Project UNLOC:
An Interdisciplinary Bibliography for Literacy, Narrative, and Technology

Gerardo Contreras

> [T]he present jumbling of varieties of discourse has grown to the point where it is becoming difficult either to label authors (What is Foucault—historian, philosopher, political theorist? What is Thomas Kuhn—historian, philosopher, sociologist of knowledge?) or to classify works (What is George Steiner's *After Babel*—linguistics, criticism, culture history? What is William Gass's *On Being Blue*—treatise, causerie, apologetic?) (Geertz 166).
> The study of narrative is no longer the province of literary specialists or folklorists borrowing their terms from psychology and linguistics, but has now become a positive source of insight for all the branches of human and natural science (Mitchell ix).
> The academy is structured to keep us isolated. We work in separate departments, go to separate conferences, and publish in different journals. We seldom work together and everyone competes for limited resources (Pagnucci and Mauriello 22-23).

At the beginning of this bibliographic project, my goal was to map the territory of recent scholarly work in literacy, narrative, and technology and look at the intersections between these three disciplines to create a clearly categorized and defined list of resources in these three disciplines. Yet as the introductory quotes of Geertz and Mitchell show, this initial goal was not realizable because the more I searched for information regarding these topics, the more I found that other disciplines emerged and these initial categories started to blur. At that point, the most difficult challenge was,

"How can I create a more contextualized picture that makes this bibliography more inclusive and rich for scholars and teacher practitioners working in literacy, technology, and narrative?" I eventually realized the need to take an interdisciplinary approach to this bibliographic work to incorporate valuable insights from fields such as art, sociology, anthropology, architecture, photography, ecology, literary theory, philosophy, and research methodology, among others. Drawing from Geertz's and Mitchell's calls for an interdisciplinary approach between the social, human, and natural sciences, I discarded my initial idea for categorizing this bibliography. Then I decided to list it in alphabetical order to allow those who would benefit from this work to borrow freely insights and methods of inquiry, cross disciplinary boundaries, and integrate into their work multiple perspectives, thus guiding scholars and teacher practitioners to a 'blurring of genres' (Geertz). In the end, to create discrete categories for the bibliography seemed unsuitable since the goal of Project UNLOC was an attempt to rethink disciplinary boundaries and build 'a new academic heteroglossia' as stated by Pagnucci and Mauriello in the introduction to this millennial issue of Works and Days. Thus, my final decision to organize this bibliography in an alphabetical order has a threefold purpose:

  * To resist the positivistic tradition that demands us to reduce everything to discrete and neat categories and positions scholars as detached 'loners' working in an academic environment that keeps us isolated as echoed by Pagnucci and Mauriello in the introductory quote to this interdisciplinary bibliography. An understanding of the complexity and multifaceted dimension of human and social issues intertwined in narrative, literacy, and technology can't avoid the 'messiness' of a project that embraces the study of human beings. The personal and the social of lived experience can't be represented in statistical tables, chi-squares, or discrete categories with clear-cut answers or where scholars continue working in isolated academic territories—be it technology, literacy, or narrative. Project UNLOC calls for cross-fertilization and bondedness among social, human, and natural disciplines to open new paths that help scholars to grapple with issues that can't be answered by the work of a 'lone researcher' within a compartmentalized academic environment.

  * To provide space for other voices which are not part of UNLOC Project but whose work can not only help us rethink disciplinary boundaries but also shed light on the large question central to this project: what is the future of narrative discourse for the 21st century?

* To serve as a research tool for those who embark in similar research projects. Yet, I need to remind readers that this bibliography doesn't exhaust the number of studies published in many disciplines that may contribute insights to this issue of *Works and Days* on *The Future of Narrative Discourse: Internet Constructs of Literacy and Identity*.

Overall, my struggle as a bibliographer wasn't just the lay work of the researcher at the Library with 'hands-on' reading books, book reviews, and journal articles and searching for Web sites. The real work was a theoretical challenge of finding ways with 'mind-on' to blend our record of the knowledge that has been created for other scholars. This bibliography is more than just an alphabetical list of books, journal articles, and Web sites. If you look at the whole of the bibliography, then you see integration and interdisciplinarity. It's a way to begin to encounter a very rich picture of the scholarly world—the way you look determines what you see.

Acknowledgments

I want to thank Dr. Gian Pagnucci because he welcomed the idea for this bibliographic project from the very beginning. His sound and continuous recommendations made possible this interdisciplinary bibliography. I am also appreciative of Dr. David Downing and Dr. Nick Mauriello because they supported the possibility of enriching this millennial issue of *Works and Days* with the addition of this interdisciplinary bibliographic work. I also want to thank Dr. Ann De Vaney from the University of Wisconsin-Madison for her prompt response to my initial call of UNLOC project participants to make suggestions for this bibliography.

Works Cited

Geertz Clifford. "Blurred Genres: The Refiguration of Social Thought." *The American Scholar* 49 (1980): 165-179.
Mitchell, W. J. Thomas, ed. *On Narrative*. Chicago: The U of Chicago P, 1981.
Pagnucci Gian and Nicholas Mauriello. "The Future of Narrative Discourse: Internet Constructs of Literacy and Identity." *Works and Days 33/34, 35/36* 17&18.1 (2000): 17-35.
Note: The complete bibliography is available online at the UNLOC Web site: <http://gradeng.en.iup.edu/nickm/unloc/bibliography. htm>.

Contributors

Ellen Barton is an Associate Professor in the Department of English at Wayne State University where she teaches in the Linguistics Program and the Composition Program. Her article is drawn from a larger project entitled "Discourses of Disability: Interactional and Textual Practices in the Social Construction of Disability." Work from this project has appeared in *College English*, *Discourse and Society*, *Discourse Studies*, *Narrative Inquiry*, *TEXT*, and in several edited volumes.

Michael Blitz is Professor of English and Chair of Thematic Studies at John Jay College of Criminal Justice in the City University of New York. He has co-authored, with C. Mark Hurlbert, *Letters for the Living: Teaching Writing in a Violent Age* (NCTE, 1998) and *Composition and Resistance* (Boynton/Cook, 1991).

Jay David Bolter is Director of the New Media Center and Wesley Professor of New Media at the Georgia Institute of Technology. Together with Michael Joyce, Bolter is the author of *Storyspace*, a program for creating hypertexts for individual use and World Wide Web publication. Bolter is the author of *Turing's Man* (1984), *Writing Space* (1991), and most recently *Remediation* (1999), co-authored with Richard Grusin.

Samantha Caughlan is currently a Ph.D. student in Language and Literacy in the University of Wisconsin-Madison's Department of Curriculum and Instruction. Her current interests include the interrelationships between 21st-century literacy practices and new technologies.

D. Jean Clandinin is Professor and Director of the Centre for Research for Teacher Education and Development at the University of Alberta. She is widely published in the areas of teacher knowledge, teacher education, and narrative inquiry. Her most recent book (co-authored with Michael Connelly) is entitled *Narrative Inquiry* and is published by Jossey Bass.

Jennifer Cohen is a doctoral candidate at the University of Illinois at Chicago in the English Department's program, Language, Literacy, and Rhetoric. She is currently writing an ethnographic dissertation on language and literacy practices among second-generation Mexican-American high school girls on Chicago's Southeast Side with a focus on the students' use of computers and the Internet.

Dan Collins received his Ph.D. from Indiana University of Pennsylvania in 1998. He currently teaches writing courses at Cape Fear Community College in Wilmington, NC.

Bill Condon has taught writing for just over half his life—26 years—beginning as a 7th and 8th grade teacher in 1974. He is currently Director of Campus Writing Programs and Professor of English at Washington State University. Co-author of *Writing the Information Superhighway* (with Wayne Butler) and *Assessing the Portfolio: Principles for Theory, Practice, and Research* (with Liz Hamp-Lyons), Bill has also published several articles in the areas of writing assessment, program evaluation, and computers and writing.

Gerardo Contreras is a faculty member at the University of Los Andes, Táchira, in Venezuela. He is currently pursuing his Ph.D. in Rhetoric and Linguistics at Indiana University of Pennsylvania. As part of his qualitative dissertation research, he is working on combining the formats of written, performative, and visual ways of writing and sharing research projects.

Nancy Dunlop is an English Lecturer in Project Renaissance, a first-year, interdisciplinary program at the State University of New York at Albany. In addition to her teaching, she is a published poet and writer, with work appearing in *The Little Magazine*, *13th Moon*, and *Writing on the Edge*.

Radhika Gajjala is an Assistant Professor in the Department of Interpersonal Communication at Bowling Green State University. She has published articles in journals such as *Gender and Development*. She is currently working on a book length project on "Critical Transnational Feminisms."

Stephen Gance's dissertation explores educational technology texts to locate how discourses work within these texts to construct particular visions of teachers and students in a pedagogical relation to educational technology. He recently accepted the position of Assistant Professor at SUNY College at Fredonia.

Lisa Gerrard received her Ph.D. in comparative literature from the University of California, Berkeley, and has been a lecturer in the UCLA Writing Programs since 1980. She has published books and articles on foreign language composition, feminist literary criticism, and computers and writing,

Ellen Dineen Grimes is an Instructor in the College of Architecture at the Illinois Institute of Technology.

Sibylle Gruber is an Assistant Professor of Rhetoric at Northern Arizona University. She is the editor of *Weaving a Virtual Web: Practical Approaches to New*

Information Technologies and is co-editing a book with Laura Gray-Rosendale titled *Alternative Rhetorics: Challenges to the Rhetorical Tradition*.

Christina Haas is Associate Professor of English at Kent State University. An affiliate of the Center for Research on Workplace Literacy, Chris also directs the Department's Writing Internship Program.

Richard Higgason works as an English Instructor at Blue River Community College in Kansas City, MO. He is also currently finishing his dissertation on hypertext literature at Indiana University of Pennsylvania.

Mary E. Hocks is an Assistant Professor of English at Georgia State University. She has published articles in *Pre/Text*, *Computers and Composition*, and *Electronic Communication Across the Curriculum*. With Michelle Kendrick, she is editing a collection with MIT Press entitled *Eloquent Images: Writing Visually in New Media*.

Deborah H. Holdstein is Professor of English and Rhetoric at Governors State University. Her most recent book is the *Prentice Hall Anthology of Women's Literature* (2000), and she is currently completing a volume of essays with David Bleich on the uses of the personal in scholarship.

C. Mark Hurlbert is Professor of English at Indiana University of Pennsylvania. His most recent book, co-written with Michael Blitz, is *Letters for the Living: Teaching Writing in a Violent Age* (NCTE).

Johndan Johnson-Eilola works as the Director of Professional Writing and Associate Professor of English at Purdue University.

Michael Joyce teaches at Vassar College. His most recent book is *Othermindedness: The Emergence of Network Culture* (2000). His recent Web hyperfictions include "Lasting Image" with Carolyn Guyer and "The Sonatas of St. Francis" with Matt Hanlon, Carolyn Guyer, and Andrea Morris.

Susan M. Katz is Assistant Professor of English at North Carolina State University. She recently published *The Dynamics of Writing Review: Opportunities for Growth and Change in the Workplace* (Ablex), as well as an award-winning two-part article in the *IEEE Transactions on Professional Communication*.

Annie Knepler studies Language, Literacy, and Rhetoric at the University of Illinois at Chicago. She also works with community-based writing groups in Chicago and is the Associate Editor of the *Journal of Ordinary Thought*.

Louise Krasniewicz is Director of the Digital Archaeology Lab in the Cotsen Institute of Archaeology at UCLA. She is an anthropologist, artist, and award-winning digi-

tal media designer. Her anthropological research addresses issues of narrative, representation, metaphor, and imagination.

Aris Kuntjara (Aristarchus Pranayama Kuntjara) is from Indonesia and is currently a graduate art student at Indiana University of Pennsylvania. He has exhibited his artwork throughout the United States and has received several awards.

Edward Maloney is an Adjunct Professor and the Faculty Technology Support Coordinator for the Humanities at Georgetown University. He has published articles on film theory, twentieth-century literature and technology. He is currently completing his Ph.D. in English at Ohio State University.

Nicholas Mauriello is the Co-Director of Project UNLOC. He recently completed his Ph.D. in the Graduate Studies in Rhetoric and Linguistics program at Indiana University of Pennsylvania. He is an Assistant Professor and the incoming Director of the Comprehensive Writing Program at Spelman College in Atlanta, Georgia. He has published articles in *Computers and Composition* and various book chapters.

Paula Mathieu is a doctoral candidate at the University of Illinois at Chicago in the program of Language, Literacy, and Rhetoric. She teaches both at UIC and at StreetWise, a nonprofit newspaper sold by men and women in Chicago who are homeless or at risk of becoming homeless. Her writing has appeared in *Works and Days* and *Rhetoric Review*.

M. Shaun Murphy is a primary school teacher and a graduate student at the Centre for Research for Teacher Education and Development at the University of Alberta. He is interested in the ways lives and landscapes conspire to create narratives.

Lee Odell is Professor of composition theory and research and Writing Program Director at Rensselaer Polytechnic Institute. His current scholarship and teaching focus on: 1) integrating visual and textual rhetoric; and 2) describing and assessing writing done by professionals (e.g., engineers, managers) who do not think of themselves as 'writers.'

Derek Owens teaches in the English Dept at St. John's University, where he also directs the Writing Center. He is the author of *Resisting Writings (and the Boundaries of Composition)*, and is currently finishing a manuscript titled *Survival and Sustainability: Composition for a Threatened Generation*.

Gian S. Pagnucci is the Co-Director of Project UNLOC and an Assistant Professor of English at Indiana University of Pennsylvania. He has published articles in *Computers and Composition*, *English Journal*, and *Theory into Practice*, as well as chapters in books by NCTE and Heinemann Boynton/Cook..

Michele L. Petrucci is the Assistant Director of the American Language Institute at Indiana University of Pennsylvania, an intensive English program for international students. She is also currently completing her coursework in IUP's doctoral English program (Rhetoric and Linguistics) with focuses on composition, literacy, and narrative inquiry.

James Phelan is Professor and Chair of English at Ohio State University. The editor of *Narrative*, he is the author or editor of five books of narrative theory, the most recent of which is *Narrative as Rhetoric*, and the author of *Beyond the Tenure Track: Fifteen Months in the Life of an English Professor*.

Todd Rohman is Professor of English at Governors State University. He received his Ph.D at the University of Miami, having completed a disseration on Thomas Pynchon. His wide-ranging teaching interests include literature, film, and composition; he has done innovative work combining the traditional classroom with online teaching and learning.

David Schaafsma is Associate Professor of English and Director of English Education at the University of Illinois at Chicago. He is the author of *Eating on the Street* (1993), co-author of *Language and Reflection: An Integrated Approach to Teaching English* (1992) and co-editor of *Literacy and Democracy* (1998), and is the editor of *English Education*.

Catherine F. Smith is an Associate Professor of Writing at Syracuse University where she teaches composition, advanced composition, professional communication, discourse analysis, and writing for the World Wide Web.

Erec Steven Smith is a doctoral student in the Language, Literacy, and Rhetoric program of the University of Illinois at Chicago's English Department. He is concentrating on the exemplification of culture crossing through literature as well as narratives in hopes of setting precedents for effective culture crossing in America.

James J. Sosnoski is Professor of English at the University of Illinois at Chicago. He is the author of *Token Professionals and Master Critics: A Critique of Orthodoxy in Literary Studies*, and *Modern Skeletons in Postmodern Closets: A Cultural Studies Alternative*, as well as various essays on literary and pedagogical theory, computer-assisted pedagogy, and online collaboration.

Bridget Harris Tsemo is a fourth year graduate student at the University of Illinois at Chicago. She is currently working on a dissertation that will explore the complex lives of early twentieth century African-American female 'activists' (a latter twentieth century term; the term 'radicals' is more time-appropriate), Mary McLeod Bethune, Ida B. Wells, and Mary Church Terrell.

Myron Tuman is Professor of English at the University of Alabama. His latest work in practice includes *Visions: Readings for a Changing World* (2000). His latest work in theory—his third study in a series on language, culture, and technology—is *Language and Limits: Resisting Reform in English Studies*. His essay on Charlotte Brontë is part of a larger study of atavism in 19th-century literature.

Patricia Webb Peterson is an Assistant Professor at Arizona State University. Her articles have appeared in such places as *Computers and Writing*, *Composition Forum*, *Weaving a Virtual Web* (NCTE, 1999), and *Reload: Rethinking Women+Cyberculture* (MIT P, forthcoming). She is working on a book length investigation of collaboration in the field of rhetoric and composition.

Kathryn Weiss recently completed a Masters degree in Arizona State's Interdisciplinary Humanities Program. She is currently pursuing a doctorate at Kent State in the Literacy, Rhetoric, and Social Practice program.

Myka Vielstimmig is the electronic writing partnership of (in alphabetical order) Michael Spooner (Utah State University) and Kathleen Blake Yancey (Clemson University). **Vielstimmig** is German for 'many-voiced.' The portion of their text marked <Myka Players' online reflection> was written with John Barber (Texas Womens University) and Dene Grigar (Texas Womens University), Tina Perdue (Indiana University of Pennsylvania), and Mike Williamson (Indiana University of Pennsylvania).

Vershawn Ashanti Young is a Ph.D. candidate in the Department of English at the University of Illinois at Chicago. His research interests include Black rhetoric, cultural studies, and minority education.