

Call for Contributors (essay collection): Teaching Modernist Women Writers in English

Essay proposals are invited for a volume entitled *Teaching Modernist Women's Writing in English*, to appear in the *Options for Teaching* series published by the Modern Language Association. The purpose of the volume is to meet the needs of instructors seeking pedagogical strategies for teaching modernist women's writing in English and the ways in which women were vital creators and participants in the works and networks of modernism. The volume aims to capture the multiplicity of artistic, political, and social networks of which women writers were a part, crossing gender, class, and national boundaries, and to share ways to teach these connections and concepts from a wide range of contributors who work from different critical orientations and in different types of institutions and classroom settings. The volume will include material relevant for specialists and generalists who are teaching at the undergraduate and graduate levels, as well as in alternative classroom and institutional situations. The teaching resources to be shared will include current scholarship, readings, and digital tools.

Essays responding to four general areas through the lens of pedagogical theory and practice are sought: teaching modernism or modernist studies, thematic concerns, genre or form, and theoretical or methodological approaches. Contributions might cover topics related to issues and definitions in modernist studies, particularly as relevant to the study of women writers. These essays might focus on contexts and conceptual questions important to modernism and highlight the importance of women writers therein. Some essays might take up the teaching of a specific theme (e.g., trauma, colonialism, globalization, race, class, sexuality) or topic (e.g., suffrage, war, empire, socialism, communism, fascism, the workplace, little magazines, the literary marketplace). Other essays might look at the ways women writers used particular forms and genres (fiction, documentary, journalism, life writing, poetry, pamphlets or manifestos, "the middlebrow," genre fiction, working-class writing, film, drama); these might consider teaching the tension between tradition and the avant-garde or the noteworthy contributions that women made to the avant-garde. Finally, essays might describe and exemplify teaching informed by particular critical or methodological approaches, such as theoretical perspectives (postcolonial studies, queer studies, narrative theory), interdisciplinary work (art, music, dance, science, technology) or intertextuality, the digital humanities, and the teaching of writing or multimodal pedagogy. A balance is sought among writers from the United States and the United Kingdom, as well as writers working in English from other regions of the world (e.g., the Caribbean, India).

Proposals should mention and define specific terms, concepts, techniques, and classroom contexts as appropriate. They should describe the intended topic, particularly the pedagogical approach taken to teaching modernist women's writing, including methodology, evidence, theoretical or critical framework, and significance for those teaching in the field. The proposal should indicate the value of the intended topic to a broad range of instructors and should maintain a clear focus on teaching. Please note that any quotations from student papers will require written permission from the students.

Proposals of 500 words (for potential completed essays of 3,000–3,500 words) should be sent to Janine Utell (janine.utell@gmail.com) by 1 December 2015 via e-mail. Proposals may also be submitted through the site on the MLA Commons dedicated to the volume's development: <https://modwomen.commons.mla.org>

Visit the MLA Commons site dedicated to the development of this volume; you'll find the book proposal, resources, opportunity to offer comment and feedback, as well as this call and a submission portal: <https://modwomen.commons.mla.org>

Deadline: Dec. 1, 2015