Award-Winning Professor Delivers Spring Presidential Research Lecture

Last spring, English Professor Gordon Sayre received one of the University of Oregon's most prestigious awards: the Outstanding Research Career Award, given annually by the Office for Research and Innovation to two tenured faculty of Associate or Full Professor rank in recognition of a scholarly career of particularly distinguished and significant research. Recipients of the Outstanding Research Career Award share their exceptional work with campus colleagues by giving the Presidential Research Lecture on campus in the year following the receipt of their award. This past March, Professor Sayre delivered his lecture, "Lines and Voices: Maps and Narratives in 18th-Century Middle America," before a large and engaged audience of undergraduates, graduate students, faculty, and community members.

"Tonight, I want to help you imagine North America before the United States," Sayre said, opening his lecture. "I delight in studying the many stories, histories and literatures written and told in North America, and I try to acknowledge the many languages of this land, both native and colonial."

Using 18th-century maps and narratives, including a map of the world from 1707 by Martin Waldseemüller showing an elongated North America that is the first known map to use the word "America," Sayre took the audience on an historical adventure through the Mississippi/Missouri basin, focusing on the often forgotten role of French explorers in American history.

Sayre told the story of four different cartographers, showing how maps and narratives often contain elements of fiction. As maps with hypothetical oceans and waterways flashed on screen, he spoke of historical maps as representing "a geography of desire" and likened the evolution of maps to myths that change with each retelling. "These explorer-mapmaker-writers are each obscure, and they are not covered in American history survey texts — they did not speak English," Sayre explained. "But they demonstrate how map and narrative, history and literature, have been closely intertwined in North America." A high point of the lecture was Sayre's fascinating account of his ground-breaking research on a magnificent hide painting that depicts a battle between Spanish and French colonists.
Dear Friends of the Department of English,

We are excited to announce that, after a long and successful year, we are ready to kick off the 2013-2014 academic year. Our team of dedicated faculty, staff, and students are looking forward to a year of growth and accomplishment. We are confident that this year will be one of the most successful in the history of the department.

This year, we have welcomed several new members to our team, including several distinguished scholars and writers. We are thrilled to have them on board and look forward to seeing their contributions to our department.

We hope that you will join us in celebrating this new academic year. There will be opportunities to meet with our faculty and staff, as well as to participate in a variety of events and programs. We look forward to seeing you soon.

Sincerely,

[Signature]

KAREN FORD

At the final Department Meeting of the academic year, a festive gathering was held to celebrate the achievements of the undergraduate majors, graduate students, and faculty. Professor Bethany Belinsky, in her final lecture, took a few minutes to thank College of Arts and Sciences Associate Dean John MacArthur, Ph.D., for his support, the Composition Program, the hiring of an expert in ELL instruction, and various efforts to support faculty research. Some of this has no doubt been visible to the members of the department, what you haven’t seen is how judiciously and carefully the faculty work. Over the years, the number of new hires has been declining, but the quality of our faculty is unimpaired.

On the subject of gratitude, I want to take this opportunity to thank our Associate Dean Judith Basnain. She is an excellent administrator who goes the extra mile to support our programs. The department has benefited greatly from her leadership.

For all of these reasons, we are grateful to Judith and her staff. We hope that you will join us in congratulating her on her retirement.

JUDITH BASKIN
Course in the Spotlight: St. Louis Seminar in Poetry on the Gawain-Poet

A Tinker to the generous gift of the St. Louis University Renaissance Endowment, notable professor David St. Louis in memory of his late wife, Nadine Smillie St. Louis ’56, the English department offered the Professor Anne Laskaya St. Louis Seminar in Poetry on the Gawain-Poet this past spring term. Professor Laskaya, an expert on medieval Middle English literature and culture, taught the seminar, which aimed to help students gain preliminary mastery of the Northwestern Middle English dialect in order to close read Sir Gawain and the Green Knight in the original language and explore its interpretive challenges and the medieval aesthetic, social, political, and ethical issues central to it. Seminar participants read Sir Gawain and the Green Knight in the original Middle English, and two other works by the poet, Pearl and Patience. The course included secondary readings such as John Hoit’s “Horned Ladies: a classic analysis of ‘gade’ in human culture”; Susan Cixous’ The Performance of Writing Handbook; Clothing and Identity during the Hundred Year’s War; an investigation into the Okinawa Islands Christmas Games of the ‘nowa’ ball-rolling game but once a pre-Christian winter ball-rolling game; late medieval chivalry handbook, and a number of theoretical texts about boarding, thing theory, and more. Over ten weeks of intensive three-hour meetings, the thirteen participants, professors and major assistants, and Professor Laskaya discussed these works and how they related to the Gawain-poet corpus. They honed their skills in interpreting and discussing and researching literary texts, and medieval romance and culture.

Anne Laskaya

Professor Laskaya describes the challenge and the benefit of the course’s insistence on reading the text in the original language. Because the class is small and meets in a weekly two-hour session, “I taught the St. Louis Seminar like I would a Master’s seminar,” explains Laskaya. The format allowed students “a chance to explore the resonances of individual Middle English words with greater luminosity than is possible to do in a larger class. The Middle English Sir Gawain took five weeks of work because the dialect is so much more difficult for modern readers than the southern London dialect of a poet like Chaucer. Students were forced to engage in ‘slow reading’ since the vocabulary and grammar present significant challenges.” Close reading in the original language requires a level of scrutiny that most often is read in modernized translation. The course was a discussion-based seminar in which most weeks half of the class wrote rigorous 2-page papers, which formed the focus for most of class discussions. Each student wrote 4 short papers, responses to the 4 short papers written by other students, and planned a larger research project, an informed scholarly essay of 15-15 pages and a bibliography. Students also presented their research to the seminar and received feedback from that presentation.

The students expressed confidence in their Middle English skills and engaged enjoying so intensely with each other’s work. Seminar participant, junior English major Laura Jones states, “Reading Middle English aloud went from being daunting and intimidating, to being a fun activity with Professor Laskaya’s encouraging patience and positive feedback. I believe I learned so much more about the Gawain Poet, especially about Sir Gawain and the Green Knight, from this format than if this had been merely a lecture course.”

Thanks to the generosity of the St. Louis family, generations of future English majors will benefit from incompressible educational opportunities like Professor Laskaya’s seminar on the Gawain-Poet.

New Faculty Books

New Books from the English Department are available at Sullivant Hall. 3rd floor. Stop by and see what is new.

Sciences of Modernism (Cambridge UP) examines key points of contact between ‘British literature and the human sciences of ethnography, anthropology, and psychology at the dawn of the twentieth century. The book is divided into sections that pair exemplary scientific texts from the period with literary ones, charting numerous collaborations and competitions occurring between science and early modernism. Literature. Sciences of Modernism investigates this exchange through close readings of literary works by Claude McKay, E. M. Forster, Mina Loy, Rebecca West, and Wilfrid Owen alongside science books by Alfred Haddon, Havelock Ellis, Marie Stopes, Bernard Hart, and William Brown. In doing so, Pippin’s book shows how these competing discourses participated in the formation and consolidation of modernism as a broad cultural movement across a range of critical discourses. The study will interest students and scholars of the history of science, literary modernism, and early modern English literature more broadly.

Professor Emerita, Louise Ventling published her edited book Companion to Literature and the Environment, an authoritative guide to the exciting new interdisciplinary field of environmental literary criticism.

The collective traces the development of ecocriticism from its origins in Friedrich Nietzsche and offers fifteen rigorous but accessible essays on the present state of environmental literary scholarship. Contributions from leading experts in the field point to how the field can better, including the place of the human within nature, ecofeminism and gender, engagements with European philosophy and the biological sciences, critical animal studies, postcolonialism, poststructuralism, and climate change. A chronology of key publications and bibliography provide ample resources for further reading, making The Cambridge Companion to Literature and the Environment an essential guide for students, teachers, and scholars working in this rapidly developing area of study.

Mary Wood published Life Writing and Schizophrenia: Encounters at the Edge of Meaning (Bodleian). A volume in Routledge Press’s series, Life Writing and Mental Health, Life Writing and Schizophrenia is motivated by a number of related questions: How do you write your life story when readers expect you not to make sense? How do you tell a story that makes sense when, face to face with schizophrenia, your ability to tell a diagnostic story begins to fail apart? This book examines work in seven genres of life writing: autobiography, collective case history, autobiographical fiction–focussed either on what it means to live with schizophrenia or what it means to understand 'them' people who have received that diagnosis. Discussing the romanticized connection between literature and madness, Life Writing and Schizophrenia explores how writers who have various levels of schizophrenia distill their identities into narrative, despite popular and medical representations of schizophrenia as chaos, violence, and incomprehension. The study juxtaposes these narratives to case histories by clinicians writing their encounters with those diagnosed with schizophrenia, encounters that call their own narrative authority and coherence into question.

Mary Wood

Sayre FROM PAGE 1

on the Great Plains in 1729.

The evening culminated with a lively question and answer period in which Professor Sayre fielded a wide-range of questions from students about the lecture hall and via text message and twitter from those who had watched the live stream online. During the Q&A session, not only the keen intelligence, extensive knowledge, and clarity that characterize his scholarship and reputation, but also his humor and good humor his students and faculty colleagues knew so well. Professor Paul Pippin, English Professor Emeritus, Scott Coltrone, Senior Vice President and Provost, and Kimberly Andrews Epply, Vice President for Research and Innovation, presented Professor Sayre with a framed poster commemorating the event. Professor Sayre has taught at the UW since 1988. He is a specialist in Colonial American literature from the 16th through early 19th centuries in French and English. His research also focuses on autobiographical accounts and Native American studies, as well as the intersection of environmental studies and literature, a field for which the University of Oregon has international renown. Sayre to the author, editor, or translator of five books—two monographs and three editions or translations—including his most recent translation, The Memoir of Lieutenant Dumont: A Seafarer in the French Atlantic, 1715-1747 (U of North Carolina Press, 2012), he is currently working on a project about climate and culture in early modern Europe.

The English Undergraduate Organization live tweeted the event (mainly the first UW English event to be live tweeted). You can view the feed @EnglishUW or follow the hashtag #EngNewsRemote.

Vlose the lecture on the CO Channel: @media.coxygenu/ channel?stream=1613869303

Pippin Pippin

from the University of California
English Welcomes Four New Faculty Members

Assistant Professor Heidi Kaufman has joined the English Department as specialist in nineteenth-century British, literary, and cultural studies. Her teaching and research interests include the power of language, narrative, and image, to shape, silence, and/or give a voice to people and cultural institutions through which they express themselves. Professor Kaufman’s first book, English Origins, Jewish Discourse, and the Nineteenth-Century British Novel (Penn State UP, 2009), examines the ways in which British novelists responded to Jewish and Christian religious and historical affiliations, and the role of Jewish culture in shaping ideas about English identity. More recently her work has turned toward writing on nineteenth-century London. Her current book project focuses on the construction of place and identity among those who lived and worked in the nineteenth-century East End. This project integrates popular and traditional narratives about the East End with lesser-known writing produced by East Enders, including new archival materials, written in situ.

Stephanie Lemenager

Professor Stephanie LaManche has joined the University of Oregon as the Barbara K. and Carlisle Moore Professor of English. Professor LaManche has published widely in the fields of American studies and environmental criticism. Her publications include the collection Environmental Criticism for the Twenty-First Century (co-edited with Yvessh Shewry and Ken Hilner) and the monograph Manifest and Other Destinies (U Nebraska P, 2005). Professor LaManche’s newest book, Living Oil: Petroleum and Culture in the American Century (Oxford UP, 2014), is a work of environmental cultural studies that engages with a wide spectrum of cultural forms to illuminate the aesthetic, sensory, and emotional legacies of petroleum, from its rise to the preeminent modern fossil fuel during the War II through the current era of so-called Tough Oil (for more, see the New Faculty Book article). She recently co-founded the environmental humanities online journal Resilience with Professor Stephanie Feute of the University of Illinois. Such projects represent her commitment to building out the strengths of her literary-historical scholarship and classroom pedagogy toward a broader discussion of what “resilience” means in the twenty-first century. She sees the potentialities of the environmental humanities as a hugely exciting if yet underdeveloped interdisciplinary field, in terms of prospects for cross-field collaboration, academic/creative lab work, and community engagement. Her new book project, Weathering, focuses on the ecological significance of literature in the era of global climate change. Professor LaManche’s graduate seminar, “The Culture of Climate Change,” was featured this spring in The New York Times, Time Magazine, and on ClimateWire.

Faculty Fellow Veronica Alfano, who received her Ph.D. from Princeton University in 2011, joined the department this fall. Alfano’s research and teaching focus on Victorian literature, poetry and poetics, and gender studies. Her current book project, “The Lyric in Victorian Memory,” explores lyric poetry’s links to physical and cultural remembering, as well as to Victorian writers’ thematization of memory and forgetting. While critics regularly affirm that Victorian lyric is overshadowed either by the rising novel or, in studies that concentrate on Victorian verse, by the dramatic monologue, “The Lyric in Victorian Memory,” posits that the monomicrotic nature of brief, evocative lyric poems helps to explain their persistence not only in individual memory but also in the canon. Combining a formalist approach with historical analysis and examination of reception history, Alfano explores lyric poetry’s links to physical and cultural remembering, as well as to Victorian writers’ thematization of memory and forgetting. Alfano argues that Victorian Lyric Verse—which attempts in vain to recapture lost time and to memorialize its subjects—echoes the period’s simultaneous obsession with and alienation from the past. This year, she was awarded the 2014 Joseph R. Danley Memorial Fellowship from the William Morris Society of the United States. Alfano has published articles in Victorian Studies: A Journal of Culture and Literature, Fantastist Studies in English Literature, and Critical Matrix.

Faculty Fellow Jennifer Burns Bright, who received her Ph.D. from the Department of English at the University of California, Irvine, joined the English Department this year. Bright specializes in the literature and culture of transatlantic modernism, sexuality studies, and food studies from the nineteenth century to the present. Bright’s most recent work concerns the way modern writers struggled with and theorized their fleshly desires, often in opposition to the medical profession and obscurity laws. Currently, she is editing a book-length manuscript on the intersection of modernism and masochism, and is working on the first draft of a new project on modernist cuisine. Bright has published articles in Joyce Studies Annual, the James Joyce Quarterly, and the James Joyce Literary Supplement. She is part of the steering committee for the emerging UO Food Studies Program, and leads the Food in the Field research interest group (BGG) for faculty and graduate students through the UO Center for the Study of Women in Society. Bright is also a freelance food journalist and maintains an award-winning local food blog, Calamari Eugenius, and co-hosts a radio show on Eugene’s NPR affiliate, KLCC. Her food writing and book reviews have appeared in Gastrocnome, NPR’s The Salt, and Aces USA.

UO English Participates in SAIL

UO English “sailed” into summer last year by participating in UO’s Summer Academy to Inspire Learning (SAIL) for the first time. Under the guidance of Connie Wouman and Department Head, Karen Ford, UO English hosted over twenty local high school students who came to campus for a week, some for their fourth summer, to hone their writing skills and prepare for the college essay and application process. During the week, students participated in two mock English classes taught by professors David Viequez and Courtney Tharsson. They also worked on a video essay with video instruction from the journalism school faculty. On the final day, students met individually with eleven English department faculty volunteers to conference about their college essays and obtain information about the department and English as a major at UO. SAIL staff have followed up with sessions this year, and it is hoped that some of these campers will make their way to UO in the fall—and perhaps to the English department as well.

SAIL is a University of Oregon program led by faculty who volunteer their time to increase the number of low-income students enrolling and succeeding in college. Founded in 2000 as a week-long economics camp for 15 students, SAIL now has eight faculty-led summer camps with 350 students. The program is free and gives students information and personal experience with the college campus, including seminars on admissions and financial aid. The program’s goal is to help students finish their four years of SAIL and gain the tools to succeed in higher education.

UO English will participate again in the summer 2014 SAIL program. You can learn more about SAIL by visiting the program’s website at sail.uoregon.edu.

Thank you to UO English faculty volunteers for making our inaugural SAIL summer a success: Lara Bovisky, Karen Ford, Lisa Freinkel, Anne Laskosky, Lee Runham, Courtney Thomson, David Vázquez, Mark Whalan, Elizabeth Wheeler, Mary Wood, and Connie Wouman.

Heidi Kaufman

Stephanie Lemenager

Veronica Alfano

Jennifer Burns Bright

Sail
A Letter From London

This is the fifth year of the English Department's successful partnership with Phi Beta Kappa Visiting Scholar Lectures for English Majors. As a native of Philadelphia, I have always been a fan of the city's rich history and culture. As the capital of Pennsylvania, Philadelphia has a vibrant literary scene, with numerous bookstores, literary groups, and annual events such as the Philadelphia Book Festival.

In this year's program, we have a diverse lineup of visiting scholars who will be presenting their work on various topics related to literature, politics, and culture. The keynote panel, “Indigenous Critical Theory and Political Movements,” was attended by over 150 people. As part of a broader effort to build intellectual and institutional relationships throughout the broader Pacific Northwest, Brown and Hendriks intend to generate a wealth collection from the conference. There are already plans to make the conference into a semi-annual event hosted by institutions in the Northwest and Canada.

In continuing the tradition of hosting some of the most influential and exciting literary figures, the Phi Beta Kappa Visiting Scholar Lectures for English Majors is a platform for students and faculty to engage with the latest scholarship in the field. These lectures provide a unique opportunity for students to learn from and interact with leading experts in their field.

The highlight of this year's program is the keynote panel, “Indigenous Critical Theory and Political Movements.” This panel features a diverse range of speakers from different disciplines and backgrounds, including Native American scholars, activists, and cultural theorists. The panelists will explore issues of indigenous sovereignty, justice, and resistance in the context of contemporary political movements.

In addition to the keynote panel, the Phi Beta Kappa Visiting Scholar Lectures for English Majors will feature a series of workshops and interactive sessions. These sessions will provide students with hands-on opportunities to engage with the material and participate in discussions with the visiting scholars.

Overall, the Phi Beta Kappa Visiting Scholar Lectures for English Majors is an exciting opportunity for students to gain new insights and perspectives on literature, culture, and society. I encourage all English majors to attend these lectures and to take advantage of the unique opportunities they provide.
Gratitude for Associate Dean

FROM PAGE 3

and night and on weekends, and she has responded with patient and usually within minutes, even when she's Overseas or on vacation. This may sound like a model of service, but it's actually critical: so many decisions, appointments, payments, promotions, adjustments, and solutions have depended upon her abiding presence and ready guidance.

And on a more personal note, Judith has been my first mentor since Sister Rosalita in sixth grade. As scholars and teachers, we work mostly alone, though, of course, we are lucky in Eugene to have many colleagues to turn to for ideas, advice, and commiseration. But I have felt in working with Judith that she has taken me under her wing, and I have sometimes really needed that wing. I ask her for counsel as often as I ask her about approvals and policies, and she always offers in formed, sensible, principled advice—and always almost instantly. Being a department head is even harder than it looks, and I've been deeply appreciative of Judith's constant guidance and assistance. We all have reason to thank you today, Judith.

LT. WICKES IN SAIGON 1945

In Memoriam: Janine Thornton

The department experienced a difficult loss this winter when one of our PhD students, Janine Thornton, succumbed to illness. Janine was a brilliant young student of American poetry and prose with special interest in experimental and African American poetry. She was highly valued by her peers and teachers for her contributions to our community. While Janine was reserved and quiet, her runs comments in class were elegant and profound, as her classmates, Nick Steckler, remembered during a gathering in Janine's memory. That eloquence and purpose was fully voiced in her written work and teaching, as many faculty who worked with Janine described, remembering how Janine would light up when discussing the poetry she loved. Janine spent her last months and even her final days working on the literature about which she was so passionate. She taught all of us about toughness, perseverance, and the power of intellectual commitment and will be much missed.

The University of Oregon awarded a posthumous MA to Janine, conferred on her at graduation. Students and faculty were there to celebrate her achievement.

JANINE THORNTON;

PHOTO BY DANIELLE SEID

Gratitude for Associate Dean

FROM PAGE 3

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JANINE THORNTON;

PHOTO BY DANIELLE SEID

Graduate Students, Faculty, and Alumni Celebrate Emeritus Professor, George Wickes

In mid-November, a large cohort of faculty, students, and friends gathered at the EMU to celebrate the long and distinguished career of Emeritus Professor, George Wickes. Former Department Head, Henry Whalan offered welcoming remarks, which were followed by a series of presentations on the many sides of Professor Wickes's amazing career. Associate Professor and Associate Department Head, Paul Peppis spoke about Professor Wickes's early work on a range of English writers, including George Herbert, Henry Constable, Christopher Isherwood, and Aldous Huxley. Professor Einstein, Suzanne Clark addressed Professor Wickes's contributions to Hemingway scholarship, followed by Rob Garrett, one of Professor Wickes's former students, now Professor Emeritus from the University of the Puget Sound, who discussed Wickes's work in Irish Studies. Robert D. and Eve E. Horn Professor of English, Mark Whalan illuminated Professor Wickes's extensive editorial accomplishments, and former Department Head, Karen Ford concluded the panel part of the meeting with some thoughts on Professor Wickes's recently published book, Americans in Paris. The panel was followed by a wide-ranging discussion of Americans in Paris, George's graduate career, and his countless contributions to scholarship and the life of the mind. Following are Professor Wickes's opening remarks, which provide a good humored and extensive overview of George Wickes's remarkable career.

I've been asked to begin with a brief overview of George Wickes's career, which seemed like a reasonable enough request, although in fact George's career includes so many highlights that even a brief overview could easily occupy us for the rest of the meeting. As some of you know, many of these highlights are personal—he was acquainted with some of the most interesting literary figures of the twentieth century, such as Henry Miller, Lionel Trilling, Paris modernists, American modernists, Aldous Huxley, and Alice R. Toklas. Some of the highlights are scholarly—he is the author or editor of numerous books including what is still justly considered a landmark study in American literary criticism, the 1969 volume美国人 Americans in Paris. And of some of them are pedagogical—in six decades of teaching he has encountered more than a few memorable students, including one who is with us today, Rob Garrett, Professor Wickes from the University of the Puget Sound.

For all the variety of George's endeavors, a theme that runs through his career and that connects many of these highlights is what Elbridge Bishop might have called "the question of travel." George's teaching career, as he freely admits, has been that of a "fly-by-night," including extended, and in some cases multiple, postings in Siena, Avignon, Nicosia, Paris, Bath, London, Heidelberg, and Tubingen. He began teaching at Duke in the 1950s, then spent 12 years at Harvey Mudd College and Claremont Graduate School in California, before moving to OU in 1970, which he claims to have immediately recognized as, "the place I wanted to spend the rest of my life. Except when traveling, of course."

He has taught at OU since 1970—nearly 44 years—and while Eugene has been home to George during all that time, it has also been a launching pad for many adventures, including extended lecture tours throughout Europe and Northern and sub-Saharan Africa. I suspect that graduate students in the room, most of whom survive on a pinch diet of Ramen and Nissin beer, will have some trouble understanding that George's years as a graduate student were punctuated by extended research tours in Florence and Rome, where he studied Renaissance and Baroque art in preparation for his dissertation work, and in the famous Rodin Studio of the British Museum, where Karl Marx and Gertrude Stein had warmed the seats for him a generation or two before. When his G.I. funds had run out to buy bread and beer and he was about to sit down and write his dissertation in the early 1950s, George had the good fortune to be asked to direct the Eidelberg Fulbright Program in Belgium and Luxembourg—not a bad graduate teaching fellowship assignment—which allowed him to live for 2½ years while getting his dissertation in one of the finest buildings in Brussels.

Not by coincidence, questions of travel and the significance of "place" have been key threads in George's scholarship, as well. The book for which he is best known to Americans in Paris, which remains after 45 years the finest discussion of that city's impact on the creative lives of Ernest Hemingway, Ezra Pound, Gertrude Stein, e.g. cummings, Man Ray, and other Americans who lived and worked in Paris during the first part of the twentieth century. While working on that book, he came to know a number of its principal subjects personally, especially Henry Miller, who became a major focus of George's subsequent scholarship, which includes several volumes of Miller's letters. While in Paris he became acquainted with another charismatic American expat, Natalie Barney, who hosted an important salon for American, French, and English writers in the post-war years, and about whom George wrote a biography, published in 1979 as The Absinthe Letters. While teaching in Avignon, he became interested in yet another egocentric cosmopolitan, Frederic Mistral, the Provençal poet who had won the Nobel Prize for Literature in 1964, and whose memoir George proceeded to translate into English—not from French, mind you, which would have been much too easy from the Provençal.

I could go on listing the highlights of George's astounding career indefinitely. The fact that I have not even mentioned some of the most exciting episodes, such as when James Bond-like service in the OSS, the Office of Strategic Services, during and after WWII, which took him throughout Indochina, landing him, among many other places, in the seat of honor at a dinner with Ho Chi Minh. Real people don't have these experiences, but they seem to have been regular occurrences with George.

It is amazing, really, that the quiet and contemplative life of a teacher and literary critic in Eugene, Oregon, could have appealed to George after his cosmopolitan upbringing, his international education, and his adventurous early career in Cold-War-era military intelligence. He may have thrived on travel and adventure, but in all he has done he has shown an unusual gift of disemment, a critical acumen and eloquence that have marked him as one of those people, as Henry James would have put it, on whom nothing is lost.

George Wickes is a major figure in our field, and we in the English Department and the University of Oregon have been extremely lucky to count him as such an exceptional colleague for so many years.
The Second Annual A. Kingsley Weatherhead Lecture in Shakespeare Studies

In his lecture "The Tempest" on November 16, 2013, Professor McLoyd discussed Shakespeare’s ability to balance the complexity of human nature with the power of nature itself.

Kitchener Rhetoric Society Formed at UO

The Kitchener Rhetoric Society was formed to promote the study of rhetoric in the United States. The society is affiliated with the American Rhetoric Association and is open to all disciplines interested in rhetoric and communication.

Leading Asian American Writers Share Their Work at UO

Maxine Hong Kingston, Asian American author, shared her work with students and faculty at the University of Oregon. Her talk was part of the Asian American Awareness Week and aimed to share her experiences and insights on Asian American identity and culture.

A. Kingsley Weatherhead Fund for Shakespeare Studies

The A. Kingsley Weatherhead Fund for Shakespeare Studies was established to support the study of Shakespeare and his works. The fund provides grants to support research, teaching, and performance projects.

Shakespeare's Sonnets

Professor McLoyd's lecture addressed the significance of Shakespeare's sonnets, their themes, and their influence on modern literature.

The Tempest

This special performance of "The Tempest" was presented on November 16, 2013, to celebrate the publication of "The Tempest" at the Oregon Shakespeare Festival.
Visitors Illuminate Environmental Humanities

This past year, Stephanie LeMenager, the Barbara K. and Carlisle Moore Professor of English, organized visits to UO by three leading scholars and made the College of Arts and Sciences the base camp of Environmental Humanities. The three events, two workshops with scholars and a presentation by a prominent philosopher and faculty a sense of the wide variety of vital work currently being produced in the Environmental Humanities.

This October, graduate students and faculty participated in a workshop with Anne Hardy, a Distinguished Teaching Professor at the University of Texas at Arlington. Alaimo is the author of Undisciplined Ground: Becoming Nature as Feminist Space (2000), Bodily Sciences: Science, Environment, and the Material Self (2018), and the edited collection, Material Feminisms (with Susan J. Hekman, 2008), as well as numerous articles on environmental science studies, green theory, critical animal studies, and feminist theory. Professor Alaimo discussed with workshop participants a draft chapter from her forthcoming book, "The Precarity of the Human: Octavia Butler’s Other Planets."

In November, the English Department co-sponsored a presentation by internationally celebrated theater and radio director, conceptual artist and researcher, Mark Anthony Turnage, "Becoming Nature as Feminist Space (2000), Bodily Sciences: Science, Environment, and the Material Self" (2018), and the edited collection, Material Feminisms (with Susan J. Hekman, 2008), as well as numerous articles on environmental science studies, green theory, critical animal studies, and feminist theory. Professor Alaimo discussed with workshop participants a draft chapter from her forthcoming book, "The Precarity of the Human: Octavia Butler’s Other Planets."

Professor Organizes First Annual Disabilities Studies Forum

This fall, under the aegis of the UO Disability Studies Forum, a inaugural event focused on "Disability and the Art of Living." The forum, organized by Associate Professor of English, Elizabeth Wheeler, in conjunction with the College of Arts and Sciences, the Center for Women and Gender Studies, and the College of Arts and Sciences, aimed to bring together scholars and activists from a variety of fields to explore the intersections of disability, art, and activism.

The Disability Studies Forum was organized by the University of Oregon Disability Studies Project, the Department of English, the College of Arts and Sciences, the University Center for Excellence in Developmental Disabilities (UCEDD), the Office of Academic Affairs, the Graduate School, and the Center for the Study of Disability in Society, and organized by Associate Professor of English, Elizabeth Wheeler, who is also the principal investigator of the Disability Studies Project and a leading activist in the field of disability studies. The forum was open to all who were interested in the intersection of disability, art, and activism, and featured a panel of speakers, a roundtable discussion, and a reception.

The forum was a success, with over 100 attendees from a variety of disciplines and backgrounds. The speakers and panelists addressed a wide range of topics, including the history of disability studies, the role of art and activism in advocating for disability rights, and the intersection of disability, art, and activism in the 21st century. The reception featured a performance by a local dance troupe, and the event was well-received by all who attended.

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Assistant Professor Garners Highest University Research Award for Junior Faculty

Assistant Professor of African American Literature and Contemporary African American Women's Novels, Thorsen received one of the University of Oregon Research Excellence Early Career Awards. Sponsoring the Office of Research and Innovation, the Early Career Award is given annually to two tenure faculty of Assistant Professor rank whose research has been judged particularly timely and significant. Brad Shelton, Interim Vice President for Research and Innovation, and University President Michael Gottfredson honored this year’s recipients at a ceremony attended by colleagues, friends, and families at the Jordan Schnitzer Museum of Art in mid-June.

Thorsen’s first book, Nationalism and Contemporary African American Women’s Novels, was published by the University of Virginia Press last year. There she investigates the continuing interest in black cultural nationalism among five women authors writing in what most

would consider the post-nationalist period of the 1980s and 1990s. “These authors,” she observes, “write into a long and varied tradition of African American nationalistic, collectively asserting that nationalist stances have continued relevance amidst the current move toward global, diasporic, and transnational perspective in the humanities.” Her book is organized by authors and by one form of work central to each author’s novel—engaging, cooking, dancing, mapping, and scripting—and she concludes that her argument is that these works are about people’s work. Her research project involved interviews with prominent black novelists and a survey of academic journals.

Thorsen’s symposia and lectures have been some of the best-attended events in the department.

Reflections Unheard: Screening and Lecture

This April, the English Department hosted a screening of the striking new documentary film Reflections Unheard: Black Women in Civil Rights by Nevilone Nnaji in the Knight Library Browning Room. Organized by Assistant Professor of African American Literature Courtney Thorsen, the event provided UO students and faculty with an incomparably opportunity to view Reflections Unheard: Black Women in Civil Rights, the first feature-length film to document the role of black women in the Civil Rights, Black Power, and Feminist movements. Comprised of interviews and archival footage collected almost exclusively from film available in the public domain and footage donated by The Amistad Research Center in New Orleans, the film underscores the challenges of activism and racism faced by black women activists during the 1960s and 1970s and the groundwork laid by these women for mobilizing women of color.

The event was attended by over 100 faculty and students.

The screening was followed by a lively question and answer session with Nevilone Nnaji, the film’s director and producer, who was moderating by Melissa Stuckey (History). During the discussion, Nnaji explained the genesis of the film, her work as an artist and activist, and her future projects. Nnaji, inspired to create a feature-length documentary, which she began in a student at Boston University. Her artwork, including performance, dance, as well as film and video, focuses on the internal struggles and transformative experiences of black female characters, often using experimental and non-linear storytelling devices. She also continues to make YouTube videos that focus on her personal stories and experiences as a queer woman of color. Her latest project is called “Genies of Nine.”

Department Notes

Left to Right: Karen Ford, Courtney Thorsen, Michael Gottfredson, Brad Shelton

FACULTY NEWS

Veronica Alfaro was awarded the Donald Murray Scholarship from the Society of Women in Journalism of the United States, and presented “Morrice’s Frowsy Rime: History as Incident and Ornament” to the William Morris Society of Canada. William Morris: Artistry in Design and Painting, a book in which her work will appear, is forthcoming later this year from University College London Press. Her contribution is titled “Morrice and the Politics of Beauty.” She also was at Stanford University as part of the Stanford Institute for Loeb Fellow in the Humanities, as well as in the American Studies at Stanford’s Technology and Culture. She is now at the University of Pennsylvania as part of the University’s Technology and Culture. She is now at the University of Pennsylvania as part of the University’s Technology and Culture.

Mary Baysell gave a DUK talk at the OAK called “How to Tweet from Another Century” (now on YouTube at https://www.youtube.com/watch?v=vv_PaL19w8).

Carolyn Bergquist, Director of Composition, has been promoted to the rank of Lecturer, a new rank that recognizes faculty who supervise graduate students. Recruitment for the position is now open.

Stephanie Clark presented a paper, “Rediscovering Gift: Gift, Form, and Identity in Renaissance Science.” Clark received 2018-19 grant from the University of Oregon to explore the role of gift in Renaissance science.

Williamson presents a talk titled “Medieval Humor and the Theory of the Six Funny Things” at Loyola University in Chicago, and gave two invited talks on medieval humor in Chicago, and gave two invited talks on medieval humor. She is now at the University of Oregon, and gave two invited talks on medieval humor in Chicago.

Michael Copperman published a short story, “Mystery” in UNSAID, the University of Southern California’s annual anthology in Los Angeles. She also received a Faculty Research award from the Office of Research and Innovation to support her new project, “Theories of Prayer in Anglo-Saxon England.”

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Annual Giving Reminder

If you receive a letter or phone call from OU Annual Giving and decide to make a contribution to the University, consider designating the English Department as a recipient of your gift. Such gifts make a difference in what the Department can do to enhance educational opportunities for our students and provide valuable research and instructional resources for our faculty. If you wish to make a contribution now, please make your check payable to the University of Oregon Foundation, designated for the Department of English, and mail it directly to the University of Oregon Foundation, 1720 East 13th Avenue, Suite 410, Eugene, OR 97401-2233 or donate online at through the OU Foundation at: uofofoundation.org. Thank you!

Dylan Thompson received one of three Stephen Swig Essay Prizes for best essays written by English Majors during the academic year. His essay "Questioning the Ambivalent Politics of Andrew Marvell: An Exploration on the Authorship of ‘An Elegy Upon the Death of My Lord Francis Villiers’" was written for Benjamin Saunders' ENG 440: 17th Century Poetry and Prose course, Spring 2013.

Madeleine Thorsen will serve a second year as the English Undergraduate Organization president.

Marcus Henzel, Ph.D ’12, has accepted an appointment as Assistant Professor of English at Franklin College in Lindsayville, Kentucky. It is a tenure-track position in which he’ll teach British literature and work closely with the Education Department on their English Education major.

Chelsea Hennon, Ph.D ’12, has accepted a full-time, tenure-track position at El Camino Community College in Norwalk, CA.

Kamiya Williams received one of three Stephen Swig Essay Prizes for best essays written by English Majors during the academic year. Her essay “Masking for Survival: The Broken Black Family and Generational Transfer of Marks in the Troubled Epoch” was written for Courtney Thompson’s ENG 468: Contemporary Black Fiction course, Spring 2014.

ALUMNI NEWS

Dennis W. Eddings, PhD ’72, is Emeritus Professor of Humanities at Western Oregon University. Born July 6, 1938 in Everett, Washington, Dr. Eddings earned his BA and MA from the University of Washington, in 1966, and 1968 respectively, before pursuing his PhD at U.O. He began his teaching career in 1968 at the Oregon College of Education. After a long and productive teaching career, he retired from the Oregon College of Education in December of 2001. He has published on Edgar Allan Poe and Mark Twain and presented conference papers on Poe, Twain, Patrick F. McManus, Jesse Austin, and Henry Fielding. His most recent publication is, “MAD About ‘The Raven’” in The Edgar Allan Poe Review for Autumn, 2013.

Kaila Rose Nicholl, MA ’13, presented “The Politics of Autobiography: Byron’s ‘Other Being’ and the Reinaulding of Poetic Subjektivity in Childish Harlot’s Pilgrimage III & IV” at the 58th Annual International Byron Conference held at Kings College, London and “What? Transgressions and Re(definition) in Byron’s Don Juan” at the Byron Society of America’s Collecting Byron Conference, Drew University. This coming fall, she will begin her PhD studies at the University of Western Ontario.

Brian Puroposon, PhD ’13, has accepted a Lecturer position in the English Department at California State University, San Dimas for the 2013-2014 academic year.

David Summ, PhD ’09, has been promoted to Professor of English and Environmental Studies at Linfield College, McMinnville, OR. He published “The Limits of Violence: People and Property in Edward Abbey’s Monkeywrenching Novels,” EcoStudies: European Journal of Literature, Culture and Environment 4.2 (Fall 2013), and was co-editor, with Lisa Masutti, Environmental Studies 2.2: Ecotopia: An Argument for the Proper Frains,” SSIL: Interdisciplinary Studies in Literature and Environment 20.4 (Fall 2013).

Morgantown Johnson, PhD ’08, began serving as associate Vice President for Academic Affairs at Idaho State University, where she has been on faculty for nearly 15 years. She co-edited (with Tason Pugh, PhD ’09) the volume, Literary Studies: A Practical Guide, published by Routledge in 2014. Her article “Never the Same One Twine”: Melodrama and Repeition in Queer Film” was published in Genre in 2013.
UO Poetry Slam Club and Team

The English Undergraduate Organization (EUG) has sponsored a new poetry club, the UO Poetry Slam Club and Team, founded by Alexander Dang (English) and Hannah Golden (Journalism). This year the team has been featured in The Daily Emerald, and members have performed at the end-of-year English Department meeting, the Eugene Poetry Slam, the National Poetry Slam, and TEDx. They also held their First Annual End-of-the-Year Poetry Slam and Open Mic in the Gerlinger Alumni Lounge, which featured ten acts, including CIJPSI and National Poetry Slam poet and UO alum, Jeff Spitzer, Jr. More than sixty people turned out for the event. The club holds a weekly open mic at The Buzz in the EMU to increase membership and raise money to travel to national competitions, beginning with next year’s College Unions Poetry Slam Invitationalal. The club seeks to build a community and audience for poetry on campus that embodies the inclusiveness and excitement of slam poetry. In the fall, the club will hold team tryouts. This group is very exciting and brings positive attention to the major and its student organizations.

Corbett Upton, Associate Director of Undergraduate Studies, serves as the team’s sponsor and “coach.”