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Important Dates:

Dissertation Draft
Deadline
October 11

Thesis Draft
Deadline
October 18

PhD Rhet/Comp
Exams
October 28/29

PhD Literature
Exams
Oct 28, 29, Nov 1

Veterans Day
Holiday
November 11

Dissertation
Defense Deadline,
November 15

Thesis Submission
Deadline
November 15

PhD Exam/MA
Portfolio Defense
Deadline
November 22

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Message from Acting Grad Director

Written by Dr. Marty Gould

Although the academic job market has become (more or less) a year-round affair, it goes into full throttle in the fall. This year's ads started appearing two weeks ago, and in the coming weeks, those early postings will be joined by many more. The first deadlines for applications can come in early November, with some schools aiming to complete their interviews well before the MLA convention in January. For other schools, the search process will continue into the spring, with new job ads appearing through the early summer.

If you are on the job market this year, none of this should be news to you. Those of you planning to defend your dissertation within the next two semesters are, I'm sure, already assembling your job application packets and searching the ads for suitable posts. You've already

lined up your letters of recommendation, and you're working closely with your director and the Placement Committee to polish your essential application documents. You're scouring the job ads *every week*, and you're casting your net wide, checking not only the MLA Job List, but also the ads posted to the *Chronicle* classifieds and the SAMLA list. You're sending out applications to every job you might reasonably fit, including those broadly defined "Generalist" jobs. And of course you're working on your "Plan B" employment strategy, checking the ads for administrative and support positions posted to the *Chronicle*, *InsideHigherEd*, and *Academic Keys*. Oh yes, if you're on the market this year, I am certain (ahem) that you have the search already well in hand.

For those of you not yet searching for jobs—from first-year MA to third-year PhD—the job market can still be of inter-

est. If you find the very idea of the job market terrifying, dipping your toes in now—years before you'll have to dive into it—will make it a far less scary thing. You can approach the market at this stage like a research project: find out how it works, what you'll need to have in hand when you do finally go on the market, and what the market looks like in your particular subfield. Knowing some-

English Graduate Links

**Graduate Studies
Homepage:**
<http://grad.usf.edu/>

**Graduate Studies Thesis/
Dissertation Homepage:**
<http://www.grad.usf.edu/ETD-res-main.php>

**English Department
Homepage:**
<http://english.usf.edu/>

**USF Library Research/
Consultation Request:**
<http://asp.lib.usf.edu/Consultations/RSC.asp>

**Modern Language
Association:**
<http://mla.org/>

**University of Pennsylvania
Call for Papers:**
<http://cfp.english.upenn.edu/>

Message from the Acting Grad Director, Continued

thing about the job market now means that you'll have time to get yourself ready so that you can make the best possible showing when it's your turn to apply.

The job ads can tell you a lot about what hiring committees are looking for and what's "hot" in the field.

Knowing these things can help you decide how to define your PhD exam areas (and which texts to put on your reading lists). Look at how the ads define your period or topical interests, and think about how you might shape a dissertation that will reflect the demands of

the market and turn you into the sort of scholar and teacher those committees seem to be looking for. Identify the secondary or related subfields the ads describe as "desirable," and think about how you might credential yourself in those fields (through teaching a course or publishing an article).

Once you've explored the ads and decoded their messages, take a look at your CV. What does your CV say about your readiness for the job market? What will you need to add to it in the next few semesters (or years) in order to be

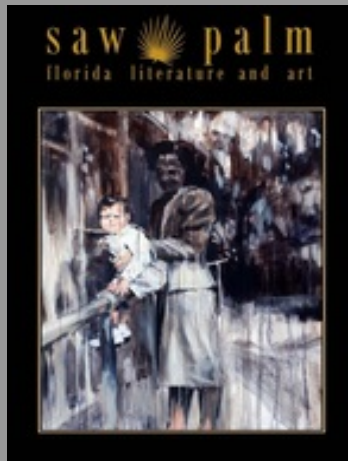
competitive on the job market that you've been studying? If you don't yet have publications, start identifying what your first (and second) article will be, how it will contribute to your academic profile, and when you need to send it out if it's going to be in print by the time you go on the market. If you don't have any grants listed, start looking for small travel grants sponsored by research libraries and professional societies. Keep an eye out for larger dissertation grants while you're at it. It may be too early to apply for them, but

you'll want to know they're out there when you're ready for some research and writing support.

So whether you're actively on the market or not, you should spend some quality time with the job ads and your CV this month. And don't keep your thoughts to yourself: talk about the market and your plans with your colleagues, friends, and professors. Because when it comes to the job market, we're all in this together.

***Saw Palm* wins *Creative Loafing* award for Best Local Literary Journal!**

The department's Florida-themed literary journal, *Saw Palm*, has been voted "Best Local Literary Journal" for 2013 by *Creative Loafing Tampa Bay*. Each year, the local magazine holds contests for the best local people, places, and things in the Tampa Bay area. The journal was nominated and voted on by the magazine's readers via Web polling. *Saw Palm* was established in 2006 by professor and author John Fleming to showcase the unique essence of Florida through fiction, nonfiction, poetry, and art. The journal is produced annually by graduate students in the English Department. Congratulations to the all of the editors and contributors!



Fall 2013 Creative Writing Events

Thursday, October 3, 6:00 p.m., USF Graphicstudio

Matt Batt, Creative Nonfiction Reading

Week of October 15-18

Novelist Caryl Phillips will be on campus; more information forthcoming from the USF Humanities Institute

Saturday, October 19, Felicitous Cafe, time TBA

6 X 6 Reading Series presented by the MFA students

Monday, October 28, Ella's Americana Folk Art Cafe, 7:00-10:00 p.m.

Writers' Harvest. Readers include Jay Hopley and Heather Sellers.

Friday, November 15, 9:00 a.m.-3:00 p.m., Marshall Student Center 4200 EGSA Fall Colloquium

Thursday, January 30, 6:00 p.m., USF Graphicstudio

Joseph Millar, Poetry Reading

EGSA News: Message from the President

Written by Angela Eward-Mangione

“Make it new,” declared modernist poet Ezra Pound. “The beginner’s mind” is what Natalie Goldberg returns to whenever she sits down to write. In “The Culture of Literature and Composition,” Peter Elbow asks an innovative question: how can different disciplines within English learn from each other? The insights of Pound, Goldberg, and Elbow inspire my focus question for this month: how can we as graduate students in different tracks learn more from each other? Can we bring a “beginner’s mind” to each semester, month, class, and event? Can we “make it new” in our collegiate relationships? How?

Please let these questions percolate this month as we look forward to many exciting events. Author Matt Batt will read from his first memoir at a Creative Nonfiction

Reading Event on October 3. The MFA students will present a 6 X 6 Reading Series on October 19. EGSA will host J. Michael Lennon to discuss his biography of Norman Mailer on October 22. The Placement Committee will assist graduate students in all disciplines every other Friday at workshops. See the [Department Calendar](#) on the English Department website to find out more details about these enriching events. Additionally, MA and PhD students in Rhetoric and Composition and Literature will take their comprehensive exams at the end of this month. Good fortune to these students.

Finally, if you are not a formal EGSA member yet, please consider joining. Membership in EGSA is open to all graduate students in the Department of English.

Follow these steps to join EGSA:

1. Go to www.involvement.usf.edu
2. Click “Search for Student Organizations” on the left side of the page.
3. Log in by clicking “USF Students Click Here to Search for Student Organizations” at the top of the page and find EGSA (English Graduate Student Association).
4. Click the organization’s name, then the “Request to Join Organization” button.

Enjoy October and the opportunities it offers for us to learn from each other.



CFP: EGSA Fall Colloquium

“Anything Under the Sun”

November 15, 2013

Submission Deadline: October 18, 2013

The English Graduate Student Association (EGSA) is hosting its annual Fall Colloquium on Friday, November 15, in MSC 4200, from 9:00 a.m.-3:00 p.m. This year’s theme is “Anything Under the Sun,” in that as long as your writing somehow incorporates the sun, we’re willing to hear it! Our goal this year is to embrace all types of writing and discourse, so in addition to English, this invitation also welcomes the Communication and Gender Studies departments. Please send your sun-related paper proposals to Brittany Cagle (bmcagle@mail.usf.edu) or Ashley Annis (ashleyannis@mail.usf.edu) no later than 5:00 p.m. on Friday, October 18, and email us if you have any further questions. We look forward to reading your work and having a great Fall Colloquium!

New Faculty Profile: Dr. Nhu Le



Where is your degree from? When? What areas did you study? What subjects did you / are you publish(ing) in?

I received my PhD in English Literature at the University of California, Santa Barbara, in March 2013. My dissertation examines the political and ethical implications of Asian American and Indigenous cross-representations within the context of (neo)liberal multiculturalism and settler colonialism. My fields of interest include: Critical/Comparative Race and Ethnic Studies, Asian American Literature and Film, Native American/Indigenous Literature and Film, Transnational/Hemispheric American Studies, and Affect Studies.

What classes are you or will you be teach-

ing? How would you describe the class(es)?

I will be teaching introductory and topical courses on the primary fields that I have listed above. In these courses, students will explore the logics of racialization and settler colonialism, politics of recognition and redress, representations of place-based and transnational belonging, struggles for sovereignty and self-determination, conversations around ethnic betrayal, moments of cross-racial contact, and theories on the intimacies of power.

I am currently teaching a graduate course on Asian American Literature and Film in transnational contexts. This course examines the politics of space, affect, and ethics in the contemporary cultural productions of Asian America. I am also teaching an undergraduate course in Modern Short Prose. This course traces the conversations about race and the nation through the short fiction, novellas, and essays of writers and scholars of color from the turn of the twentieth century to the present.

What research projects are you currently working on?

I am working on a manuscript, tentatively titled *Unsettling Solidarities: Asian American and Indigenous Literary Contacts, Post-1968*, which explores Asian American and Indigenous solidarities, alliances, and interactions represented in the contemporary literatures of these two communities, tracing how these moments of contact reveal the vexed dynamics of race and resistance after the mid-twentieth century. The writers whom I examine all grapple with the limits of identity-based cultural politics, articulating in its place different collectivities and ethical relations that can account for the increasing stratifications of power within and across racial identities. I track the aesthetically diverse ways these writers imagine their own, and each other's, communities within their revised cultural politics, and argue that the ambivalent depictions register these communities' differential yet mutually constitutive histories and critical visions for social justice.

I am also working on a couple of articles, one of which considers the role that experiences and

representations of affects, such as "uncertainty," can play in the making and unmaking of critical socialities, alliances, and solidarities across communities of difference.

What is your favorite / least favorite memory of graduate school?

I will fondly remember the inspirational colleagues whom I've met and the courses that I have taken throughout my time in graduate school. There are a lot of people in the university who are committed to discussing the potential of literature and literary studies in the work toward building community and creating social transformation. Graduate school helped me hone a critical lens and build a discerning vocabulary to articulate the inequitable conditions of the contemporary moment and (as scholars such as Avery Gordon, Kandice Chuh, and Elizabeth Povinelli would say) to imagine a social otherwise.



Graduate Accomplishments

CHRISSY AUGER

"Marlovian Machiavellianism in *Edward II*." 7th International Christopher Marlowe Center. American Shakespeare Center, Staunton, VA. 26 June 2013. Conference Presentation.

ELLIE (BIEZE) BROWNING

"Feminist Disability Studies in the Composition Classroom: Towards a new consciousness." *Feminisms and Rhetoric*. Stanford University, CA. 28 September 2013. Conference Presentation.

ZAC DIXON

"Everything is illuminated: the Call for Deep Assessment." *Assessing Writing* 18 (2013): 241-56. <http://www.sciencedirect.com/science/journal/10752935>. Co-authored with Joseph Moxley.

LAURA EWING

"Rhetorically Analyzing Online Composition Spaces." *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture* 13.3 (2013): 554-61. Print.

SUSAN GAIL TAYLOR

"Review: Collaborative Approaches to the Digital in English Studies." *Computers and Composition* 30:3 (2013): 180-82.

KAREN LANGBEHN

"Re-Mediating Writing Program Assessment." *Digital Writing Assessment & Evaluation*. Eds. Heidi A. McKee and Danielle Nicole DeVoss. Logan, UT: Computers and Composition Digital Press/Utah State UP, 2013. Web. http://ccdigitalpress.org/dwae/13_langbehn.html. Co-authored with Joseph Moxley and Megan McIntyre.

MEGAN McINTYRE

"Re-Mediating Writing Program Assessment." *Digital Writing Assessment & Evaluation*. Eds. Heidi A. McKee and Danielle Nicole DeVoss. Logan, UT: Computers and Composition Digital Press/Utah State UP, 2013. Web. http://ccdigitalpress.org/dwae/13_langbehn.html. Co-authored with Karen Langbehn and Joseph Moxley.

"Theorizing, Circulating, Writing: Moving Beyond through Postcomposition (A Review of Sidney Dobrin's *Postcomposition*)." *Enculturation* 15.1 (2013).

Alumni Accomplishments

BOB BATCHELOR, PhD Literature 2009, was quoted in a Today.com article about the 2013 Emmys: <http://www.today.com/entertainment/host-most-why-neil-patrick-harris-owns-awards-stage-4B1185862>

CAMERON HUNT McNABB, PhD Literature 2012 "Review of Street Scenes: Late Medieval Acting and Performance by Sharon Aronson-Lehavi." *JEGP* 112.4 (October 2013): 538-39. Print.

WESLEY JOHNSON, MA Literature 2013, accepted a position at Santa Fe Catholic High School, a college preparatory school in Lakeland. He teaches American Literature, World Literature, and Speech and Debate, and oversees the school yearbook.

MARCY W. MURRAY, MA Literature 2006, is currently teaching at State College of Florida as an adjunct for the Language and Literature Department. This past year, she applied for and was awarded a New College of Florida Alumni Fellowship, which will allowed her to co-teach a seminar on the American circus.

JOHN A. NIEVES, MA Creative Writing 2006, is *Beloit Poetry Journal's* artist of the month for October. He will be taking comments and answering questions all month on their blog: http://blog.bpj.org/2013_10_01_archive.html.

"Leaner Months." *Weave Magazine* 9 (2013): 13.

"Yesterday Was Fathers' Day." *Jabberwock Review* 34.1 (2013): 92.

JOSEPH WARD, PhD Literature 2010, recently took a job as a full-time instructor at Pasco Hernando Community College. In January 2014, he will be transferring to the brand new Porter Campus in Wesley Chapel.

Faculty Achievements

KAREN BROWN

"The Authoress." *The Kenyon Review* 35.4 (Fall 2013).

JOHN FLEMING

"A Charmed Life," along with a video of him reading it, was published at *Better: Culture and Lit* (<http://bettermagazine.org/>).

JOSEPH MOXLEY

"Big Data, Learning Analytics, and Social Assessment." *Journal of Writing Assessment* 6.1 (2013): n. pag. Web. <http://www.journalofwritingassessment.org/article.php?article=68>

"Everything is illuminated: the Call for Deep Assessment." *Assessing Writing* 18 (2013): 241-56. <http://www.sciencedirect.com/science/journal/10752935>. Co-authored with Zac Dixon.

"Open Textbook Publishing." *Academe*. (Sept/Oct 2013): 40-43. <http://www.aaup.org/article/open-textbook-publishing#.UkXER10i9GY>.

"Re-Mediating Writing Program Assessment." *Digital Writing Assessment & Evaluation*. Eds. Heidi A. McKee and Danielle Nicole DeVoss. Logan, UT: Computers and Composition Digital Press/Utah State U P, 2013. Web. <http://>

ccdigitalpress.org/dwae/13_langbehn.html. Co-authored with Karen Langbehn and Megan McIntyre.

DIANE PRICE-HERNDL

"Politics and Sympathy: Recognition and Action in Feminist Literary Disability Studies." *Legacy: A Journal of American Women Writers* 30.1 (2013): 187-201.

"Witnessing the Post-Mastectomy Body: Revulsion, Response-Ability and Rhetoric." *Feminisms and Rhetoric*. Stanford University, CA. 28 September 2013. Conference Presentation.

PAT ROGERS

Rev. of *The Works of William Congreve*, ed. D. F. McKenzie. *The Library* 7.14.3 (September 2013): 353-55.

LAURA RUNGE

"ABO: Interactive Journal for Women in the Arts, 1640-1830." *Pride and Prejudices: Women's Writing of the Long Eighteenth Century*. Chawton House Library. Hampshire, England. 4-6 July 2013. Conference Presentation.

Rev. of *Collecting Women: Poetry and Lives, 1700-1780*, by Chantel M.

Lavoie. *The Age of Johnson* 22 (2012): 352-56.

"Tracing a Genealogy of *Oroonoko* Editions." *British Literature and Print Culture, Essays and Studies*. Ed. Sandro Jung and Woodbridge. Suffolk, UK: Boydell and Brewer, 2013. 5-32. Print.

PHILLIP SIPIORA

Ed. *Mind of an Outlaw: Selected Essays by Norman Mailer*. NY: Random House, 2013. 661 pp.

MEREDITH ZOETEWAY

"Assessing Civic Engagement: Responding to Online Spaces for Public Deliberation." *Digital Writing Assessment and Evaluation*. Ed. Danielle Nicole DeVoss and Heidi McKee. Logan, UT: Computers and Composition Digital Press/Utah State UP, 2013. http://ccdigitalpress.org/dwae/10_zoeteway.html. Co-authored with Michele W. Simmons and Jeff Grabill.

Writing Workshop Series

Vernetta Williams (featured on page 7, Alumni Spotlight) has teamed with Graduate Studies and the GPSC to give workshops on writing for graduate students.

The Graduate and Professional Student Council (GPSC) and the Office of Graduate Studies are offering a three-part interactive workshop series designed to help students improve their writing and research abilities. All workshops are free and open to graduate students. Students are encouraged to bring any materials you are currently working on for "live" work. Contact oliverg@usf.edu for a detailed description of the workshops or for more information.

Workshop #2: Write Right: Never Abandon Writing Fundamentals

Thursday, October 24, 2013
3:00-4:30 p.m. (ALN 216)

Workshop #3: The Academic Village: How to Utilize Campus Resources to Improve Your Writing During Graduate School

Thursday, November 21, 2013
3:00-4:30 p.m. (ALN 296)

Alumni Spotlight: Vernetta Williams

Interview by Jessica Cook

Vernetta Williams received her PhD in Literature in 2007.

What program did you study at USF?

I studied literature and earned my PhD from USF.

What is your current occupation?

I am bi-vocational; I am a visiting instructor and am building a writing services consulting company (Chrysalis Consulting, where we transform ideas into words and help to cultivate the writer within) that services those within academia as well as individuals with inspirational life stories to share.

What led you to this particular field?

It has been a life-time journey, I must say, of discovery, trial and error, and consistent personal growth. Nonetheless, my company allows me to merge three passions I have come to recognize: teaching, reading and composing personal narratives, and helping people advance in practical ways. As a child, I loved reading and immersed myself in books. Through my studies, I realized my passion for historical-based texts and nonfiction works. In fact, one of my specialty areas within the English doctoral program was the autobiography. Acquiring a BA in Journalism and Mass Communication and an MA and PhD in English

equipped me with the technical knowledge and skill of crafting of facilitating knowledge by helping others comprehend information and showing them the “how to.” Being asked by a USF colleague to conduct quarterly writing workshops for doctoral students and candidates on fellowship several years ago developed my passion for equipping doctoral candidates (specifically those outside of English Departments) with the writing skills they need to not only transition from “ABD” to “PhD,” but to obtain the writing skills they need to be a successful scholar. I’ve been conducting writing workshops since that time. Additionally, I have been helping people publish commercial books since 2000.

What are some of the challenges you have encountered in searching for non-academic work?

My first challenge was not realizing opportunities beyond the academy, so I pursued post-docs, administrative positions, online teaching, and other positions for which I was trained. While I was successful in obtaining a variety of higher-educational experiences, I never quite felt fulfilled. Accepting the reality that I did not want to make a career within higher ed, I began seeking and discussing my desire to leave the academy with my colleagues, mentors, and advisors; however, I was repeatedly discouraged from not seeking a tenure-track or post-doc position.

How has your academic background prepared you for working in your current field?

As stated above, the degrees have given me the technical skills and knowledge to understand the craft and discipline of writing, story-telling, and composing. Additionally, my eight-year doctoral journey exposed me to the complexities, challenges, and dynamics of doctoral study. The consistent teaching and continual professional developed allowed me to identify my pedagogical style and goals.

Do you have any suggestions or advice for current graduate students interested in pursuing work outside of academics?

I would advise them to be true to their core desires and values, become aware of the cultural weight the doctorate holds outside of the academy, and understand that those within the academy may not be familiar with opportunities beyond the academy since they have built a career within it.

Where do you hope to be in five years in terms of your career? For example, do you expect to stay on your current career path, or do you have any specific goals in mind?

My expectation is to be providing writing ser-

vices full-time through site and virtual workshops and other writing services to doctoral students across the country via graduate schools, academic departments, colleges, professional organizations, graduate student organizations, and fellowship-granting organizations. On the non-academic side, I’ll be providing writing clinics and others services for those with compelling personal stories that they want published. Ultimately, my goal is to equip people with the writing skills they need to reach their educational, professional and personal goals.



Events

Dissertation Support Group

The Dissertation Support Group will be meeting on **Thursday, October 24, at 6:00 p.m. at Petra** at 4812 E Busch Blvd. All PhD students at any stage of the dissertation process are welcome to join! Please contact Jessica Cook (jlcook4@mail.usf.edu) with any questions. We hope to see you there!

G.R.A.S.P. (Graduate Research and Scholarly Publication) Works-in-Progress Group

G.R.A.S.P. will hold its next meeting on **Friday, October 4, at 4:30 p.m. in CPR 343**. G.R.A.S.P. utilizes Google Docs and face-to-face workshops to help graduate students achieve their scholarly research and publication goals. G.R.A.S.P. has reviewed 21 works since March 2012. A scholarly journal accepted one of these articles for publication, and another scholarly journal advised a "revise and resubmit" for a second article. E-mail Angela Eward-Mangione (eward@mail.usf.edu) to request a copy of the articles for the October meeting or for access to the Google Group.

Humanities Institute Events

October 2, Grace Allen Room (Library). Refreshments, **3:00 p.m.** Talk, **3:30 p.m.** Homegrown Humanities Faculty Book Series Julia Irwin: *Making the World Safe: The American Red Cross and a Nation's Humanitarian Awakening*

October 14-18: Caryl Phillips: Distinguished Scholar in Residence

October 16: Staged Reading of *The Shelter* and Other Writings, **TAR 120 (Theater), 6:30 p.m.**

October 17: The Burdensome Expectations of the Colonial Migrant, **CWY 206, 6:00 p.m.**, reception to follow

October 24, CWY 107 (Military Sciences Building), 4:00 p.m.

Jonathan Gayles: *Fascination and Fear: American Popular Culture and the Black Masculine Fetish*

J. Michael Lennon: Norman Mailer: A Double Life

The Mailer Review and the Department of English will host "J. Michael Lennon, Norman Mailer: A Double Life," an EGSA-sponsored event featuring a discussion of Lennon's authorized biography of Norman Mailer. Join Lennon to discuss the intriguing life of novelist, playwright, filmmaker, essayist, and journalist Norman Mailer on **Tuesday, October 22, from 2:00-4:00 p.m. in MSC 2708**. Lennon will sign books during the event. The event is free and open to the public. Contact Brianna Jerman, Associate Editor of the *Mailer Review*, at bdoughe2@mail.usf.edu for more information.

Job Placement Committee

The workshops are designed to help job seekers with the whole job seeking process. By attending these workshops, job seekers will benefit in the following ways:

- learn about hiring cycles, where to look for jobs, and how to interpret job ads
- receive individualized feedback to strengthen the documents they need to apply for jobs/postdocs/fellowships
- practice interview skills with faculty

Meetings are open to any job seeker—we encourage seekers from all programs (LIT, CRW, RC) to attend.

Even if you are not planning to graduate or seeks jobs this year, you are very welcome (in fact urged) to start preparing yourself early by attending the workshops.

All meetings take place in **CPR 343**, on the specified **Fridays, from 1:00-3:00 p.m.** We look forward to working with you!

Oct 4: Project Abstracts

Oct 18: Teaching Portfolios

Nov 1: Fellowships, Post-Docs, Interviews

Nov 15: Mock Interview Week

Dec 6: Open Q & A on MLA, CCCC, AWP

Teaching Discussion Group

Join us for the first Teaching Discussion Group! The group is a wonderful opportunity to partake in our teaching community, discuss what is happening in your class, and learn new strategies for teaching. Teaching Discussion Group will be held on **Friday, October 4, from 3:00-4:00 p.m. in CPR 343**. We welcome everyone to participate and join the lively conversation. We look forward to seeing you there!

Jeff Spicer has chosen for us to look at two pieces: one on critical pedagogy and the other on creative pedagogy. Mary Breuing's "Problematizing Critical Pedagogy" considers the different goals and definitions of critical pedagogy and Yu-Sien Lin's article, "Fostering Creativity through Education—A Conceptual Framework of Creative Pedagogy," provides a short introduction to creative pedagogy.

Please see email for PDFs

Please email Cassie Childs at casseichilds@mail.usf.edu with any questions.

Calls for Papers

**35th International Conference on the Fantastic in the Arts,
“Fantastic Empires”
March 19-23, 2014,
Orlando, FL
Submission Deadline:
31 October 2013**

From space operas to medieval tales to seminal works of fantasy, imaginative fiction abounds in fabulous empires. ICFA 35 will investigate the widest range of topics relating to empire, including discussions of particular texts, analyses of the hegemonic and counter-hegemonic forces of empire, evaluations of individual resistances to imperialism (and of empires striking back), and assays into various other aspects of the theme. We welcome proposals for scholarly papers and panels that seek to examine, interrogate, and expand any research related to empire and the fantastic.

In addition to essays examining our honored Guests' work, conference papers might consider specific fantastic empires, imaginative imperial fantasies, the semiotics of empire, fantastic diasporas and migrations, margins and liminal space(s), media empires, technologies of empire, speculative post-nationalism, fantastic Others, myth and empire, geographical/ideological mapping, transnational trauma, the construction/

constriction of identity, or the multiple metaphors of empire. Panels might discuss various theories of empire, postcolonialism and the fantastic, language and imperialism, cosmopolitanism in the actual cosmos, Orientalism in classic texts, horrific hordes in film, dystopian empires, or postmodern theory and empire.

Please join us in Orlando in 2014. We will add your intellectual and creative distinctiveness to our own. Resistance is futile. Contact email: shanes1@kent.edu

**“Whole Worlds: Systems of Affect, Capital, Aesthetics”
Annual Graduate Student Colloquium of the University of Chicago
Department of English
February 13-14, 2014
Submission Deadline:
1 November 2013**

The University of Chicago Department of English invites graduate student proposals for conference papers at the intersections of affective, political, and aesthetic theories under the concepts of wholeness and worlds. Possible paper topics may focalize literary or cultural texts from any period and may engage in conversations with such fields and subjects as: psychoanalysis and the management of part- and whole- objects; systems theory and the autopoiesis of worlds; literary realism and

the mediation between aesthetic and political worlds; fictional worlds theory and the administration of novelistic space; global capital and the transnational organization of cultural exchange; ecological criticism and the preservation of symbiotic worlds; new media, virtual worlds, global connectivity, and the nodes of immaterial networks; game worlds and the demarcation of spaces of play; empire, sovereignty, and exceptional spaces; population studies and the control of cultural and social worlds; ambient poetics and the curation of atmospheric reading environments; queer counter-publics assembled in and against homonationalism; speculative realism and the mereology of object-oriented ontologies; art objects and collectives as representative or subversive microcosms; computational methodologies and mapping world literatures; periodization and the compartmentalization of world-historical time; and archival worlds in and against world canons.

Submit 250-300 word abstracts to wholeworlds.uchicago@gmail.com by November 1. Please include a brief academic biography. Presentations will be about 20 minutes in length (approx. 8-10 double spaced pages). For

more information and updates, please visit <http://wholeworlds.uchicago.edu/>

**The Society for the Study of Southern Literature Biennial Conference, “Interdisciplinary Approaches to (Re)examining Southern Canonical Texts”
Arlington, VA
March 27-29, 2014
Submission Deadline:
30 November 2013**

As southern literary studies continue to expand beyond regional borders, it is important to examine not only contemporary southern texts but also to (re)envision the significance of canonical texts. The “old” is, therefore, not overshadowed by the “new” but reinvigorated by research outside of traditional literary scholarship. This research becomes a springboard for creating a new space of relevance for the past in the present, while simultaneously attracting new audiences.

By looking at the connections between literary studies and other disciplines, this panel seeks to explore the connections between interdisciplinary research and literary scholarship on “reviving” southern canonical texts. How does interdisciplinary research help to (re)examine our understanding of canonical texts? What is the role (or potential role) of interdisci-

Calls for Papers

plinary studies in extending the meaning of canonical texts beyond literary studies, and how might this repositioning help to redefine the significance of southern literature? Additionally, it might also be useful to discuss the implications of utilizing an interdisciplinary approach to southern literary studies. In other words, when we examine southern narrative through a “new” lens and expand its significance for a wider audience, how do we preserve the integrity of the text? Should we continue to differentiate between interdisciplinary and literary studies, or is this distinction becoming increasingly unnecessary in the changing field of southern literary studies?

Please send a 250-300 word abstract by November 30, 2013, to Heather Fox at heatherfox@mail.usf.edu (University of South Florida).

NC State English Graduate Conference, “Beneath the Boot Heel: Examinations of Oppression and Resistance”

March 21-22, 2014

**Submission Deadline:
6 December 2013**

With the evolution of communication, technology, and global economic interaction in the past century, both oppression and resistance to that oppression,

have seen unprecedented changes. These changes remind us of a global history rife with tyranny and inform our understanding of previous attempts to subvert those in power. For this conference, scholars are encouraged to utilize their research and particular disciplinary frameworks to address the historical and/or developmental aspects of oppression and resistance. Additionally, we welcome submissions that ask questions and make strides toward understanding how research might provide insight into the modern world.

Broad topics might include: The impact of an artist’s own oppression or resistance efforts as revealed through their work; Examining the actualization of oppression and resistance in art or society in language, literature, pedagogy, film, etc.; Exploring the interaction of art and oppression to actively propagate or combat oppression; Investigating or comparing multiple formats and mediums of oppression and resistance (digital, pedagogical, visual, etc.); Research exploring theories of oppression and resistance in current society.

Please email your submissions to aegs.conference@gmail.com no later than December 6, 2013. Abstracts should be approximately 300 words. Include your name, institu-

tion, and course of study in the body of your email.

Please remove all identifying markers on the abstract itself. We will send confirmations upon receipt of your proposal. For more information contact

aegs.conference@gmail.com.

2nd Annual Indiana Medieval Graduate Student Consortium Conference, “The Geographic Imagination: Conceptualizing Places and Spaces in the Middle Ages”

Feb 28-Mar 1, 2014

University of Notre Dame

**Submission Deadline:
15 December 2013**

The transnational turn in the humanities over the last two decades has put increasing pressure on our ideas of nationhood and has provided us with a liberating awareness of the constructedness of the spaces we study. New methodologies have developed in response to this pressure as scholars turn to comparative approaches, borderland studies, *histoire croisée*, studies of empire, and oceanic models in order to accommodate the ambiguities of nationhood and of conceptions of space. Suggested by seminal transnational studies, such as Paul Gilroy’s *The Black Atlantic*, many critics

now study “the flows of people, capital, profits and information.” Recently, David Wallace’s ambitious literary history of Europe has adopted a similarly fluid approach to culture, avoiding a study of “national blocks” of literature, organizing itself instead along transnational itineraries that stretch beyond the European sphere. The Middle Ages offer a particularly broad and rich era in which to encounter fluid notions of space, as any glance at a medieval map such as the famous Hereford *mappa mundi* (pictured here) invitingly suggests. We invite presentations from all fields to explore any aspect of the medieval “geographic imagination,” of conceptions of space, place, and nation: ideas of geography, cartography, transnational identities and networks, intercultural encounters, mercantile routes, travelogues, rural and urban spaces, religious places, and concepts of locality and local identities.

Please submit a 300 word abstract for a 15-20 minute paper by 15 Dec, 2013 on the conference website, www.nd.edu/imgc2014. Proposals should include the title of the paper, presenter’s name, institutional and departmental affiliation, and any technology requests.

October 2013

Sun

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		1	2 Homegrown Humanities, Julia Irwin, Grace Allen Room, 3:30pm	3 Matt Batt, USF Graphic-studio, 6pm	4 Job Placement Committee, CPR 343, 1-3pm Teaching Discussion Group, CPR 343, 3pm G.R.A.S.P., CPR 343, 4:30pm	5
6	7	8	9	10	11 Deadline to Submit Dissertation Draft	12
13	14	15	16 Caryl Phillips Staged Reading, TAR 120, 6:30pm	17 Caryl Phillips Talk, CWY 206, 6pm	18 Job Placement Committee, CPR 343, 1-3pm Deadline to Submit Thesis Draft	19 6x6 Reading, Felicitous Café, TBA
20	21	22 Norman Mailer Event, MSC 2708, 2-4pm	23	24 Writing Workshop, 3-4:30pm, ALN 216 Jonathan Gayles, CWY 107, 4pm	25	26
27	28 PhD Rhet/Comp Exams PhD Lit Exams Writers' Harvest, Ella's, 7-10pm	29 PhD Rhet/Comp Exams	30 PhD Lit Exams	31		

November 2013

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					<p><i>1</i> PhD Lit Exams</p> <p>Job Placement Meeting, 1-3pm, CPR 343</p> <p>Teaching Discussion Group, 3pm, CPR 343</p>	<p><i>2</i></p>
<p><i>3</i></p>	<p><i>4</i></p>	<p><i>5</i></p>	<p><i>6</i></p>	<p><i>7</i></p>	<p><i>8</i></p>	<p><i>9</i></p>
<p><i>10</i></p>	<p><i>11</i> Veterans Day Holiday (USF Closed)</p>	<p><i>12</i></p>	<p><i>13</i></p>	<p><i>14</i></p>	<p><i>15</i> Dissertation Defense Deadline</p> <p>Thesis Submission Deadline</p> <p>EGSA Fall Colloquium, 9am-3pm, MSC 4200</p>	<p><i>16</i></p>
<p><i>17</i></p>	<p><i>18</i></p>	<p><i>19</i></p>	<p><i>20</i></p>	<p><i>21</i> Writing Workshop, 3-4:30pm, ALN 216</p>	<p><i>22</i> PhD Exam Defense Deadline MA Portfolio Defense Deadline</p>	<p><i>23</i></p>
<p><i>24</i></p>	<p><i>25</i></p>	<p><i>26</i></p>	<p><i>27</i></p>	<p><i>28</i> Thanksgiving Holiday</p>	<p><i>29</i> Thanksgiving Holiday</p>	<p><i>30</i></p>