

FALL 2004

Editor: Karen Dandurand

Editorial Assistant: Laurie J. Cannady

Calendar through
May 2005

from the Director:

November

- 1 Spring Registration begins
- 15 Archival copies due at Grad. School for December graduation
- 24-26 Holiday (no classes)

December

- 13 Last day of Fall Classes
- 13 Incomplete "I" grades from Spring 2004 due in Registrar's Office
- 19 Commencement
- 27 Fall semester grades available
- 27-30 MLA Conference

January

- 6-7 Candidacy Exams
- 10 Spring classes begin
- 16 Drop/Add Ends
- 17 Holiday (no classes)
- 20 Language Exam Registration Deadline

February

- 10 Language Exam sitting (University Testing Services)
- 18-19 EGO/GSA Conference

March

- 1 Applications for May Graduation due at Grad. School
- 7-12 Spring Break
- 23 Individual Course Withdrawal Deadline
- 25 Total Semester Withdrawal Deadline

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First, a warm welcome to all of the new students in our three programs: Ph.D. Literature and Criticism, M.A. Literature, and M.A. Generalist. We also welcome several students already accepted to begin their coursework next Summer. I look forward to working with all of you. Anyone planning to take courses in Spring 2005 who is not already registered should contact me as soon as possible at karenddd@iup.edu for advising and to get your Alternate PIN. Course descriptions for Spring 2005 appear later in this newsletter.

There are some faculty transitions to report. As many of you know, Dr. Malcolm Hayward retired in June after thirty-three years at IUP. He was active in planning our "new" Ph.D. program in the late 1980s and served briefly then as its first Director. He also directed the program for a four-year term in the late 1990s. Needless to say, he is greatly missed by colleagues and students. He is generously continuing to work with students who are completing dissertations during this academic year. We are grateful for his many contributions over the years and wish him all the best in his new endeavors. Looking ahead to the future, I am pleased to report that the English Department has been authorized to conduct a search for a new faculty member to teach in our program. We are looking for a specialist in nineteenth-century British literature. Applications have started coming in, and I hope to be able to give an update on the progress of the search in the Spring newsletter.

Speaking of job searches, I want to call your attention to an important new initiative that our graduate program is undertaking. I have asked two of our faculty, Dr. Susan Comfort and Dr. Lingyan Yang, to plan a series of workshops to help our students prepare to enter the academic job market. In addition to the workshops, which will be open to all graduate students, they will work individually with students who are beginning the application process and preparing for job interviews. See the announcement on p. 3 of this newsletter for more information.

I am currently working on the course schedule for the coming year, and in connection with that want to call your attention to two things. You will soon find—in your mailbox if you are taking courses now, and in your email inbox if you are not—a brief form to complete indicating your plans for coursework in Summer 2005. Please be watching for this form and return it to me as quickly as possible to help me in planning the schedule. I hope to have a tentative list of courses for next Summer on the website before the end of this semester.

Best wishes for the successful completion of the semester—and a pleasant break when it is finished.

Karen Dandurand, Director
Graduate Studies in Literature and Criticism

*Calendar through May 2005 (continued)***April**

- 15 Archival copies due at Grad. School for
May graduation
- 19 No Classes
- 26 Incomplete "I" grades from Fall 2004
due in Registrar's Office
- 26 Classes End

May

- 7 Commencement
- 13 Spring semester grades available

**Up-to-date information on the University
Calendar can be accessed at:
<http://www.iup.edu/registrar/calendars/>**

INS & OUTS

**The following Ph.D. Literature
students recently defended their
dissertations:**

Jeffery Bartone, *Anais Nin's Diary: A Spectacle of Meaning*.
Advisor: Malcolm Hayward; Readers: Susan Gatti, Michael Sell.

Robin Cadwallader, "For Love's Sake": Literature as an
Appeal for Kindness or the Benevolent Work of Three
Nineteenth-Century American Women Writers. Advisor: Karen
Dandurand; Readers: Ronald Emerick, Susan Gatti.

Gassim H. Dohal, *An Introduction to and a Translation into
English of Khalil I. Al-Fuzai's Thursday Fair*. Advisor:
Malcolm Hayward; Readers: Abbas Ali, Ronald Emerick.

Fumihiko Kaneko, *Conspiracy Paranoia in the Postmodern
Age: The Study of Thomas Pynchon and Haruki Murakami*.
Advisor: Michael Vella; Readers: Ronald Emerick, Christopher
Orchard.

Hyeong-min Kang, *The Politics of Violence in Colonization
and Decolonization: A Fanonian Study of Selected Postcolonial
Drama*. Advisor: Martha Bower; Readers: Malcolm Hayward,
Christopher Orchard.

Hyunjoo Ki, *The Performance of Postcolonial Asian
Americanness: The Politics of Identity in Selected Asian
American Plays*. Advisor: Martha Bower; Readers: Thomas
Slater, Michael Vella.

Anita Kondoyanidi, *Successful Translation: Negotiating
Migratory Experience in the Literary Works of Vladimir
Nabokov, Salman Rushdie, and Milan Kundera*. Advisor:
Christopher Orchard; Readers: David Downing, John
Marsden.

Jan C. Kreidler, *Julia Mood Peterkin: Expending Trickster
Energy in Gullah Tales*. Advisor: Ronald Emerick; Readers:
Susan Gatti, Malcolm Hayward.

Peggy Manoukas, *Eros and Thanatos in Carlos Fuentes' Los
Anos con Laura Dias (The Years with Laura Dias)*. Advisor:
Lingyan Yang; Readers: Susan Comfort, Malcolm Hayward.

Paul D. McGrath, *Beyond Asian America: Resisting
Modernity in the Plays of David Henry Hwang*. Advisor:
Lingyan Yang; Readers: Martha Bower, David Downing.

Stephan Schaffrath, *Chaotics, Architectonics, and Truth-
Finding Methodology in the Post-World War II British Novel:
Approaching Approximations*. Advisor: Christopher Orchard;
Readers: Susan Gatti, Malcolm Hayward.

Earl Yarrington, *Relational Capacity Theory in the
"Sentimental" Works of Mary Jane Holmes*. Advisor: Karen
Dandurand; Readers: Susan Gatti, Malcolm Hayward.

**MAY/AUGUST GRADUATES
M.A. LITERATURE &
M. A. GENERALIST:**

M.A. Literature

Jenny C. Bowen, Michael J. Catello, Angelique (Hobbs) Med-
vesky, Rebecca A. Ritenour, Larry P. Stofko

M.A. Generalist

Tony F. Burfield, Melinda A. Davis, Amanda S. Ealy, Abigail
L. Skinner, Michelle L. Stoner

Ins & Outs (continued on page 3)

NEW STUDENTS:

Ph.D. Literature

Matthew Babcock, Hassan Barakat, Judy Bertonazzi, Jae-uk Choo, John Dean, Irene Keller, Diana Kriscinas, Rui hua Liu, Susan McGrade, Thomas McLaren, Shadi Neimneh, Tina Madison Peschock, Katrina Quinn, Deborah Sheridan, Barbara Taylor, Jason Vinson, Jessica Webb, Cherie Wein

M.A. Generalist

Matthew Holman, Edward Gangemi, Ronell Smith

M.A. Literature

Kathy Alt, Martin Angelo, Wan-Li Chen, Keith A. Guse, Melissa Kunkelman, Saiward Pharr, Jaime Rinne, Pamela Rodgers

Cathy's Corner: Ph.D. Dissertation Credit Policy

Let me begin by apologizing for my last Cathy's Corner, in which I tried to explain the Continuous Registration Policy. It no sooner went to print, when the policy was changed by the Graduate School. They no longer give a tuition waiver for Continuous Registration credits.

Having said that, now we have to deal with a brand new policy regarding dissertation credits. The University now wants to keep track of dissertation credits registered for each faculty member (dissertation director). Those of you who need to register for dissertation credits must now look for the sections available under your director's name.

- The course will still be ENGL 950, but the section numbers will begin with letters and then numbers to correspond with the number of credits--something like: A01=1 cr. A03=3 cr. (a different letter for each faculty).
- Any ENGL 950 with a 1 (one) as the first number in the section number denotes Continuous Dissertation Credit--1 cr. (e.g., 101, 102, 103, 104--a different

third-position number must be assigned for each faculty member), but since it begins with the number one, it will be the "Continuous" Credit.

- There are a few students who have not yet decided who their advisor is going to be. In that case, the student should register for dissertation credits under the Director of their program.

I have opened just a few sections under each faculty member (to cut down on the number of course entries I have to do, I entered 1 cr., 3 cr., 6 cr., and a continuous credit section for each faculty member). If a student has a need for an additional section denoting a specific number of credits, a new section can be opened specifically to meet the student's need.

I know this all becomes very difficult--but just think--I have to create all these sections for each member of the faculty, so please try to bear with me, and I will do my best, too. If you can't figure it out at all, feel free to call me and I will try to walk you through it.

Workshops for Job Seekers

As part of our Graduate Literature & Criticism Program's efforts to prepare and train our doctoral students to excel in the academic job market in particular and in academic professionalism in general, Dr. Susan Comfort and Dr. Lingyan Yang are organizing a series of workshops. Our Academic Job Search Workshop Series in Spring 2005 presents numerous workshops, such as Dos & Don'ts of the Academic Job Search, Writing Effective CVs and Cover Letters, How to Publish, and How to Present Yourself as a Teacher in Interviews. All are very welcome. Additionally for those individual students who are job applicants this year, Dr. Comfort and Dr. Yang will also provide individualized advising by offering comments on your drafts of cvs and cover letters, and by offering mock interviews to those who have been invited to campus interviews. Stay tuned.

FACULTY NEWS

Last March, **Gail Berlin** presented her paper, “‘Pour forth your words and cast them into letters’: Holocaust Memoirists and Contemporary Theorists on the Use and Limits of Language,” at the 37th Annual Comparative Literature Symposium at Texas Tech University. The theme of the conference was Memory and History: Cultural Representations of Displacement and Genocide. In August she presented a paper on teaching the Holocaust, “Constructing the Literal: An Experiment in Using Holocaust Art to Illuminate Holocaust Poetry,” at the Yad Vashem’s Special Conference for Holocaust Educators: Teaching the Holocaust to Future Generations. Yad Vashem is the Holocaust Museum in Jerusalem. Many thanks to her class on the Holocaust in Literature (ENGL 766), who provided much support and gave her a lot to think about.

Martha Bower will have finished her book, *Color Struck Under the Gaze: Ethnicity and the Pathology of Being in the Plays of Johnson, Hurston, Childress, Hansberry, and Kennedy*, by the time you read this Newsletter. The book will be published sometime next winter by Greenwood Press. As some of you know, she published the unexpurgated version of Eugene O’Neill’s play *More Stately Mansions* for Oxford UP in 1988. The rights to the play have been reverted to her and Yale UP is going to publish the play in paperback. Long story. Martha will write an introduction to the new version and now at last the play can be taught without paying \$65.00 a copy. Martha will be attending the International Eugene O’Neill Conference in Tours, France, in June. Her paper will be about Eugene O’Neill’s correspondence with the NAACP over his production of *All God’s Chillun Got Wings*.

In the spring **Jim Cahalan** was awarded an IUP University Senate Research Committee award that made it possible for him to participate in both the American Conference for Irish Studies (meeting jointly with the major

British and European Irish studies organizations) in Liverpool, and the International Association for the Study of Irish Literatures in Galway. At both conferences he presented his paper “Mercier’s *Irish Comic Tradition* as a Touchstone of Irish Cultural and Bilingual Studies.” Vivian Mercier’s classic 1962 book helped create contemporary Irish studies and is still key to interdisciplinary cultural studies, as Jim first suggested in a spring 2003 Irish studies listserv post that prompted the editors of the *New Hibernia Review* to ask Jim, who serves on their editorial board, to invite, assemble, and edit a set of essays as a “Backward Gance,” an occasional feature of this journal. In Liverpool Jim asked the celebrated poet Eiléan Ni Chuilleanáin—the late Mercier’s stepdaughter and currently Dean of the Faculty of Arts at Trinity College, Dublin—to contribute an essay, and they were able to discuss this project at the conference banquet with Patrick O’Sullivan of Bradford University, who had already written and revised an essay for Jim for this “Backward Gance” on Mercier’s book. Other essayists will include Professor Anthony Roche of University College, Dublin, who did his Ph.D. under Mercier, and Thomas Dillon Redshaw, the journal’s chief editor. Meanwhile, in Dublin this summer Gaelic Channel 4 TV producer Louis Marcus taped an interview with Jim about the Tailor Tim Buckley (Tadhg Ó Buachalla) for a documentary about this late great storyteller, about whom Jim published an influential article back in 1979. This past spring Jim reviewed two books (with both reviews forthcoming this fall): Leslie Williams’s *Daniel O’Connell, The British Press, and The Irish Famine: Killing Remarks* (2003), for the *Irish Studies Review*; and Daniel Philippon’s *Conserving Words: How American Nature Writers Shaped the Environmental Movement* (2004), for *Interdisciplinary Studies in Literature and Environment (ISLE)*. For our program, Jim has continued to work on student recruitment.

Susan Comfort is currently completing an article on globalization, feminism, and the recovery of subaltern history in

Arundhati Roy’s *The God of Small Things*. She also continues to work on a book-length project on postcolonial women’s writing. Next semester, she is planning to participate on a panel on Edwidge Danticat with faculty (Rosalee Stilwell & Judith Villa) from IUP at the 20th Century Literature Conference at the University of Louisville.

David Downing announces that the next issue of *Works and Days* will be “The Politics of Computer Gaming,” guest edited by Ken McAllister and Ryan Moeller, founders of the Learning Games Initiative (LGI) at the University of Arizona. Matt Wegener is editorial assistant for this volume. David Downing will be presenting with David Hanauer (C & T faculty) and Teresa Derrickson (Ph.D. Lit., 2003) at 4Cs in San Francisco in March 2005 in a session on the politics of disciplinary standards; Claude Mark Hurlbert (C&T faculty) will chair the session. David’s review-article “The Politics of Affiliation” will be appearing soon in the journal *symplochē*, and he has been invited by the editors of that journal to contribute an essay to their forthcoming volume on “Collegiality.” A revised version of his essay “Beside Disciplinary English: Working for Solidarity by Reforming Academic Labor” has been solicited for inclusion in a book called *Interdisciplinarity, Fusion, and Reform*, edited by Jeffrey Ludwig and Lori Ostergaard.

Mike Sell is currently adviser for and contributor to the Avant-Garde and Aesthetic Movements section of the forthcoming *Grolier/Scholastic Encyclopedia of Modern Drama*, an internationally distributed, 4-million-word reference work. His book *Avant-Garde Performance and the Limits of Criticism: The Connection, Fluxus/Happenings, and the Black Arts Movement* will appear on shelves Spring 2005, published by the University of Michigan Press. Also from Michigan is *The Ed Bullins Reader*, the first collection of the provocative African American activist’s work in over a decade, the first ever to include plays, experimental theater works, essays, and

FACULTY NEWS (continued)

interviews. It will appear on shelves Fall 2005. His essay "Arthur Miller and the Drama of Liberalism" will appear in *Arthur Miller's America*, ed. Enoch Brater (U of Michigan P, 2005). An essay "Black Arts Movement Drama" will be part of *A Blackwell Companion to American Drama*, ed. David Krasner. His essay on Black Arts Movement logocentrism will appear in *Theater and Philosophy*, ed. Krasner and David Z. Saltz (forthcoming, U of Michigan P). Currently, he is at work on the first multidisciplinary history of the avant-garde, *The Avant-Garde: Ten Key Terms*, which will feature chapters on such diverse topics as performance, sex, food, organizational theory, politics, and religion. He is also serving as adviser for Robert Macbeth, founder and director of The New Lafayette Theatre, for the first comprehensive history of that groundbreaking Black Arts institution. In November, he co-chaired a seminar on "Vanguard Sex" at the annual American Society for Theatre Research conference.

Ron Shafer's essay, "The Quandary of Postmodern Literature," has recently been published in a volume of proceedings which grew out of the Comparative Literature Conference ("New Readings of Old Masters"), held at Ain Shams University, Cairo, Egypt, in March 2003. His essay was adapted from his invited keynote address. He continues his extensive guest-lecturing schedule as well: this past June, he offered the keynote at the international 18th World Congress of Poets in Plainview, Texas, and he will be offering a series of lectures during spring break in England. Shafer has been invited to present the keynote speech at the 19th World Congress of Poets to be held in China, May 2005. As a board member of the Pennsylvania College English Association, he is helping to plan the April 2005 annual meeting in Gettysburg. Interested grad students should get their proposals for presenting at this conference to former IUP Ph.D. student, Dr. Peggy Wilfong, as quickly as possible at this address:

Language and Literature Department,
Cedarville University, 251 North Main
Street, Cedarville, OH 45314.

Kenneth Sherwood has been working on twentieth-century poetry and performance, having recently completed an essay entitled "Elaborative Versionings: Oral/Aural Poetics in Baraka, Brathwaite, and Vicuña." The OffPage visiting writer event last semester, which he sponsored, and the new website he is developing (www.audibleword.org), will integrate with these ongoing research and teaching interests. Over the summer, he presented "From Oral to Aural: The Phonotext and Figures of Sound in William Carlos Williams' *The Wedge* and *Paterson*" and chaired the panel at the National Poetry Foundation "Conference on Poetries of the 1940s." Attending the Louis Zukofsky Centennial Conference at Columbia/Barnard this fall, he presented "A Test of Contingency: Louis Zukofsky, Reception, and the Contemporary," which explores the notion that a poetics of radical modernism persists from the early twentieth-century avant garde through contemporary Language poetry.

Tom Slater has just taken over as editor of *Studies in the Humanities* and is trying to figure out how to handle that position. But he is looking forward to it because he thinks it represents a new opportunity for several of us in the department to collaborate. Already, **Wendy Carse** has agreed to guest edit a special issue on the gothic. Graduate students who would like to write a book review for the journal should contact book review editor **Chris Orchard** (corchard@iup.edu) to tell him which book they would like to review. He can get them a free copy to work with.

Michael Vella just finished a stint on the University Fine Arts Museum Board, and he is currently on the Middle States Committee on IUP's mission, working on self-studying the university's identity, and future directions, and how these affect strategic planning and allocation of resources. He was also solicited to write a long article on the current presidential campaign for a journal

published and circulated in France (*Living Archives*) and read by lycee, college, and university teachers of English and American Studies. The Centre pour Recherches et Etudes des Societes Americains and Britanniques is a French university research group (most of its members are from the Universities of Nancy, Metz, and Strasbourg) that he has been a member of since 1983.

Veronica Watson is still serving as Dean's Associate for the College of Humanities and Social Sciences. In collaboration with faculty in the College, she is developing a CHSS First Year Experience, to be delivered fall 2005 to two cohorts of freshmen majoring in the College, and she has been active in grant writing to support CHSS First Year Experience. She has two articles currently under review with African American Studies journals.

Lingyan Yang's article, "Rainbow Literature, Rainbow Children, Rainbow Cultures and Rainbow Histories: The Chinese and Chinese American Adolescent Heroines in Laurence Yep's Selected Novels," was published by Allyn and Bacon/Longman in summer 2004 in a pioneering volume, *Exploring Culturally Diverse Literature for Children and Adolescents: Learning to Listen in New Ways*, edited by Darwin Henderson and Jill May. Her article utilizes Asian American and Asian diasporic feminist cultural criticism as well as the feminist consciousness, "the critical consciousness" (Said), the aesthetic consciousness, "the historical consciousness" (White), the multicultural consciousness, and "the political consciousness" (Mohanty) to analyze selected texts by an Asian American writer, Yep, whose writing makes a significant contribution to contemporary American multiethnic children's and adolescent literature. She collaborated with a colleague at the University of Florida at Gainesville a while ago on this. Lingyan continues to edit a volume of essays, *Asian Pacific American Cultural Criticism*. Lingyan and her family were also overwhelmed with joy and love when their daughter, Athena Chuanyan Yang, was born in summer 2004 here in Indiana.

STUDENT AND ALUMNUS/A NEWS

Seth Blazer's (M.A. Generalist) article entitled "Rear Window Ethics: Domestic Privacy versus Public Responsibility in the Evolution of Voyerism" will be published in the summer 2006 issue of *Midwest Quarterly* which will be available in July.

Laurie Cannady (Ph.D. Lit.) presented a creative work entitled "The Ties that Bind" at the 2004 EAPSU Conference in October. She will also be chairing a panel, "How We Tell It: Women's Storytelling," at Salisbury University's 10th International American Women Writers of Color Conference at Baltimore, Maryland, in November.

In September, **Heather Duda** (Ph.D. Lit.) presented a paper at the Popular Culture Association of the South/American Culture Association of the South conference in New Orleans. Her paper was entitled, "Will You Still Be Alive in Seven Days? Why *The Ring* Frightens Even the Most Desensitized Horror Viewer."

Stacey Guill (Ph.D. Lit.) presented her paper entitled "Hemingway's 'Wine of Wyoming' on Cezanne's Canvas" at the Hemingway Society's 11th biennial international conference held in Key West, Florida, in June 2004.

In October, **Amy Hagenrater** (Ph.D. Lit.) presented her paper, "Nippular Misconduct: Breastfeeding and the Media" at the 29th Annual Colloquium in Literature and Film at West Virginia University in Morgantown.

Joy Kennedy (Ph.D. Lit.) has two essays recently published. "Artistry of Hunger: Desire and Appetite in Abbey's *Desert Solitaire*" is currently in *Western American Literature* and "Sympathy between man and nature": J.M. Synge and *Riders to the Sea*" is in *ISLE: Interdisciplinary Studies of Literature*

and *the Environment*. Last spring Joy also presented a paper, "Tales from the Deep: Mammoth Cave and American Literature," for the 25th Annual National Popular Culture Association conference in San Antonio, Texas.

Ikue Kina (Ph.D. Lit., 2000) is teaching American Literature in the University of the Ryukyus (Okinawa, Japan) as a junior associate professor. After she graduated from IUP in 2000, she and her colleague in Japan edited a collection of essays entitled *Native American Literature: Changing Indigenous Culture*, which was published in 2002 by a publisher in Kyoto. The book includes an essay written by **Mayumi Toyosato** (Ph.D. Lit., 2000), now an associate professor of Sapporo University in Hokkaido, and is hailed as "the first substantial collection of critical essays on Native American literature in Japan" in a review of a major literary journal for Japanese scholars of English. Ikue's essay about a critical perspective on Native American and her own indigenous Okinawan cultures was also included in a book published in 2003 by a major publisher in Tokyo. She is now serving as a secretary of ASLE-Japan and hosted an international symposium in March 2003, where Gary Snyder was a keynote speaker. Between the years 2003-2005, Ikue visits the United States at least twice a year for her grant research project. For contact: ikuekina@ll.u-ryukyu.ac.jp.

Kikoyo Magome (Ph.D. Lit., 2003) was recently hired by the Honors College and C. G. Jung Center of the University of Houston as a Fellow/Assistant Professor.

Elizabeth O'Day (Ph.D. Lit.) presented her paper "Yea or Nay: Persuasive Letters of the Women's Suffrage Movement" at the EAPSU Conference at California University of Pennsylvania in October. She currently is teaching English Composition at Millersville University, English Essentials at the Lancaster Campus of Harrisburg Area

Community College, and Introduction to Literature at The Pennsylvania College of Art & Design in Lancaster.

Courtney Ruffner (Ph.D. Lit.) has an article in *Teaching Italian American Literature, Film and Popular Culture* to be published by MLA in November. She studied at the Ezra Pound Center for Literature in Dorf Tirol, Italy (Pound's castle in the Tirolean mountains) for a month this summer—the program is in coordination with the University of New Orleans. She attended the 2004 Associated Writing Program (AWP) National Conference in Chicago. She is a reviewer for *Studies in the Humanities* in 2004. She is co-founder and editor-in-chief of the annual FCEA journal *Florida English*. Courtney is publisher/editor of the *Red Raven Review*. Finally, she co-authored with Jeff Grieneisen an article titled "Intelligence: Genius or Insanity? Tracing Motifs in Poe's *Madness Tales*" for Harold Bloom's *BioCritique* series published by Chelsea House.

William Steele (Ph.D. Lit.) has recently been selected for the 2005 edition of *Who's Who in America*. During the fall semester, Willie researched the archives at the National Baseball Hall of Fame in Cooperstown, New York, in order to begin working toward his dissertation. He has been hired by Cascade College in Portland, Oregon, where he will be an Assistant Professor of English and the head coach for the track and cross country programs beginning in the Spring 2005 semester.

Dale M. Taylor (Ph.D. Lit.) was recently named to *Who's Who Among America's Teachers*. One of her students at Galveston College nominated her for the distinction. Dale presented her paper "African American Slave Narratives Through an African Lens" to the National Association of African American Studies 2004 conference.

Student and Alumnus/a News (continued)

Katrina Suzanne Thacker (Ph.D. Lit.) spent her summer in Kentucky attending creative writing conferences. She participated in the 27th Annual Appalachian Writers Workshop at the Hindman Settlement School in Hindman, Kentucky. Her workshop instructors included Lee

Smith, Hal Crowther, Frank X. Walker, Linda Scott DeRosier, and Richard Hague. She was awarded the James Still Memorial Scholarship. She also participated in Eastern Kentucky University's Summer Creative Writing Conference in Richmond, Kentucky. Her poetry has

appeared in the May 2004 issue of *Small Town Life Magazine* and the *Appalachian News-Express*. Her poetry will be forthcoming in *Pine Mountain Sand & Gravel* and *Wind*, which are journals of contemporary Appalachian writing.

EGO News

EGO is off to a busy start this semester! We've already had several meetings, a potluck, and a workshop, and there are still many more exciting events to come. Our first workshop, "Library Orientation," was held on September 15 and the next workshop was an IRB question and answer session on October 4. Upcoming workshops will include C & T dissertation process, creating CVs, and creating teaching portfolios. We are always taking suggestions for future workshops.

Besides workshops, meetings, and social events, EGO will be holding a book sale to raise money for the IUP EGO/GSA Conference in February 2005. The book sale

will be held on November 9 and 10 in the Leonard Lounge from 9 am to 7 pm. Contact Heather Duda or Aly Marino in order to donate or lend a hand. The Conference Committee has already met once this semester to begin organizing. This year's conference is scheduled for Friday and Saturday, February 18 and 19, 2005. Our website is up and running with minutes, events, email addresses, and other resources:
<http://www.people.iup.edu/flji/EGO/index04.html>.

Upcoming meetings are November 10 and 17, and December 8. Keep an eye on the EGO listserv for upcoming events.

Submitted by Aly Marino

English Web Site:

<http://www.english.iup.edu/graduate/lc>

Registration Web Address:

www.iup.edu/ursa

Graduate Literature E-mail Address:

iup-gradliterature@iup.edu

Graduate Literature Telephone:

(724) 357-2263

SPRING SEMESTER
JANUARY 10-APRIL 26, 2005

ENGL 676 Critical Approaches to Literature

Dr. Michael Vella
Tuesday 6:00-9:00
(M.A. students only)

This section of ENGL 676 introduces students to foundational understandings of contemporary theory and its basic applications to reading, analyzing, and teaching literary texts. *The Theory Toolbox* introduces us to a wide range of issues and concepts in contemporary theory and represents our introduction to the breadth of the theory field. After considering it, we will focus on one arena in theory: narrative form. Suzanne Keen's *Narrative Form* is an excellent introduction to "narratology" and will provide this focus. We will then proceed to read four short, recent American novels: two by males, two by females. We will take what we gain from studying theory both generally and in terms of narrative and then read these short novels that address the concerns of young men and women today. I have chosen well written, entirely accessible, and worthwhile reading and teaching novels. These texts treat young men and women in their identity quests, their formation of self and gender, all set against the American landscape, a culture of mobility and movement across class and space, while they each deal with profound contemporary issues. In short, each is in the tradition of the Great American Novel—*Huckleberry Finn*, *The Great Gatsby*, *The Catcher in the Rye*, and so on—but in contemporary guise. The assigned novels offer us enjoyable reading; but more than that, they will help prepare participants to teach such texts on both the high school and college levels. Assignments will focus on one or two short papers of synthesis and commentary; and while some basic research will be expected, our goal is qualitative and well selected, rather than exhaustive, research. Class discussion will consider our work from the perspective of both readers and teachers, concerned equally with literary theory, analysis, and pedagogy.

Assignments and paper topics will allow room for a variety of topics and approaches, but I especially welcome papers that address issues of gender, class, and generation, as well as narrative structure and textuality. The texts below are certain choices, but I may add an additional but optional set of one more novel by a male and a female author (probably Paul Auster's *Moon Palace* and Amanda Davis's *Wonder When You'll Miss Me*).

Texts: The Last of the Savages, Jay McInerney (Vintage Contemporaries 0679749527); *Rule of the Bone*, Russell Banks (Harper Perennial 0060927240); *Anywhere but Here*, Mona Simpson (Vintage Contemporaries 0679733783);

Rocket City, Cathryn Alport (Vintage Contemporaries 067977016X); *The Theory Toolbox: Critical Concepts for the Humanities, Arts, and Social Sciences*, Jeffrey Nealon and Susan Searls Giroux (0742519945); *Narrative Form*, Suzanne Keen (Palgrave 0335960971).

ENGL 752 Literary Theory for the Teacher and Scholarly Writer

Dr. Lingyan Yang
Tuesday 6:00-9:00
(Ph.D. students only)

This course examines the diverse and extraordinary intellectual traditions of twentieth-century critical cultural theories and literary criticism, such as feminism, Marxism, cultural studies, poststructuralism, deconstruction, postmodernism, colonial discourse and postcolonial theory, Asian American and Asian diasporic cultural criticism, and African American cultural criticism. Mediating between theory, language, epistemology, gender, literature, and culture, we will close-read some of the most influential theoretical texts that have shaped each school of thought while situating the production of such knowledges in specific historical, social, cultural, and sexual contexts. We will analyze a few literary texts (novel, poetry, and autobiography), especially by women, postcolonial, Asian American, and African American writers and artists, so that these theories can be actively applied to students' research and teaching. Requirements include active participation, weekly 1-page informal Reading Responses, one oral presentation, and a 12-15 page final research paper. If you have questions, please email lingyan@iup.edu.

ENGL 761 Topics in American Literature before 1870: Literature of Abolition and Women's Rights

Dr. Karen Dandurand
Wednesday 6:00-9:00

We will read works written from the 1830s through the 1870s, with some emphasis on the 1850s—the decade following the 1848 Seneca Falls Convention and passage of the 1850 Fugitive Slave Law. We will consider works in several genres—novels, short stories, non-fiction prose narratives, essays, sketches, letters, and poems—by both canonical authors and authors whose works have been excluded from the canon. We will look at how these authors treat issues of race and gender, and we will consider their writings in relation to the social and political context of mid-nineteenth-century

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America. Each student will write a 15-20 page critical paper and will prepare and deliver a presentation on the same subject, both due at the end of the semester. In addition, each student will be asked to give a report on a topic or on a specific text that will give us useful historical context and a report on a nineteenth-century periodical dedicated in whole or in part to abolition or women's rights; a one- to two-page class handout should be prepared to accompany each presentation.

I'm planning to order the following books:

Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845)

Harriet Beecher Stowe, *Uncle Tom's Cabin* (1852)

Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861)

Lillie Devereux Blake, *Fettered for Life* (1874) (Feminist Press)

For Douglass, Jacobs, and Stowe, any reliable edition will be acceptable; I will order the Penguin editions of Douglass and Stowe and the Harvard UP edition of Jacobs.

Copies of other readings will be available during the semester as handouts and in two or three packets at Copies Now, and will include the following:

Essays by David Walker, Lydia Maria Child, Sarah Grimke, Angelina Grimke, Henry David Thoreau, William Lloyd Garrison, Thomas Wentworth Higginson, Wendell Phillips, Margaret Fuller, Fanny Fern, Gail Hamilton, Elizabeth Cady Stanton, Elizabeth Stuart Phelps, Anna Julia Cooper, Charlotte Perkins Gilman, and others;

Short stories by Lydia Maria Child, Frances E.W. Harper, Rose Terry Cooke, Mary Wilkins Freeman, Elizabeth Stuart Phelps, Marietta Holley, and perhaps others;

Poems by John Greenleaf Whittier, Frances E.W. Harper, Phoebe Cary, Grace Greenwood, Charlotte Perkins Gilman, and others;

Letters by Sarah Grimke, Angelina Grimke, Lydia Maria Child, Frances E.W. Harper, John Brown, Lucy Stone, Henry Blackwell, and perhaps others.

ENGL 764 Topics in British Literature after 1660: Literature of the Eighteenth Century

Dr. Ron Shafer

Thursday 6:00-9:00

The eighteenth century witnessed the unprecedented rise of rational inquiry and espoused a view of life wherein enlightened man began following his thinking mind in logical ways and cultivating intellect. The resulting "Age of Reason" or "Enlightenment," as it's sometimes called, marked a major break with the past: as humanity was enthroned and human rationale was deified, traditional religion, as it had been practiced through the centuries, was eclipsed. Other values

became important to man, since the idea of human progress, amelioration, and improvement made the way for—and indeed became the basis for—cataclysmic change. Of course the literature of the era reflects the sweeping changes that not only defined an era but also provided the foundational basis for modern, rational thought. Major writers and works of the period will be considered during this survey course, which will key on the masterpieces—works by, among others, Defoe, Pope, Swift, Thomas Gray, Boswell, Dr. Johnson, and the early Romantics. The major female writers of the period—e.g., Anne Finch, Lady Mary Wortley Montagu, and others—will also be read. While the literature of the eighteenth century doesn't in some ways have the immediate draw of, say, the Romantics or the Renaissance, it nevertheless represents the defining bridge from the Renaissance to the modern era. That is, once one comes to the end of the eighteenth century, he inhabits a strangely familiar world, and the alien ethos of the Renaissance—which in relation to the eighteenth-century quality of modernity takes on an almost eerie, shadowy feel—is forever left behind. Students will determine course requirements during the opening sessions.

ENGL 765 Topics in Literature as Genre: Hometown Literature in the United States, Ireland, and Beyond

Dr. Jim Cahalan

Monday 6:00-9:00

Literature from and about our own home places can have a great impact on us. How might we redefine literature by hometown, and develop a new field of "hometown literature," when we conceive it in that way rather than according to traditional categories? Authors will likely include James Joyce on Dublin (using *The Portable Joyce*, ISBN 0140150307, with *Dubliners, Portrait*, and short excerpts from *Ulysses* and *Finnegans Wake*); Edward Abbey on Indiana, Pa. (*The Fool's Progress*, 0805057919, not the hardback, which is missing 28 pages); Annie Dillard on Pittsburgh (*An American Childhood*, 0060915188); Robert Lowry (my own late first cousin once removed, to bring it really close to home for me) on my own hometown, Cincinnati (*The Big Cage*, which you won't be able to order yourself); and others to be decided—with no more than one author per hometown. A crucial part of the course, even more so than usual, will be the students who enroll, as this may even help determine my assignment of other authors, and the course will culminate with students' own presentations, often (though not necessarily) on an author from your own hometown—who need not be famous, just as Lowry isn't, and don't worry if you don't think that any authors emerged from your own hometown, as this will not in the least disqualify you. If you enroll in this course,

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please email me when you do so, at Jim.Cahalan@iup.edu or JCahalan@iup.edu, and tell me what your own hometown is. I hope the course attracts one or more international students so that we can extend our concept of "hometown" beyond the United States and Ireland—where the hometowns that I happen to know best are located. Main requirements are active participation, a shorter paper midway, and a longer one at the end.

ENGL 772 Topics in Women's Literature: Postcolonial Women's Writing

Dr. Susan Comfort
Thursday 6:00-9:00

In this course, we will examine some of the key debates and issues that surround postcolonial women's writing. One significant debate we will explore is the meaning and adequacy of the term postcolonial to refer to those areas of the world affected by colonialism, imperialism, occupation, and foreign exploitation. While we will be concerned with issues emerging from the experience of European colonialism, we will also explore how women's writing—including fiction, memoir, and theory—engages with contemporary developments in politics and culture, including current issues associated with global capitalism and emerging militarism. Some of the possible issues we might explore include: the role of gender in constructing empire and globalization; ecofeminism; the politics of sexuality and the body; the interconnections of race, class, and gender; as well as transnational and postmodern conceptions of identity and place. Throughout the course, we will test out contemporary feminist theory in our readings of gendered meanings within postcolonial contexts. Requirements: one short paper (5-7 pages); one longer paper (10-15 pages); one presentation.

Course readings will likely include works from the following:

Shauna Singh Baldwin, *What the Body Remembers*
Michelle Cliff, *No Telephone to Heaven*
Assia Djebar, *Women of Algiers in Their Apartment*
Mahasweta Devi, *Imaginary Maps*
Buchi Emecheta, *The Joys of Motherhood*
Aminatta Forna, *The Devil That Danced on Water*
Nadine Gordimer, *July's People*
Arundhati Roy, *The God of Small Things*
Sara Suleri, *Meatless Days*
Saira Shah, *Storyteller's Daughter*

Secondary Works:

Enloe, Cynthia. *The Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: U of California P, 2004.

Loomba, Ania. *Colonialism/Postcolonialism*. New York: Routledge, 1998.

Mohanty, Chandra Talpade. *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke UP, 2004.

ENGL 773 Topics in Minority Literature: Narrations of Slavery

Dr. Veronica Watson
Monday 6:00-9:00

In this course we will begin by studying African American criticism about the slave narrative and developing a conceptual framework of this genre. Among many questions, we will consider: What was the significance of writing for an enslaved author? How did slave narratives impact political debates of the time about the role of slavery in a free society? How were slave narratives inflected by gendered sensibilities and experiences? What techniques do authors writing about slavery use to authorize and create themselves or their characters in their texts? What themes and issues do contemporary authors present in their fictional narratives of slavery? We will go on to address these questions through an examination and analysis of contemporary representations of slavery in African American literature. The texts span much of the literary timeline for African American literature, a breadth that is intended to encourage historical comparisons and to challenge students to theorize why African American writers continue to revisit the themes of slavery and freedom in their work.

Student groups will be required to lead class discussion of a theoretical and fictional text, and each student will write a 15-20 page researched seminar paper at the conclusion of the course.

Tentative Reading List:

Octavia Butler, *Kindred*

Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Harriet Jacobs, *Incidents in the Life of a Slave Girl*

Charles Johnson, *Middle Passage*

Gayl Jones, *Corregidora*

Deborah McDowell and Arnold Rampersad, *Slavery and the Literary Imagination*

Toni Morrison, *Beloved*

Venetria Patton, *Women in Chains: The Legacy of Slavery in Black Women's Fiction*

Sherly Ann Williams, *Dessa Rose*

Packet of readings from Copies Now

Spring Semester 2005 (continued)

**ENGL 783 Seminar in American Literature:
American Culture and Modern American
Drama**

Dr. Martha Bower
 Wednesday 6:00-9:00
(Ph.D. students only)

As we read a variety of plays that represent the early modern period in American Drama, we will hope to learn something about the social, cultural, and historical life of the country and how early realism evolved into modern drama. The plays will range from 1830 to 1960. There will be a variety of readings from *Dramatic Theory and Criticism* as we examine the nature of comedy and tragedy in the plays, and how American heroes differ from those in other countries. We will also explore how gender informs the nature of tragedy and our perception of it. I will also ask you to create your own definition of tragedy, and how it relates to or departs from other classical definitions. Assignments will include short weekly responses, a short report on an essay, and a longer teaching report. You will write a seminar paper on an author of your choice (12-15 pages), written with an eye toward publication or conference presentation. We will see a number of films or at least film clips. Creativity is encouraged.

Texts: The major theoretical text will be *Dramatic Theory and Criticism* (Dukore). The early plays will be on reserve or handouts. Other texts will include *Plays by American Women: 1900-1930*. The first play is called *Fashion* and will be on reserve in the library. Try to read it for the first class. The next plays will be *Shore Acres* and *Beyond the Horizon*. The first one is in the library and the second in the bookstore. Please consult my personal website for a complete syllabus and textbook list. This list will include plays by Glaspell, Hellman, Wilder, Miller, Williams, Hansberry, and O'Neill. My email is mgbower@iup.edu.

ENGL 797 Independent Seminar

Dr. Ronald Emerick
 Dr. Susan Gatti
 Dr. Tom Slater
 (meeting times to be arranged by individual students and faculty)

Independent seminar provides an opportunity to pursue interests not accommodated by course offerings. It is not recommended during a student's first semester of course work. Students wishing to take an Independent Seminar in Spring 2005 must file a completed application in the Graduate English office by **December 10**. (The form is available in the office.) Before it is submitted, the application must be approved by one of the faculty members listed below. Suggested areas for each faculty member are indicated below the name and email address. The course is listed on URSA as a "closed section." When your application has been approved, a space in the closed section will be opened for you.

Dr. Ron Emerick, jvvc@iup.edu
 Realism and Naturalism; Southern or other Regional Writers; Minority fiction; Contemporary American fiction

Dr. Susan Gatti, sigatti@iup.edu
 Nineteenth- and Twentieth-Century American literature; British fiction from 1900-1950; Chaucer; especially interested in matters of subversive or political fiction as well as cultural studies

Dr. Tom Slater, Thomas.Slater@iup.edu
 Film studies; Twentieth-Century American literature

Instructions for Spring 2005 Advising/Alternate PIN Access

This semester, Dr. Dandurand will be advising all Ph.D. Literature and Criticism, M.A. Literature, and M.A. Generalist students.

- **IN-RESIDENCE STUDENTS:** Make an appointment to meet with your advisor and get your Alternate PIN.
- **NON-RESIDENT STUDENTS:** Call or email your advisor to discuss course selections and get your Alternate PIN.

Contact Information:

Karen Dandurand
karenddd@iup.edu
(724) 357-2263

To make an appointment, contact Dr. Dandurand directly or call Cathy Renwick at (724) 357-2263 or email her at crenwick@iup.edu.