

ENGLISH



Newsletter of the Department of English

University of Oregon

1991-92

NOTES FROM THE HEAD: LOOKING FORWARD

Dear Friends of Oregon English,

It is a pleasure to be writing as the new department head, especially since I inherit the fine tradition of growth established by Paul Armstrong over the past five years. I look forward to an equally invigorating period of change.

As we enter the 1990s, English at the University of Oregon faces new opportunities and new challenges. Our enrollments have soared; the university is beginning a major curricular review; and the question of what English de-



Richard L. Stein, head of the Department of English.

partments should teach has become national news. In response we applied for—and received!—a three-year grant from ADE (the Associations of Departments of English, a subdivision of the Modern Language Association) and

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LITERATURE AND THE ENVIRONMENT AT THE UO

The English department at the University of Oregon is emerging as a national leader in a new field in English that seeks to integrate literature with the study of the environment, according to Cheryl Ann Burgess, assistant professor of literature and the environment at the University of Nevada at Reno. Burgess came to the UO in February 1991 as a guest of the Humanities Center to deliver a public lecture entitled "Eco-Criticism: The Greening of Literary Studies" as well as a faculty seminar, "What IS the Relation Between Literary Criticism and Environmental Issues?" in which she discussed the theoretical implications of literary study, which seeks to embrace ecological concerns. Burgess is the first academic ever to hold the title of professor of literature and the environment.

The study of literature and the environment is an area of strength and interest among many members of the English department faculty: Suzanne Clark has published on Annie Dillard; Jim Crosswhite teaches a course on nature writing; John Gage is writing a book on Robert Frost; and Bill Rossi is interested in American literature and natural science. Glen Love and Louise Westling have both taught and written extensively on the subjects of literature, landscape, and nature. In the creative writing program, Director Garrett Hongo is interested in both fictional and nonfictional nature writing. In recent years, the English department has also granted several Ph.D.s to students working on issues of literature and the

environment. Says Professor Love, "We seem to be coming toward a recognition of the narrowness of a merely anthropocentric reading of literature. What many of us are interested in today is the role of literature and literary criticism in an increasingly threatened, and indubitably interconnected, physical world. This might best be conceived of as looking at literature from an ecological point of view, hence, 'eco-criticism'."

The next University of Oregon course bulletin will include an added reflection of this interest. In February 1991, the English department curriculum committee ratified Glen Love's proposal for a new 400/500-level course, Literature and the Environment. This course addresses the relationship between people and nature. How do our attitudes towards nature affect the way we read literature? Do our attitudes towards literature shape the way we interpret nature? How can we read American literature to trace cultural attitudes towards nature? Because of the growing level of interest in this new field of study and the large number of faculty members who are already in-

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volved in its many diverse aspects, the UO English department expects to attract an increasing number of students, both graduates and undergraduates, who are interested in eco-criticism, literature, and the environment.

ALUMNI SURVEY RESPONSES

We'd like to thank the readers who took time to fill out the Alumni Survey in the 1990-91 edition of our newsletter and mail it in. The responses appearing below have been edited for the sake of brevity—please pardon the omission of interesting details because of space considerations. If you didn't respond to last year's survey but would like to tell us what you're up to, write to Attention: Newsletter, Department of English, University of Oregon, Eugene OR 97403.

Earl R. Anderson Ph.D. '70 is an English professor and associate dean of the Graduate College at Cleveland State University.

Hazel M. Dillon Anderson '69 is director of development for the Ohio Chamber Orchestra in Cleveland, Ohio.

Michael Andreen '80 received an M.F.A. in dramatic writing and works as a creative executive for Twentieth Century-Fox Studios in Los Angeles.

Patricia Sehorn Arack '64 has taught English and English as a second language in California schools for sixteen years. She recently completed a master's degree in English with an emphasis in ESL/EFL at San Francisco State University.

Mary E. (Peterson) Arrington '53 received a master's degree in secondary education from Oklahoma State University and has been a member of the OSU (that's Oklahoma, not Oregon, State) faculty for twenty-two years, though she plans to return to Eugene upon retirement.

Diane Doty Averill '69, M.F.A. '83 published a book of poetry, *Branches Doubled Over with Fruit*, through the Contemporary Writers Series of the Central Florida Press in 1991.

George H. Bell '53, M.A. '57 has retired from teaching and is vice-chairman of the board of trustees of the Oregon State Library.

Ralph W. Black '83 is working on a Ph.D. dissertation on the evolution of the natural history essay in American literature at New York University.

Barbara Bransford '61 is serving as an Army social worker in Freiberg, Germany.

Caron Campbell '70 is a writer, mother, and nurse-midwife in Washington State.

Susan Carlson Ph.D. '80 is a professor of English at Iowa State University and recently published her second book, *Women and Comedy: Rewriting the British Theatrical Tradition*.

Roger Carstengen '43, M.A. '46 is president and founder of the Institute for Biblical Literacy in Athens, Georgia.

Shirley (Gerig) Call M.A. '67 retired from teaching at Linn-Benton Community College in Albany in 1985.

Jerry R. Crandall '57 has recently retired after spending twenty-seven years as a professor of English at West Valley College in Saratoga, California.

Donna Crawford '78 went on to receive a master's degree in English from the University of Washington and is working towards a Ph.D. in medieval literature at the University of California, Riverside.

Maraya Deline '89 works for the Portland Public School District as educational assistant for the hearing impaired and is working for her master's degree in deaf education at Lewis and Clark College.

Richard Dillman M.A. '75, Ph.D. '77 is department chair and a professor of nineteenth- and twentieth-century American literature at St. Cloud State University in Minnesota; he recently completed a four-year term as editor of the *Minnesota English Journal*.

Eleanor Dinkins '65, M.A. '69 has taught English for the last twenty-two years.

Gail Lee Dubrow '76, M.A. '79 is an assistant professor of urban planning and design at the University of Washington and is part of a team commissioned to produce a book celebrating the centennial of the Seattle Public Library.

Rhonda Eckroth '71 is a licensed insurance agent and is the 1991-92 vice-president of the NAACP in Eugene.

Lois Nordling Erickson '42 has just published *HULDAH*, the third book in her series about Biblical women.

Sandra Fischer Ph.D. '80 is associate director of the Center for the Arts and Humanities at State University of New York, Albany.

Evelyn Heyer Haley '80 is a general dentist on active duty with the Second U.S. Army in Alaska.

Felicity Kathryn Hampton M.A. '88 taught composition at Blue Mountain Community College and recently moved her family to Kaohsiung, Taiwan.

N. Gregory Hamilton, M.D., '71 is associate professor of psychiatry at the Oregon Health Sciences University in Portland and published *Self and Others: Object Relations Theory in Practice* in 1988.

Tim Hansen Ph.D. '65 published a study of veterans of the wars in Vietnam, Afghanistan and Panama (*Parallels: The Soldier's Knowledge and the Oral History of Contemporary Warfare*) in 1991 and is travelling in India on a Fulbright lectureship during 1991-92.

Philip Harvey '82 is a commercial photographer in the Bay Area.

Billie Jean (Dexter) Heinz '42 has lived in California for the past forty years, but is thinking of moving back to Oregon.

Bert Hitchcock M.A. '66 received his Ph.D. from Duke University in 1971 and served as head of the Department of English at Auburn University from 1977 to 1990. He is coauthor of *De Remnant Truth: The Tales of Jake Mitchell and*

Robert Wilton Burton, published by the University of Alabama Press in 1991.

Renee (Rosenberg) Holzman '58 is public relations director for the McWilliams Group in Portland and is a member of the Willamette Writers Group.

Judy Hyatt '60 wrote to compliment us on the last issue of the newsletter but says she has "no news."

Greg Jacob M.A. '68 visited the University of Madurai-Kamaraj in Tamil Nadu on a Fulbright scholarship in 1990 and has taught courses on literature and the environment and the Indian novel at the University of the Pacific.

Douglas Johnstone Ph.D. '73 is dean of statewide programs at State University of New York, Empire State College.

Martin Klammer '80 is writing a Ph.D. dissertation on Walt Whitman at the University of Iowa.

Richard Leeson Ph.D. '82 is director of the teacher training in English program and a professor at Fort Hays University, and is at work on a book about the playwright William Inge.

Paul V. Olsen M.A. '70, Ph.D. '79 is a professor of English at Augustana College and has performed "A Pilgrimage with Poets" at high schools, churches, and colleges throughout the U.S.

Michael Payne Ph.D. '69 is the John P. Crozer Professor of English at Bucknell University. He directed the Bucknell University Press from 1972 to 1976 and served as head of the Bucknell English department from 1983 to 1989. His book *Reading Theory: Introductions to Lacan, Derrida, and Kristeva* will be published by Basil Blackwell in 1992.

Peter Porosky M.F.A. '65 is an instructor in the Professional Writing Program at the University of Maryland and is director and founder of The Writing Institute for Professional Development; his novel *The Sins of Major Lord* won the second place 1989 Washington Prize for Fiction.

Rabeca Reese '83 works for the Department of Computing and Information Systems at Reed College.

Karen Sue Rhodes Ph.D. '89 teaches composition and American literature at Massey University in Palmerston North, New Zealand.

W.A. Roecker M.F.A. '67 is the senior managing editor of *South Coast Sport Fishing* magazine.

Leslie Clason Robinette '87 is a public affairs specialist for the Bureau of Land Management.

Ira Sadoff M.F.A. '68 directs the creative writing program at Colby College. His fourth collection of poems, *Emotional Traffic*, was published by David Godine in 1990.

Dianne Fallon Sadoff '67, M.A. '68 is an English professor at Colby College. Her book *Monsters of Affection: Dickens, Bronte, and Eliot on Fatherhood* was published by the Johns Hopkins University Press in 1982.

K. Lynn Savage '63 is an English as a Second Language specialist in the adult education unit of the California Department of Education, and works as a visiting educator with the San Francisco Community College District.

Lori Stephens '85 is a medical adventure-philosophy-science fiction writer and an editor for the Metamorphosis Press in Portland.

Monica Studer '81 teaches high school English in East Los Angeles and coordinates the District Drug Education-Intervention program.

C. W. Sullivan III Ph.D. '76, professor and director of English graduate studies at East Carolina University, just published a book entitled *Welsh Celtic Myth in Modern Fantasy*; he is also vice-president of the International Association for the Fantastic in the Arts and editor of *The Children's Folklore Review*.

Barbara (Valdez) Van Camp M.A. '64 teaches composition and technical writing at Boise State University.

Qun Wang Ph.D. '90 is an English professor at the University of Wisconsin in River Falls.

Alicia Peters Weir '51 taught elementary school in California for sixteen years and has just published a cookbook, *Mexican Cooking in San Jose*.

Brenda Best Weller M.A. '79 teaches writing and serves as an undergraduate adviser for the Department of English at Oregon State University.

Harbour Winn Ph.D. '75 is a Montessori teacher and an adjunct professor in humanities at Oklahoma City University, whose Film Institute he directs.

Norris Yates '47 has written an article on the Western writer Caroline Lockhart that will be published by the Boise State University Western Writers Series.

EGSAC ACTIVITIES

EGSAC, the English Graduate Student Advisory Council, serves as a liaison between graduate students and the English department and UO administration. As part of its intermediary function, EGSAC fields the concerns and complaints of English graduate students to make sure that they have a voice in the department. The council also organizes fund-raising activities to benefit the graduate student population. The EGSAC board consists of six graduate students (four GTFs, one non-teaching student, and one student from the M.F.A. program), each of whom is elected for a one year term; the maximum amount of service is two years. Paige Price and Rob Koppleman served as co-chairs during the 1990-91 school year; David Bell and Greta Boysen were treasurers. The council meets every two weeks to one month, depending upon the pressing nature of the issues at hand.

Some of EGSAC's fundraisers during the last year included a Faculty Auction during the fall term, which raised \$1,600, and the Feed 'n' Read book-bake sale during winter term, which raised close to \$300. EGSAC also throws two parties a year for members

of the English department faculty and staff and graduate students: one at the beginning of each school year, and one at the end. The English Department Talent Show, the most recent end-of-the-year celebration, was held on May 3, 1991. It featured student performances of David Bowie's "Ziggy Stardust," Johnny Cash's "Ring of Fire," and the PC (political correctness) game show.

Perhaps the best-known service that EGSAC provides is a \$50 grant to any graduate student who reads at a conference. In 1990-91, EGSAC provided funding to eighteen UO graduate students who attended English conferences all over the United States: in San Diego; San Francisco; Boulder, Colorado; Madison, Wisconsin; Portland; Seattle; Kalamazoo, Michigan; South Carolina; San Jose; and Davis, California. In addition to providing monetary aid to struggling graduate students, EGSAC successfully negotiated with the English department for additional office space for GTFs, and heard student concerns about the effect of Measure 5 budget cuts. EGSAC also monitored the orals examinations of Ph.D. candidates and suggested changes to the testing procedures that have been implemented in English department policy.

FELLOWSHIPS AND AWARDS

The winner of this year's Composition Teacher of the Year Award is **Georgiana Donavin**. Selection was based on student nominations, evaluations, and the recommendation of the awards committee. A doctoral candidate, Donavin is a medievalist who has also studied rhetoric and composition. She was able to apply her knowledge of classical rhetoric in her College Composition I and II courses by employing John Gage's model of the enthymeme (the thesis statement plus a *because* clause that can be logically defended) as outlined in his book *The Shape Of Reason*. A useful strategy for teaching writing, the model encourages students to

"learn to evaluate their assumptions, realize the diversity of opinion among their classmates, and become more sensitive to their reading audience." Donavin relies upon rhetorical principles and individualized instruction and tutorials on every paper because she finds it important to establish trust between students and the teacher: "When students trust the teacher as a respectful reader, they often participate more in the community of classroom inquiry and expect their peers to comment on their work critically and constructively."

The awards committee also recognized **Bill Gholson** and **Jeannie Thomas** as excellent teachers of composition. Bill Gholson is a doctoral candidate studying rhetoric and Modern American literature. "I feel fortunate to work in a department that respects teaching," he says. To teach students the writing skills that will help them to succeed at UO, Gholson thinks that a composition teacher "must be sensitive to the students' goals and their unfamiliarity with the university environment. Writing classes are crucial because they are among the first classes an incoming student usually takes." Jeannie Thomas is a doctoral candidate studying Modern American literature, with an emphasis in folklore and ethnic studies. Thomas says that she loves to teach and that the composition program at UO "has helped me grow in my teaching. It's possible to have a student-centered class, bring students out, and help them discover things." Like Donavin, Thomas finds the enthymeme model useful because it "makes students responsible for their ideas and assumptions, and it makes them think about what they're saying."

Each year, the Alice Henson Ernst Fellowship and the Stanley R. Maveety Fellowship are awarded to incoming graduate students of particular promise. This year, the Alice Henson Ernst Fellowship was awarded to **Jodi Hanson**. Hanson received her undergraduate degree from Lewis and Clark College in

Portland and is interested in gay and lesbian literary theory. The Stanley R. Maveety Fellowship was awarded to **Rebecca Marhenke**, a Renaissance scholar from California State University, Fresno.

GARRETT HONGO: POET WITH A MANDATE

In January 1990 nationally celebrated poet and writer Garrett Hongo assumed leadership of the M.F.A. program at the University of Oregon as the new director of creative writing. His goal is to see UO become "the best small M.F.A. in the country," and he believes that Eugene "might just be the best place in the world" for emerging writers. Currently, "there's no clear choice of schools for new writers—Oregon can be the place." Hongo's commitment to the pursuit of excellence extends from the distinguished reputation of his own work to the skill and eloquence of a motivating teacher dedicated to helping his students succeed. "If I'm working with a gifted writer, I'll do whatever I can to make sure he or she has what they need to continue their work," he says.

Hongo has published two books of poetry, *Yellow Light* (Wesleyan University Press, 1982), now in its fourth printing, and *The River of Heaven* (Alfred A. Knopf, 1988), now in its third printing. He was a finalist for the 1989 Pulitzer Prize and winner of the 1987 Lamont Poetry Prize; his poetry has appeared in such publications as *The Nation*, *American Poetry Review*, *Anataeus*, *Harvard Magazine*, *Ohio Review*, *Poetry Northwest*, and *Western Humanities Review*. Hongo has received many awards, including the Hopwood Prize for Poetry, the Discovery/*The Nation* award, two National Endowment for the Arts Fellowships, and a Thomas J. Watson Fellowship, which enabled him to live and write in Japan for a year. In September 1989 he appeared on national television with Bill Moyers in the "Ancestral

Voices" segment of the PBS series "Moyers: The Power of the Word." A Guggenheim Fellow for 1990-91, Hongo plans to spend part of this year in Hawaii working on two of his works-in-progress: a poetic journal describing the Kilauea volcano and its environs, and a documentary essay examining the internment of Japanese-American citizens during World War II and its aftermath.

Hongo was born in Volcano on the island of Hawaii in 1951, and his family moved to Los Angeles when he was six years old. He returns to Hawaii almost every year and draws his greatest poetic inspiration from the contemplation of his Japanese ancestry and his family. He is deeply interested in the experience of minorities, both immigrant and American Indian, within American culture: "I write poems to remember and celebrate the lost people of America for whom there are no poems." His particular inspirations are the figures of his father and grandfather, with whose lives he feels a profound connection, and his aesthetic is reflection of the experiences of his family, as well as his own genesis as an artist.

As a child, Hongo remembers, he wanted to write. By the time he was a seventeen-year-old freshman at Pomona College in Southern California, he had managed to produce what he remembers as "a few lovesick lyrics" when he attended a poetry reading by Kenneth Patchen and Kenneth Rexroth that changed the way he saw the art of writing. The work of these two poets "made a lot of sense": they spoke intimately, from personal experience, with a sense of authority that showed poetry could "spring powerfully out of average lives, and didn't have to be cold, institutional museum stuff."

His poetry remained a part-time pursuit until 1984, when his father died; at the time, Hongo was working towards a Ph.D. in English at the University of California, Irvine, but realized he didn't



Director of the Creative Writing Program Garrett Hongo, author of *Yellow Light* and *The River of Heaven*.

wanted to finish his degree: "I was sad in my heart and couldn't express my sadness in a dissertation." He decided to accept a full-time job as a poet at the University of Missouri, Columbia. Subsequently, he taught in the M.F.A. program at the University of Houston, all the while striving to nurture his vision and refine his technical skills as a writer. He credits his many fine mentors with firing his drive to write poetry and for showing him the importance of an outstanding, dedicated writing instructor in a young writer's career: "You need a teacher to complete your development, push you towards technical mastery and to affirm your calling. That's my biggest commitment—I want to be there to help the best in the field succeed."

Hongo would like to bring visiting professors and the best of contemporary writers to the University of Oregon on a regular basis. During fall 1991, these included poets Li-Young Lee and David Mura, who together conducted a Poetry Writing Workshop on Ethnic Autobiography, as well as fiction writer Tracy Daugherty, who served as visiting director of creative writing this fall during Hongo's work on his Guggenheim Fel-

lowship. Li-Young Lee has published two books of poetry, *Rose* and *The City in Which I loved You*, and was the 1991 winner of the Lamont Poetry Prize. David Mura has won the National Poetry Prize and has also published two volumes of work, *After We Lost Our Way* and *Turning Japanese*. Tracy Daugherty is the author of the novel *Desire Provoked* and is an assistant professor at Oregon State University; his mentors include Donald Barthelme and Rosellen Brown. These three, Hongo says, are among the most "interesting, brilliant, and energetic young writers in the country," whose work demands "serious attention."

Hongo hopes to inspire what he calls "the hot-bed syndrome," which will attract both outstanding faculty members and the most promising students. He wants to restructure the creative writing program to serve the needs of traditional younger students as well as older nontraditional students who are returning to the university setting after some years' absence, perhaps with a particular writing project in mind. "The university has to see the differences between students in order to help them effectively." Above all, he wants to inspire his students to write "from experience, the quest for experience, and bear witness to that quest."

Hongo also hopes to see the creative writing program, currently divided into the fields of poetry and fiction, expand to include literary nonfiction, such as personal and travel memoirs and nature writing. "That's where the new action is." He's quick to discourage students who are mainly interested in career and monetary reward, however, because "the best don't work that way ... I want to work with students who feel like they have to write. If you want to make money, get an M.B.A." Finances are his greatest challenge as the director of the creative writing program: "Since the passage of Measure 5 [the law that limits property taxes and school expenditures to \$15 out of every

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FACULTY NEWS

Diana Abu-Jabar's book *Arabian Jazz* will be published next fall by Harcourt, Brace, and Jovanovich. Her article "On Reading Differences" was published in *Ploughshares: Confronting Racial Differences* (Volume 16, Numbers 2 and 3, Fall 1990).

Paul Armstrong's book *Conflicting Readings: Variety and Validity in Interpretation* is being translated into Spanish for publication by the Instituto de Investigaciones in Mexico. His article "Play and Cultural Differences" was published in *The Kenyon Review* (Volume 13, Number 1, Winter 1991). His article "The English Coalition and the English Major" was published in *The ADE Bulletin* (Number 96, Fall 1990).

Suzanne Clark's book *Sentimental Modernism: Women Writers and the Revolution of the Word* was published by Indiana University Press in June 1991. Her article "Bernard Malamud: Oregon as the Western Other" was published in the *Oregon English Journal* (Volume 8, Number 1, Spring 1991), and "A Woman's Place and the Rural School in the United States" was published in *Genders* (Number 8, Summer 1990). Her "Interview with Julia Kristeva" appeared in *Discourse* (Number 13, Volume 1, Fall-Winter 1990-91), and an essay-review, "The Language of Possibility," appeared in *College English* (Number 53, Volume 2, February 1991).

John Gage wrote the introduction for Albert Kitzhaber's book *Rhetoric in American Colleges, 1850-1900*, published by SMU Press in the fall of 1990. Macmillan published the second edition of his book *The Shape of Reason* in spring 1991.

Robert Grudin's novel *Book* will be published by Random House next spring. His book *The Grace of Great Things* was published by Ticknor and

Fields in May 1990; the paperback edition has been excerpted in the *Chronicle of Higher Education* and the *Borzoi College Reader*. His article "Rudolf II of Prague and Cornelis Drebbel: Shakespearean Archetypes?" was published in the *Huntington Library Quarterly* (Summer 1991). His poem "After Submitting the Manuscript" appeared in *Writing on the Edge* (Spring 1991), and his essay "Writer as Architect, House of Ideas" appeared in the book *Housing: Symbol, Structure, Site*, published by the Cooper-Hewitt Museum of Design during summer 1990. His article "Sequence and Counter-Sequence in Machiavelli's *Il Principe*" was published by *Machiavelli Studies* (Volume 3, 1990), and his article "The Vanity of Literary Theory" was published by the *Midwest Quarterly* (Summer 1991). His article "The Cretan Saith, 'All Cretans are Liars'" was published in *Hellas* (Summer 1990). His reviews of Hilary Gatti's *The Renaissance Drama of Knowledge* and J. L. Servan-Scribner's *The Art of Time* were published in *The Shakespeare Quarterly* and *Time's News*, respectively. His short story "Priest on Priest" was published in *Writing on the Edge* (Volume 2, Number 1, Fall 1990).

Micha Grudin's article "Chaucer's Manciple's Tale and the Poetics of Guile" was published in the *Chaucer Review* (Volume 25, Number 4, 1991). Her article "Discourse and the Problem of Closure in The Canterbury Tales" has been accepted for future publication in PMLA.

Garrett Hongo's essay "Kubota," published last fall in *Ploughshares: Confronting Racial Differences* (Volume 16, Numbers 2 and 3) was selected by editors Joyce Carol Oates and Robert Atwan for inclusion in *Best American Essays, 1990*, published by Ticknor and Fields. His keynote address at the Asian American Writers at UC Berkeley in February 1991, "America Singing: An Address to the Newly Arrived Peoples," appears as the introduction of the special minorities issue of *Parnassus: Poetry in Review* (Fall 1991),

Joseph Hynes's article "The Catcher on the Rhine: Heinrich Boell, 1917-1985" was published in *Novel: A Forum on Fiction* (Volume 23, Spring 1990).

Linda Kintz's book *The Subject's Tragedy: Political Poetics, Feminist Theory, and Drama* will be published by Michigan University Press in 1992.

Glen Love's article "Getting Real with Nature Writing" was published in *The American Nature Writing Newsletter* (Volume 2, Number 2, Fall 1990). His article "The Professor's House: Cather, Hemingway, and the Chastening of American Prose Style" (*Western American Literature*, Number 24, Winter 1990) has received the Western Literature Association's Walker Award for the best article in the field during 1990.

His article "Oregon on the Literary Map: Regional Literacy and the Great Tradition" appeared in the *Oregon English Journal* (Volume 8, Number 1, Spring 1991). His article "Willa Cather: Paul's Case" was published in *Die Englische und Amerikanische Kurzgeschichte*, and his article "Revaluing Nature: Toward an Ecological Criticism" appeared in the *Western American Literature* (Volume 25, Fall 1990). His review of Joseph R. McElrath, Jr.'s, *Frank Norris and The Wave: A Bibliography* appeared in the *American Literary Realism* (Volume 22, Spring 1990).

Richard Lyons's story "En Route" was published in the twenty-fifth anniversary edition of the *Wisconsin Review* (Volume 25, Numbers 2 and 3, Spring 1991). His story "Mother and Son" appeared in *Fiction International* (Volume 19, Number 2, Spring 1991), and "Juniper" was published in *Caprice* (October 1990).

Bill Rossi coedited and wrote the historical introduction to *Journal Volume 3, 1848-51 of The Writings of Henry D. Thoreau*, published by Princeton University Press in May 1991.

George Rowe's article "Privacy, Vision, and Gender in Spenser's Legend of Courtesy" has just appeared in the *Modern Language Quarterly*. Excerpts from two of his earlier publications—*Thomas Middleton and the New Comedy Tradition* and "Interpretation, Sixteenth-Century Readers, and George Gascoigne's 'The Adventures of Master F. J.'"—have been included in the second supplementary volume of *The Critical Temper: A Survey of Modern Criticism on English and American Literature from the Beginnings to the Twentieth Century*, ed. Martin Tucker et al.

Louise Westling's article "Food, Landscape, and the Feminine in Delta Wedding" is forthcoming in *The Southern Quarterly*. Her review of Michael Kreyling's *Author and Agent: Eudora Welty and Diarmuid Russell* appeared in *The Chicago Tribune* on April 21, 1991. Her review of *Strategies of Reticence: Silence and Meaning in the Works of Jane Austen, Willa Cather, Katherine Anne Porter, and Joan Didion* by Janice P. Stout will be published in *The Journal of English and Germanic Philosophy*.

George Wickes is editing the correspondence between Henry Miller and James Laughlin (the founder of the New Directions publishing house), which will appear in a series devoted to the major writers published by New Directions. His edited volume, *Henry Miller's Letters to Emil* was published by New Directions in 1989.

NEXT TIME . . . NEW FACULTY

Due to Measure 5 cuts that closed the Department of Speech's telecommunications and film (TCF) program, former telecommunications and film associate professors Julia Lesage and Ellen Seiter will join the English department in the 1992-93 academic year. Lesage is a co-founder and editor of the journal *Jumpcut: A Review of*

Contemporary Media, and Seiter has published two books about television and consumer culture; both women are specialists in feminist film theory. Former English department head Paul Armstrong says their addition to the English department—the original home of film studies before the founding of TCF—will lead to "an expanded, more open department," which will be able to provide graduate and undergraduate students with expanded resources for the study of modern literature and feminist theory. Associate professors Lesage and Seiter are working with the Department of Speech during the current academic year, while plans are developed for their upcoming move to the English department.

POLITICAL CORRECTNESS AND MULTICULTURAL DIVERSITY

On February 22, 1991, six present- and future-educators from the Eugene teaching community gathered together for a colloquium on Multicultural Literacy and Pedagogy to investigate the implications of the so-called political correctness (PC) movement for English curricula, an issue that has generated much controversy in the past year. The panel was organized by Suzanne Clark, associate professor of English and director of the departmental teacher education program, and included two faculty members from the Department of English, Linda Kintz and Diana Abu-Jaber.

Linda Kintz discussed the background of the attack on political correctness. Despite its depiction by the media as a largely spontaneous grassroots movement, the attack has been generated not so much by academics as by highly-funded conservative think tanks. The movement's targets have included university teachers who advocate broadening the cur-

riculum to include multicultural and feminist approaches. Diana Abu-Jaber spoke about the problems involved in bringing works from other cultures such as Palestinian, African-American, and native American into the classroom. How should particular texts be chosen? Do we run the risk of distorting or oversimplifying our understanding when we choose at most a couple of works to represent an entire culture? Should the teacher-student relationship be restructured in order to help us learn the most from these new texts?

Voices from outside the UO English department included Bill Powell, an English faculty member at Lane Community College, who shared his thoughts on the possible dangers of the PC movement and multicultural literacy, which can be seen as a co-opting of minority discourses. Are public education classrooms always the best forum for issues of cultural diversity? Carole Stein, a librarian at Roosevelt Middle School, talked about ways of introducing multicultural literacy into the middle school (grades seven through nine) curricula.

The panel also included representatives of the graduate and undergraduate English student population at UO. Graduate student Jeff Harrison talked about his past experience as a public school teacher and the difficulties that a teacher faces in trying to introduce multicultural awareness to students from various ethnic and economic backgrounds. How can a teacher best encourage students to think critically about their own and other cultures? Rudy Higgins-Evenson, an undergraduate senior who is planning a career as a high school English teacher, suggested that an expanded awareness of multicultural diversity might require us to critically examine our educational system at several levels, but concluded that an expanded canon and the inclusion of alternate theoretical voices was "a step in the right direction."

Letter (continued from page 1)

FIPSE (the Fund for the Improvement of Post-Secondary Education) to join a national consortium of fifteen universities and fifteen colleges to re-examine our curriculum and the philosophy behind it. It will mean hard work, and exciting changes.

Several personnel changes have already taken effect. Assisting me in administering the department are Suzanne Clark as director of graduate studies and Dianne Dugaw as associate department head; James Boren continues his fine work as director of undergraduate studies.

I am particularly happy to announce the addition of a new faculty member, Daniel Wojcik, a folklorist from the University of California, Los Angeles, who specializes in popular religious movements. We are delighted to have him on board!

I'll keep you informed about other changes and hope that in turn you'll keep us informed about your own news. Our community of friends is important to us. Please keep in touch. On behalf of your old friends and acquaintances, colleagues, and teachers, I send very best wishes.

*Richard L. Stein
Department Head
Department of English*

Hongo (continued from page 5)

\$100 paid by property owners], I honestly can't say what's going to happen. It's a shame." Hongo reiterates that his greatest commitment is still to his students, to seeing that the most talented among them get the chance to succeed.

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