet further developments toward an atlas of RCWS. Many other disciplinary activities can be rendered apprehensible by processes of data mining, aggregating, and locating large collections of texts.

To conclude, I will outline some possible initiatives—hypothetical maps that would build upon these openings and expand an atlas of RCWS using distant reading and thin description methods. First, we might develop program-level maps of faculty or graduate students by associating them with their former institutions—places they have worked, places from which they have taken degrees, or both. Using faculty profiles and CVs, a single map could display the many career paths taken *en route* to a given institution. The map could improve internal understandings of the nature of the faculty's institutional experiences, and it could also be used for attracting

new students and leading to deeper insights about the make-up of a group. Such a map would have been instructive in my MA program at the University of Missouri–Kansas City, where faculty in the late 1990s who influenced my program of study held PhDs from SUNY–Albany, Ohio State, and Rutgers and, as such, enacted inflections of training and influence they carried with them from relationships at each of those institutions. These are points of programmatic definition in a given moment. A map like this and the data it expresses would be contingent, changing according to faculty hiring. Inflections of institutional and mentor relationships carry over into scholarly focuses, the ways faculty members imagine curricula, and the pedagogies they sponsor in their classes and in administering the composition program. Many of these influences operate tacitly, but with mapping, such linkages can become more transparent, focal, and insightful into assumptions and hopes about the intentional design of programs. Further, such a map provides a profile that distinguishes one program from another and that serves as a basis for comparison when proposing new faculty hires or seeking other kinds of programmatic change.

Second, consider a set of maps developed to trace out genealogies of influence through doctoral committees. Starting with a given PhD candidate, a map could establish ties to the institutional sites from which all the committee members matriculated (a one-degree genealogy) and then to the institutional sites from which all their committee members matriculated (a two-degree genealogy). Without specifying the names of my dissertation committee members, the list of their doctoral programs suggests a lightly associative web insofar as implying my gravitations as a scholar—associations especially impactful during the half-decade following completion of that program. They held PhDs from University of Texas at Arlington, Case Western Reserve University, West Virginia University, Michigan Technological University, and SUNY–Albany. Although this is only a one-degree genealogy, connections run through it as a thin layer of my disposition as a scholar. This alone is not quite sufficient to reach conclusions about a worldview, much less a scholarly agenda. Yet the geographic run-down provides clues toward something more complex and multifaceted as a scholarly identity. To be clear, this suggestion is in many respects consistent with the aims of The Writing Studies Tree, but with an important distinction. The approach I advocate would begin more granularly, with one or two smaller networks approached methodically and comprehensively, the connections collected and plotted as exhaustively as possible, rendered visible cartographically. From this, more fully visible genealogy maps would serve as examples to extend from yet more extensive ties.

A one- or two-degree genealogy map could also build on scholarship such as Andrea Wiggins's (2007) "The Small Worlds of Academic Hiring Networks,"

which looked at academic hiring networks and the ways job candidates from institutions are employed by institutions with predictable qualities. Coupling data on committee genealogy with data on hiring (though this second data set is far more complicated to gather) would again lend depth to how we understand the interdependence of the two, especially considering the dearth of data presently collected for RCWS in either of these areas.

Finally, the prospective map I find to be most compelling would work by threading together the models I have presented up to this point. Consider a map that provided word clouds based on all the articles authored by faculty or alums of all the programs in the Rhetoric and Composition Doctoral Consortium. To such a map we could add a listing of the most frequently cited references compiled from all the scholarship published out of a given institution. From this, we could begin to see which figures re-surface in the scholarship coming from Purdue, Ohio State, Michigan Tech, or Cincinnati. We could begin to see the patterns in words and phrases of the scholarship itself produced at or in association with these and other institutions, one day spanning across multiple journals, monographs, and teaching materials. To imagine such a project at its nascence would be to attempt this for a single program first. Choose one program. Collect scholarship published by its alumni. Analyze the scholarship for text and citation pattern. And out of this, begin to highlight patterns. I am suggesting here great potential in establishing such maps—maps that incorporate geolocative data along with textual and bibliographic processes detailed in the previous two chapters. At the junctures among these distant reading and thin description practices we now have promising opportunities for seeing the field in dimensions that, to date, we have only begun to explore.