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President's Column

Neil Besner

I am excited and somewhat nervous about ACCUTE's new temporary home at the University of Winnipeg. Excited, because we like to think that the University has for many years lived a rich secret life at the centre of the country, and, we like to think, in one chamber at the heart of the centre, the English Department, with its sisters and brothers in the Humanities, has for many years inspired this life. And so we feel honoured, and privileged to be able to serve ACCUTE for two years, and, happily, perhaps become more public and present in so doing. We are also superficially nervous: membership, despite the hopeful sign of a multitudinous turnout in Toronto, continues to decline, which means that the subscription base of **English Studies in Canada** does the same; underfunding for research and scholarship in the Humanities continues to be endemic (see Sherrill Grace's letter to Marc Renaud, President of SSHRC, in the June '02 **Newsletter**); initiatives like the Metropolis project (see the excerpts in the same June issue) seem only to underline how our discipline is in danger of becoming increasingly marginalized; and the work of teaching "English," in departments and programmes whose several new names indicate our rapidly evolving sense of our orientations, has rarely been as contested and diversified an adventure as it is now. ACCUTE, runs the mutter of hallway discourse, is foundering; the annual conferences, stutter the mutterers, have become graduate student caucuses. (Even if this were so – it isn't – what is wrong with a graduate student caucus, you might ask.) Tenure-track and tenured appointments are shrinking, while the exploitation of sessional and part-time workers is growing (see Anne Bailey's informative survey, in this issue, of sessional instructors



Wesley Hall, University of Winnipeg.

and their working conditions). No-one reads Books, which first became Texts, and then were thrown to the Fish. The increasingly mass culture grows increasingly hostile, or worse, impervious, to critique and critical inquiry. The homogenizing forces of globalization are dwarfing every difference. And so on.

There are varying measures of truth to many of these claims – and, as well, bracing counterclaims that can, and should inspire real confidence and hope for ACCUTE and, more importantly, for the disciplines we represent. First, our membership: it can and it will grow – but not if we simply grasp for numbers without reflecting on what ACCUTE is, what it has been, and what it could be. It is not enough to plead for new members or for the return of lapsed colleagues. There are reasons – ideological, professional, financial – for our decline. And there are good and compelling reasons for ACCUTE, phoenix, to rise again now. To begin reflecting on the general case for ACCUTE, we have followed Frank Davey's urging (see Frank Davey's and Barbara Godard's pieces in this issue, both from the "ACCUTE and the Political" panel in Toronto) and reprinted the ACCUTE mandate at the front of this issue. What **are** the most pressing functions for ACCUTE at the

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Canadian College and University
Teachers of English

President: Neil Besner
Secretary-Treasurer: Andrew O'Malley
Coordinator: Nicole C. Rosevere

ACCUTE'S MANDATE

To promote the interests of those teaching and studying English language and literatures in Canadian colleges and universities by facilitating the dissemination and exchange of research and the exploration of professional issues, by organizing scholarly and professional meetings, by seeking to improve working conditions, by representing the interests of members before provincial and federal decision-making and funding bodies, and by supporting the interests and aspirations of members entering the profession.

President's Column Continued...



Winnipeg in summer.

"There are varying measures of truth to many of these claims — and, as well, bracing counter-claims that can, and should, inspire real confidence and hope for ACCUTE and more importantly, for the disciplines we represent."

present time? What could or should a vital membership be doing, in public, in the classroom, in our research and scholarship, to animate real debates about the positions in our culture — political, intellectual, ideological, aesthetic — of reading and writing and critical inquiry? How can ACCUTE be the most effective lobby for the discipline, where, and when, and with whom? Here is where these discussions can and should continue, to borrow Len Findley's inversion of Frye's famous question (see the September 2001 **Newsletter**). By vocation and, often, avocation, we are skilled rhetoricians; let us therefore write and speak, persuasively, on behalf of the discipline and the work we do, and their locations in the university, in relation to government, to taxpayers, to conceptions of culture high, low, and everywhere betwixt.

Second, **English Studies in Canada**. I am excited, and not nervous at all at ESC's move to the University of Alberta under the able editorship of Jo-Ann Wallace and her colleagues. ACCUTE owes a great vote of thanks to Mary Jane Edwards, Arnd Bohm, and the Carleton team who worked so hard on behalf of ESC for many years; equally, we should attend now to ESC's development in the coming years. One of the more animated discussions at the AGM in Toronto was over the future course of ESC, and I hope this discussion will flourish. And produce results.

Third, the working conditions and employment prospects in the profession: you saw David McNeil's annual survey of hiring trends in the country, undertaken through CACE, in the June issue; I am happy to report that this invaluable survey will continue, overseen by Rob Holton at Carleton. Surveys such as this one, and Anne Bailey's study of sessional and part-time employment, help us to develop a clearer sense, beyond conjecture or rumour, of the actual working conditions in the profession. Not every Department is shrinking. There is some reason to hope that gender inequities in hiring are being addressed (despite the current grim record of CRF's in this respect.) Yes, there are real and serious problems to be

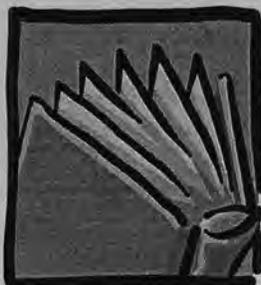
addressed; but we are not in as desperate a state as the one we sometimes talk ourselves into. Yes, I closed that sentence with a preposition.

Fourth, the general state of ACCUTE. If you were in Toronto, you needn't read this paragraph; you'll know that the meeting was by anyone's measure a resounding success. There was a strong attendance. There were **many** strong sessions, with speakers from across the profession in terms of rank and scholarly interests. It is not true to say that ACCUTE favours the contemporary or the Canadian over the historical or the "foreign" (?); read last year's program and you will see that animadversion simply does not stand up to scrutiny. Next year's meeting in Halifax, to judge by the plethora of calls for member-organized sessions in this issue, is going to rock the joint. Yes, I have just switched registers.

To business. Please note that the position as website coordinator, advertised again in this issue, is still open. Many thanks to Manina Jones for all her work on this front. And many thanks to Shannon Hengen, Marilyn Orr, and Poppi Smith at Laurentian, both for their work on behalf of ACCUTE over the last two years, and for all their generous help — and uncanny efficiency — in the transition to UW. Please see the general call for papers for the conference at Dalhousie in late May. Please note that the ACCUTE website is now up and running at UW, and not at either Memorial or Laurentian. Tell us what you think of it. And please join ACCUTE. It is, after all, your voice.

Best wishes for a good academic year. ¶

Neil Basar



Congress 2003

Hallifax 2003 – May 28-May 31
Dalhousie University

This issue of the newsletter includes the major calls for papers—both general and specific—for the 2003 Congress of the Social Sciences and Humanities.

Open Call for Papers and Proposals Related to Your Current Research

Anything goes – and goes by our vetters. You certainly do not have to match your research and writing to any of the Congress themes. We are always interested in strong and promising proposals on any aspect of English studies, and so please consider submitting something in response to this general call. Individual papers emerging from your own specific work in your fields always dominate the Congress program. You may submit only one proposal. As well, to be a presenter, you must be a member in good standing with ACCUTE.

Our challenge is to match the accepted papers with a view to shaping reasonably coherent and inviting panels. ACCUTE is not a specialist society; we are aiming to program with the breadth of our members' interests and activities in mind.

Member Organized Sessions

As identified in the last newsletter, the Congress themes are:

- **Conflict and Cooperation: Local, National, Global**
- **Conflict and Cooperation: Representations of Justice**
- **Conflict and Cooperation: Wealth and Creativity**

Plenary Speakers

More information about our plenary speakers will be available in the December ACCUTE Newsletter.

Conference Notes

Arising from discussions at the 2002 conference, the Professional Concerns committee is soliciting proposals from individuals this fall on topics outlined in Miriam Nichol's report (see p. 6).

As is now our custom, we will be working with the Allied Associations as much as possible, and as financing permits, to strengthen our Shared Program and offer as diverse a set of papers, disciplinary and interdisciplinary, as we can. If you think your proposal might work well with any one of our allied affiliates, please let us know and we will aim to establish joint panels where appropriate.

Travel Funding

We hope that those of you who filed accurate claims for this past year's Congress are satisfied with your reimbursements. We have tried to accommodate as much of your expenses as possible. Our travel budget is always uncertain, however, since we lurch from year to year in uneasy anticipation of SSHRC funding, and rarely know until very late in the planning process whether or not we will be receiving assistance. The ACCUTE budget itself, without the aid of the SSHRC, simply cannot be stretched to cover travel expenses for presenters. We have been vocal about this unhappy state of affairs, knowing full well how constrained most of us are by our own institutions' limited resources—or generosity.

Procedures for Submitting Proposals and Papers

If you are responding to our general call for papers, please send three copies of your paper or proposal to the ACCUTE office at the University of Winnipeg. Submissions should be postmarked no later than 15 November 2002. If you are responding to the organizer of a proposed special session, please send three copies of your paper or proposal directly to the organizer by the same date. The organizer will forward copies of the proposals or papers

(Continued on page 4)

From the Secretary-Treasurer

Andrew O'Malley

I am an assistant professor at the University of Winnipeg, where I teach and do research in the areas of Children's Literature, Eighteenth Century, and Popular Culture. An easterner who spent several years in the west completing a PhD at the University of Alberta, I now find myself happily situated in the centre of the country.

I am very excited about taking on the position of Secretary-Treasurer for ACCUTE, and have begun processing the memberships and renewals that have been coming in over the summer. Keep them coming, and encourage your colleagues and fellow students who have either never been members or have let memberships lapse to join this great organization. ♡




Congress 2003 Continued...

(Continued from page 3)

received at the ACCUTE office by 15 December 2002 together with assessments of each submission.

Unless otherwise indicated by the organizer of a special session, proposals should be 300 to 500 words in length. We also strongly encourage submission of an electronic copy of all proposals by email as well as three hard copies. This rule applies in the case of member-organized sessions as well as submissions sent in response to the general call for papers. Electronic copy will facilitate the vetting of proposals and reduce the costs of postage for the Association. By saving postage, we hope to reserve more money to support presenters' travel costs.

If you are submitting a completed paper, it should be no longer than 12 to 13 double-spaced pages (approximately 20 minutes speaking time). Please include a copy on disk, clearly labeling the disk with your name, the title of your paper, and the computer program used. The ACCUTE computer can handle electronic texts in just about any format.

Each copy of your paper or proposal should be accompanied by a cover page containing the following information: your name (in the form LAST, FIRST),

address, email, phone and fax numbers, the title of your paper and a 50-word bi-bibliographical note. Also include with each copy, on a separate page, a 100-word abstract of your paper, including its title. *Abstracts and bios exceeding these limits will have to be cut for inclusion in the conference program.* Please include electronic copies of your bio and abstract as well. In order to permit blind reviewing by assessors, the papers and proposals themselves should not include the author's name, position or institutional affiliation.

Vetting of Papers and Proposals

With the exception of presentations in executive-organized sessions, all submissions for the ACCUTE conference program are vetted by at least two specialists in the field and read by the ACCUTE president. In the case of member-organized sessions, the organizer acts as the first vector; the submissions to the proposed session are then sent out to a second vector, with the names of the submitters withheld, as in the case of submissions received in response to the general call for papers.

In the case of joint sessions with other societies, ACCUTE has to be prepared to respect the other society's procedures for selection. But wherever possible, we also seek the opinion of a specialist reader who is a member of our own Association as well.

The ACCUTE office will do everything within its power to ensure that papers or proposals submitted in response to the general call for papers and those submitted to the organizers of special sessions have an equal chance of being included in the conference program.

Assessors are asked to judge each paper or proposal according to the following criteria:

A. Guidelines for the Assessment of Papers:

1. Significance: the paper should make an original contribution to scholarship, to theoretical understanding, or to current debates on matters of common interest to ACCUTE members.

2. Accessibility: if focusing on a single and little-known text, the paper should address issues that would be of interest to members unfamiliar with it, and indicate these in its title. A good paper should invite the interest of non-specialists.

3. Presentation: the arguments of the paper should be made coherently and with rhetorical polish.

4. Length: papers at the conference must be effectively presented in 20 minutes or less. Papers written without consideration of this time constraint (i.e., papers over 3000 words in length) will need significant re-writing. In cases in which the scholarly significance of the paper might justify such re-writing, vectors may make the case for it, but this remains a matter of their professional judgement.

B. Guidelines for the Assessment of Proposals:

1. A good proposal should have a clear thesis. It should present some indication of the evidence that will be put forward to support it. It should take into account published criticism relevant to the topic being investigated. In short, it should read like the abstract of an argument written by someone knowledgeable in the field concerned, not the description of an interesting area for investigation.

2. As well, a good proposal should give a strong indication that it will result in a paper meeting the criteria in ACCUTE's guidelines for papers, above.



Congress 2003 Continued...

Criteria for Selection

When making final decisions about the program, the conference organizers place most emphasis on the reports of the vettors. Any submission receiving two assessments of "Outstanding" by our vettors is automatically included on the conference program. In the small number of cases where a paper or proposal is assessed as outstanding by one vettor and poor by another, the organizers try, wherever possible, to obtain the opinion of a third specialist vettor.

The organizers also consider the necessity

of including a range of period, national, theoretical and critical interests on the program and the ways in which the papers can be intelligently grouped in coherent sessions. Other factors taken into account in deciding between equally ranked submissions include the scholarly achievement reflected in the bi-bibliographical note (particularly in the case of proposals as opposed to completed papers); regional representation; and whether or not the submitter has presented at the preceding year's ACCUTE conference. You will



See you in Halifax!

receive notification of the decision concerning your submission in late February. A draft version of the program will appear in the March 2003 issue of the ACCUTE Newsletter. ¶

Becoming Wise in the Ways of ACCUTE:

Greetings From the New ACCUTE Coordinator

Nicole C. Rosevere

Hello ACCUTE members! Even though the ACCUTE office at the University of Winnipeg has only been up and running for two months, I have already had the opportunity to correspond with many of you. I am looking forward to putting your names to faces when we meet at Dalhousie for the 2003 ACCUTE Conference.

Overall, the transition from Laurentian University has been a good one, thanks in no small part to my counterpart there, Poppi Smith. I have the sense that I often made Poppi feel a little like Yoda in our email conversations, but then she is a wise counselor in the ways of ACCUTE. I'm sure you join me in wishing her all the best in her travels to Thailand.

I completed my undergraduate degree here at the University of Winnipeg. Following graduation, I went to McMaster University and received a Master of Arts in

English. In the past two years, I have taken some time off from my studies to work and gain new experiences before going on to complete a doctorate in English. In addition to my work here at ACCUTE, I am a freelance writer, an instructor in the Department of English at UW, and this fall, I am taking the Latin course that I have wanted to take for years. My own interests in the field of English lie in the work of Emily Dickinson and American literature, and in more recent years, media and cultural studies.

In the next two years, my plans include giving the ACCUTE web site a facelift and, as you have no doubt already noted, redesigning the newsletter. I also have hopes of making peace with the gremlins in the membership database. Of course, I'm sure that's just the beginning...

All the best, ¶

NCR

**Congratulations
to the 2001 F.E.L.
Priestly Prize
Winner**

**MICHAEL
NOWKIN
University of
Victoria
"F. Scott
Fitzgerald's Elite
Syncopations:
The Racial Make-
up of the
Entertainer in
Early Fiction"**

Member News

'Women-Texts-Communities', special issue of Women's Studies International Forum, 25.2 (2002) guest edited by Danielle Fuller. Dealing with women's critical, publishing and writing communities in Canada, India and the UK, this issue, which will be of interest to colleagues in literary and women's studies and publishing history, contains plenty of Canadian content including essays by M Nourbese Philip, Barbara Godard, Pauline Butling and Isabel Huggan. Sales enquiries should be directed to: ninfo-f@elsevier.com.

Professional Concerns

Miriam Nichols
Chair, Professional Concerns
Committee

Over the summer, the PC Committee has settled on four panels for ACCUTE 2003 on the theme of corporate influence in post-secondary education. Although PC panel presentations are traditionally less formal than others, we will still need a title, abstract, and bio. Depending on the response, some of these panels may be roundtable discussions. For panels one, two, and three, please send a brief abstract along with your 50-word bio to me at mfaith1738@shaw.ca; for panel four please send your proposal to Lorne Macdonald at macdonal@ucalgary.ca by 15 November 2002.

Calls for Papers: Professional Concerns

1. Corporate Models of Administration in Post-Secondary Institutions

To what extent and effect have corporate paradigms become commonplace in colleges and universities? Such paradigms might include an insistence that faculty design courses with quantifiable outcomes in mind, that programs be tied to the perceived needs of business or to ready employment for students. They might also mean eliminating courses or programs that are not perceived as contributing to practical ends or those which enroll poorly (and therefore cost more) because students may find them demanding and potential threats to their GPAs. In some institutions, such models have been in place for a long time; in others they may be coming into prominence. Certainly this issue is not new: it has already received attention in professional publications like *CAUT* and the *MLA's Profession*. This panel is an invitation to review the question of "corporatizing" Canadian institutions and discuss ongoing results, recent shifts, or new trends.

2. The Effects of New Educational Technology on Student Learning and Faculty Workload

How have on-line courses, Web CT, or email affected learning and teaching? What are some of the benefits or

drawbacks for students? How does the new technology affect faculty workload? To what extent does email add to workload, for instance? Do students excuse themselves from live classroom participation in favour of on-line course material when given the opportunity? Does the availability of on-line learning affect behaviour in the classroom?

3. Re-mapping the Territory: New Hybrid Institutions in Post-Secondary Education

Traditional universities and colleges recently have been joined by university colleges that combine academic and applied programs. (In B.C., university colleges may now offer applied MA degrees). There are also technical institutions that may or may not offer academic courses and virtual, commercial "universities" that offer degrees to corporate clients. Add to this mix differences among universities, some subtle and some not. Some universities specialize in undergraduate teaching and clearly make that their mandate; others present themselves as comprehensive institutions, but may not be perceived inside the profession as strongly research-oriented or may not be funded as generously as others. Among all these various institutions there is a very wide range of governance structures, administrative practices, and faculty working conditions (salary, tenure/non-tenure, course load and research expectations,

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Professional Concerns Continued...

sabbatical provisions and so on). There are also sharp differences in the demographics of student populations, and in admission requirements.

Can traditional distinctions between universities and colleges, along with the rationale for differences in funding, governance, and prestige, apply as easily to hybrid institutions that offer the same degrees as do universities? Do these distinctions hold even when universities get into the business of offering applied programs? What about unpublished differences between universities? Does a degree from the University of X equal the same from the University of Y when it comes to hiring practices, or student admissions and success? (This last is a deliberately naive question.) If it is research that distinguishes universities from other post-secondary institutions, what about the high percentage of sessional teaching there from faculty that are effectively barred from research by their "part-time" status? And what about institutions like university colleges that may recognize and encourage scholarship as part of regular faculty workload, but cannot support it in the same way as do better endowed institutions? If these differences constitute a *de facto* two or three-tiered system for students and faculty, are we willing to let this stratification solidify? How might stratification affect

student success? faculty development? the profession?

4. Grading and the Commodification of Post-Secondary Education

Chair: Lorne Macdonald:
macdonal@ucalgary.ca

If post-secondary education has become market-oriented at least to the extent that public funding is tied to student numbers and shortfalls must be made up through appeals to the private sector, what are the effects on grading standards and procedures? Does the need to keep student numbers high, for instance, bear on admission or course requirements and grading? Is such a situation intensified or not in arts programs that may have more difficulty than science or technology in attracting funds? Is it possible to speak of a corporate "atmosphere" in universities and colleges now? To what extent, for instance, have students become clients or to what degree do they perceive themselves as such? How might such a perception affect grading?

Professional Concerns is pleased to present in this newsletter short versions of papers by Frank Davey and Barbara Godard, originally presented at the "ACCUTE and the Political" panel at last May's conference. (See "ACCUTE and the Political" on p. 8 and "Representing English Studies" on p.17). ♪



ESC has moved to the University of Alberta.

ESC News and Call for Papers

Arnd Bohm, Managing Editor

As was announced at the annual meeting in Toronto, **ESC** will be moving to the University of Alberta, where it will be edited by Jo-Ann Wallace. **ESC** has been at Carleton a dozen years, first under the editorship of Douglas Wurtele and then under Mary Jane Edwards. Since **ESC** is a publication sponsored by ACCUTE rather than by any single university, this transplanting is both natural and refreshing for the journal. We congratulate the incoming team and wish them all the best. Moving a journal is somewhat cumbersome. We will all be working to make the transition as smooth as possible. The 2002 volume will be produced at Carleton; with the 2003 volume, responsibility for production will shift to the University of Alberta. Existing subscribers

need not make any changes. Members of ACCUTE who presented papers in Toronto are encouraged to submit their papers, revised for publication, to **ESC**.

New submissions and books for review after 1 September 2002 should be sent to:

Jo-Ann Wallace
Editor, ESC
University of Alberta
Department of English
3-5 Humanities Centre
Edmonton, AB T6G 2E5

Correspondence about reviews and submissions already in process at this time should continue to be directed to **ESC** at Carleton until 10 January 2003. The changes in editorial policy presented at the annual meeting in Toronto will be implemented by the incoming editorial team. ♪

ACCUTE and the Political

Frank Davey

ACCUTE and its members have a fairly long history of involvement in the political aspects of scholarship and postsecondary teaching. By 'political' I don't mean the popular understanding of the word as the activity of parliamentary parties. I mean the work of citizenship, by which individuals and groups of individuals attempt to contribute to the general well-being of society and to seek changes that will facilitate such contribution. There is no single political arena, and certainly no monopoly on politics by so-called 'political parties.' There are numerous ways of acting politically, from dialling a radio phone-in show to working through a professional association like ACCUTE, a faculty association like the CAUT, to donating to Greenpeace, to applying to participate in the Metropolis project, to publishing a book, or belonging to a registered political party. Many of us act in several such ways concurrently.

I am going to confine myself here, as I think the topic 'ACCUTE and the Political' requires, to discussing the political activity of ACCUTE as an institution and of members who seek to work politically through ACCUTE. I am not going to speak about members who may seek to have general influence as public intellectuals –



Manitoba's legislature building.

ACCUTE can certainly encourage such work, or intervene in a general way in order to facilitate such work, but it is not something that the association can do itself.

ACCUTE's involvement in the political stems from the fact that it is not a field-specific organization whose focus is an area of scholarship, but is rather an association of *teachers* whose teaching rests on and encompasses the field-specific scholarship of its members. The basis of ACCUTE is what its members have in common across their specializations – the encouragement of greater precision in the use of English, the communication and continued critical examination of various scholarly practices and methodologies, and the continued identification, assessment, interpretation, and dissemination – to ourselves, our students, and the public-at-large – of English-language cultural materials. Professional concerns – attention to the conditions under which we do this common work – is thus one of the core focuses of ACCUTE, and one of the main reasons why I would hope that all Canadian college and university teachers would be members.

That the material conditions of our teaching are not always favourable to the carrying out of such tasks as I've listed above was recognized by ACCUTE members some decades ago when they established the Professional Concerns Committee that has arranged this session. Some of these conditions are, of course, largely of our own creation, and over the years the Professional Concerns committee has examined departmental hiring practices, the changing English curriculum, the first year English course, the professional English career, and our teaching of students from minority cultures. But most such conditions impinge on us because we are part of larger social structures – we do our work within universities and colleges, which in

turn operate within provincial ministries of education, and receive most of their research funding from the federal government. The ministries of education function within provincial governments which are themselves complex and not always stable or consistent cultures. Lobbying the right part of the government at the right time can produce change. All of these governments are subject to elections and thus to public opinion.

Some of ACCUTE's political work is done by and through the Canadian Federation for the Humanities and Social Sciences (formerly HSSFC), of which ACCUTE has historically been an influential and policy-initiating member. Part of each individual ACCUTE membership fee goes to political purposes by being paid to the CFHSS as the fee for ACCUTE's membership in the Federation. In turn the CFHSS spends this money to lobby the federal government for more money for research, research leaves, graduate studies, and publication subsidies. When you join ACCUTE – and many of our colleagues do not fully understand this – you are also joining the CFHSS and investing money in political efforts to improve the conditions under which we do our teaching and research. The Federation's work, however, is often not targeted specifically at the needs of college and university English teachers, but at the conditions we share with other post-secondary faculty in the social sciences and humanities.

Some political work on our behalf is also done by the CAUT, but mostly from a perspective of labour practices and employment conditions, as in its efforts to oppose Bill C-28 in British Columbia, or to clear up the recent misunderstanding – deliberate or otherwise – of the HRDC's changes to the rules governing the hiring of non-Canadian faculty. Because of its close ties to faculty associations, however, the

(Continued on page 9)

Report of the President of the Graduate Student Caucuses

Karen Selesky (University of British Columbia)

An Introduction

As the incoming president of the GSC, I thought I would begin by introducing myself and the other members of the executive. As Sherry reported in the last newsletter, my name is Karen Selesky; I am a doctoral candidate in Victorian Literature at UBC. I have been very active in the life of my own department (serving for two years on the graduate committee and on the appointments committee) and I look forward to serving the larger graduate community in Canada on the ACCUTE executive. Juliet O'Keefe, an MA student at SFU, has bravely taken on the job of secretary and webmistress to the GSC, and Mary Kate Arnold at the University of Toronto is our representative to the Professional Concerns Committee.

None of us, however, can effectively represent graduate students to ACCUTE without your involvement. So I would like to take this opportunity to

invite you to email me with your input, queries, concerns, or issues that you are facing at your own university or that you are concerned about for graduate students in Canada — my office door is always open, as it were, through the medium of email: selesky@interchange.ubc.ca.

On a similar note, it is very important for the caucus to have a full slate of campus graduate representatives. The job is not particularly onerous, but it is key to our success. *Campus Reps* function as links between the grad caucus executive and their own programs, bringing up issues that are relevant to their graduate communities, and promoting ACCUTE within their own programs. If you are interested in serving in this role or know of someone else in your department who might be, please contact me at selesky@interchange.ubc.ca; otherwise, I'll be knocking at your doors.

The Year Ahead

At the caucus meeting in Toronto this past May, a

couple of issues repeatedly came to the fore: 1. creating a broader and more connected community of graduate students, and 2. representing a political voice for graduate students in the academy. Whatever topic we discussed, the restructuring of hiring procedures, funding for students, membership in ACCUTE, or hours of TA work, it seemed that fostering communication between ourselves, and between us and the ACCUTE and University administrations would begin to address our concerns. To begin to accomplish this goal, the GSC will manage a listserv for grad students to discuss issues, share information, and formulate plans of action. All ACCUTE graduate student members are eligible to join: simply send a message to accutegradstudents-subscribe@yahogroups.ca or you can access us via the web at <http://ca.groups.yahoo.com/group/accutegradstudents>. I think this listserv will give us an opportunity to develop as a community, share our

experiences, and learn from one another.

The GSC is also considering a panel on graduate student issues for ACCUTE 2003 in Halifax (not unlike the Professional Concerns or Sessional panels this past year). If we were to do so, what issues would you like to see addressed? Who would you like to hear from? Please either email me your **s u g g e s t i o n s** (selesky@interchange.ubc.ca) or open a discussion on the listserv.

Juliet is currently setting up the new GSC website, so watch the ACCUTE site for a link and the listserv and this space for more information. I know Juliet would appreciate your ideas, so if there is something you would like to see on the site, please email her at juliet.okeefe@telus.net.

I look forward to the year to come and meeting many of you virtually by email or on the listserv, and in person next year in Halifax. ¶

ACCUTE and the Political Continued...

CAUT is often perceived as situated on the labour side of the stereotypical labour-management dichotomy. Its ability to lobby on matters that directly affect our own professional concerns is often limited by that perception — as I think it may have been on the foreign-hiring issue.

The areas where ACCUTE can be the most useful advocate or intervener are the areas in which the CFHSS and CAUT are either inactive or ineffective. When provincial governments move to change the high school English curriculum, for example, neither the Federation nor the CAUT is likely to comment. University

presidents may be consulted, and possibly deans of arts and even department chairs, but few of these are likely to respond in terms of the impact on our profession generally, nor do they have the resources or mandate to consult outside their institutions. When provincial governments make decisions which affect the governance of English departments, such as decisions about whether they will be subject to regular external review, neither the CAUT with its emphasis on labour issues, nor the CFHSS with its emphasis on research support, is likely to take note, nor are some presidents, deans or

(Continued on page 10)

Report on the ACCUTE Survey of Part-time Staffing in English Departments

Anne Bailey with Statistical Analysis by Bryan Rooney

In October 2001, ACCUTE distributed a survey to 75 departments of English across Canada to determine how many faculty members in English departments teach on sessional contracts (defined as any contract limited in duration) in comparison to those on full-time continuing contracts, what kinds of courses part-time faculty teach, and under what sorts of conditions they labour. This survey was closely modelled on another survey distributed throughout North America by the MLA in the fall of 1999 (provided with assistance from David Laurence, Director of MLA English Programs and the Association of Departments of English). Because many of our members felt that the Canadian results from the MLA survey were "lost" within the enormity of the complete North American picture, ACCUTE decided that it would be useful to collect and analyze data specifically within the Canadian context to give us a clearer sense of our own situation. Since the response to our survey was strong (46.7%), coming from two community colleges, twelve undergraduate universities and twenty-one graduate universities, we now have a reliable set of

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ACCUTE and the Political Continued...

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chairs likely to care. Or when federal departments or agencies make changes to funding, or to funding requirements, that – like the SSHRC ethics code proposals some years back – will have a specific impact on English research that it does not have on other fields, is any institution other than ACCUTE likely to notice?

Some might hope that the administrations of large universities or large departments might intervene in such cases, and indeed sometimes they might. But such intervention would be voluntary, inconsistent, ad hoc, and rest on unpredictables such as the backgrounds, interests, and personalities of particular administrators. Moreover, the interests of presidents, deans, and department chairs are not necessarily similar to our members' professional interests – the administrators' individual ambitions, or their concern for the public reputations of their university or department, or their short-term goals for that university or department, can often cause them to wish issues of principle away. The recent controversy over interpretation of the HRDC's foreign-hiring rules offers an example: it is arguably in the interest of individual department chairs – eager to have an

internationally impressive faculty – to fudge the new rules and hire the person who appears to be the strongest candidate overall, even though the HRDC requires a job to be offered to the strongest of the Canadian candidates who meet the advertised requirements, and to offer it only to a foreign candidate if none of the Canadian candidates meet the requirements. Arguably, it is in the interests of our profession, and of its graduate programs nationwide, that the HRDC rules be followed. Again, only ACCUTE is likely to be able to speak up here for our profession.

Mindful of its members' need of representation in such matters, ACCUTE at its 1996 General Meeting revised its constitutional mandate to read:

To promote the interests of those teaching and studying English language and literatures in Canadian colleges and universities by facilitating the dissemination and exchange of research and the exploration of professional issues, by organizing scholarly and professional meetings, by seeking to improve working conditions, by representing the interests of members before provincial and federal decision-making and

funding bodies, and by supporting the interests and aspirations of members entering the profession.

Given that ACCUTE's constitution is rarely updated to reflect such changes, and that it is rarely circulated to members in any form, I suggest that this mandate should be printed in every issue of the ACCUTE Newsletter – to remind members of what the association has agreed to do for them, and to encourage them to bring forward issues on which a polite letter from the current president might facilitate resolution. As I read it, the mandate envisions an ACCUTE that makes specific interventions, including, but not restricted to, submitting position papers to public bodies, or at public hearings, writing letters to government ministers or college or university administrators, and issuing press releases to publicize urgent issues. Is the mandate a burden on our executive? – I don't think so. Given the wealth of expertise within the association generally, and the ease of electronic communications, it requires an executive that discusses, consults, and in some cases delegates the writing of lengthy interventions, as the 1998 executive delegated the writing of ACCUTE's response to the SSHRC proposed ethics guidelines to me. But above all, the mandate must be more widely known. ¶

Report on the ACCUTE Survey of Part-time Staffing in English Departments Continued...

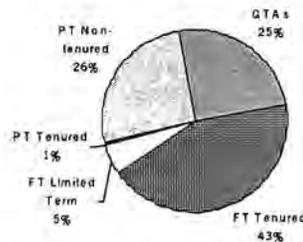
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statistics outlining the "sessional situation" in Canadian English departments.

Percentages of Instructors in Different Types of Appointments

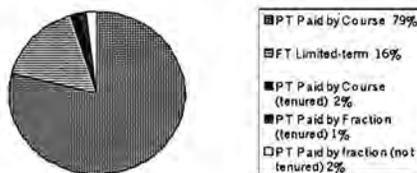
The survey determined that 43 percent of instructors working in English departments are tenured or tenure-track, 5 percent are on full-time, limited-term contracts, and 26 percent are on course-by-course (hereafter called "part-time") contracts. A further 25 percent of instructors are graduate teaching assistants and a very small percentage of instructors, only 1 percent, are on tenured, part-time contracts (see Figure 1). If GTAs are not included in the count of faculty appointments, 57 percent of faculty are full-time tenured or tenure-track while 43 percent are limited-term or part-time. Although the majority of faculty appointments are tenured or tenure-track, this is a slim majority, revealing that a significant amount of labour in our departments is done by faculty on various kinds of temporary contracts.

Figure 1: Percentages of Instructors in Different Types of Appointments



Of those faculty on temporary contracts, the vast majority (79%) are paid by the course. Sixteen percent are on full-time, limited-term contracts, 2 percent are on continuing, part-time contracts (i.e. are paid by the course but have a continuing contract), 1 percent are on continuing contracts which pay by the fraction rather than by the course, and 2 percent are on temporary contracts which pay by the fraction (see Figure 2).

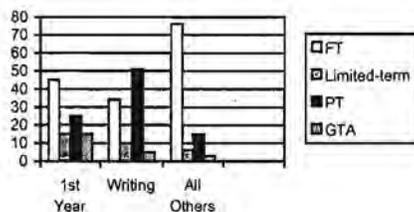
Figure 2: Percentage of Different Types of Sessional Appointments



Number of Undergraduate Courses Taught by Each Type of Appointment

Our results show that 57 percent of undergraduate teaching is done by tenured or tenure-track faculty. Forty-three percent of courses are taught by sessional faculty as well as GTAs (for a complete breakdown of percentages, see Figure 3). While 55 percent of first-year and writing courses are taught by sessional faculty and GTAs, 76 percent of all other undergraduate courses are taught by tenured or tenure-track faculty (see Figure 4).

Figure 3: Percentage of Undergraduate Courses Taught by Different Instructors

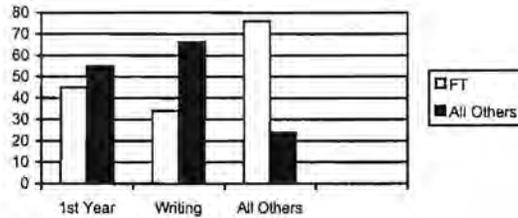


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Figure 4: Comparison of Teaching Assignments Between Full-time and All Other Instructors



“Although full-time continuing faculty still outnumber their sessional colleagues, sessional faculty account for half of the instructors (who are not GTA’s) currently teaching English.”

Salary Ranges of Limited-term and Part-time Contracts

The yearly salary for limited-term appointments ranges from a median low of \$37,860 to a median high of \$53,000. The lowest reported yearly salary in this category is \$8,250/year; the highest is \$100,000. The payment per half-course for part-time faculty appointments ranges from a median low of \$4,027 to a median high of \$4,172. Some part-time faculty are paid as little as \$2,900/half-course while others are paid as much as \$5,873/half-course. Those part-time faculty paid by the fraction, rather than by the course, are paid a median salary of \$27,500/contract.

Seventy-three percent of faculty with limited-term appointments teach the equivalent of six half-courses per year; 14 percent teach eight, 9 percent teach five, and 4 percent teach seven. Of those on part-time contracts (paid by the course), 38 percent teach two courses, 35 percent teach one course per term, 14 percent teach 1.5 courses, 10 percent teach three, and 3 percent teach four.

Because 79 percent of sessional faculty are paid by the course, most sessionals earn approximately \$16,500/year without summer teaching and approximately \$20,500-27,000/year with summer teaching.

Contributors Wanted:

Contributors are sought for several remaining entries in the forthcoming 21st Century Canadian Writers volume of the Dictionary of Literary Biography. The publisher pays U.S. 85-\$185 for entries, depending on length (3000-12000 words). Deadline for first drafts is Dec. 15, 2002. Remaining entries: Doug Barbour, Tim Bowling, Bonnie Burnard, Dennis Cooley, Claire Harris, Dany Lafferiere, Keith Maillard, M. Nourbese Philip, Maxine Tynes.

Contact: Christian Riegel, Department of English, Campion College at the University of Regina, 3737 Wascana Parkway, Regina, SK S4S 0A9 phone: 306-359-1219 (1-800-667-7282 to be put through the switchboard during regular business hours) or e-mail: christian.riegel@uregina.ca

Professional Support Received by Limited-term and Part-time Faculty

We surveyed the professional support available to sessional faculty. The following table (Table 1) lists each kind of professional support and shows the percentage of departments who *do* provide it to their sessional and part-time faculty members. As you will see, faculty with full-time limited term contracts work under significantly better working conditions than their colleagues on part-time contracts, especially in terms of office space, computer access, voting rights, travel money, regular salary increases, and research support.

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Table 1: Percentage of Departments Providing Professional Support to Limited-term and Part-time Faculty:

	Full-time limited term %	Part-time paid per course %	Part-time paid by fraction %
Professional Support:			
Private office space	81.8	9.6	28.6
Shared office space	18.2	90.3	57.1
Multi-user (shared) computer access in office	4.5	48.4	0
Single user computer access in office	77.2	9.6	28.6
Multi-user computer access in dept. lab	45.5	45.2	42.9
Mailboxes	100	96.8	85.7
Telephone access in office	100	93.5	85.7
Departmentally supported photocopying	100	96.8	85.7
Departmentally supported laser printing	81.8	77.4	85.7
12-month library privileges	95.5	80.6	71.4
Secretarial assistance	90.9	90.3	85.7
Departmentally supported postal services	86.4	87.1	85.7
At least 6 weeks advance notice of specific course assignments	95.5	74.2	71.4
Standing invitation to participate in departmental meetings	100	74.2	71.4
Full voting rights in departmental meetings	86.4	25.8	57.1
Support for travel to professional meetings	95.5	25.8	28.6
Departmentally arranged workshops for teacher development	50	38.7	42.3
Regular salary increases	72.7	48.4	57.1
Access to institutional research grants	77.3	16.1	14.3
<i>Number of departments responding in each category:</i>	22	31	7

Benefits Received by Limited-term and Part-time Faculty

The following table lists the benefits that are available to limited-term and part-time faculty teaching in the departments surveyed (see Table 2). As was the case with the various professional supports offered temporary faculty, limited-term faculty receive much better benefit packages than do their part-time colleagues. For those who have benefits available to them, the majority (90.9%) split the cost of the benefits with their employer.

Table 2: Percentage of Departments Providing Benefits to Limited-term and Part-time Faculty:

	Full-time limited term %	Part-time paid by course %	Part-time paid by fraction %
Benefit:			
Medical/Drug plan	95.2	23.3	50
Dental plan	90.5	23.3	50
Vision plan	76.2	10	66.7
Life insurance	90.5	20	50
Pension plan	76.2	23.3	50
<i>Number of departments responding in each category:</i>	21	30	6

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Report on the ACCUTE Survey of Part-time Staffing in English Departments (Continued From Page 13)

What conclusions might we draw from the results of the survey?

Most importantly, this survey confirms long-held suspicions that there is indeed a large body of sessional faculty working today in English departments across Canada. Although full-time continuing faculty still outnumber their sessional colleagues, sessional faculty account for close to half of the instructors (who are not GTAs) currently teaching English. Clearly, we can conclude that the labour provided by sessional instructors is absolutely crucial to the effective functioning of our departments, most especially in providing instruction to first-year and composition students. While most upper-level undergraduate teaching is done by full-time continuing faculty, nearly a quarter is conducted by sessional faculty, which indicates that sessional labour is also needed at all levels of undergraduate teaching.

In spite of the indispensable role that sessional faculty play in our departments, our survey shows that only a small percentage are allowed to vote within departmental meetings. Even limited-term faculty, who are generally hired to do administrative work along with teaching and research, do not enjoy a full franchise; only 86 percent have full voting rights. Seventy-five percent of part-time faculty have only partial or representative voting rights. Generally the reasons cited for limiting the franchise of sessional faculty concern the fact that they are only "temporary" members of the department and therefore have no long term interest in the business of the department or lack the in-depth knowledge of the department needed to make informed decisions. Sessional faculty might counter these arguments in two ways. Although hired on "temporary" contracts, they are also hired year after year, making the label, "temporary," illogical. As well, being a "temporary" employee does not necessarily preclude either interest or informed decision-making. The logical fallacy underlying these arguments against giving sessional faculty the vote is easily revealed. New tenure-track faculty, for instance, are not barred from voting until deemed "permanent" or "knowledgeable enough." Without the power to affect decision-making in departments, sessional faculty are deprived of two very important avenues of action. First, even though they play a crucial role in enacting a department's pedagogical and curricular aims, they have a limited voice in determining those aims. Second, they have minimal power to affect their own working conditions beyond moral suasion, which clearly, to this point, has had limited effect.

"The predicament of part-time faculty...is urgent...Paid by the course, most earn a yearly income that hovers at the poverty line."

This survey reveals that the working conditions of sessional faculty indeed need attention and reformation. While the working conditions and benefits of limited-term faculty are comparable to tenure-track faculty and are much better in comparison to other sessional faculty, the salary of limited-term instructors still lags behind other junior faculty in universities, who earned an average of \$57,600 (according to Statistics Canada) and who generally are required to do the same work.

Because of their significantly larger numbers, the predicament of part-time faculty, however, is much more urgent. Paid by the course, most earn a yearly income that hovers at the poverty line. (According to the latest Statistic Canada figures, the poverty line for an individual ranges from approximately \$16,000-\$18,000, depending upon the size of one's city of residence.) Significant numbers labour for much less. Over 75 percent do not have benefits or pension. Over half do not receive regular salary increases. Only 25% receive funding for conference travel and even fewer have access to institutional research monies. With the very limited financial support available to them, most part-time faculty must provide their own computers and printing resources—computer lab access is not at all guaranteed. There are even some who must pay for photocopying.



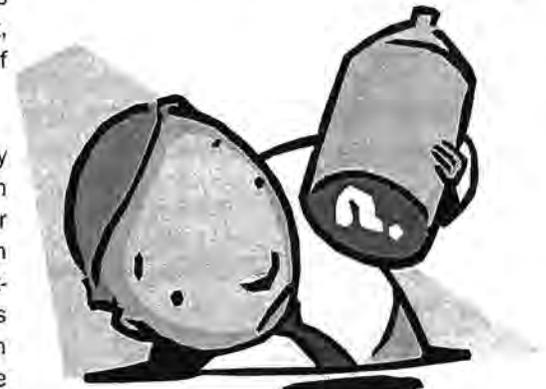
These statistics underscore the exploitation that has become endemic within the university. Low wages paid to sessionals make possible the salaries, research funding, and benefits of full-time, continuing faculty. They have enabled several institutions to reduce full-time teaching loads, often to just two full courses per year, during a period in which government funding to universities has been seriously cut back. These reduced teaching loads, of course, facilitate and support the research activities of full-time faculty with both time and money. Without cheap sessional labour, many full-time faculty would be teaching more courses and significantly more students, since neither the universities nor the governments which support them seem to be interested in limiting student enrolment in the face of budget cuts. Time and money for research, then,

Report on the ACCUTE Survey of Part-time Staffing in English Departments Continued...

are at least in part purchased by the exploitation of sessional faculty. Considering that many, if not most, sessional faculty hold equivalent qualifications and experience to that of many full-time, junior and mid-career faculty, this exploitation is simply not justifiable. Given that many sessional faculty live in near poverty, the situation can no longer be ignored. Whether or not this exploitation can ever be countered with fair labour practices will depend upon both full-time and part-time faculty's refusal to participate in the system as it is now. Since participation is sometimes the choice between eating and not for part-time faculty, it is clear that full-time faculty need to either use their power to the benefit of their less privileged colleagues or share power to enable them to make change happen themselves.

Aside from revealing the financial situation of sessional faculty, the survey also confirms that they are not provided with adequate working conditions, especially in terms of space. Most share offices. (We did not survey how office space is shared, but anecdotal evidence shows that some sessional faculty not only share offices, but also desks. Many must share offices with more than one other person; some work in offices with eight or nine other people.) This lack of space significantly impairs the pedagogical work of many sessional faculty. It is difficult to conduct office hours when an office mate is also trying to do so. If office hours are staggered, then it becomes difficult to do research or lecture preparation when an office mate is conducting student interviews. As a result, many sessional faculty are unable to be as available to students or as flexible as they might wish to be; instead they may only be available as they are *required* to be. Plus, sessional faculty are then given the added financial burden of sustaining a second office, in which they do most of their work. An issue that is generally overlooked in relation to office space is the question of privacy, both in terms of the occasional need for student/teacher privacy and in terms of leaving research and teaching materials in a shared space. No doubt trust usually exists between office mates, but this may not always be the case. When it is not, sessional faculty must bear the weight (both physical and psychological) of having to bring their work back and forth to campus.

Along with having to work within spatial limits, our survey shows that many sessional faculty also labour within various intellectual constraints as well. On the teaching side, a majority of part-time faculty are limited to teaching first-year and composition courses. Only 25 percent are given the opportunity to teach upper-level courses in areas of specialization. Although the joys of teaching first-year and writing are numerous, the imbalance in course distribution suggests that full-time faculty value these joys less than those derived from teaching in their areas of research and expertise. As a result, many part-time faculty are prevented from bringing their specialized interests into the classroom in a concentrated way. As well, first-year courses generally require more student work and often have higher class enrolments, resulting in extra marking falling upon the least remunerated members of our departments. On the research side, only a few sessional faculty enjoy access to research funding. This can have two results. First, where possible (and this survey shows that this is a relatively rare possibility), a sessional may accept so much teaching that no time is left for research. Or, second, sessional faculty are left to finance their research on their own at great sacrifice. Although many sessional faculty do make this sacrifice and continue to write articles and books, most institutions justify the lack of research support by noting that course-by-course contracts only remunerate teaching and thus the institution need only support the teacher not the researcher. Once again, the result is that the intellectual desires and products of sessional faculty are not valued or rewarded by the system. Full-time faculty benefit from this as well, since competition for research dollars remains limited to a smaller pool.



Questions still remain.

In conclusion, while this survey tells us much about the existence of a large underclass of academic workers in our departments, there are still questions we might wish to have answered. A complementary survey of sessional faculty might prove helpful in determining some of the following questions: How many sessional faculty have completed their PhDs? How many are on the job market? How many have been teaching on sessional contracts for over three years? five years? ten years? How many maintain active research records (i.e. have published something or presented a paper within the last two years)? How many hold SHRCC Postdocs or Standard Research Grants? How many would choose to remain on sessional contract if given the choice between that and full-time? If so, why would they do so? How many have spouses working within their university (or one close by)? Having answers to these questions would complete the picture by giving us information about the academic qualifications and career

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CALL FOR PAPERS

Canadian Association for American Studies

Annual Conference

University of Western Ontario

London, Ontario, CANADA December 6-8, 2002

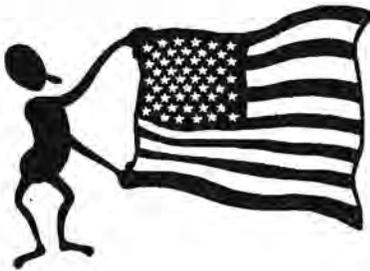


THEME: NATIONAL IDENTITY AND CULTURAL PRODUCTION

national cultures/politics of cultural production/narrating the nation/culture and affiliation/hollywood and the nation/collectives and agency/dissident affiliations/producing nationality/regional identities/national identity and the american revolution/national associations/gender and nationality/constructing the nation/rise of the nation/race and the nation/national and international identities/postnational artifacts/sentimental nationalities/class and the nation

These are only suggestions. We invite historical and theoretical proposals on any aspect of the conference theme.

Please submit paper abstracts (2 page max.) and/or panel proposals by September 30, 2002 to



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aspirations of sessional faculty. Anecdotal evidence suggests that given the poor state of the job market throughout the 1990s many in the sessional ranks are fully qualified, experienced scholars who see part-time contracts as their only way into a profession which is open to so few of the people trained to enter it. A second survey, either confirming or discounting this anecdotal evidence, would perhaps enable us to act against the endemic exploitation within our departments in more particular ways. On the one hand, if it confirms anecdotal evidence, the

survey would help to dispel the long-held myth that sessional faculty are second-rate scholars unable to "make it." In that case, we would have to develop alternative sessional contracts that not only addressed the grave inequities of pay, but also recognized and rewarded the research of sessional faculty. On the other hand, if many sessional faculty have abandoned research projects, we might then consider seriously the creation of teaching-only positions which would be permanent, well-paid, respected positions within our departments.

Of course, another survey is not needed before action takes place. The ACCUTE Survey of Part-time Staffing clearly shows that inequities exist on a very large scale within our departments. We must do something about this. This must be a joint action undertaken by both full-time and part-time faculty working together. If not, the future holds only the possibility of hostility and conflict between two sets of colleagues who have the same aims: that of living productive lives as teachers and researchers within the academic community as well as the society at large. ¶

Representing English Studies

Barbara Godard, York University

"Un système d'éducation est, comme une ville, une construction commune. Une construction sans architecte et sans plans." (*La Gloire de Cassiodore* 22)

"L'Université Laval offrira dès septembre un programme de deuxième cycle en *lobbying*." (*Le devoir*)

Over the last decade, ACCUTE has been actively involved through the CFHSS (Canadian Federation for the Humanities and Social Sciences, formerly the HSSFC, Humanities and Social Sciences Federation of Canada) in representing the knowledge claims of English Studies to the state and federal funding agencies. But within a liberal democracy, as they engage in such speaking truth to power, academics need also to address the "court of public opinion." This forum, narrowed though it may presently be to the media scene (from its earlier configurations as "general will" and "common sense"), is important for academics' function as intellectuals. Here they perform the hegemonic work of population building for the nation-state by creating points of articulation between the personal and the social in the exercise of public accountability that sustains democracy. In Canada there is currently an active debate in this arena about historical knowledge and pedagogy. How is English Studies being represented? What answers are being proposed to the fraught question, why study literature?

Post-mortems of the "waning role for intellectuals" (Lowinsky) abound within academic circles. Last year I spoke about the function of critical thinking as manifestation of hope in a future better than the present. I want now to look at the other horizon, oriented not towards transformation, but to making do with the status quo in a post-humanist

climate of general indifference and even cynicism. The difference between critique and cynicism implicitly structures my epigraphs. The first, from Monique LaRue's recent novel about the academy, highlights the collaborative aspect of education in the construction of sociality or civil society which has its basis in the activity of reflexive reading. Reading is the topic of the first lecture by Gustave Garneau whose model Cassiodore, a senator at the end of the Roman empire and author of a treatise on reading, kept knowledge alive through the 'dark ages' by teaching monks to read. "What is reading?" Garneau challenges his class at the beginning of the year: it involves "making an experiment," not just repeating one (*LaRue* 42). That the students may not readily respond to his invitation to contemplate reading's interiority or to invent a world is only the first of the small compromises Garneau recognizes he may have to make in his pedagogy. A diametrically opposed model of the academy is actualized in the second instance with Laval's establishment of a Master's degree in lobbying. Rather than critical or communitarian in its testing of truth, the new curriculum offers training in manipulation, eroding the open-ended questioning long central to academe in a move to instrumentalize and commodify knowledge. Such is the besieged place of the Humanities and Social Sciences in the new corporatized university in which palaces of commerce reign, even in the heart of Quebec with its longstanding mission to civilize and humanize North America's materialist ethos.

That the changes are symptomatic of a major structural transformation in university governance in which a corporate hierarchical model has displaced a collegial model is indisputable. Although individuals may not have direct responsibility for the resulting swerve in what counts as

knowledge, their individualism has been accentuated by the structural changes that emphasize the autonomy and isolation of the scholar/teacher, indeed, foster individualism with new practices and incentives that pit individuals competitively against each other. For the impact of the new Canadian Foundation for Innovation and the Canada Research Chairs has been not just the tiering of universities and a fierce competition among faculties within them, but also the instigation of rivalries and resentments among professors over the differentiated rewards in prestige, money, and time privileging the Sciences over the Humanities and Social Sciences. And, observes Alison Hearn, the professoriate has been unfortunately silent about these radical changes, brushing them off with (hypothetical) remarks like "I don't really care who is running the show, or what the university signifies in the outside world, as long as I get paid and left to do my research and scholarship in peace" (Hearn, A14). Committed to "the life of the mind," such scholars embrace a marginal status, court abjection even, as they take pleasure in suffering lack of recognition or resources. Hearn's portrait of this alienated scholar, self-obsessed in his persecution complexes, resembles the characterization of the cynic in some recent academic novels I want to talk about. This separateness figures as a mark distinguishing the professoriate from both university administrations and the world of business. For Hearne, this oppositional singularity functions ideologically to divert academics' attention from the institutional constraints shaping their conditions of work and hence the obligation of collegiality with its demand for dialogue and debate in the production of social knowledge.

Despite the rhetoric of crisis, the stakes in the present conjuncture are not unlike

Representing English Studies Continued...

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those in earlier periods of institutional change. Only the content has been transformed. Now it is the termination of language and Comparative Literature programmes, as at Carleton, and downsizing of Arts faculties, as at York, then it was the foundational place of the Classics within Arts that was in question. What remains a matter of debate is whether utilitarian or humanistic ends should be endorsed, whether knowledge is instrumental and oriented to the acquisition of skills for the job market, or inspired and pursued for itself with a passion for understanding. In 1928, R. Bruce Taylor, Principal of Queen's University, summed up the issue in an opposition between "character" and "knowledge" (492) as the concerns of education. As he observed, technical data or information is quickly forgotten, and most graduates from Engineering are engaged in administrative work. Consequently, he argues, a broad general Arts education remains the ideal for it enables a student to "find himself" (503) by testing his ideas against the "great heritage of English letters" (495). For, indeed, the mark of a university graduate is that he has "the power of self-criticism" which the study of literature fosters (495). Taylor advocates a rigorous as well as broad course of study that would include Mathematics and Sciences. Philosophy, the history of thought, will induce humility in the student, while History, the record of how present liberty has been won, will make him a better citizen. Literature, however, is the capstone of this education, producing through its "splendours" a "zest for life" and critical intelligence in the student. English literature, that is. Taylor relates an anecdote about getting lost in a library and discovering Shelley's intoxicating "Queen Mab." The study of Latin and Greek, however, is based on rote memorizing and imitating metrical conventions in a constant drill that saps creativity. Taylor's essay obliquely

promotes the abolition of the Latin requirement for all Arts students. England, he notes, has removed the prescription of Greek and the world has not come to an end. Young people come to university unsure of their reasons for doing so. While some may indeed find the search for knowledge its own reward, others may just organize their time-table to make it "more compact" (496), or recognize that "to-day a degree means money" (504). "It is strange to recall," Taylor notes in his plea for its study instead of Latin, "how seriously English literature has had to struggle for a place in a university curriculum" (496).

It is indeed strange for us to recall how English Studies once represented the challenge to a liberal education when today it is the assailed bastion of the humanities. I invoke Taylor's plea as a reminder that disciplines are not immutable, but also that motives for studying them are always mixed. In this context, I draw your attention to the "infomercial" from CFHSS in the *Globe and Mail* of May 24th announcing "Research ranges from 9/11 events to obesity" and the card we all received when registering for the Congress, to be signed and forwarded to the Federal Government to protest the imbalance in funding to the Humanities and Social Sciences. Part of the ongoing work of the Federation representing knowledge claims to the state, this card lists four "facts" in two languages that provide statistics showing the great gap between the numbers of students and professors studying in the Humanities and the Social Sciences and the disproportionately low level of government financial support for intellectual work in these disciplines. While sixty-four percent of students enrolled in these disciplines, only five percent of graduate students in them receive SSHRC grants. Shocking though they may be, they are statistics nonetheless, and not the narrative of

enraptured reading related by Taylor. Within the general shift to instrumental knowledge and the support of research and technology for making gadgets, the Federation justifies humanistic knowledge in the quantitative discourse of science and technology. That this has become widespread practice, that it is seemingly impossible today to make value claims for the study of literature within the discursive forms specific to literary studies, and the implications of these public discourses on the aesthetic is what I want to address. The Federation's card for lobbying the federal government contrasts powerfully with the representation of the English professor at work evoked in an obituary I recently read. Chester Duncan, a literature professor retired from the University of Manitoba, was not only a composer celebrated for his musical settings of poetry but, as the obituary noted, for more than a decade a renowned critic on CBC Radio's national programme, *Critically Speaking*, where he commented on books and cinema. Weekly on Sunday afternoons, this programme featured reviews of the contemporary arts by professors and journalists. This was a time when professors had a considerable public presence in their role as experts on literature, performing their criticism for a nation-wide extramural audience. Now, though, in an era of "sanctioned government Philistinism," in the words of Russell Smith, the voices on the radio are most likely those of authors responding to questions put by a radio host or audience of a phone-in show and the Federation is "taking up arms against the barbarians at the gate" (Smith R13).

Smith's column in early December about the Federation's "propaganda blitz on the value of philosophical thought" was one of the initial stimuli for my presentation. Rehearsing many of the text's main points, Smith nonetheless decries its blandness: "it's a recital of truisms

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A CELEBRATION OF CANADIAN PLAYS AND PLAYWRIGHTS 17 - 20 October 2002 at the Stratford Festival

To celebrate the Stratford Festival's 50th season and its Studio Theatre's first, this gathering of scholars, students, teachers, playwrights, performers, and theatre-goers will examine the conditions of playwriting in Canada. Papers and panel discussions will take up the following topics: theatre for young audiences; new plays and new play development; translation and adaptation; Canadian theatre history; politics and plays; and economics, plays, and playwriting. The program includes readings by the playwrights and by members of the Stratford Festival acting company, an exhibition of books sponsored by Playwrights Canada Press along with a launch of new works, a celebration of the 30th anniversary of founding of the Playwrights Union of Canada, and the premiere of Peter Hinton's play, "The Swanne: George III (The Death of Cupid)." Papers will be presented by Joanne Tompkins (Queensland), Michael McKinnie (Birmingham), Reid Gilbert (Capilano), Ellen MacKay, (Columbia), Kevin Longfield (Manitoba), Denyse Lynde (Memorial), Jerry Wasserman (UBC), Anne Nothof (Athabasca), Bruce Barton (Toronto), Gerd Hauck (Waterloo), Catherine Graham (McMaster), Shannon Hengen (Laurentian), Kirsty Johnston (Toronto), Aida Jordao (Toronto) Jacqueline Petropoulos (York), Deborah Taylor (Victoria), Claudia Barnett (Middle Tennessee State), Deborah Tihanyi (Toronto) Playwrights participating include Sharon Pollock, Sheldon Rosen, Dan Needles, Betty Jane Wylie, Henry Beissel, Michael Bawtree, Damien Atkins, Kenneth Dyba, James Reaney, Paul Dunn, Peter Hinton, Dennis Foon, Betty Quan, Rex Deverell, Djanet Sears, Alisa Palmer, dd Kugler, Paul Thompson, Sally Han, Bill Glassco, Michel Marc Bouchard, George Elliott Clarke, Conni Massing, Richard Rose, Yvette Nolan, David Gow, Wendy Lill, Jean Yoon, Sky Gilbert, Rahul Varma, Anne-Marie MacDonald, Guillermo Verdecchia, Linda Griffiths, Michael Lewis MacLennan, Gail Nyoka, Anton Piatigorsky, Marty Chan, Michael Redhill, Marie Clements, Andrew Moodie, Joan McLeod, and Judith Thompson Registration fees (\$75 for students, \$175 for others) include the opening reception, the gala book launch, coffee breaks, Saturday lunch, and admission to all talks, panel discussions, and readings. Those attending the conference may also obtain 20% off the regular price of a ticket to "The Swanne: George III" on Saturday 19 October. To register, obtain information about accommodations, and purchase theatre tickets, contact the Stratford Festival Box Office: 1-800-567-1600. For further information, contact Ted McGee (cemcgee@watarts.uwaterloo.ca) or Ric Knowles (rknowles@uoguelph.ca).



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written in corporate advertizing jargon" [sic] or a "recruiting pamphlet" for a "cheery university" (Smith R13). Nowhere does it display the playfulness with ideas, with language, that is for him the gift of the humanities, what their study is all about. Already a believer, he readily agrees with such statements as "[a]n educated citizenry and a healthy democracy are inevitably linked" (Smith R13). But such polite generalizations with statistics to support them—of the kind we have all encountered in the "mission statements" on our departmental web sites—convey nothing of the "euphoria of discovering brilliant writing for the first time, of discovering

ideas written in a language that makes you close your eyes and see stars, fireworks, light, sex, death and darkness" (Smith R13). Such powerful emotions, such "fire and passion" are necessary, he proposes, if the university is to make public its unique strengths and if it is to convince the Philistines of the major significance of literary studies in the "building of the knowledge society" (Smith R13). How else can one convey the importance of "intellectual study to those members of Harris's Tories and Day's Alliance who believe that all this elitist study of unreadable books is overprivileged, impractical, lesbian-vegetarian, self-indulgent wanking?" (Smith R13). Smith's own

language "shows off" the cleverness and humour he identifies as central to education in the humanities.

But this wit is notable for its *double entendre* and may well not be received with the excitement Smith values by those "barbarians" who have not had the privilege of this education and as, non-participants in the discursive community, fail to read this as *irony*. Such is the case with the second starting point for my presentation, a book review later in December with the byline "Nikki Barrett is a Toronto writer in recovery from the BS of her BA" (Barrett D11). The opening lines of her review caught my attention: "You joined the Bakhtinian carnival,

Representing English Studies Continued...

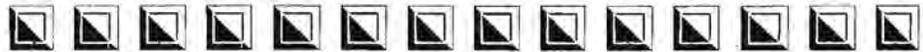
(Continued from page 19)

psychoanalyzed yourself à la Lacan, ate Baudrillard for breakfast. You were young, swept up in the heady environment of literary criticism and cultural theory. You shifted your shifting subject position around sundry campus bars on high alert for insidious Truth, only to surface three or four years later to wonder how much of your BA was in fact unadulterated BS" (Barrett D11). Equally hyperbolic, this is a more direct, if more cynical, response than Smith's to the activities listed in the Federation's pamphlet. What, though, constitutes the BS she remembers? The carnival of theory just enumerated? Or the image of the corporatized university satirized in the theory-informed academic novels featured in her review "Ivory towers toppled by ridicule"? Both these novels written by English professors are carnivalesque anatomies in the best

tradition of the academic novel that playfully scrambles and inverts to expose the absurdity at the heart of the most worthy intellectual enterprise, in this case of humanistic studies in their resistance to the technological and financial powers that would destroy them.

Indeed, David Arnason's *King Jerry* explicitly cites Bakhtin's Mennipean satire as model (Arnason 53), while Sean Kane's *Virtual Freedom*, referring to the "Carnival of Style Approach to Learning" (Kane 187), adopts the ironized framework with its judicious mixture of "hyperbole and myosis" of *Sunshine Sketches of a Little Town* to explore from the perspective of the worldly, cynical reader of a magazine's *Choosing Your College* special issue, the purportedly idyllic world of the best of the small liberal arts universities, Avalon.

This Camelot has corruption at its heart in the person of President d'Arnay, owner of a software company, whose daughter Jan is a leader of the student counter-culture and ex-wife Jennifer lives with its most disengaged professor. Significantly, Kane won the Stephen Leacock Award for humour in 1999, while Arnason's novel was short-listed for the same prize this year. Still, reading these novels without an insider's understanding of the current threats to the humanities within the university might well make the reader uncertain about the target of the novels' satire, whether it is the gallery of eccentrics teaching such obsolete subjects as literature and philosophy, even setting up their courses on such topics in the university's Mall where they also babysit, or whether it is the university administrators with their eyes glued to the bottom line and the quick technological fix. The possibility of such an ambivalent response to the narratives informs my reading of the ambiguities of Barrett's review. "Will the 'phalanx of Avalon eco-freaks, aborigines, gays, lesbians, anti-globalization activists and anarcho-marxists' succeed in protecting their island of idealism from the onslaught of corporate globalization and 'common sense' (please raise fingers in bunny-ear quotation marks if reading this aloud) politics?" she asks (Barrett D11). Like Smith, Barrett reacts strongly against both the banality and the instrumentality of "the world of knowledge brokering" by grasping on to the fleeting moments of passion, the "poignant scenes" she briefly glimpses in Kane's "lyrical codas to each of his novel's parts or Arnason's startling intimations of the hollowness that lurks at the edges of radically constructed and deconstructed lives" (Barrett D11). Opposed as these two visions of the university are, they evoke for her a counterpoint in "the simple, profound longings that propel us all," even if only virtual "chimeras": "[b]ut they are the things that matter, even, and perhaps more acutely, within academe: love, connection, community, beauty and



LITERATURE AND SOCIAL JUSTICE

Call for papers for a panel on Literature and Social Justice at the 2003 NEMLA convention, Boston, MA, March 6 - 9.

In *Poetic Justice*, Martha Nussbaum argues for the potential of imaginative literature to exert influence on the creation of a better citizenry and a more equitable society for all its members. She presents the possibility that literature can foster "an ethical stance that asks us to concern ourselves with the good of other people whose lives are distant from our own" (xvi). This panel seeks proposals on imaginative literature by American and British writers for critical papers that articulate a justice of mercy and compassion towards those marginalized/disadvantaged by class, gender, race or other variables.

Deadline for submission of one-page proposals or completed papers is September 15, 2002. Please address submissions and queries to: rbode@trentu.ca or hard copies to:

Rita Bode, Ph.D.
98 Lytton Blvd.
Toronto, Ontario
M4R 1L4 Canada



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belonging" (Barrett D11). Where is Barrett's shifting subject position in all this? Is it the professoriate, those "total wackos" (Kane 183), or the Mall's implicit commodification of teaching that has provoked her reaction against hypocrisy? To the insider it is clear that Arnason's heavy dose of "litotes" (27)—academic competency is measured in "inability to get anything done" (30) and "[n]eglect, mostly" (35)—and Kane's hyperbolic hijinks—the president's acrobacy in dive-bombing under a bridge when arriving on campus in his personal plane—are in the spirit of carnivalesque misrule to shake things up—*épater les bourgeois*.

There are other, more conservative narratives about academe to be discerned in these novels. Surprisingly, they tell similar stories drawing on the plot of King Lear's misadventures with his unruly daughters to hint at a gendered problem in cultural transmission. Lear serves as palimpsest for Arnason when, hounded from house and office by his offspring and ex-wife, "King" Jerry heads out into the snowy wastes of a Winnipeg winter from which he is rescued by an unrecognizable Edgar. And Ruairi MacDonald, head of the Avalon faculty union, appears as "King Lear on the heath" (Kane 247) to confront the Dean. Both Jerry and Dean Galt, Kane's main protagonist, have been abandoned by their wives who have come out as lesbians and focus their intellectual as well as social energy in the women's studies community. Whether these novels are defenses of English studies against the emergent interdisciplines of Women's Studies and Cultural Studies is a moot point. How does one read the extraordinary scene of Jan d'Arnay and Jilaquns of Qaysuns giving their seminar presentation? Does their acrobacy on trapezes at the Mall (to the accompaniment of an oral synthesis of Critical Theory) that literalizes theories of the performative constitute a critique of the Cultural Studies class for which this counts as

academic work? Or is it rather a defense of "an embodied universe" (Kane 186) which Cultural Studies professors advocate? Galt's later musing on "[h]ow bodies frame things" in response to an observation that reasoning was made detachable from the self and hence social by a particular monochromatic colour scheme in clothing, might imply the latter authorial perspective. But nothing is unmixed in this novel where the retired professors hawk their wares in the Mall's Virtual Café in order to finance dental care and further compromise their intellectual rigour by developing computer programmes to teach "Alice in Logicland@." [copyright

"What remains a matter of debate is whether utilitarian or humanistic ends should be endorsed, whether knowledge is instrumental and oriented to the acquisition of skills for the job market, or inspired and pursued for itself with a passion of understanding."

mark]

What is missing in both novels are depictions of ordinary academic work. Kane's cast of characters is divided between the new order media magnate who as President of Avalon is practicing vertical integration with a vengeance, seeking a captive market for his educational software and publications which his magazines then promote, and the throwbacks to Romanticism for whom embodied response to strong emotion is the touchstone of all value, a response that propels them out of intellectual abstraction and the walls of the academy into a dionysian cult of the experiential. Along with the trapeze act as seminar presentation, Kane depicts a Spanish class AWOL in Europe engaging

in midnight orgies at the grave of Lorca. Galt on a trip to rescue the lost class, finds himself Alice-like in another dimension where everything "seemed liquid in its motion." In the delicately patterned labyrinth of a Spanish garden, he reflects upon frame theory and its relevance for Communications Theory, both hypertext as well as logical levels, while his companions Jan and Jennifer frame this perception in different terms, as "the endless decorativeness of Persian carpets" and the convoluted recursive structure of Shaharazad's narratives (Kane 212).

Is this truly an "aesthetic culture" as Jennifer states (Kane 212)? Certainly it is an exercise in infinite regress and paradox. But like the examples that pass for academic work in Arnason's novel, these feed the growing public perception of the irrationality and irrelevance of literary studies. The brief moments of intellectual work in *King Jerry* convey an even more powerful impression of the university's abdication of reason because they focus on the evaluation of student work and expose this as completely arbitrary. In an early telling instance, repeated on several occasions, Jerry abruptly changes a grade. After sifting through a pile of "hateful essays" to find something with a bit of "imagination," he picks from the bottom of the pile "Robert Kroetsch: His Works and the Man Himself" [sic] which turns out to be "a brilliant parody of one of Kroetsch's poems." Giving it an F, Jerry writes at the bottom of the page, "You were supposed to write a critical paper. Save this for your creative writing class" (Arnason 46-7). Nearing the end of several hours marking a succession of papers that seem indistinguishable in style and grade of C+ or B, Jerry suddenly picks up the Kroetsch essay, strikes out the F and writes in A without explanation. He proves equally capricious in his responses to a thesis on Rudy Wiebe's fiction which he judges "long and dull" on reading: "Marguerite had found a way of combining Bakhtin

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Joint ACCUTE/VSAO Member-Organized Sessions + May 28-31
+ Dalhousie University

VICTORIAN MONUMENTS & (CONCEPTS OF) SPACES

The Victorian Studies Association of Ontario (VSAO) and the Association of Canadian College and University Teachers of English (ACCUTE) invite papers for a jointly sponsored session on Victorian monuments, structures, or spaces. Papers may address the physical structures as well as an historical, literary, aesthetic, or ideological discourse regarding land or city scapes in the Victorian era. We welcome proposals from all disciplines. Presenters must be members of ACCUTE.

Proposals should be 300-500 words in length, and should clearly indicate the originality or scholarly significance of the proposed paper, the line of argument, the principal texts the paper will speak to, and the relation of the paper to existing scholarship on the topic. A Works Cited should also be included. Completed papers should fulfil these criteria, and should be no longer than 12-13 double-spaced pages.

Please send an email (composed in Word Perfect) of your paper or proposal, 100-word abstract, and 50-word bio-bibliographical sketch, and also mail three hard copies of paper or proposal, accompanied by three copies of abstract and bio-bibliographical sketch, by 15 November, 2002, to one of the following addresses:

Stephen Heathorn
Department of History
McMaster University
Hamilton, Ontario
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heaths@mcmaster.ca

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with Longinus and Edmund Burke in a way which, though thoroughly confused, was certainly original" (Arnason 50). Despite an oral exam in which the student can give only yes or no answers, and his "serious reservations" about the thesis itself, Jerry agrees to pass her. As he rationalizes: "To pass her was to make a farce of the whole proceedings. On the other hand, Anderson would not forgive him if he screwed up his plans" and the candidate's glance might well have been "murderous" rather than terrified" (Arnason 55). Collegiality takes on new meanings in this instance of peer pressure overcoming reason. Or perhaps it was Jerry's own incompetency

to evaluate the work that ultimately came into play. For, as he avows in passing, "he hadn't actually read Bakhtin except as quoted in graduate theses" though he thought he had grasped the gist of the argument (Arnason 50). His comments ironically point to a condition of academic labour: professors are so busy marking student work, they have little time to read anything else. However, combined with the surprising discovery and publication of an essay of Jerry's misplaced by the publisher for nineteen years, his failure to keep up to date in his reading underscores his incompetence and the total obsolescence of what passes for "research." These incidents exaggerate the venerable clichés of the

derivativeness of literary criticism. But Jerry's energies are focused elsewhere, in the bars where he spends much of his time. And on the picket line. For the central plot of both novels pits professors against administrators in the strike that has increasingly become the only newsworthy "event" emanating from university campuses. On picket lines, not around the seminar table, community is to be found in the solidarity of strange alliances across faculties, between faculty and students, forged in dissent from a dysfunctional university that has abandoned its focus on critical knowledge to pursue profitable "innovation". Extramural education takes on a new meaning in the context where professors spend more time outside than within the hallowed walls of academe.

Still, this is the discourse that English professors are circulating in the public sphere about their specialized activity and not everyone will recognize in the sarcasm and slapstick the professor as holy fool or the benefit to humanity of a "community at play with itself" (Kane 183), especially not the increasingly short-tempered tax-payers who fund this activity. I must admit I laughed uproariously while reading these books and disconcerted my companions in the Intensive Care waiting room. We may laugh among ourselves at our tales told out of school. How, though, does the laughter resound in the public arena? A recent indication of the complete irrelevance of English professors is the "Canada Reads" project of CBC Radio. There are many objections to be made about the ideology of this exercise: its presumption of a singular national narrative, its imitation of a Chicago precedent, its game-show format where books were eliminated from competition on purely strategic grounds. The fact that the jurors had not read the books they were supporting or debunking but merely trying to secure victory for their own choice was indeed to sweep away any pretense of critical objectivity, or indeed of literary criticism, within the ethos of a winner-take-all society that results in great differences in reward on

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the basis of minimal distinctions. A winner is required, not general understanding. But most compellingly, none of the jurors were literature professors. Indeed, the majority had no particular literary credentials but were "stars" in other sectors of the cultural field: former prime minister Kim Campbell, actor Megan Follows, Barenaked Ladies lead singer Steven Page. These exemplify the new "celetoids" (Rojek) who have displaced "opinion makers" in the information age where, with the continuing transferral of cultural capital from ascribed status to the achieved status of the bourgeois public sphere, the media plays an increasingly important role in attributing status. Although the winner of the CBC competition, Ondaatje's *In the Skin of a Lion*, was already an internationally renowned work, the competition and the media buzz generated has apparently sparked a renewed rush of book sales in Canada. The CBC plans to repeat the exercise next year. Selling, proliferating publicity, rather than developing understanding of literary form and meaning, are the name of the current game. Professors are seemingly not good at the sound bite.

What's to be done? How are professors to get "a complex message across to the media" ? (Kane 281) Complexity, indeed, emerged as a touchstone of the value of studying literature in a recent Forum in **PMLA**. Asked to address the question "Why major in literature?" a dozen professors in different fields insisted in various ways on the importance of studying complexity. Literary knowledge is more interrogative than accumulative, more interpretive than quantitative. Literary form is the place where the limits and richness of language may be most fully explored: literary texts probe insoluble situations and resist naive models of mimesis or epiphany: literary studies today investigates the manifold dimensions, the conflicts and tensions of cultures.

Against professorial disenchantment and student apathy, these professors affirm the range of literary studies that encompasses the philosophical and the anthropological while avoiding

reductionism to either abstract or behaviouristic paradigms. Above all, understandably in the wake of September 11th, they affirm the

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Colloque Alice Munro / Alice Munro Conference
19-20-21 mai 2003 / 19-20-21 May 2003
L'ÉCRITURE DU SECRET / TELLING SECRETS
Université d'Orléans / University of Orléans (France)

L'écrivain canadien, Alice Munro, occupe dans la littérature contemporaine une position énigmatique et doublement discrète. En se consacrant de façon exclusive à l'écriture de la nouvelle, elle a développé un mode de représentation de l'expérience intérieure à la fois discontinu et retenu.

De 1968 à 2001, au fil de dix recueils, elle a dessiné des vies minuscules pour suggérer l'infini du monde. Ses nouvelles sont "des caves profondes dont le sol est recouvert de linoléum"; le quotidien est la voie d'accès privilégiée à des secrets enfouis dans les vertiges du silence et les leurres du subterfuge.

Le colloque consacré à Alice Munro à l'Université d'Orléans au printemps 2003 réunira les spécialistes du récit bref pour se pencher sur son écriture comme sur une énigme à déchiffrer. Seront privilégiées les nouvelles qui se constituent de manière exemplaire autour du motif du secret mais également celles qui reposent sur une esthétique de la réticence, de l'ellipse ou de l'indétermination, sur l'espace lacunaire entre le dit et le non-dit ou sur les figures du manque et de l'absence.

The Canadian writer Alice Munro has an enigmatic status in contemporary fiction. By devoting herself exclusively to the writing of the short story, she has developed an economical and powerful art form, both discrete and discreet.

From 1968 to 2001, in ten collections, she has told stories which hint at the infinite in a minor key. Her stories, like her characters' lives, are "deep caves paved with kitchen linoleum." The ordinary leads to secrets deeply buried in silence and subterfuge.

The Alice Munro conference at the University of Orléans in the spring of 2003 will bring together specialists of short fiction to celebrate her writing. The stories which will be privileged are those based on secrets, reticence, ellipsis, indeterminacy, and the gap between the spoken and the unspoken, the withheld or the missing.

Les propositions de communication accompagnées d'un résumé d'environ 300 mots, de préférence en anglais, devront être envoyées avant le mois de septembre 2002, à l'adresse suivante : héliane.ventura@wanadoo.fr

Proposals for paper and abstracts of approximately 300 words should be sent before September 2002 to: héliane.ventura@wanadoo.fr

L'avis d'acceptation sera donné au cours du mois de Septembre /
 Notification of acceptance will be given in September.

Cette conférence est organisée avec le concours du Centre Culturel Canadien / This conference is organized with the help of the Canadian Cultural Center.

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affective dimensions of the literary and its consolatory powers.

Still a discourse *intra muros*, it emerges moreover from the American context. What's to be done by ACCUTE in the context of professional concerns, is, I suggest, to carry the discussion *outside* the walls, by finding ways to perform our critical thinking complexly in form and language in ways that stretch beyond the presentism and instantaneity of the media. There are several ways, it seems to me, that we could resurrect the moment of *Critically Speaking* and the public performance of literary criticism. Granted, there has been a democratization of university education since the 1950s from which we have all benefited, and one of its consequences is the ubiquitous book club where readers take turns presenting texts to each other, keeping alive the skills they learned in university seminars. Expert knowledge of any sort is less respected now that there are many active readers. Yet this is the potential audience for the "opinion pieces" it is still possible to contribute to newspapers, even those with "national" aspirations. A lively analysis of the implications of the changing university has been conducted

in *Le Devoir* (Mager). Individually or collectively some account of the current scope of English studies might be published in such a forum. A wider popular audience might be reached through the preparation of programmes for radio and television that would present literary texts in a more complex way than the game show. The MLA has been producing radio programmes on a variety of topics and offering them to public broadcasters in the US. I haven't heard a literary series on CBC *Ideas* for some time, though it has produced a few programmes by academics on the current problems in the university. Recently TV Ontario circulated a memo in universities soliciting contributions from academics for its *Ideas* series. How the ACCUTE website might be used to develop forms of sustained analysis of literary texts is something I leave to others with more internet savvy.

There is yet scope for us to be more proactive in displaying our intellectual passion in a public manner. While the Political Correctness charge did much to delegitimize literature professors, a decade has intervened. To retreat cynically before the inevitability of the

technophilic drive is to yield in advance the opportunity to debate the nature and relevance of the university as a cultural site in an age of transnational corporate dominance. Cynicism entails capitulation to logics not our own. ACCUTE alone, or in tandem with the foreign language departments in Canadian universities currently engaged in collective reflection about literary studies, should vigorously seek out opportunities to renew public discourses on the literary. Complexity is vital for a sustainable future. Even in the form of the paradoxes of carnivalesque laughter.

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CALL FOR PAPERS

The Christianity and Literature Study Group (one of the Allied Associations) invites proposals or papers on any aspect of religion and literature for its meetings at the 2003 Congress at Dalhousie University (28-31 May). We welcome submissions from doctoral students and contributions to sessions on pedagogy and literary theory. Member-organized sessions are also encouraged. Please send submissions with a brief abstract and bibliographical note (electronic submission preferred) by 15 January 2003 to:

Dr. Barbara Pell
 Department of English
 Trinity Western University
 7600 Glover Road
 Langley, B.C. V2Y 1Y1
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WOMEN IN MOTION: AN INTERDISCIPLINARY CONFERENCE
Mount Allison University
Sackville, New Brunswick, CANADA
May 23-25, 2003

International travel and urban "flânerie", and in certain traditions, all forms of geographic movement, have long been represented as "uniquely masculine privilege(s) [or burden(s)]" (Jacqui Smyth 1995). One need only consider the nineteenth-century trope of woman as (stationary) flower and man as (mobile) bee, or the classical pairing of Ulysses and Penelope, to realize that masculine models of movement have, in the past, opposed feminine models of stasis. There are significant exceptions to such models of feminine immobility, as represented, for example, by the female pilgrim, the female migrant, the woman accompanying her traveling husband, father or son and the abandoned or "fallen" woman. The Mount Allison University faculties of Arts and Social Sciences invite participation in an interdisciplinary conference investigating cultural representation of women in motion and the material outcomes of models of feminine mobility and immobility. We encourage submission of papers that deal with the following issues and questions:

- ♀ What are the notable exceptions to the literary or cultural conventions of female immobility through the centuries and across cultures?
- ♀ How do representations of mobile women differ from those of more stationary women? From those of mobile men?
- ♀ What issues, questions or meanings are evoked when women move in contexts in which movement is understood to be "a uniquely masculine privilege [or burden]"?
- ♀ Are certain kinds of spaces appropriated by women in motion?
- ♀ What connections persist between particular literary or cultural representations of mobile or immobile women and historical and contemporary barriers to women's mobility?
- ♀ Can we detect any change in the representation of women in discussions of pilgrimage, exile, migrancy/migration and cosmopolitanism?



A selection of guiding quotes:

"Throughout the 18th-Century, European society remains extremely wary of those who wander, and in particular, of women who wander. Wandering is sanctioned as vagrancy - a crime punishable by flogging. If prostitution is not at that time a crime in itself, it is likened to vagrancy. That is to say how much feminine movement is deemed socially and morally suspect. For an honest woman remains in the home (of the father or husband). If absolutely necessary, she may enter into the home of the person to whom the father delegates his authority." -Françoise du Sorbier (1991) on Daniel Defoe's wandering heroines (our translation).

"In 19th-Century Europe, feminine 'flânerie' in public spaces is seen as being 'very contrary to the true nature of women women are naturally unadventurous and conservative" - Bénédicte Monicat (1996) on the perception of women in public spaces (our translation).

"In part the notion of a flâneuse is impossible precisely because of the one-way-ness and the directionality of the gaze. Flâneurs observed others; they were not observed themselves. And for reasons which link together the debate on perspective and spatial organization of painting, and most women's exclusion from the public sphere, the modern gaze belonged (belongs?) to men." - Doreen Massey (1994) discussing Janet Wolff's "Invisible Flâneuse".

*"[U]nless economical necessity forces [the woman subject] to leave the home on a daily basis, she is likely to be restrained in her mobility - a transcultural, class- and gender-specific practice that for centuries has not only made travelling quasi impossible for women, but has also compelled every 'travelling' female creature to become a stranger to her own family, society and gender." - Trinh T. Minh-ha, "Other than myself/ my other self", in *Travellers' tales: narratives of home and displacement*, ed. by George Robertson et al., Routledge, 1994.*

Mount Allison University is located near the Nova Scotia border of New Brunswick, 30 minutes from the Moncton airport and 2 hours from the Halifax airport. Information on accommodation and registration will be available in early 2003. Our conference is scheduled May 23-25, 2003 for the convenience of those who may also wish to attend the Congress of Learned Societies in Halifax, May 28-June 5, 2003. Proposals in English or in French are invited for papers (20 minutes reading time) or panels (two or three papers). Proposals (300-500 words) should be sent by email or paper by November 30, 2002. Email submissions should be sent within the body of an email letter: NO ATTACHMENTS, PLEASE.

Mail two copies of paper submissions to: Dr. Karin Schwerdtner, Dept. of Modern Languages and Literatures, Mount Allison University, 49A York Street, Sackville, NB, CANADA E4L 1C7. Send electronic submissions to both: kschwerdtner@mta.ca and kbamford@mta.ca

ACCUTE Conference Member-Organized Sessions ✦ May 28-31 ✦ Dalhousie University



THE CRITICAL FUNCTION OF AUTOBIOGRAPHY: SUBJECTS MEDIATING THEMSELVES

While the erudite essay represents a critical archetype, tracing our heritage back to the dialogues of Plato's Republic reminds us that critical discourse takes many different forms. This was certainly evident during the first half of the twentieth century, when figures like American poet Ezra Pound asserted that translation, for example, was a most vital expression of modernism's broadening of the critical tradition. In the late 1980s and early 1990s, Diane Freedman, Olivia Frey, and Frances Zauhar encouraged the development of "autobiographical literary criticism" as an alternative to "pseudo-objective, impersonal, and adversarial" essays. But while these scholars sought to encourage colleagues to express their critical voices through autobiographical forms, this session will investigate the critical practice inherent to a range of life-writing. The organizers are most interested in receiving papers that consider the critical function of literary autobiography in any time period or national tradition. How have writers' autobiographical writings mediated important critical issues in their work, leaving scholars to summarize the conclusions drawn by the subjects themselves? How, for example, does Henry David Thoreau's **Walden** consider self-consciously issues of transcendentalism central to the development of the American renaissance in the nineteenth century? What does Gertrude Stein's **The Autobiography of Alice B. Toklas** have to say about specific aesthetic matters central to an emerging modernism? Proposals for 15-20 minute presentations should clearly indicate the originality or scholarly significance of the paper, the line of argument, the principal texts the paper will speak to, and the relation of the paper to existing scholarship on the topic. A works cited should also be included. Three copies of a proposal (plus an electronic copy), accompanied by a 100-word abstract and a 50-word bio-bibliographical note, should be submitted by November 15, 2002 to:

Brett Parker
Department of English
McGill University
853 Sherbrooke Street West
Montreal, Quebec H3A 2T6
bparke1@po-box.mcgill.ca

and

Craig Monk
Department of English
University of Lethbridge
4401 University Drive West
Lethbridge, Alberta T1K 3M4
craig.monk@uleth.ca

WOMEN AND GENRE IN THE EIGHTEENTH CENTURY

Seeking papers which engage with any of the ways in which women writing in the long eighteenth century negotiated, created, adhered to, shaped, bolstered or subverted literary genre or conventions. Please send three hard copies of your paper (12-13 pp. double spaced) or your proposal (300-500 words), along with three copies of an abstract (100 words) and a bibliographical note (50 words) by 15 November 2002 to:

Miriam Jones
Dept. of Humanities and Languages
University of New Brunswick
P.O. Box 5050,
Saint John N.B. E2L 4L5



An email or disc copy of the proposal or paper should also be submitted to mjones@unbsj.ca

ACCUTE Conference Member-Organized Sessions ✦ May 28-31 ✦ Dalhousie University

CANADIAN COMEDIES

This session aims to bring together scholarly work in two fields seldom combined: Canadian texts and comic theory. How might the two fields intersect? Subtopics within the broad category of comedy can include, among others, ethnicity, irony, parody, nostalgia, jokes, gender, genre, and class. Analysis can pertain to any texts—filmic, popular, historical, literary, etc.

Please send three copies of papers (maximum 12 pages) or proposals (300-500 words), three copies of a 100-word abstract, and three copies of a very brief professional bio (50 words) to the names below by 15 November 2002. Submit both email and hard copy versions to:

Magdalene Redekop
Department of English
Victoria College
University of Toronto
73 Queen's Park Crescent
Toronto, ON M5S 1K7
m.redekop@utoronto.ca

and

Shannon Hengen
Department of English
Laurentian University
Sudbury, ON P3E 2C6
shengen@laurentian.ca



POSTCOLONIAL COCKTAILS: REDEFINING THE COSMOPOLITAN

In 1989, Timothy Brennan defined "Third World Cosmopolitans" as writers who were "alien to the public that read them because they were black, spoke with accents or were not citizens [and yet were also] like that public in tastes, training, repertoire of anecdotes, current habitation." Brennan's cosmopolitan is the cocktail produced by British colonial education and the migration of the colonially educated to "Western" metropolises, particularly London. In the thirteen years since Brennan's definition, what terminologies have arisen to replace "Third World Cosmopolitan" and what changing diasporic patterns do these new terms reflect?

This panel seeks papers addressing contemporary "Third World Cosmopolitans," "Postcolonial Diasporas" or "Transnationalisms." Papers that are theoretically informed are of interest, as are those that deal with the above terms in the contexts of:

- *Metropolitanism
- *Anglophilia/phobia
- *The place of America
- *New diasporas
- *Images of cosmopolitan hybridity (in literary or non-literary representations of language, art, architecture, cuisine, music etc.)

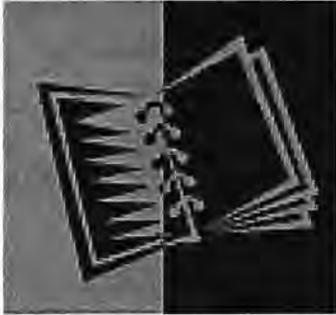
Please send three copies of the following by November 15: Proposal (300-500 words), abstract (100 words) and bio-bibliographical note (50 words) by mail to:

Antje M. Rauwerda
Department of English
Saint Mary's University
Halifax, NS B3H 3C3

By email:
antje.rauwerda@stmarys.ca



ACCUTE Conference Member-Organized Sessions ✦ May 28-31 ✦ Dalhousie University



DIFFERENT YET SIMILAR? RESPONSES TO TRAUMA AND TRAUMATIC HISTORIES IN JEWISH AND ABORIGINAL WRITING

"... I am neither the victim or oppressor. If anything, I am a survivor - and the world is full of survivors" (Gregory Scofield. *Thunder Through My Veins: Memories Of A Metis Childhood*).

This session seeks to explore connections between the Holocaust and the Native experience of colonization in North America not by discussing comparability of horrors but by analyzing and theorizing survivors' responses to them. How is the choice of genre affected? What is the role of humour? Can the responses be distinguished according to gender? Is there a sense of a specific audience, and if so, how are the readers drawn in? Are they ethically placed in their response-ability? What is the significance of allusions to the Holocaust in Aboriginal writing and how do Aboriginal experiences of colonization feature in Jewish writing? How does the persistence of antisemitism as well as racism against Aboriginal people perpetuate traumatization and the need for an articulation of traumatic memories? We encourage presentations on Jewish and/or Aboriginal writing and welcome participation from all disciplines.

As per ACCUTE guidelines, proposals should be 300-500 words in length, should clearly indicate the scholarly significance of the proposed paper, the line of argument and the principal texts considered for discussion and should also include a list of works cited. Complete papers should be no longer than 12 double-spaced pages.

Please send three copies of papers and/or proposals, accompanied by three copies of a 100-word abstract and a 50-word biographical note, along with an email or computer disk copy of the same to either Renate Eigenbrod or Norm Ravvin by November 15, 2002.

Renate Eigenbrod
Department of Native Studies
University of Manitoba
535 Fletcher Argue Building
Winnipeg, MB
R3T 5V5

Email: eigenbro@ms.umanitoba.ca
Phone: (204) 474-7026

Norm Ravvin, Chair
Canadian Jewish Studies
Concordia University
1455 de Maisonneuve Blvd.W.
Montreal, QC
H3G 1M8

Email: ravvinbutler@sprint.ca
Phone: (514) 848 2068

CANADIAN IDENTITY: LOCAL, NATIONAL, GLOBAL

Papers are invited on contemporary Canadian texts which negotiate regional, national or global identity. Issues of multiculturalism, postcolonialism, transnationalism and globalization are of particular interest, but a variety of approaches and textual analyses are welcome. Please follow ACCUTE submission guidelines (three copies of papers or proposals, three copies of a 100-word abstract and 50-word biographical note, plus email submission, by November 15, 2002).

Forward to:

J. Stouck
c/o English Department
University of Lethbridge
4401 University Drive
Lethbridge, Alberta, T1K 3M4
Jordan.stouck@uleth.ca



ACCUTE Conference Member-Organized Sessions ✦ May 28-31 ✦ Dalhousie University
DRAMATIC VICTORIANS: SPECTACLE AND THEATRE IN THE 19TH CENTURY

We invite paper proposals that explore aspects of theatricality and spectacle in Victorian writing, life, and culture. The Victorians might be considered masters of theatre and spectacle: from Wellington's funeral and Victoria's Jubilee celebrations to the many theatrical adaptations of popular novels and the Great Exhibition, dramatic representation was a way of life. This session proposes to investigate the dramatic tensions at work in the Victorian period. We particularly encourage papers that cross traditional disciplinary, generic, and aesthetic boundaries. Possible paper topics might include, but are not limited to: The theatre of life; the spectacle of empire; performing gender and sexuality; the spectacle of death; dramatizing the nation; melodrama and popular culture; the spectacle of authorship; art as theatre; and, in keeping with Congress 2003 theme, spectacles of justice, punishment, and/or protest.



Proposals should be 300-500 words in length, and should clearly indicate the originality or scholarly significance of the proposed paper, the line of argument, the principal texts the paper will speak to, and the relation of the paper to existing scholarship on the topic. A list of works cited should also be included. Completed papers should fulfill these criteria, and should be no longer than 12-13 double-spaced pages. Three copies of papers and/or proposals, accompanied by three copies of a 100 word abstract and a 50-word biographical note, should be sent by November 15, 2002 to:

Dr. Lisa Surridge
 Department of English
 University of Victoria
 P.O. Box 3070
 Victoria, BC V8W 3W1
 Ph. 250-721-7246

RE-MEMBERING HOME IN CONTEMPORARY MIGRANT NARRATIVES

This interdisciplinary panel will investigate fictions of Home as they appear in literary, cinematic, epistolary, artistic, or documentary works of various contemporary migrants: immigrants, exiles, travelers, refugees, emigres. The papers should address but are not limited to the following: what does Home mean in the works discussed (a location, a community, a different identity, a strong sense of group or national belonging)?, what are the modes of re-membering Home?, what material objects help re-create Home?, what are "immigrant souvenirs"?, how does the body remember Home?, how does nostalgia affect the memories of Home?, how does contemporary technology (internet, cyber communities) influence one's perceptions of distance and belonging?, how does globalization challenge definitions and locations of Home?, how does one negotiate the coexistence of multiple Homes, and does the existence of international Homes imply necessarily international citizenry? what if works discussed bear no memory of Home: how do we read an inability/refusal to remember Home? Send papers or proposals (300 words), abstracts (100 words), and a brief bio by November 15, 2002 to:

Ljiljana Coklin
 Postdoctoral Fellow
 English Department
 UCSB Santa Barbara,
 CA 93106-3170

email: lcoklin@netzero.net

or

lcoklin@hotmail.com



ACCUTE Conference Member-Organized Sessions † May 28-31 † Dalhousie University

TEXTUALIZING ORALITY

Papers are invited for a special session on textualizing orality: the process of transcribing the spoken, chanted, or sung word into printed text. Possible work for consideration includes ballads or other forms of song that have been transcribed, translated, or otherwise transformed into literary text; proverbs in and as literature; Indigenous narratives, poetry or other forms of oral tradition rendered into English text; the textualizing of oral traditions and oral histories of other cultural origins; performance poetry such as sound, dub, or slam; orality and the frame tale; interviews as published texts; work that Australian theorist and critic Bill Ashcroft calls "ethno-rhythmic prose"; and that inspired by what Canadian poet-critic Dennis Cooley has called the "vernacular muse." Contributors are encouraged to consider such topics as the strategies writers use to textualize orality, what motivates the blending of oral and written traditions, what kinds of publication media writers of textualized orality seek out or create, and/or what sorts of ethical, pedagogical, and aesthetic issues are raised by such texts. Papers on these and allied topics relating to any time period and on any national, regional, or diasporic literatures will be equally welcomed.

Proposals of 300-500 words should include a draft works cited and should clearly indicate the originality or scholarly significance of the proposed paper, the line of argument, the principal texts the paper will speak to, and the relation of the paper to existing scholarship on the topic. Completed papers should be no more than 12-13 double-spaced pages and should make clear all the things required of proposals.

Please send three hard copies of your paper or proposal, along with a 100-word abstract, a 50-word bio-bibliographical note in triplicate, and an e-mail or disk copy of the entire submission by 15 November 2002 to:

Professor Susan Gingell
Department of English
9 Campus Drive
Saskatoon, SK S7N 5A5
gingell@duke.usask.ca

GIFT-GIVING, LITERATURE AND SOCIAL EXCHANGE

In recent decades, literary scholars have increasingly come to view gifts as instances of social exchange or even the play of anonymous forces (such as power, language or, more nebulously, 'social energy'). The premise that gifts are always to be understood within networks of exchange has encouraged a large number of fruitful studies of literary works in terms of social, economic and power relations. If applied too dogmatically, however, the determination to exclude the possibility of a truly generous gift, one for which the giver seeks nothing in return, threatens to make the 'economy', 'negotiations', or 'circulation' all-encompassing. Stephen Greenblatt, for instance, declares that to ask what lies outside the circulation of social energy is absurd, "for everything produced by the society can circulate unless it is deliberately excluded from circulation."

Another view of the gift has developed within continental philosophy. Emmanuel Levinas dedicated most of his career to showing the possibility of a radical 'Other', not reducible to the 'Same'. Jean-Luc Marion extended Levinas's ideas, showing that the phenomenology of Edmund Husserl and Martin Heidegger relies heavily on 'givenness'. More recently, he has engaged in an extended dialogue with Jacques Derrida, who claims that the gift is both necessary and impossible. While the gift has been largely excluded from consideration among literary critics, continental thinkers have made it a central concern.

Submissions are invited which examine instances of gift-giving in literature or of the literary itself as a gift. The proposal should be 300-500 words in length, not including a "Works Cited" section. In keeping with ACCUTE guidelines, three copies of proposals, accompanied by three copies of a 100-word abstract and a 50-word biographical note, as well as an e-mail copy of the proposal should be submitted by November 15, 2002, to the following address:

Dr. Seán Lawrence
Department of English, Dalhousie University
6135 University Avenue
Room 1186
Halifax, NS B3H 4P9

seanlawrence@writeme.com

Fax: (204) 474-7657

Fax: (514) 848 4541



ACCUTE Conference Member-Organized Sessions † May 28-31 † Dalhousie University

POPULARITY, POLITICS, PERCEPTION: ASSESSING TIMOTHY FINDLEY'S CONTRIBUTIONS TO CANADIAN LITERARY CULTURE

In her review of *Pilgrim* (1999), his ninth novel, Aritha Van Herk declares, "Timothy Findley's fictions are brilliantly audacious.... Findley's willingness to take on much that other writers resist or fear is not merely admirable but heroic, crossing the line that divides craftsmanlike competence from untrammelled genius." With his death in June 2002 comes an occasion both to celebrate and critique the imaginative world created by this popular literary performer, who most recently earned a star on the Canadian "Walk of Fame" (in Toronto), and never forgot his dramatic training as he sought to enact "the perfect gesture" in his writing. The author of ten novels, one novella, six plays, three short story collections and two books of memoirs, Findley won a loyal following not just among Canadian readers, but also among Canadian reviewers and academics. Whether we discuss his use of history-as-fiction, his avowed "anti-Fascist" stance, the recurrence of animals as victims and visionaries, violent acts, his deconstruction of madness vs. sanity, the treatment of gender and the presence of homosexual characters with their own ambiguities, there is much to explore politically, as well as artistically, in Findley's body of work. This session invites an initial assessment of Findley's work in all genres, as well as his legacy as a cultural player, especially with reference to the issues of popularity, politics and perception. Where do we place him, as readers, reviewers, teachers and critics? How do the politics of silence, of the margin, of feminism, humanism, gay politics or "queer theory" shape or limit his creative vision, his reputation? Are there other (unexamined) factors in his career that also demand attention, such as class, region, style or generation? What has Canadian literary culture, and academic culture, gained from his career, and what do we lose with his death? I hope with this session to begin an important assessment of this much-discussed Canadian author: complex, conflicted man and popular (populist?) cultural figure.

Proposals should be 300-500 words in length, and should clearly indicate the originality or scholarly significance of the proposed paper, the line of argument, the principal Findley texts the paper will speak to, and the relation of the paper to existing scholarship on the topic. A Works Cited should also be included. Completed papers should be no longer than 12-13 double-spaced pages. Kindly provide email address, as well as phone/fax, as part of the contact information.

Please send 3 copies of papers and proposals, accompanied by 3 copies of a 100-word abstract, and a 50-word bio-bibliographical note, by November 15, 2002 to:

Dr. Laurie Kruk, English Studies
Nipissing University
100 College Drive, Box 5002
North Bay, Ontario
P1B 8L7
email:
fax: (705)474-1947

Digital copies should also be supplied, by disk or email attachment.

RISING FROM THE EAST

W.H. New once noted that the Atlantic Canadian provinces have had to labour against the stereotype that they are a cultural and economic back water; that the east coast is "rural without being pastoral, industrious without being profitable, the exporter of brains and the importer of money, everyone's half forgotten past and no-one's future." In the last two decades, however, a host of new poets and fiction writers have emerged, and in some cases won readers and fame both nationally and internationally. This session will examine some of the new voices which have emerged in the last two decades and explore the conditions which have given rise to a literary renaissance in Eastern Canada. Possible topics might include: close studies of individual Atlantic writers or their texts; Gender and Region; the recovery or reconsideration of Ethnicity or Race in Atlantic Literature; Post-colonialism and the East; the role of small presses and literary magazines; or the continuing literary migration out of the region. Please send three copies of either a completed paper (11-13 double-spaced pages) or a proposal (300-500 words), along with three copies of a 100-word abstract and a 50-word bio-bibliographical note by November 15, 2002, to:

David Creelman
Department of Humanities and Languages
University of New Brunswick
P.O. Box 5050
Saint John N.B. E2L 4L5
creelman.unbsj.ca
(email submissions preferred)



ACCUTE Conference Member-Organized Sessions † May 28-31 † Dalhousie University



EMILY DICKINSON

To celebrate the launching of a new Maritime chapter of the Emily Dickinson International Society, scholars are invited to submit papers on any aspect of Emily Dickinson's poetry and letters. Participants are encouraged, among other topics, to consider recent scholarship on gender issues in Dickinson's letters and poems, interdisciplinary approaches to her work, comparisons to her contemporaries, Dickinson in historical and cultural context, sentimentality and domesticity, and themes of pain and silence.

Please send three copies of your papers or proposals, along with three copies of a 100-word abstract and 50-word bio-bibliographical statement, to the address below, by November 15, 2002. (An email or disc copy of the proposal or paper should also be submitted.) For further information about the call for papers or the EDIS chapter, please contact me at the following address:

Dr. Nancy Johnston
 University of New Brunswick
 P.O. Box 5050
 Saint John, NB E2L 4L5
 email: njohnsto@unbsj.ca
 phone: 506-648-5502

Joint Session of ACCUTE and the North American Society for the Study of Romanticism † May 28-31 † Dalhousie University



ROMANTIC OBLIGATIONS

In what ways is Romanticism the site of a complex reflection upon the nature and limits of *obligation* and *responsibility*? Is there an "ethics" or an "ethics of ethics" that can be called Romantic? What would the historical, cultural, and conceptual specificities of such an ethics be? To what extent is contemporaneity *answerable* to Romanticism, or to Romantic conceptions of notions of obligation, responsibility, or liability? Possible topics include: the politics of hospitality and alterity; theories and practices of respect, friendship, or love; responsibility and irresponsibility in thought and action; scenes of dutifulness and betrayal, fidelity and faithlessness; the operation of the categorical imperative; gifts, gift-giving, and other types of liberality, exchange, and sacrifice; forms of indebtedness or belatedness (intellectual, material, psychic, literary, legal); the roles of obligation and related notions of responsibility in subjection, self-fashioning, or care of the self; the shaping powers of conscience, good or bad; contracts and other binding promises. Proposals from a wide range of methodologies, disciplines, languages, and literatures are warmly welcomed.

Please send proposals (2-3 pages) by 30 December 2002 to:

David L. Clark
 Department of English
 CNH 321, McMaster University
 Hamilton, ON L8S 4L9 CANADA
 Email: dclark@mcmaster.ca

Joint ACCUTE/CACLALS Member-Organized Sessions ✦ May 28-31 ✦ Dalhousie University

THEORIES, METHODS, HISTORIES: LITERARY STUDIES BETWEEN POSTCOLONIAL AND GLOBALIZATION STUDIES

In keeping with ACCUTE's protocols for papers that speak to as many people as possible in literary studies across a wide range of specializations, and in keeping with CACLALS's more focused attention to issues of colonialism and postcolonialism in literary studies, this call for papers solicits submissions that address matters of theory, method, and history in relation to the future/s of literary studies as literary studies. In particular, this call solicits proposals for papers that theorize the functions and means of literary studies in the contexts of globalization studies and postcolonial studies as these might be particularized through more traditional categories for the organization of literary studies (e.g., the "national" or "area studies," periodization, genre, "coverage," etc.) or more recent categories (e.g., "diaspora," minoritized, critical comparative, etc.). Papers should not address a single primary text unless that text is being explicitly used to illustrate theoretical, methodological, or historical concerns that are "portable" for colleagues working in other areas of the discipline.

Please send three copies of papers or proposals, including a selected working bibliography, along with three copies of a 100-word abstract and a 50-word bio-bibliographical note, by 15 November 2002 to:

Donna Palmateer Pennee
School of Literatures & Performance Studies in English
4th Floor, MacKinnon Building
University of Guelph, Guelph, ON N1G 2W1

Please also submit a disc copy with your three paper copies, or send attachments of all paper copies electronically to:

dpennee@uoguelph.ca

As per ACCUTE instructions, proposals should be 300-500 words, and should clearly indicate the originality or scholarly significance of the proposed paper, the line of argument, the principal texts the paper will speak to, and the relation of the paper to existing scholarship on the topic. A works cited [or a selected working bibliography] must also be included.

Completed papers should fulfill these criteria, and those specified in the CFP above. They should be no longer than 12-13 double-spaced pages (or 20 minutes delivery time).

REPRESENTATIONS OF JUSTICE: LAW AND TRANSGRESSION IN POSTCOLONIAL LITERATURES

Papers are invited for this joint session of ACCUTE and CACLALS. Authors are encouraged to interpret the session theme as broadly as possible. Papers may deal with a single text, an author (literary or theoretical), or such issues as native transgression/imperial law, psychoanalysis and the law, Marxist theories of law, literary representations of legal genres, colonial legal discourse, racism and state law, etc. Three copies of papers and/or proposals, accompanied by three copies of a 100-word abstract and a 50-word biographical note should be sent to the following by November 15, 2002:

Gary Boire
Department of English and Film Studies
Wilfrid Laurier University
Waterloo, ON, N2L 3C5

Proposals should be 300-500 words in length; completed papers should be no longer than 10 pages. Email attachments and a disk copy (preferably in WordPerfect) should also be submitted to gboire@wlu.ca

Also see the ACCUTE/VSAO Joint Session "Victorian Monuments & (Concepts of) Spaces" on page 22.



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English Dept. McMaster University
Chester New Hall 321
1280 Main Street West
Hamilton, ON L8S 4L9
dmcneil@is.dal.ca
(905) 525-9140 ext. 24491





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 College Professor Sessional Graduate Student Retired Faculty Instructor
 Other (Please specify): _____

Main Area of Specialization: _____

Additional Areas: _____

Authors: _____

Languages: _____

Do you wish to become a member of the ACCUTE discussion group? YES

Do you wish to become a member of the ACCUTE sessionals discussion group? YES

Do you wish to become a member of the ACCUTE graduate students discussion group? YES

Please complete reverse and mail to:

Andrew O'Malley
ACCUTE Secretary-Treasurer
Department of English
University of Winnipeg
515 Portage Avenue
Winnipeg, MB R3B 2E9



ACCUTE 2002-2003 Membership Form

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Main Area of Specialization: _____

Additional Areas: _____

Authors: _____

Languages: _____

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Do you wish to become a member of the ACCUTE sessionals discussion group? YES

Do you wish to become a member of the ACCUTE graduate students discussion group? YES

I enclose:

The regular membership fee of \$80

The reduced membership fee of \$40 (sessionals, part-time faculty, graduate students, retired faculty, underwaged)

The household membership fee of \$130 (two memberships, one subscription to *ESC*). **Please also complete the form on the reverse.**

A three-year membership fee (2002-2005) of \$205

A three-year household membership fee (2002-2005) of \$335

A \$5 donation to be directed to the Canadian Federation for the Humanities and Social Sciences (CFHSS)

Please complete reverse and mail to:

Andrew O'Malley, ACCUTE Secretary-Treasurer

Department of English

University of Winnipeg

515 Portage Avenue

Winnipeg, MB R3B 2E9

Insert p1

ACCUTE Conference Member-Organized Sessions + May 28-31 + Dalhousie University

MELODRAMATIC PERFORMANCES

Over the past twenty years melodrama has been identified as central to two centuries of art and culture. Critics have broadened the conception of melodrama by considering it as a "mode" operative in both popular and "high" culture; additionally, they are exploring its heuristic functions for many social groups, especially those with limited access to power. As a mode or a genre, melodrama has been used from the eighteenth to the present century to highlight forms of victimization and tyranny. While the issues addressed range widely — from child custody to racial inequities — melodrama's target remains remarkably consistent: it seeks to mobilize spectators' emotions and to direct their moral sense with the aim of promoting a critical reading of social mores. But even as melodramatic performances insist on the importance of emotion — and appear to operate on the premise of emotional legibility — they also inevitably draw attention to their own status as performances. The melodramatic performative paradigm for the expression of emotion and the working out of claims of victimhood, social belonging, and justice is thus both incredibly volatile and seemingly the inescapable condition of any such expression or claim.

We invite proposals for a panel exploring the ethical and social consequences of using melodramatic performances or modes. Proposals should be 300-500 words in length, and should clearly indicate the originality or scholarly significance of the proposed paper, the line of argument, the principal texts the paper will speak to, and the relation of the paper to existing scholarship on the topic. A Works Cited should also be included. Completed papers should fulfil these criteria, and should be no longer than 12-13 double-spaced pages.

Please send an email (composed in WordPerfect) of your paper or proposal, 100-word abstract, and 50-word bio-bibliographical sketch, and also mail three hard copies of paper or proposal, accompanied by three copies of abstract and bio-bibliographical sketch, by 15 November, 2002, to:

Sarah Brophy
Department of English
McMaster University
Hamilton, ON 48S 4L9
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OR Grace Kehler
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MORE...MEMBER NEWS

New books by Helen M. Buss (U. of Calgary) in 2002 are: **Repossessing the World: Reading Contemporary Women's Memoirs**, (Waterloo: Wilfred Laurier University Press,) and **Undelivered Letters to Hudson's Bay Company Men On the Northwest Coast of North America, 1830-57**. (Editors, Judith Hudson Beattie and Helen M. Buss. Vancouver. University of British Columbia.)

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Joint Session of ACCUTE and the North American Society for the Study of Romanticism
+ May 28-31 + Dalhousie University

NOVEL POETRY

This panel invites papers that explore the influence of narrative, particularly of the novel, on the poetry of the Romantic period. Although many Romantic poets defined themselves against "frantic novels and deluges of idle and extravagant stories in verse," as Wordsworth has it, many nonetheless felt the influence of increasingly popular and therefore highly marketable narrative forms of literature. Possible topics include: the role of narrative in Romantic poetics; the place of romance in Romanticism; Gothicism and Romantic poetry; the representation of the novelist by Romantic poets and poet-critics; the Romantic roots of the verse novel (for example, the *Prelude* as bildungsroman or künstlerroman; the Romantic metrical novel; **Don Juan** as proto- or anti-novel). Please send papers or proposals by November 15 to:

Prof. Dino Felluga
Department of English
Heavilon Hall, Purdue University
West Lafayette, IN
47907 USA

Please send electronic submissions as a Microsoft Word attachment to:
dfelluga@sla.purdue.edu



THE POETRY OF FICTION

This panel invites papers on the place of Romantic poetry in the fiction of the Romantic and early-Victorian age. Following Jay Clayton's lead in his **Romantic Vision and the Novel** and recent explorations of Romanticism's role in the rise of fiction and realism, this panel will explore various ways that Romantic poetry had a measurable impact on the novel. Possible topics include: the influence of Romantic ideas about vision and transcendence on theories of verisimilitude; the role of Romantic notions of subjectivity on the rise of subjective as opposed to mimetic realism in the novel; representations of the Romantic poet or of Romantic poetry in the novels of the period (**Persuasion, Glenarvon, Headlong Hall, Nightmare Abbey, Vivian Grey, Venetia, The Doctor's Wife, Felix Holt**). Please send papers or proposals by November 15 to:

Prof. Dino Felluga
Department of English
Heavilon Hall, Purdue University
West Lafayette, IN
47907 USA



Please send electronic submissions as a Microsoft Word attachment to:
dfelluga@sla.purdue.edu