Letter from the Director

Comparative Literature, from the early 19th century to the present, has been most vital precisely when circumstances are tense. International and intercultural conflicts have always inspired our field energetically to engage in research and teaching as part of a public conversation.

In a year which has required expert and considered responses to dramatic human and natural events, whether in Cairo, Honshu or on our own closest border, our students and colleagues continue to pursue the humanistic, cultural and philological projects that help us to address these actualities. This work continues despite the vicissitudes of funding for the humanities nationally.

With the arrival of an exceptional entering class in the fall of 2010 and an exemplary group of PhDs completed this year, the program thrives. With a record number of fellowships and prizes received by both our faculty and our students, the program’s dynamism and excellence continue with students pursuing projects in twenty languages and from across the globe. Last October, as we listened to Dr. David Eng’s eloquent keynote at our 2010 conference, “Intimacy: Technologies of Feeling and Fantasy,” we were reminded that research and the classroom require each other; each emerges from the other. In the pages that follow you will read about what we have done in the classroom, the field and the library.

Elizabeth Richmond-Garza
Incoming Graduate Students
by César Salgado, Graduate Advisor

Hannah Alpert-Abrams holds a BA in English from Oberlin College and studied abroad at the Universidad de Belgrano in Buenos Aires. Her honors thesis dealt with nationalism and end-of-the-world scenarios in the work of Jorge Luis Borges.

Zainab Cheema has a BA in English from Johns Hopkins and an MA in Comparative Literature from UC Irvine. Fluent in Urdu and Arabic, she is interested in transnational modernism in the South Asian and Afro-American contexts; she has done work with women's advocacy groups in Lahore.

Michael Flynn holds a BA in English from the United States Naval Academy, an MA from U of Maryland, and academic training in Chinese at Nanjing University and Johns Hopkins. He is also fluent in Italian and Spanish. He is interested in studying trauma theory and narratives as forms of PTSD therapy.

A Fulbright fellow from Bulgaria with degrees from Sophia University and Humboldt Universitat, Irina Simova works on Latin, Ancient Greek, and German. She is interested in studying contemporary literary theory at UT with a focus on Heidegger and hermeneutics.

A native of Bangkok with extensive travel experience in Africa and Asia and a BA in French from Williams College, Thammika Songkeao did her honors thesis on nineteenth century European naturalism. She is a Zola enthusiast interested in Francophone Africa who will work on Japanese and Korean as well.

With a BA and MA degrees from Teran University and Allmen Tabatanai and previous course work in Middle Eastern Studies at UT, Mehdi Torabian is interested in pursuing comparative Renaissance studies in our program. Besides English and Persian, he works on French and German.

My thanks to the CL faculty who worked to recruit these students, as well as to the admissions committee for their thoughtful consideration of each applicant.

A Note from GRACLS
by Frank Strong

The Graduate Association for Comparative Literature Students (GRACLS) was busy in 2010-2011, and we have a lot planned for next year. The highlight of this year came in October, with our Seventh-Annual Graduate Conference in Comparative Literature, organized by GRACLS officer Anthony Arroyo and president Pearl Brilmyer. The conference, “Intimacy: Technologies of Feeling and Fantasy,” featured a plenary address entitled “Reparations and the Human” by David Eng of the University of Pennsylvania.

Our organizers for 2011, Dusty Hixenbaugh and Roanne Sharp, are putting together a very promising conference: commemorating the tenth anniversary of September 11th, the topic will be “Reflections: Identity after Crisis,” and Idelbar Avelar of Tulane University will offer the keynote address. The call for papers is already drawing interest from departments across the University and from across the country, and we expect to receive many strong proposals before the August 5th deadline.

The yearly conference is our most visible project, but the larger function of GRACLS is to build community among our students and facilitate communication with our faculty. For the upcoming school year, we’re working to connect incoming students to mentors and to publish an online calendar that will help students plan for upcoming funding deadlines, calls for papers, and program milestones. We’re also expanding the student presence on the program website, so new and prospective students will be able to contact experienced students who share their academic interests.

GRACLS has benefitted from outstanding leadership and faculty support in recent years. We’re excited about our projects, both new and ongoing, and proud to represent such a high-achieving group of students.

2011 - 2012 GRACLS Officers
President: Frank Strong
Secretary: Fatma Tarlaci
Treasurer: Cory Hahn
Social Coordinator: Marina Flider
Conference Organizers: Roanne Sharp & Dusty Hixenbaugh
**Fall 2011 Courses**

**Undergraduate Courses**

**C L 305**  
Vampire in Slavic Cultures  
Tom Garza

**C L 315**  
Masterworks of World Literature  
Ernest Kaulbach

**C L 323**  
Apocalypse in Russian Literature and Culture  
Michael Pesenson

Decoding Classical Chinese Poetry  
Chiu-Mi Lai

Fictions of the Self and Other  
Alexander Wettlaufer

Films of Ingmar Bergman  
Lynn Wilkinson

Hans Christian Andersen  
TBA

Historical Survey of Russian Music  
Gilbert Rappaport

Holocaust Aftereffects - Honors  
Pascale Bos

Leo Tolstoy's Early Works  
Nadya Clayton

Medieval Judeo-Hispanic Literature  
Janie Zackin

Modern India and Literature  
Asfar Mohammad

Negotiating Urbanization: Turkey  
Jeannette Ökur

The Russian Novel  
Michael Pesenson

Caribbean Literature  
Jennifer Wilks

**Graduate Courses**

**C L 180K**  
Introduction to Comparative Literature: Proseminar in Methods of Study and Research  
César Salgado

**C L 381**  
Avant-Garde Theatre  
David Kornhaber

Staging the Long 19th-C.: From Terror to the Trenches  
Elizabeth Richmond-Garza

The Passions and the Virtues  
Karen Pagani

**C L 382**  
Apocalypse in Russian Literature and Culture  
Michael Pesenson

Approaches to East Asian Comp. Lit.  
Yvonne Chang

States of Exception  
Katie Arens

The Fascist Aesthetic  
Sabine Hake

**C L 386**  
Caribbean and African Literature  
Helene Tissieres

Classical Arabic Akhbar  
Samer Ali

**C L 390**  
Literary & Cultural Theory Since 1900  
César Salgado

Please visit the Comparative Literature website for course descriptions:

http://www.utexas.edu/cola/progs/complit/courses/
Degree Recipients

Master of Arts:

Spring 2011:

Summer 2011:
Vincent Robert-Nicoud, “Topsy Turvy Readings of Renaissance Sonnets, text stratification and vertical reading from the vers rapporté to Shakespeare”

Doctor of Philosophy:

Fall 2010:


Summer 2011:
Elizabeth Erbeznik, Between Boulevard and Boudior: Working Women as Urban Spectacle in Nineteenth-Century French and British Literature; Lanie Millar, Realigning Revolution: The Poetics of Disappointment in Cuban and Angolan Narrative; Andrea Hilkovitz, Telling Otherwise: Re-Writing History, Gender, and Genre in the African Diaspora.

Elizabeth Warnock Fernea Endowment Fellowship

Elizabeth Warnock Fernea has devoted her life to greater understanding between the Middle East and the West. Herself an intrepid traveler, scholar filmmaker, and ambassador for intercultural exchange, Dr. Fernea was honored by friends, colleagues, and admirers upon her retirement by the creation of an endowment. It supports graduate research in Comparative Literature which focuses on the Middle East with a special emphasis on gender issues.

For five years now this endowment has funded advanced research students in our program, allowing them to undertake original archival research and to write up their research. For the sixth year of the award, the program has decided to use the available funds to supplement the studies of current students doing important work in Middle Eastern studies.

Thanks to the generosity of the Fernea Endowment and the College of Liberal Arts, we are able to supplement the studies of Ms. Fatma Tarlaci of Turkey as she spends her summer researching as a visiting scholar at Bogazici University in Istanbul and Ms. Anna Marin as she continues her work in the Arabic language this coming fall. Encouraging students with this endowment is precisely what Dr. Fernea would have desired. At the core of her career and life has always been a passion to bring cultures face-to-face, and the Program in Comparative Literature remains deeply grateful to her for making it possible for us to continue this work.
# Prizes and Fellowships

## Continuing Fellowships
- Pearl Brilmyer - Endowed Name Fellowship (2011-2012)
- Somy Kim - Endowed Name Fellowship (2011-2012)
- Simone Sessolo - Full Continuing Fellowship (2011-2012)

## Pre-Emptive Fellowships
These fellowships are prestigious awards offered by the Graduate School to attract top quality graduate students to the university.

- Thammika Songkaeo (2011-2012)

## University Fellowships and Awards

### University Co-Op/Graduate School Awards for Excellence in Graduate Education: Outstanding Dissertation Award in Humanities & Fine Arts
- Naminata Diabate (2010-2011)

### English Department Outstanding Teaching Award
- Bhavya Tiwari (2009-10)

### Center for Arabic Study Abroad Fellowship
- Michal Raizen (2010)

### Schusterman Israel Scholar Award
- Michal Raizen (2010-11)

### Wombwell Endowed Presidential Fellowship
- Katie Logan (2010-2011)
- Brian Mothersole (2010-2011)

### Foreign Language Area Studies Fellowships
- Michal Raizen (Summer 2011)
- Marina Flider (2011-2012)
- Michal Raizen (2011-2012)
- Roanne Sharp (2011-2012)
- Dusty Hixenbaugh (2011-2012)

## Other Fellowships and Awards

### South Asia Institute Travel Grant
- Jayita Sinha

### ACLA Presidential Master’s Prize
- Michal Raizen (2010)

### ACLA Horst Frenz Prize for best presentation by a graduate student Honorable Mention
- Bhavya Tiwari (2010)

### DAAD Research Fellowship
- Pearl Brilmyer (2011-2012)

### Fulbright Scholars
- Vincent Robert-Nicoud (2010-2011)
- Irina Simova (2011-2012)
- Ondrej Skovajsa (2011-2012)

### Pre-Doctoral Dissertation Research Grant from the American Institute for Iranian Studies
- Somy Kim

### ACLA  Award Winners: Bhavya Tiwari and Michal Raizen
First Year Student Profiles (2010-11)

Jonathan Fleck received his B.A. in Comparative Literature from the University of Chicago in 2008 and then taught English as a Foreign Language in Antofagasta, Chile, through the Chilean Ministry of Education. He continued to work on his literary translations, selections of which he published. He moved to Austin in 2010 to begin the Comparative Literature Program. He focuses on pan-American Modernisms, and on the theory and practice of literary translation.

Cory Hahn received his B.A. in Comparative Literature from the University of Illinois in 2007. The following year he traveled to Ecuador to teach English at a multi-lingual school, El Centro de Estudios Inter-americanos (CEDEI) in the southern sierra city of Cuenca. While abroad, Cory applied to MA programs and, upon returning, continued his Comp Lit studies at Penn State University. Cory studied Spanish and Portuguese American literature and film, traveled to Brazil for a summer, and taught several semesters of World Mythology. Now at UT, Cory is continuing his Inter-American studies and working for the Texas Language Center.

Katie Logan graduated with a B.A. in English and Comparative Literature magna cum laude from Columbia University in 2009, also receiving Phi Beta Kappa distinction and Departmental Honors. As an undergraduate, she spent time abroad in Amman, Jordan, studying Arab women writers. She arrived at UT this fall to begin her M.A. in the Comparative Literature Program, and she continues to pursue her interests in Arabic literature, gender studies, and literatures of war and trauma.

Brian Mothersole having received his B.A. in English and German Studies from Rice University in 2009, went to Dresden, Germany, where he taught as a Fulbright English teaching assistant for a year. He then came to the Program for Comparative Literature at the University of Texas, where he studies English and German literature of the late 19th and early 20th centuries. He is especially interested in the works of Hermann Hesse, but he is also branching out into Modernism more generally, literature's response to war and nationalism, and utopian visions.

Nat Zingg graduated from Yale University in 2007 receiving a bachelor's degree in Literature with distinction. He wrote his senior essay on Federico García Lorca’s New York period. At the University of Texas, he has studied surrealism, the modern novel and Latin American avant-garde poetry. He particularly enjoys approaching literature in the context of other artistic media, having studied André Breton’s love of the serial film and Gertrude Stein’s friendship with Pablo Picasso for example.

Vincent Robert-Nicoud received his B.A. in 2009 in French and English languages and literatures from the University of Neuchâtel in Switzerland, and then taught French in the UK and French literature, European history and political institutions in Switzerland. He is currently working towards his M.A. in Comparative Literature as a Fulbright scholar concentrating on late medieval and early modern French and English literature. He is mainly interested in the literary history of poetic devices in early modern Europe from the perspective of historical phenomenology and neurocriticism.

L to R: First-year students Jonathan Fleck, Cory Hahn, Katie Logan, Vincent Robert Nicoud, Brian Mothersole, and Nat Zingg
2010 GRACLS Conference
by Anthony Arroyo

On October 1 and 2, while many from the University community were in Dallas rooting for the UT football team, the Program in Comparative Literature held the Seventh Annual Graduate Comparative Literature conference, entitled “Intimacy: Technologies of Feeling and Fantasy.” The conference, which was inspired by recent work in the fields of queer theory, affect theory and critical race studies as well as by the intimate relationship of the cultures of Texas and Mexico, focused on intimacy as a constitutive concept in a variety of cultural productions.

The breadth of the conference’s focus allowed participants to interrogate the relationship between literature and different spaces of intimacy and the definition of homes, communities and nations in and through art and other media. We were pleased to have participants from a variety of disciplines, representing various methodological approaches as well as a pleasantly surprising range of objects of study, including the films of Hitchcock, genre fiction, urban architecture and Second Life among others. As one of the organizers of the conference, I could not have been happier with the positive response to the CFP and the overall sense of community—quite appropriate to the theme—that was felt by all the participants.

The weekend was capped by a keynote address from the Dr. David Eng, whose address thrilled the participants and drew audience members from far beyond the boundaries of Comparative Literature, mirroring the wide participation in the conference. Dr. Eng is a Professor of English and Comparative Literature at the University of Pennsylvania and a core faculty member in the Asian American Studies Program. He is author of The Feeling of Kinship: Queer Liberalism and the Racialization of Intimacy (Duke, forthcoming) and Racial Castration: Managing Masculinity in Asian America (Duke, 2001). His daring, wide-ranging work certainly contributed to the broad appeal of his presentation and informed his engaging address, entitled “Reparations and the Human.” This presentation explored the relationship between political and psychic genealogies of reparation and how political and psychic genealogies of reparation might supplement one another in theories of the human, while helping to better understand the social and psychic limits of repairing war, violence, colonialism, and genocide. Dr. Eng’s presentation was contextualized by thoughtful introductions by Dean Esther Raizen and our own Program Director, Dr. Elizabeth Richmond-Garza.

The committee would like to extend a special thanks to the following people for helping to make the conference such a success: Dean Randy Diehl; Senior Associate Dean Richard Flores; Vice-Provost and Dean of Graduate Studies Victoria Rodriguez; Dr. Elizabeth Richmond-Garza, Director of the Program in Comparative Literature; Dr. César Salgado, Graduate Advisor in the Program in Comparative Literature; Dr. Dana Cloud and the Department of Communication Studies; Dr. Jill Robbins and the Department of Spanish and Portuguese; Dr. Daniela Bini and the Department of French and Italian; Dr. Alan Tully and the Department of History; Dr. Esther Raizen and Dr. Kristen Brustad and the Department of Middle-Eastern Studies; Dr. Liz Cullingford and the Department of English; Dr. Douglas Biow and the Center for European Studies Dr. Mary Neuburger and the Department of Slavic and Eurasian Studies and CREES and Rachel Smith, Graduate Coordinator for the Program in Comparative Literature.

As both the criteria and the effect of interpersonal communication, intimacy has long been overlooked in the study of the humanities. Recent work in fields like queer studies, affect theory, urban studies and critical race theory, however, has shown that realms of intimacy are not neutral, entirely private or beyond investigation. For this reason, our conference was proud to unite groups from different areas and disciplines in order to explore what for some disciplines is a concept, for others a feeling or fantasy.
My forthcoming publications, “Comparative World Literature via Global Writers: Metempsychosis of James Joyce in India and Latin America” in the *Cambridge Companion to Comparative Literature and Comparative Cultural Studies*, edited by Steven Tótösy de Zepetnek and Tutun Mukherjee, and “Rabindranath Tagore’s Comparative World Literature” in the *Routledge Companion to World Literature*, edited by Theo D’haen, David Damrosch and Djelal Kadir present two very different aspects of my work.

The first article stresses the importance of going beyond common “linguistic contact zones,” for instance, between Latin America and South Asia, to understand modernism as a pluralistic and global movement. I argue in this paper that a comparative approach, especially with respect to world writers, gives scholars a chance to go beyond the “master” and “native” discourse that has dominated the postcolonial discourses for a long time. The *Cambridge Companion to Comparative Literature and Comparative Cultural Studies* explores the theories of Comparative Literature, World Literature, and Comparative Cultural Studies via thirty scholarly essays, and is expected to be published by late Fall 2011 or early Spring 2012.

My second article explores the discipline of Comparative Literature and World Literature in India, as envisioned by Tagore in 1907. By blending Goethe’s Weltliteratur and Tagore’s “Vishwa Sahitya,” I argue that India’s linguistic diversity can provide a model for “Tulnatamak Vishwa Sahitya” – “Comparative World Literature” – as the basis for a genuinely global study of literature today. The forthcoming *Routledge Companion to World Literature* has fifty excellent contributors working in various literary and linguistic areas, who discuss the historical, disciplinary and theoretical dimensions of comparative and world literature in the book. The book is expected to come out in Fall 2011.

The contributions in both books grew out of my research interests in translation studies, Comparative/World Literature, and South Asian & Latin American parallels. A special thanks to Prof. Salgado for offering the Transcolonial Joyce class in fall 2010, and heartfelt thanks to the seminar participants for the lively discussion in and outside class over cups of tea and coffee. My article wouldn’t have been possible without them. Also, thanks to Prof. Richmond-Garza for doing a conference course with me on World Literature. The informal discussions and conversations on Comparative Literature and her 316K course on World Literature refined my second article, whose earlier version I had presented at the American Comparative Literature Association’s conference in 2010, where it won the Honorable Citation for Horst Frenz Prize. Along with the publication and Horst Frenz Prize citation this year, the English department gave me the Honorable Mention for the best Teaching Assistant award. The recognition means a lot to me, as I enjoy teaching literature to students. Although the past year was professionally very fulfilling, the unexpected loss of my mother in the summer 2010 was the most difficult phase of my life. I want to thank my professors, especially Prof. Richmond-Garza, Prof. Salgado, Prof. Wojciehowski, and my friends at UT for helping me cope with the loss. I dedicate my publications to my dear mother.
Experiences as First-Year TA in the TLC
by Cory Hahn

My experience working as a TA for Dr. Thomas Garza in the Texas Language Center has been overwhelmingly positive. Occupying an expanding corner of the fourth floor of Homer Rainey Hall, the TLC is working hard with UT’s language departments to develop more effective language teaching strategies and curriculum. Since mid-fall semester, I’ve been assisting in the development and publicity of the university’s first intensive, semi-immersion summer language study program, called the Summer Language Institute. The SLI will instruct students in one of five languages: Czech, Portuguese, Modern Greek, Russian, or Vietnamese. We currently have nearly forty students enrolled, all of whom will live together in their language groups, participate in a weekly film series, and attend guest lectures in their target language.

Working with the great people of the Texas Language Center has provided me unique insights into the inner workings of a university organization. We have hosted many talks from esteemed faculty concerning language-learning issues ranging from departmental strategies for the current financial climate to technology in an American Sign Language classroom. I have met and worked with various UT faculty and instructors, conducted meetings with admissions administrators, spoken to student groups, teleconferenced with foreign consulate generals, and interviewed intensive language learners about their experiences. I look forward to continuing to work on our Summer Language Institute in the coming months and into the summer. For the summer, I will work as the SLI’s outreach coordinator, arranging everything from guest lectures and movie nights to culinary exhibitions and museum tours. This TA-ship has been a warm welcome into the UT community and into the many diverse, interdisciplinary possibilities it has to offer its language-oriented students and teachers.

Publication of First Book
By Fatma Tarlaci

My first book The Invisible Dance: Persistance of Turkish Harem in Oscar Wilde’s Salome seeks to analyze the relation between the “Dance of the Seven Veils” as presented by Wilde, and the figure of dancing woman in the harem of the Ottoman Empire. It is the slippage between the two which has informed various representations of the Oriental female figure in the West. The gap that emerges between the Western representations and the real practices in the harem, allows for a focused critique of Orientalist practices while recovering, in some ways, the actual experience of Muslim women. The vision of the harem that the Dance of the Seven Veils in Wilde’s Salomé offers is informed not by an actual encounter, but by the image of the harem as understood in nineteenth century English culture. In this project, I aimed to go beyond the discourse of Orientalism as understood in Saidian terms by providing insights from the Turkish side. The project started as a seminar paper for a course entitled “Staging the Orient” offered by Professor Elizabeth Richmond-Garza. Doing more research on the subject, I turned it into my Master’s Report in 2010 with indispensable guidance from Dr. Richmond-Garza. When a publishing house contacted me to publish my project in the form of a monograph, I could see how something beginning as a little project can turn into a success story with the right guidance. The book will come out late in the Summer of 2011, and it will be available worldwide. I am very excited about this book and its contribution to my professional career. I am deeply grateful to the Comparative Literature Program, my professors for providing excellent guidance, and the University of Texas for making a wide range of resources available.
Summer FLAS in India
by Roanne Sharp

Even though my research focuses on the adventures of Latin American authors in South Asia—Neruda smoking opium in colonial Burma, Octavio Paz exploring Indian eroticism in Khajuraho—I try to make my own trips to India as quotidian as possible. If you had told me, then, that I would use part of my school day at the American Institute of Indian Studies in Jaipur to get to know a cobra, I would have assumed you were talking about the novel Cobra by Severo Sarduy. Instead, to my surprise, I found myself sitting face to face with a snake charmer and a basket containing his venomous, lightning-fast, three-foot long charge.

I was able to return to India last summer through a grant from the South Asia Institute at UT funded by the US Department of Education’s Foreign Language Area Studies (FLAS). FLAS funding has helped UT attract some of the best students and professors to our South Asian Studies department, as well as supporting the work of students like me from affiliated disciplines. During the academic year, FLAS funding has given me a break from teaching to focus on my research, but as excellent as Hindi instruction is at UT, my most valuable experience as a FLAS recipient was perhaps the time I spent in Jaipur this past summer studying intensive Hindi language.

That’s why, although I never expected to be inches away from a king cobra, I’m glad my summer intensive program brought me there. The variety of Hindi you can hear in a single day in an Indian city can never be reproduced in an American classroom, but it echoes in even the simplest South Asian literature. In order to understand the experience of India of both my Latin American and my Indian subjects, it is imperative that I spend time there, and the summer at AIIS through UT’s FLAS funding made that experience possible.

New Technology in Language Instruction
by Katya Cotey

How do you say «smiley» in Russian? Do Russians have their own Facebook? Can we trust Russian Wikipedia?... And what does all this have to do with language instruction at the university level?

The truth is that our students are spending an incredible amount of time on-line, so Russian Internet can become a powerful tool of language acquisition. On the other hand, it can be confusing, frustrating, steeped in bad grammar and flashing with offensive content. In order to guide UT Russian learners through the joys and perils of Russian Internet, the Texas Language Center has developed Cafe Russia with Fast Tex grant. This website provides tips for using Russian search engines and resources, including dictionaries, encyclopedias, and academic databases.

After exploring this website, language students not only will get acquainted with Russian equivalents of Twitter and Facebook, but also will be able to register on any Russian social network or forum. The objective of Cafe Russia is to teach language and cultural proficiency in a new and exciting way. I am deeply grateful to Dr. Thomas Garza and Amy McMillan for inviting me to join the team and provide content for the website. I would like to thank Lauren Cawlfield and Suloni Robertson for creating such a beautiful and user-friendly interface.

To browse the Cafe Russia site and try it out, visit: http://fasttex-dev.diia.utexas.edu/surfing-abroad/
It was November, snow was falling, the radiators were burning, and I was trying to explain Shakespeare to non-native speakers. My mentor teacher naturally thought that I, being a native speaker, might find it easier than she to tackle a few scenes from Othello, Hamlet, and the like. I was happy to try, but after the first couple of classes, I found my students suffering the “thousand natural shocks that flesh is heir to” rather than understanding that which they know not of.

I was spending a year in Dresden through a Fulbright grant, teaching at the Bertolt-Brecht-Gymnasium. I taught students of all ages, taking classes as my own, working with other members of the faculty, and even starting a small extracurricular language exchange club, which helped my German as much as it did the students’ English. Generally, people ask me what I taught, to which I usually give the answer, “The English language and American culture, or as much as I could;” but the real answer is that I learned more than I taught. Yes, I discussed American politics with my 12th graders, Brave New World with my 11th, a little bit of gerunds and participles with my 10th, pop culture with my 9th, Manifest Destiny with my 8th, the rules of baseball with my 7th, murder mysteries with my 6th, and how to buy candy with my 5th graders, but the reality of it is that they taught me how to teach. I was initially thrown into the classroom with a mentor teacher, for whom I am eternally grateful, but it was really from my interactions with the students that I learned the most, lessons in bearing, humility, patience, and creativity, lessons which I use every week in my own sections. So a few days after the beginning of our Shakespeare unit, we tried something a little unorthodox for non-native speakers. In the end, they taught me that you need to act out Shakespeare in order to understand it.

**FLAS Fellowship Award Information**

The highly competitive Foreign Language and Area Studies Fellowship is funded by the U.S. Department of Education and assists meritorious graduate students undergoing intensive training in modern languages and related area or international studies.

- Academic Year Awards: $15,000, plus tuition and fees for up to 9 hours
- Summer Awards: $2,500, plus tuition and fees for an intensive language course

**Application Deadlines:**
Vary, but generally mid-December

**2012 - 2013 Fulbright Competition**

The 2012-2013 Fulbright U.S. Student competition opened May 1, 2011 and is open to graduate students, undergraduates who will have completed their degree by the beginning of the grant period (Sept. 1, 2012). The program is restricted to U.S. citizens. The grants are for study and research abroad, and are available for most countries. A number of countries also offer grants for those who wish to serve as English teaching assistants.

For more information visit [http://us.fulbrightonline.org/home.html](http://us.fulbrightonline.org/home.html)
Teaching the World’s Languages at UT
by Tom Garza and Cory Hahn

The Texas Language Center was established in the fall of 2009 in the College of Liberal Arts to support, enhance, and promote the teaching of languages other than English at the University of Texas at Austin. For the TLC, this academic year has been exceptional. We have hosted fifteen language-related events with participation from nearly every language department on campus. Topics for these language teaching-oriented presentations, called “Language Matters,” included new teaching methodologies, use of technology, role-playing, addressing heritage learners, listening acquisition in tonal languages, and American Sign Language. We also received a grant from the Fulbright Foundation to host enrichment events for visiting scholars. These events included a monthly colloquium with past and present representatives of the Fulbright scholar community at UTexas. These lively colloquia have delved into global pop culture, environmental issues, the economic crisis, and global relations.

The TLC has also been developing and implementing our first intensive Summer Language Institute. Nearly fifty students have been admitted to study one of five languages: Czech, Modern Greek, Portuguese, Vietnamese, and Russian. The students will take one class each summer session, while living in language clusters together with a native language speaking TA who will facilitate discussion and homework groups in the target language. In addition, students will attend a weekly lecture series and a film series, as well as participate in various other extra-curricular activities in and around UT, all designed to increase exposure to the languages and cultures being studied. Students in the Summer Language Institute will be able to fulfill their foreign language requirement by completing the 10-week intensive summer session.

We are also very proud to announce our first annual language teaching awards dedicated to recognizing the hard work of our colleagues in the classroom. For our first “Foreign Language Teaching Excellence Award”, students submitted nominations late last fall based on the teacher’s commitment, knowledge, passion, and ability to challenge. Members of the Texas Language Center Advisory Committee carefully reviewed each nomination and chose one winner from each of two categories: tenured, tenure track, or lecturer, and graduate assistant instructor. This year’s winners are: Dr. Thomas R. Vessely (French and Italian) and Jan Uelzmann (Germanic Studies). Dr. Jane Lippmann also received TLC Special Meritorious Service Award for her distinguished career in teaching French.

As last year, the TLC also granted sixteen Professional Development Awards to UT language teachers from various departments, totaling over $12,000. These one-time awards were given to language teaching faculty and graduate student Assistant Instructors to develop new courses, enhance existing curricula, travel to conferences, or to purchase materials for their classes. Projects were accepted in sixteen national languages, and funded thirteen faculty members and three graduate students. A complete list of all of the projects funded in this year’s competition for Professional Development Awards can be found on our website at: www.utexas.edu/cola/centers/tlc/news/3727. For more information on the TLC and a full listing of all current and past events – including streaming video of almost every seminar and workshop session from the past eighteen months, go to www.utexas.edu/cola/centers/tlc. We hope to see more and more graduate students of our world language and literature programs at our future events!
Arabic Flagship Program
by Tarek El-Ariss, Kimberly Terry, et. al.

Housed in the Department of Middle Eastern Studies at UT, the Arabic Flagship Program (AFP) provides training in the Arabic language, allowing students to reach Superior level proficiency (Level 3 on the ILR government scale) while pursuing the undergraduate major of their choice. Multi-level courses are offered during the academic year and in the summer intensive program. AFP students also study abroad for a summer and a full year, and have the opportunity to live in the Arabic House, an AFP-sponsored residence in Hyde Park that offers them a language immersion experience right here in Austin.

With its small class sizes, one-to-one weekly mentoring for students, and the largest full-time faculty in Arabic in the US, the AFP offers an incomparable learning experience. Students are exposed to formal or modern standard Arabic (MSA) and to multiple dialects of spoken Arabic from day one. They can also take dialect-specific courses on the Egyptian and Levantine varieties once they complete two years of study. And with the recent events in the Middle East, the AFP’s overseas programs have expanded from Egypt and Syria to Morocco and Jordan, thereby broadening the students’ linguistic exposure and thus enabling them to conduct cross-dialectal linguistic and literary investigations.

After three years of language study, students have a wide range of content-based Arabic courses from which to choose. This allows them to delve further into the study of literature, media, politics, history, geography, and economics. Many MES courses include “Language Across the Curriculum” components, in which students read and discuss primary texts in Arabic. Such courses include 1001 Nights, Modern Egypt: A History, and Arab-Israeli Conflict in Literature and Film. And as AFP students’ Arabic skills improve, they are able to enroll in graduate-level seminars conducted exclusively in Arabic.

In addition to their in-class academic training, AFP students have access to a robust cultural program that brings to Austin internationally recognized Arab authors and artists, which have included Hoda Barakat, Adonis, and, most recently, the hip-hop artist, Omar Offendum.

For more information about the program, resources, and recorded performances and events, please go to: http://utarabicflagship.org.

In Memorium: James Nicolopulus

Jamie Nicolopulus, Professor in the Department of Spanish and Portuguese at the University of Texas at Austin and LLILAS and CMAS affiliate since 1992, passed away from complications of cancer on December 1, 2010. Prof. Nicolopulos, affectionately known as Jaime, was an eminent scholar in the fields of Renaissance Hispanic and Colonial Latin American poetics. Not only was his knowledge of his field encyclopedic, but his deep study of classics, medieval and Renaissance poetics, and European and Latin American History, combined with a powerful and active intellect deepened by rich and adventurous life experience, made him a truly important and widely influential scholar, teacher and mentor. Jamie will be missed by his many students, colleagues and friends at the University of Texas at Austin.
Andy Warhol Catalogue
by Mary Keefe

Mary E. Keefe (M.A., 2007) is a Research Assistant for the Andy Warhol Catalogue Raisonné: Paintings, Sculpture and Drawings, a multivolume scholarly publication sponsored by the Andy Warhol Foundation for the Visual Arts that catalogs all of the pop artist’s work in these media. She joined the project in January 2011, and is currently assisting in the preparation of its fourth volume.

Since graduating from the Comparative Literature program, she has been pursuing a career in academic publishing. In Fall 2007, she obtained a position with the Modern Language Association, working as an Assistant Editor for the MLA International Bibliography. She oversaw this reference index’s thesaurus of author names and work titles, as well as edited both the print and online edition of the publication.

Following her tenure at the MLA, she continued working in academic publishing, but shifted her focus from literary to art historical materials. Beginning in January 2009, she was a Research Assistant for the Robert Motherwell Catalogue Raisonné, a scholarly project sponsored by the Dedalus Foundation that catalogs the paintings and collages of the Abstract Expressionist. She helped research and edit the bibliography for the multivolume reference work, which is being published by Yale University Press. Wishing to continue on this career path, she next worked on the Isamu Noguchi Catalogue Raisonné, an online publication organized and funded by the Isamu Noguchi Foundation and Garden Museum that catalogs all of the works in the sculptor’s oeuvre. She assisted with researching the bibliography for the reference text, and also examined the objects in the museum’s permanent collection.

First Year as an Assistant Professor
by Pilar Cabrera Fonte

It seems hard to believe that it is almost a year since I moved to South Dakota to start my job as an Assistant Professor at Augustana College. It has been an exciting and busy one for sure. One of the most satisfying experiences during this year has been teaching classes at different levels, both to Spanish majors and non-majors. I have gotten to understand much better the overall challenges and needs of a four-year program that involves teaching language, literature, and other aspects of culture. It has also been very satisfying to meet colleagues open to new ideas, in particular to those of the inductive approach in which I was trained while teaching Spanish at UT. I believe that being in the Comparative Literature program prepared me very well to work in a Department of Modern Foreign Languages, where the common goal is to foster the interest of students in diverse languages and cultures.

The plans that I have today are different from what I had anticipated a year ago. For example, I will be leaving shortly for Guatemala, in a preparatory visit for a course that I am planning to teach there during January of 2012. The project was born from the connection that some Augustana professors had established with an eco-cultural organization, Bio-Itzá, based on the town of San José, in the Petén region. My course will focus on the Mayan heritage in oral narratives from that town. I am looking forward to leading students in an experience that for some of them will be their first one abroad. I am also preparing for a two-week visit to Cuba, made possible by a research grant from Augustana. And I hope to visit Austin soon, where I have so many fond memories of my years as a student.
ACL A 2 0 1 1

This year the annual ACLA Conference was held in Vancouver, Canada from 31 March - 3 April 2011. A number of Comparative Literature faculty and graduate students participated in the conference as presenters and panel organizers.


Cynthia Francica, doctoral student, presented “Embodiment and the Archive in Monique Truong’s The Book of Salt in the seminar “Embodying Academic Research” that she also organized.

Cory Hahn, first year student, presented “Rey de la Habana: Wandering in La Ciudad with Michel de Certeau and Pedro Juan Gutiérrez” in the seminar “Novelistic Maps and Conceptual Trajectories in Twentieth-Century Fiction.”

Michael Johnson, Assistant Professor, presented “Grammatical Echoes” in the seminar “Echo” that he also co-organized.

Julianna Leachman, doctoral student, presented “And What Do They Tell You, Kenan? Relearning the South in The Foundations of the Earth and Run, Mourner, Run” in the seminar “Bridging Cultures, Sexualities and Queer Lives through Comparative Literature.”

Katie Logan, first year student, presented “A City Built by Saturn: Hoda Barakat’s Beirut” in the seminar “The Middle Eastern City: Conflict and Modernity.”

Elizabeth Richmond-Garza, Associate Professor and Program Director, presented “Translation Is Blind: Wilde's The Disciple, Rilke's Narcissus, and the Possibility of a Queer Echo” in the seminar “The Gender and Sexual Politics of Translation: Literary, Historical, and Cultural Approaches.”

Vincent Robert-Nicoud, first year student, presented “From Lullism to A.L.A.M.O., Emergence and Transmission of Combinatorial Literary Forms” in the seminar “World Literature and Poetics.”

Johanna Sellman, PhD candidate, presented “The Lonely Road: Subjectivity and Place in the Literature of Iraqi Refugees in Sweden” in the seminar “Lonely Travelers: A New Wave of Arabic Writing about the West.”

Jayita Sinha, doctoral student, presented, “Reading the Rig Veda: New Avatars of a Hindu Text” in the seminar “Hieroglyphs and Hierophants: The Text and the Translator.”

Frank Strong, doctoral student, presented “Rosales y OReilly in the Calle las Siete Revueltas: Hybridity and the Spanish Molly Bloom” in the seminar “(M)other Tongues.”


Bhavya Tiwari, doctoral student presented “Translation and Comparative Literature in India” in the seminar “Comparative Literature and Asia.”

Lynn Wilkinson, Associate Professor of Germanic Studies and Comparative Literature, presented “Germaine de Staël, Anne Charlotte Leffler, and the Emergence of the Woman Intellectual” in the seminar “European Literature/European Literatures?”

Hannah Wojciehowski, Associate Professor of English and Comparative Literature, presented “Laocoon and Embodied Cognition: A New Approach to an Old Problem” in the seminar “Cognitive Patterns in Comparative Literature I.”
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**Katherine Arens** was inducted into the European Academy of Arts and Sciences on the basis of her interdisciplinary work (work that also won her a three-year research grant from UT) on 5 March 2011. During the 2010-11 academic year, she published essays on: Billy Wilder, the *MLA Report*, German and Austrian historical dramas, philosophical hermeneutics, Austrian author Jörg Mauthe, and the *Standads Project*. She spoke on “Building the Habsburg Subject” in Vienna, Austria (May 2010), and at the German Department at Irvine (April, 2010). Talking about various subjects in pedagogy, she was invited to present at the AAUSC (November, 2010), at Irvine (the Laila and Dudley Frank Distinguished Lecture, May 2010) the MLA (January 2010), and to present a one-day workshop at Oregon State University (April 2010).

**Marc Bizer's** book, *Homer and the Politics of Authority in Renaissance France* will be published in late summer by Oxford University Press. In even bigger news his twins Zoë and Zachary turned one year old in March.

**Pearl Brilmyer** recently organized the seminar “Vital Arts and Theories” at the 2011 ACLA in Vancouver and will present a paper at the upcoming “Romanticism and Evolution Conference” in London, Ontario. She also won a DAAD Research Fellowship to Berlin, Germany for the 2011-2012 academic year.

**Sung-sheng Yvonne Chang** is organizing an international conference on “Taiwan Literature in East Asia: Methodology and Comparative Framework,” to be held in summer 2011. She was invited to give two lectures on modern Taiwan literature at the Weatherhead East Asian Institute at Columbia University, and at the Center for Chinese Culture at City University of Hong Kong, and she presented her paper entitled “Cultural Production in Times of Emergency and Taiwan’s Cold War Experience,” at UC Davis and the National Tsinghua University in Taiwan. Her Chinese article, “Fukan-based Literary Culture and the Middle-class Genres in Taiwan During the 1970s and 1980s” was published by the prestigious Chinese Social Science Academy in Beijing, China, and she will be a featured speaker at the international conference on “Cultural Translation, East Asia, and the World.”

**Matt Cohen** will be participating in an international seminar on Walt Whitman in translation, as an Obermann Fellow at the University of Iowa, May 16-21. He also received an NEH grant to digitally preserve Walt Whitman’s annotations over the next three years.

**Katya Cotey** presented a paper “Desiring the Monster: Intimacy and the Abject in Nikolai Gogol’s Viy” at the GRCLS Conference at UT Austin and chaired a panel on Russian Literature at the Sixty-Seventh Annual Convention of SCMLA. She wrote a foreword to the Russian translation of Arthur Conan Doyle’s *The Coming of Fairies* and published an article “The Motif of Invasion into Consciousness as a Factor in the Negative Intercultural Interaction” in the Ukrainian journal *Pitannya Literaturoznavstva*.

**Naminata Diabate**'s essay “Re-Creating West African Women’s Sexuality: Jean Pierre Bekolo’s Les Saignantes and the Mevoungou” is forthcoming in Ali Mazrui and Augustine Agwuele’s edited anthology *Development, Modernism and Modernity in Africa*, to be published by Routledge. In April 2011, Naminata presented “Genital Cursing in the Postcolony: Protest or Spectacle” at the UT History Gender Symposium, and in May 2011 she gave the talk “Queer Female Sexuality and the Postcolonial African State: Tale of a Taboo” at the Warfield Center for African and African American Studies Doctoral Portfolio Presentations. She was also recognized during the Student Employee of the Year Award Luncheon for her work as a Community Advisor at the Graduate and Family Housing.

**Tarek El-Ariss** invited the poet Adonis to UT Austin in Fall 2010. The event brought students and scholars of language and literature from across UT. Also in the Fall, he published an article entitled, “Hacking the Modern: Arabic Writing in the Virtual Age” in *Comparative Literature Studies* Vol. 47, No. 4. He is currently editing *The Arab Renaissance: Thought, Literature, Culture* for the MLA series, *Texts and Translations*, and has completed a manuscript entitled, *Trials of Arab Modernity: Literary Affects and the New Political*, both forthcoming in 2012. He presented his research at the MLA and ACLA conventions, and is organizing a panel at the upcoming MESA meeting entitled, “Tweeting the Arab Revolution and the Postcolonial End.” In Spring 2012, he’ll be teaching a graduate seminar entitled, “Arabic Writing in the Virtual Age.” Conducted in English, the course will be cross-listed with Comp Lit.

**Jonathan Fleck** presented papers at three student conferences this year: UT’s GRCLS Conference, UT’s Colloquium of Spanish and Portuguese, and UCSB’s Lusophone and Hispanic Conference. This summer, he will pursue coursework and archival research in Brazil, with a grant from the Spanish and Portuguese Department.

**Marina Flider** received a Foreign Language Area Studies fellowship for the 2011-2012 year to study Serbo-Croatian.
She presented her paper, “The Most Russian of All Hallucinations”: Nabokov’s Parody, Subversion, and Reinvention of the Devil” at SCMLA and “Why Kitsch Matters? The Importance of Kitsch in Post-Zionist Discourse” at the ACLA conference in Vancouver.

Francisca Folch presented a paper entitled “The Fear Motif in Tchaikovsky’s The Queen of Spades: Saint Petersburg as a Symbol of Doom” at the South Central Modern Language Association Conference in Fort Worth in October.

Cynthia Francica presented a paper titled “Queer Intimacies and the Archive in Monique Truong’s The Book of Salt” at the Comparative Literature Graduate Student Conference at UT Austin. She also read a paper titled “The Queer Body as a Visual Archive in Alison Bechdel’s Fun Home” and organized with Bhavya Tiwari a panel on “Green Literatures” at ACLA 2010.

Alan Friedman published “One Word Less: Questioning Samuel Beckett” in AfterWord: Conjuring the Literary Dead, and is currently working on a book with Mia Carter, Modernism and Literature: An Introduction and Reader. He gave several talks, including “Literary Modernisms” at the UT Transnational Modernisms Conference, ‘According to our law’: Shakespeare’s A Midsummer Night’s Dream” at the UT Law School series, and gave the keynote address: “Durrell’s Orientalism: Sex, Race, and Politics in The Alexandria Quartet,” at the Annual Lawrence Durrell conference. He also served as faculty advisor and director of the student organization, Spirit of Shakespeare and performed scenes from A Midsummer Night’s Dream and The Tempest at several UT events. Additionally he is the Chair-Elect of the UT Faculty Council.

John Morán González had his second book, entitled The Troubled Union: Expansionist Imperatives in Post-Reconstruction American Novels, published by the Ohio State University Press in September 2010. During 2010-2011, he chaired panels at the annual conferences for the American Studies Association and the Modern Languages and presented a paper at the Recovering the US Hispanic Literary Heritage Conference. He also contributed a state-of-the-field essay for Aztlán: A Journal of Chicano Studies, entitled “Aztlán @ 50: Chican@ Literary Studies for the Next Decade.” For 2011, he is chair of the Chicano/a Literature Division of the MLA.

Sabine Hake spent fall 2010 at the Rice University Humanities Center and Spring 2011 at the National Humanities Center and completed a book manuscript, titled Political Affects: The Fascist Imaginary in Postfascist Cinema; the book will appear 2012 with University of Wisconsin Press.


Geraldine Heng received an FRA for Fall 2010 and in the spring a Residential Research Fellowship at the University of California Humanities Research Institute for her work on Holy Wars Redux. Her publications include: “Holy War Redux: The Crusades, Futures of the Past, and Strategic Logic in the ‘Clash’ of Religions” and “Sex, Lies, and Paradise: The Assassins, Prester John, and the Fabulation of Civilizational Identities” published in Differences, spring 2012. Forthcoming publications include “The Invention of Race in the European Middle Ages 1: Race Studies, Modernity, and the Middle Ages” and “The Invention of Race in the European Middle Ages 2: Locations of Medieval Race,” both to be published by Literature Compass. She was invited to lecture on “The Invention of Race in the European Middle Ages” at the Mellon Medieval Workshop at UC Riverside in April 2011 and “The Invention of Race in the European Middle Ages” at Women’s Studies Lecture Series and Consortium of Critical Interdisciplinary Studies at Barnard College in February.

Dusty Hixenbaugh worked as a Literacy Specialist at the 2010 Teach For America Summer Institute in Houston, train-
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Somy Kim presented her paper “Southern Routes: Philippe Aractingi’s Search for a Postwar Lebanon” at the 2010 Intimacies conference at UT. Her book review on Saeed Zeydabadi-nejad’s The Politics of Iranian Cinema: Film and Society in the Islamic Republic will be published in the forthcoming issue of the Journal of Iranian Studies. The American Institute of Iranian Studies has awarded Somy a dissertation research grant to visit the archives at the International Institute of Social History in Amsterdam which holds the largest Iran-Iraq war archive outside of Iran. The grant also funds her research on Lebanese cinema at UMAM Documentation and Research, Beirut Art Center and The Arab Image Foundation in Beirut, Lebanon. She will spend summer 2011 in Amsterdam and Beirut with her family who will be welcoming a newborn girl in April.


Katie Logan attended the ACLA conference in Vancouver to present a paper entitled “A City Built by Saturn: Hoda Barakat’s Beirut.”

Martino Lovato presented a conference paper at the AIIS conference (American Association of Italian Studies) entitled “The Mediterraneity of Leo Africanus and the Role of an Epilogue.” In January he organized a lecture at The American University in Cairo entitled “Mediterranean Exchanges: Movements of People and Ideas” in collaboration with The Association of Italian Students at the American University in Cairo (ITACA). In May he participated at ELEATICA 2010 (Salerno – Italy) as translator from English into Italian of Alexander Mourelatos’ three articles: “The Cloud-Astrophysics of Xenophanes and Ionian Material Monism,” “Xenophanes’ Contribution to the Explanation of the Moon’s Light” and “Earth and Stars in the Cosmology of Xenophanes.”

Carol Hanbery MacKay (English) has recently published two articles, “A Journal of Her Own: The Rise and Fall of Annie Besant’s Our Corner” (Victorian Periodicals Review) and “Tradition, Convergence, and Innovation: The Literary Legacy of Anne Thackeray Ritchie” (Victorian Review), as well as co-authored a chapter entitled “The Internet and the Anagogical Myths of Science Fiction” (Science Fiction and the Prediction of the Future). In addition, she is preparing an essay comparing Vanity Fair with Jane Eyre for a bicentennial celebration of Thackeray’s life to be published as an edition of Critical Insights. She has also delivered papers on Elizabeth Robins for the two most recent British Women Writers Conferences and one on Ritchie for the 2010 Interdisciplinary 19th-C. Studies Conference.

Lisa Moore coedited Experiments in a Jazz Aesthetic: Art, Activism, Academia, and the Austin Project with Omi Osun Jones and Sharon Bridgforth, published by UT Press, 2010. She was awarded the Silver Spurs Teaching Award Fellowship, 2010 and the Outstanding Graduate Teaching Award, 2011.

Tim Moore is currently teaching in Bochum, Germany as a DAAD guest professor. He published in the last year articles on music in Plautus’ Mercator and on the portrayal of Hannibal by the Roman historian Livy. His book, Music in Roman Comedy, is scheduled to appear later this year from Cambridge University Press. He has lectured on ancient music, American and Roman musical comedy, and medieval Japanese comedy at Butler University, Franklin and Marshall College, Washington University in St. Louis, Groningen University in the Netherlands, and in Tianjin, China; and he led a seminar and a workshop on Roman comedy at the annual meeting of the American Philological Association.

Karen Pagani is working on several forthcoming publications: “And if Voltaire Ceased to be Voltaire?: The Influence of Fénelon’s Quietism on Voltaire’s Later Works” to be published in 2012 by the Voltaire Foundation in a collection of essays addressing the influence of Fénelon’s thought on the Enlightenment. She’s also working on “Judging Oswald within the Limits of Reason Alone in Madame de Staël’s Corinna” to be published by The European Romantic Review in 2012. Her work, “The Uses and Abuses of Joseph Butler’s Account of Forgiveness: Between the Passions and the Interests” was published in Fall 2010 by The South Central Review. She gave several lectures including, “Reading
Hannah Arendt’s Account of Forgiveness as the Story of Us” at the Women’s and Gender Studies Working Group Lunch Colloquium at Texas A&M in February. This paper is currently under review for publication in an academic journal. She’s working on several book reviews such as The Dialectic of Counter-Enlightenment by Christian Thorne and Waco, Experimental Theology in America: Madame Guyon, Fénélon and their Readers by Patrica Ward.

Guy Raffa has been awarded fellowships in 2011-12 from the American Council of Learned Societies and the National Endowment for the Humanities for his book-in-progress, Dante’s Bones and the Idea of Italy. In Fall 2010 he delivered the annual Dante lecture at Yale University on this work.

Michal Raizen participated in a panel titled “Who Can Imagine Himself or Herself an Arab Jew?” at the Middle Eastern Studies Association meeting in San Diego. Her Master’s report, “Reflections of a Jewish ibn ‘arab: Language, Identity, and Collectivity in Eli Amir’s Yasmin,” was selected for the ACLA Presidential Master’s Prize. She also received the Center for Arabic Study Abroad Fellowship for a year in Cairo and her Schusterman Israel Scholar Award was renewed for another year.

Elizabeth Richmond-Garza will step down as the Secretary-Treasurer of the American Comparative Literature Association at the end of June after nine years of service running this international learned society with a membership of more than 2,000 scholars. She has been re-elected as the director of the UT Program for a five-year term. She presented scholarly papers at the January 2011 meeting of the Modern Language Association, “Hanging with Wilde: The Modernist Prisons of Nietzsche and Wilde,” and at the April 2011 meeting of the ACLA, “Translation Is Blind: Wilde’s “The Disciple,” Rilke’s “Narcissus,” and the Possibility of a Queer Echo.” She has an essay forthcoming on new approaches to Oscar Wilde’s Salomé, “The Double Life of Salomé: Sexuality, Nationalism and Self-Translation in Oscar Wilde.” In February 2011 she received the Texas Exes Award for the College of Liberal Arts.

Vincent Robert-Nicoud presented “From Llullism to A.L.A.M.O., Emergence and Transmision of Combinatorial Literary Forms” at the ACLA annual conference and “Dame de Sens, poésie mariale et littérature combinatorie” at the Kentucky Foreign Language Conference.

César A. Salgado, on the occasion of the 2010 José Lezama Lima Centennial, presented papers last fall in international conferences and panels honoring the Cuba writer at the Universidad Nacional del Córdoba, Argentina; Milip, Roanoke, Virginia; UNAM/UAM/ColMex, Mexico City; the Instituto de Literatura y Lingüística in Havana; and the MLA Convention in Los Angeles. His article “Lezama, léctor múltiple de Rayuela” was published in the special issue the Revista Casa de las América dedicated to the Centennial. With fellow editors Alan West, Victor Fowler and Louis Pérez, among others, he helped put together an ambitious reference work on Cuba forthcoming from Gale Cengage in Fall 2011.

Martha Ann Selby (Asian Studies) was named NEH Fellow at the National Humanities Center for the 2010-11 academic year. Her new book, Tamil Love Poetry: The Five Hundred Short Poems of the Ainkurunuru, an Early Third-Century Anthology, will be published by Columbia University Press in May 2011. She presented a paper, “Emotional Registers in the Short Fiction of D. Dilip Kumar” at the University of Chicago’s Franke Institute in October 2010, and presented her work on images of women in Sanskrit medical literature at a conference on pre-colonial households in South Asia at Jawaharlal Nehru University, New Delhi, in February 2011.

Johanna Sellman is a lecturer in Comparative Studies at The Ohio State University in Newark. This academic year, she presented her research on post-Cold War Arabic literature in Europe at the Middle East Studies Association annual meeting and at the Jil Jadid (new generation) conference at the University of Texas at Austin.

Maryam Shariati was honored to teach a course of her own entitled “Iranian Film and Fiction” at the Center for Middle Eastern Studies at UT in Summer 2010. This summer, too, she will continue teaching Persian at the Center with a new course called, “Gender and Sexuality in the Islamic Republic.”

Roanne Sharp attended the Oxford Iberian Forum, “The Limits of Literary Translation” to present a paper about the process of translating Juan José Saer’s La Mayor this past summer. An article based on that paper is currently being considered for publication in an edited volume of work from the conference. Roanne also won a second Foreign Language Area Studies fellowship from the South Asia Institute at UT to continue her work on Hindi literature during
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the 2011-12 school year. She also received a Critical Language Scholarship from the Department of State to return to India this summer for further language study.

Jayita Sinha was awarded a travel grant by the South Asia Institute for summer research in India. She will be working on hagiographical accounts of a fourteenth-century woman mystic, Muktabai.

Franklin Strong and his wife welcomed their first child, Emma, in September of 2010. Franklin contributed several entries to the forthcoming Encyclopedia of Latino Folklore and presented a paper at the annual ACLA meeting in Vancouver. In Austin, Franklin presented at the 7th Annual GRACLS Conference and the 19th Colloquium on Hispanic and Luso-Brazilian Literatures and Linguistics.

Fatma Tarlaci presented a paper at ACLA New Orleans titled “The Literary and Political Macronarrative in Orhan Pamuk’s Snow,” published a review of Anna Perere’s “Guantanamo Boy” in the e3w Review of Books Spring 2010, and a review of Ece Temelkuran’s “Book of the Edge” in World Literature Today in January 2011, was elected as one of the Graduate Student Representatives of ACLA to serve during 2011-2013, and was also elected as GRACLS Secretary. She presented her paper entitled “Voicing the Literatures of the World in Translation and its Complications in Today’s World Literature” at ACLA 2011 Conference.

Bhavya Tiwari’s articles entitled, “Comparative World Literature via Global Writers: Metempsychosis of James Joyce in India and Latin America” and “Rabindranath Tagore’s Comparative World Literature” were accepted for publication in the Cambridge Companion to Comparative Literature and Comparative Cultural Studies edited by Steven Tótösy de Zepetnek and Tutun Mukherjee, and the Routledge Companion to World Literature edited by Theo D’haen, David Damrosch and Djjal Kadir respectively. Her paper entitled, “Comparative World Literature in India” has been awarded Honorable Mention in 2010’s Horst Frenz Prize competition for the best presentation by a graduate student at the American Comparative Literature Association’s conference. She attended the ACLA 2011 conference to receive the citation in person, and also to present her paper, “Translation and Comparative Literature in India.” She also received Honorable Mention in English Department’s Outstanding Teaching Assistant awards for the year 2009-2010.

Alexandra Wettlaufer published her third book, Portraits of the Artist as a Young Woman: Painting and the Novel in France and Britain, 1800-1860, in March 2011. She also published “Sisters in Art: Shaping Artistic Identity in Anna Mary Howitt’s Fiction and Painting” in Victorian Review 36.1 and “Representing Artistic Identity: Sand's Femmes Peintres” in a collection of essays entitled George Sand: Intertextualité et Polyphonie, ed. Nigel Harkness and Jacinda Wright. Professor Wettlaufer serves on the Executive Council of the MLA and is the rising President of the Interdisciplinary Nineteenth-Century Studies Association. She recently joined the board of the George Sand Association and is a member of the editorial boards of Nineteenth-Century Studies and European Romantic Review. In the last year she has presented papers at the Nineteenth-Century French Studies Conference, the British Women Writers Conference, and the Interdisciplinary Nineteenth-Century Studies Conference. This summer she will begin work on a new project examining the works of George Sand and George Eliot.

Lynn Wilkinson’s book, Anne Charlotte Leffler and Modernist Drama, will appear this summer. This year, she presented two conference papers, “Simone de Beauvoir, Alva Myrdal, and the Intellectual Couple” in a roundtable sponsored by the Simone de Beauvoir Society at the 2011 MLA, and “Germaine de Staël, Anne Charlotte Leffler, and the Emergence of the Woman Intellectual” in a seminar entitled “European Literature, European Literatures?” at the 2011 ACLA. She is at work on a short study of Ingmar Bergman’s Sawdust and Tinsel and a larger study of women intellectuals.

Hannah Wojciechowski’s book Group Identity in the Renaissance World will be published by Cambridge University Press this summer. Also this summer, the UC Berkeley journal California Italian Studies will publish Wojciechowski’s extended interview with Italian neuroscientist Vittorio Gallese, one of the discoverers of the mirror neuron mechanism. In this interview Gallese discusses the revolutionary implications of that discovery for literary studies, theater, and the humanities. An accompanying essay entitled “How Stories Make Us Feel: Toward an Embodied Narratology,” co-authored by Wojciechowski and Gallese, considers the effects of readers’ physical reactions to literary works via recent neuroscientific research and cognitive cultural studies.

Marjorie (Jorie) Woods published Classroom Commentaries: Teaching the Poetria nova across Medieval and Renaissance Europe in the spring of 2010, which has been awarded the Rhetoric Society of America Book Award for that year. She will be spending 2011-2012 at the Institute for Advanced Study in Princeton, working on her next book: Weeping for Dido: Male Writers and Female Emotions in the Late Medieval and Early Modern Classroom. She will be a member of UT’s Academy of Distinguished Teachers, starting in Sept. 2011. She also received the Phi Beta Kappa Teaching Award.
From our vantage point ten years later, it is obvious that September 11th, 2001, was more than a moment of collective tragedy -- it precipitated a fundamental shift in the ways the United States, and to an extent, the world, understood itself. In this sense, we join a host of societies throughout history that have sought to reflect, revive and rebuild in the wake of large-scale traumatic events. This conference will explore language and literature as tools in that rebuilding, considering the many ways that the notion of crisis has intersected with ideas of personal, national and global identity in the last decade and throughout history. We seek to consider whether literature helps to heal the wounds of trauma or encourages them to fester, whether it works to erect identity borders or whether it can also act as a bridge between identities, and what the role of scholars and educators is in shaping language and literature study in this context.

Proposals & Submission Information
The conference encourages participants to critically consider the words “crisis”, “trauma”, and “response”, and to read papers that expand our understanding of those and related terms. We invite interdisciplinary and multilingual discussions that explore a wide range of crises and the equally diverse number of responses.

Possible topics include:
- The formation of personal, national, and global identity, who is included and excluded, and how identity is perceived by others.
- Responses to crises of national security such as September 11th, change of regime (in Egypt and elsewhere), terrorism, militarism, politically-motivated assassinations and “disappearances,” contested borders, access to natural resources or immigration.
- The interaction between language instruction and security interests.
- Responses to environmental crises such as Hurricane Katrina, earthquakes in Haiti, Chile and Japan, tsunamis in Indonesia and elsewhere, pollution, global warming, or extinction.
- Actions taken to prevent potential crises such as Y2K, 2012, or extraterrestrial invasion.
- Responses to violations of human rights such as slavery, apartheid, genocide, institutional sexism and/or racism, persecution of people of difference, criminal interrogations, or the consequences of despotism.
- Responses to medical crises such as body image, eating disorders, HIV/AIDS, the spread of infectious disease, malnutrition, or the access to medical resources.
- Responses to artistic crises such as censorship, the political persecution of artists, or creating art under an oppressive regime.
- Responses made by observers rather than obvious stakeholders (for example, how communities have reformed themselves in response to crises witnessed in other communities).
- The role of legal and diplomatic responses to crises, such as international crime courts, economic sanctions, or financial reparations.
- The construction of monuments, memorials and museums such as the World Trade Center Memorial currently under construction or the preservation of conservation camp sites.
- Depictions of crises, allegorical or otherwise, in literature, art, music, film, television, architecture or other creative disciplines.
- Explorations of post-colonialism, eco-theory, trauma theory, queer theory, or other related literary and/or cultural theory.

Abstracts must be submitted before August 5, 2011. To submit your abstract, please visit our online submission site: http://goo.gl/am4kw. For additional information about the conference, please email organizers Dustin Hixenbaugh & Roanne Sharpe at gracls2011@gmail.com or visit UT’s Program in Comparative Literature’s website: http://www.utexas.edu/cola/progs/complit/conferences.
Job Placement News

Banafsheh Madaninejad has accepted a position beginning this fall at Middlebury College in the Religious Studies Department.

Beginning this fall, Lanie Millar will begin as a lecturer at Baylor University.

Alexei Lalo lectured this year in the Slavic and Eurasian Studies Department at UT.

Marina Potopolyak taught as a lecturer this year in the Slavic and Eurasian Studies Department at UT.

Andrea Hilkovitz was appointed at Mount Mary College in the English Department.

Dafydd Wood accepted a position at McNeese State University in Lake Charles, LA.

Chris Micklethwait served as an adjunct professor at St. Edwards University in 2010-2011.

Johanna Sellman was appointed as a lecturer in Comparative Studies at Ohio State University - Newark in Fall 2010.

Attention Alumni:

The Program in Comparative Literature welcomes contributions about any aspects of your post-UT Austin lives and careers. The newsletter’s goal is to celebrate the achievements of students and faculty and share important news about our alumni.

It is your successes and undertakings which have made this such a strong program, and we would like the opportunity to congratulate you publicly.

Please send your news for publication in the 2012 newsletter to:

complit@austin.utexas.edu