

## Contributors

**Linda S. Bergmann**, Associate Professor of English at Purdue University and Director of the Purdue Writing Lab, has started Writing Across the Curriculum programs and writing centers at the University of Missouri-Rolla, the Illinois Institute of Technology, and Hiram College. Her teaching experience includes first year composition, undergraduate courses in literature, pedagogy, and literacy, and graduate seminars in writing program administration. She has published articles in such journals as *Language and Learning Across the Disciplines*, *Feminist Teacher*, *A/B: Auto/Biography Studies*, and *American Studies*, and has written chapters on WAC and other aspects of teaching writing for various collections. She is co-editor of *Composition and/or Literature: The End(s) of Education*, forthcoming from the NCTE Press, and is completing a textbook on research writing.

**David Bleich**, Professor of English, University of Rochester, is the author of *Know and Tell: A Writing Pedagogy of Disclosure, Genre, and Membership* (1998) and the co-editor, with Deborah Holdstein of *Personal Effects: The Social Character of Scholarly Writing* (2001). His earlier books and essay collections have studied literary theory, literary response, and the social action of language and literature in school and society.

**Marc Bousquet** is the author of *How the University Works: Higher Education and the Low-Wage Nation* (NYU Press, forthcoming). The founding editor of *Workplace: A Journal for Academic Labor*, he is currently Associate Professor of English at Santa Clara University.

**Jamie Daniel** is currently Director of Organizing and Development at UPI Local 4100, IFT/AFT/AFL-CIO, a union that represents faculty and staff at public universities in Illinois. She is a founding member of the Chicago Center for Working-Class Studies. She is also a member of the national Organizing Committee for the International Working-Class Studies Association. She served as Chair of the Chicago's Workers' Rights Board, a joint project of Jobs with Justice and the Chicago Federation of Labor, from 1998 until 2004, and from 1994-2004 taught in the English

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Department at the University of Illinois at Chicago. Her scholarly publications have focused on theories and practices of “the public sphere,” the theoretical legacies of the German Frankfurt School group, especially as they pertain to labor and the production process, and the relationships between class identities and cultural production. She has published numerous translations from the German, including Oskar Negt and Alexander Kluge’s *Public Sphere and Experience: Toward an Analysis of the Bourgeois and Proletarian Public Sphere* (1993). She currently serves on the advisory board of the Neighborhood Writing Alliance, which sponsors free writing workshops across the city. Most recently, she has written about workplace health and safety and the increases in disabling injuries among workers under the Bush Administration, most recently in an article in *In These Times* (see <http://www.inthesetimes.com/site/main/article/2140/>).

**David B. Downing** teaches research writing, American literature, and the history and theory of criticism in the English Department at Indiana University of Pennsylvania. He is the author of *The Knowledge Contract: Politics and Paradigms in the Academic Workplace* (Nebraska, 2005). He co-edited, with Claude Mark Hulbert and Paula Mathieu *Beyond English, Inc.: Curricular Reform in the Global Economy* (Heinemann, 2002). Since 1984, he has edited *Works and Days*.

**Barbara Foley** is Professor of English at Rutgers University, Newark Campus. She is a member of the steering committee of the MLA Radical Caucus and serves on the manuscript collective of Science and Society. She has written about Marxist theory, African-American literature, proletarian literature, and the politics of the academy. Her most recent book is *Spectres of 1919: Class and Nation in the Making of the New Negro* (Illinois, 2003). She is currently working on a book about Ralph Ellison.

**Patricia Harkin** teaches English and communication studies at the University of Illinois, Chicago. She is author of *Acts of Reading* (Prentice Hall, 1998), and co-editor of *Configuring Virtual Worlds: Teaching with Virtual Harlem* (Peter Lang, 2006) and *Contending with Words: Composition and Rhetoric in a Postmodern Age* (MLA, 1991). Her work has appeared in *College English*, *College Composition and Communication*, *Rhetoric Review*, and *JAC*. She has served on the executive committees of the National Council of Teachers of English, the Conference on College Composition and Communication, and the Society for Critical Exchange.

**Megan Marie** is a doctoral student in Language, Literacy and Rhetoric at the University of Illinois at Chicago. She is currently studying for her qualifying exams—in Rhetorical Theory, Critical Composition Theory, Gender/Women’s Studies, and the Rhetorics of Postmodernity—and she feels much like Sisyphus as

a result of the process. Her research interests include class-based issues as they relate to community-based writing and community/university relationships. She is also interested in the rhetorics of “redevelopment” in today’s economy; hence her burgeoning interest in the phenomenon of American megachurches (and mega-anything, really). She is currently working on an article about service-learning for a second edition of Tom Newkirk’s *To Compose*.

**Ryan M. “Rylish” Moeller** is an assistant professor in the English Department at Utah State University. He teaches courses in professional and technical writing, rhetorical theory, and the rhetorics of technology. His research is focused on the relationships among technique, technology, and rhetorical agency. His work has appeared in *Technical Communication Quarterly*, *Kairos*, *Works and Days*, and in book chapters. He is currently working on a book manuscript that examines the rhetoric of consumer electronics through political economy analysis.

**Janice Radway** is Professor and Chair of the Literature Program at Duke University. She received her Ph.D. in English and American Studies from Michigan State University and is past President of the American Studies Association and former editor of *American Quarterly*. She is the author of *Reading the Romance: Women, Patriarchy, and Popular Literature* and *A Feeling for Books: The Book-of-the-Month Club, Literary Taste and Middle Class Desire*. She is currently working on a book about girls’ cultural production and subjectivity in the 1990s.

**David R. Shumway** is Professor of English, and Literary and Cultural Studies, and Director of the Humanities Center at Carnegie Mellon University. He is currently serving as the first President of the Cultural Studies Association (U.S.). He served as a co-editor with Richard Ohmann on *Making and Selling Culture*. His most recent book is *Modern Love: Romance, Intimacy, and the Marriage Crisis*, and he is currently finishing work on *Classic Rockers: The Cultural Significance of the Stars*.

**James J. Sosnoski** James J. Sosnoski is the author of *Token Professionals and Master Critics* and *Modern Skeletons in Postmodern Closets*, as well as various essays on instructional technology, computer-assisted pedagogy, and online collaboration. He has co-edited several issues of *Works and Days* on technology and the forthcoming *Configuring History: Teaching the Harlem Renaissance Through Virtual Reality Cityscapes* (Peter Lang). He is working on a book entitled *Configuring: Learning to Understand Persons Unlike Us*, a study of the role of virtual experiences in bridging gaps in experience that block communication. It also concerns the use of virtual reality as learning tool.

**John Trimbur** is professor of writing and rhetoric at Worcester Polytechnic Institute. He has published extensively in writing

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**Luana Uluave** is a PhD candidate in Language, Literacy, and Rhetoric at the University of Illinois at Chicago. In 1998 she was recognized as a Scholar for the Dream by the Conference on College Composition and Communication. She has taught writing at several schools, including Brigham Young University (Utah), City College of New York, Northampton Community College (Pennsylvania), University of Illinois at Chicago, and The Waterford School, an independent college preparatory school. She has also taught and consulted in writing program design in the for-profit sector of higher education.

**Jeffrey J. Williams'** most recent book is *Critics at Work: Interviews 1993-2003* (NYU P, 2004). He is an editor of *The Norton Anthology of Theory and Criticism* and, since 1992, editor of the *minnesota review*. He teaches in the literary and cultural studies program at Carnegie Mellon.