



*News and
Notices*

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The Society for Critical Exchange, Inc.
Founded 1975; incorporated 1976

Guilford House
Case Western Reserve University
Cleveland, OH 44106
216-368-3342

Fax: 216-368-2216 (call ahead before sending)
Internet: xx124@po.cwru.edu Bitnet: xx124%po.cwru.edu@conyvm

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(term ending December 31, 1990)

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(term ending December 31, 1992)

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Gary Lee Stonum, English, Case Western Reserve University
Martha Woodmansee, English, Case Western Reserve University
(unspecified term, by appointment of the Board of Directors)

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Lisa Maruca, English, Case Western Reserve University

From the Executive Directors

Welcome to the hundred or so new members who have joined since the summer, when the previous newsletter appeared. At last count we have just short of 400 members, considerably more than the SCE has ever had before. Such growth is pleasing, but it also increases the difficulty of keeping us all reasonably in touch with one another and with the Society's activities.

How to meet such a challenge? Why, throw a party, of course. What more of an excuse could we want?

So we'll be holding a real party at the MLA convention in December, replacing the usual late-afternoon, hotel-salon, you-buy-the-overpriced-drinks SCE Cash Bar. Details appear on the invitation elsewhere in the newsletter, but you might note that the party begins shortly after an SCE panel is scheduled for the first evening of the convention and that it takes place away from the main convention loop, at a hotel nearer to the restaurant and shopping district.

Recent and pending SCE activities are described in the following pages, but let us say here that, as always, we want to hear your suggestions for new projects. Several of your initiatives are now gathering momentum, but there is always room for new ideas and additional interests.

Finally, in response to literally ones of requests we are pleased to announce a new feature of the newsletter: Good Text, an advice column for the ontologically disabled. To overcome your every crisis in criticism, every gap in your gossip, and every absence of puissance in your jouissance, just ask Doctor Truth.

Gary Lee Stonum
Martha Woodmansee

Current Projects and Forthcoming Events

Improving scholarly conferences

An SCE working group is now being assembled to consider how various sorts of academic conferences might better be managed and how they might more readily foster collaboration and exchange. The intention is to publish a handbook on organizing and running scholarly conferences. Interested persons are urged to contact David Damrosch, Department of English and Comparative Literature, Columbia Univ., New York, N.Y. 10027.

Theory and Theory-Work in an Electronic Age

The first session devoted to this topic was held at the 1990 MMLA and included papers by N. Katherine Hayles, Leroy Searle, and Helen Schwartz. A correspondence group is now being gathered to plan further work on the theoretical implications of computers, video, and other telecommunications media and on the impact of these media on scholarly practices. Interested persons should contact Gary Lee Stonum at the SCE office in Cleveland.

PACT: Problems of Affirmation in Cultural Theory

Announcing an SCE Symposium. On the weekend of October 4-6, 1991, at Case Western Reserve University in Cleveland, the SCE will sponsor a symposium on problems of affirmation in cultural theory. More specifically, the topic will be the theoretical and conceptual difficulties of affirming cultural values. The symposium forms part of a larger undertaking, the PACT project, an initial stage of which will be the SCE panels at the 1990 MLA meetings in Chicago. Selected papers and proceedings from the various PACT meetings are expected to be published in book form.

All symposium participants will either prepare a paper or respond to one; the symposium itself will be devoted to the discussion of papers circulated in advance of the meeting.

Because of this seminar format, participation will be limited to a maximum of 30 persons.

Interested persons should contact James J. Sosnoski (424 Merriman Rd. Akron, OH 44403; telephone 216-867-5187) or David Downing (English Department, 110 Leonard Hall, Indiana Univ., Indiana, PA 15705) by April 1, 1991.

The Pedagogy of Cultural Studies

Several activities are being planned under the general umbrella of the pedagogy of cultural studies. In addition to a panel at the spring 1991 meeting of the International Communication Association and a proposed panel at the 1991 Modern Language Association meeting, sessions are being organized and papers requested for the 1991 meetings of the Rocky Mountain MLA and the Midwest MLA.

Since the request for volunteers in the last newsletter and other places, Anne Balsamo (English, Illinois State), Kelly Coyle (Communications, Tulane) and Gita Rajan (English, New Orleans) have stepped forward to lead the efforts on this topic. The response to their work and the overall interest in the topic have been considerable, so it seems likely that the topic will become an official, ongoing SCE project.

Call for papers: Midwest Modern Language Association meeting (November 14-16, 1991, in Chicago) Cultural Studies has become a meeting ground for scholars from diverse disciplines to exchange ideas about projects of cultural analysis and criticism. This trans-disciplinarity, however, often obscures two important considerations: 1) the specificity of Cultural Studies as a multi-faceted tradition of critical-intellectual work, and 2) the transformative potential of Cultural Studies as a teaching strategy in different academic contexts. Papers that address these concerns are requested for a panel on "Cultural Studies and Pedagogy" at the 1991 MMLA meeting. Prospective contributors might consider the following questions when constructing their submissions:

--How does the multi-disciplinary heritage of Cultural Studies inform the development of the cultural studies course or set of courses?

--What is the relationship between the overt political projects of Cultural Studies and the political climate

of the U.S. academy?

--How is Cultural Studies itself informed by other critical/political projects? What alliances influence its current development, what alliances are possible in the future?

--What can/should be the relationship between Cultural Studies and traditional disciplines, general education requirements, and other University programs? How do we assess the institutional context for Cultural Studies, and how do we transform it?

--How does Cultural Studies inform specific classroom practices? What do Cultural Studies teachers do differently than traditionally trained teachers?

--How do Cultural Studies courses/teachers negotiate such issues as canon formation, teacher authority, anti-intellectualism, political accountability, and the privatized classroom?

These are suggested questions; other ideas are certainly welcome. The deadline for submissions is April 1, 1991. Send papers or inquiries to: Anne Balsamo, Department of English, Illinois State University, Normal, Illinois 61761; telephone, 309/828-1391 (home).

Call for papers: Rocky Mountain Modern Language Association, October 17-19, 1991, Tempe, Arizona

Papers are requested on the "civilization track" that has existed in many foreign language departments for over two decades, in the hope of determining how and whether new efforts in cultural studies differ from this track and how the two might benefit one another in the future. The temporary organizer for this panel is Marie-Pierre Le Hir; papers and abstracts should be sent by February 15 to her at the Department of Modern Languages and Literature, CWRU, Cleveland, OH 44106.

We would like to urge SCE members living in the Rocky Mountain region to attend the session. To survive in the RMMLA, the SCE will need to be fruitful and multiply; specifically, we will need to show evidence of interest in our sessions to be able to mount further sessions and we will need to elect organizing committees for the future sessions.

HELP WANTED:

The Regional MLAs

In the last few months the SCE has initiated or renewed ties with several regional MLAs. It is now up to all of us to make something of these affiliations, especially the newest ones, with the South Central MLA and the Rocky Mountain MLA.

For 1991 the SCE will sponsor a special session at the SCMLA meeting in Fort Worth. Depending upon the attendance at the session and other indications of interest, our slot on the program may become permanent, so we urge you all to support the effort. Patrick Murphy (English, NE Louisiana) is organizing the session, and at this point proposals on any topic in theory and criticism are welcome.

Also for 1991 the SCE will sponsor a session at the RMMLA, where we have been granted affiliate status. (A call for papers appears in the article on current projects.) We do not yet have anyone located in the RMMLA area to serve as an SCE liaison. In addition, at the 1991 RMMLA meeting it will be necessary to choose a program committee for the 1992 meeting. Volunteers are urged to contact Gary Stonum or Martha Woodmansee.

Our other two affiliations, with the Midwest and South Atlantic MLAs, have existed for some time, and they continue to thrive. The 1990 SAMLA meeting is taking place as we are going to press; for further information contact Elizabeth Meese (English, Alabama). The MMLA for 1991 will host sessions on the pedagogy of cultural studies; a call for papers appears in the article on current projects.

Elections for the Board of Directors

Acting in their role as a nominating committee, the SCE Board of Directors has proposed the following slate of candidates for the seats on the Board which become vacant at the end of this year.

For the unexpired balance of a term ending December 31, 1992: Don Bialostosky.

For the three terms ending December 31, 1992: David Damrosch, Elizabeth Meese, and Paula Treichler.

At the moment precedent and by-laws specify a somewhat unusual way of conducting SCE elections. A nominating committee (in this case, all the current Board members) chooses a slate from the list of all those nominated. Selection for the slate is tantamount to election unless more than one-third of the membership votes against the slate. That is to say, each of you as members may cast a negative ballot by writing a note to that effect to Gary Stonum, by December 21, 1990.

I know. This is not a conspicuously democratic way of conducting elections. However, no bad faith is involved, only the predicaments endemic to voluntary associations. The election procedure dates from a time when the Society was considerably smaller; more important, it was devised mainly as a way of approving changes in the by-laws in situations where relatively few members would be motivated to vote at all.

If you have ideas about a better procedure, write to Gary Stonum or bring them up at the business meeting in Chicago. Meanwhile, we trust that the awkwardness of the process may be forgiven because of the quality of the slate of candidates.

Here are brief academic biographies of each, culled from their vitas.

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Don Bialostosky: Professor of English, Univ. of Toledo. Previously taught at SUNY-Stony Brook and the Univ. of

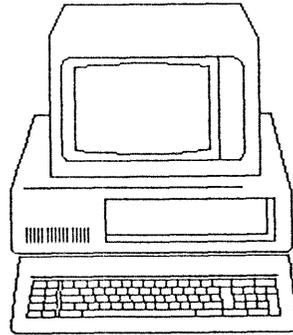
Washington. Ph.D. (1977), M.A., and A.B. from Chicago. Publications include: *Making Tales: the Poetics of Wordsworth's Narrative Experiments* and articles on Wordsworth, narrative, Bakhtin and dialogics. SCE activities include, among others, a previous term on the Board.

David Damrosch: Associate Professor of English and Comparative Literature, Columbia Univ.. Ph.D. (1980) and B.A., from Yale. Publications include *The Narrative Covenant: Transformations of Genre in the Growth of Biblical Literature* and articles on religious texts of various cultures. SCE activities include initiating the project to develop a handbook on conferences.

Elizabeth A. Meese: Professor of English, Univ. of Alabama. Previously taught at Rutgers Univ. Ph.D. (1972) and M.A. from Wayne State, B.A. from Michigan. Publications include *(Ex)Tensions: Re-Figuring Feminist Criticism*, *Crossing the Double Cross: the Practice of Feminist Criticism*, *Women Poets: South* (ed. with Dara Wier), *The Difference Within: Feminist and Critical Theory* (intro. and ed. with Alice Parker), articles on women's literature and feminist theory, and poetry. SCE activities include serving as liaison to the SCE affiliate of the South Atlantic MLA.

Paula A. Treichler: Associate Professor of Humanities, Univ. of Illinois, College of Medicine. Ph.D. (1971) from Rochester, B.A. from Antioch. Publications include: *A Feminist Dictionary* (with Cheris Kramarac), *For Alma Mater: Theory and Practice in Feminist Scholarship* (ed. with Cheris Kramarac and Beth Stafford), *Language, Gender, and Professional Writing: Theoretical Approaches and Guidelines for Nonsexist Usage* (with Francine Frank) and articles on feminist theory, medical discourses, and the linguistic analysis of women's writing.

From the Electronic College of Theory



The Electronic College of Theory continues to wait for (the pun is hard to avoid) a critical mass of participants. At the moment we have available a sequence on debates at Texas over a new composition course and several reports about summer and fall academic conferences on theory or theory-related topics. But except for a few brave starts, the College has not yet attracted enough traffic to generate its own continuing discussions, which in turn would generate more traffic.

The slow start may be inevitable. Fearing, however, that too many obstacles stand in the way of those who might like to participate, we plan to do two things. The first is to simplify the number of options within the College. Beginning at some point in January, choosing the Electronic College of Theory from the on-screen SCE menu will bring you a single submenu with three choices: Archives (documents such as SCE bylaws, annual reports, and issues of *Critical Exchange* and *News and Notices*; News and Reviews (announcements, calls for papers, conference programs, and journalistic reports on conferences) and The Roundtable (an open forum for discussing any matter of interest to SCE folk).

Second, we in Cleveland will prepare and distribute a printed Guide to the Electronic College, which will contain step-by-step instructions on linking to the system by telephone or network, obtaining a userid and password, and using the system once you get access to it. Much of that third category of information is now available only in on-line help files maintained by Cleveland FreeNet, the computer service within which the College is located. Soon you will thus be able to learn ahead of time what services are available, how you can tailor your computer to the FreeNet system and vice versa, how to use electronic mail, and how most conveniently to read or post messages with the particular terminal or PC you use.

We expect the booklet to be available by February (no promises, however; you know how those things go), at which time we will mail copies to everyone in the Society who has asked for information about the Electronic College. (Drop us a line if you want to be added to the list.)

Meanwhile, here is how to get to the as yet unreformed system, if you are a newcomer, and also how to get the on-line instructions explaining how to join the College and participate in its activities. If you are dialing in by telephone you need a modem, communications software to control the modem, and a computer. Set the software for 8 bits, no parity, and 1 stop bit. Set the baud rate for 1200 or 2400, whichever is the higher (faster) your modem can handle. Then use the modem to dial 216-368-3888. Unless you get a busy signal (in which case, redial), after about 15 seconds the system will answer and your software will report that you are connected. Push the return key twice, then wait until the system responds. (If nothing happens after 30 seconds, try again pushing Return twice).

Alternatively, if you have access to the Internet, perhaps through a university mainframe or local area network, then access the system by using the telnet utility to get to "freenet-in-a.cwru.edu" (no quotes).

Either way, by modem or telnet, you are now at the gateway to FreeNet, where you will get a couple of screens scrolling by, including an ASCII portrait of the Cleveland skyline and concluding with a request to identify yourself as a registered user or a visitor. If you do not yet have a FreeNet id, choose "visitor" and follow the instructions on the screen. From the prompt shaped like an arrow type "go sce" (no quotes), then when a new menu appears select "Ask SCE". This gets you onto a question-and-answer bulletin board which includes full on-line instructions. Although you can as a visitor read anything on FreeNet, even use it to reach remote library catalogs and data bases, and although you can login as a visitor as many times as you wish, note that you cannot post messages or send and receive mail until you have a userid. Full instructions on obtaining a userid are available in the Ask SCE section, and if you ever get really stuck call or write the SCE office.

Coming Events

SCE at the MLA, 1990

Party: see the invitation opposite.

Business meeting: 8:30 am, Friday, December 28 in the Atlanta room, Hilton. Despite the implication in the *PMLA* program issue, all members of the Society are welcome. Officers and board members, including both outgoing and incoming directors, should plan to attend.

Program: SCE will sponsor two sessions on "Problems of Affirmation in Cultural Theory" at the 1990 MLA Convention in Chicago. On Thurs., Dec. 27, from 7:00 to 8:15 pm, David Downing will chair a panel including:

- David B. Downing (Indiana Univ. of Pennsylvania)
"Problems of Affirmation, Part 1"
- Laura Donaldson (California State Univ., Fresno): "Critical Theory and the New Mestiza: a Deconstructuralism for the 90s"
- Paul H. Smith (Carnegie Mellon): "Asserting the Agent: Pedagogy and Culture"
- John Brenkman (Northwestern): "Contingent Values and Political Commitments:
- Philip Goldstein (Delaware): response

On Sun., Dec. 30, from 12:00 to 1:15, James Sosnoski will chair a panel including:

- James J. Sosnoski ((Miami of Ohio), Problems of Affirmation, Part 2"
- Robert Miklitsch (Tufts): "Resisting Negation: the Work of Affirmation"

You are cordially invited to a party
sponsored by
the Society for Critical Exchange
and
Case Western Reserve University
at the 1990 Modern Language Association meetings
in Chicago

Thursday, December 27, 9 pm -- 12 midnight
Westin Hotel, 909 N. Michigan Ave.
(room registered to Woodmanssee)

- Patrick D. Murphy (Indiana Univ. of Pennsylvania):
"Affirmation and Agency in Ecofeminist Dialogics"
- Evan Watkins (Washington): "When I Win the Lottery"
- Betty R. McGraw (Kansas): response

SCE Spring Conference

Planning continues for the conference on "Intellectual Property and the Construction of Authorship," to be held April 19-21 at Case Western Reserve Univ. The organizers, Martha Woodmansee and Peter Jaszi, have received over 200 responses to their call for papers. Scholars in law, literature, and the social sciences have addressed an impressive array of topics ranging from the prehistory of authorship in the Renaissance to its apogee in Romantic and Modernist mystifications of particular modes of writing (including numerous marginalized alternatives to these) and its disintegration and uncertain future in the light of current modes of mass communication and electronic transfer of information.

The IUP Conference on Theory in the Undergraduate Classroom

In September Indiana University of Pennsylvania and the SCE sponsored a conference on "The Role of Theory in the Undergraduate Classroom: Curriculum, Pedagogy, Politics." The conference, directed by David Downing, was attended by well over 300 persons. Some papers from that conference will appear in special issues of *Works and Days* and *Studies in the Humanities*. In addition, a key aspect of the conference is expected to be represented in a book now under preparation for the Univ. of Illinois Press, tentatively entitled **Changing Classroom Practices: Resources for Literary and Cultural Studies**.

On the program for this conference were the following activities and presentations:

Plenary Sessions: "Alternative Pedagogies: How Do Recent Theories Change Classroom Practices?" James Berlin (Purdue), Don Bialostosky (Toledo), David Bleich (Rochester), Paula Treichler (Illinois). "What Constitutes a Radical Pedagogy? And How Radical Are They?" Gerald Graff (Northwestern), Beverly Guy-Sheftall (Spelman), Gregory Ulmer (Florida). "The Politics of Cultural Literacy for the 90s. What Are the Social Responsibilities of Humanities Teachers?" Cary Nelson (Illinois), Richard Ohmann (Wesleyan), Susan Stewart (Temple), Catherine Stimpson (Rutgers).

Regular Sessions: Eileen Barrett (California State), "Teaching a Feminist Tradition: Pairing 19th and 20th Century Women Writers." Ellen E. Berry and Vivian Patraha (Bowling Green), "Local Struggles and Partial Explanations: Producing Feminist Theory in the Classroom." Laura L. Doan (SUNY Geneseo), "Difference 101: The Pedagogical Other in the Feminist Classroom." Rosmarie H. Fouad (Idaho State), "Feminism at the Undergraduate Level: A Case for Theory." Claire Buck (The Polytechnic of North London), "After the Honeymoon: The Institutionalization of Critical Theory." Jose de Vinck (Hobart and William Smith), "Constellations: History, Culture, Pedagogy." David S. Randall (Penn State),

"The Role of Theory in Theorizing Academic Roles." William Weiss (Patten), "Institutionalization of Acculturation and Empowerment in the Literature Classroom." Jennifer Jackson (Penn State), "Re-Valuing Giroux's Pedagogy from a Feminist Perspective." James Sosnoski (Miami, Ohio), "Students as Theorists." Stephen Spencer (Cincinnati), "Roland Barthes and Student Desires: Toward the Liberatory Classroom." Barbara Wenner (Cincinnati), "Modeling in the Classroom."

Brenda O. Daly (Iowa State), "Teaching Alice Walker's *Meridian*: Civil Rights According to Mothers." Foster T. Jones (IUP), "The New Pan-African Canon and Cultural Critique." Rosemary Haskell (Elon), "From Third World to First: Minimizing Anglocentrism in Course on African, Indian and West Indian Literature." Jeanne Collieran (John Carroll), "Feminism and Its Challenges in African Women's Writing." Greg Hewett and Alice Moorhead (Hamline), "The Class Without Class: The Articulation of Social Ideology in Literature and Writing Courses." Don Kraemer (Temple), "Ideological Repertoires and Classroom Social Relations." Janet Zandy (Rochester Institute of Technology), "Human Labor and Literature: A Pedagogy from a Working-Class Perspective." Michael M. Clarke (Loyola), "Designing, Defending, and Teaching an Introductory Course." Jody L. Price (Stonehill), "Feminism and the Reconstitution of Family in Introductory Courses." Gail Tayko and John Tassoni (IUP), "Writing Into/Out of Slavery." Richard C. Turner (Indiana), "From the Grecian Urn to Lot 49: Celebrating Discontinuity in Freshman Literature Classes." Donalce Frega (UNC, Wilmington), untitled.

Diane C. Herbst (Minnesota), "Rethinking the Canon: Problems of Literary Value." Thomas McLaughlin (Appalachian State), "Theory as Equipment for (post-Modern) Living." Sheree L. Meyer (Ursinus), "'The strife of tongue and the confusion of body': Confusion as a Pedagogical Practice." Michael Bernard-Donals (SUNY Stony Brook), "Answering and Authoring in the Classroom: Some Bakhtinian Suggestions for the Teaching of Literature." Brian Caraher (Indiana), "Theory as Pedagogy: Some New Anthologies of Literary Criticism and Theory." Mary Alice Delia (Maryland), "The Trial of Theory in the Classroom." Isaiah Smithson (Southern Illinois), "Platonic and Sophistic Pedagogy: The Beginnings of the Foundationalist-Antifoundationalist Debate." Anita Plath Helle (Iowa State), "Gertrude Stein:

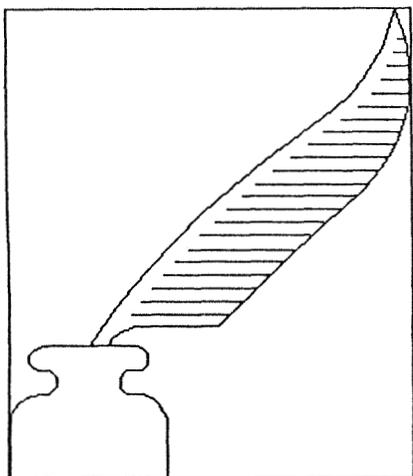
Notes Towards a Feminist Post-Pedagogy." Gail C. Keating (Penn State), "Voices Crying Out To Be Heard." Ann L. Postlethweight (South Florida), "The Subversion of Student Voice Through Patriarchal Induction." Lois I. Green (Clarion), "How Do We Know What We Know: Feminist Implications for Writing About Literature." Philip Goldstein (Delaware), "Criticism, History and Politics: The Reception of Jane Austen's Fiction." Floyd L. Goodwyn (Arkansas), "Rewriting the Classroom: A Canon of Value." Robin Jones (Colorado), "'In the Beginning': Myth and Narrative in American Literature." Jeanne Moskal (UNC), "Teaching Romanticism and the Other." Peter G. Broad (IUP), "Anglos and Chicano Literature: Deconstructing Language to Construct Readers."

Yvonne Jehenson (SUNY Oswego), "Third World Literature of Contemporary Women Authors." Rajeswari Mohan (Haverford), "Dodging the Crossfire: Problems in Postcolonial Pedagogy." Tracy Reed and M.A.R. Habib (Bloomsberg), "The Role of Theory and *The Satanic Verses*." Anne Balsamo (Illinois State), "Cultural Studies and the Undergraduate Literature Curriculum." Kathryn Flannery (Indiana), "Calling One's Canonical Bluff: Teaching the Survey Course." Alan Kennedy (Carnegie Mellon), "Committing the Curriculum and Other Misdemeanors." Barbara DiBernard and Sheila Reiter (Nebraska), "Women's Ways of Saying: Using *A Feminist Dictionary* in the Literature Classroom."

Robert Miklitsch (Ohio), "Political Literacy: E.D. Hirsch, *The Black Panther(s)*, and the 'Pedagogical Effect'." Alice Templeton (Murray State), "Cultural Studies: Some Theoretical Considerations." Ron Strickland (Illinois State), "Confrontational Pedagogy." Terry Brown (Wisconsin), "A Pedagogy of Seduction?" Cynthia Herman (George Mason), "Reading Beyond Resisting: Emancipatory Strategies that Undergraduates Can Learn to Use to Avoid Marginalization." Calvin Thomas (Syracuse), "Men-Teaching-Gen(De)-Construction: A Pedagogy Unbecoming Masculinity." Joel Foreman (George Mason) and David R. Shumway (Carnegie Mellon), "Reading Visual Texts." Henry Gonshak (Montana Tech), "The Wiles of the Troll King: The Problem with Reader-Centered Theory." Richard Law (Kutztown), "Power and the New Historicism Inside the Classroom." Marian Price (Central Florida), "Reader Response vs. Traditional Classes." Richard C. Sha (Texas), "The New Historicism Inside the

Classroom: Empowering Students with Theory." James E. Ford (Nebraska), "Interpretive Emancipation: Explicit Assumptions and the Role of Theory in the Undergraduate Literature Classroom." John C. Herold (Elon), "Gender and Uncertainty in *Tess*." James Phelan (Ohio State), "Teaching as a Pluralist." Maria Gandolpho (Lehigh), "American Education and the American Dream: Is Social Change Possible in the Classroom?" Richard Jenseth (Lehigh), "Disputed Discourses: Rethinking Discussion and the Pedagogies of Empowerment." Joe Lucia (Lehigh), "The Persistence of Other Voices: Seductions of the Subject in Teaching Recent Poetry." R. M. Robertson (Rhode Island College), "The Bachelor Machine of Theory: Where Is It Taking Us?" Dale M. Bauer (Wisconsin), Susan C. Jarratt and Marian Sciacitano (Miami, Ohio), "Feminist Sophistics." Jean Ferguson Carr (Pittsburgh), "And then the class discusses...." Stephen Carr (Pittsburgh), "Who speaks theory?" Joseph Harris (Pittsburgh), "Is there a classroom in this theory?" Brian Macaskill, John McBratney and George Kanieski (John Carroll), "Threatening Otherness: Excentric Praxis and Theory in the Undergraduate Classroom."

Jody Norton (Albion), "Cadillac Jack's Dog and Pony Show: Introducing Language Theory to the Undergraduate Student of Literature." Jim Laditka (SUNY Albany), "How to Decide? Intentionality and Ethical Judgement in the Postmodern Problematic." Rex Olson (Alfred), "Literature(,) Critique(,) Theory: Effects of Deconstruction in the Classroom." John Schultz and Randall Albers (Columbia College Chicago), "Voice as Empowerment, Theory and Practice: A Story Workshop Video Presentation." Ali Aghbar (IUP), "Fixed Expressions as an Integral Component of a Coherent Theory of Language." Mary Cermak (District of Columbia), "Is Literary Study Being Forced out of the Composition Class?" Robert Weller (Washington) and Janet Ellerby (UNC), "Setting Free the Bear: The Effect of an Electronic Bulletin Board on a Class." David Sanjek (Fordham), "Rock and Roll and the 'Real' World: the Place of Cultural Studies in Music Business Education." George Petty and Fawzia Afzal-Khan (Montclair State), "J.M. Coetzee's *Foe* as a Theoretical Model for Questioning Texts in the Classroom." Jon Rosenthal (Franklin and Marshall), "Performance Studies and Literary Theory in the Classroom."



From the Mailbox

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Strategies: A journal of theory, culture and politics, invites subscriptions, submissions, and inquiries from SCE members. The current issue, #3, has as its theme "In the City." Forthcoming issues include "Critical Histories" and "Marx

after Elvis: The Politics of Popular Culture." Write to the editorial collective at 4289 Bunche Hall, UCLA, Los Angeles, CA 90024.

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An NEH summer seminar for college teachers, directed by Gary Saul Morson, will be held this summer at Northwestern University, June 17 to August 10, 1991. Entitled "The Counter-Tradition of Russian literature," the seminar will first explore Bakhtin's theories and then examine major works by Dostoevsky, Tolstoy, and Chekhov in the light of Bakhtin's theories and of "prosaics." No knowledge of Russian is required. Participants receive a stipend of \$3,500 each. For further information, write: Gary Saul Morson, Director, NEH Summer Seminars, Department of Slavic Languages, Kresge Hall, Northwestern University, Evanston, IL 60208-2206.

* * * * *

Wallace Martin has been in correspondence with us for several months regarding a bibliography of the history of criticism that he has prepared. At the moment the bibliography is in electronic form, more specifically, in a

file ready to be printed out with TEX (a standard typesetting program). We have discussed various possibilities for making the work accessible at something less than the cost of publishing it conventionally. So far none of the ideas--posting the whole 100 pages to the Electronic College, storing it in an archive accessible by file transfer protocols--seems quite right. Meanwhile, interested persons might contact Martin directly, c/o the Univ. of Toledo English Department.

Good Text

. . . .with Doctor Truth

Dear Dr. Truth:

I am writing to ask your help on a matter that has come up in connection with my doctoral dissertation on recent critical trends in the Midwest.

The aim of the dissertation is to chronicle the diverse approaches to literature that have emerged since John Crowe Ransom's *School of Letters* migrated from Gambier, Ohio to Indiana, Iowa, and elsewhere. Methodologically I proceed on the assumption, which I derive from the work of the French theorist Hippolyte Taine, that critical practices vary in direct proportion to a critic's "milieu." By applying this principle systematically I hope to produce a micro-history of contemporary Midwestern criticism which does justice to the wealth of minute differences in the practice of critics dispersed throughout the Midwest and in this way complete the project which Frank



Lentricchia began in *After the New Criticism*. Accordingly, I am devoting a chapter to every Midwestern state.

It is in the context of my research on the criticism of Ohio that I am writing to you today. My hope is that you can provide information on the emerging "Ohio school" of criticism, the members of which are described by my sources as preparing to issue a manifesto in the special anniversary issue of *Critical Exchange*. I wonder if you can tell me more about this exciting development or give me the names of the thinkers spearheading it so that I can explore it further myself.

I will be extremely grateful and assure you that I will acknowledge whatever help you are able to give me.

Edward Swallow
Cand. phil.

Dear Mr. Swallow,

You're barking up the wrong buckeye, bubeleh. First of all, John Crowe Ransom and Kenyon College are ancient history. You want to start thirty years later, about the time Jacques Derrida accepted an invitation to Oxford, Ohio, on the mistaken assumption that it was Oxford, England, and that he would have a chance to ogle the filthy English postcards on display in the Bodlean.

Second, the only Ohio School of Criticism I know is a proprietary institution with franchises in 17 major cities across the United States and Canada. Like the organization on which it is modelled, the Connecticut School of Broadcasting, the Ohio School trains people for exciting careers in teletheory, radiocriticism, and microwave hermeneutics.

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Dear Doctor Truth:

Please help me get some respect. No one pays attention to my work any more, ever since I addressed Barbara Herrnstein Smith as "Babs" during a question and answer session at the English Institute.

And the latest rebuke is the worst: I can't even get a paper accepted for a crummy SCE conference. I offered to explain my life's work at the meeting on "Intellectual Property and the Amortization of Authorship," but those snobs won't even listen.

My research isn't theoretically sophisticated, they say, but such cavilling just means the work is a lot more practical than their useless and airy verbiage. In my paper entitled "Scholarly Influence as Intellectual Property: Buying and Selling Without Anxiety," I provide a detailed guide to the value of getting mentioned by other critics. To give you an example of what my research has turned up, here is the current, seasonably adjusted rate for purchasing references to one's work from critics in the "Class A," "Class B" and "Class C" categories. (The classification system is fully explained in the several full-color charts that accompany my paper)

	A	B	C
"See also" footnote	\$3	\$2	\$1
Derogatory footnote	8	5	1
Footnote citing one's "important" essay or book	10	7	-2
Mention of one's work in a sentence or paragraph	150	50	20
Full page devoted to one's work	400	350	200
Full page attack	800	500	5
Mention of one's full name in a book or essay title	1000	750	250
Mention by last name only in a book or essay title	5000	1000	500

The full paper includes, of course, a comprehensive analysis of these figures, projections of future market trends, and a cost/benefit analysis of upgrading from Class C to Class A.

John Ray, Jr., Ph.D.

Dear Junior:

Ask yourself this. Did you cite Woodmansee in your paper? Did you include her in the list of Class A critics? And, for God's sake, you didn't call her Babs, did you!

You want my advice? So you think your research is practical? So use it, already! Get yourself some cash and a Filofax listing ten, maybe fifteen, Class A critics. Pay their price, but make them all refer to you during the same six or 12 months! And when all of a sudden your name is in every journal, then, poof, you are the Rookie of the Year, and all of a sudden they're calling you and begging you to come to their meetings.

On the other hand, with your head for business maybe you should quit this racket and go into buying up S&Ls.

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Dr. Truth says: Do colleagues laugh at your inability to rewire an ideological state apparatus? Would you be the last to know whether Stanley Fish gets named Harvard's new president? Do you need instruction in practicing safe semiosis? For answers to all your questions and more, write: Dr. Truth, c/o Society for Critical Exchange, Guilford House, Case Western Reserve Univ., Cleveland, OH 44106. (No fax, please, we're British.)

Back Issues

Back issues of the SCE journal, *Critical Exchange*, may be ordered for \$8 an issue. If supplies of the original printing become exhausted, it may be necessary to substitute photocopies.

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|-------------------------------------|--|
| 1 The Language of Criticism I | 10 The Return of the Text |
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Make orders payable to the Society for Critical Exchange, and send them to SCE, Guilford House, Case Western Reserve Univ., Cleveland, OH 44106.

SCE Dues to Increase?

At the annual business meeting in December the board of directors will be asked to approve an increase in SCE dues for 1991. If approved, regular memberships will be \$20 per year, international and joint \$25, and student or retired \$10.

(As near as we can tell, this would be the first increase since the Society was founded, 15 years and 300% inflation ago.)

To ease the transition, however, the increase would not take effect until March 1. So until then renewals or new memberships will be accepted at the old rates of \$10, \$15, and \$5. Membership, incidentally, is for the calendar year. All new membership applications received after November 30, 1990 will be applied to 1991.

Name: Application for Membership in the Society for Critical Exchange

Mailing Address:

New member / _____ / Renewal for 1991 / _____ /
Department and Institution Address (if different from above):

Telephone work: _____ home: _____

Areas or projects of interest:

1990 dues (\$10 regular, \$15 joint, \$5 student, part-time,
retired or unemployed, \$15 outside North America; dues may
increase after March 1, 1991.)

\$ _____

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