ENCOUNTERS ACROSS THE AMERICAS
ARCHIVES, TECHNOLOGIES, METHODS
1ST BIENNIAL CONFERENCE AMERICAS CHAPTER OF IABA

JUNE 4-7, 2015
INSTITUTE FOR THE HUMANITIES
UNIVERSITY OF MICHIGAN
ANN ARBOR, MICHIGAN, USA
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General Information

Registration: Registration will begin at 8:00am on Thursday, June 4, outside the Ehrlicher Room located on the third floor of North Quad (105 S. State Street). Registration will continue on Friday between 7:30 and 8:30 am on the second-floor concourse of the Michigan League (911 N. University).

Welcome Reception: All conference participants are invited to attend the welcome reception from 6:30 – 8:00 pm on Thursday, June 4 at the Institute for Humanities atrium (202 S. Thayer Street). The reception will include a cash bar for beer and wine. One drink ticket per registrant has been included with your name tag.

Finding your Way: Enclosed in your registration packet is a map of campus showing the buildings and rooms for the conference program. There is also a downtown Ann Arbor map enclosed.

Parking: The Liberty Square Parking Structure is the closest available public parking to the conference. $1.20/hour, $4 flat rate entry after 3pm M-F and all day Sat. Must exit by 6am next day. Free parking on Sunday. See http://www.a2dda.org/transportation/ for other available options.

WIFI on Campus: Internet access is available across campus. Choose the network called “MGuest.” You will be prompted to enter your own email address, then open a browser (Chrome, Safari, etc…) to continue.

Banquet Dinner: For those who registered and paid for the banquet dinner, it will be held at the University of Michigan Matthaei Botanical Gardens on Saturday, June 6. A bus will provide transportation to and from the reception. The bus will be available to board at 6:30pm in front of the Thayer Building, 202 South Thayer St. (indicated on your program location map). The bus will depart no later than 6:45pm. For the return trip, the bus will be available to board at 8:45pm, with an estimated return time to the Thayer Building by 9:15pm. The dinner will include a cash bar for beer and wine. One drink ticket per registrant has been included with your name tag.
Detroit Institute of Arts: For those who registered and paid for this trip, the bus will be available to board Sunday, June 7 at noon in front of the Thayer Building, 202 South Thayer St. The bus will depart no later than 12:15pm. For the return trip, the bus will be available to board at 3:45pm at the group entrance (John R Street) of the DIA. The bus will depart for Ann Arbor no later than 4:00pm, with an estimated return time to the Thayer Building between 5 and 5:30pm.

Important Note: You will need your IABA name badge for security purposes in all buildings on campus. It is also your pass to board the bus for the Banquet Dinner at Matthaei Botanical Gardens and the trip to the Detroit Institute of Art. Please be sure to wear your name tag throughout the conference.

Important Phone Numbers

Conference Organizers:
Patrick Tonks, IH Assistant Director, 734-763-4463 or tonks@umich.edu
Doretha Coval, IH Events Coordinator, 734-936-3518, or dcoval@umich.edu

In case of Fire, Police, Medical Emergency dial 911. If you are dialing from a “campus phone” you will need to dial 9 first, and then dial 911.
**Thursday, June 4**

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<td>8:30 - 10:00am</td>
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<td>10:00 - 10:30am</td>
<td>Welcome (Ehrlicher Room, North Quad 3rd floor)</td>
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<td>Sara Blair, vice provost and professor, University of Michigan;</td>
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<td>Sidonie Smih, professor and director, Institute for the Humanities,</td>
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<td>University of Michigan; Julia Watson, professor emerita, The Ohio</td>
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<td>State University</td>
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<td>10:30-noon</td>
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<td>Ruth Behar, “We Are All Somebody: Celebration of the Human Voice”</td>
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<td>6:30 - 8pm</td>
<td>Welcome Reception (Institute for the Humanities, 202 S. Thayer, Atrium)</td>
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Friday, June 5

North Quad 2175 will be open all day for use as a networking lounge

7:30 - 8:30am Registration and breakfast (Michigan League, 2nd floor concourse)

8:30 - 10:00am Keynote (Michigan League Ballroom, 2nd floor) Vincent Carretta, “Uncovering Lives: the Biographical Challenge of the Early Black Atlantic”

10:00 - 10:30am Break (Michigan League, 2nd floor concourse)

10:30-noon Sessions in North Quad and Michigan League

12 - 1:30pm Lunch (Michigan League Ballroom)

1:30 - 3pm Sessions in North Quad and Michigan League

3 - 3:30pm Break (Michigan League, 2nd floor concourse)

3:30 - 5pm Sessions in North Quad and Michigan League

5:15 - 6:30pm Presentation and gallery tour with Amanda Krugliak, curator for the Institute for Humanities Gallery, 202 S. Thayer, Room 1010)

7:30 - 9pm Film: Searching for Sugar Man (Osterman Common Room, 202 S. Thayer, Room 1022)
Saturday, June 6

North Quad 2175 will be open all day for use as a networking lounge

7:30 - 8:30am  Breakfast (Michigan league, 2nd floor concourse)

8:30 - 10:00am  Keynote (Michigan League Ballroom)

Leigh Gilmore, “Rigoberta Menchú: Slow and Fast Time in the Testimonial Archive”

10:00 - 10:30am  Break (Michigan League, 2nd floor concourse)

10:30-noon  Sessions in North Quad and Michigan League

12 - 1:30pm  Lunch (Michigan League Ballroom)

1:30 - 3pm  Sessions in North Quad and Michigan League

3 - 3:30pm  Break (Michigan League, 2nd floor concourse)

3:30 - 5pm  Keynote (Michigan League Ballroom)

Leonor Arfuch, “Memoria, testimonio, autoficción. Narrativas de infancia en dictadura” *(translation provided)*

“Memory, Testimonio, Auto-fiction. Childhood Narratives under Dictatorship”

5:15 - 6:15pm  Business Meeting (Osterman Common Room, 202 S. Thayer, Room 1022)

6:30pm  Bus to banquet dinner at Matthaei Botanical Gardens

(leaving from Thayer Building, 202 S. Thayer)

7:00 pm  Banquet Dinner, Matthaei Botanical Gardens
Sunday, June 7

North Quad 2175 will be open all day for use as a networking lounge

7:30 - 8:30am  Breakfast (Michigan league, 2nd floor concourse)

8:30 - 10:00am  Sessions in North Quad and Michigan League

10:00 - 10:30am  Break (Michigan League, 2nd floor concourse)

10:30-noon  Sessions in North Quad and Michigan League

12:00pm  Trip to Detroit Institute for the Arts (bus leaving from Thayer Building)

4:00pm  Return to Ann Arbor (meet at DIA group entrance, John R Street)
Thursday, June 4th, 10:30am-noon
Keynote Presentation by Ruth Behar
“We Are All Somebody: Celebration of the Human Voice”
North Quad, Ehrlicher Room

Ruth Behar is Victor Haim Perera Collegiate Professor of Anthropology at the University of Michigan. Her books include Translated Woman: Crossing the Border with Esperanza’s Story (a New York Times Notable Book of the Year, 1993), The Vulnerable Observer: Anthropology That Breaks Your Heart (1997), An Island Called Home: Returning to Jewish Cuba (2007), and Traveling Heavy: A Memoir in between Journeys (2013). She is co-editor of Women Writing Culture (with Deborah A. Gordon, 1996), editor of Bridges to Cuba/Puentes a Cuba (1996), and co-editor of The Portable Island: Cubans at Home in the World (with Lucía M. Suárez, 2008). Her personal documentary, Adio Kerida/Goodbye Dear Love: A Cuban Sephardic Journey (2002), has been shown in festivals around the world. She is also known for her essays, poetry, and fiction. Her honors include a MacArthur “Genius” Award, a John Simon Guggenheim Fellowship, and a Fulbright Senior Fellowship.
Kimberly Hall, “My Image, My Selves: Encountering Eleanor Antin’s Autobiographical Archive”

This paper explores how Eleanor Antin’s 1972 self-portrait series “Carving: A Traditional Sculpture,” documents Antin’s weight loss as a process of multiplicity and recursivity. The repetitive photographs register self-improvement as a serial fracturing of identity that engages the complexity of authorship in both photography and diaristic autobiographical discourse.

Kate Douglas, “Reading Isadora Faber’s Diário de Classe”

This paper considers Isadora Faber’s controversial blog Diário de Classe as an example of recent social-media-based activist projects that explicitly link youthful subjectivities with political and social change. How has Faber crafted a speaking position that utilizes the discourses of youth—particularly as representatives of a nation’s future—to become the voices of educational reform?

Sarah Brophy, “Disturbing Selfies and Participation in Counter Historical Art Exhibitions: Kara Walker’s ‘A Subtlety, or the Marvellous Sugar Baby’”

This talk considers self-inscription, mediation, and audience participation in and around Kara Walker’s 2014 maximalist sculpture, “A Subtlety, or The Marvellous Sugar Baby.” The paper attends critically to the disturbing selfies that visitors shared on Instagram, reflecting on how digital participation complicated the aim of “tearing down” the edifices of racial capital from within (Moten and Harney).
Buffy Turner, “Sor Juana Inés de la Cruz, Strategic Encounter, and Male-dominated Archival Spaces”

Sor Juana’s Respuesta a Sor Filotea (1961) stages a variety of encounters with male-dominated spaces, which occasions an encounter with the act of archiving itself. Insisting on her firmly deferential moorings, Sor Juana enters and appropriates the hallowed past of the Church, redefining which spaces are transgressive and for whom.

Jussara Fraga Portugal, “Memórias, Experiências de Vida, Formação e Profissão: Histórias de Professores de Geografia do Sertão do Sisal” (translation provided)

Este trabalho aborda algumas reflexões sobre “Quem é da roça é formiga!”: histórias de vida, itinerâncias formativas e profissionais de professores de Geografia de escolas rurais, sobre narrativas das trajetórias de vida, formação e profissão de seis professores de Geografia que nasceram, cresceram, vivem e trabalham em comunidades rurais no sertão da Bahia-Brasil.

This work reflects on the phrase “Those from the farm are ants!” and concerns life narratives and professional itineraries of geography teachers in rural schools. The focus is on narratives that trace the life trajectories and professional training of six geography teachers born, raised, living, and working in rural communities in the backcountry of Bahia, Brazil.

Rainer Goetz, “Issues of Gender and Genre in Catalina/Antonio de Erauso’s Life-story”

The focus is on a 1648 autobiography by Catalina de Erauso, who adopted the persona of a male brother and lived most of her life as a man. The paper explores the female-male dichotomy in the life story, which reflects the interplay of several narratigenres of early modern self-writing.
Thursday, June 4th, 1:30-3pm
Session 1C: Inter-generational Encounters
North Quad 1185
Moderator: Eleanor Ty

Nicole Poppenhagen, “Transpacific Kin Work: (Re)Defining and (Re)Imagining Family Ties in Chinese-American Family Memoirs”

Transpacific travel, transnational exchange, and collaborative storytelling are integral elements of many Chinese-American auto/biographical texts. Exploring the anthropological concept of kin work, this paper will examine how these strategies contribute to the (re)imagination and (re)definition of transpacific family and kinship ties in Chinese-American family memoirs.


Reflecting on the process and nascent outcomes of an intergenerational collaboration towards an activist archive, this paper interrogates how ageing is represented in historical records, positions the archives as a potential site of intergenerational encounter, and explores how archiving can incorporate multiple historical narratives into fluid and multi-faceted collective reminiscences.

Vicki Hallett, “Life Writing among the Inuit of Labrador: Telling Encounters”

Using an interdisciplinary, feminist lens, this paper will explore the ways that Inuit women’s life writing, from multiple generations of one family, variously reflects and refracts colonial and postcolonial encounters in Labrador.
Thursday, June 4th, 1:30-3pm  
Session 1D: The Spectacle of Lives  
(Presented in Portuguese. Translations provided.)  
North Quad 1265  
Moderator: Alberto Ferreira da Rocha Junior (Alberto Tibaji)

Weverton Andrade Silva, “A Autobiografia no Processo de Criação da Cena Espetacular ‘Araci’”

Esse trabalho tem como intuito relatar o modo como a autobiografia está presente nas oficinas, destacando pontos como: a recepção e a realização, não se limitando essa análise aos alunos, mas refletindo o envolvimento das escolas e a importância da extensão universitária.

This work discusses how autobiography comes about in workshops, specifically focusing on reception and realization and not limited to students, but reflecting on the involvement of schools and the importance of the university environment.

John Wayne Pereira, “The Relationship Between the Work and Life of Amácio Mazzaropi: Art Contaminates Life”

This paper is part of the results of my research in my master’s degree and shows the relationship between the work and life of Amácio Mazzaropi, one of the most important cinema artists of Brazil in the last century; his work was marked by his life. His creative strategy was the fictionalization of memory.
Sergio Barcellos, “Projeto Vida por Escrito: Rediscovering Carolina Maria de Jesus through Her Archive”

Carolina Maria de Jesus kept her notebooks and the several editions of her published books, in more than a dozen different languages, inside an old and battered suitcase. The concept of a literary archive was not evident to her, although the contents of the old suitcase have become what we currently call Carolina’s archival collection. Scattered among five institutions, her papers are now acquiring the form of a solid body of work due to the efforts to classify and describe the contents of each of her unpublished notebooks. What initially began as an arbitrary organizational task has become a true work of collaboration between scholars and institutions as well as between the writings of and national literary achievement of archiving the Carolina Maria de Jesus collection.

Ricia Anne Chansky, “Unwitting Collaborator: Remediating Posthumous Narratives”

In her 2002 blog, The Julie/Julia Project, Julie Powell intimates that she has a relationship with the noted chef, Julia Child, despite Child’s criticism of this digital narrative. Child’s editor at Knopf, Judith Jones, reported that the author of Mastering the Art of French Cooking thought Powell’s blog was a “stunt” and “flimsy” (Andriani). Despite Child’s refusal to endorse the project in her lifetime, after her death her biography, autobiography, letters, and personal papers become essential elements of the two remediations of Powell’s blog: a book and a film. This presentation explores unwitting collaboration as a means of questioning textual ownership and agency over a narrated life.
Lynn Z. Bloom, “Negotiating Collaboration”

Collaboration between non-professional authors of autobiographical manuscripts and professional scholars chosen to edit these requires continual negotiation. In these cases the scholar often knows more about the writing/publication process than the author, and the temptation—always to be resisted—is to boss the subject around “for his/her own good.” Ethical and literary principles established at the outset can help to ensure mutual respect between author and editor, as well as the maintenance of a manuscript’s integrity, historical accuracy, and literary significance. Illustrations will be drawn from the speaker’s collaboration with two women memoirists incarcerated throughout World War II in Japanese civilian internment camps in the Philippines.


Some of my longest-term projects have involved collaboration among three people--myself and two co-editors (Biography: An Interdisciplinary Quarterly), myself and two co-producers (Biography Hawai’i: a television documentary series), myself and two artistic co-producers (Aloha Shorts—a 105 show radio series featuring performances of Hawai’i writing), and myself, a writer, and director (Mai Poina—a series of living history site-specific performances.) In my very brief remarks, I’ll try to outline the potential for collaboration among three people, and also to suggest why it might be a more productive configuration for joint work than two or four.

Cynthia Huff, “Imagined Communities and Collaboration”

Collaboration involves an “imagined community” of two or more writers who, in turn, create a community of readers. This presentation will concentrate on the former and talk about how that imagined community differs if it’s only made up of two writers, who would commonly pen an article, as opposed to the more extensive community of collaborators participating in an edited collection, where the editor or editors are the ones primarily responsible for creating a cohesive community. I will also
distinguish between how community-building tasks might be allocated if there is one, as opposed to two, editors of an edited collection.

Tom Smith, “Re/Defining Collaboration”

Scholarly editors collaborate with the author and an imagined readership. They walk a tightrope, balancing much, including the apparent intent of the author, which may be at variance with the words on the page; one’s own judgment of what is clear, readable, “correct,” and appropriate for the publication; and the demands of one’s chosen editing style, which may include MLA, Chicago, or a house style of the publisher. Scholarly editors must see themselves as authors’ facilitators; the editor’s job is to bring authors’ ideas into the clear light of day as painlessly as possible for them. Editors must also see themselves as the readers’ representatives, working with authors to make their work as accessible as possible to the publication’s readership, as one imagines it to be.
Thursday, June 4th, 3:30-5pm
Session 2B: Self-narration as Professional Training
(Presented in Portuguese. Translations provided.)
North Quad 2175
Moderator: Gilvete de Lima Gabriel

Ana Cristina de Oliveira Pereira, “Narrar a Vida, Desvelar a Profissão: O Memorial como Dispositivo de Investigação-Formação”

Trata-se do projeto de pesquisa e ensino, intitulado “compreender a vida, narrar a profissão”, desenvolvido com graduandos da licenciatura em pedagogia, ancorado na metodologia autobiográfica, tendo o memorial como dispositivo de formação autoformação, com intuito de provocar os estudantes a perceberem o lugar da formação em suas histórias de vida.

This work of research and teaching, entitled “Understanding One’s Life, Narrating One’s Profession,” involved university students in pedagogy in an autobiographical methodology. Taking the memoir as a function of self-training, this methodology is designed to provoke students to reflect on the place of professional training in their life histories.

Simone de Oliveira and Elizeu Clementino de Souza, “Percursos de Professores Universários: Memórias e Histórias de Professores da Roça”

O trabalho analisa elementos e fatos biográficos marcantes impressos nos memoriais acadêmicos de três professores universitários do Estado da Bahia-Brasil. Trata-se de um recorte da pesquisa de doutorado centrada nas histórias de vida, nas itinerâncias formativas e na atuação profissional de professores universitários oriundos de espaços rurais que fizeram as “travessias” de aluno/morador da roça para professor da cidade/universidade.

This work analyzes distinctive biographical elements printed in the academic memoirs of three university professors from the State of Bahia, Brazil. It forms part of doctoral research focused on the life narratives, formative itineraries, and current professional status of university professors originating from rural spaces who
“crossed over” from being students/inhabitants of the countryside to becoming urban/university professors.

Jussara Fraga Portugal, Simone Santos de Oliveira, and Mariana Martins Meireles, “Narrativas de Professores em Formação: Diversas Linguagens e Aprendizagens Geográficas”

A intenção do trabalho é, a partir das narrativas de professores de Geografias em formação inicial, apresentar o projeto de investigação-formação DIALOG – diversas linguagens, formação docente e ensino de Geografia, o qual está ancorado nos princípios teórico-metodológicos do método (auto)biográfico, com ênfase nas narrativas de formação de professores de Geografia.

The intention of the work is to present, based on narratives written by geography teachers during their initial training, a project of research/training called DIALOG (diverse languages, teacher training, and the teaching of geography) based in the theoretical-methodological principles of the (auto)biographical method. The emphasis is on narratives of professional training by teachers of geography.

Telma de Souza Garcia Grande, “A Way to Reflect in Service about the Reflexive Model Practiced in Pre-service with English Students in a Letters Course at UEMS, in a Public University in Mato Grosso do Sul, Brazil”

With reference to methodology guided by the “life history in the making” model, this research argues that teachers’ development occurs over the course of their training. I intend to relate the experience of a model of collaborative reflection that occurred in the Letters Course in Teaching English at Universidade Estadual de Mato Grosso do Sul (UEMS), located in Cassilândia city, Brasil.
Thursday, June 4th, 3:30-5pm
Session 2C: Archiving State Violence
North Quad 1185
Moderator: Emily Waples

Orly Lael Netzer, “Something Fierce: Documented Li(f)es”

Through an exploration of the narrative voice, peritext, and genre conventions, I explore how Carmen Aguirre’s Something Fierce (2012) constructs a resisting communal document, not only defying the state-imposed individual nature of identification documents, but also potentially challenging the personal nature of the memoir genre itself.


In 2007, after six years in the United States Army, Drew Cameron collaborated with artist Drew Matott to form the Combat Paper Project. Combat Paper welcomes service members as well as artists, activists, and community members to gather together, eat, listen to music, dance, type a collective journal on an antique typewriter, and destroy military uniforms, pulping them to press into paper. With their portable paper mill, the group travels, hosting gatherings throughout the United States. According to Cameron, the “fiber, the blood, sweat and tears” of “brutal violence” are “held within” combat uniforms. Combat papermaking compels participants to pulp this material to create new objects and experiences.

Lisa Ortiz-Vilarelle, “Patremoir as Post-Dictatorial Counter-tour: Angelita Trujillo’s Publicly Private Nostalgia”

In a performance of “publicly private” nostalgia, Angelita Trujillo leads readers in a counter-tour of her father’s 20th-century dictatorship by presenting documents, not memories, as proof that he was a loving father, doting grandfather, and loyal husband. Rather than disrupting the prevailing public memory of Rafael Trujillo as a tyrant, murderer, and pedophile, her patremoir further concretizes its pervasive legacy of patriarchal dominance in 21st-century imagination in the Dominican Republic.
Friday, June 5th, 8:30-10am
Keynote presentation by Vincent Carretta
“Uncovering Lives: the Biographical Challenge of the Early Black Atlantic”
Michigan League Ballroom, 2nd floor

Vincent Carretta is professor of English at the University of Maryland. Among his notable scholarly editions are several that have become classroom staples, including Olaudah Equiano’s The Interesting Narrative and Other Writings (2003), Philip Quaque’s Correspondence (2010), Quobna Ottobah Cugoano’s Thoughts and Sentiments on the Evil of Slavery (1999), Phillis Wheatley’s Writings (2001), and Unchained Voices: An Anthology of Black Authors in the English-Speaking World of the Eighteenth Century (1996). Equiano, the African: Biography of a Self-Made Man (2005), Carretta’s investigation into the life of Olaudah Equiano, remapped the recent critical discourse for early African American writing. Carretta’s most recent book is Phillis Wheatley: Biography of a Genius in Bondage (2011). His recent honors include fellowships from the John Simon Guggenheim Memorial Foundation; the W.E.B. Du Bois Institute for Afro-American Research, Harvard University; and the School of Historical Studies at the Institute for Advanced Studies, Princeton.
Friday, June 5th, 10:30am-noon
Session 3A: Creating Communities: Digital Ecosystems
North Quad 2185
Moderator: Justin Joque

Diane Laurier, “The Use of Digital ‘Creative Accounts’ Conducted Among Aboriginal Artists in Contemporary Arts for the Well-being of Young Adults Descendant of First Peoples”

This presentation will provide an account of a field experiment by demonstrating how the contribution of video posted on the Web has made accessible the process of “creative accounts” produced by Aboriginal artists to develop self-esteem and a sense of belonging among Aboriginal youth returning to school.

Michael Humphrey, “Quantifying A Life Story In Digital Ecosystems: Content Analysis on Cowbird.com”

This paper describes a study that used quantitative content analysis (QCA) to examine digital life storytelling on a social media site called cowbird.com. After detailing the affordances and challenges of the method, the paper suggests cross-disciplinary approaches to better understanding digital life storytelling.
Friday, June 5th, 10:30am-noon
Session 3B: **Performing Biographical Spectacles**
Michigan League, Vandenberg Room (2nd floor)
Moderator: Lesley Ferris


This paper aims at presenting research based on an outreach activity: theatre undergraduate students and people that do not belong to the university produce a 30-minute performance based on individual LGBTI life stories. Actors and actresses told stories about themselves and about other people, always about LGBTI situations.


This paper analyzes two contemporary graphic biographies of early twentieth-century vaudeville stars: Ann-Marie Fleming’s *The Magical Life of Long Tack Sam* and Lauren Redniss’s *Century Girl*. I explore how these texts use photo-collage, drawings, comics, and an intimate auto/biographical voice to assemble spectacular archives of their subjects’ lives.

Karen Mozingo, “‘A Live Girl’: Performing the Queer Space of Exile in Valeska Gert’s Cabaret”

During her American exile, German Jewish dancer Valeska Gert (1892-1978) performed in her cabarets, creating spaces that transgressed national aesthetics and conventional sexuality. This paper explores how Gert shaped her representation as a “live girl,” placing herself bodily at the nexus of several disciplinary histories that would otherwise erase her.
Ricia Anne Chansky, “Dying in Nepal: Corporeality in Jamaica Kincaid’s Among Flowers”

In Among Flowers, Kincaid’s diasporic perspectives on the politics of travel are filtered through her bodily encounters with and in/ability to acclimate to her surroundings on her National Geographic-funded expedition to Nepal. The physicality highlighted throughout the narrative—drunkenness, expelling waste, fear of dying—becomes an extension of her “anxious cosmopolitanism.”

Yaël Schlick, “Autobiography and the Plural Author: The Case of Richard Byrd’s Alone”

My talk will analyze the process of reconfiguring my understanding of Byrd’s Alone in light of archival evidence that Byrd did not write it alone. I will trace my initial response to the work, briefly recount how archival sources challenged this initial reading, and suggest how an interpretation of such a text might incorporate more complex notions of autobiographical writing and autobiographical subjects.

Lisa R. Brown, “We Meet Again! Researcher, Subject, and Text in Caribbean Life Writing”

This paper documents how the researcher’s assumptions and reading of the text Bellas Gate Boy by Jamaican playwright and screenwriter Trevor Rhone are challenged and revised by an exploration of his personal papers. The implications of these revisions raise interesting considerations for encounters between subject and researcher in the Caribbean context.
Friday, June 5th, 1:30-3pm  
Session 4A: **Encountering Digital Lives**  
North Quad 2185  
Moderator: Julie Rak

**Joel Haefner, “Erasing Life Narrative”**

Drawing on technologies of identity management, on the EU right to be forgotten ruling, on narratives by those seeking to delete their online subjectivities, and on scholarly studies of virtual-identity suicide, this presentation argues that the digital environment of online life representation demands a new direction in life writing studies. Historically, the field has focused on the creation of subjectivities; but the unique features of online life writing and the imperatives of privacy and data rights now necessitate an examination of the technologies and concept of subjectivity erasure.

**Laurie McNeill, “Documentary Encounters: Auto/biographical Archives and Digital Technologies”**

This paper examines the intersection of technologies, archives, and auto/biography, considering websites and platforms that produce and respond to contemporary archival and auto/biographical impulses. I analyze two linked texts, the website *Pine Point Revisited* and the web documentary *Welcome to Pine Point*, that offer insights into how lives are remembered and (re)constructed in digital archives.

**Elizabeth Rodrigues, “Got Narrative? Data Collection and the Narrative Aesthetics of Self”**

Navigate to the website getnarrative.com, and what you’ll find on offer is a wearable device called the Narrative Clip, a “tiny, automatic camera” that collects the data of life experience through the collection of images, one snapped every 30 seconds. This conflation of collection and narration seeks to replace the creation of life narrative with the automation of self-revelation and sees this substitution not as an infringement on the subject’s agency of self-construction but as an improvement upon it. This substitution exemplifies the conceptual questions that life-logging poses for autobiographical theory and that this paper parses through a
reading of its textual products: How does modernity’s investment in data as reality both reiterate and reconfigure the desire for life narrative?
Friday, June 5th, 1:30-3pm
Session 4B: Encounters in the Early Black Atlantic
Michigan League, Vandenberg Room (2nd floor)
Moderator: Vincent Carretta


The second, full-length edition of Olaudah Equiano’s Interesting Narrative that was published in the United States was printed in Boston by Isaac Knapp in 1837. To begin understanding this edition, I will examine how selected parts from it depart from the best-selling editions of the autobiography published in Great Britain and Ireland during the author’s lifetime and explain why these alterations matter.

Christine Levecq, “The Many Lives of Jacobus Capitein”

This paper investigates how the translation and publication history of Jacobus Capitein’s autobiographical writings reflect Dutch concerns about racial, national, and religious identity. More specifically, it reflects anxieties about the waning of the Dutch empire in the Atlantic, the rising influence of Enlightenment rationalism, and changing concepts of race.

John Saillant, “New Light for the Blind African Slave”

My talk will examine the versions of the life story of “the Blind African Slave.” The first appeared in 1810, purporting to be autobiographical but dictated to an amanuensis: Benjamin Franklin Prentiss, The Blind African Slave, Or Memoirs of Boyrereau Brinch. The second was material in support of a military pension in the late 1810s. The third was part of a book published by a black abolitionist in 1852: John W. Lewis, The Life, Labors, and Travels of Elder Charles Bowles. My goal is to consider the textual and contextual elements concerning Brace’s life that led to revisions of the document.
Friday, June 5th, 1:30-3pm
Session 4C: Place, Translation, and Encounter
Michigan League, Michigan Room (2nd floor)
Moderator: Eva Karpinski

Emily Woster, “Reading as (Autobiographical) Encounter, Technology, and Method for Women Writers, 1880-1940”

This paper analyzes the intersection of women’s reading and women’s writing between 1880 and 1940. The reading and autobiographical records left by authors like L.M. Montgomery, Laura Ingalls Wilder, Gene Stratton Porter, and Kate Douglas Wiggin, among others, expose reading as autobiographical encounter, technology, and methodology.

Eleanor Ty, “Asian Fail? Cultural Translations in Jan Wong’s Out of the Blue”

Former journalist Jan Wong’s self-published memoir gives an account of the events that led to her being fired from Canada’s national newspaper, The Globe and Mail, her depression, and struggle to come to terms with her illness. She performs multiple acts of cultural translation, including mental health education, giving an autoethnography, and explaining her failure as an Asian-Canadian woman.

Nicole Stamant, “Having to Invent That Home in Language: Encounters and Belonging in The Black Notebooks”

Using the diary form, Toi Derricotte’s The Black Notebooks (1997) presents her experiences as a light-skinned African-American poet, racially invisible and unrecognizable to others, and therefore often to herself. Her memoir illuminates the transitory nature of her experiences with race, identity-making, and authenticity as it underscores how the friction between passing and coming out is manifested in physical spaces.
Friday, June 5\textsuperscript{th}, 1:30-3pm  
Session 4D: \textbf{Autobiography as Method}  
Michigan League, Hussey Room (2\textsuperscript{nd} floor)  
Moderator: Maria da Conceição Passeggi

Ana Cristina de Oliveira Pereira, “O Fazer Autobiográfico na Universidade: Potencialidades do Ensino como Prática de Investigação-Formação” (translation provided)

É um recorte da pesquisa do mestrado na Universidade do Estado da Bahia, com intuito de compreender as implicações das histórias de vida de professores universitários em seu processo formativo e em suas práticas no contexto do ensino superior. Metodologia autobiográfica, com ênfase nas narrativas de cinco professoras universitárias.

\textit{A report on master’s research conducted at the State University of Bahia, with the aim of understanding the implications of life narratives by university professors in their formative process and their practices in the context of higher education teaching. Using an autobiographical methodology, the work focuses on narratives by five female university professors.}

Luis Gómez González, “Autobiographical Writing: Proposed as a Methodology and an Epistemology for First-person Research”

This paper presents an epistemological and methodological reflection on the development and practice of a way of writing specific to an autobiographical research approach. The author uses different philosophical sources: performative acts of language, performative writing, aesthetic interpretation, narrative identity, phenomenology, hermeneutics, and the notion of cultural \textit{mestizaje}.  


Justin Joque, “Who We Will Have Been: The Subject in the Digital Auto-Archive”

With the increasing digital mediation of life, we have access to automatically collected data that describe the quotidian aspects of our habits. These real-time data increasingly write the stories of our lives behind our backs and now run the risk of naturalizing the modes of control inscribed within their functioning.

Julie Rak, “Inuit Vibrant Matter: Mini Aodla Freeman’s *Life Among the Qallunaat* and Machine Ecology”

The reissued memoir by Mini Aodla Freeman (Inuit), *Life Among the Qallunaat*, is about her journey to the south, where she encountered many machines for the first time. I investigate how Aodla Freeman thinks about machines as living beings, which connects Inuit Qaujimajatuqangit (traditional knowledge) to ideas about non-living matter in New Materialist theory.

Cynthia Huff, “Unpacking the Pact”

This presentation troubles Phillipe Lejeune’s autobiographical pact via canine animalographies and the work of multispecies ethnographers. I challenge Bruno Latour’s concept of speech prosthetics and interrogate print as the privileged conveyor of life stories, highlight issues of authorship, and show that the authenticity effect of Lejeune’s signatory pact is an effect that masquerades as truth value.
Suely Quintana, “Female Voices of the 1973 Chilean Dictatorship”

This work is part of a larger project entitled *Cultural Memory: Writings of Resistance*. The focus is on the work *Victor, an unfinished song*, which tells the memories of Joan Jara, and *My life with Pablo Neruda*, memoirs of Matilde Urrutia.

Craig Howes, “Co/labor/action—Alicia Partnoy and the Politics of Editing”

In her 2009 essay, “Disclaimer Intraductible: My Life / Is Based / on a Real Story,” Argentinian writer and scholar Alicia Partnoy examines how the survivor of political torture successfully carries out or modifies her “need to tell” when faced with “the constraints exercised by publishers, translators, scholars, and human rights professionals” (ii). Partnoy concludes by advocating for what she calls “co/labor/actions: non-logocentric, non-hierarchical models of research, creative production, and action” (22). These “messy” initiatives should hold “an affirmative-action position,” which requires not only integrating the survivor’s actual presence into researchers’ presentations and publications, but also considering the survivor’s history as a qualification, rather than as a red flag, for employment in academic, legal, and professional realms. In this talk, I will first read Partnoy’s 2013 essay, “Concealing God: How Argentine Women Political Prisoners Performed a Collective Identity” as a self-conscious demonstration of “co/labor/action” on her own part as a survivor who occupies all of these realms. Drawing on the archives of *Biography: An Interdisciplinary Quarterly*, I will then evaluate the nature, degree, and quality of the “co/labor/action” between Partnoy and her editors as these two articles, and in particular the “Concealing God” essay, moved toward publication. I’ll conclude with some general observations on the strengths and limitations of academic publication as a forum, however co/labor/active in intent, for meeting the survivor’s “need to tell,” and our own need to hear.
Friday, June 5\textsuperscript{th}, 3:30-5pm  
Session 5C: \textbf{Bodies in Flux}  
Michigan League, Michigan Room (2\textsuperscript{nd} floor)  
Moderator: Kate Douglas

Ana Roncero Bellido, “Teaching through \textit{Testimonio}: A Pedagogy of the Flesh”

Informed by Latina feminist theories, this presentation articulates a pedagogy I have called “a pedagogy of the flesh.” This pedagogy engages with the theories of the flesh by incorporating \textit{testimonio} as a pedagogical practice, embracing (students’) personal experience as a source of knowledge, and fostering a politics of solidarity between students and instructors.

Kate Browne, “Body by Numbers: Weight-Loss Memoir as Biopolitical Technology”

In this paper, I argue that weight-loss memoir functions as a biopolitical technology that authorizes specific narratives about the ideal citizen’s body size. I define “obesetic body” and situate these texts within the complex web of biomedical technologies that have necessarily excluded the stories of the unruly, obesetic body.

Shannon Finck, “Bodies at Liberty: Encounters with the ‘I’ Outside in Kathy Acker’s \textit{Don Quixote}”

“Bodies at Liberty” considers the method of pastiche employed by Acker in \textit{Don Quixote} as a strategy for conceiving of social and interpersonal relations outside of legal constraints (the corporeal, the corporate) and beyond capitalist aims at “return on investment.” Neither instances of consensual partnership nor lucrative merger, Acker’s couplings of autobiography with plagiarized text and her Quixote’s talent for occupying multiple subject positions offer radical, often pleasurable, recombinations (rather than dissolutions) of what binds self and other, subject and object, the personal and the communal.
Debra Parker, “Memoir as an Archive of Loss”

In this paper, I analyze the memoir surge of the past three decades as a species of archive that invokes a discourse of loss, which, in turn, raises questions about the kinds of losses that the memoir inscribes and, more importantly, the ideological purposes those losses serve.

Heidi Bollinger, “From Acclaim to Shame: The Reader-Reception of Fake Memoirs”

This presentation will examine the backlash against fake memoirs during the millennial memoir boom and what it demonstrates about the status of autobiographical truth today. The blowup over fake memoirs reveals cultural anxieties about what constitutes a real identity or experience.

Megan Brown, “Three Cups of Neocolonialism: Memoirs of Empire”

This paper analyzes examples of encountering “otherness” in *Three Cups of Tea* and *Eat, Pray, Love* to show that while earlier travel memoirs often evince an imperialist viewpoint, newer examples suggest a neo-colonialist perspective immersed in discourses of Empire (as defined by Hardt and Negri).
Saturday, June 6th, 8:30-10am
Keynote Presentation by Leigh Gilmore
“Rigoberta Menchú: Slow and Fast Time in the Testimonial Archive”
Michigan League Ballroom

Leigh Gilmore is currently a visiting scholar at Harvard Divinity School, and was previously professor of English at The Ohio State University and the first holder of an endowed chair in gender and women’s studies at Scripps College. She is the author of The Limits of Autobiography: Trauma and Testimony (2001) and Autobiographics: A Feminist Theory of Women’s Self-Representation (1994) and co-editor of Autobiography and Postmodernism (with Kathleen Ashley, 1994). She has published articles on autobiography and feminist theory in Feminist Studies, Signs, Women’s Studies Quarterly, Biography, American Imago, Genders, and numerous collections. She is currently finishing a book in Columbia UP’s Gender and Culture series titled Tainted Witness: Women’s Life Narrative in Neoliberal Times.
Emily Johnston, “Endocrine Disruption and Embodied Difference in Spectacular Auto/Biography”

In 1999, a website appeared online purporting to document the pregnancy of Mr. Lee Mingwei, the first male human to become pregnant through a combination of hormone supplements, in vitro fertilization, and surgical interventions. The website, called POP!, in fact represents an interactive, multi-platform art project, produced collaboratively by performance artist Lee Mingwei and digital artist Virgil Wong. Numerous Internet sources characterize POP! as a hoax, taking the position that POP! is a biomedical ruse that needs to be debunked. Meanwhile, scholars have tended to characterize the project as theatrical spectacle, fantasy, and performative science fiction. In contrast, I approach POP! as an auto/biographical performance that puts pressure on biomedicine as a form of truth-telling about bodies and environments. Reading the project’s interest in hormone-induced bodily changes back onto environmentalist concerns about endocrine-disrupting chemicals, I suggest that Lee and Wong’s project disrupts the prevailing environmentalist discourse about endocrine disruption and other forms of environmental toxic exposure. Taking POP! seriously as a speculative auto/biographical performance unsettles ecocriticism and demonstrates how digital environments create new affordances for witnessing to embodied difference.

Eva Karpinski, “Thinking in the Moment: A Pitch for Radical Pedagogy”

The wave of academic protests rising around the world against neoliberal austerity measures challenges us to think critically about the radical pedagogical potential of the moment. Following the strikes at the University of Toronto, where teaching assistants fought for a decent living wage, and at York, where contract faculty and graduate students demanded tuition indexation and inclusion of LGBTQ as an equity-seeking group, I will reflect on what
“teaching/learning moments” can be extracted from the present situation. In particular, drawing on the participatory tradition of “Naming the Moment Workshops,” developed during the previous strikes at York, we have been trying collectively to turn the strike into experiential education for graduate students and a catalyst for curricular change for the faculty. I will talk about such initiatives as Free-School events held by CUPE, cultural productions (guerrilla theatre at the picket line, YouTube satire), blogs and listserves, and activist research projects (collecting oral histories, institutional ethnographies, videographies).

Sarah Brophy, “Curating the Self”

The term “curation” is now in widespread use to talk about the preservation, selection, arrangement, and making public of artifacts and data in many domains of life (museums, lifestyle blogs, and digital archives, for example, can all aspire to be called “well curated”). In this elastic 21st-century permutation, the work of curation persists in being mystified as an exercise in aesthetic taste. Drawing on etymology, “migratory aesthetics,” and examples of critical practice, I argue instead for a view of curation as an ensemble of social, affective, pedagogical, political, and ethical practices, asking what is entailed for projects that “curate the self” when they aim to unsettle epistemic violence and forms of institutional domination.

Bethany Mannon, “How Memoirs Unsettle Fiction”

In this presentation I describe a category of novels that I call “fictive memoir,” in which written (or sometimes spoken) autobiography serves as the frame for a fictional narrative. This technique—which I notice in texts including *The Confessions of Nat Turner*, *The Handmaid’s Tale*, *Gilead*, and *The Good Lord Bird*—is distinct from biographical fiction, autobiographical fiction (i.e., a novel based to some degree on the author’s life), and fictionalized memoir or autobiography, and deserves attention from autobiography scholars. Crucially, fictive memoirs imagine a character’s act of telling or writing a personal narrative. This plot device introduces explorations of truth, identity, revelation and concealment, and power into the text. Concepts and theories from life writing studies offer a lens through which to examine this type of narrative, and illuminate the novels’ critiques of dominant
narratives and accepted truths.

Elizabeth Rodrigues, “Counting Lives”

This talk presents a tale of two lifeloggers. One is a middle class white male who has begun recording all of his daily actions, including eating, working, and resting, in the hopes of developing better habits in order to be healthier and make more money. The other is a woman of color, educated although precariously situated on the margins of the middle class, time and again exposing herself to criticism and potentially physical harm in order to continue her project of recording lives lost to racist violence and publicizing her results. Who are these data collectors, and how do they define counting a life? The multiple ways of answering that question not only unsettle our somewhat presentist and technology-dependent view of data collection as representational form but also highlight the raced and gendered dynamics of activist data collection.
Saturday, June 6th, 10:30am-noon
Session 6B: **Graphic Dilemmas**
Michigan League, Vandenberg Room (2nd floor)
Moderator: Laurie McNeill

S. Bilge Cetintas, “Facing Demons: Lynda Barry’s Graphic Life Narrative”

Lynda Barry’s *One Hundred Demons* uses a patchwork-style technique, which often covers half of the illustrated frames. Her unique style of narration, coupled with metafictional questions, positions the narrator-avatar as an artist with a mission who aims to create a community of cartoonists willing to draw their own experiences.

Sheng-mei Ma, “The Fate of Accidental Taiwanese: Gene Luen Yang’s Graphic Novels”

Eric Liu in *Accidental Asian* unwittingly undermines his own argument by using a word that contains the root of “accident,” which evokes Freudian traumatic-repetition compulsion. What Liu intends as incidental biological past turns into a psychically determinist factor for the future. Given that heredity is fate, race and ethnicity becomes a trauma for second-generation Asian Americans to heal from by means of a dialectical double move: distancing from and defamiliarizing of heritage, on the one hand, and, on the other, mythologizing and repossessing heritage, hence fusing fissured identities into a coherent, albeit constructed, selfhood. The accident of birth, judging from the works of US minorities of Taiwanese-Chinese ancestry from Liu to Gene Yang, is the traumatizing accident that forever shapes their fate.

Michael Mosher, “High School Comics: Teenage Autobiographical Postures in Revolutionary Ann Arbor’s *Graphic Story Journal*”

The *Graphic Story Journal*, founded in 1971 by three high school sophomores in Ann Arbor, incorporated as a school club to publish on the school’s Ditto machine. This paper situates these teenagers’ work among Michigan underground newspapers, Robert Crumb’s autobiographical comix, and their mid-1970s *Destroy All Monsters* friends.

Hegemonic ideologies shaped the master-slave relationship evident in women’s slave narratives of the nineteenth century. Hegemonic masculinity, for example, reinforced the legitimacy of patriarchy, which guaranteed the dominant position of slaveholders and the subordination of the enslaved woman. Harriet Jacobs in *Incidents in the Life of a Slave Girl* (1861) shows that black women during slavery were able to resist hegemonic masculinity and slave ideologies—a move that depicts women’s search for self-assertion and empowerment. I argue that Jacobs’ text is not only a historical account of black women’s victimization under slavery, but also an important feminist stance for women’s self-definition in a heavily hegemonic environment.

Zeinab McHeimech, “Islamic Hermeneutics of *Dhikr* in Malcolm X’s *Autobiography* and ‘Umar ibn Said’s Slave Narrative”

Through an Allahgraphic reading, I uncover how ‘Umar ibn Said and Malcolm X reverse the effacement of self by submitting the self to divine ownership in their respective autobiographies. I develop this argument through a close reading of the Islamic technique of *dhikr* (ذكاء), which manifests in Malcolm’s and ‘Umar’s articulations of Allah and their peripatetic occupation with *haji*.

Tom Smith, “‘One of Us’, But Who Is ‘Us’?: The Mediations of Mary Jemison”

*A Narrative of the Life of Mrs. Mary Jemison* (1824) is an American “as-told-to” first-person captivity narrative by James E. Seaver. I consider how Jemison is mediated in the *Narrative* and later retellings and discuss her as a liminal figure poised between Native Americans and Europeans throughout her life.
Ioana Luca, “Post-Socialist Encounters in Contemporary American Life Writing”

My paper examines formal and thematic encounters in Aleksandar Hemon’s and Gary Shteyngart’s memoirs as an introduction to American life writing, and then asks if these two memoirs are symptomatic for the post-socialist diaspora writers in the US who established themselves with fictional writing and now are increasingly turning to autobiography and memoir.

Sergio Barcellos, “Projeto Vida por Escrito–The Lives of Carolina Maria de Jesus Through her Fictional Writings”

The importance attached to the work of Carolina Maria de Jesus has been justified by the success of her first book, Child of the Dark–The Diary of Carolina Maria de Jesus, a journal kept by the author reporting the miserable life in the slums of São Paulo, during the last years of the 1950s. However, Carolina has always aspired to a literary career, which can be proved by the numerous autograph notebooks that are now part of the archival collection of the writer. In these notebooks are poems, novels, short stories and plays. It is interesting to note that several of the fictional texts of Carolina turn to her own life story to compose the plot and characters’ profiles. In this paper, I will explore various written lives of Carolina found in her unpublished novels.
Saturday, June 6th, 1:30-3pm  
Session 7A: Activating Other Histories  
North Quad 2185  
Moderator: Cynthia Huff

Laura Brown, “Art/i/facts: Finding an I Between Art and Facts in Reinaldo Arenas’s El palacio de las blanquisimas mofetas”

Featuring experimental visuals and narrative, Reinaldo Arenas’s *El palacio de las blanquisimas mofetas* (Cuba, 1982) represents a departure from traditional forms of self-writing. How can we interpret these impersonal items, such as war bulletins, a funeral home’s advertisement, classifieds listings for a guarapera machine, and frivolous beauty advice for women? Using Arenas as a case study, this paper thus explores the larger theoretical innovations of experimental self-writings resulting from authoritarian societies.


Novelist, activist, and contributor to the gay liberation periodical, *The Body Politic* (1971-1987), Jane Rule left her unpublished memoir in her archive for future recovery, a gesture that reveals the functions the archive may perform, and showcases the intersections between archive, autobiographical texts, and activism.

Magdalena Zaborowska, “Archiving an Invisible House: James Baldwin and Black Queer Encounters with Domesticity”

James Baldwin’s last residence in St. Paul-de-Vence, France, survives through a rich archive of objects salvaged after it had been lost and demolished. Deploying Toni Morrison’s concept of “literary archeology,” I excavate material and metaphorical aspects of black queer domestic space that were key to the writer’s late works.
Saturday, June 6th, 1:30-3pm
Session 7B: A Stage of Her Own: Masks and Faces in Autobiographical Plays by Women
Michigan League, Vandenberg Room (2nd floor)
Moderator: Candida Rifkind

Melissa Lee, “‘Miss Treadwell Portrays Herself at 60 in a New Play’: Modes of Self-Dramatization”

Sophie Treadwell’s O Nightingale was produced on Broadway in 1925 by its author, who (under a pseudonym) also acted in the play. Although she resisted calling the play autobiographical, Treadwell (wearing her journalist’s hat) wrote an article titled “Miss Treadwell Portrays Herself at 60 in a New Play,” bringing questions of self-representation to the fore.

Jirye Lee, “Facing Herself on Stage: Lenelle Moïse’s Womb-Words, Thirsting”

Lenelle Moïse (1980- ) is an artist-activist who discusses race and gender issues through her performances. By exploring her works, Womb-Words, Thirsting (2005) that she has created based on her autobiographical narrative, I will discuss how she refused to be represented by someone else’s narrative and chose to tell her own story from her own point of view.

Lesley Ferris, “The Pains that Push My Pen: Alice Childress and Staging a Life”

In 1955 Alice Childress wrote and directed Trouble in Mind, widely recognized as her breakthrough play. The work’s play-within-a-play structure foregrounds the courage of a black actress who challenges the white director’s interpretation of her role. Childress, herself an accomplished actress, challenges the white establishment’s narratives of women with her meta-theatrical work.
Saturday, June 6th, 1:30-3pm
Session 7C: **Radicalizing Life-Writing Pedagogy**
Michigan League, Michigan Room (2nd floor)
Moderator: Sarah Brophy

Theresa N. Rojas, “The Unthinkable Mind: Lynda Barry’s Autobifictionalography as Mirror-Box Therapy”

Barry’s *ONE! HUNDRED! DEMONS!, What it is, and Syllabus: Notes from an Accidental Professor* explore the nature of creativity, the image, and notions of autobiography. I link Barry’s interest in neuroaesthetics with Keen’s work on empathy to suggest an invitation to engage in comic-making as art, archival ritual, and therapy.

Doug Bush, “Catharsis and Empathy as Learning: Bridging the Queer and Straight Audiences of Rigoberto González”

In his autobiography, Rigoberto González works to bridge audiences: an ethnic queer audience such as himself, and another composed of their families, such as the author’s father. Using Keen’s formulation of narrative empathy, I look at both how González accomplishes this, and the possible wider implications.

Shermaine Jones, “‘The House of My Childhood’: The Pedagogical Function of Violence and Ethics of Rage in the Autobiographies of Malcolm X and Angela Davis”

This talk engages the ways that Black Power figures Angela Davis and Malcolm X construct, use, and revise the genre of autobiography. While signifying on the slave narrative, Malcolm X and Davis challenge the appeal to the sympathy of white readership in this tradition, turning to (black) rage as the emancipatory affect.
Saturday, June 6th, 1:30-3pm
Session 7D: Claiming Lives in Contested Spaces
Michigan League, Koessler Room (3rd floor)
Moderator: Leigh Gilmore

Jocelyn Stitt, “Nature, Space and Citizenship in Recent Caribbean Women’s Autobiographies”

Contemporary Caribbean women’s life writing recently published by Lorna Goodison and Marysé Conde explores issues of gendered space, women’s claims to land, and colonial histories of landscape as a way to imagine new modes of citizenship not based exclusively on claims on the state.

Lee Behlman, “Harriet Martineau’s Americas”

The generic innovations in Harriet Martineau’s three accounts of her U.S. travels were spurred both by her own sense of professional probity and the cautionary example of an earlier female travel writer, Fanny Trollope. To “un-Trollopize” for Martineau meant to distance oneself from sensationalism and partisanship and to adopt a rational, professional, liberal voice.
Saturday, June 6th, 3:30-5pm
Keynote Presentation by Leonor Arfuch
“Memoria, testimonio, autoficción. Narrativas de infancia en dictadura”
“Memory, Testimonio, Auto-fiction. Childhood Narratives under Dictatorship” (translation provided)
Michigan League Ballroom

Leonor Arfuch is professor of “political, new subjectivity and discourse” at the Social Sciences Department, University of Buenos Aires, and Researcher at the Gino Germani Institut. She is the author of El espacios biográfico. Dilemas de la subjetividad contemporánea (“Biographical Space: Dilemmas of Contemporary Subjectivity,” 2002), La entrevista, una invención dialógica (“The Interview: A Dialogic Invention,” 2nd ed., 2010), Crítica cultural entre política y poética (“Cultural Criticism Between Politics and Poetics,” 2008), Memoria y autobiografía. Exploraciones en los límites (“Memory and Autobiography: Explorations at the Limits,” 2013) and editor of Pensar este tiempo (“Thinking This Time,” 2005); Identidades, sujetos y subjetividades (“Identities, Subjects, and Subjectivities,” 2002), Pretérito Imperfecto. Lecturas críticas del acontecer (“Past Imperfect: Critical Readings of the Event,” with Gisela Catanzaro, 2008), and Visualidades sin fin (“Visuality without End,” with Verónica Devalle, 2009). Her recent honors include Thalmann Fellowship, University of Buenos Aires/Essex University (1998); British Academy Professorship Award (2004); Simon Guggenheim Memorial Foundation Fellowship (2007); Tinker Visiting Professor at the Iberian and Latin American Cultures Department, Stanford University (2013).
Sunday, June 7th, 8:30-10:00am  
Session 8A: PhotoGraphics, Memory, and Loss  
North Quad 2185  
Moderator: John Zuern

Yu-Min (Claire) Chen, “Archiving the Self: Eileen Chang’s Self-Writing in Photos, in Words and in Self-translation”

Eileen Chang’s autobiographical writings, specifically her narratives of loss, always relate to her childhood experiences in Shanghai. In this paper, I will explore archival photos from Dui Zhao Ji. (對照記) (Looking at Old Photos), her early Chinese essay collection, Liu Yan, (Written on Water) (1944), and her posthumous autobiographical novels in the latter part of her life, The Fall of the Pagoda (1957-1963, in English), and The Book of Change (1957-1963, in English). I will discuss how the past has been recollected in different stages of life and its significance through various media: the photos, words, and self-translations. The interaction among capricious memory, and the changing of time and geographical space has had a huge impact on Chang’s self-writing. The way Chang depicts losses through different lenses demonstrates strategies of working through her traumatic childhood. If the photo shots provide partial and positive presentation of the people in her childhood, her words then reveal a version of sorrow and loneliness; eventually her writings attempt to create a distance from the past to view it objectively as a nonchalant third-person bystander. This emotional turmoil and its subsequent impact on her, from her early experiences, dissolve in the degree of their intensity as time goes by. Through the use of the English language in her later writing Chang creates a sense of unfamiliarity that allows her to detach from herself. In these autobiographical novels, the cynicism that prevails in her early writings is generally replaced by a sense of Daoist philosophy and self-performativity.

Samuel Kamara, “Technological Encounters: Framing the Sierra Leonean Civil War”

This paper examines how what is considered American life writing is sometimes a product of technological encounters between the Americas and Third World countries. As such, I examine how memoirs authored by Westerners frame Sierra Leonean people
through pictures of pain and suffering.

Eva Karpinski, “IndigenUS: The Concentric Weaves of Auto/Biography in Shelley Niro’s Photography and Film”

This paper examines the visual work produced by Indigenous multimedia artist Shelley Niro. Looking at her early photographs and films, I focus on her innovative adoption of the auto/biographical method in reconstituting and reclaiming Indigenous subjectivities by re-inscribing them in the life-nurturing circles of family, community, ancestors, and nation.
Sunday, June 7th, 8:30-10:00am
Session 8B: Pentecostal Subaltern Memory and Archival Practices
Michigan League, Henderson Room (3rd floor)
Moderator: Tom Smith

Lloyd Barba, “A Borderlands Archive: Gleaning Materials from the Fields”

The archive of borderlands Pentecostalism is marked by migration. Churches throughout the agricultural valleys recorded their history in photo albums and oral histories. This presentation will highlight the quest to locate a fugitive archive, one that is not housed at traditional archives, and our responsibility with such materials.

Erica Ramirez, “Text and Subtext: Private Archives and Secret Oral Histories”

Thirty copies of a Mexican Pentecostal periodical reveal the construction of a beneficial social reality in the midst of economic oppression and ethnic stigmatization. Defectors from the Assemblies of God, CLADIC immigrants’ option for ethnic self-governance and demand for privacy render its archives “hidden transcripts.”

Daniel Ramirez, “Can the Pentecostal Subaltern Remember? Ethical Stakes at Play in Archival Practice”

The 2012 rescue and transfer from Morelos, Mexico to Pasadena of one of largest archives on Latin American Pentecostalism ostensibly helped stem on a social level the dementia afflicting the collection’s namesake, Manuel Gaxiola. This paper interrogates Global North practices of knowledge production in the documentation of Global South Christianities.
Session 8C: Encountering Brazilian Children’s Lives
Michigan League, Michigan Room (2\textsuperscript{nd} floor)
Moderator: Jussara Fraga Portugal

Maria da Conceição Passeggi, Simone Rocha, and Luciane de Conti, “Narrativas da Infância: A Experiência de Crianças Hospitalizadas” (translation provided)

Apresentamos resultados de pesquisas com crianças hospitalizadas com doenças crônicas. Focalizamos o método de recolher suas narrativas e discutimos como as atividades de biografização lúdica, graças à segurança afetiva que proporcionam, lhes permitem re-elaborar modos de (con)viver com a doença e enfrentar as provações do adoecimento e da hospitalização.

Here we will present results from research conducted with children hospitalized with chronic illnesses. We organize the method of collecting narratives and discussing them as ludic biographizing activities. The affective security such activities provide permits the children to elaborate modes of living with disease and to face the difficulties of illness and hospitalization.

Gilvete de Lima Gabriel and Maria da Conceição Passeggi, “Crianças e Professoras de Três Etnias Indígenas da Amazônia: Que Sentidos Dão a Escola?” (translation provided)

This study is constituted of children and teachers from three indigenous groups and is focused on sensitive listening for understanding the cultures that form, dialectically, the constitution of children as subjects. This paper presents the results of a research project that was developed in the State of Roraima, Brazil.

Maria Odileiz Sousa Cruz and Ruth Nitzia Botella Ortiz, “Experiências Auto-etnográficas de Crianças Indígenas em Roraima, Brasil e Yucatán, México”

Neste trabalho relataremos uma experiência auto etnográfica com crianças indígenas de duas comunidades: maia em Yucatán-México e Ingarikó-Roraima-Brasil, onde discutiremos desde a
In this work, we relate an auto-ethnographic experiment with indigenous children in two communities: a Maya community in Yucatán, Mexico and an Ingarikó community in Roraima, Brazil. From an emic-etic perspective, we discuss the auto-ethnographic construction of native children in relation to the following reference groups: family, school, community, and work. We ask: what are the linguistic and cultural elements that could be used to incorporate local indigenous knowledge into an intercultural curriculum?
Sunday, June 7th, 10:30am-noon
Session 9A: Versions of Prominent Lives
North Quad 2185
Moderator: Patrick Tonks

Olga Aksakalova, “Textual Versioning as Method to Explore Crisis and Autobiography”

This paper demonstrates how textual versioning can help to elucidate autobiography’s crisis-bound motivations and reparation-bound goals in post-World War II U.S. To explore the potentialities of this method, I examine textual versions of Alfred Kazin’s A Walker in the City, Vladimir Nabokov’s Speak, Memory, and Robert Lowell’s Life Studies.

Alexander McKee, “Documenting Displacement in Brian Coffey’s Self Books”

This paper explores the relationship between the “Self Books” that the avant-garde Irish poet Brian Coffey (1905-1995) kept during the five years that he spent in Saint Louis after World War II and the sequence of poems that he composed as a commentary upon his expatriate life in the United States.

Lynn Domina, “Sacred Cipher: Kateri Tekakwitha and the Technologies of Canonization”

Kateri Tekakwitha has elicited more commentary than any other indigenous person of the colonial era. Examining the factors that contributed to her canonization in 2012, I argue that Kateri functions as a lacuna; her fluid national identity and associated stereotypes enhance her symbolic value for multiple constituencies.
Sunday, June 7th, 10:30am-noon  
Session 9B: **Archival Sites and Communities**  
Michigan League, Henderson Room (3rd floor)  
Moderator: Magdalena Zaborowska

Bethany Mannon, “Encountering Afghan Women’s Narratives in a Mediated Online Space”

I examine the *Afghan Women’s Writing Project*, which supports online writing groups and publishes the participants’ personal essays, poetry, and journalism at awwproject.org. These personal narratives are a productive site of transnational encounter. Understanding the tensions between the narratives themselves and their framing gives insight into how life writing texts circulate.

Krista Roberts, “Encountering the Ribbon: Personal Stories Told through Pink-Ribbon Marketing”

This paper will look to complicate the representation of personal experience in advertisements affiliated with pink-ribbon charities. By noting the juxtaposition of bodies and narrative “blurbs” in these advertisements, this paper asks ethics-grounded questions about the Susan G. Komen website as a public (even “national”) narrative technology.

Krista Quesenberry, “Rethinking the Self-Reflexive Archive with Margaret Anderson”

Modernist literary editor Margaret Anderson wrote autobiographies full of biographical and theoretical arguments. Focusing on her scrapbook-style final archive, housed at Yale University, I discuss her first-person archival material and the community-based, collaborative answers it offers to questions of archival method and of the researcher’s encounter with the archived subject.

Two memoirs map the structural similarities between family secrets and official classifications of environmental damage. Kristen Iversen and Seamus McGraw write memorials to community, collusion, and compromise within small-town realities of negotiated environmentalism. This paper analyzes personal and environmental loss in life writing, addressing silences that sustain familial, corporate, and governmental structures.


Featuring detailed profiles of African-American, Latina/o, and white homeowners undergoing (and in some cases resisting) eviction from their foreclosed houses in the wake of the 2007-2008 housing crash in Florida, Paul Reyes’s memoir illuminates some of the ethical and political tensions shaping American auto/biographical accounts of the financial crisis.
The Timothy Dow Adams Award

The editors of *a/b: Auto/Biography Studies* are pleased to present the first annual Timothy Dow Adams Awards.

This year two faculty prizes were awarded. The faculty award winners are: Luis Adolfo Gómez González of the Université du Québec à Rimouski for his presentation, “Autobiographical Writing: Proposed as a Methodology and an Epistemology for First-person Research,” and Lisa R. Brown of the University of the West Indies at Mona for her presentation, “We Meet Again! Researcher, Subject, and Text in Caribbean Life Writing.” The faculty award includes a travel grant to the conference and the invitation to submit an essay.

Two graduate student awards were also made this year: Zeinab McHeimech and Theresa N. Rojas are the recipients. McHeimech, a doctoral candidate at Western University, will present “Islamic Hermeneutics of Dhikr in Malcolm X’s *Autobiography* and ‘Umar ibn Said’s Slave Narrative” and, Rojas, a doctoral candidate at The Ohio State University, will present “The Unthinkable Mind: Lynda Barry’s Autobifictionalography as Mirror Box Therapy.” The graduate student award includes a travel grant and an essay mentorship.

All winners were nominated for this award by the IABA-Americas conference co-conveners, Sidonie Smith and Julia Watson.

This award is made in honor of Timothy Dow Adams, one of the founding editors of *a/b: Auto/Biography Studies* and a longtime friend and supporter of the journal. His outstanding scholarship—including the two books, *Telling Lies in Modern American Autobiography* and *Light Writing and Life Writing: Photography in Autobiography*—have impacted greatly the study of life narratives.
Presenters

Olga Aksakalova (oaksakalova@lagcc.cuny.edu) holds a PhD from the Graduate School and University Center of the City University of New York (CUNY). She is an assistant professor of English at LaGuardia Community College (CUNY). Her essay “With the ‘hand, fastidious and bold’: Bridging Walter Pater’s Aestheticism and Willa Cather’s Modernism” is published in Willa Cather and Aestheticism: From Romanticism to Modernism (2012).

Weverton Andrade Silva (wevandrade@gmail.com) finished his undergraduate study of Theatre in 2014, at Federal University of São João del-Rei. He is an actor who has studied and performed with many groups in Minas Gerais, such as “Cia. Teatral ManiCômicos,” “Doutores Palhaços,” and “NEAC Free Theatre School.” During his undergraduate studies he took part in different research projects, such as: “Portuguese Artists (Auto)biographical writings: Adelina Abranches,” “Araci: Theatre, Contemporaneity and Outreach projects,” “TPT - Theatre for All, Research and drama online,” and “PIBID -Teatro : Art of the Game, Performance and Sustainability.” He is currently taking part in research about queer theory and performance art.

Melissa Baldwin (melissabaldwin@trentu.ca) has worked as a research assistant with May Chazan at Trent University since July 2013. She has been integrally involved in the process of building an activist archive with the Canadian-based Grandmothers’ Advocacy Network. She has also been carrying out life history interviews with older women activists across North America. With a background in music education and gender studies, she will be pursuing graduate studies on the role of music in building intergenerational solidarities for social change.

Lloyd Barba (ldbarba@umich.edu) is a fifth-year student in the Department of American Culture at the University of Michigan. His dissertation, “California’s Cross: A Cultural History of Pentecostals, Race, and Agriculture,” treats the fields, vineyards, and groves of northern California as sites of community and stability for migrant workers from 1909-1969. He has published in the field of religious studies both on Pentecostal history in the *Journal of Race, Ethnicity, and Religion* and on literary criticism in *Axis Mundi*.

Sergio Barcellos (barcellossergio@aol.com) is an independent scholar from Rio de Janeiro, Brazil. He received his master’s and PhD degrees in literary studies from the Pontifical Catholic University of Rio de Janeiro in 2004 and 2009, respectively. He teaches an annual seminar on Diary Studies at the Rio de Janeiro State University and developed a postdoctoral research project on Time, Memory and Diary Writing cosponsored by Hofstra University and the Capes Foundation. Barcellos was recently granted an award from Fundação Nacional de Artes, Brazil (FUNARTE) to organize, classify and publish a guide to Carolina Maria de Jesus’ archival collection. Author of *Toque de Silêncio - Uma história de homossexualidade na Marinha do Brasil* (Geração Editorial, 1997), *Armadilhas para a Narrativa - Estratégias narrativas em dois romances de Carlos Sussekind* (Editora Velocípede, 2006) and *Vida por Escrito - Guia do acervo de Carolina Maria de Jesus* (Editora Bertolucci, 2015).

Ruth Behar (keynote presenter, rbehar@umich.edu) is Victor Haim Perera Collegiate Professor of Anthropology at the University of Michigan. Her books include *Translated Woman: Crossing the Border with Esperanza’s Story* (a *New York Times* Notable Book of the Year, 1993), *The Vulnerable Observer: Anthropology That Breaks Your Heart* (1997), *An Island Called*
Lee Behlman (behlmanl@mail.montclair.edu) is an assistant professor of English at Montclair State University. Recent and forthcoming publications include *Victorian Literature: Criticism and Debates* (Routledge, 2015), co-edited with Anne Longmuir; “The Victorian Marcus Aurelius: Mill, Arnold, and the Appeal of the Quasi-Christian” in the *Journal of Victorian Culture* 16.1 (2011); and “A Love both Petrarchan and ‘Stranger-Wise’: Augusta Webster’s Mother and Daughter and Nineteenth-Century Poetry on Motherhood” in *Nineteenth-Century Gender Studies* 6.3 (Fall 2010). He earned a PhD in English from the University of Michigan.

Ana Roncero Bellido (aironce@ilstu.edu) is a doctoral student in the English Department at Illinois State University. She is focusing her dissertation on the collection *Telling to Live: Latina Feminist Testimonios*, exploring Latinas’ use of testimonio to theorize their Latinidad and the role of testimonio in pedagogical practices. Some of her recent presentations study Anzaldúa’s construction of Chicana identity in *Borderlands*, the Chicana Trinity in Cisneros’ works, and code meshing in Latina testimonios. She is currently revising an essay entitled “Latina Anónima Testimonios: Telling to Celebrate the Living” for publication in the *Latino Studies Journal*.

Lynn Z. Bloom (lynn.bloom@uconn.edu), Board of Trustees Distinguished Professor and Aetna Chair of Writing at the University of Connecticut, is the author of *Doctor Spock: Biography of a Conservative Radical* (1972); editor of *Natalie Crouter, Forbidden Diary* (1980, 2001); and editor of *Margaret Sams, Forbidden Family* (1989, 1998) and numerous related articles.
Heidi Bollinger (hebollinger@hostos.cuny.edu) is an assistant professor at Hostos Community College, CUNY. She earned her PhD in English from the University of Rochester. Her recent publications include “The Danger of Rereading: Disastrous Endings in Paul Auster’s The Brooklyn Follies and Jhumpa Lahiri’s Unaccustomed Earth” (Studies in the Novel); “Crimes of Racial and Generic Mixing in John A. Williams’s Clifford’s Blues” (JNT: Journal of Narrative Theory); and “‘The Persnicketiness of Memory’: Jonathan Safran Foer’s Audaciously Imaginative Jewish Memorial Book” (Genre).

Sarah Brophy (brophys@mcmaster.ca) is professor of English and cultural studies at McMaster University. She is the author of Witnessing AIDS: Writing Testimony and the Work of Mourning (U of Toronto P 2004) and co-editor with Janice Hladki of Embodied Politics in Visual Autobiography (U of Toronto P 2014).

Laura Cade Brown (laura.cade.brown@gmail.com) is the administrative coordinator for the Latin American and Latino Studies Department at Brandeis University, as well as a lecturer in international and global studies. Prior to Brandeis, she taught Spanish and Portuguese languages. She received her PhD in Spanish from Vanderbilt University in 2013. Her current book manuscript, Stating the Self: Contemporary Latin America Autobiography and Authoritarianism, examines Latin American autobiography and self-writing in the context of authoritarianism. She has also translated a short story of Machado de Assis in Ex Cathedra (2014).

Lisa R. Brown (chia@cwjamaica.com) is a temporary lecturer in the Department of Literatures in English, University of the West Indies, Mona Campus in Kingston, Jamaica. She is the author of a chapter on Caribbean life writing in The Routledge Companion to Anglophone Caribbean Literature edited by Michael Bucknor and Alison Donnell. Her current projects focus on the representation of domestic intimacies in Caribbean life writing.

Megan Brown (megan.brown@drake.edu) is an associate professor of English at Drake University, with a PhD in English from Penn State. Her first book, The Cultural Work of Corporations, was published by Palgrave Macmillan in 2009, and
she is currently working on her second, *Memoir Matters: American Autobiography After 9/11*. She recently published articles on memoir in *Biography* and in *College Literature*.


**Doug Bush** (bush.298@osu.edu) is a lecturer at The Ohio State University who holds an MA from Western University in London, Ontario, and a PhD from The Ohio State University. He has published several articles spanning both Mexican and Latino/a Studies. The current paper comes from a chapter of his forthcoming book *Capturing Mariposas: New Approaches Toward Recent Gay Chicano Authors and Their Readers*. He was recently awarded a Mellon Postdoctoral Fellowship at Ohio Wesleyan University, which he will begin in the fall.

**Vincent Carretta** (keynote presenter, vac@umd.edu) is professor of English at the University of Maryland. Among his notable scholarly editions are several that have become classroom staples, including Olaudah Equiano’s *The Interesting Narrative and Other Writings* (2003), Philip Quaque’s *Correspondence* (2010), Quobna Ottobah Cugoano’s *Thoughts and Sentiments on the Evil of Slavery* (1999), Phillis Wheatley’s *Writings* (2001), and *Unchained Voices: An Anthology of Black Authors in the English-Speaking World of the Eighteenth Century* (1996). *Equiano, the African: Biography of a Self-Made Man* (2005), Carretta’s investigation into the life of Olaudah Equiano, remapped the recent critical discourse for early African American writing. Carretta’s most recent book is *Phillis Wheatley: Biography of a Genius in Bondage* (2011). His recent honors include fellowships from the John Simon Guggenheim Memorial Foundation; the W.E.B. Du Bois Institute for Afro-American
Research, Harvard University; and the School of Historical Studies at the Institute for Advanced Studies, Princeton.

S. Bilge Cetintas (bilge.mutluay@gmail.com) is associate professor in the Department of American Culture and Literature, Hacettepe University, Ankara, Turkey. She received her MA from the University of Maryland at College Park and her PhD from the department where she currently teaches.

Ricia Anne Chansky (ricia.chansky@upr.edu) is associate professor of literature and writing at the University of Puerto Rico at Mayagüez and a Fulbright Specialist in auto/biography studies. Her research interests are focused on diasporic, postcolonial, women’s, and visual life narratives with a special interest in Transamerican studies. She is the co-editor of the scholarly journal, a/b: Auto/Biography Studies, and the founder of the IABA-Americas chapter. She is also the co-editor of two forthcoming books, The Auto/Biography Studies Reader and Auto/Biography across the Americas.

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Lynn Domina (dominalm@delhi.edu) is professor of English and director of Humanities and Social Sciences at the State University of New York—Delhi. She earned a PhD from Stony Brook University, an MFA from the University of Alabama, and a BA from Michigan State University. Her recent publications include The Harlem Renaissance: A Historical Exploration of Literature, Understanding Ceremony: A Student Casebook to Issues, Sources, and Historical Documents, and “The Way I Heard It: Trickster Genres in Silko’s Storyteller.”

Kate Douglas (kate.douglas@flinders.edu.au) is an associate professor in the School of Humanities and Creative Arts at Flinders University, Adelaide, Australia. She is the author of Contesting Childhood: Autobiography, Trauma and Memory (Rutgers 2010) and Life Narratives and Youth Culture: Representation, Agency and Participation (with Anna Poletti; forthcoming, Palgrave 2016). She is the co-editor (with Kylie Cardell) of Trauma Tales: Auto/
biographies of Childhood and Youth (Routledge 2015) and (with Gillian Whitlock) Trauma Texts (Routledge 2009).

Maria Faini (mfaini@berkeley.edu) is a PhD candidate in comparative ethnic studies and critical theory at the University of California, Berkeley. Her work focuses on contemporary US imperial culture, particularly war writing and atmospherics, militarism through digital activism, and art practice as radical sociality. Publications include: a chapter in Locating Life Stories: Beyond East-West Binaries in (Auto)Biographical Studies (2012) and forthcoming in Ada: A Journal of Gender, Technology, and New Media. She is co-executive editor of nineteen sixty-nine: an ethnic studies journal; an organizing member of ES, AAS, GWS Coalition; and co-founder of IABA’s Life Writing SNS Network.

Lesley Ferris (ferris.36@osu.edu), an Arts and Humanities Distinguished Professor of Theatre at The Ohio State University, works on gender and performance and Caribbean-derived carnival. Her most recent book is Contemporary Women Playwrights: Into the Twenty-First Century (Palgrave Macmillan 2013) co-edited with Penny Farfan.

Shannon Finck (sfinck@westga.edu) is a limited-term assistant professor at the University of West Georgia. She completed a PhD in 20th-century American literature and transnational literatures at Georgia State University in 2014 and also holds an M.F.A. in creative nonfiction from Georgia College & State University. She has published both critical and creative work in such journals as a/b: Autobiography Studies, LIT: Literature Interpretation Theory, FUGUE, and The Journal of Modern Literature.

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Gilvete de Lima Gabriel (gilvetelima@yahoo.com.br) holds a degree in education from the Federal University of Paraíba, a master’s of education from the Federal University of Amazonas,
and a PhD in education from the Federal University of Rio Grande do Norte. She is currently a professor at the Federal University of Roraima; the leader of the Roraima Autobiographical, Interdisciplinary, and Intercultural Research Group (GEPAIIRR); a member of the Brazilian Association for (Auto) Biographical Research (Biograph); and a partner of the North-Northeast Training in Life Stories Association (ANNHIVIF). She has experience in education with an emphasis on autobiographical narrative, teacher training, indigenous early childhood education, and continuing education.

Leigh Gilmore (keynote presenter, leighgilmore@me.com) is currently a visiting scholar at Harvard Divinity School, and was previously professor of English at The Ohio State University and the first holder of an endowed chair in gender and women’s studies at Scripps College. She is the author of *The Limits of Autobiography: Trauma and Testimony* (2001) and *Autobiographics: A Feminist Theory of Women’s Self-Representation* (1994) and co-editor of *Autobiography and Postmodernism* (with Kathleen Ashley, 1994). She has published articles on autobiography and feminist theory in *Feminist Studies, Signs, Women’s Studies Quarterly, Biography, American Imago, Genders,* and numerous collections. She is currently finishing a book in Columbia UP’s Gender and Culture series titled *Tainted Witness: Women’s Life Narrative in Neoliberal Times.*

Rainer H. Goetz (goetzrh@appstate.edu) is professor of Spanish language and literature at Appalachian State University. He holds a PhD in Spanish literature from Duke University (1990). His research interests include Early Modern Spanish literature, especially the intersection of auto/biographical writing and the novel; a secondary field of interest is historical linguistics. In addition to several articles, he has published *Spanish Golden-Age Autobiography in Its Context* (1994) and *La lengua española: Panorama sociohistórico* (2007).

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Kimberly Hall (khall003@ucr.edu) is a PhD candidate in the Department of English at the University of California, Riverside and will receive her degree in June 2015. Her dissertation is titled “Making a Spectacle of the Self: Aesthetics of Autobiographical Media.” She has a BA in English from George Mason University and an MA in English from Georgetown University. Her article titled “The Authenticity of Social Media Performance: Lonelygirl15 and the Amateur Brand of Young-Girlhood” is forthcoming in Women & Performance.

Vicki Hallett (vshallett@mun.ca) is an assistant professor in the Department of Gender Studies at Memorial University, in St. John’s, Newfoundland, Canada. She holds a BA and a master’s of women’s studies from Memorial University of Newfoundland, and a PhD in women’s studies from York University, Toronto.

Craig Howes (craighow@hawaii.edu) has been the director of
the Center for Biographical Research since 1997, a co-editor of *Biography: An Interdisciplinary Quarterly* since 1994, and a faculty member of the English Department at the University of Hawai‘i at Mānoa since 1980. With Miriam Fuchs, he edited the MLA collection *Teaching Life Narratives* (2007), and he has been the list manager of IABA-L, the listserv for scholars, students, and practitioners of life writing, since 1999. He is also general editor for the Biography Monograph Series, published by University of Hawai‘i Press.

**Cynthia Huff** (cahuff@ilstu.edu) has worked with nineteenth-century British women’s diaries throughout her academic career and is currently researching and writing about animalographies. She is the author of *British Women’s Diaries: A Descriptive Bibliography of selected Nineteenth-Century Women’s Manuscript Diaries* (AMS, 1985), editor of *Women’s Life Writing and Imagined Communities* (Routledge, 2005), and co-editor with Suzanne Bunkers of *Inscribing the Daily: Critical Essays on Women’s Diaries* (U Massachusetts P, 1996). Her articles have appeared in *Biography, Prose Studies, Women’s Studies Quarterly, a/b: Auto/Biography Studies, Victorian Review, Teaching Life Writing Texts, Autobiography and Questions of Gender*, and other journals and collections. She is professor of English studies at Illinois State University, where she teaches courses in life writing, Victorian literature and culture, women’s writing, and feminisms.

**Michael Humphrey** (michael.humphrey@colostate.edu) is an instructor and PhD student in public communication and technology at Colorado State University, where he studies life story writing as self-mediation on digital platforms. He received a MA in journalism at New York University and a BA in communication and philosophy at William Jewell College. Michael has presented papers at the annual conferences of the Association for Education in Journalism and Mass Communication, the Pacific Ancient and Modern Language Association, and the Western Social Science Association. He is also a contributor at *Forbes*, where he writes about the joys and frustrations of being a user in the digital age.

**Emily Lind Johnston** (eclind@umich.edu) received her PhD in English and women’s studies from the University of Michigan in 2015. Her work sits at the intersection of ecocriticism, feminist
disability studies, and studies in personal witnessing.

**Shermaine Jones** (smj3cf@virginia.edu) earned a BA from Dartmouth College. She is an MIT School of Humanities, Arts, and Social Science Diversity Fellow. She will defend her dissertation, “Choking Down that Rage,” this summer in the English Department at the University of Virginia. In the fall she will begin her appointment as assistant professor of African American literature in the English Department at Virginia Commonwealth University.

**Justin Joque** (joque@umich.edu) is the visualization librarian at the University of Michigan. He completed his PhD at the European Graduate School, where he wrote a dissertation on cyberwar and the relationship between hacking and deconstruction. His research focuses on continental philosophy and technology, including the means by which technological systems shape the construction and narrativization of subjectivity in the twenty-first century.

**Samuel Kamara** (sakamar@ilstu.edu) is a graduate student pursuing a PhD at Illinois State University, whose interest in life writing started when he discovered that a lot of memoirs had been written about the civil war in Sierra Leone. His research focus is on Sierra Leonean postwar memoirs. Specifically, he examines issues of canonicity, pedagogy, trauma, and narrativity in relation to the ways these memoirs highlight the causes of the war.

**Eva C. Karpinski** (evakarp@yorku.ca) is associate professor at the School of Gender, Sexuality, and Women’s Studies at York University in Toronto, where she teaches feminist theory and methodology, cultural studies, autobiography, and translation studies. Her research interests include theories of subjectivity, the body and cancer biopower, feminist ethics and pedagogy, twentieth-century Canadian and American literature, and women’s writing. She has published over 30 journal articles and chapters and co-edited *Trans/Acting Culture, Writing, and Memory: Essays in Honour of Barbara Godard*. Her book on Canadian and American immigrant women’s narratives, called *Borrowed Tongues: Life Writing, Migration, and Translation* (2012), was published in the Life Writing Series by Wilfrid Laurier University Press.
Eric D. Lamore (eric.lamore@upr.edu) is associate professor in the Department of English at the University of Puerto Rico at Mayagüez where he teaches courses in African American, United States, and Anglophone Caribbean literatures. He is the co-editor of New Essays on Phillis Wheatley (U of Tennessee P 2011) and the editor of Teaching Olaudah Equiano’s Narrative: Pedagogical Strategies and New Perspectives (U of Tennessee P 2012). He edited and contributed to a/b: Auto/Biography Studies 27.1 (2012), a special issue devoted to the futures of African American life writing. Currently, he is finishing an edited book, titled African American Autobiography: Twenty-First Century Contexts and Criticism.

Diane Laurier (Diane_Laurier@uqac.ca) is head professor of the arts education program at UQAC. Her research focuses on art education and transmission within Aboriginal contexts as well as the concept of creation within a learning perspective. Recently, she has developed a training program regarding cultural mediation of Aboriginal arts and is currently developing a teaching guide for contemporary art education based on the production of digital educational teaching tips conducted by ten Aboriginal artists from different nations.

Jirye Lee (celafina@gmail.com) is a PhD candidate in theatre at The Ohio State University. Her research focuses on gender and sexuality, solo performances on the contemporary American theatre scene, and female solo artists who use their works to address social agendas.

Melissa Lee (lee.3113@buckeyemail.osu.edu) recently completed her PhD in theatre at The Ohio State University. Her research focuses on dramatic representations of the actress, linking aesthetics and characterization to larger issues of gender. She recently published “Performing (Our)Selves: The Role of the Actress in Theatre History Plays by Women” co-authored with Lesley Ferris in the 2013 anthology, Contemporary Women Playwrights: Into the Twenty-First Century.

Christine Levecq (clevecq@kettering.edu) is associate professor in the Department of Liberal Studies at Kettering University in Flint, Michigan. Her fields are African American literature and literatures of the African diaspora.
Ioana Luca (ioana.luca@ntnu.edu.tw) is associate professor at National Taiwan Normal University, having received a PhD from the University of Bucharest. Recent publications include: “Warped Memories, Tangled Life Narratives: The 1.5 Generation of Communist Surveillance” in Biography, “‘The Americans Are Coming!? Postcommunist Reconfigurations of the US in California Dreamin’ (Endless)” in Journal of American Studies, and “Edward Said's Lieux de Memoire: Out of Place and the Politics of Autobiography” in Social Text.


Bethany Ober Mannon (bgo104@psu.edu) recently completed her PhD in English and women’s studies at Penn State University. Her dissertation research focuses on 20th-century and contemporary memoirs by women in the United States. Bethany’s other research interests include memoir as a narrative frame in fiction, literature and the environment, and writing center studies.

Zeinab McHeimech (mcheimech@gmail.com) is a PhD candidate in the English Department at Western University in London, Canada. Her research examines the politics of Islam in African American writings, with a focus on autobiography and Arabic
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