



# ASLE News

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## PRESIDENT'S COLUMN

Randall Roorda, *University of Kentucky*

I was walking with wife and kid down the asphalt path into Marble Canyon the day our conference in Flagstaff ended—a hot quiet day—and ASLE people, those not in rafts or on buses to rim-side picnic and such, were still coming up to me, shaking my hand, telling me what a great conference it'd been. I'd met so many folks, put smiling faces to so many names I'd shuffled endlessly on abstracts, schedules, and labels, I felt as sluggish and hazy, and as warm, as that canyon day—ready for mental lapses. Lapse I did, after that most intense, rewarding episode of my professional life. But I'm back on trail and striding hard to the end of my term, before passing the dice (our excuse for a baton) to Terrell Dixon, who will serve you next.

It's customary, sorta, for the scribe in this space to recount conference highlights in the season following our meeting. I'd try this but I think my version of events would be so partial and peripatetic as to be of scant use either as current reportage or historical record. There was so much, I can hardly begin; yet I stood so close to it that I feel myopic. I'll let part stand for the whole. One of the few times I hooked up with wife and kid during the whirl of events was for one of the several first-rate poetry readings our program featured. Jack Collom delivered his passenger pigeon tour de force in loping, info-packed, genre-warping lines—a flock of sounds. Aaron Abeyta read sharply realized pieces on his rural upbringing in la tierra of Colorado's San Luis Valley, including his signature parody on ways of looking at a tortilla. And Patricia Monaghan, both physicist and poet, offered smart, witty lyrics linking quantum mechanics with affairs of the eye and heart. As Monaghan read a piece written in the persona of Schrodinger's Cat, I happened to have my son's stuffed animal—yep, a cat—perched on my knee. During questions after the performances, the cat rose to ask, "How did you know?" Synchronicity, confluences, talking animals, what-have-you: strands of history, diversity, science coinciding in a cafeteria corner holding not much more than a dozen people—a special dozen, engaged and moved, as dozens more were at similar sites and intervals throughout this teeming meeting. Afterward, Jack sent me this poem:

(sonnet) Reading in Flagstaff June 2001

for Patricia Monaghan and Aaron Abeyta

I hear that lonesome whistle blow; it sounds  
Like heaven against the (rattle) persistence of earth.  
My mind is full of chitchat; leaps and bounds.  
All grounded, multi-colored, marbled with mirth.

This is the ASLE curvature, wave of the future;  
Schrodinger's cat is piping a mournful tune.  
So is there a gulf between science and art? Well, suture  
"Self"—what scissor-cuts in the cry of a loon?

And when it comes to atoms, as it do,  
We have the word of Niels Bohr: Reality  
(m-yo-di-lay-TI-hu & o-di-LO-hu cau-de-lady-LO-hee-TU)  
Can only represent itself as poetry.

"Here's looking at you" is not the same as "See ya";  
There's "Thirteen Ways to Look at a Tortilla."

Thanks, Jack! Thanks to all.

That's President's Statement I. Herewith follows II:

At the end of our general membership meeting, near the close of the conference, I threw out to all in attendance a discussion item of some moment, upon which energetic discussion ensued, though not nearly enough. The item in question: a proposed move to change the referent for the "L" in ASLE, from "Literature" to something more accurate and encompassing—say, "Language." The proximate trigger for this suggestion came from Sid Dobrin's stemwinder in the plenary session on ecocomposition, the peroration of which included this name-change proposal; but the proposal itself goes back further, to discussions among Sid, me, and other ASLE people who meet at CCCC to wedge ecology into the perspectives of writing teachers. My own suggestion was that we bill ourselves as concerned with "Literacy" and environment, with all that entails; but as part of what that entails concerns lowly education, kiss of death in some quarters, I am happy enough to take up "Language." Since a sense of the meeting (in a quick show of hands) indicated that there might indeed be significant support for this change, I'll press the matter further. Here, in brief, is the case I roughed out at our meeting:

I. Having "Language" in our name would accord with conventional usage, if we take "Modern Language Association" as our model—model in only this respect, let me hasten to add (though my predecessors did work hard to get us recognized by that body). This is not a reason so much as a condition for a change, of course. It's important to emphasize from the start that a change of name would represent a broadening, not an abandon-

(See President . . . Page 3)

# ASLE News

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ASLE News is the biannual newsletter of the Association for the Study of Literature and the Environment, reporting ASLE's business to and publishing letters from its membership. Items of interest, including news about conferences, forthcoming publications, and work in progress, should be sent to Ann Fisher-Wirth, English Department, The University of Mississippi, Post Office Box 1848, University, MS 38677-1848. E-mail: afwirth@olemiss.edu.



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ment, of our core concern with literary study and activity: the MLA parallel bears this out.

2. "Language" is more inclusive than "Literature," more representative of the actual range of concerns among our members, the many sorts of work we do: not only literary criticism and theory, but also composition and rhetoric, linguistics, cultural studies, American studies, increasingly varied interdisciplinary endeavors, and so on. All these pursuits belong; they are all text- and discourse-based; yet many are not exactly or even remotely "literary" in character, not even in distended senses of the term by which, for instance, a travel brochure is tabbed "literature" or "early American literature" comes to include any sheaf of pulp dug out of an attic trunk.

3. In effecting this change, we might come to terms with critiques of "literature" that have gained currency in recent decades. There are lots of these, more than I can cite or even know about: examples include Todorov's demonstration, in *Genres of Discourse*, of how irremediably and unhelpfully muddled is the term's domain, or Scholes's take on how "the transcendental aura of literature" continues to get parlayed even in critical approaches that purport to eschew that mystique. If we see "literature" as a specific historical formation, not all that old, founded on particular forms of privilege, its definition vexed and unsteady, then we might well cast about for alternatives. Again, this view does not entail forsaking the study, the writing, the teaching of literature—rather it acknowledges the import and contexts of such, where this work comes from, how it might be transformed.

4. Coincident with this, we'd be better positioned to participate in institutional transformation: toward interdisciplinary work and interconnectedness among modes of knowledge-making in schools of all sorts; toward revised conceptions of and agendas for the English studies departments where most of us work, which tend increasingly to irrelevance in an anthrax-ridden world.

5. A last factor: in attending to "language" we might cease to miscategorize and misapprehend, and tacitly to denigrate, the languaging acts of nonwriting peoples, which even at this late date (late for us) have included most of the world's peoples and languages. We can stop construing the latecomer "literature" as a model for the original.

Among possible objections to this change, I will cite just one:

1. The revised name wouldn't sound as good: fewer syllables, less satisfying mouth feel, plus a notch down in presumed hierarchies of sophistication and prestige.

I ask all of you to supply further objections, as well as further factors and expressions of support for this proposed change. I invite you, first, to conjure up such discussion as you like on the ASLE listserv and other lists associated with this group: talk back! And I ask anyone interested to send me short pro-con-"none of the above" statements, which I can sort through to compile position reports to include in a future newsletter, in preparation, if it comes to this, for a referendum on the question. E-mail is fine: [roorda@uky.edu](mailto:roorda@uky.edu). Or you can use the dusty old post: English, 1215 POT, U. of Kentucky, Lexington 40506.

—Randall Roorda, *University of Kentucky*



## ASLE-Korea has begun

ASLE-Korea has just been established at Sungkyunwan University, with Dr. Chung Jeong-Ho of Chungang University invited as president, and Dr. Shin Mun Su of Seoul University and Dr. Kim Won Jung as vice presidents. A fuller story will occur in the spring Newsletter, but in the meantime, welcome to our newest ASLE organization!

## Free magazines offered

Ron Morrow, editor of *The Climbing Art* magazine, which has often published writings by ASLE members, offers a free copy to anyone who would like one. Contact him at [rmorrow@dnvr.uswest.net](mailto:rmorrow@dnvr.uswest.net) or 6390 E. Floyd Drive, Denver, Colorado, 80222.



# ASLE Biennial Conference in Flagstaff



## Urban Nature in Arizona

At the 4th Biennial Conference in Flagstaff, Arizona, Urban Nature continued to assert a place in the study of literature and environment. In two dedicated panels, an urban nature field trip, and in other panels throughout the conference, the literary exploration of nature was pushed into the gory, frontline confrontations where nature meets the human-made.

ASLE scholars took the nascent field of ecocriticism into strange worlds, among them the inner city of Los Angeles, the industrial worlds of Britain, and the prepackaged nature of American suburbia. As a whole, they warned against the dangers of a too heavy reliance upon an ecocriticism grounded in wilderness fetishism.

The panelists at Flagstaff showed that texts centered in urban areas can contain all the traits we've come to valorize among the best of nature writers. They can be spatially centered and rooted in the ecology of a specific area. They can be historically informed, aware of the temporal processes that have led to the present landscape. They can be lamentations as well as calls to arms, decrying the destruction of the physi-

cal place but also pinpointing the causes of destruction, often identifying names of those responsible. In short, urban nature scholars showed that these texts are works with a complex and sophisticated treatment of the environment.

Among the more potent concepts presented by urban ecocritics is that urban nature calls into question the categories we use to discuss nature. Panelists placed ideas like

(See *Nature* . . . Page 6)



*Clockwise from left: A view of the Grand Canyon; the "Rain Fairies" of the Grand Canyon, caught in a thunderstorm; Ofelia Zepeda and Simon Ortiz at a poetry reading at the University of Northern Arizona during the ASLE Biennial Conference.*

# Follow Your Feet

This year, at the beginning of June, all the great blue herons in the McFadden Creek Heronry on Salt Spring Island, over a hundred birds, abandoned their nests. It was a terrible sight: a great stir of large-winged birds, lifting quietly upwards, leaving what was left of their nests, eggs, and young, and circling, circling farther away.

Although this abandonment was painful to watch, it was not entirely unexpected. For many years, the subspecies of great blue heron that lives year-round in south-coastal British Columbia, *Ardea herodias fannini*, have been deserting some of their nesting sites without successfully rearing any young. Only 8000 individuals of this subspecies remain.

No one is exactly sure why the herons are leaving. Increased eagle predation? Decreased fish population? Increased human disturbance? Whatever the reasons, by mid-June the skies over my house were empty of herons. The nest trees, usually roaring with hungry young herons, were as quiet as any trees without nests. And I was miserable. The birds had helped soften and sweeten the tedium of my life as a bookkeeper. Without the herons, I had no excuse for not leaving the island to go back to school. I sat at the computer prepared to research grad programs, but instead I typed in: nature writing.

I'd never heard of the Association for the Study of Literature and Environment, never visited Arizona, yet in an instant I decided to attend the fourth biennial conference that began in three days. I asked my boss for the week off. He also sweetens my bookkeeping job; he said yes. Next I reviewed my bank statement. Balance: \$300. I checked the statement again. There, on the back page, was the first and only Registered Retirement Savings Plan I'd ever purchased: \$1200 Canadian. I was ready for eight days of early retirement.

My first courageous step jammed open the doors of promise. The travel agent found a last-minute flight from Vancouver to Flagstaff for \$415 US. My mother drove me to the ferry. In parting, she tucked \$100 into my pocket, saying she didn't like my plan to sleep in the Vancouver Airport. My lucky streak continued. I'd been braced to explore the 110-degree Phoenix during a six-hour layover. When I arrived, the flight agent asked if I'd like to fly to Flagstaff right away. At the Flagstaff Airport, a local offered me a ride to the Fort Tuthill Coconino Country Campground. Once at the campground, which was only \$9 a night, I was befriended by the campground hosts, a band of RV gypsies from all parts of the States. An hour later, I was speeding down the road behind Steve from Florida on his motorbike as he toured me through the town and then treated me to cheese enchiladas at the Crown Railway Cafe.

When my campground hosts heard that it would cost me \$90 to rent a bicycle for a week, they called the town Flag-shaft and



"Pops" from Connecticut decided he'd loan me his new mountain bike. Pops and Steve adjusted the seat, filled the tires, and wished me well. By noon of the second day, I coasted down an urban bike path that led from the campground to Northern Arizona University, a three-mile route mainly through ponderosa pine forest.

From that kick-off, I sailed through the next seven days, cycling around campus, to town, to nearby parks. After the opening plenary, I braved the bike path at night. My light cast a small beam in the dark forest and I pedaled as fast as I could into that one bright spot. On my way, I could hear Janisse Ray saying that our job is to make the world a place where we can be more fully human, to counter the fragmented world we find ourselves in. When I arrived back at the campground, my campsite family welcomed me into their bluegrass circle around the fire—two banjos, a fiddle, a guitar, and many voices.

During the conference, I took forty-two pages of notes. Four sessions I found particularly useful were: "Animals and Why They Matter to Ecocriticism," "Learning Birds," "Becoming Ecological: Real Life Conversations," and "Practicing the Wild in Thought, Word, and Deed." Sydney London Plum's paper, "What We Talk About When We Talk About Birds," generated several pages of notes. My thoughts from these notes are that herons are impossibly alien. They can't talk to us. They fly away when we come near. They have bills the size of butcher knives sticking off their faces. What are they? Who are they? Even I, who have watched them for several years, see them now only as a metaphor for loss and degradation, not as themselves, each individual bird dealing with his or her problems in this imperfect world as best they can. Each heron has flown away from the heronry to somewhere. They haven't just vanished; they will pair up again next spring, wherever they find themselves.

Someone at the conference said to let curiosity get the better of depression. Today, as I write this piece, I grieve the absence of the thirty or forty herons that usually fish at low tide in early July out front of my house, but I don't let this stop me from loving the one heron left. I time him: he catches seven fish in fifteen minutes.

I stepped forward with courage and the world offered opportunities so frequently that all I had to do was follow my leading foot. A few other gifts were a free banquet seat beside Randall Roorda, an opening in the booked-up Grand Canyon hike, a lightning storm in the canyon, and lots of suggestions about grad schools. When I told a friend that the most amazing thing about the conference was being with a group of people who, as I did, loved language and the natural world, my friend responded: "You've found your tribe!"

—Athena George

# ASLE Diversity Caucus and Task Force for Diversity

In an article in the June 2001 *Chronicle of Higher Education*, ecocritic Lawrence Buell called for a more expansive vision of environmentalism, one very much in keeping with the goals of the ASLE Diversity Caucus:

*One of my main purposes is to put 'green' and 'brown' landscapes, the landscapes of exurbia and industrialization, in conversation with one another. . . . It has become increasingly clear that these strands [of environmentalism] are interwoven, as environmental-justice movements challenge traditional preservationism with a more populist message; as bioregionalists call on us to imagine ourselves holding citizenship in environmental units like watersheds that subsume both 'urban' and 'rural' areas, and as practitioners of nature writing depart from its idyllicizing traditions to address issues like toxification, which fuse landscapes of wilderness and technology into one like-it-or-not environmental web (p. 1, B 15).*

The horrifying events of September 11 have made the necessity and scope of such conversations even more urgent, bringing home the realization that the U.S. political, economic, social, and geographic landscape is completely intertwined with parts of the world as distant as Afghanistan. The Diversity Caucus and Diversity Task Force hope to further such conversations within ASLE by encouraging diversity of membership and scholarship of this organization and by forging alliances with other scholarly and political organizations that might help us to sustain conversations that expand multicultural, intercultural, and international perspectives on literature and environment.

To achieve these ends, the Diversity Caucus met during the Flagstaff conference to discuss strategies for diversifying ASLE. We are working toward these objectives:

**ASLE Conference:** To make our conferences more attractive and accessible to a more diverse audience, we suggest

wider representation of differences in plenaries and in featured speakers. We suggest that when choosing a conference site, ease and cost of travel, heterogeneity of population at the conference site, and accessibility of the site to those with disabilities be considered. Once the conference site is known the Diversity Task Force will work with conference organizers to explore connections to local environmental justice organizations and invite such groups to participate. We will also contact Women's Studies, Multicultural Studies, and International Studies departments of the sponsoring institution and other colleges to invite their faculty and students to the conference.

**Outreach:** To attract a more diverse membership to ASLE we will work to send ASLE diversity representatives to conferences that feature diversity issues, to propose ASLE sessions at such conferences, and to forge alliances with organizations working on multicultural and international literatures, such as ASA, NWSA, ASAIL, MELUS, and Chicano Studies. We hope to invite members of such organizations to propose special sessions for the next ASLE conference. To further these ends, the Diversity Caucus has offered to work with Terrell Dixon to propose ASLE Urban Nature/Environmental Justice pre-conference sessions to precede the 2002 American Studies Association conference in Houston.

If you are attending a conference that features issues of race, ethnicity, nationality, gender, sexuality, or other cultural difference, and would like to serve as an ASLE diversity representative, please contact Rachel Stein at [nrstein@aol.com](mailto:nrstein@aol.com).

If you would like to work toward such changes in ASLE, please join the Diversity Caucus by subscribing to Diversity-1, our listserv. Send a message to Annie Ingram at [aningram@davidson.edu](mailto:aningram@davidson.edu).

—Rachel Stein, *Siena College*

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*(Nature . . . continued from Page 4)*

"wilderness," "purity," and even "nature" in a context of cultural messages that destabilized familiar terms. In the ideas presented in Arizona, the apparent borders between nature and culture, simulation and authentic are shown to fluctuate and even to be artificial. The misplaced dependence upon such unreal borders can and has led to entrenched, destructive ideas about nature. Panelists cautioned that in our respect and love for the more remote areas of civilization, we run the risk of investing too much in a narrow definition of what constitutes nature, a definition that exiles the human community from this ecology. Our relationship with nature is a dialogue, and it is in the cities and suburbs where that dialogue speaks loudest. We ignore it at our

own peril.

At Flagstaff, ASLE members excavated ecocriticism at its most perilous and paradoxical point. They showed that the intertwining of urban and nature has a long literary past, has vital importance in the present, and offers hope in the future for an ecocritical focus not so dependent upon the solitary and the exploratory but one that can lead to community and renewal as well.

In October of 2002, ASLE will host the Houston Symposium on Urban Nature and Environmental Justice in conjunction with the annual meeting of the American Studies Association in Houston, Texas. Inquiries can be directed to Terrell Dixon at [tdixon@uh.edu](mailto:tdixon@uh.edu).

—Scott Hermanson, *University of Illinois at Chicago*



## THE EXPLOSION

*Philip Larkin*

On the day of the explosion  
Shadows pointed toward the pithead;  
In the sun the slagheap slept.

Down the lane came men in pitboots  
Coughing oath-edged talk and pipe-smoke,  
Shouldering off the freshened silence.

One chased after rabbits; lost them;  
Came back with a nest of lark's eggs;  
Showed them; lodged them in the grasses.

So they passed in beards and moleskins,  
Fathers, brothers, nicknames, laughter,  
Through the tall gates standing open.

At noon, there came a tremor; cows  
Stopped chewing for a second; sun,  
Scarfed as in a heat-haze, dimmed.

*The dead go on before us, they  
Are sitting in God's house in comfort,  
We shall see them face to face—*

Plain as lettering in the chapels  
It was said, and for a second  
Wives saw men of the explosion

Larger than in life they managed—  
Gold as on a coin, or walking  
Somehow from the sun towards them,

One showing the eggs unbroken.



*September 17, 2001, Oxford, Mississippi*

# Some Thoughts from the UK Side of the Planet

1) Wilderness. Do we have it? Do they?

On the last night of the ASLE conference in Missoula I accepted a spontaneous invitation to walk into the wilderness of the Bitterroot Mountains with David Mazel, whom I'd just met the night before. With no tent, no stove, no map, we eventually were reading animal trails up the graded shelving of an upper valley towards a snow peak that David, having an ice-axe and too much reading of Muir, declared would make a "noble objective." There we met three youths returning from what we were about to do in this wilderness. We laid our bivi bags on a little meadow bordered by willows that were the evening grazing ground of a local mouse. With deep respect I retreated to the top of a boulder the size of a house. David was off writing in his journal somewhere, he said. What this wilderness? I wondered. I still do.

I've just returned from a weekend in Scotland's most remote wilderness, the eastern Cairngorms, walking 11 miles to climb a crag on trails walked by dozens of others. But, meeting no one else, my two companions and I would have found this to be a real wilderness if the mist had descended on the sub-Arctic plateau and we had had to navigate our way off.

But John Muir had it right when he said that "wildness" rather than wilderness "is a necessity." I've been working on an environmental creative writing project with kids and their parents based at their inner city school in industrial Wigan. Wild grasses, trees, rocks, water, bluebells, worms, birds, and clouds (plus, on a Friday night, teenagers full of hormones) live on the field next to the school. We observe them and write about them. Learning to tune in to local organic processes large and small is what English ecocriticism could exchange with U.S. ecocriticism, following George Sessions's declaration that in future we will need to "hunker down where we are," when the energy crisis really bites.

2) What might "culture is nature, as nature is culture" mean?

Perhaps post-colonial ecofeminism is a growth point for them and for us. Race riots in the leafy suburbs of Oldham, illegal immigrants in the hedgerows of Kent, and a "Bastard, begot at the back door of Nature" (in Robert Armin's *The Valiant Welshman* of 1612) are powerful icons in English culture. We need, in UK ecocriticism, to engage with what is called "the social justice pressure group" within ASLE US and reject Jonathan Bate's apparently apolitical case in *Song of the Earth* for "the move from red to green."

3) Can we reclaim a language of "référence"?

The alienation created by deconstruction, countered indirectly by David Abram's *The Spell of the Sensuous*, will not help us use a language that confronts the crisis in our relationship with what John Ruskin calls "the first three principles of political economy: Pure Air, Water, and Earth." In this, Len Scigaj agrees with Jonathan Bate that, problematic, contested, and provisional as they must be, words are our only tools for debating the actions that we take daily in living in this ecosystem. How can we learn from a river if we can't have a provisional consensus of what is meant by "river"? Is language a "wild ecosystem," as Gary Snyder claims? Can we develop an interest in the shadings of meaning (the poetic) and the roots of consensus (the discursive) that will enable us to live more sustainably?



4) Can we reclaim an institutional recognition of our holistic lives as critics, scholars, writers, teachers, and campers?

We live in a web of professional activities that our career structures separate. Are you a critic or a nature writer? Which is more important to your employer? Is there a teaching path open to you that recognizes the importance of both equally? How far can we take the U.S. development of "narrative scholarship" or "narrative criticism"? I'm pondering the liberations that might be made possible by John Elder's *Reading the Mountains of Home* and Ian Marshall's *Story Line*. Suppose these were just the beginning of a movement towards more holistic writing. What kind of writing could be produced from opening up the ecology of the ecocritic's life? How do our readings, writings, activism, loving, and camping naturally inform each other?

5) Post-conference postscript

Of course, the conference itself provided more answers and more questions than I realized at the time. The first set of papers I went to hear were creative writing explorations by graduate students at the University of Mississippi, developed from their readings in "life writing." Each told, in a more sustained, confident, and reflective way than I can imagine hearing from UK students, of a moving and formative phase of their lives. But why did I feel that the audience for this writing was somehow limiting if this writing was intended to be valued as research? Was I trapped in some assumptions of our culture in asking questions about possible publication of this writing? Ann Fisher-Wirth had introduced the panel by saying she had wanted to break through the common separations of literary criticism and creativity in her graduate teaching, to "hybridise academic and creative forms." Elsewhere, I heard of the teaching of challenging journal writing on a road trip from Elizabeth Swain, mixed modes of environmental writing (See *Planet* . . . Page 9)



# ASLE Listserv Has New Host

After almost a decade of virtual life at the University of Nevada, Reno, the ASLE listserv has found a new home with the National Council of Teachers of English (henceforth NCTE). To subscribe to the ASLE listserv, send a message to [majordomo@lists.ncte.org](mailto:majordomo@lists.ncte.org). Leave the subject line blank. In the first line of the message, put: subscribe asle. If you encounter difficulties, write to [lists@lists.ncte.org](mailto:lists@lists.ncte.org) or visit the NCTE website at [www.ncte.org/lists/](http://www.ncte.org/lists/). Once you are subscribed, you may post to the listserv by addressing your message to [asle@lists.ncte.org](mailto:asle@lists.ncte.org). Archives are linked to ASLE's website at [www.asle.unm.edu](http://www.asle.unm.edu).

NCTE is a good home for the listserv for several reasons. First, it hosts many listservs and has both the infrastructure and the dedicated staff to maintain them. Second, NCTE offers some desirable features that were unavailable at the UNR site, including a digest option and archiving of messages. Third, it has a handy website ([www.ncte.org/lists/](http://www.ncte.org/lists/)) that provides detailed information on all aspects and features of the list. Finally, since it is not affiliated with any single university, ASLE can have a succession of listserv managers without having to relocate the list. ASLE's new listserv manager is Jeri Pollock, of Pepperdine University ([jpollock@pepperdine.edu](mailto:jpollock@pepperdine.edu)), replacing Cheryll Glotfelty, who originally created the listserv and has been managing it from UNR since 1992.

And now for a few reminiscences by Cheryll. The ASLE listserv had unlikely beginnings, given Cheryll's technophobia and computer incompetence. One of her undergraduates named John Lemon, happy to receive a "D" in her English class, volunteered to set up the original listserv. John got a chunk of computer space and wrote the software himself for the original list. There were a few glitches and crashes from time to time, including the case of the infinitely bouncing messages, in which while Cheryll was out of town messages bounced back and forth ad infinitum, irritating those who had to pay for each individual message. When John Lemon managed to graduate, the list became a little more official by becoming a Majordomo list, which worked well for years, thanks to the expertise of Malcolm, the friendly Computer

Systems Manager, whose services Cheryll cultivated via periodic batches of brownies.

Once it climbed to about 300 subscribers, the list remained remarkably steady over the years. It has helped people plan courses and research projects; it has announced job openings, publishing opportunities, and conferences; it has served as a forum for discussions of noteworthy books and topics such as wilderness, urban nature, international literature, multiculturalism, gender, and poststructuralism. It has helped people identify obscure quotations. It has begun some friendships and probably ended others. Of the 300 or so subscribers, fewer than twenty are frequent posters; many lurk. The list has had its flameups, too, including the discussion about whether to boycott Missoula as the site of the 1997 ASLE conference due to the state's slaughter of buffalo. Some have debated whether certain topics ought to be discussed at all on the list, such as the Bush-Gore election or the September 11 attack. Some have pressed for a moderated list, while others prefer the open "town square" approach. There have been spin-off lists, such as Mesa Verde, which addresses the interests of graduate students, and the ASLE diversity list, which focuses on issues of environmental justice. To its subscribers, the list has been a godsend at times and a headache at others, helping us make connections but adding to our information overload, helping us overcome our isolation but invading our personal space.

When Malcolm resigned, the ASLE listserv at UNR entered its nadir; the stealth Computer Systems Manager took over, and could never be found. No longer could problems be fixed or questions answered. Archiving stopped, the address list became "mooshed" together, and certain addresses mysteriously disappeared. Concurrently, Cheryll became an old new mother and no longer had the stamina to baby the list. It was time for a change. Jeri Pollock, a long-term subscriber to the ASLE list, discovered the NCTE site and volunteered to become the listserv manager, as it enters its second incarnation. She is aided by NCTE's incomparable Eric Crump, who calls himself "listserv mom." The ASLE listserv is in good hands. Long may it live!

—Cheryll Glotfelty, *University of Nevada, Reno*

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*(Planet . . . continued from Page 8)*

by high school students, mountaineering poetry by an ecocritic, nature writing from an ecofeminist theorist, music from a Muir editor, and even a paper or two from ASLE President Randall Roorda. Multiple voices, modes, and activities—all kinds of boundary-breaking, hybridising expansions were rife.

I wish I had a tape recording of the panel discussion on the role of the narrator in creative nonfiction, in which Dawn Marano, John P. O'Grady, Michael P. Cohen, and Michael P. Branch (who is this P. hiding within the U.S. narrators?) exchanged some lively points. One of the other highlights of the conference was a memory of the obviously frail Annette Kolodny, recovering from illness, rising to respond to the four papers from her students

given in her honour, and delivering a robust indictment of the first months of the Bush administration that brought the house down. Perhaps the parallel image is of feisty, romantic Katie Lee's banquet presentation of her explorations in the 1950's and 1960's before the flooding of Glen Canyon. And finally, while I was playing truant with Lilace Guignard and David Mazel at Buffalo State Park overlooking Flagstaff, my English friends were being mesmerised by the narratives of Indian women on a reservation. How will this affect their reading and teaching of native American texts and the writing of their own creative texts? Hybridisation was happening in all sorts of ways at the Flagstaff conference. Let's all nudge it along, until we meet again.

—Terry Gifford, *University of Leeds*

# Calls for Papers, Calls for Manuscripts, and Conferences and Meetings of Interest

Visit the ASLE web site at <http://www.asle.umn.edu> for an up-to-the-minute listing of conferences of interest and calls for papers. If you would like to announce a call for papers or a conference of interest in an upcoming issue of ASLE News, please contact Rochelle Johnson, Project and Professional Liaison Coordinator, at: [rjohnson@albertson.edu](mailto:rjohnson@albertson.edu) or (208) 459-5894.

## Calls for Papers

**November 30, 2001.** Society of Early Americanists. The Society of Early Americanists will sponsor three sessions at the 2002 American Literature Association Conference to be held at the Hyatt Regency, Long Beach, May 30-June 2, 2002. Any topic in the field of early American studies, as broadly construed as possible, will be considered for these sessions. Please send four copies of a 1-2 page abstract of your paper by November 30, 2001 to Zabelle Stodola, English Department, Univ. of Arkansas at Little Rock, 2801 S. University, Little Rock, AR 72204. Hard copies preferred, but electronic ([kzstodola@ualr.edu](mailto:kzstodola@ualr.edu)) or faxed (501-569-8185) submissions accepted.

**December 1, 2001.** Thirteenth Annual Southwest Symposium: Thinking Where We Live, Living Where We Think seeks panel proposals or individual submissions for the March 1-3, 2002, conference sponsored by the graduate students from the University of New Mexico English department. Any discipline including but not limited to English, fine arts, anthropology, cultural studies, creative writing, film, and history of the West is welcome. The conference will feature a broad range of topics that emphasize how place of study reinforces/diverges from the subject of inquiry (studying Dickens in the Desert Southwest, Native American culture in the Big City, etc.) Submit an abstract of no more than 250 words with a brief cover letter identifying your name, address, and abstract title. As submissions are chosen anonymously, do not put your name or university affiliation on the abstract. Please indicate whether you'd like to be considered for inclusion in the Southwest Symposium journal that will be distributed at the conference, featuring selected submissions of participants. Send submissions to: Southwest Symposium, c/o A. Flood Mara, University of New Mexico, English Department, Albuquerque, NM 87131. Contact: [sws@unm.edu](mailto:sws@unm.edu).

**December 1, 2001.** Playing the Wild Card: Un/DisCIPLINED Thoughts on Wild(er)ness. The Centre for Interdisciplinary Research in the Liberal Arts (CIRLA) is hosting a conference, May 9-12, 2002, at the Banff Centre for Conferences in Alberta. The theme chosen for this year's conference is prompted by the site in which the conference is being held, Banff National Park, and its association with "wilderness" and the "wild" (disappearing or otherwise). This broad scope invites exploration and reflection on the many usages and meanings of this concept—in historical, political, institutional, artistic, and cultural terms. The conference intends to draw together literal and metaphorical ideas about wildness for an interdisciplinary investigation. Papers could begin with the following starting points: Wild Mind/Wild Bodies, Wild Life, Wild Lives,

Memories and Anticipations of Wilderness, Wild Goose Chase: Defining Wilderness, Is anything wild anymore?, etc. Deadline for submission of abstracts, session proposals, and papers is December 1, 2001. For more information, or to submit papers or proposals, contact Bruce Janz, Director, Centre for Interdisciplinary Research in the Liberal Arts (CIRLA), Augustana University College, 4901 46 Ave, Camrose, Alberta, Canada, T4V 2R3; phone: (780) 679-1524; fax: (780) 679-1129; e-mail: [cirla@augustana.ab.ca](mailto:cirla@augustana.ab.ca); website: <http://www.augustana.ab.ca/departments/cirla/cirla02>.

**December 1, 2001.** Unsettled Pasts: Reconceiving the West through Women's History. A conference to be held at the University of Calgary, Calgary, Alberta, Canada, June 13-16, 2002. Presentation proposals are invited for a conference to reassess Western history from the perspectives of women and gender. Presentations are encouraged from a variety of interests, creative, activist, and community. The 2005 centennial of the provinces of Alberta and Saskatchewan encourages us to reconsider Western histories through the lives of women as part of a larger movement that seeks to recover an inclusive past, to increase understanding of the diverse peoples of all races, cultures, ethnicities, religions, and classes, who built the West and forged its social relationships. A central goal of the conference is to create dialogue across borders, both social and geographic: physical boundaries; generational boundaries; disciplinary and professional boundaries; boundaries between the academy and the community. Proposals are welcome on any time period and any historical topic centred on women's history in the West; graduate students and persons at all career stages (including unaffiliated) are encouraged. Send a 250-word proposal and a one-page c.v. for each presenter, as well as an address, telephone number, and e-mail address to one of the following: Sarah A. Carter, 2nd Vice President, The Historical Society of Alberta, Department of History, University of Calgary, 2500 University Drive N.W., Calgary, Alberta T2N 1N4 or Patricia Roome, Mount Royal College, Calgary, at [proome@mtroyal.ab.ca](mailto:proome@mtroyal.ab.ca).

**December 2, 2001.** The Western Social Science Association invites proposals for papers to be presented at its 44th annual conference to be held in Albuquerque, New Mexico, April 10-13, 2002. Acceptable formats include papers, panels, and roundtables. The deadline for all proposals and abstracts is December 2, 2001. Please include the following with your proposal: (1) title; (2) full name, affiliation, address, telephone, fax, and e-mail numbers of each presenter; and (3) abstract not exceeding 150 words. Scholars willing to serve as moderators or discussants should indicate their interest by December 15, 2001. For more information regarding submission guidelines, contact General Program Coordinator Nicholas Peroff, 211 Bloch School, University of Missouri-Kansas City, Kansas City, MO, 64110; phone: (816) 235-2341; fax: (816) 235-2312/6508; email: [peroff@umkc.edu](mailto:peroff@umkc.edu).

**Early December 2001.** Subscribers to the H-Environment list are invited to participate in a session focusing on Technology



and the Environment, which Jim Williams is organizing for the 29th Symposium of ICOHTEC—The International Committee for the History of Technology—June 22-26, 2002, in Granada, Spain. Contact him with a 500-word abstract and a one-page c.v. for a possible twenty-minute presentation, no later than January 1, 2002—preferably in early December. Jim Williams, 790 Reymundo Avenue, Los Altos, CA 94024-3138; phone (650) 960-8193; e-mail [Techjunc@pacbell.net](mailto:Techjunc@pacbell.net).

**December 10, 2001.** California Culture Area Studies. California culture will be the topic of several panels at this year's Southwest/Texas Popular Culture Association and Southwest/Texas American Culture Association Conference, to be held February 13-17 in Albuquerque, New Mexico. Proposals are sought for presentations and/or panels examining any aspect of California culture, in any modern language, from any disciplinary approach. Topics include but are not limited to: California architecture and material culture; border studies; the car, the freeway, mass transportation; indigenous cultures, imperial cultures; mass media; demographics and cultural influence; literature; ethnic literature studies, including comparative literature; orality in a print world; music and culture; intersections of culture with nature and the environment; immigration—the Gold Rush, the Depression, etc.; multiculturalism; invisible cultures; historical analysis, war and culture; bicultural/tricultural negotiations; is there a "California aesthetic"? For papers: send or e-mail a 500-word proposal, brief bio, and short bibliography. For panel proposals: in addition, include brief statement of panel focus and name of panel chair. Send to Denise MacNeil, Hornby Hall, University of Redlands, P.O. Box 3080, Redlands, CA 92373-0999. Phone: (909) 793-2121, ext. 4157; fax: (909) 335-5125; e-mail: [denise\\_macneil@redlands.edu](mailto:denise_macneil@redlands.edu). For full details on the conference, see the web site: [www.swtexaspcsa.org](http://www.swtexaspcsa.org).

**December 10, 2001.** Literature, Ecocriticism, and the Environment. This will be the topic of several panels at this year's Southwest/Texas Popular Culture Association and Southwest/Texas American Culture Association Conference, to be held February 13-17 in Albuquerque, New Mexico. Topics may include but are not limited to: environmental writing, nature writing, and other literary works through an eco-environmental lens; a close reading of a particular text through such a lens; an examination of the work of a particular author in terms of eco/environmental representations; environmental issues within a historical, social, or cultural context; the rhetoric of preservationists, deep ecologists, environmental agencies; discussions of wilderness or urban ecology and literature; ecocritical and environmental pedagogy. Send all inquiries, including paper and panel proposals, to Deborah Carmichael, Oklahoma State University, 205 Morrill Hall, Stillwater, Oklahoma 74078. E-mail: [debcar6569@aol.com](mailto:debcar6569@aol.com). Phone/Fax: (405) 372-1883.

**December 15, 2001.** Alaska: The Last Frontier. Papers are sought on the subject of Alaska and its relationship to the western frontier for the Southwest/Texas Popular Culture Association and Southwest/Texas American Culture Association Conference in Albuquerque, New Mexico, February 13-17, 2002. Alaska is frequently disregarded in discussions of the west, but it shares many classic characteristics with other western frontier states. Topics may include: the literature written about Alaska; literary texts written in Alaska; the frontier economy of Alaska; popular images

and the realities of Alaska; Native issues in Alaska; the frontier mentality; the role of education; ecological concerns from Exxon Valdez to ANWAR (the Arctic National Wildlife Refuge). Send via e-mail a 250-word proposal, brief bibliography, and brief bio to Dr. Carolyn D. Holbert, Department of English, Matanuska Susitna College, P.O. Box 2889, Palmer, Alaska 99645. Fax: (907) 745-9711; e-mail: [pfdh@matsu.alaska.edu](mailto:pfdh@matsu.alaska.edu).

**December 15, 2001.** The Environmental Studies Association of Canada/ L'association canadienne d'études environnementales will hold its ninth annual conference May 28-30, 2002, at the University of Toronto, Canada. It is a meeting point for scholars, professionals, and activists from across Canada and beyond who work in areas of environmental concern. It is held as part of the Congress of the Social Sciences and Humanities, the largest academic gathering in North America. Proposals are invited for academic papers, roundtables, film screenings, posters, workshops, literary and poetry readings. Conference themes include but are not limited to: First Nations and environmentalism; voluntary regulation and changing policy regimes; nature, gender, and feminism; agriculture, land reform, and rural areas; crossing the natural sciences-social science divide; globalization, citizenship, and democracy; theatre, performance, and art in environmentalism; national parks and protected areas; religion and spirituality in environmental ethics and politics; current environmental issues in southern Ontario, including Walkerton and the Oak Ridges Moraine. Graduate students are welcome to submit papers for the first annual ESAC Graduate Student Award for Best Paper. Please indicate interest in the award in your proposal and be prepared to submit the paper by March 1, 2002. Proposals should include: name of contact person and other participants; mailing address; e-mail address; type of session preferred; one-page maximum description/abstract; equipment required. Send proposals (electronic format preferred) to: ESAC Conference Coordinator, Cheryl Lousley, Faculty of Environmental Studies, York University, Toronto, ON, M3J, 1P3. E-mail: [clousley@yorku.ca](mailto:clousley@yorku.ca).

**December 29, 2001.** Constructing the Animal Other. SCMLA is seeking papers on representations of animals in verbal and/or visual arts for its annual conference, to be held October 31-November 2, 2002 in Austin, Texas. All theoretical approaches are acceptable, especially ecocritical. Send paper or 300-400 word abstract by December 29, 2001, to Catherine Rainwater, Department of English, St. Edward's University, 3001 S. Congress Ave., Austin, Texas, 78704.

**December 31, 2001.** Please send a 1-2 page description of your research and a 1-2 page c.v. to Paul C. Roser, Ph.D., Department of History, Villanova University, 800 Lancaster Avenue, Villanova, PA 19085, if you would like to be considered for a panel at the AHA conference in 2003 on various dimensions of post-World War II Native American environmentalism. Needed are two additional presenters, a chair, and a commentator.

**January 15, 2002.** Nature and Environmental Writers-College and University Educators (NEW-CUE), a non-profit, environmental education organization based in Washington, D. C., invites submissions for possible presentation at the Second Annual Writers' Conference and Workshop in honor of Rachel Carson, June 11-14, 2002, in Boothbay, Maine. New and estab-



lished writers, instructors, and practitioners are encouraged to send examples of their work: essays, poems, children's literature, selections from fiction and journalism, illustrating contemporary environmental issues as well as those raised by Rachel Carson, who blended science with a lyrical appreciation of nature. The conference will celebrate the 40th anniversary of the publication of *Silent Spring*; Bill McKibben will deliver the keynote address. Fifteen-minute presentations are invited for the event, which is both a scholarly and a social occasion, with time for discussion and a chance to meet publishers. Work is sought that will add to discussion of the following topics: conservation of the natural world; integration of natural science with creative writing; green forebears; the demystification of science for the general reader; love of the sea and its creatures both large and small; advocacy for wilderness preservation; reverence for life in all its forms; and so forth. Submissions should include a cover page with author's full name, affiliation (if applicable), and contact information, including mailing address, phone, fax, e-mail. Writing sample should be typed and no longer than three pages, with author's name on each page. The event is limited to 100 participants and presenters will need to register. Barbara Ward Klein, President, NEW-CUE, c/o St. Thomas Aquinas College, Sparkill, NY 10976. Phone: 845-398-4247. Fax: 845-398-4224. E-mail: new-cue@care2.com.

**January 18, 2002.** Time of Transition: Developing Regional Literatures, a regional literary conference for graduate students and faculty, will be held on April 5, 2002, at Minnesota State University, Mankato. The conference will focus on the development of regional literature across the United States. Paper and panel topics may include Willa Cather and the Pioneer Literature of the Midwest, the influence of Native American myths and stories on the literature of the Southwest; Louise Erdrich and her considerations of contemporary Native American life in the Midwest; regional literature and borderlands; Toni Morrison and magical realism that arises from place; etc. Proposals for both individual presentations and panels of 3-4 presenters will be accepted; presentations should be no more than fifteen minutes long. Proposals for papers and/or panels should include the following: a title; an abstract not to exceed 300 words per presentation; and a brief, one-paragraph statement about the presenter(s), including academic affiliation, and mailing and e-mailing addresses. Please mention any audio/visual needs. Submit abstracts by January 18, 2002, to Spring 2002 Time of Transition Conference, English Department, Minn. St. U., Mankato, 230 Armstrong Hall, Mankato, MN, 56001; fax: (507) 389-5362; phone: (507) 389-1022; e-mail: sara.kosiba@mnsu.edu.

**February 1, 2002.** Lewis and Clark: The Unheard Voices—The 200-Year Impact on the Lands, the Peoples, the Histories, and the Cultures will take place November 14-16, 2002, at Pennsylvania State University, State College, Pennsylvania. The conference is part of an ongoing effort to come to terms with the effects of the expedition, including the complexity of American history and the multiple narratives that have shaped the pluralism of American culture. Individual papers and/or panels are invited; multidisciplinary panels of three or four papers will be presented in each session. Areas of expertise may include: historians; environmental literature scholars; individuals who have a special interest in Lewis and Clark, including the relationship between environment and history, and Native American and African American history. For information

visit the web site: <http://LewisAndClark.outreach.psu.edu> or call Christopher Dufour, conference planner, at (814) 863-5100.

**March 1, 2002.** Environment, Culture, and Community. The University of Queensland will support an exploration of the role of social and cultural processes in relation to environmental awareness. This conference, to be held July 3-5, 2002, will bring together those whose scholarly and artistic work addresses ways in which people create, challenge, and sustain relationships with natural environment. We invite presentations on a wide range of topics, approached from a variety of perspectives, from across the humanities and related areas. We hope these topics will encourage a mingling of disciplines and practices, and we welcome suggestions of further topics. Possibilities include: making contact: how we speak, write, and make art and music about our relationships with the non-human world, past and present; valuing our environment: issues of ethics, laws, economics, science, and "deep" ecological and spiritual values; animals and the environment; environmental education; historical perspectives on culture and ecology; shaping our environment; technologies; designing, building, farming, and gardening; art practice in the environment; etc. Submit a title and a 200-word abstract by March 1, 2002. For further information, contact Ruth Blair, School of English, Media Studies, and Art History, The University of Queensland, Queensland 4072, Australia; phone: + 61- 7- 33652590; e-mail: r.blair@mailbox.uq.edu.au.

**March 15, 2002.** Nineteenth International Social Philosophy Conference, sponsored by the North American Society for Social Philosophy, invites submissions on the theme of Society, Embodiment, and the Environment. The conference will be held at the University of Oregon, in Eugene, Oregon, July 18-20, 2002. For arrangements contact Barbara S. Andrew, Department of Philosophy, 1295 University of Oregon, Eugene, OR 97403-1295. Office: 541 346-5541; e-mail: bandrew@darkwing.uoregon.edu. Proposals in all fields of social philosophy are invited. Please send a 300-500-word abstract of a proposal to Joe Betz, Department of Philosophy, Villanova University, Villanova, PA 19085. Phone: (610) 519-4708. E-mail: joseph.betz@villanova.edu. Direct questions to Sally Scholz (sally.scholz@villanova.edu) or Joe Betz.

**April 1, 2002.** Scotland, Ireland, and the Romantic Aesthetic. The University of Aberdeen, Scotland, will hold an international conference, July 5-7, 2002. Plenary speakers will be Kevin Barry, Ian Duncan, David Hewitt, Fiona Stafford, and Timothy Webb. This conference is intended for general Romanticists as well as Scottish and Irish literary specialists, and aims to investigate connections and parallels between the literatures of Scotland and Ireland in the periods 1760-1830, including their relationship with English Romanticism. Proposals for 20-minute papers relating to any aspect of this subject are invited; comparative and/or interdisciplinary approaches are especially welcome. Possible topics include: English bards and Scotch reviewers; national epic, tale, and song; the aesthetics of revolution and counter-revolution; rhetoric and belles lettres; Edinburgh, Dublin, and the regional book trade; aesthetic subjects and objects; romantic ecology of Scotland and Ireland; etc. This conference is jointly organized by the Department of English and the Research Institute for Irish and Scottish Studies. Please send 300-word abstracts by April 1,

2001, to Catherine Jones, Department of English, Aberdeen, AB24 2UB, Scotland, UK. For further details, contact c.a.jones@abdn.ac.uk or d.a.s.duff@abdn.ac.uk.

**May 1, 2002.** Reconstructing the American South: Constance Fenimore Woolson and Her Contemporaries, 1865-1890. The Constance Fenimore Woolson Society invites papers for its fifth biennial conference, to be held from October 31 to November 2, 2002, in Asheville/Arden, North Carolina. Papers are welcome on Woolson as well as on any aspect of post-war southern studies, including literature, travel writing, life writing, arts, crafts, and material culture. Essays may treat any aspect of these subjects, their intersections, or northern and southern reconstructions of the South. Connections to places Woolson wrote about are encouraged: North and South Carolina, Virginia and West Virginia, Tennessee, Kentucky, Georgia, and Florida. Send abstracts or papers by May 1, 2002, to Sharon Dean, Rivier College, 420 Main Street, Nashua, New Hampshire, 03060; e-mail: sedan@rivier.edu.

### Gatherings of Interest

**February 13-17, 2002.** Cormac McCarthy's Literature of the Border Southwest, a panel at the Annual Southwest/Texas Popular Culture Association and Southwest/Texas American Culture Association conference in Albuquerque, New Mexico. See above for further details.

**February 13-17, 2001.** Food and Culture, a panel at the Annual Southwest/Texas Popular Culture Association and Southwest/Texas American Culture Association conference in Albuquerque, New Mexico. See above for further details.

**February 16, 2002.** Locating Women's Studies, a Working Conference in Women's Studies. Bucknell University, Lewisburg, Pennsylvania. For information contact Glynis Carr, (570) 577-3118 or gcarr@bucknell.edu.

**February 21-23, 2002.** The Changing Environments of the Southwest: The Land and Its Cultures. The Sixth Annual ASU Writers Conference in Honor of Elmer Kelton will be held at Angelo State University, San Angelo, Texas. Keynote presenter will be Stephen Harrington, author of *The Gates of the Alamo* and other volumes. Contact Dr. John Wegner, Conference Committee Chair, Department of English, Angelo State University, Box 10894, ASU Station, San Angelo, TX 76909. E-mail: John.Wegner@angelo.edu.

**March 15-17, 2002.** Conference on Female Spirituality: The Burning Times Revisited—Rekindling the Fire of Radical Ecological Feminism. Sponsored by the Central Pacific Conference of the UCC and Pacific University's Feminist Studies Program, held at Pacific University, Forest Grove, Oregon. Papers, performances, and presentations will take place. Mary Daly will deliver the keynote address. For information contact Martha Rampton, History Department, Pacific University, Forest Grove, Oregon 97116, or e-mail ramptonm@pacificu.edu.

**April 4-7, 2002.** Calibrations: Sizing Up Spaces, Communities, and Selves, a conference hosted by the Center for

Humanities Research at Texas A&M University in College Station, Texas. Keynote speakers are Rosi Braidotti, R. Rolando Hinojosa-Smith, Robbie McCauley, Walter Benn Michaels, Trinh T. Minh-Ha; featured speakers are Michael Awkward, Charles E. Curran, Jorge J. E. Gracia, Char Miller, V. Spike Peterson, and Marcus Rediker. For information contact Conference Committee, Texas A&M University, 4352 TAMU, College Station, TX 77843-4352. Phone: (979) 845-8328; fax: (979) 458-3681.

**April 4-7, 2002.** Walking the Talk: Fostering Sustainable Behavior. The League of Environmental Educators in Florida (LEEF) conference in Ellenton, Florida. For information contact Carlos de la Rosa, Program Chair, at (727) 943-4004 or cde-larosa@co.pinellas.fl.us or Claudia Lewis, Conference Chair, at (727) 943-4636 or clewis@co.pinellas.fl.us.

**May 16-21, 2002.** The Thirteenth Annual Environmental Writing Institute, sponsored by the University of Montana and Teller Wildlife Refuge, will be led by Robert Michael Pyle, in Corvallis, Montana. For information and an application, contact Director Phil Condon at (406) 243-2904 or c/o EVST Department, University of Montana, Missoula, MT 59812. E-mail: cphil@bigsky.net.

**May 28-30, 2002.** Annual Meeting of the Environmental Studies Association of Canada (ESAC), to be held in conjunction with the Congress of the Humanities and Social Sciences, at the University of Toronto, Toronto, Canada. For information contact Cheryl Lousley, Conference Coordinator, at clousley@york.ca.

**July 22-27, 2002.** European Culture in a Changing World: Between Nationalism and Globalism. The eighth conference of The International Society for the Study of European Ideas will be held in Aberystwyth, Wales. For information, contact Professor Nancy Barta-Smith or Professor Allan Larsen, e-mail nancy.barta-smith@sru.edu or allan.larsen@sru.edu, and ask for the conference website.

**September 2-11, 2002.** The World Summit on Sustainable Development in Johannesburg, South Africa. For more information contact: een@projekte.org.

### Calls for Manuscripts

**No date given.** Ashgate Publishing Company has inaugurated a new series, *Literary and Scientific Cultures of Early Modernity*, and welcomes submissions and inquiries from ASLE members. The series provides a forum for groundbreaking work on the relations between literary and scientific discourses in Europe, during a period when both fields were in a crucial moment of historical formation. The series is interdisciplinary in orientation and will publish monographs, edited collections, and selected critical editions of primary texts relevant to an understanding of the mutual implication of literary and scientific epistemologies. Please send either 1) a preliminary letter of inquiry, briefly describing the project, or 2) a formal prospectus including abstract, table of contents, sample chapter, estimate of length, estimate of the number and type of illustrations to be included, and c.v. Send a copy of either type of proposal to all of the following: Mary Thomas Crana, Department of English,



Boston College, 140 Commonwealth Avenue, Chestnut Hill, Massachusetts 02467; Henry S. Turner, Department of English, University of Wisconsin, 600 N. Park Street, Madison, Wisconsin 53706; Erika Gaffney, Editor, Ashgate Publishing Company, 131 Main Street, Burlington, Vermont 05401-5600.

**No date given.** Teaching Sustainability at Universities—Towards Curriculum Greening will be launched at The World Summit on Sustainable Development in Johannesburg, South Africa, September 2-11, 2002. The book will be volume 11 of the series "Environmental Education, Communication and Sustainability" published by Peter Lang Scientific Publishers. The publication will contain state-of-the-art examples of approaches, methods, and projects which have been targeted towards integrating environmental issues as a whole, and sustainable development components in particular, in the context of university teaching programs. Individuals who are interested in submitting a chapter should send a short, 200-word summary outlining the title, aims, and focus of the paper. Contact details (name of author, institution, address, e-mail) should also be clearly provided. Send suggestions to: [eeen@projekte.org](mailto:eeen@projekte.org).

**December 1, 2001.** Oral History and Public Memory. Linda Shopes (USA) and Paula Hamilton (Australia) seek contributors for a book of essays of approximately 8500 words in length that investigate how oral history as a particular form of memory work helps shape broader public memory. Specifically, the book will address the practices of oral historians, both interviewers and narrators, as key players in making histories public, redefining community, and creating historical memory in a variety of forms and media. Each essay is envisioned as both a detailed and reflexive "ethnography of practice" at the local level and also a broader set of reflections upon the way the work has affected a group or individual's historical sensibilities. The volume will be international in scope; authors should be explicit about the national, regional, and/or local contexts within which they work, including the framing concepts for public historical work and the social/institutional forms within which the work has occurred. Coauthored articles, with each author writing from a different national perspective, are also welcomed; both the proposal and the final essay, however, must be in English. Work should be conceptually sophisticated but written in nonspecialized, jargon-free language. Please send proposals via e-mail to Paula Hamilton ([Paula.Hamilton@uts.edu.au](mailto:Paula.Hamilton@uts.edu.au)) and Linda Shopes ([lshopes@aol.com](mailto:lshopes@aol.com)). Once a book contract is finalized, draft essays will be due in July 2002 and final essays on November 1, 2002.

**December 31, 2001.** How "Green" Were the Nazis? The National Socialists inherited a diverse and thriving nature-protection and environmental movement in Germany, and one that ran the full political gamut from left to right. Editors seek articles that examine one or more of the following questions: 1) What aspects of the pre-1933 environmental movement did the Nazis co-opt and what aspects did they suppress? 2) To what extent did they use the rhetoric of nature protection and the environment in their public discourse and how effective was it? 3) What was their record on environmental policies in concrete terms, as regards to forest policy, river management, etc.? 4) What (if any) specific protectionist practices emerged between 1933 and 1945? Possible topics include: the lines of continuity and discontinuity in environmental protection policies from 1871 to 1945; the impact of the

Nazis' "civilization critique" or "technology critique" on environmental or nature-protection policies; land policies in the occupied East; Nazi energy policies; the 1935 Nature Protection Law; etc. If you are interested in contributing to this anthology, please e-mail a brief synopsis of your topic to Mark Cioe ([cioe@cats.ucsc.edu](mailto:cioe@cats.ucsc.edu)) or Franz-Josef Brueggemeier ([brueggfj@uni-freiburg.de](mailto:brueggfj@uni-freiburg.de)).

**December 31, 2001.** Popular Culture of Disasters. The International Committee on Disaster Research (IRCD), a formal subgroup within the International Sociological Association, has initiated a series of books on disaster topics that will be produced electronically by Xlibris. One of the volumes to be produced will be on the popular culture of disasters. Possible topics include: disaster joke and humor, board games and puzzles with disaster themes, folk legends and beliefs about disasters, disaster calendars, anniversary newspaper issues, memorial services, survivor buttons, etc. Anyone interested in producing a manuscript for the book on any of these or related topics should contact Gary Webb ([webbgr@okstate.edu](mailto:webbgr@okstate.edu)) or Henry Quarantelli ([elqdr@udel.edu](mailto:elqdr@udel.edu)). All manuscripts will be peer reviewed. The scheduled publication date is sometime in 2002. For more information, please contact E.L. Quarantelli, Research Professor, Disaster Research Center, University of Delaware, Newark, DE, 19716; phone: (302) 831-6618; e-mail: [elqdr@udel.edu](mailto:elqdr@udel.edu).

**January 31, 2002.** Terry Tempest Williams. 5000-10,000-word essays (including notes and cited references) are sought on the work of Terry Tempest Williams for an essay collection edited by Katherine Chandler and Melissa Goldthwaite. Terry Tempest Williams has had a varied and extensive body of work ranging from children's stories to memoir to wilderness essays to stories embodying cultural, spiritual, familial, artistic, and natural landscapes. Her work is read and recognized by diverse audiences and is often taught in university courses, particularly those on environmental literature. Essays from scholars in literary and other disciplines are encouraged, that will offer varied understandings of Williams's work. Her inventive writings are difficult to assign to a particular genre; the editors invite discussion from multiple theoretical perspectives, including interdisciplinary approaches. Since the anthology is intended to reflect the range of her work, essays on texts other than *Refuge* are particularly welcome. Send one-page abstract or complete manuscript and short CV to Melissa Goldthwaite, Department of English, Saint Joseph's University, 5600 City Avenue, Philadelphia, Pennsylvania 19131. Or e-mail (Word or WordPerfect) to [mgoldthw@mailhost.sju.edu](mailto:mgoldthw@mailhost.sju.edu).

**March 1, 2002.** Joseph Conrad and Territoriality. The Joseph Conrad Society of America announces a call for papers for its conference in Vancouver, BC, August 9-11, 2002. The conference theme should be broadly interpreted so as to include papers on a wide range of topics. The plenary speakers are: Jaques Berthou, Daphna Erdinast-Vulcan, Zdzislaw Najder, S.W. Reid, and Edward Said. Abstracts for twenty-minute papers or for panels (with three participants) are invited by March 1, 2002. An edited selection of papers will be published in *Conradiana: A Journal of Joseph Conrad Studies*. For further information, contact [busza@interchange.ubc.ca](mailto:busza@interchange.ubc.ca) or [jhstape@istar.ca](mailto:jhstape@istar.ca). Send abstracts or inquiries to Andrzej Busza, Department of English, The University of British Columbia, 397-1873 East Mall, Vancouver, British Columbia V6T 1Z1, Canada.



**March 1, 2002.** Land and Water: Essays on Teaching Outdoors (to be published by the University of Utah Press). The editors of this volume of essays discussing the teaching of courses with field components seek submissions exploring the role of the outdoors in contemporary college classrooms. As the environment increasingly becomes an essential component—if not the central focus—of many courses, ever more instructors are including field components in their syllabi. This volume seeks to broaden and strengthen our collective knowledge of this aspect of teaching. Essays may be pedagogical, personal, or theoretical in nature, and might provide perspectives on and approaches to taking students out-of-doors. Such trips might range from hour-long excursions to month-long trips, and might range from urban nature to the north woods, to the southwestern deserts, or to international locations. Send completed papers (15-25 pages) by March 1, 2002, to: Hal Crimmel, Dept. of English and Literature, Weber State University, Ogden, UT, 84408; e-mail: hcrimmel@weber.edu.

**March 1, 2002.** A Special Issue: The State of Animal Studies. In commemoration of its tenth anniversary, the editors of *Society and Animals* invite essays up to 1500 words emphasizing the human side of human/nonhuman animal interactions, addressing the following questions: 1) What has my field contributed to Animal Studies thus far? What are its most important findings and theories? Avoiding a standard literature review, evaluate the state of Animal Studies in the field, based on quantity/quality of studies, breakthrough studies, available publication venues and grant or institutional support. How are nonhuman animals presented: status, image? What impact or influence has Animal Studies had on the field? 2) What does the field need to do to advance Animal Studies? Consider theoretical, methodological, practical, and attitudinal openings into—or constraints retarding—progress. Send manuscript in Word by e-mail to kshapiro@igc.org. Notice of intent to submit is appreciated.

**June 1, 2002.** The Early Modern Horse. Contributions are invited for a book tentatively titled *Kingdom of the Horse: The Culture of the Horse in the Early Modern World*. Papers are sought which deal with any and all aspects of early modern horses and horse culture: horsemanship, equestrian art, horse breeding, the horse trade, horses in literature, horses on the stage (real or imagined), horse ballets, hunting from horseback, horses in warfare, horseracing, etc. Essays from all disciplines are welcome as long as they situate their discussion in a broad cultural context. Interest in this project has been expressed by the editor of Palgrave's new series, "Early Modern Cultural Studies, 1500-1700," which "unapologetically crosses disciplinary, theoretical and political boundaries" to examine early modern "texts and artifacts that bear the traces of transculturation and globalization." We are thus especially interested in essays which treat the horse as a vehicle for global cultural transmission, cultural change, or ideas of nationhood; or which cast new light on the ways knowledge about horses and horse craft is implicated in early modern state-formations, etc. All foreign language materials must be translated into English. There is a possibility for including translated primary texts alongside critical essays on them; those working on such materials should contact the editor for more information. Send abstracts, completed papers, and inquiries by June 1, 2002, to Karen Raber, Associate Professor of English, The University of Mississippi,

Post Office Box 1848, University, MS, 38677-1848; e-mail: kraber@olemiss.edu; phone: (662) 915-7049; fax: (662) 915-5787.

**July 15, 2002.** Special issue of *Children's Literature Association Quarterly: Narrative Theories and Practices in Children's and Young Adult Literature* (Spring 2003). Guest editors Mike Cadden and Andrea Schwenke Wyile invite papers that explore the narrative peculiarities, innovations, and/or conventions in children's and/or young adult literature. Comparisons to adult literature are welcome. All narratological issues and approaches are welcome; special interest in irony/parody, focalization, and narration. Possible questions include: Does narrative theory offer a way to talk about the kinds of narrative structure or styles of narration present in this literature? If not, what is missing? Do these genres explore the same narrative terrain as adult literature? What do the practices of children's literature have to offer narrative theory? What does narrative theory have to offer the study of the unique genres of children's and young adult literature? Send papers and inquiries to: Mike Cadden, Department of English, Missouri Western State College, St. Joseph, MO 64505 (cadden@mwsc.edu) and Andrea Schwenke Wyile, English Department, Acadia University, Wolfville, NS B0P 1X0, Canada (andrea.schwenke.wyile@acadiau.ca).

## New Book Series

**No date.** Under the Sign of Nature: Explorations in Ecocriticism. The University Press of Virginia is pleased to announce a new series devoted to the publication of high-quality works of critical inquiry and narrative scholarship in environmental literature and related areas. This ecocritical initiative encompasses scholarly monographs, trade books, anthologies, readers, and selected paperback reprints of classic works. Innovative interdisciplinary projects characterized by good writing and relevance to multiple audiences are particularly encouraged. Series editors are Michael Branch, SueEllen Campbell, and John Tallmadge. Inquiries and book proposals may be sent to: Boyd Zenner, Acquiring Editor, University Press of Virginia, P.O. Box 400318, Charlottesville, VA, 22904.

**No date.** Culture and Environment in the Pacific West. Oregon State University seeks manuscripts for a new series that will explore for a general reader human interactions with the natural world west of the Rockies. Manuscripts submitted for this series should be brief, approximately 55,000 words, and written in language accessible to the lay reader. They will explore a broad range of regional issues, both historical and contemporary, urban and rural. While their topics may have a broader relevance, their focus and examples should be regional. Possible topics for the series include environmental histories with both broad and more narrowly focused subjects, ecological studies, nature writing, and natural resources issues such as forestry, fish, grazing, recreation, and land use and urban planning. These books will be attractively produced and aggressively marketed to general readers and for use in classrooms throughout the region. We welcome inquiries in disciplines including, but not limited to, history, geography, anthropology, forestry, ecology, literature, and planning. Address inquiries to: William L. Lang, Department of History, Portland State University, P.O. Box 751, Portland, OR, 97207-0751 or Oregon State University Press, 101 Waldo Hall, Corvallis, OR, 97331.

(See *Papers . . . Page 19*)

# ASLE Elections: Candidates' Statements

## Vice-President (vote for one)

**Ian Marshall, Penn State Altoona**

I feel very honored to be nominated for the vice-presidency of ASLE. With the next ASLE conference slated to take place when the next vice-president assumes the role of president, I am also aware that this is a big job. Fortunately, I am now at a position in my career where I can take time to give something back to this organization which has been so nurturing for me, socially as well as intellectually.

For those of you who don't know me, I am a Professor of English and Environmental Studies at Penn State Altoona, where I also serve as co-coordinator of our Environmental Studies program. My publications include *Story Line: Exploring the Literature of the Appalachian Trail* (UP of Virginia, 1998) and articles on a variety of American authors, among them James Fenimore Cooper, Henry Thoreau, William Gilmore Simms, Lydia Maria Child, Harriet Prescott Spofford, Mark Twain, Robinson Jeffers, Maya Angelou, Colin Fletcher, Margaret Atwood, and (yes, really) Dr. Seuss. In my teaching I try to stress connections between disciplines (I have team-taught several courses with a biologist) and to get my students out into the field. What better way to study "Walking" than to go for a walk?

In the acknowledgments to *Story Line* I thanked the members of ASLE for "scholarly companionship and inspiration." Like many members of this organization, I have found in ASLE a community that has helped me explore the common ground between my literary interests and my love of the natural world. ASLE has broadened and deepened those interests. Some scholarly organizations provide a testing ground of ideas; ASLE has been more like a seed bed. I won't call it a community of ideas, though, since my friendships with the people of ASLE matter just as much to me as its academic core. For me, ASLE has been as much a social (and musical!) community as it has been an intellectual one.

What will I bring to ASLE as its vice-president and president? Well, for starters, a deep sense of gratitude and a lot of enthusiasm. What direction do I see us going in? In truth, I'm not so sure that an officer of the organization ought to decide on a direction so much as spread out the map and let the group decide where we ought to go. But here are some possibilities. As many have said before, we ought to increase the ethnic diversity of our organization. That means paying attention to a wider range of both literature and environments in our endeavors. Many have also made the case that we need to be more science-literate in order to do justice to the "eco" in ecocriticism. Surely that is indeed important, but it is just as important that we be able to make a case for the role of literature in interdisciplinary studies of the natural world—to honor the traditions and knowledge bases of our own field as we demonstrate to scientists and others that we have relevant and important contributions to make to a deep understanding of the natural world. It is important, too, that we strive to make connections with policy makers and with scholars in such fields as environmental ethics, environmental economics,

environmental justice, and environmental history, and eco-art, film, and music as well.

Perhaps too, in addition to our biennial conference, we could organize more regional activities and undertake some community-building and consciousness-raising activities, such as coordinated Earth Day readings of *Walden* at colleges across the country.

Mostly, though, what I hope to do is help set up a big tent that can accommodate all of us, in all our wide range of interests and backgrounds. (You don't snore, do you?)

**Kathleen R. Wallace, The Ohio State University**

I am honored to have been nominated to run for ASLE vice president. Currently, I am one of ASLE's executive council members, and I can say wholeheartedly that serving ASLE has been both rewarding and humbling. ASLE's officers and volunteers are, without exception, bright, capable persons committed to providing a home for our thriving fields of inquiry. We have all benefited from their inspired leadership.

Over the past decade, ASLE's membership and scope has grown exponentially. We now have a thriving diversity caucus, ecocompositionists, and satellite organizations in Japan and Great Britain. Members and like-minded colleagues in other disciplines are producing so many books and journal articles that I find myself in a position I once thought was unlikely—knowing that I can't possibly read them all! My own scholarly interests are diverse, ranging from mapping and African American representations of the environment to the professional development of teachers. My recent scholarship has been collaborative; most notably working with Karla Armbruster on *Beyond Nature Writing: Expanding the Boundaries of Ecocriticism* (2001).

ASLE's growth brings new opportunities and challenges. Many ASLE members and officers have suggested new initiatives (such as diversifying our membership) and programs (pursuing grant funding) that are worthy of ASLE's attention but have not been fully developed because we rely solely on volunteers. The time is right for us to explore how ASLE can best develop these ideas in addition to all the other programs essential to our operations, such as the newsletter, listserv communications, and membership. If elected, I would encourage ASLE to explore hiring an executive director or other administrative help but to do so in a way that retains the friendly, consensus-driven ethos that many of us find so appealing.

I would bring well-honed administrative skills and a sense of humor to the vice-president's office as well as an ability to build consensus and facilitate change. I practiced these skills last year as program director for the Ohio League of Conservation Voters where I worked to build the political effectiveness of Ohio's environmental and conservation community. This fall, I returned to Ohio State as the assistant director of the Center for the Study and Teaching of Writing.

I look forward to working with all ASLE members on the opportunities that are before us, and thank you for considering me.



## Executive Council (vote for two)

### Laird Christensen

As a member of ASLE since the beginning, I have been delighted to watch our community grow, not only in numbers, but especially in breadth and depth of focus. It should be clear that we all benefit from an ever more diverse assembly of voices and viewpoints. The variety evident in this summer's Flagstaff sessions suggests that in literary studies, as in ecosystems, diversity is a reflection of health and stability.

I've long been inspired by my interactions with other ASLE members, whether serving as Graduate Liaison, participating in on-line discussions, or gathering material for the ASLE Collection of Syllabi in Literature and Environment. Indeed, it was editing that collection that first led me to wonder how my own classes might challenge students to become more actively engaged in their communities, both human and ecological. I designed a service-learning course at Alma College that used literary natural histories as models for a bioregional biography of the local watershed; students researched and collaboratively wrote a history of the Pine River that was distributed throughout the region, and is currently used in local schools. Here at Green Mountain College, I teach a field-based course on the Hudson River with colleagues from Biology, History, and Environmental Studies, in which students explore the watershed's environmental problems—and potential solutions—through overlapping disciplinary lenses.

The success of such courses has convinced me that we, as scholars of language and literature, are especially well suited to teach skills that can directly benefit our communities. My main contribution to ASLE in the coming years, whether or not I am elected to the Executive Council, will be to encourage the development of courses that are innovative, experiential, and of real service to the various communities we inhabit.

### Susan Hanson

A long-time member of ASLE, I am honored to be a candidate for Executive Council. This is not a position I would have sought for myself, but as a nominee, I find the prospect of serving both challenging and exciting. What I would bring to the Council is primarily the desire and ability to forge connections, both within and outside the organization. By this I mean that I would like to see even more done to foster interaction among the membership, to bridge the disciplines, and to encourage student participation—and not just on the graduate level.

My own work as an advocate for environmental literature and its goals has taken place in the classroom at Southwest Texas State University, where I have been a member of the English faculty for more than 20 years, and in the local press. As a columnist, feature writer, and book reviewer for almost 20 years, I attempted to speak a word for nature through interviews with Wendell Berry, Wes Jackson, Terry Tempest Williams, and others; through reviews of the work of such writers as Mary Oliver and Pattiann Rogers; through articles on environmental issues, both national and close to home.

As a teacher of freshman composition, I have used an environmental reader for the past eight years, during which time I also

have developed and taught a course in the Honors Program, "Nature and the Quest for Meaning." Further, I have presented works of creative nonfiction at all four ASLE conferences and have published pieces in *Northern Lights*, *Texas Parks & Wildlife* magazine, and the new collection *Getting Over the Color Green*.

In addition to being a teacher and writer, I have served for the last six years as lay chaplain and coordinator for the Episcopal Campus Ministry at SWT.

### Ursula K. Heise

I'm Associate Professor of English & Comparative Literature at Columbia University in New York City, where I teach contemporary literature and literary theory. My background is thoroughly comparatist—I grew up in Germany and completed a B.A. and M.A. in Romance Languages (French and Spanish) there before going on to a Ph.D. in English at Stanford University. My main research interest is in the intersection of ecology, technology and literature, which I'm currently exploring in a book script called *World-Wide Webs: Global Ecology and the Cultural Imagination*. This interest gradually evolved out of my specialization in experimental twentieth-century literature (my first book, *Chronoschisms: Time, Narrative and Postmodernism*, which deals with temporality in the postmodern novel, was published by Cambridge University Press in 1997). Ecocriticism, I believe, has now established itself firmly as a subfield of literary and cultural studies; in its next phase of development, the main challenge for our field is to show its relevance to scholarship that's not specifically concerned with nature and ecology—to show how ecocritical approaches make a theoretical and methodological difference for literary/cultural studies at large. As a member of the ASLE Executive Council, I'd like to work to promote research and create opportunities for exchange about how ecocritics might undertake this task—both by establishing bridges to and by challenging existing theoretical frameworks. Given my comparatist background, I see particular opportunities in continuing to broaden our international scope, both intellectually and institutionally, by seeking contact with environmental scholars and activists from diverse regions of the globe, and by encouraging work that explores cultural differences in perceptions of nature and risk both outside and within the US. Overall, my goal in being part of the Executive Council would be to make ASLE visible as an institutional force in literary studies, and to stake the conceptual claims of ecocriticism for the discipline as a whole.

### Mark C. Long

Before finding my way to college I spent nine years living on the Eastern slope of California's Sierra Nevada mountains—working out of doors; finding my way as an amateur naturalist, botanist, and mountaineer; improvising a career as a professional athlete and teacher; learning what it means to call a place home. A number of years later, as a green graduate student, I discovered ASLE. The organization provided a path between two diverging parts of my life.

Now, raising two children in an 1816 farmhouse in New Hampshire and in my fourth year as an assistant professor of English and American Studies at Keene State College, I continue to be sustained by ASLE and its members. Since 1995 I have con-



tributed to ASLE as presenter and organizer of panels on environmental literature and pedagogy; as member of the Editorial Board of *ISLE*; as liaison between ASLE and the American Literature Association and the Northeastern Modern Language Association; and as current Coordinator of the ASLE Mentoring Program.

My objective on the Executive Council is to represent ASLE members. However, I do have more specific outcomes in mind. We need to continue to explore our field work as more than a disciplinary formation in departments of English and writing. As a participant in a ten-day faculty and curriculum development institute at Brown University on US pluralism, diversity, and democracy, I glimpsed some of the ways the concept of the environment might be linked to other curriculum initiatives. Too, I remain committed to making pedagogies more visible and to sharing work in the scholarship of teaching. We have much to learn from one another as we talk about our experiences teaching, in the classroom and out. I welcome the opportunity to contribute to ASLE as a member of the Executive Council.

### Jeri Pollock

Although I have been a member of ASLE for only five years, I have taught eco-lit and eco-comp at both the high school and college levels since 1986. I am currently an Adjunct Professor in the English Departments at Pepperdine University and Moorpark Community College where I developed and am teaching several environmentally-themed sections of Freshling Composition and Nature Literature.

In addition to "green" presentations at conferences such as 4Cs, National Association of Teachers of English, Association for Environmental and Outdoor Education, California Association of Teachers of English, and, of course, ASLE itself, I was a reviewer for conference proposals for the North American Association for Environmental Education in both 1998 & 2000, and a member of NAAEE's Board of Review for Standards of Excellence Guidelines in 1998. I also served on the Federal EPA Educators' Panel for Development of a Solid Waste Education Resource for Grades K-6 in 1999.

I am currently the contributing editor for the Environmental Education section of the ASLE Online Bibliography, and am in the process of taking over from Cheryl Glotfelty as ASLE list manager on our new server, the National Council of Teachers of English, an organization from which I hope to draw many new members, particularly among K-12 teachers, a group currently not represented at all within our ranks.

I believe strongly in ASLE's commitment to "promote the creation, appreciation, understanding, and teaching of literature from an environmental perspective" and particularly support the recent emphasis on eco-comp and issues of diversity. If elected to the Executive Council, I will serve ASLE's membership with passion, perseverance, and good humor.

### John T. Price

I am honored to have been nominated to serve on ASLE's executive council. Since first joining as a graduate student, this organization has played a critical role in shaping my teaching, scholarship, and creative writing. It was ASLE mentors, for

instance, who first encouraged me to transform a personal interest in environmentalism into a dissertation on Great Plains literature and ecology. Now, as an assistant professor at the University of Nebraska at Omaha, I have had the chance to mentor students myself, teaching environmental literature, Plains bioregionalism, and creative nonfiction. This ongoing, supportive relationship with students is one of the great strengths of our organization, and I hope to continue that important work.

Another strength is our conference, which, among other things, has a long tradition of drawing scholarly and creative writers together for meaningful conversations. I have benefited immensely from those conversations, and would seek to continue and perhaps diversify and expand them. I say this as someone who has published both scholarly and creative essays in the field, with recent work appearing in *Orion*, *Best Spiritual Writing 2000*, and *Organization & Environment*. Much of this work focuses on moments when ecological awareness enters daily life in unexpected, humbling, and often humorous ways. My journey toward literary activism has also been unexpected, and as a council member, I would emphasize the need to continue reaching out to those beyond our immediate circle. ASLE is a collegial, inclusive, and interdisciplinary community, but there is always more to be done in these areas. I welcome the chance to contribute.

### Sheryl St. Germain

I've been a member of ASLE for many years, and have participated both as moderator and panelist in three conferences and two ASLE symposiums. I'm currently an Associate Professor at Iowa State University, where I teach poetry and essay writing, nature writing, and interdisciplinary courses on the environment. All my published works—mostly poetry and essays—involve explorations of how place shapes character and story.

In 1997 I participated in the six-week NEH Institute on The Environmental Imagination. I've served as Executive Director of ALTA (The American Literary Translator's Association), which involved organizing their annual conference and serving as managing editor for their journal. I've written successful grant proposals and organized many readings and workshops, including a year long reading series entitled "Imagining the Land." I serve as reader and reviewer for several journals and presses, including *ISLE* and Longman Publishing. Last year I co-designed and taught an interdisciplinary Learning Community entitled "Reading and Writing the Land." I'm currently working on developing a writing program focusing on nature and culture at Iowa State.

In addition to my service work and commitment to teaching, I'm also committed to my work as a writer. My poetry and essays have received several awards, including two NEA Fellowships, an NEH Fellowship, and, most recently, the William Faulkner award for the personal essay. My five poetry books include, most recently, *How Heavy the Breath of God* and *The Journals of Scheherazade*. A collection of essays about growing up in the Deep South, "Swamp Songs," is forthcoming from University of Utah Press. If elected I'd like to work on strengthening ASLE's international ties, and would also be interested in eventually hosting a conference or symposium. In addition, I'd be willing to contribute in whatever ways the organization most needs.

## Membership Information and Checklist

(ASLE membership fee includes subscriptions to ISLE and ASLE News)



Name \_\_\_\_\_ Affiliation \_\_\_\_\_

Mailing Address \_\_\_\_\_

Telephone Numbers \_\_\_\_\_

FAX Number \_\_\_\_\_ E-Mail address \_\_\_\_\_

Research/writing interests \_\_\_\_\_

Amount Enclosed

ASLE Membership (\$25/students \$15) \_\_\_\_\_

ASLE Couples Membership (\$35) \_\_\_\_\_

ASLE Donor (\$50) \_\_\_\_\_

ASLE Gift Membership (\$25) \_\_\_\_\_

Institutional (\$25/year; \$60/3 years) \_\_\_\_\_

International (add \$10 to the appropriate category) \_\_\_\_\_

Please make checks payable to ASLE and return dues and fees with this form to:

Annie Ingram,  
ASLE Treasurer  
Department of English  
Davidson College  
Davidson, NC 28036

*(Papers . . . continued from Page 15)*

**No date.** Politics, Science, and the Environment. This new series, published by MIT Press, will publish innovative books on the multifaceted relationship between human beings, social institutions, and our environment, as seen through a variety of disciplinary lenses. Works in the series may focus on matters political, scientific, technical, social or economic; what they will have in common is a manifest relevance to emerging problems of forging public policy with regard to the environment. Works in the series will draw upon a broad range of methods for dealing with complex systems, and will include, for instance, approaches that focus on international negotiations; environmental learning; integrated environmental assessment; and social studies of scientific knowledge used in environmental decision-making. The series will have a diverse audience in fields of Political Science, Social Studies of Science, Risk Analysis, Natural Resource Management, Public Policy, Geography, Sociology, and International Relations. Contact Madeline Sunley, Acquisition Editor, The MIT Press, 55 Hayward Street, Cambridge, MA 02142.

**No date.** Literary and Scientific Cultures of Early Modernity. Announcing a new series from Ashgate Publishing Company, Ashgate's new series provides a forum for groundbreaking work between literary and scientific discourses in Europe, during a period when both fields were in a crucial moment of historical formation. Proposals may address the many overlaps between modes of imaginative writing typical of the sixteenth and seventeenth centuries such as poetics, rhetoric, prose narrative, dramatic production, and intellectual methods of newly emergent "scientific" fields such as medicine, astronomy, astrology, alchemy, psychology, etc. Proposals should take the form of either a preliminary letter of inquiry, briefly describing the project, or a formal prospectus including: abstract, table of contents,

sample chapter, estimate of length, estimate of the number and type of illustrations to be included, and a curriculum vitae. For more information, visit the web site at [www.ashgate.com](http://www.ashgate.com).

## Manuscript Award

**No date.** Midwestern Studies Book Award. The Society for the Study of Midwestern Literature and Ohio University Press announce a call for completed, single-authored book-length scholarly manuscript. Manuscripts may address various aspects of cultural and literary history and conditions from or about the states of Ohio, Indiana, Michigan, Wisconsin, Illinois, Iowa, Minnesota, the Dakotas, Kansas, or Nebraska, or other areas considered "Midwestern." Pertinent single-author studies might address Cather, Lincoln, Howells, Dreiser, Hemingway, Fitzgerald, Brooks, Erdrich, Morrison, Lewis, Anderson, etc. Manuscripts addressing the Midwestern experience of particular ethnicities, races, and genders are welcome. Manuscripts are especially encouraged to engage theoretical aspects of Midwestern history and culture. The winning manuscript will be published by Ohio University Press. Edited republications of primary sources, collections of essays (single or multi-authored), and festschrifts will not be considered. Applicants must either be members of the Society for the Study of Midwestern Literature or must join before their manuscripts are considered. The Society hosts a conference in East Lansing, Michigan, every spring, and convenes panels at the Modern Language Association, the American Literature Association, the Midwest Modern Language Association, and the Popular Culture/American Culture Association meetings annually. Address all inquiries or submissions to: Edward Watts, American Thought and Language, Michigan State University, East Lansing, MI 48824; e-mail: [wattse@msu.edu](mailto:wattse@msu.edu).



*Photographs in this issue taken by Ann Fisher-Wirth (page 2: Bottletree, Hopson Plantation, Mississippi; page 3: Lily pads, Puskus Lake, Mississippi; page 7: fire engine at Lafayette County Courthouse, Oxford, Mississippi; and at left: Texaco sign, Hopson Plantation, Mississippi), and by Bruce Newman (page 5: Columbia River Gorge at sunset; and page 8: High Shoals Falls near Asheville, North Carolina).*



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