Teaching What You're Not

Mayberry, Katherine

Published by NYU Press

Mayberry, Katherine.  
Teaching What You're Not: Identity Politics in Higher Education. 
NYU Press, 1996. 
Project MUSE.  muse.jhu.edu/book/7683.

For additional information about this book
https://muse.jhu.edu/book/7683

For content related to this chapter
https://muse.jhu.edu/related_content?type=book&id=169513
Contributors

Gerard Aching is Assistant Professor of Spanish and Portuguese at Rutgers University in New Brunswick, New Jersey. He has written on Spanish American modernismo and on nineteenth- and twentieth-century Caribbean literatures. His most recent book is Discourses of Engagement: The Politics of Spanish American Modernismo (forthcoming). He is currently working on a book, entitled Nostalgia for Carnival, on the contemporary cultural politics of Caribbean carnivals.

Celeste M. Condit is Professor of Speech Communication at the University of Georgia. She is the author of Decoding Abortion Rhetoric: Communicating Social Change (University of Illinois, 1990), and coauthor with John Louis Lucaites of Crafting Equality: America's Anglo-African Word (University of Chicago Press, 1993). She has just coedited Evaluating Women's Health Messages: A Resource Book with Roxanne Louiselle Parrott (Sage, forthcoming), and is working on research in the discourse of medical genetics.

Renee R. Curry is Associate Professor of Literature and Writing at California State University San Marcos. She has edited Perspectives on Woody Allen (G.K. Hall/Macmillan, 1996), and has coedited States of Rage: Emotional Eruption, Violence, and Social Change (New York University Press, 1996). She is currently at work on a book, White Women Writing White, which discusses the positionality and authorship of twentieth-century white women poets in the United States.
BARBARA DIBERNARD is Director of Women's Studies and Associate Professor of English at the University of Nebraska-Lincoln. Her most recent publications include "Zami: A Portrait of an Artist as a Black Lesbian," in Kenyon Review; and "Being an I-Witness: My Life as a Lesbian Teacher," in Private Voices, Public Lives: Women Speak on the Literary Life, ed. Nancy Owen Nelson (University of North Texas Press, 1995).

CHRISTIE FARNHAM, formerly Director of Women's Studies and member of the Afro-American Studies Department at Indiana University, is presently Associate Professor of History at Iowa State University. She is founding editor of the Journal of Women's History and has edited The Impact of Feminist Research in the Academy (Indiana University Press, 1987). She is author of The Education of the Southern Belle (New York University Press, 1994) and articles on African American history. Currently, she is working on a history of African American women from the seventeenth century to the present.

CRAIG W. HELLER is a lecturer in the Women's Studies Program at Pennsylvania State University. His research is on feminist pedagogy and the effects of gender on student socialization in higher education. For the 1995-96 academic year, he is Visiting Lecturer in the Institute of African Studies at the University of Nairobi.

J. SCOTT JOHNSON is Assistant Professor of Political Science at Saint John's University in Collegeville, Minnesota. He has previously published in the American Political Science Review on Nietzsche and Foucault. He is presently working on an essay concerning two intentional fallacies and a monograph on Shakespeare and political theory.

JACQUELINE JONES is Truman Professor of American Civilization at Brandeis University. She is the author of The Dispossessed:

Indira Karamcheti is Assistant Professor at Wesleyan University in Middletown, Connecticut. She is completing a book on the formation of postcolonial studies as a discipline in United States academia.

Jennifer Kellen is a senior political science major at the College of Saint Benedict in Saint Joseph, Minnesota. She is writing an honors thesis on welfare reform and will attend graduate school in public policy a year after graduation.

Mary Elizabeth Lancer is a doctoral student in educational theory and policy studies in the College of Education at Pennsylvania State University. She is currently writing a dissertation tentatively entitled “Legitimacy and Empowerment: Twin Issues in Conflict for Black Studies.”

Gary L. Lemons is Director of the Literature program at Eugene Lang College, the liberal arts undergraduate division of the New School for Social Research in New York City. He teaches courses in African American literature, race, gender, and feminist studies. He is also a faculty member of the New School’s graduate program in gender studies and feminist theory.
ROBERT S. LEVINE is Associate Professor of English at the University of Maryland, College Park. He is the author of *Conspiracy and Romance: Studies in Brockden Brown, Cooper, Hawthorne, and Melville* (Cambridge University Press, 1989), and the editor of the forthcoming *Cambridge Companion to Herman Melville*. He recently completed a book manuscript on the intersecting careers of Martin Delany and Frederick Douglass.

KATHERINE J. MAYBERRY is Professor of Language and Literature at the Rochester Institute of Technology. She is the author of *Christina Rossetti: The Poetry of Discovery* (Louisiana State University Press, 1989), and, with Robert E. Golden, *For Argument's Sake* (HarperCollins, 1990 and 1996). She has published numerous essays on Victorian literature, Toni Morrison, and Alice Munro. Currently, she is finishing a book titled *The Paradox of Narrative: Subversive Strategies from Charlotte Brontë to Alice Munro*.

NANCY J. PETERSON is Assistant Professor of English at Purdue University-West Lafayette and also serves on the American studies and women's studies program committees at Purdue. She is the assistant editor of *Modern Fiction Studies* and is currently working on a book about the writing of alternative histories in literary texts by marginalized women, *Refiguring the Wounds of History*. A recent essay on Louise Erdrich's *Tracks* appeared in *PMLA* (1994).

JANET M. POWERS has been teaching at Gettysburg College since 1963. A specialist in South Asian literature, she also teaches courses in the civilization of India and women's studies. She has published articles in *World Literature Today, Literature East and West, CEA Critic, Journal of Modern Literature, Journal of South Asian Literature, World Literature Written in English*, and *South Asian Review*. Eleven entries in the Encyclopedia of World Literature in the Twentieth Century bear her name.
Contributors

GREG SEIBERT is a senior political science major at Saint John’s University in Collegeville, Minnesota. He is writing an honors thesis on the libertarian communitarian debate over the family. He expects to volunteer for a year after graduation before pursuing a career in teaching.

LAVINA DHINGRA SHANKAR is completing her Ph.D. in English at Tufts University, where she has taught freshman composition and literature for five years. She is coediting a forthcoming anthology of critical essays titled Closing the Gap: South Asian Americans in Asian America. Her publications include an article on the portrayal of women’s education in British Victorian fiction in Studies in Popular Culture, a forthcoming essay in Multiculturalism and Representations, and another on the conflict between First and Third World feminisms in Bharati Mukherjee’s fiction.

CELIA SHAUGHNESSY is a senior political science major at the College of Saint Benedict. She is writing an honors thesis on music in Plato and Aristotle. She will attend graduate school in public policy after graduation.

DONNA J. WATSON is a poet, playwright, and storyteller. Her work has been published in Catalyst magazine, Pacific Review, and West Side Story. Her work also appears under the names d. j. Watson and Dahome Darran. She learned the art of storytelling from her father, Chapman C. Johnson. She currently resides in southern California with her son Raqim, healing spirits.

BARBARA SCOTT WINKLER is Visiting Assistant Professor in Women’s Studies. She has written on the history of women’s studies programs and on feminist pedagogy. Her article, “‘It Gave Me Courage’: What Students Say about Women’s Studies,” was published by NWSA Perspectives. She is currently working on a history of the relationship between feminist pedagogy and feminist theory.