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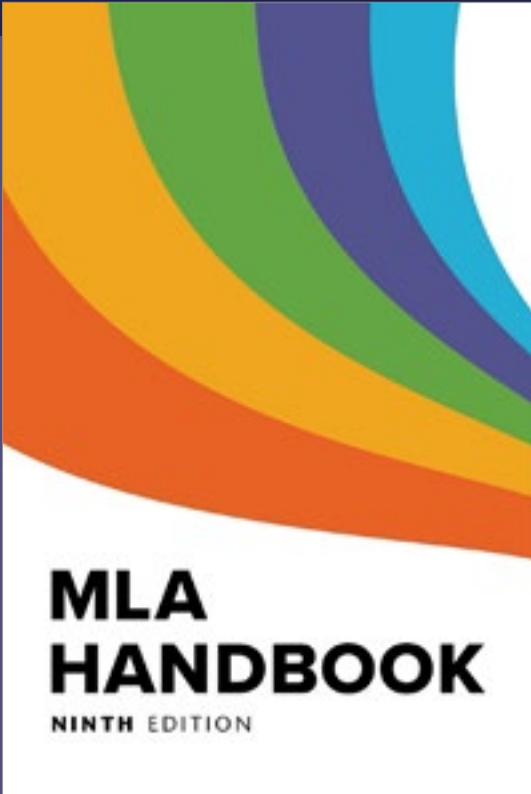
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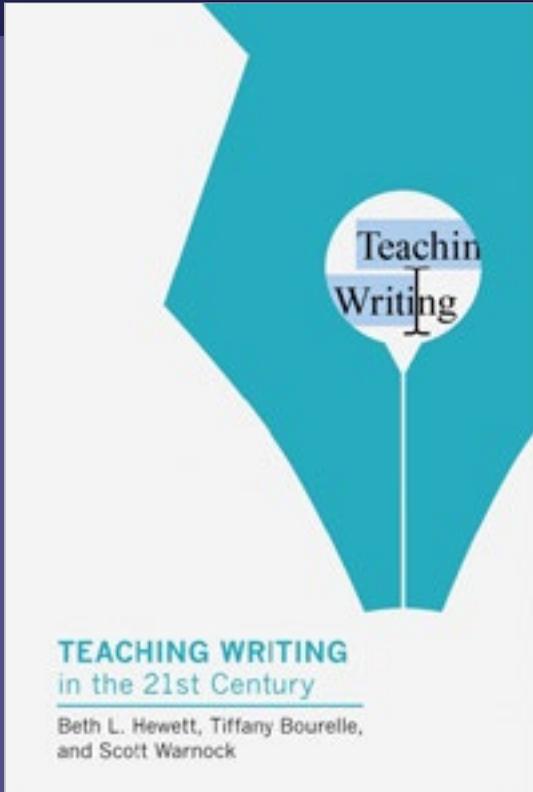
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## Teaching Writing in the Twenty-First Century

Beth L. Hewett, Tiffany Bourelle,  
and Scott Warnock

---

“We increasingly live and teach and learn in a digital world. This book will do much to encourage and support effective teaching and learning.”

—Duane Roen, Arizona State University

*Teaching Writing in the Twenty-First Century* is a comprehensive introduction to writing instruction in an increasingly digital world. It provides both a theoretical background and detailed practical guidance to writing instructors faced with novel and ever-changing digital learning technologies, new approaches to access needs and usability design, increasing student diversity, and the multiliteracies of reading, alphabetic writing, and multimodal composition. A companion volume, *Administering Writing Programs in the Twenty-First Century*, considers the role of administrators in addressing these issues.

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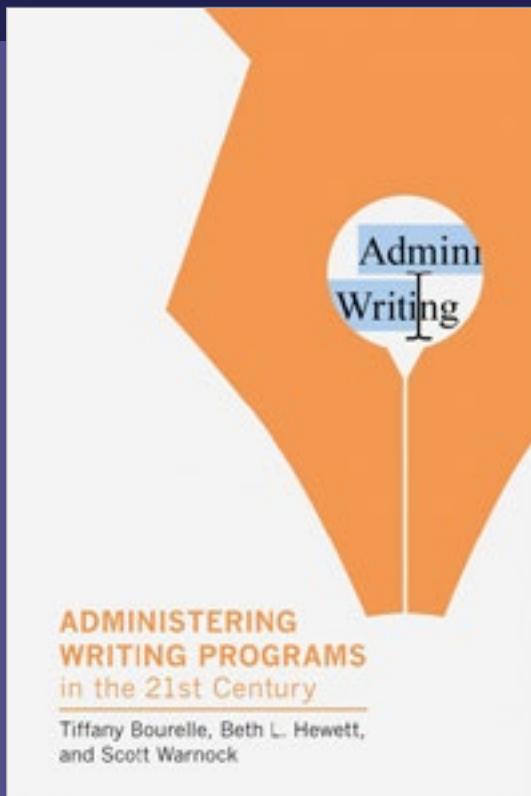
Professional Issues  
Composition and Rhetoric

designing and scaffolding assignments; providing response, feedback, and evaluation; communicating effectively; and supporting students. These strategic and practical ideas are prefaced by a history of the relation between composition and rhetoric and a guide to diversity, inclusion, and access. The volume ends with a chapter on envisioning the future of composition.

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## Administering Writing Programs in the Twenty-First Century

Tiffany Bourelle, Beth L. Hewett, and Scott Warnock



This book is a comprehensive guide to administering writing programs at a moment when communication, and thus the teaching of writing, is always changing. A companion to *Teaching Writing in the Twenty-First Century*, which considers how writing instructors can successfully adapt to new challenges, this volume addresses the concerns of both novice and experienced writing program administrators. It includes guidance on building and assessing writing programs; on hiring, training, evaluating, and mentoring instructors; on eliminating cultural bias; on encouraging the well-being of administrators and instructors; on assignments and instructional tools; and on access, diversity, and inclusion.

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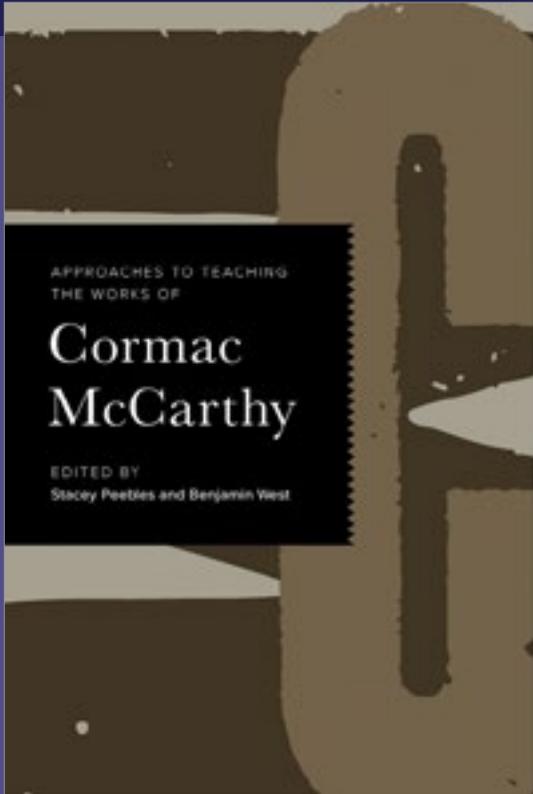
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ful, effective approaches to using technology in writing programs, the book also provides information designed to support instructors in their teaching of rhetorical literacy strategies regardless of the environment or medium in which students compose and communicate.

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## Approaches to Teaching the Works of Cormac McCarthy

Edited by Stacey Peebles  
and Benjamin West

---

“Unique . . . will set the standard for future  
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—Willard Greenwood, Hiram College

In the decades since his 1992 breakout novel, *All the Pretty Horses*, Cormac McCarthy has gained a reputation as one of the greatest contemporary American authors. Experimenting with genres such as the crime thriller, the post-apocalyptic novel, and the western, his work also engages with the aesthetics of cinema, and several of his novels have been adapted for the screen. While timely and relevant, his works use idiosyncratic language and contain intense, troubling portrayals of racism, sexism, and violence that can pose challenges for students.

This volume offers strategies for guiding students through McCarthy’s oeuvre, addressing all his novels as well as his published plays and screenplays. Part 1, “Materials,” provides sources of biographical information and key scholarship on McCarthy. Essays

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The Teaching of Literature

in part 2, “Approaches,” discuss subjects such as landscape and ecology, mythologies of the American West, film adaptations, and literary contexts and describe assignments that encourage students to write creatively and to examine their personal values.

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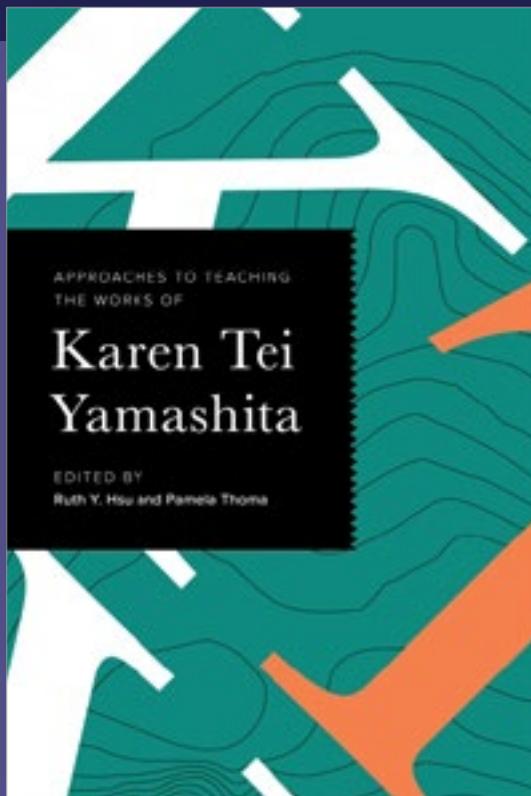
## Approaches to Teaching the Works of Karen Tei Yamashita

Edited by  
Ruth Y. Hsu and Pamela Thoma

---

"This book will be a vital resource for teachers, students, and scholars. . . . After reading it, I am doubly inspired to teach Yamashita's works."

—Sue-Im Lee, Temple University



Structurally innovative and culturally expansive, the works of Karen Tei Yamashita invite readers to rethink conventional paradigms of genres and national traditions. Her novels, plays, and other texts refashion forms like the immigrant tale, the postmodern novel, magical realism, apocalyptic literature, and the picaresque and suggest new transnational, hemispheric, and global frameworks for interpreting Asian American literature.

Addressing courses in American studies, contemporary fiction, environmental humanities, and literary theory, the essays in this volume are written by undergraduate and graduate instructors from across the United States and around the globe. Part 1, "Materials," outlines Yamashita's novels and other texts, key works of criticism and theory, and resources for Asian American and Asian Brazilian literature and culture. Part 2, "Approaches," provides

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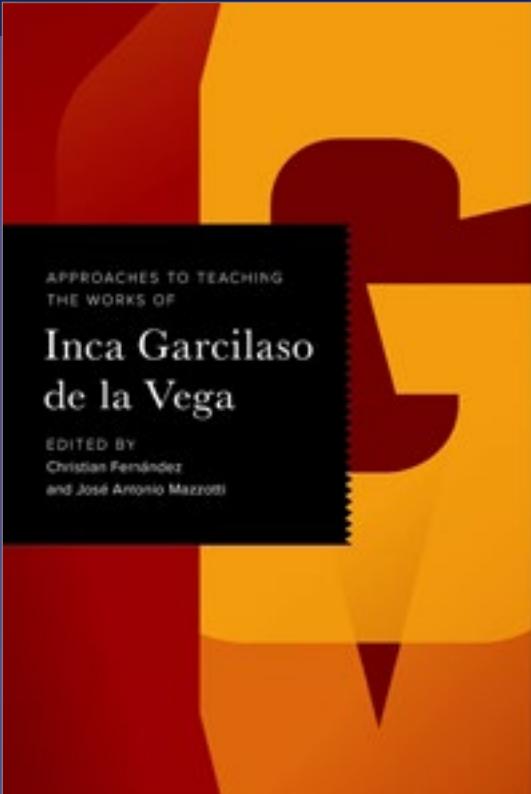
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Subject Areas:

American Literature  
Asian American Studies  
The Teaching of Literature

options for exploring Yamashita's works through teaching historical debates, outlining principles of environmental justice, mapping geographic boundaries to highlight power dynamics, and drawing personal connections to the texts. Additionally, an essay by Yamashita describes her own approaches to teaching creative writing.

MARCH 2022



## Approaches to Teaching the Works of Inca Garcilaso de la Vega

Edited by Christian Fernández  
and José Antonio Mazzotti

“This excellent collection of essays . . . provides valuable insights for students today, especially for many Latinx students whose bicultural and bilingual experiences resonate with Inca Garcilaso’s life and world.”

—Luis Fernando Restrepo,  
University of Arkansas, Fayetteville

The author of *Comentarios reales* and *La Florida del Inca*, now recognized as key foundational works of Latin American literature and historiography, Inca Garcilaso de la Vega was born in 1539 in Cuzco, the son of a Spanish conquistador and an Incan princess, and later moved to Spain. Recalling the family stories and myths he had heard from his Quechua-speaking relatives during his youth and gathering information from friends who had remained in Peru, he created works that have come to indelibly shape our understanding of Incan history and administration. He also articulated a new American identity, which he called *mestizo*.

This volume provides guidance on the translations of Garcilaso’s writings and on the scholarly reception of his ideas. Instructors will discover ideas for teaching Garcilaso’s works in relation to

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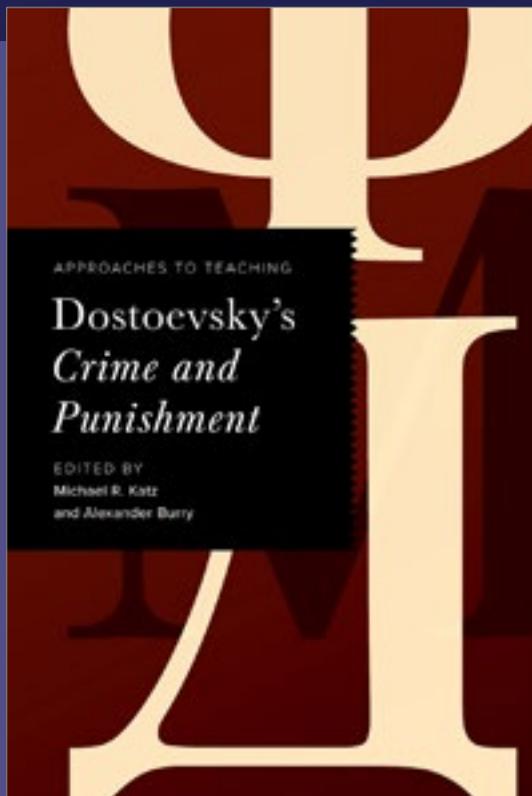
indigenous thought, European historiography, natural history, indigenous religion and Christianity, and Incan material culture. In essays informed by post-colonial and decolonial perspectives, scholars draw connections between Garcilaso’s writings and contemporary issues like migration, multiculturalism, and indigenous rights.

## Approaches to Teaching Dostoevsky's *Crime and Punishment*

Edited by Michael R. Katz  
and Alexander Burry

"This is an enormously useful volume for  
teachers of Dostoevsky."

—Justin Weir, Harvard University



Recounting the murder of an elderly woman by a student expelled from university, *Crime and Punishment* is a psychological and political novel that portrays the strains on Russian society in the middle of the nineteenth century. Its protagonist, Raskolnikov, moves in a world of dire poverty, disillusionment, radicalism, and nihilism interwoven with religious faith and utopianism. In Dostoevsky's innovative style, which he called *fantastic realism*, the narrator frequently reports from within the protagonist's mind. The depiction of the desperate lives of tradespeople, students, alcoholics, prostitutes, and criminals gives readers insight into the urban society of St. Petersburg at the time.

The first part of this book offers instructors guidance on Russian editions and English translations, a map of St. Petersburg showing locations mentioned in the novel, a list of characters and an explanation of

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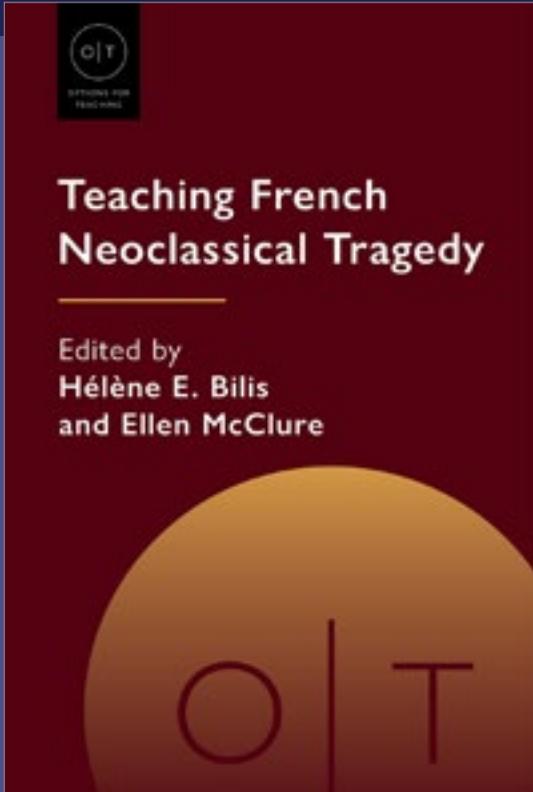
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Subject Areas:

Russian Literature  
The Teaching of Literature

the Russian naming system, analysis of key scenes, and selected critical works on the novel. In the second part, essays address many of Dostoevsky's themes and consider the role of ethics, gender, money, Orthodox Christianity, and social justice in the narrative. The volume concludes with essays on digital media and film adaptations.

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## Teaching French Neoclassical Tragedy

Edited by Hélène E. Bilis  
and Ellen McClure

“An invaluable resource for teachers bringing French neoclassical theater to the classroom, this book contains excellent, concrete suggestions for activities that encourage student engagement and communication.”

—Roland Racevskis, University of Iowa

Tragedy has been reborn many times since antiquity. Seventeenth-century French playwrights composed tragedies marked by neoclassical aesthetics and the divine-right absolutism of the Grand Siècle. But their works also speak to the modern imagination, inspiring reactions from Barthes, Derrida, and Foucault; adaptations and reworkings by Césaire and Kushner; and new productions by francophone and anglophone directors.

This volume addresses both the history of French neoclassical tragedy—its audiences, performance practice, and development as a genre—and the ideas these works raise, such as necessity, free will, desire, power, and moral behavior in the face of limited choices. Essays demonstrate ways to teach

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| Subject Areas:               | French Literature<br>Drama |

the plays through a variety of lenses, such as performance, spectatorship, aesthetics, rhetoric, and affect. The book also explores postcolonial engagement, by writers and directors both in and outside France, with these works.

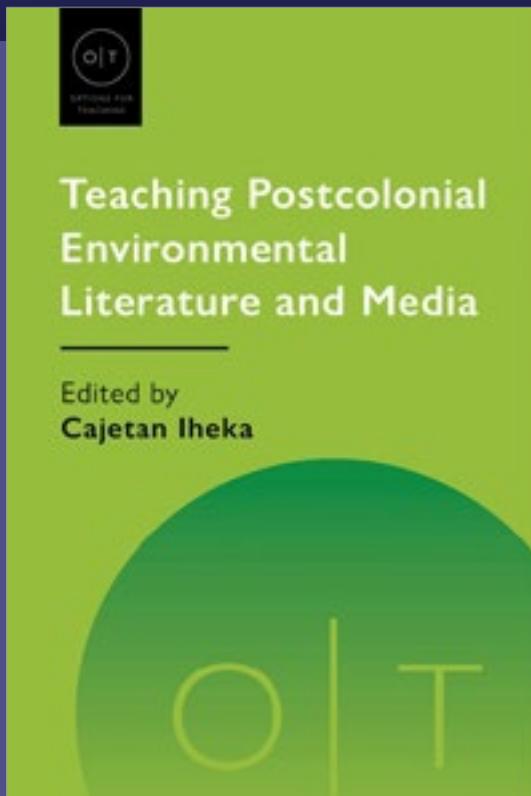
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## Teaching Postcolonial Environmental Literature and Media

Edited by Cajetan Iheka

"This is a very exciting and much-needed addition to scholarly and pedagogical resources for the postcolonial environmental humanities."

—Scott Slovic, University of Idaho



Taking up the idea that teaching is a political act, this collection of essays reflects on recent trends in ecocriticism and the implications for pedagogy. Focusing on a diverse set of literature and media, the book also provides background on historical and theoretical issues that animate the field of postcolonial ecocriticism. The scope is broad, encompassing not only the Global South but also parts of the Global North that have been subject to environmental degradation as a result of colonial practices. Considering both the climate crisis and the crisis in the humanities, the volume navigates theoretical resources, contextual scaffolding, classroom activities, assessment, and pedagogical possibilities and challenges. Essays are grounded in environmental justice and the project to decolonize

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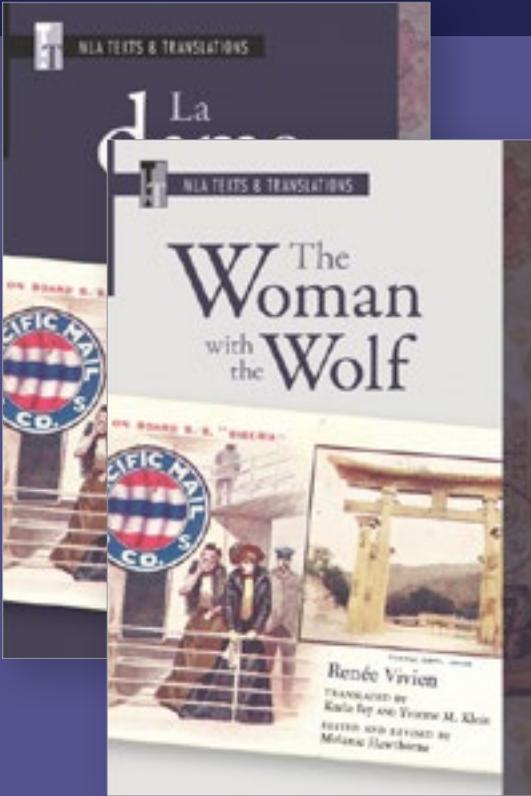
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Subject Areas: Environmental Studies  
Postcolonial Literature  
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the classroom, addressing works from Africa, New Zealand, Asia, and Latin America and issues such as queer ecofeminism, disability, Latinx literary production, animal studies, interdisciplinarity, and working with environmental justice organizations.

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## The Woman with the Wolf

Renée Vivien

Edited and revised by Melanie Hawthorne

Translated by Karla Jay and  
Yvonne M. Klein

## La dame à la louve

Renée Vivien

Edited and revised by Melanie Hawthorne

“More than a century after their publication, Renée Vivien’s short stories foreground issues that women continue to face: sexual violence, double standards, and social inequality.”

—Gayle Levy,  
University of Missouri, Kansas City

Although Renée Vivien led a life of wealth and privilege in belle époque Paris, she often felt like an outsider because she was attracted to other women. Financially secure, she wrote books to suit her own taste rather than that of the literary market. *The Woman with the Wolf* (*La dame à la louve*), from 1904, shows her at the height of her powers.

These fierce, surprising stories challenge moral hypocrisy and normative views about gender, beginning with the title work, which offers a coded representation of same-sex love in the seemingly inexplicable commitment between a woman and her canine companion. The following stories feature a reimagined fairy tale in which Prince Charming turns out to be a young woman, a western adventure whose narrator goes mad with thirst, and other unconventional narratives that range across time and space.

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Prose Fiction  
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## Miracles of Love French Fairy Tales by Women

Edited by Nora Martin Peterson

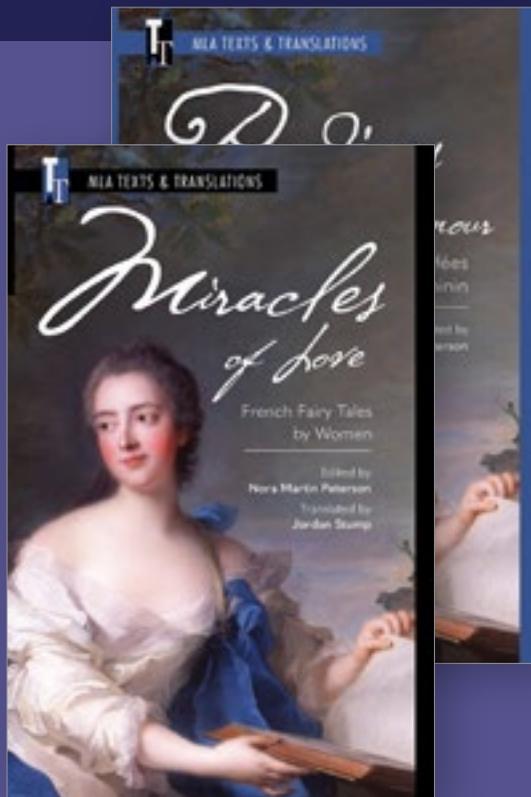
Translated by Jordan Stump

## Prodiges d'amour Contes de fées au féminin

Edited by Nora Martin Peterson

"The edition and translation are laudable and compelling and will be readily adopted in a range of courses in literature, folklore, and gender studies."

—Lewis Seifert, Brown University



Before children's stories came to exemplify the French fairy tale, early modern audiences read the works of women writers known as *conteuses*. From the late seventeenth century through the Revolution, the *conteuses* published rich, complex tales that were popular in literary salons and elite courtly settings.

These unpredictable works feature candid representations of female desire, strong support for the education of women, and surprising twists on the fairy tale formulas familiar to readers of Charles Perrault. Not only witty and entertaining, the tales also comment on the unfair treatment of women that the authors saw in society, history, and myth.

Brief biographies introduce to new audiences writers who challenged social conventions, won popular and critical acclaim, and defined the fairy tale genre in their own time.

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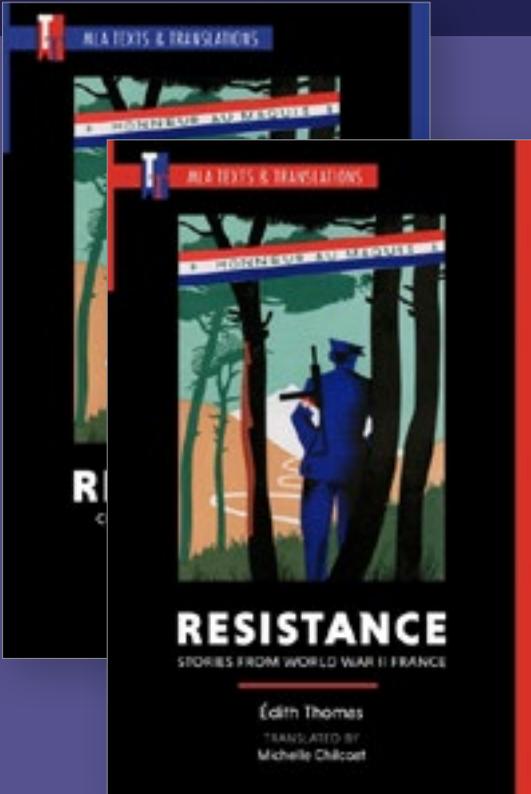
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## Resistance Stories from World War II France

Édith Thomas

Translated by Michelle Chilcoat

## Résistance Contes de la Seconde Guerre mondiale en France

Édith Thomas

Edited by Michelle Chilcoat

---

“In addition to providing a glimpse of daily life during World War II and a woman’s perspective on the war, these stories raise issues about moral choices that go beyond the specific time period and remain relevant to choices people face today.”

—Melanie Hawthorne, Texas A&M University

Based on real events of the French Resistance during World War II, Édith Thomas’s stories explore how ordinary people respond to the extraordinary conditions of political occupation. The stories, first published under the title *Contes d’Auxois* (*Auxois Stories*) by an underground press in 1943, were written to oppose Vichy-Nazi propaganda and to offer encouragement to civilians who felt resigned to defeat.

Whether lining up to wait for food, tuning in to a forbidden radio broadcast, adapting to living side by side with German soldiers, or preparing for an act of sabotage, the characters in these stories must make choices in highly compromised circumstances on a daily basis. As the characters confront their own suffering and that of others, their actions inspire readers to consider the nature of heroism, the idea

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Subject Areas: French Literature  
Prose Fiction

that people can share a common humanity with their enemies, and the possibility for individuals to find solidarity in an overwhelming, isolating world.

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## Life and Deeds of the Famous Gentleman Don Catrín de la Fachenda

José Joaquín Fernández de Lizardi

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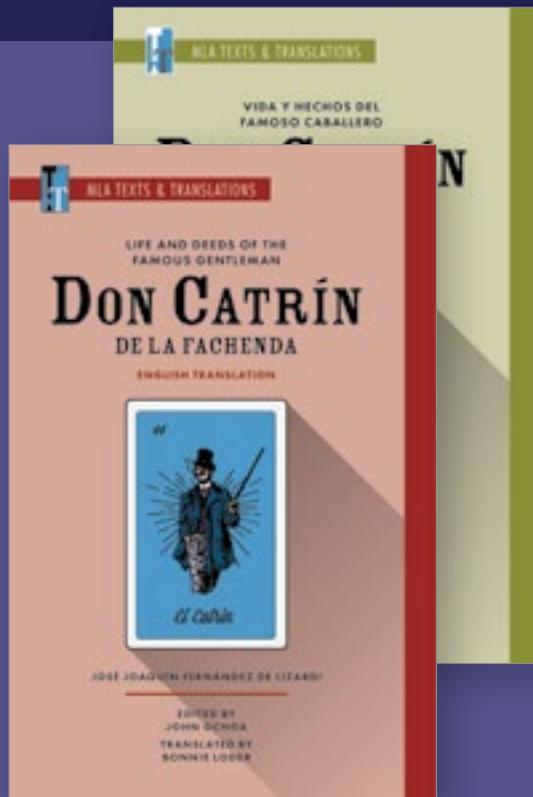
## Vida y hechos del famoso caballero don Catrín de la Fachenda

José Joaquín Fernández de Lizardi

Edited by John Ochoa

"The work offers a complex portrait of negotiated identities, and, despite its ending on a moralizing note, a modern audience will find it delightfully subversive."

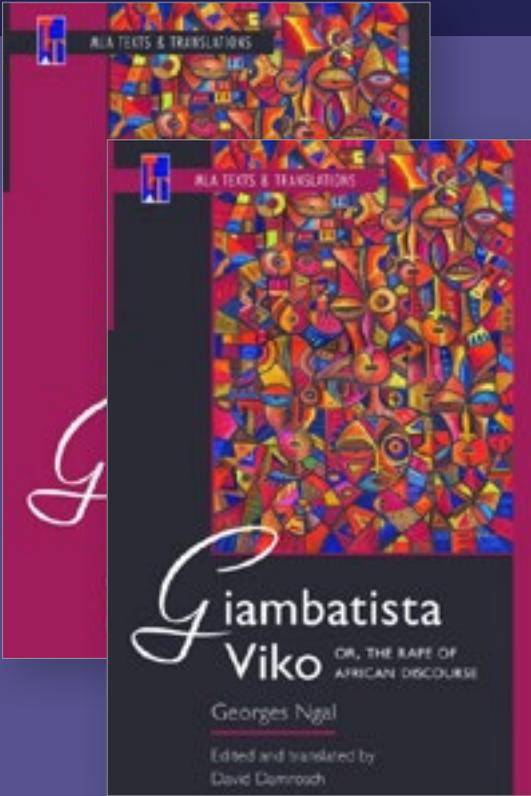
—Kelly Washbourne, Kent State University



*Don Catrín de la Fachenda*, here translated into English for the first time, is a picaresque novel by the Mexican writer José Joaquín Fernández de Lizardi (1776–1827), best known as the author of *El Periquillo Sarniento* (*The Itching Parrot*), often called the first Latin American novel. Don Catrín is three things at once: a rakish *pícaro* in the tradition of the picaresque; a *catrín*, a dandy or fop; and a *criollo*, a person born in the New World and belonging to the same dominant class as their Spanish-born parents but relegated to a secondary status. The novel interrogates then current ideas about the supposed innateness of race and caste and plays with other aspects of the self considered more extrinsic, such as appearance and social disguise. While not directly mentioning the Mexican wars of independence, *Don Catrín* offers a

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vivid representation of the political and social frictions that burst into violence around 1810 and gave birth to the independent countries of Latin America.



## Giambatista Viko or, The Rape of African Discourse

Georges Ngal

Edited and translated by David Damrosch

## Giambatista Viko ou, Le viol du discours africain

Georges Ngal

Edited by David Damrosch

“A fresh translation of a challenging and overlooked work, accompanied by a perceptive and clear introduction that provides a nimble synthesis of the work’s historical and political contexts. . . . *Viko* has the potential to become a regular feature of syllabi for years to come.”

—Tobias Warner, University of California, Davis

Georges Ngal’s pathbreaking satire *Giambatista Viko* explores the vexed relations between metropolitan centers and peripheral former colonies through its titular antihero, an African professor at an African studies institute divided between European-focused cosmopolitans and Afrocentrists. Struggling to write the great African novel and subject to abuse, Viko realizes he can no longer separate the African and the European parts of his multilayered, African francophone culture. Viko’s fate is a warning about the perils of artistic creation in a world where power is not shared. Part of the wave of African novels of the 1960s and 1970s that grappled with the disenchantments of decolonization, *Giambatista Viko* can be read at once as a Congolese novel, a francophone novel, and a work of world literature.

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