

Former Distinguished Faculty Lecturers

The Distinguished Faculty Lecture, inaugurated in 1961, is one of the most important functions for faculty, community, and students in the Riverside Community College District. Each spring, RCCD's faculty selects one of its own to present this prestigious lecture on a scholarly subject.

1961	Cecil Stalder	1991	Ron Yoshino
1962	Lee Gladden	1992	Ron Pardee
1963	Thomas M. Johnson	1993	Geoffrey Waring
1964	Howard A. Burton	1994	Jan Schall
1965	David MacCuish	1995	Garrett Short
1966	John R. Horton	1996	Gilbert Jimenez
1967	Allan O. Kirkpatrick	1997	Nancy J. Canter
1968	Keith M. Bailor	1998	Clarence Romero
1969	Cecil Johnson	1999	Gregory Elder
1970	Richard C. Schneider	2000	Patricia Scileppi Krivanek
1971	Robert T. Dixon	2001	Janice A. Kollitz
1972	William Wiley	2002	Dasiea Cavers-Huff
1973	Ralph Butterfield	2003	Sharon L. Crasnow
1974	Selby Sharp	2004	Richard Mahon
1975	William Blaker	2005	Karin Skiba
1976	Norma Barricelli	2006	Kristi J. Woods
1977	Samuel D. Huang	2007	Cordell Briggs
1978	Robert Dyer	2008	Diana MacDougall
1979	Fred Thompson	2009	Travis Gibbs
1980	Ruth Lawson	2010	Joe Eckstein
1981	Jerry Carter	2011	Susan Mills
1982	Dina Stallings	2012	Jose Duran
1983	Douglas Bond	2013	Alexis Gray
1984	Charles Walker	2014	Rhonda Taube
1985	Bette Fauth	2015	Fabian Biancardi
1986	Dana Wheaton	2016	Jan Muto
1987	Al Parker	2017	Jo Scott-Coe
1988	Della Condon	2018	Ann Pfeifle
1989	Dwight Lomayesva	2019	Quinton P. Bemiller
1990	Tony Turner	2021	Darius Haghghat

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Riverside Community College District 61st Distinguished Faculty Lecture



Jeff Rhyne, Ph.D.
 Moreno Valley College
 Professor of English

Thursday, April 6, at Moreno Valley College
 Student Academic Services Building, Room 121

Tuesday, April 18, at Riverside City College
 Bradshaw Building, Hall of Fame

Tuesday, April 25, at Norco College
 Brenda and William Davis Center for Student Success, Room 217

About the Lecturer

Jeff Rhyne is professor of English at Moreno Valley College. He earned tenure and rank of associate professor in 2010 and was promoted to full professor in 2017. He currently serves as the chair of the Department of Communications, English & World Languages and as the vice president of the RCCD Faculty Association representing MVC.

Rhyne earned an English degree from Pomona College in 1991, a master's degree in 1998 and a Ph.D. in English in 2002 from the University of California, Riverside.

Prior to his current roles at Moreno Valley College, Rhyne served in a number of faculty roles such as assistant editor of the 2007 Institutional Self-Study Report in Support of Initial Accreditation; subsequently, he was the lead writer and editor of the 2009 Institutional Self-Study Report in Support of Initial Accreditation; he served as the Writing and Reading Center coordinator and assistant chair of the Communications Department from 2010 to 2016; he also served as Moreno Valley College's Academic Senate vice president in 2020 to 2021; and as the District's Faculty Association Full-time Faculty MVC representative from 2017 to 2022.

Rhyne has been teaching since 1992 when he started his career as a high school English teacher. He subsequently taught English as a foreign language in Lithuania and at California State University, Northridge. During his career in post-secondary education, he has taught college composition and a range of American and African American literature courses at UCR, Pomona College, University of Redlands, and Indiana University at South Bend before starting at Moreno Valley College in 2006.

Rhyne has co-edited a collection of essays, *Aesthetics in a Multicultural Age* (Oxford UP, 2002), and he has authored several minor publications.

Making Arguments Matter: Facing Climate Catastrophe and Teaching College Writing

Credible scientists have been telling the world for over forty years that Earth's atmosphere has been warming due to the massive increase of greenhouse gases emitted by human technologies and human activities. However, the actions that have been taken over the last few decades have been too slow and too inadequate. It's now not uncommon to see news headlines that we are at a "point of no return" beyond which Earth may not be able to recover. Given all of the information, the impassioned warnings, and the arguments that we must act decisively and rapidly, why haven't we changed our behaviors in significant ways?

In this talk, I analyze reports on global warming and arguments about the climate crisis to theorize why more people are not alarmed, and thus more motivated, to make or advocate for impactful changes.

Understanding why some arguments matter—why and how they impact thinking enough to change behavior—is essential to Earth's future in the context of the climate catastrophe. Why arguments matter is also a crucial question we ask students to face in our college classes. The conclusions I draw about the climate arguments that matter reflect lessons I've learned teaching critical reading, critical thinking, and writing for almost thirty years. My hope is that my reflections on which arguments matter might keep us thinking both about what we can do to address global warming and about how we approach teaching our students: not just critical thinking and argument but also our approaches to supporting all of our students in their learning journeys.