



CALL FOR PAPERS 2023

Rocky Mountain Modern Language Association

Deadline for Abstracts: April 1, 2023

See individual listings for selected deadline extensions to April 30, 2023.

Conference Dates: October 12-14, 2023

Conference Location: Denver, Colorado

Denver West Marriott in Denver/Golden Area

- **Quick tip:** To find a specific session or session chairperson quickly, use Control Find (Control F) and type in the name.
- **Individual Session Listings with Chair Contact Information**—contact session chairs directly for descriptions, detailed CFPs, and questions about specific panels. EMAIL Abstracts to session chair directly.
- **For changes to this CFP, write to RMMLA Executive Director Joy Landeira at the University of Wyoming:** rmmla@uwyo.edu
- **For longer descriptions of each session, please write to the session chair listed.**

Asian Studies

Asia and Its Diaspora, Creative. Alan Johnson, Idaho State University alanjohnson@isu.edu Asia is well known for its enormous creative output of fiction. We invite creative writers to submit short fiction (not more than 3000 words) to be read as part of a panel that represents **the theme of identity**. Selections from a larger work that speaks directly to some aspect of identity specific to the region, or a stand-alone short piece are welcome. Please note that due to time constraints, each author will be given no more than 20 minutes to read their work.

Asia and Its Diaspora, Critical. Sri Craven, Portland State University, cravens@pdx.edu The **Asia and Its Diaspora** group at RMMLA invites papers for its *Critical Studies* panel on the broad theme of **Justice in the Transnational Anthropocene**. Papers could focus on issues related to climate, environment, nationalism, subjectivity and/or identity (gender, sexuality, caste, diaspora/race). Topics would ideally exemplify disciplinary and interdisciplinary thinking and theories, and we especially invite studies pertaining to geography, technology, law, politics, migration, and spiritual traditions in addition to cultural representation. Whatever the focus, the aim is that papers will contribute to robust discussions of the inevitable transnational and anthropocenic components of justice in today's Asia (region and diaspora).

Asian Comparative Literature and Film, Session I

Géraldine Fiss, University of California, San Diego, gfiss@ucsd.edu

Asian Comparative Literature and Film, Session II

Wendy Xiaoxue Sun, Grinnell College, xiaoxue@ucsb.edu

Asian Drama and Performance, Session I. Xiaoqiao Ling, Arizona State, Xiaoqiao.Ling@asu.edu

Asian Drama and Performance, Session II, *Yuning Liu*, University of British Columbia, hme3892@gmail.com

Asian Drama and Performance, Session III, *Melody Li*, University of Houston, mli40@central.uh.edu

Chinese Literature and Film since 1900, Session I. *Lang Wang*, Beijing Institute of Technology, wang2863@purdue.edu

Chinese Literature and Film since 1900, Session II *Sijia Yao*, Soka University, syao@soka.edu

Chinese Literature Before 1900, Session I. *Jinghua Wangling*, Loyola University Maryland, jwangling@loyola.edu

Chinese Literature Before 1900, Session II. *Qiaomei Tang*, Grinnell College, tangqiao@grinnell.edu

Chinese Poetry, Session I *Giuseppa Tamburello*, University of Palermo, Italy. Giuseppa.tamburello@unipa.it

Chinese Poetry, Session II *Yanbong Zhu*, Washington and Lee University, zhuy@wlu.edu

RMMLA Chinese reading session. Authors read from their creative work (translation). *Christopher Lupke*, University of Alberta. lupke@ualberta.ca

Classical Studies

Interpretation and Influence of Greek Myths. *Victor Castellani*, University of Denver. vcastell@du.edu **This session has been canceled.**

British Studies

Charles Dickens. *Elisabeth Kinsey*, University of Denver. elisabeth.kinsey@du.edu **Description:** *The consideration of the author as another "self" will be the aim of this panel. When David Copperfield asks whether he "shall turn out to be the hero" of his own life, Dickens asked the same of himself. This panel will rediscover reader relationships in Dickens's novels and his biographical embeddedness, considering what his works reveal to revive the author discussion going forward.*

Eighteenth- and Nineteenth-Century Popular Women's Fiction in English.
Jennifer Topale, University of Denver. Jennifer.topale@du.edu

English Eighteenth-Century Literature. *Chair to be determined. Send abstracts to rmmla@unyo.edu*

English Literature since 1900. *Krista Rascoe*, Tarrant County College. krista.rascoe@tccd.edu
Description: This panel seeks papers that explore all aspects of English literature of the twentieth century to present, namely proposals that look at Trans-Atlantic artists and/or works by those whose English territory residency influenced their art since 1900.

English Nineteenth-Century Literature. *Michael Hatch*, Arizona State University.
mphatch@asu.edu.

English Seventeenth-Century Literature. *Robert Eggleston*, University of British Columbia, Okanagan Campus. robert.eggleston@ubc.ca

Mary Shelley. *Lori Davis Perry*, 225 Preservation Way, Colorado Springs, CO 80919; 719-333-3930;
lori.davisperry@usafa.edu

Middle English. *Christine Cooper-Rompato*, 3200 Old Main Hill, Logan, UT 84322-3200; 435-7973856; christine.rompato@usu.edu

Old English. *Madeline Anderson*, Brigham Young University. prof.madelineanderson@gmail.com

Owen Barfield & the Evolution of Consciousness. *Peter Fields*, Midwestern State University,
peter.fields@msutexas.edu

Romanticism. *Michelina Nelson-Olivieri*. University of Denver, Michelina.Olivieri@du.edu

Shakespeare. *Georgia Moos*, Independent Scholar. georgiamousse@gmail.com

Travel Writing. *Alan Blackstock*, Utah State University Alan.blackstock@usu.edu *Description:* This panel invites proposals written in English about travel writing from any period around the world.

English-Postcolonial Studies

Caribbean Literature and the Diáspora. *Juan Morales*, Colorado State University, Pueblo..
Juan.morales@csupueblo.edu

English-US & Canadian Studies

American Literature after 1900. *Marcus Embry*. University of Northern Colorado.
Marcus.embry@unco.edu.

American Nineteenth Century Literature. *Dustin Hixenbaugh*, Bethany College, WV.
dhixenbaugh@bethanywv.edu

Early American Literature. *Doreen Saar*, Drexel University, saarda@drexel.edu

Hemingway. *Joy Landeira*, University of Wyoming. jlandeir@uwyo.edu Explore Hemingway's world: the American West, the Caribbean, Spain, Paris, Italy, Africa, and Asia. Scholars might pursue Hemingway's fiction, nonfiction, journalism, literary and cultural commentary, thematic and stylistic, or other pertinent aspects related to Hemingway's oeuvre and those of his critics and literary relationships.

Jewish American Literature. *Ezra Cappell*, The College of Charleston. cappelle@cofc.edu

Society for the Study of Southern Literature (SSSL). *Sura Rath*, University of North Texas. sura.rath@untDallas.edu *Description:* *This panel welcomes papers exploring how changing the interpretive frameworks we use to analyze southern literature allows us to, perhaps, read it differently.*

Southern Literature. *Mimi Gladstein*. University of Texas at El Paso. mgladstein@utep.edu

Western, Southwestern, Chicano, Mexican American, and Native American Literature. *Priscilla Falcon*, University of Northern Colorado, Department of Hispanic Studies, Greeley, CO 80639; 970-351-1267; Priscilla.Falcon@unco.edu

Film Studies

Film (Open Topic). *Mimi Gladstein*. University of Texas at El Paso. mgladstein@utep.edu

French-Francophone Studies

E.M. Cioran's French and Romanian Oeuvre: Ses Contemporains et ses Amis (His Contemporaries and His Friendships). *Sergio Glajar*, University of Texas at Austin, sergio.glajar@utexas.edu *Description:* *Welcomes critical approaches to Cioran's French and Romanian works, life and friendships, in French or in English. Please send a title and a 50 to 100 word proposal with presenter's name, and academic association to Sergio Glajar at: sergio.glajar@utexas.edu*

Francophone Literature of Africa and the Caribbean. *Ismael Ichola*, University of Colorado. ismael.ichola@colorado.edu. *Description:* *Welcomes proposals of 250 words on topics of Francophone literatures of Africa and the Caribbean. Topics may include, but are not limited to family dynamics in Africa and the Caribbean, migrating subjects of Africa and the Caribbean, negotiations of gender, class and sexualities in Africa and the Caribbean.*

French Cultural and Literary Theory. *Hervé Tchumkam*, Southern Methodist University, 3200 Dyer Street, 309 Clements Hall, Dallas, TX 75275-0236.htchumkam@mail.smu.edu

French Literature before 1800. *Florent Rethore*. University of Colorado, Boulder. Florent.rethore@colorado.edu.

Description: *Welcomes abstracts of 50 to 100 words for open topics on Medieval, Renaissance and 18th Century literature.*

French Literature since 1800: Questioning Space, Place, Time, and Identity in Post-1800 French and Francophone Narratives *E. Nicole Meyer*, Augusta University. nimeyer@augusta.edu. Welcomes proposals of 250 words on topics related to prose, poetry, film and comics.

Women in French Sessions are listed in Special Topics

Gender Studies

Women's Voices in Poetry: Space and Spatiality in American and British Women's Poetry. *Heidi Laudien*, Manhattan College Pkwy, Miguel Hall, Riverdale, NY 10471; 917-701-2671; heidi.laudien@manhattan.edu *Description:* *Space, spatiality and liminality from the concrete to the metaphorical. Possible topics: gendered, performative, heteronormative, theorized, maternal, urban, eco-poetic, feminine Esriture, digital, feminist, radical, silenced, and racialized spaces.*

General Topics

Literature and Religion. *Sylvia Newman*, Weber State University. snewman@weber.edu *How is religion as a whole or the religion of characters and/or authors approached and dealt with in literature? What religious influences are at play in a work? What are challenges for the religious writer and/or religious reader?*

Literature and Science. *Miguel Lopez-Lozano*, University of New Mexico miglopez@unm.edu

Literature and Time. *Robert Parrott*, Independent Scholar. robertwilliamparrott@gmail.com

Literature for Children and Young Adults. *Victoria Wolff*. University of Western Ontario. vwolff@uwo.ca

Mystery and Detective Film and Fiction. *Marcus Embry*. University of Northern Colorado. Marcus.embry@unco.edu.

Queer Studies. *Colin Carman*, Colorado Mesa University. ccarman@coloradomesa.edu.
Description: How is intersectionality expressed or suppressed among literature and/or media representations of LGBTQIA individuals? Critical analyses of literature and media (adult, young adults' and children's) are welcome, as are empirical and theoretical methods. Contact session chair for detailed CFP.

Science Fiction Literature and Film. *Jeffery Moser*, University of Northern Colorado and Aims Community College. jeff.moser.du@gmail.com

Germanic Studies

Austrian Studies Association. *Walter Tschacher*. Chapman University. tschacher@chapman.edu

German Literature before 1900. *Albrecht Classen*, Univ. of Arizona, aclassen@arizona.edu

German Literature since 1900. *Ralph Buechler*, University of Nevada, Las Vegas. Ralph.buechler@unlv.edu

RMMLA Poets Read their Works in German. *Albrecht Classen*, Univ. of Arizona. aclassen@arizona.edu

Linguistics

American Dialect Society (ADS). *Felice Coles*, University of Mississippi; 662-915-7702; fcoles@olemiss.edu

English Linguistics. *Dallin Oaks*, Brigham Young University. dallin_oaks@byu.edu

General and Applied Linguistics. *Susan McKay*, Weber State University; 801-626-6251; smckay@weber.edu

Romance Linguistics. *Angela Helmer*, University of South Dakota. angela.helmer@usd.edu

TESOL and Second Language Acquisition. *Michael Raines*, University of Mississippi,; 662-915-1492; mcraines@olemiss.edu

Other Foreign Language Studies

Romania's Contributions to International Heritage. *Irina Armianu*, University of Texas, Rio Grande Valley, Irina.armianu@utrgv.edu.

Pedagogy

Practical Approaches to Teaching Language. *Dilnoza Khasilova*. University of Wyoming. dkhasilo@uwyo.edu

Practical Approaches to Teaching Literature. *Robert Ian Jones*. Chaffey College. robert.jones@chaffey.edu *Description:* Talks on any aspect of the session topic are welcome: models, tips, strategies for teaching literature (English, American, world, other). Come share what's working in your classroom.

Teaching English Composition. *Alan Blackstock*, Utah State University Alan.blackstock@usu.edu *Description:* Panel will engage a range of questions related to teaching writing and proposals on any aspect of topic are welcome. 250 word abstracts and brief bio due.

Technology and Distance Education. *Debilyn Kinzler*. Claremont Graduate University, Claremont, California. Debilyn.Kinzler@cgu.edu *Description:* Theme fosters a *growth mindset*. While the focus of the panel is on technology, the theme of the panel is *all-inclusive* and incorporates both face-to-face curricula as well as fully-online strategies. Welcomes presentations that establish a pedagogical process to inclusivity through technology or distance education to incorporating hybrid lessons in college composition, literature, ESL or college-level reading practices.

Spanish & Portuguese Studies

Asociación Internacional de Literatura Femenina Hispánica (AILFH). *Cynthia Meléndrez*, California State University, San Marcos, California. melendrezc@gmail.com

Early Modern Spanish Writers or Spanish Medieval Women and Misogyny. *Marcos Romero Asencio*, romerमार@aquinas.edu

Luso-Brazilian Language and Literature. *José Suárez*, University of Northern Colorado, Campus Box 87, Greeley, CO 80639; jose.suarez@unco.edu

New Spanish/Latin American Cinema—Latin American. *Reina Drake*, University of Louisiana-Monroe. rdrake@ulm.edu

New Spanish/Latin American Cinema ---Mexican American / Latino Film in the USA. *Elia Hatfield*, Lamar University, Beaumont, Texas. chatfield@lamar.edu

New Spanish/Latin American Cinema ---Spanish Peninsular. *Sandra Ortiz Valencia*, University of Colorado - Boulder. Sandra.OrtizValencia@colorado.edu The deadline for abstracts for this panel has been extended to April 30.

Peninsular Spanish Literature. *Judit Palencia Gutiérrez*, California State University, Fullerton, jpalenciagutierrez@fullerton.edu

Prisma crítico de literatura hispanoamericana contemporánea. *María López Cabrales*. Colorado State University. cabrales@colostate.edu (two sessions)

RMMLA Poets Read Their Works in Spanish. *Ana Gabriela Hernandez*, University of New Mexico. aherna@unm.edu

Special Topics

All Things Adaptations. *Elia A. Jordan*, Regis University. Ejordan003@regis.edu Anything that could be presented as an adaptation of another source material.

Colonial Latin American Literature: Race, Gender, and Political Agencies. *Alexander M. Cárdenas*. University of Colorado, Boulder. Alexander.cardenas@colorado.edu **Description:** *Accepts papers that cover diverse topics in the field of colonial Latin American literature from theoretical approaches fully engaged with race, gender and memory studies, decolonial indigenities, and political activism. The deadline for abstracts for this panel has been extended to April 30.*

Divided Presence: Online Instruction for the Traditional Teacher. *Dan Colson*, Emporia State University. ecdanc@hotmail.com

Flipping the Classroom in Language and Literature Courses. *Louise Stoebr*, 2911 Dogwood, Nacogdoches, TX 75965; 936-468-2167; lstoehr@sfasu.edu.

The Gift of Death in Tolkien's World. *Michael Treschow*, University of British Columbia, Okanagan Campus. michael.treschow@ubc.ca **Description:** J.R.R. Tolkien's theme of "the gift of death" was hinted at in the Appendices to *The Lord of the Rings*, where death is referred to once as "the Gift of Men" and a second time as "the gift of the One to Men." But it was not until the posthumous publication of the *Silmarillion* that this theme became explicit to readers. With Christopher Tolkien's later publications of his father's copious notes and abandoned writing projects, this theme came to light still more. It provokes many questions. How does it play out in the central works of *The Hobbit* and *The Lord of the Rings*? Can it accord with Tolkien's orthodox Catholic faith and the general myth of Christianity, where death is a punishment and God's gift is eternal life? What does it even mean to see death as a gift? What does Tolkien's thinking around this theme owe to the influences of medieval and ancient literature? How does his thinking interact, if at all, with the reflections on death in 20th century philosophy, with Heidegger's "being towards death," with Derrida's own writing on *The Gift of Death*, with Levinas's exploration of the gift, with Freud's death-wish. This panel will explore some of these questions as it reflects on the enduring and powerful existential impact of Tolkien's constructed world.

Hemingway's Women. *Raluca Comanelea*, University of Nevada, Las Vegas. Raluca.comanelea@unlv.edu Scholarship on the voice of Hemingway's Women.

Human Ties: Identity, Language and Memoir. *Shelli Rottschäfer*, Aquinas College and The University of New Mexico | rottsshe@aquinas.edu

Integrating Technology Tools in the Foreign Language Classroom. *Bénédicte Sobier*, bsobier@uwyo.edu. *Description: Welcomes proposals of 50-100 words in English on using technology innovations in the foreign language classroom. Prefer teaching-roundtable style presentations, rather than reading papers.*

Interdisciplinary Approaches in Teaching Language and Literature. *Louise Stoebr*, 2911 Dogwood, Nacogdoches, TX 75965; 936-468-2167; lstoehr@sfasu.edu.

Irish Studies. *Marshall Johnson*, marshalljohnson@unr.edu. *Description: Borders often present obstacles to creating a home, and intersectionality often involves discussions of how one navigates a variety of complex identities. Seeking Irish literature and culture papers themed around ideas of self and home particularly turn of 20th-21st century.*

Late 19th / Early 20th Century Literature, English and American. *Christine Battista*, Johnson & Wales University, 7150 E Montview Blvd, Denver, CO 80226; 720-556-1121; cbattista@jwu.edu
Description: Looking specifically for papers that examine ecocritical approaches to American literature and culture.

Medieval Visionary Writers. *Christine Cooper-Rompato*, Utah State University.

Meena Weeks (they/them) will present on the only named medieval female Jewish visionary, Francesca Sarah of Safed, and considers her visionary experience in the light of scholarship on (typically masculine) Jewish prophecy.

Keegan Bryner (he/him) will present on a re-evaluation of Rudolph Bell's *Holy Anorexia* in light of recent criticism as it applies to the *Life* and canonization process of the Italian saint and visionary Clare of Montefalco.

Drawing on recent scholarship on the senses, **Zoe Dalley** (she/her) will present on the hagiographer Thomas of Cantimpré's discussion of the sense of touch in his *Lives* of holy women.

Marianne Hale (she/her) will also present on Thomas of Cantimpré's *Lives*—focusing specifically on the varying roles of witnesses.

Jacob Taylor (they/them) will present a meditation/essay on the many uses of the term “queer” in recent scholarship on medieval visionary women.

Narratology. *Marshall Johnson*, English Dept./0098, University of Nevada, Reno, NV 89557; 303-653-1654; marshalljohnson@unr.edu.

Novelistic Traditions in/from the Global South: Comparative Perspectives. *Doaa Omran*, University of New Mexico. domran@unm.edu (two panels)

Octave Mirbeau: Life and Fiction, Drama, Art Criticism and Friendships. *Frédéric Leveziel*, Ph. D., University of South Florida, fleveziel@usf.edu *Description: Welcomes proposals of 50 to 100 words on Mirbeau's Fiction, Drama, Art Criticism, and Friendships. Please send 50-100 word proposals in French or English. Please include name, affiliation, address, telephone, and email.*

Online Education, Practice, Pedagogy and Theory. *Sherena Huntsman*, 1773 N 170 W, Tooele, UT 84074; 435-224-3373; sherenahuntsman@boisestate.edu

Open Educational Resources, Open Pedagogy, and Open Practices. *Michael Dabrowski*. Athabasca University, Alberta, Canada. dabrowsk@athabascau.ca

Description: One significant outcome of the Incheon Declaration 2015 was the Education 2030 Framework for Action. It aims at directing all global partners to commit to UNESCO's Sustainable Development Goal #4 to "ensure inclusive and quality education for all and promote lifelong learning." As we move to meet this challenge, it is becoming clear that Open Educational Resources, Open Pedagogy, and Open Practices will play a key role in achieving this goal. This session will focus on the creation and adoption of open educational resources for language, literature and culture education, and the implementation of open pedagogy practices in the language and literature classroom.

Pedagogy. Communicative Strategies in the Italian Classroom. *Chris Picicci*. Colorado State University, Pueblo. chris.picicci@csupueblo.edu *Description: Session offers guidelines on producing and implementing proficiency-oriented activities in Italian language classes, including technology, online and flipped classrooms. Participants will discuss how to increase student participation and engagement through oral production, open-ended discourse, and communicative pedagogy. Submit 200-word abstract and brief biographical note.*

Vanessa Di Maggio, University of Colorado, Boulder. "Simple Approaches to Making Foreign Language Textbooks More Communicative."

Chris Picicci, Colorado State University-Pueblo. "A New and Engaging OER for Communicating in Italian - Proseguiamo!"

Roberta Waldbaum, University of Denver. Title TBA

Representations of Migration. *Danilo León*, Colorado State University, Pueblo danilo.leon@csupueblo.edu *Around the globe migration is an undeniably controversial socio-cultural phenomenon. People today, more than ever, are moving geographically and by doing so, they are provoking changes not only in their places of origin but also in their new host societies or nation-states. This panel invites presentations on contemporary literary texts, films or media that portray the experiences of immigrants and diasporas around the world. We welcome papers that analyze such texts from a gender/feminist/queer and/or postcolonial perspective. Moreover, we seek to discuss forms in which immigrants are being policed and/or how they have been and are being constructed as "Others." Junior scholars and graduate students are encouraged to submit their abstracts. (two sessions)*

Revolutionizing Language Learning with AI: How Natural Language Processing and Machine Learning are Transforming Language Education. *Jimoh Junior Braimoh*, University of Mississippi. jbraimoh@go.olemiss.edu

Rhetorical Theory. *Andrea Bishop*, Harding University, abishop5@harding.edu

Rostros migrantes (2019) de Derli Romero: 100 micronarrativas de migrantes impresas en siluetas de papel hecho de ropa. *Kimberle S. López*, University of New Mexico, klopez@unm.edu

RMMLA Poets and Prose Authors Read their Works in English. *Lori Howe*, University of Wyoming. lhowe@uwyo.edu

Space and Spatiality. *Kelsey Flint-Martin*, Midlands Technical College. flintmartink@midlandstech.edu

Spatiality and Geocriticism in Spanish and Latin American Literature. *Juan Carlos Rozo Gálvez*, Oklahoma State University. juancarlos.rozo@okstate.edu **Description:** *This panel will explore the ways in which certain literary works from Latin American and Spain have emphasized the spatial relationship between different subjects and the places they inhabit or perambulate. The literary (re)construction of social spaces and places such as the city or the countryside allows these literary works to engage in a geocritical inquiry regarding issues of land ownership and land-grabbing, dispossession and migration; issues that are crucial nowadays in most sociopolitical debates in Latin America.*

Spanish for the Professions/ Spanish for Specific Purposes. "Español para propósitos específicos" *Amalia V. Garzón*, Northern Arizona University amalia.garzon@nau.edu

Teaching Less Commonly Taught Languages and Literatures: Pedagogies, Challenges, and Perspectives. *Maria Mikolchak*, St. Cloud State University, 720 4th Ave. South, St Cloud, MN 56301; 320-308-4141; mmikolchak@stcloudstate.edu
Description: *This session will try to attract all those who teach world languages other than commonly taught ones (English, Spanish, French and German).*

Teaching Tolkien in Tension between the Academy and the LOTR Films. *Carol A. Leibiger*, University of South Dakota, C.Leibiger@usd.edu.

Thomas Hardy. *Clay Daniel*, University of Texas, Rio Grande Valley, clay.daniel@utrgv.edu.
Description: Any aspect about Thomas Hardy, novels or poetry, 19th or 20th century. **The deadline for abstracts for this panel has been extended to April 30.**

Time and Literature. *Talmeez Burney*, University of Texas, Dallas. tfb072000@utdallas.edu **Description:** *Presentations on literature about time, the role of time in literature, or what literature teaches us about time.*

Topics in Popular Culture. *Sasha Tamar Strelitz*, University of Denver. sasha.strelitz@alumni.du.edu **Description:** *Seeks innovative proposals on any aspect of popular culture and welcomes a range of critical approaches, such as literary representations, sociocultural implications, thematic parallels, or other interpretive paradigms. Topics of interest may include but are not limited to: Literature, mythology, teaching in contemporary culture, cultural studies, adaptations, music, fashion, dance, television, film, media, fan fiction, fandom studies.*

Transatlantic Approaches to Peninsular and Latin American Literatures and Cultures. *Matt Johnson*, New Mexico Institute of Mining and Technology: matthew.johnson@nmt.edu **Description:** *This session offers a good chance for RMMLA members to discuss ways in which literary and cultural traditions on both sides of the Atlantic interrelate.*

NOTE: Women in French sessions are open to all members of RMMLA.

RMMLA 2023 Women in French Panels

For Women in French Sessions, please send a 250-300 word abstract in French or English, including presenter's academic affiliation and contact information, to one of the panel chairs listed below by March 31, 2023. Please do not hesitate to contact Glen Fetzer, New Mexico State University (*Women in French* Representative) if you have any questions (gwfetzer@nmsu.edu)

Women in French I: Screening Women in France and the Francophone World. *Courtney Sullivan*, Washburn University. Courtney.sullivan@washburn.edu This panel explores

representations of women in films and television shows about France and the Francophone world. Papers on film adaptations of novels and short stories are welcome as are discussions of films about life in France such as *Les Enfants du Paradis*, *French Cancan*, and *Partie de campagne*, to name a few. Works exploring women who travel to and inhabit Francophone countries are also very welcome. Papers on depictions of women with prominent roles in television series such as *Au Siècle de Maupassant* and *Maison close*, etc. are also encouraged.

Women in French II: Louisiana French Women Authors *Evelyne Bornier*, Auburn University
emb0026@auburn.edu

Women in French III: Forgotten Women of the French-Speaking World. *Glen Fetzer*, New Mexico State University. gwfetzer@nmsu.edu In 2018 Eric Dussert published an anthology titled *Cachées par la forêt: 138 femmes de lettres oubliées*. This panel expands on Dussert's list to give attention to women writers, artists, and personages in a variety of fields who have been overlooked, forgotten, or those whose contributions have been neglected. (two sessions)

Women in French IV: Visualizing/Writing Resistance Narratives. *CJ Gomolka*, DePauw University. cjgomolka@depauw.edu

Women in French V: French Pedagogy Roundtable. *Julia Frengs*, University of Nebraska, Lincoln. jfrengs2@unl.edu

Women in French VI: Pourquoi des écrivaines racialisées en France? *Frédérique Chevillot*, University of Denver. Frederique.chevillot@du.edu

Writing Trauma Survival. *Cathy Jellenik*, Hendrix College. jellenik@hendrix.edu **Description:** *Session focuses on what we can learn about trauma, resiliency and the operations of social violence in literary texts. We invite scholars exploring and expanding our understanding of what it means to write trauma, and what can be gained through the processes of writing and reading.*

Technical and Professional Communication

Association of Teachers of Technical Writing (ATTW) Business Meeting. *Chair To Be Determined.* Contact rmmla@unyo.edu **Description:** *This session will include an ATTW business meeting and a planning session for next year's Technical and Professional Communication track.*

Classroom Applications: Community-Engaged Learning. *Tracy Ferrell*, University of Colorado, Boulder. Tracy.ferrell@colorado.edu **Description:** *This session welcomes papers that focus particularly on service-learning or that consider more broadly ways in which the community can be integrated into the classroom. **The deadline for abstracts for this panel has been extended to April 30.***

Classroom Applications: Online Teaching in Technical and Professional Communication. *Andrea Bishop*, Harding University, abishop5@harding.edu **Description:** *This discussion panel section will discuss new and innovative strategies used for teaching technical and professional communication online. Analyses of how theory and practical exigence intersect are especially welcome.*

Forces of Change. *Cassandra Stephens-Johnson*; University of Nevada-Reno. 615-934-2311; c.stephensjohnson@gmail.com **Description:** *Focuses on various forces of change: social, economic, political, and technological, and their impact on teaching and research in the humanities*

The Workplace and Beyond. Chair to be determined. Contact rmmla@uwyo.edu

Theory/Criticism/Comparative Studies

Association for the Study of Literature and the Environment (ASLE) and Ecocriticism. *Jenna Gersie*, University of Colorado Boulder, jenna.gersie@colorado.edu.

Comparative Literature (Non-Western/non-European Focus). *Nozomi Irei*, Southern Utah University, 351 W. University Boulevard, Cedar City, UT 84720; nozomiirei@suu.edu

Comparative Literature (Open Topic). *Carla Damiano*, Eastern Michigan University, Ypsilanti, MI 48197, Tel: 734-487-0130; cdamiano@emich.edu

Rhetorical Criticism (Open Topic). *Lauren M. Connolly*. Lewis-Clark State College. lmconnolly@lcsc.edu

Rhetorical Theory. *Andrea Bishop*, Harding University, abishop5@harding.edu **Description:** *This discussion panel session welcomes current research being conducted, courses in research theory and practice, or new theories in need of wider implementation.*

Writing Programs

Beyond the Frontier: First Year Composition. *Jill Dahlman*. California Northstate University. jilldahlman@yahoo.com

Writing across the Curriculum. *Russell Brakefield*, University of Denver, Russell.brakefield@du.edu. This panel focuses on Writing Across the Curriculum, broadly conceived. Possible paper topics include, but are not limited to, WAC/WID theory, WAC curriculum and assessment, professional development for and mentoring of WAC/WID faculty, writing intensive courses, writing centers, the role of writing centers and/or writing fellows/consultants in WAC/WID courses, and labor and administrative issues, among others. Please email a 300-word proposal to Russell Brakefield at russell.brakefield@du.edu by March 20, 2023. Proposals should include the paper title, abstract, and the names and contact information for all presenters.

Writing Programs. *Erik Juergensmeyer*, Fort Lewis College, juergensmeyer_e@fortlewis.edu