

Sabbatical Leave Proposal for Jeff Baker, 2017

Overview

I am most gratified to announce that I have the honor of having been selected for the Fulbright Specialist List for the next three years, allowing me eligibility for the Fulbright Specialist Grants across the European zone and worldwide (APPENDIX I). The following is my Sabbatical Project Proposal based upon this eligibility—and upon a specific visiting professorship invitation within the auspices of the Fulbright commission. Having received an invitation to teach at the University of Antwerp in Fall, 2018, in conjunction with the Fulbright Specialist award, I am proposing a one-semester sabbatical (for Fall, 2018) so that I may take advantage of this excellent professional opportunity. First, I will lecture in my area of scholarly expertise—specifically in the work of the contemporary American writer, Thomas Pynchon, and, more generally, in contemporary American Literature. Second, I will deliver two public lectures at the University, the content of which will be decided by the American Studies department in Antwerp, but which has generally been agreed upon to treat the subject of American democracy in American literary studies in the 20th and 21st centuries. And finally, Professor Herman and I are presently in discussion about the possibility of a joint publication on politics and sexuality in Pynchon’s work that we can begin during my residency in Antwerp.

This sabbatical proposal has been undertaken as a result of a specific request from the Vice-dean of the American literature program at the host institution in Antwerp, Professor Luc Herman (APPENDIX II), who plans to submit a Fulbright project application through the Specialist program on behalf his institution in Belgium with myself named as the requested Fulbright specialist.

Fulbright Specialist Program

According to the Fulbright Specialist website, scholars appointed to the specialist list who are awarded a project abroad can expect to receive “roundtrip, economy-class airfare, a transit allowance, enrollment in a health benefits program, and a daily honorarium. In addition, the program covers lodging, meals, and in-country travel expenses.” While it is a real honor to simply be appointed to the list by the commission, the honorarium and travel expenses covered would still fall within the acceptable remuneration guidelines established by the VCCCD sabbatical leave contractual guidelines. Moreover, there is a chance that I would not be granted a project through the Specialist program, as well. In that event, however, I have been assured that I will still have an (unpaid) teaching position in Antwerp next fall. In either case, the sabbatical award from the board would be necessary in order for this trip to be economically feasible for me.

Background

As a scholar, I wrote my dissertation on Thomas Pynchon's work, focusing on the American philosophers John Dewey and William James for the theoretical underpinnings of a "pragmatic," or "activist" reading of Pynchon's writing. This work helped familiarize me with American Pragmatism as the foundation of American philosophy from Emerson, through Dewey and James, forward to Frank Lentriccia, Louise Rosenblatt, Robert Westbrook, and Cornel West. Moreover, it also laid the groundwork for my formulation of an American "activist" criticism, based both on historical and cultural context, as well as "experiential" readerly explorations of text, that (I'm told) have influenced the study of Pynchon over the past fifteen years or so (and which have certainly influenced my approach to teaching, as well). My work on Pynchon is now standard supplementary reading in many advanced American literature programs around the world, and I was honored by Professor Harold Bloom's inclusion of my essay, "Amerika Uber Alles," first published in *Critique*, in his book-length collection of important essays on Thomas Pynchon. More recently, I have had the honor of writing the "Politics" chapter for the Cambridge University Press's Companion Series. I have included a letter written by Professor Martin Eve from the University of London on my behalf for the Fulbright Specialist Award as a third-party testimony toward establishing my scholarly credentials (APPENDIX III).

As an educator, my experience ranges from the most basic undergraduate developmental composition courses to senior- and graduate-level seminars in American Literature. During my 2008-9 year-long sabbatical, I also had the honor of being a visiting professor at the University of Cologne, a teaching abroad experience which I am eager to supplement with this current proposal. While my teaching methods include formal lecture, I also rely heavily on the "Teaching With Your Mouth Shut" principles developed at Evergreen College (Olympia, Washington) in their highly experimental (and notably successful) "seminar"-oriented undergraduate curricula which emphasizes cohort-driven learning communities. I have been trained in "seminar" and learning community practices at Evergreen (APPENDIX IV—CV), and have given several presentations (including one on behalf of the Statewide Academic Senate of California Community Colleges at their annual professional development conference) on best practices in learning community pedagogy. This quite effective style of teaching is another example of a kind of "American" approach to a de-centered classroom, as well as to "linked" classes and cohort-driven learning communities that could augment the traditionally stricter, more lecture-oriented European model at the host institution.

In terms of teaching and lecturing abroad in addition to my Visiting Professorship in Cologne, I do have some overseas experience already, having delivered guest lectures in London, Belgium, Germany, and Warwick.

Moreover, I have served Moorpark College for two years as Curriculum Chair, and have served at various levels of governance, including Humanities Representative to the Academic Senate (two years), Senate Vice President (three years), and President of the Academic Senate (three years), and thus have considerable experience in curriculum development, program review, as well as program evaluation. I believe this background

will help me better contextualize my European teaching experiences on behalf of my American students here at Moorpark upon my return.

EXPECTATIONS AND OUTCOMES

The Moorpark College Mission Statement states that we hope to provide “Exposure to the values of diversity locally, nationally, and internationally,” as well as “Preparation for the challenges and responsibilities of life and change in a free society and the global community.”

To this end, the first effect that I hope my second teaching overseas experience will have upon my career and upon this institution will be the obvious honor and prestige bestowed upon myself as the recipient of a Fulbright Scholar Award: the global recognition that such an award would represent will constitute the culmination of a lifetime’s work as a professional scholar. Additionally, for our college, and district, as well, I believe the Fulbright award would accrue prestige and scholarly acknowledgement to an institution already recognized for its outstanding place in the world of American community colleges, particularly as we hope to educate our students toward a better preparation for the “global community.”

The second, and equally important effect I hope this sabbatical will have is upon my teaching. Both in my classroom and at my college, this sabbatical experience will help me remain as current as possible on trends in global curriculum, scholarship, and most importantly, “diversity locally, nationally, and internationally,” so as to best prepare my students for their undergraduate and graduate education. As Moorpark College is primarily a two-year transfer institution from which my students, by and large, will successfully transfer to a four-year university, my increased familiarity with American Studies programs here and abroad can only help to foster in them (and in myself) an increased confidence in my students’ ability to succeed in whatever program they eventually transfer to. The sabbatical experience will enhance my ability to educate both the English majors here, as well as the Freshman composition students that comprise four-fifths of my teaching load.

In fact, in an October 5, 2007 article in the *Chronicle of Higher Education*, “Why Professors Should Teach Abroad,” Professor Donald Hall writes about his experiences with teaching abroad in Rwanda, Austria, and Sweden, and the indispensability of those experiences within the American classroom. Hall asserts that--

If those experiences were useful only for me and my own self-awareness, I would not insist on their extraordinary value. My teaching and the experiences of my students here in the United States have been substantially enhanced because of my work abroad. Not only has my knowledge base in my subject areas, gender and cultural studies, been diversified and deepened, but my ability to broaden the narrow American perspective on the topics covered in my classes has expanded significantly. I can speak from firsthand experience about the culturally specific assumptions embedded in the materials I teach, rather than naïvely promote their transcultural truth or value. That type of humility is valuable but often sorely

lacking in American classroom exchanges. Students will not learn the cultural limitations of their knowledge, which they must if they are to develop effective global-communication skills, if faculty members themselves are parochial in their vision and awareness. (B20)

And, I hope, out of this kind of expanding awareness of my own cultural limitations will arise the second effect of my teaching in Belgium next year, almost assuredly more important than the first: I speak of the advantage that a current understanding of a more globalized view of America's place in the world would afford me as an educator of students who live largely in a bubble of American complacency and consumer culture. My own personal growth and increased awareness resulting from yet another teaching semester abroad will, I have no doubt, afford me another fresh perspective on the tropes of American culture as seen from a non-American perspective. This will, in turn, enhance my classroom presentation of American literature, American culture more generally, and global expectations in English composition to all of our students who often seem needful of such a broadening of perspective.

TIMELINE

- Summer-September, 2018—prepare lecture materials for visiting professorship, especially and specifically, a series of lectures on Pynchon's work and Pynchon's politics, the areas in which I have been elected as a Fulbright Specialist
- September, 2018—Leave for Antwerp, Belgium
- October, 2018-December, 2018—Serve as primary faculty in the "Pynchon" portion of Professor Herman's Contemporary American Literature Graduate seminar for the "Fall" semester; and deliver two public and university lectures on American democracy in American literary studies.
- January, 2019—return to California, return to full-time teaching at Moorpark College as successful Fulbright recipient
- August, 2019—Begin Moorpark College Fall, 2019 semester.
- Fall, 2019—1) Deliver, in the form of a written report, outcomes from my teaching semester abroad to the sabbatical committee, to the board, and of course, to all of my students for the remainder of my career. 2) In addition, Professor Herman and I are in the process of discussing a joint publication on politics and sexuality Pynchon's work that we may begin work on during my residency in Antwerp.

CONCLUSION

In all, I believe I have a considerable contribution to make to the University of Antwerp's American Studies program, in terms of expertise in the teaching of American literature, and, perhaps, in terms of bringing a de-centered classroom experience to the students in that program. Moreover, I am certain that my experiences there will not only reflect well on my country and its history and institutions, but will also afford me new and indispensable perspectives on America when I return to the students in the Ventura

County Community College District. While I understand the expense this project represents to the District, I also believe that, as Hall writes, that expense “amount[s] to a small price to pay for what I know will be an exponential return on our collective investment” (B20).

Source Cited

Fulbright Commission, “Fulbright Specialist Program,” n.d.,
<https://fulbrightspecialist.worldlearning.org>.

Hall, Donald. “Why Professors Should Teach Abroad.” *The Chronicle of Higher Education*. 54.6 (2007): B20.

APPENDIX I: FULBRIGHT LETTER



October 6, 2017

Dear Jeffrey Baker,

On behalf of the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA) and World Learning, we are pleased to inform you that you have been recommended by the Peer Review Panel for placement on the Fulbright Specialist Roster for a tenure of three years.

As a candidate on the Fulbright Specialist Roster, you are now eligible to be matched with projects designed by host institutions in over 150 countries globally. Please note that your acceptance to the Fulbright Specialist Roster is not an assurance of a Fulbright grant. Rather, it places you among a pool of candidates who may be matched to a project during their tenure. Please note that your Roster tenure officially begins on October 6, 2017 and will end on October 6, 2020.

Should there be a project that requires a candidate with your professional and academic credentials, World Learning may contact you to determine your interest and availability. If you are selected by the host institution as the desired candidate for the proposed project, World Learning will submit your candidacy to the J. William Fulbright Foreign Scholarship Board (FFSB), which must provide final approval of all candidates matched to a project.

Congratulations again on your acceptance to the Fulbright Specialist Roster. Should you have any questions, please visit the Frequently Asked Questions page on our website at <https://fulbrightspecialist.worldlearning.org/faqs-specialists/> or email us at FSPeerReview@worldlearning.org.

Sincerely,

A handwritten signature in cursive script that reads "Melissa Oppenheimer".

Melissa Oppenheimer
Divisional Vice President, Exchange and
Training World Learning

**APPENDIX II:
UNIVERSITY OF
ANTWERP INVITATION
LETTER**



Jeff Baker
Department of English
Moorpark College
USA

Dear Jeff,

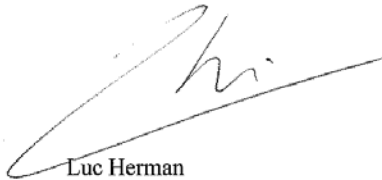
It is my pleasure to invite you to the Department of Literature at the University of Antwerp (Belgium). We hope that, through the Fulbright Specialist Program, you will be able to spend six weeks with us in November/December 2018.

It would be a real honor for us to have you around for part of the next academic year. Your essays on Pynchon and politics are constantly being cited in Pynchon studies, so it is no coincidence that I turn to you to come and teach Pynchon as part of my master's course on the American historical novel after 1950.

When you came to Antwerp to give a lecture on Pynchon in this very course, it became immediately apparent to me that an extended contribution on your part would be a real asset for the students. Your teaching duties would involve teaching six three-hour classes on Pynchon—we can decide the exact topic later on—and to grade the course papers on Pynchon (with specific subjects to be set by you), which make up 50% of the student's grade. I will prepare your arrival by teaching the first half of the course, which will include readings of Vonnegut's *Slaughterhouse-Five* and E.L. Doctorow's *Ragtime*.

Please let me know at your earliest convenience whether you would be able to accept this invitation. Needless to say, I hope you'll give us a resounding yes!

Greetings from Antwerp,



Luc Herman

Professor of American Literature and Narrative Theory
Department of Literature

Vice-dean
Faculty of Arts

APPENDIX III:
PROFESSOR MARTIN
EVE'S FULBRIGHT
RECOMMENDATION

1. The Fulbright Specialist Program requires individuals be able to effectively share their knowledge and skills in a cross-cultural setting. Based upon your experience with the applicant to date, do you believe that the applicant can successfully collaborate with an international host institution from a different cultural context? Why or why not?

My experience of and interactions with Professor Baker have centred around his research work, which as you will see from the below, I esteem most highly. This work centres on the novels of Thomas Pynchon, a writer for whom intercultural connection between the States, Europe, and far beyond are central. Jeff Baker understands the ways in which American cultural identity, in the period of literature on which he works, is dependent upon an interconnected world. In his research work, this knowledge of and engagement with cultures well beyond those found in the USA – such as German Romanticism – make for a firm intellectual underpinning for successful collaboration with an international host institution.

Furthermore, Jeffrey Baker has extensive overseas experience already, having delivered guest lectures in London, Belgium, Germany, and Warwick. He has experience as a visiting Professor in Germany and has participated in several overseas symposia. In short, Baker has a successful track record at working with international host institutions and integrating within varying cultural contexts.

Given the intersections of his above intellectual focus on trans-national contexts and demonstrable track record of successful overseas integration, I believe that Jeff Baker would thrive in the Fulbright scheme and would effectively share his substantial knowledge and skills across cultural borders.

2. Please briefly comment on the applicant's level of expertise and professional accomplishments in his or her field.

Jeffrey Baker's research work on post-War American fiction – and particularly his research on Thomas Pynchon – is among the finest that I have ever read. This is no exaggeration; his works have been formative in the development of my own career and intellectual trajectory to the extent that, in my first research monograph, I explicitly devoted a section to the importance of his work, noting that “The final key reference point for this project is in the political Pynchon constructed by Jeff Baker, whose work prompts my analysis of the ethico-political function of Pynchon's novels”. His work opened my eyes.

Thomas Pynchon, the focus of Baker's expertise, is deemed by countless studies to be among the most important American authors of the past fifty years. Pynchon is, though, an exceptionally difficult writer to understand and think about. Jeffrey Baker's level of expertise here is such that he is able to write about this author with a clarity that few others possess. Baker's work cuts to the core of the political outlook in Pynchon's novels as though this were an easy task (it is not). I would say that he is among the most knowledgeable and articulate thinkers on this subject that I have ever encountered.

The breadth of Pynchon's oeuvre also means that Baker is highly knowledgeable and competent beyond his direct interaction with literary fiction. Indeed, his research work shows familiarity with German poetry and history; transcendentalist writing; twentieth-century history, both in the States and beyond; and a raft of other historico- contextual aspects that were necessary for his research work. In short, Baker's ability to command vast bodies of knowledge in the service of cogent arguments about contemporary American fiction are commendable.

Further, Baker's professional accomplishments are evident from his extensive record of faculty and research awards. His visiting Professorships, overseas guest lectures, and academic prizes – modestly stated on his CV – demonstrate a great talent who can be overly modest.

In his subject area, there is nobody else I would recommend for expertise and professional accomplishment so heartily as Jeff Baker.

3. What leadership qualities have you observed in the applicant? How do you believe those qualities would support the applicant's work as a Fulbright Specialist?

Jeff Baker's leadership is both intellectual and personal.

At the time when he made his most prominent research interjections, the field in which he was working exhibited a postmodern formalism, in which most researchers were stuck in a mire of indeterminacy. Although he acknowledges the moments of political activism in his critical forebears, Baker's research had the courage to explicitly link Pynchon's work to the radical counterculture of the 1960s and, in turn, to frame this through various pragmatist philosophies. It is hard to overestimate the influence this has had. In particular, recent works in the field, such as Luc Herman and Steven Weisenburger's recent monograph, or Joanna Freer's book on Pynchon and the counterculture, are directly indebted to this intellectual leadership.

Also, it is clear that Baker has thrown himself into leadership positions. His track record of continuing professional development – alongside an ethic of service, also prominent on his CV – demonstrates a career arc in which the candidate has consistently taken the lead. Indeed, he has been President of the College Academic Senate twice, frequently co-chaired committees, as well as sitting on the awarding board (and chairing in one case) various faculty prize panels.

These qualities of intellectual vigour and boldness, coupled with a solid profile of service, points to a candidate who would thrive in the Fulbright scheme. Jeff Baker is clearly capable in all the listed areas for the award: he has delivered lectures, workshops, and seminars abroad in his role as a visiting Professor; he has a clear record of leadership positions that render him suitable for consultation on faculty development, alongside developing new curricula and materials on American Studies programmes; he has extensive experience lecturing at both undergraduate and postgraduate levels; and in his service record he shows that he is capable of conducting evaluations at the institutional level.

In short, I heartily commend to you Jeff Baker as a candidate and I hope that the awarding panel will take seriously this application from a scholar whom I rate most highly.

APPENDIX IV: C.V.

Jeffrey S. Baker

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Los Angeles, CA 90065
818-667-4098
jeffbaker@vcccd.edu

Education

Ph.D. English
Purdue University — Spring, 1995
West Lafayette, Indiana

Dissertation: "Somewhere Under Pynchon's Rainbow: Pragmatism, Protest, and Radical Democracy in *Gravity's Rainbow*."

This study enacts a "pragmatic criticism," contextualizing Pynchon's *Gravity's Rainbow* within its social/cultural milieu and examining the Deweyan "experience" of the text both aesthetically and politically within that context. The aim of this study is to demonstrate how, having been influenced by the democratizing and egalitarian impulses of the radical countercultural movement of the 1960's and early 1970's, Pynchon's text functions as a radically "participatory" and "activist" polemic.

M.A. English
Purdue University — Spring, 1990
West Lafayette, Indiana

B.A. English — magna cum laude
Indiana University of Pennsylvania — Fall, 1985
Indiana, Pennsylvania

Professional Experience

Visiting Professor (anticipated) Universiteit Antwerpen
Winter Term, 2018

- Teach seminar course in the University of Antwerp's American Studies program, Antwerp, Belgium

Visiting Professor Universität zu Köln Winter Term,
2008-2009

- taught lecture and seminar courses in the University of Cologne's American Studies program, Cologne, Germany

Professor of English Moorpark College January,
2000—present

- teach undergraduate composition and literature courses
- teach in the Learning Communities at Moorpark College
- serve on departmental and college committees
- serve on campus Academic Senate
- serve on campus and district curriculum committees

Adjunct Faculty California State University-Northridge August,
1997—present

- teach upper-division literature courses

Staff Writer/Editor *WSO, Incorporated* *1996 —1999*

- developed and oversaw corporate communications strategy and protocols
- supervised the writing and editing of corporate publications
- researched and wrote a variety of reports, proposals and other documents
- represented non-profit volunteers' work in writing and public presentations

Adjunct Faculty *Mt. San Antonio College* *August, 1997—2000*

- taught undergraduate composition courses

Assistant Professor *Millikin University* *August, 1995—May, 1996*

- taught undergraduate composition, literature and business writing
- served on departmental and university committees
- advised undergraduate English majors
- served as faculty sponsor, Sigma Tau Delta

Graduate Instructor *Purdue University*
1988—1995

- taught undergraduate composition, literature and business writing
- tutored undergraduate and graduate students in Purdue's Writing Lab
- assisted in writing across the curriculum programs
- gave "Traveling Teacher" presentations campus-wide
- participated in on-line computer-aided instruction

Service

Moorpark College Academic Senate President, 2005-2007; 2009-10

Co-Chair—College Curriculum Committee, 2005-2008

Co-Chair—District Curriculum Committee, 2006-2007

Co-Chair—College Budget Committee, 2005-2007; 2009-10

Moorpark College Academic Senate Vice-President, 2002-2005

Co-chair—Faculty Sabbatical Committee, 2002-2005

Chair—Distinguished Faculty Chair Award Committee, 2002-2005

Humanities Division Representative to Academic Senate, 2000-2002

Academic Honors and Awards

Fulbright Commission "Specialist Scholar" designation, 2017-2020
"Full-time Faculty of the Year Award," Moorpark Academic Senate, 2009-10

Visiting Professor: University of Köln, Cologne, Germany, Winter Term, 2008-2009

Rockefeller Lecture: King's College-University of London, June 1998

Purdue Research Foundation Year-long Grant, 1994

Purdue Research Foundation Summer Grant, 1993

Purdue English Department Excellence in Teaching Award, 1991

First Prize, Novus Competition, Ball State University, 1989

The Graduate Honor Society of Phi Kappa Phi

IUP English Department's Undergraduate of the Year, 1983-1984

Who's Who Among American College and University Students, 1983-1984

Member, English Honorary Society Sigma Tau Delta, 1982-1985

Scholarly Publications

- . "Style in *Gravity's Rainbow*: Art as Experience." Forthcoming in *On Style: Transdisciplinary Articulations*. 2017.
- . "Politics." *The Cambridge Companion to Thomas Pynchon*. Inger Dalsgaard, Luc Herman, and Brian McHale, eds. Cambridge: Cambridge UP, 2012. 136-145.
- . "Jeffrey S. Baker on the Radical Critique of American Imperialism in the 1960s." In *Thomas Pynchon*. Bloom's Major Novelists Series. Harold Bloom, ed. Philadelphia: Chelsea House, 2003. 97-102.
- . Review. "Taking Liberties." Patell, Cyrus R.K. *Negative Liberties: Morrison, Pynchon, and the Problem of Liberal Ideology*. (Durham: Duke UP, 2001.) In *Pynchon Notes* 50-51 (2002): 131-5.
- . "Plucking the American Albatross: Pynchon's Irrealism in *Mason & Dixon*." In *Pynchon and Mason & Dixon*. Brooke Horvath and Irving Malin, eds. Newark: University of Delaware Press, 2000. 167-188.
- . Review. Whalen-Bridge, John. *Political Fiction and the American Self*. (Urbana: University of Illinois Press, 1998). In *Studies in the Novel*. 32.1 (2000): 102-105.
- . "Amerika Uber Alles: German Nationalism, American Imperialism, and the 60's Anti-War Movement in *Gravity's Rainbow*." *Critique* 40.4 (1999): 323-341.
- . Review: "Publish and Perish." Dickson, David. *The Utterance of America: Emersonian Newness in Dos Passos USA and Pynchon's Vineland*. (Goteborg: Acta Universitatis Gothoburgensis, 1998). In *Pynchon Notes* 44-45 (1999): 227-231.

- . "Dedication to Doubt: Curtis White's *The Idea of Home* and the Function of Fiction." *Review of Contemporary Fiction* 18.2 (1998): 60-71.
- . "An Ethical Question About On-line Tutoring in the Writing Lab." *Writing Lab Newsletter* 18.5 (Jan. 1994): 6-7.
- . "Pynchon and Pragmatism." *Pynchon Notes* 34-35 (1994): 176-177.
- . "A Democratic Pynchon: Counterforce, Counterculture, and Participatory Democracy." *Pynchon Notes* 32-33 (1993): 100-132.

Conference Presentations

- . "Pynchon and Politics with Jeff Baker." CSU Channel Islands English Speaker Series. California State University-Channel Islands. Oxnard, California, 13 April 2015.
- . "The Rocket, the Counterforce, and Slothrop's Disintegration: The Limitations of Resistance in *Gravity's Rainbow*." Guest Lecture, University of Antwerp. Antwerp, Belgium, 18 December 2008.
- . "The Toulmin Model of Argument: Examining Warrants in the Teaching of Freshman Composition and Critical Thinking." "Transitions" Conference. Moorpark College. Moorpark, California, 12 March 2005.
- . "Post(9-11)modernism?" 2002-2003 Faculty Lecture Series. Moorpark College. Moorpark, California, 18 September 2002.
- . "Learning Communities: A Transfer Point of View." Academic Senate for California Community Colleges Curriculum Institute. San Jose, California, 12 July 2002.
- . "Learning Communities: Best Classroom Practices." Pacific Southwest Learning Communities Conference: Learning Communities: Collaboration, Transformation & Change. Moorpark College. Moorpark, California, 21 September 2001.
- . "Plucking the American Albatross: Pynchon's Irrrealism in *Mason & Dixon*." International Pynchon Week. University of London. London, England, 10 June 1998.
- . "Somewhere among the wastes of the world": Cold War Ideology as Pragmatism's 'Idealist Tradition,' and Pynchon's (Re)Constructive Postmodernism." 24th Annual Twentieth Century Literature Conference. University of Louisville. Louisville, Kentucky, 23 Feb. 1996.
- . "A Pragmatic Pynchon: 'Entropy' as Harbinger to Sixties Radicalism in Pynchon's Writings." 23rd Annual Twentieth Century Literature Conference. University of Louisville. Louisville, Kentucky, 23 Feb. 1995.

- . "Blicero's Rilkean Destiny and Nixonian Amerikkka: A Pragmatic Reading of German National Socialism, American Imperialism, and the Vietnam War in *Gravity's Rainbow*." Thomas Pynchon: Schizophrenia and Social Control. Warwick University. Coventry, England, 20 Nov. 1994.
- . "Words Spoken and Unspoken: The Conflict Between the Oral Tradition and the Print Medium in Toni Morrison's *Beloved*." 21st Annual Twentieth Century Literature Conference. University of Louisville. Louisville, Kentucky, 26 Feb. 1993.
- . "'in floods of inck': The Inefficacy of Ritual and Genre in Chapman's *Hero and Leander*." 25th Annual CAES Conference. Ball State University. Muncie, Indiana, 21 Oct. 1994.
- . "Subversive Word-play in Chaucer's *Manciple's Tale*." 20th Annual CAES Conference. Ball State University. Muncie, Indiana, 16 Oct. 1989.

Seminars and Professional Development

- "Curriculum Institute 2009." Academic Senate for California Community Colleges. Anaheim, California. 9-11 July 2009.
- "Curriculum Institute 2007." Academic Senate for California Community Colleges. Coronado, California. 12-14 July 2007.
- "Curriculum Institute 2006." Academic Senate for California Community Colleges. San Francisco, California. 13-15 July 2006.
- "Leadership Institute." Academic Senate for California Community Colleges. San Jose, California. 8-10 June 2005.
- "First Annual Dale Tillery Institute for Community College Leadership and Innovation." University of California-Berkeley. Berkeley, California. 1-4 August 2005.
- "Summer Institute." National Learning Communities Project. The Evergreen State College. Olympia, Washington, 25-30 June 2002.
- "Connections: Summer Seminar 2002." South Central Regional Consortium. Moorpark College. Moorpark, California, 19-20 June 2002.
- Seminar facilitator. Student Centered Learning Workshop. Moorpark College. Moorpark, California, 4 May 2001.
- Workshop. "Transitions" Conference. Moorpark College. Moorpark, California, 10 March 2001.
- California Great Teachers Seminar. Casa de Maria Retreat Center. Montecito, California, June 2000.

Professional Memberships

American Federation of Teachers (AFT)
Association of University Professors (AAUP)
California Faculty Association (CFA)
California State Employees Association (CSEA)
California Teachers Association (CTA)
National Education Association (NEA)
Service Employees International Union/American Federation of
Labor—Congress of Industrial Organizations (SEIU/AFL-CIO)