

Editor's Introduction

The 2002 Philological Association of the Carolinas annual conference was held on the campus of The University of North Carolina at Asheville. Though the temperatures in the mountains were a bit chilly, the copious sunshine and eclectic environs helped add to the pleasant ambiance of the proceedings. The local arrangements committee at UNC-A and the PAC Executive Committee provided participants and attendees with a smoothly run and engaging conference. The papers selected from that conference which are included in this year's *Postscript* represent some of the best from those proceedings.

Two essays included in this issue tackle foreign language subjects. Elizabeth Zahnd's on the work of Uruguayan novelist Juan Carlos Onetti examines the many purposes of lying in his 1950 novel *La vida breve*. Zahnd suggests that at the root of the many fabrications is Onetti's implication that all "stories" must be perceived as lies. Ana-Isabel Aliaga-Buchenau examines Emile Zola's *Germinal*, particularly how the main character Etienne Lantier grows politically as he learns to assimilate his reading material.

Jim Haughey's essay concerning Christina Reid's 1988 radio drama *My Name Shall I Tell You My Name?* examines the historical contexts surrounding the Battle of Somme and Protestant Ulster loyalty during World War I. Haughey suggests that Reid's interrogation of the myths surrounding this period of Irish history go a long way toward understanding how political assumptions are processed.

Tony Perrello's essay on using film to teach racial politics and *Othello* and Nancy Barendse's look at Joyce Carol Oates' story "Where are You Going, Where Have You Been?" both combine scholarly examinations of texts with teaching pedagogy. Perrello's essay uses popular culture reference points as he examines several film versions of *Othello* and their racial implications in the classroom. Barendse provides an overview of criticism of the Oates' story as framework for her discussion on how to teach the story and postmodernism in her literature classroom.

I would like to thank all those involved in the 2002 PAC conference, as well as those who contributed essays to this volume.

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