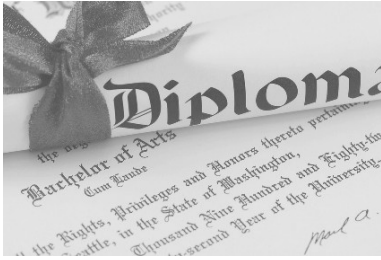




# THE ENGLISH UPDATE



SPRING 2010 NEWSLETTER FOR ENGLISH MAJORS AND FACULTY AT BSC



## WHAT ARE YOU GOING TO DO WITH THAT ENGLISH DEGREE?: MY INTERNSHIP EXPERIENCE AT HILL, HOLLIDAY

By Megan Wiggin

“What are you going to do with that degree?” It’s a question each and every English major is forced to address throughout their undergraduate career. In an unstable economy, graduating with an English degree without entering into the education field has somehow acquired a nasty stigma of impracticality. In my own experience as an English major heading into a non-traditional field, I’ve found that the skills we cultivate as students of the humanities are a huge asset in the professional world.

In the spring of my senior year I was accepted into the internship program at the Boston advertising agency Hill, Holliday. In all honesty I had no idea what to expect from working in a corporate environment, and I was intimidated to say the least. The agency is located forty floors up in the heart of Boston’s financial district and employs upwards of five hundred people. Their clients include major financial institutions and insurance agencies. In short, it sounded like an English major’s worst nightmare—but that couldn’t be further from the truth.

From the moment I walked in the door at Hill, Holliday, I was completely surprised at how uncorporate this corporation was. There were no cubicles, no stressed employees pulling their hair out, no suits! The relaxed, open-minded culture at Hill, Holliday is designed to get the best performance out of their employees. As someone who suffers from an innate fear of the cubicle, I felt immediately at home within the agency, but I remained unsure about how my academic training would come into play.

*(Continued on page 2)*

## THE ENGLISH SOCIETY: SIGNING OFF FOR THE YEAR

By Loni-Anne Sanford

At the end of every spring semester, I always pause to contemplate how fast the weeks have sped by, and this year was no different. This time last April, I was anxiously awaiting the fall so that I could take over as president of the English Society. Now I am left wishing that time would slow down. Lauren Rocha, Lauren Le, and I are not quite ready to resign from our positions, but since we will only be on campus for one more semester, we must pass the torches. Nonetheless, I am confident that we are leaving the organization in capable hands. In the fall, the following people will be on the board of officers: Michelle Hacunda (president), Hillary Ivaldi (vice president), Vicki Lynch (treasurer), Katy Hartwell (secretary), and Dave Cook (student liaison).

Although we had a great deal of activities lined up from September to December, our past four months have perhaps been busier than the first half of the year. In January, we began planning our Undergraduate Literary Conference with Stonehill College. The officers,

*(Continued on page 3)*

# Congratulations!

**Angel Cooper** has been accepted to the graduate program in Philosophy at Kent State.

**Kathryn LeClair** has been accepted by graduate programs in Communications at Georgetown, George Washington, American, and Northeastern. She plans to attend American University’s one-year master’s program in Public Communications.

**Michelle Mercure** has been accepted by the graduate programs in English and Gender Studies at Simmons College in Boston.

**Ryan Ribeiro** has been accepted to the Indiana University of Pennsylvania’s graduate program in Student Affairs in Higher Education.

**Ryan Thomas** has been accepted to Emerson College’s program in print journalism and multimedia.



(What are you going to do with that degree continued from page 1)

To my surprise, the fact that I was an English major was actually a benefit coming into the world of advertising. While it's true that the majority of employees there were from an advertising background, it's also important to remember that advertising runs on new ideas. As my mentor at the agency explained to me, to have a large group of people with entirely homogenous skills would only be a detriment to fostering creativity. An English major is undoubtedly going to approach creativity and problem solving from a different angle than a marketing or business major.

My primary responsibility at Hill, Holliday was to perform audits of competitors' advertising campaigns. Essentially I compiled all the competitors' creative work, whether it was television, prints or online advertising, and analyzed it in a report to be presented to the client. While it was overwhelming work at first, I soon found that I could rely on the same skills I'd sharpened for years in the classroom to help me at the agency. For a supervisor to be given a project by an intern that not only has the proper content, but is exceptionally written is relatively unheard of in the business world. Reading, analyzing and responding is something English majors can take with them far beyond final papers.

As I look back on my experiences at Hill, Holliday, I am proud of all that I accomplished despite my reservations about entering the corporate world. To have something so diverse to add to my resume upon graduating has lifted a huge weight off of my shoulders. I've proven myself in the "real world", and that absolutely alleviates any anxieties I had about leaving Bridgewater State College. For those students interested in reading more about my experiences with Hill, Holliday, a full set of weekly journal entries written during my time at the agency is available in Dr. Michelle Cox's office (Tillinghast 309). See Michelle Cox for further information about internship opportunities; remember that an internship counts for 3 credits towards the major as well as building your resume and job skills.

And so finally, if I could give any advice to other students in the English department who are struggling to find their footing, I would say never to sell yourself short. We are fortunate to be students of a discipline that has immense personal and professional value, and it is important to remember that the next time someone asks "What are you going to do with that degree?" ☞



If you are interested in contributing to the Fall Edition of The English Update, please email [llecomte@bridgew.edu](mailto:llecomte@bridgew.edu)



# THE ENGLISH UPDATE



(The English Society: Signing off continued from page 1)

members, the OUR, and our advisor, Professor Kimberly Davis, dedicated months towards reading through and selecting abstracts; reserving a time/room for the event; making pamphlets, flyers, posters, and bookmarks; finding faculty members to moderate panels; spreading the word about the conference; and putting in food orders. We were delighted to see the results of such hard work on Friday, April 23<sup>rd</sup>.

In addition, we hosted a publishing event on April 18<sup>th</sup>. Dr. Michelle Cox, student Michael Anthony, and local author James Michael Rice spoke about their writing/publishing processes. Michelle discussed the rewarding, yet difficult, aspects of publishing *Reinventing Identities in Second Language Learning*; Michael highlighted his sudden, and unexpected, success when he published his memoir, *Mass Casualties: A Young Medic's True Story of Death, Deception, and Dishonor in Iraq*; James explained his decision to self-publish his novels, *Rebel Angels* and *A Tough Act to Follow*. Those in the audience found it refreshing to hear from these three very different perspectives, which was made evident in the hearty question and answer session that followed. The event was well-attended, with at least 30 people congregating in the room. Afterwards, the speakers sold their books and chatted with those who came to hear them.

Besides our academic activities, we also found a healthy balance in keeping up our newfound tradition of going on field trips. This time around, we ventured to Walden Pond on Patriot's Day, April 19<sup>th</sup>. Drs. Ann Brunjes and Ben Carson kindly drove vans full of students to Concord, and Drs. John Kucich and Kim Davis met up with us there.

On April 13<sup>th</sup>, we had another bake sale and were able to utilize those funds towards making purchases for our organization. For instance, we sold 20 t-shirts—made by Katy Hartwell—to members for \$5.00. The front is graced with the phrase “iRead,” and the back reads “The English Society.”

I walk away from my position with the utmost appreciation for all of our committed and active members this past year. Without the support of our wonderful students and faculty members—especially Professor Kim Davis—we might have dissolved into an idle organization. However, I am incredibly thankful that we had quite the opposite experience. It is my hope that The English Society will continue to grow for years to come, and I will be watching from the sidelines! ✎

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## MEMORIAL FOR CATIE BISSON

The English Department, and the BSC community as a whole, was saddened by the passing of English major Catie Bisson on March 23, 2010. A native of Lowell, Catie was just completing her sophomore year as an English major in the writing concentration, when she lost a long battle with Loeys-Dietz Syndrome. Her talents and enthusiasm, for writing and for living, were an inspiration to her fellow students and professors alike. On April 29<sup>th</sup>, friends and family gathered in St. Basil's Chapel here on campus for a memorial service. Students and faculty read from her poems and shared remembrances of this dynamic, energetic student who will be sorely missed.

A creative writing scholarship in her name is being arranged through the English department. Those interested in contributing should contact Professor John Mulrooney at [jmulrooney@bridgew.edu](mailto:jmulrooney@bridgew.edu).





# THE ENGLISH UPDATE



## SIGMA TAU DELTA UPDATE By Hillary Ivaldi

This April, fifty new members were inducted into Sigma Tau Delta, the International English Honor Society on campus. There are an additional twenty-five members who are seniors graduating with Honors. Three of these members—Michelle Mercure, Stephanie Santos and Loni-Anne Sanford—attended the Sigma Tau Delta 2010 International Convention in St. Louis, Missouri, which took place from March 17<sup>th</sup>-20<sup>th</sup>. Loni-Anne Sanford also won the regional Sigma Tau Delta scholarship for the New England region. Sigma Tau Delta has teamed up with the English Society in hosting several events, including Degree Night and this year's Undergraduate Literary Conference with Stonehill College.

If you would be interested in learning more about Sigma Tau Delta, or have any questions, you can contact Michael McClintock at [Michael.McClintock@bridgew.edu](mailto:Michael.McClintock@bridgew.edu).

- Kaela Amaral
- Katherine Brooks
- Stefanie Hanley
- Aimee Manzoni
- Marissa Rapoza
- Christina Amendola
- Kathleen Camerlin
- Kerri Harding
- Sarah McElroy
- Theresa Reaney
- Amanda Ancil
- Rhonda Eaton
- Jennifer Healy
- Amy Medeiros
- Elizabeth Scarbrough
- Sandra Andrade
- Ryan Engley
- Leah Kahan
- Ashley Mirabile
- Kelly Schoop
- Allysse Baptista
- Kristina Fontes
- Jessica Karner
- Sean Monahan
- Sonya Striggles
- Bette Barbosa
- Joseph Forte
- Caitlin Lerracey
- Sara Mulcahy
- Diane Sullivan
- Sara Bergeron
- Candice Fraser
- Bethany Lynds
- Chelsea Platt
- Ryan Thomas
- Catie Bisson
- Alysse Gerardi
- Mary MacDonald
- Stephen Plummer
- Jennifer Tonelli
- Robert Bradley
- Daniel Grenier
- Cassandra Madden
- Mary Polleys
- Mathew Vercollone
- Kathleen Brazil
- Christopher Groux
- Justin Mantell
- Courtney Powell
- Kelly Whelan



**SIGMA TAU DELTA**  
INTERNATIONAL ENGLISH HONOR SOCIETY

# THE ENGLISH UPDATE

## CHAIR'S UPDATE

Between undergraduate conferences, student readings, scholarly presentations, English society field trips and faculty hirings, it's been another busy semester – the wonder is that any of us has time to prepare for classes. Our thanks go to every student who has contributed to the life of the English department in and out of the classroom. The quality of our English majors has been one reliable constant as the college, and the department, continues to grow.

The faculty has certainly undergone changes. We hired three new faculty members this spring. Dr. Heidi Bean will join us to teach modern American and British Drama, having recently completed her Ph. D. at the University of Iowa. Dr. Ellen Scheible will teach British and Irish Modernism. She has taught for the last several years just up the road at Stonehill College; she did her doctoral work at Claremont Graduate School in California. Dr. Stacey Sheriff specializes in rhetoric and new media; she will join us from Pennsylvania State University, where she completed her doctorate. All of these candidates promise to bring new energy and varied expertise to Bridgewater; we're excited to welcome them to the department.

On the other hand, we're sad to see two of our colleagues depart. After some thirty years at Bridgewater, Dr. Judy Stanton has decided to retire at the end of this semester. Her expertise in everything from 20<sup>th</sup>-century women's writing to literature of the classical era will be missed; her dedication to her students will be missed even more. Dr. Jerald Walker has decided to move on to Emerson College next year, where he will be part of a large program very much focused on creative writing. His contributions to the creative writing program at Bridgewater, especially his work on *The Bridge*, are an impressive legacy. We will be hard pressed in our search for new faculty to replace them next year. There are some other faculty changes as well. We will welcome back Dr. Lee Torda as a full-time faculty member, following her stint as Director of Undergraduate Research. I will return to full-time teaching, having finished my term as department chair; Dr. Ben Carson will be taking on the duties of chair beginning this summer.

Next fall will see several program changes as well. The Film Studies minor, drawing on courses from English, Communications, Foreign Language and beyond, is a new option for students. We will also implement changes to the English major. Any current major will continue with the old requirements, but students who declare their major after this semester will follow the new requirements. For regular English majors, this means two surveys, EN 223 (British literature to 1800) and EN 234 (American literature), instead of the one currently required; our goal is to ensure students have a solid background for their upper-level courses. There are a number of changes to the English Education concentration, including the option for one elective. The writing concentration will remain unchanged. We are also undergoing a review of our MA and MAT programs. New courses on Film, Cultural Rhetorics and Native American Writing are making their way through the governance process, and there will surely be more on the way as the faculty continue to develop their interests and try to match them to our students'. We'll keep you updated on any changes.

Since this will be my last message as chair, let me end by thanking everyone in the English department – students, staff and faculty— for your support, patience and good humor. While I can't wait to get back to the classroom, it's been a privilege to be close to everything that goes on in and around Tillinghast, to see the tremendous energy, excitement and warmth that make the department such a vital community.

Sincerely,

John Kucich  
Associate Professor and Chair of English





# THE ENGLISH UPDATE



## OUT WITH THE OLD AND IN WITH THE NEW: UP-COMING ATTRACTIONS FOR THE ENGLISH SOCIETY 2010-2011

By Victoria Lynch

This year is slowly coming to an end, finals are just around the corner, and we all are very excited that we have decent weather, but as the Treasurer of the English Society, I find myself scheming up new ways to draw members to the English Society and raise funds for the upcoming year. We had some awesome trips to Walden Pond, Medieval Manor, and Spook-tackular Salem, great on-campus events, and successful bake sales to raise funds, but why should we stop just there? Why not expand? Go big or go home, right? So here's what you all can look forward to in the upcoming year:

More amazing trips (to Boston, New York, or maybe even the BSC English Society World Tour)

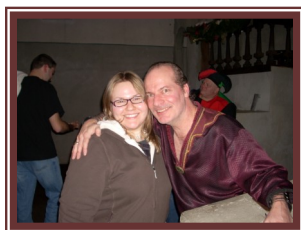
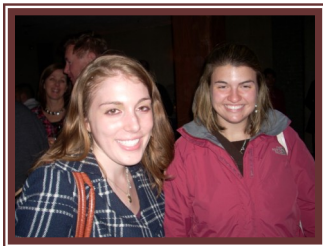
Bake Sales (for those with a sweet tooth)

Dances (We've all got a Dancing King or Queen in us that is waiting to burst out. Possible themes could be a USO dance, Masquerade Ball, Winter Formal, or Hoe Down Throw Down)

Undergrad Literary Conference with Stonehill

Job Forum and Internship Night (Exploring Careers for English Majors)

This year has been full of a lot of new adventures, but next year we hope to expand and add more activities. We are always looking for new members to join us. It doesn't matter what your major is. The English Society is for everyone who enjoys learning about the wonderful world of literature. It's a great way to make new friends, meet the faculty, and get involved!





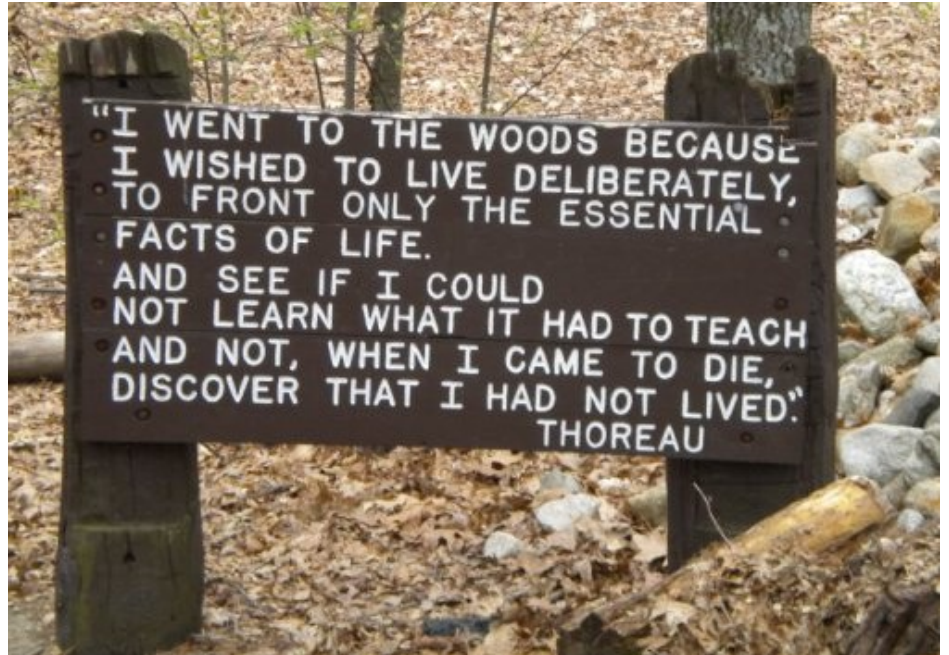
# THE ENGLISH UPDATE



## WALDEN POND TRIP

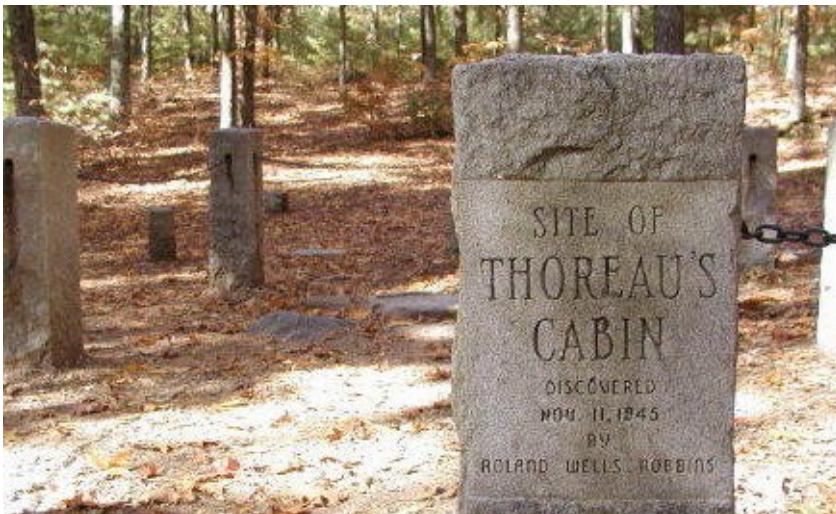
By Lauren Rocha

On Monday, April 19th, the English Society took a field trip to Walden Pond in Concord, MA. We were all familiar with the history of Walden Pond as inspiration for Henry David Thoreau, but many of us had never actually visited Walden. Once there, we walked along the trail to visit the site of Thoreau's house. The area where his house stood is now an area of land sectioned off and part of the chimney is buried under the ground. Standing there, you have an excellent view of the pond itself and realize the immensity of it. With the natural beauty of Walden, it is no wonder why Thoreau chose to draw inspiration from this amazing place.



Although the original house where Thoreau lived does not still stand, there is a model house near the entrance of the reservation with a statue of Thoreau in front of it. That day, there was a Thoreau impersonator in the house, talking about Thoreau's life at Walden and answering any questions visitors had about his life and work. It was particularly interesting to listen to him answer the questions in character, imitating how Thoreau might have talked.

Drs. Brunjes and Carson drove the vans for the trip. Once there, our group met up with Dr. Davis as well as Dr. Kucich. The different professors helped make the day more enjoyable, providing insights into Walden as well as the literature of the area. While at Walden, we learned about Thoreau and afterwards we ventured into town where we were able to explore other literary and historic sites. Because it was Patriot's Day, they had individuals who were dressed in period costume and some in character. As part of the Patriot's Day celebration, there was free admission to the Old Manse House, once a home to Emerson as well as Hawthorne. The Old Manse House also had a tie to Thoreau as well; he helped landscape part of the front yard. Old Manse also has connections to the Revolutionary War in that the famous "shot heard 'round the world" occurred close by. A short walk from the site is the monument dedicated to that very event as well as the Visitor's Center with items from that time period on display to the public.



As our last English Society field trip of the year, Walden Pond was a great success. Thoreau once wrote that "We should come home from adventures, and perils, and discoveries every day with new experience and character." We did just that, returning with our own Walden Pond experience to be inspired by. ☐



# THE ENGLISH UPDATE



## *THE APPRENTICE: PANERA BREAD*

By Dr. Deborah L. Barshay

ENGL 102 is all about persuasive writing, so what better way to study persuasion than by analyzing and creating ads. For the past several years, my 102 students have worked on a project modeled after Donald Trump’s *The Apprentice* television program. We have worked with such companies as The Ninety-Nine Restaurant, Dunkin Donuts, Friendly’s, the New England Patriots, and Panera Bread.

Working in small groups, each led by a Project Manager, my students create an ad campaign for a product. This ad campaign consists of two parts: An ad that could appear on the company’s website and one that could appear inside the store. Every week the group members post their progress on our Blackboard course site and the Project Managers write up their group’s weekly progress.

This past semester was especially meaningful for my students and the company we worked with, namely Panera Bread, as they created an ad campaign for the Children’s Friend Walk in Rhode Island that was on held May 1. Children’s Friend is a charity that serves underprivileged children, and Panera Bread is their major sponsor. In addition to the two types of ads that my students would create, an additional component was to create an original shoe concept – a shoe that a group of participants might wear in the walk.

Panera Bread’s District Manager and Marketing Director judged my students’ ad campaigns and shoe concepts and were amazed at the thought and creativity that went into them. In fact, they were so pleased with the results that they are considering using a few of my students’ ideas for next year’s Children’s Friend walk!



All in all, this is a fun project, out of the realm of the ordinary, that teaches persuasion and teamwork. After all, one can learn about and practice persuasion whether creating an ad or writing an essay! ☐

## PROFILE: STUDENTS STUDYING ABROAD AT OXFORD

By Nicole Miller

Kaitlyn Sullivan was one of many to participate in the Bridgewater-Oxford program offered through the Study Abroad Office. Instead of spending her summer here in the States, she traveled thousands of miles away to take a one-month course at Oxford University in Oxford, England. As a History major, she describes the amazement of being able to finally see and experience what she once only read about. For example, she was able to stand amongst the splendor of Stonehenge, travel to the famous city of Bath, stand inside Winston Churchill’s house, and walk amongst the grandeur of Dover Castle (under which, she describes, are numerous tunnels made for use during World War Two). Another Bridgewater student, Adam D’eramo, who is also a History major, similarly recounts the impact of experiencing first-hand things he usually reads about in text books: “It changes everything. Every street is historical in some way....You’re walking in the history. It’s amazing.”

When I asked about their course (during a summer session abroad the participating student only takes one class), I was informed that in England the classes are “tutorial” as opposed to “lecture” based. Instead of sitting through a lecture, the students are given topics to research and write about. The classes are then spent in discussion of what the students have learned through their research. Since they are tutorial-based, the classes are also extremely small, ranging up to four people. Kaitlin and Adam were in the same course together and both spoke very highly of their Oxford professor. They greatly enjoyed the open and intimate atmosphere that results from this teaching style. When asked if they would recommend studying abroad to other students, both replied “Absolutely!” If you’re considering study abroad for either an entire semester or a summer session, you can visit the Office of Study Abroad for more information and request an application. ☐



# THE ENGLISH UPDATE



## RESEARCH BEYOND THE BOUNDS OF TILLINGHAST HALL: ATP GRANTS FOR UNDERGRADUATE RESEARCH

By Michelle Hacunda

Summer holds a multitude of meanings in the eyes of a college student. For some students, it may symbolize a time to absorb infinite amounts of sunlight by the beach or bask in the fact that school is in the far-off future. But, to others, this short period of a little over three months represents crunch time. Although students are away from the hallowed halls of Bridgewater State College during the summer season, they still need to polish their less than complete resumes. Whether these resumes are going to be submitted to employers or graduate schools, this record needs to showcase an individual's wide-ranging talents. While there are several ways to approach this mission, one of the most fulfilling routes is through the Adrian Tinsley Program (ATP) for undergraduate research.

ATP Research can be undertaken during the school year or during the summer months. Basically, this process involves finding a mentor with whom the student shares similar topical interest. Once this faculty member is chosen, the student must design a creative proposal which is submitted for review.

For English majors, the possibilities are endless. Past awardees have earned the attention of the review panel with titles such as: "Domination, Individuality, and Moral Chaos: Nietzsche's Will to Power," "The Whiteness of the Whale: Representations Of Race in Herman Melville's *Moby-Dick*," and "In His Image: Satan's Re-creation of Adam and Eve in *Paradise Lost*."

Additionally, the complex ideas that can result from writing an in-depth research paper can help to spark further interest down the line in regards to Honors Thesis work. The Honors Program in English can be pursued in conjunction with an ATP Grant to defray the cost of supplies, research-related travel, and books.

In just 10 weeks of the summer, undergraduates can build up their portfolios, gain a stipend of \$4,000, and discover where their ultimate curiosity lies in the field. On top of that, students can make a difference at the local or national level, depending on how far they wish to go. The National Conference on Undergraduate Research, which occurs every year at a host university, allows for students to submit their previous abstracts. This form of involvement not only allows English majors to develop their confidence and professional speaking skills but gives them the chance to interact with others who share similar tastes for literature.

For students hoping to take advantage of this unique opportunity, the next step is to pick an issue that will add to existing research and then to find a faculty mentor who will assist in making that goal a realization. Applications for summer grant ATP projects are due in March, and semester grant applications are due in October and February. See <http://www.bridgew.edu/ATP/> for more information.

Congratulations to the 2010 Spring and Summer ATP Grant Awardees for English:

**Sandra Andrade**, English (Mentor: Dr. Molly Robey), "*Le Mélange of Francophone Culture in William Wells Brown's Clotel*"

**Ryan Engley**, English (Mentor: Dr. James Crowley), "Means and Extremes: Aristotle, Gender-switching, and Queer Friendships in Shakespeare"

**Kathryn Johnston**, English (Mentor: Dr. Michelle Cox) "'Substitution': A Short Science Fiction Story"

**Matthew Keogh**, English (Mentor: Dr. Benjamin Carson), "The Denial of the Will and the Denial of Hope: Schopenhauer's Philosophy in the Plays of Eugene O'Neill"

**Lauren Rocha**, English (Mentor: Dr. Kathleen Vejvoda), "Things that Go Bump in the Night: Gender and Sexuality in the *Twilight* Series"

**Shannon Rosenblat**, English (Mentor: Dr. Ann Doyle), "Art Under Repression: A Soviet Jewish Woman's Struggle for Artistic Freedom as Seen Through the Eyes of a Western Gentile"

**Loni-Anne Sanford**, English (Mentor: Dr. Benjamin Carson), "The Effect of Culture on Parent-Child Relationships in African-American, Asian-American, and Jewish-American Literature"™



# THE ENGLISH UPDATE



## ENGLISH MAJOR ASHLEY MIRABILE CREATES WRITING PROGRAM FOR BROCKTON SCHOOLS

Senior English Major Ashley Mirabile has been conducting creative writing workshops at the Mary Baker Elementary School in Brockton for the past two semesters. Ashley created lesson plans for classrooms ranging from the 2<sup>nd</sup> to the 5<sup>th</sup> grade, and enjoyed working with the Mary Baker faculty to complement their core curriculum with creative developmental models. This program grew out of Ashley's involvement with the 21<sup>st</sup> Century after school program in Brockton, which she worked with in her sophomore year. Ashley's volunteer efforts have paid off. The program is looking for volunteers to run similar workshops in Brockton next semester. Interested students should contact [amirabile@student.bridgew.edu](mailto:amirabile@student.bridgew.edu) or Professor John Mulrooney at [jmulrooney@bridgew.edu](mailto:jmulrooney@bridgew.edu). ☞



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### *THE BRIDGE*: WHAT'S BEHIND THE WINNING FORMULA?

By Lauren Le

You might have heard of *The Bridge*. This student journal of fine arts can certainly boast of many marks of distinction. I caught up with Matthew Keogh, who served as a literature editor of Volume VI and literature editor-in-chief of Volume VII, to pitch some questions about the kind of effort that culminates in a winning publication and about the future of the journal in light of the imminent departures of its long-time faculty advisors, Jerald Walker and Mary Dondero.

I wanted to know how the student staff apportioned the workload. What insight Matt sheds on the process and the work dynamics speaks of diligent teamwork. The student editors are separated into an art team and a literature team, with the lit team devoting more time to editing the text and the art team primarily working on the layout design. But Matt stressed that all the major decisions—and even the minor ones—are deliberated upon by the group as a whole: “Everyone involved looks at all the material and can voice input on any aspect of the process. We all take equal part in jobs like hanging up posters to advertise the journal and planning the Festival of Arts, when the journal is unveiled. The editors-in-chief of the art and lit teams mainly just have extra administrative duties, like planning meetings, organizing the work, making sure everyone knows what's going on. The editors-in-chief don't have any extra say in the creation of the journal.”

*(Continued on page 11)*



# THE ENGLISH UPDATE



(The Bridge continued from page 10)

This unified approach certainly seems to be working. Two previous volumes of *The Bridge* have won the Pacemaker Award—hailed as the “Pulitzer Prize of student journalism”—from the Associated Collegiate Press (ACP). Although Volume VI didn’t win the Pacemaker this time around, even being considered as a finalist is an honor.

The Columbia Scholastic Press Association (CSPA) bestowed Volume VI of the journal with 23 Gold Circle Awards, which recognize individual aspects of a journal for a range of categories—e.g. specific art work or literary piece, typography, and cover design. This is ten more than what the previous volume garnered, and in fact, each volume has won more than its predecessor.

The CSPA’s Medalist Critiques score journals on the basis of their organization, design, and content while also offering constructive feedback for improvement. In this contest, *The Bridge* grabbed its sixth consecutive Gold Medal.

Bearing no relation to the Gold Circles or the Medalist Critiques are the Gold Crown Awards, the CSPA’s highest accolades to recognize, according to the Association’s website, “overall excellence” in terms of “content, design or presentation, coverage, photography as well as writing and editing.” Volume VI was one of only six college publications in the country to win this honor.

The College Media Advisers (CMA) grants one Apple Award to the “Best of Show” in a variety of categories of student media output. Volume VI snatched the win in its category to be distinguished as the best Literary/Arts magazine in the country, an honor that echoes *The Bridge*’s drive for success from its pioneering days, as Volume I is the only other issue to have received this award.

Winning the Apple Award for the first time since the release of the first volume of *The Bridge* must be a nice way for Dr. Jerald Walker, who founded the journal and has served as faculty advisor since 2003, to wrap up his history with his student staff and with his time at the college. Regarding Dr. Walker’s departure for a position at Emerson College, Matt expresses his genuine happiness at what he foresees as a “great opportunity” at Emerson awaiting his former professor. Of course, Matt also echoes what I sense to be the general sentiment among all of Dr. Walker’s former students: “He’ll be missed in the classroom and even more so with his editors. He is a unique educator and *The Bridge* has been the success it has because of him.”

As for the future of the journal, Matt optimistically offers the following: “We’re all waiting anxiously to find out what the plan will be for the journal, who will be in charge, how they’ll run it. But at the same time, I have confidence in the administration. Just a couple of weeks ago Dr. Howard London [Provost and Vice President of Academic Affairs] came by one of our meetings to congratulate us on our success [in winning the awards] in New York. The college administration really appreciates the journal, and I know they’ll want to ensure its future. Nobody can replace Dr. Walker or Prof. Mary Dondero, who is also stepping down as *Bridge* advisor, but they’re leaving an excellent blueprint behind.”

Volume VII was released at the 7th annual Festival of Arts, held on April 30, 2010 in the Art Center. Big congratulations are due to the staff of *The Bridge* VI and VII for their earnest, dedicated, and award-winning work! ❧



# THE ENGLISH UPDATE



## FACULTY ACCOMPLISHMENTS

**Dr. Joyce Rain Anderson** presented “Paper and Clay: Massachusett and Wampanoag Material Rhetoric” at the College Composition and Communications Conference in Louisville, KY, March 2010. She was an invited panelist for the Fox Point Cape Verdean Project at Brown University speaking on “Models and Challenges of First Voice Collaborations.” Also in May, she will present “Metacom(ic) Moments: Written and Visual Representations of King Philip” at CART. At the Native American and Indigenous Studies Association Conference, she will present “Keeping the Stories with Us: Rhetorical Alliances In Promoting Northeast Native Traditions.” Recently, she was elected as board president of the Brockton Neighborhood Health Center, and she will serve as U.S. Ethnic Studies Coordinator at BSC beginning in the fall.

**Dr. Benjamin Carson** organized and chaired two panels—“Native American Places, Native American Voices,” “Violence and Empire in Native American Literature”—at the College English Association Conference in San Antonio, TX, on March 26; and he organized and chaired the “Indigenous Literature of Native North America” panel at the Northeast MLA Conference in Montréal, Quebec, on April 9.

**Dr. Gregory Chaplin** published two essays this semester: his essay “Beyond Sacrifice: Milton and the Atonement” appears in the April 2010 issue of *PMLA*, and his chapter on John Milton’s education is included in *Milton in Context* (Cambridge UP, 2010).

In AY 2009-2010, **Dr. Michelle Cox** was an invited speaker at the Symposium on Second Language Writing, in Tempe, AZ, presented her scholarship at the Conference on College Composition and Communication in Louisville, KY, and the Tenth Biennial National Writing Across the Curriculum Conference in Bloomington, IN, served as the founding chair of the Northeast Writing Across the Curriculum Consortium, and a book she co-edited, *Reinventing Identities in Second Language Writing*, was published by NCTE. She was also awarded the Presidential Award for Collaboration for the Improvement in Teaching for collaborating with colleagues in Social Work to pilot a Graduate Writing Fellows program.

**Dr. Kimberly Davis** presented a paper, “Adam Mansbach’s *Lit-Hop: Angry Black White Boy* and the White Descendants of African-American Literature,” at the annual MELUS conference (Multi-Ethnic Literatures of the United States).

**Prof. Brian Duchaney** will be presenting his paper “*Something must always be lost*”: *Max Beerbohm and Dramatic Translation*” at the 27th annual Australasian Victorian Studies Association (AVSA) conference in Singapore. The conference’s theme, “Re-orienting Victorian Studies,” will highlight Victorian authors and artists out of their natural element.

On March 13, **Prof. Derek Leuenberger** presented his paper, “‘Sad Realities’ and the Problem of Retributive Justice: The Cenci’s Re-evaluation of Popular Melodrama and the Gothic,” at the Nineteenth Century Studies Association annual conference.

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(Accomplishments continued from page 12)

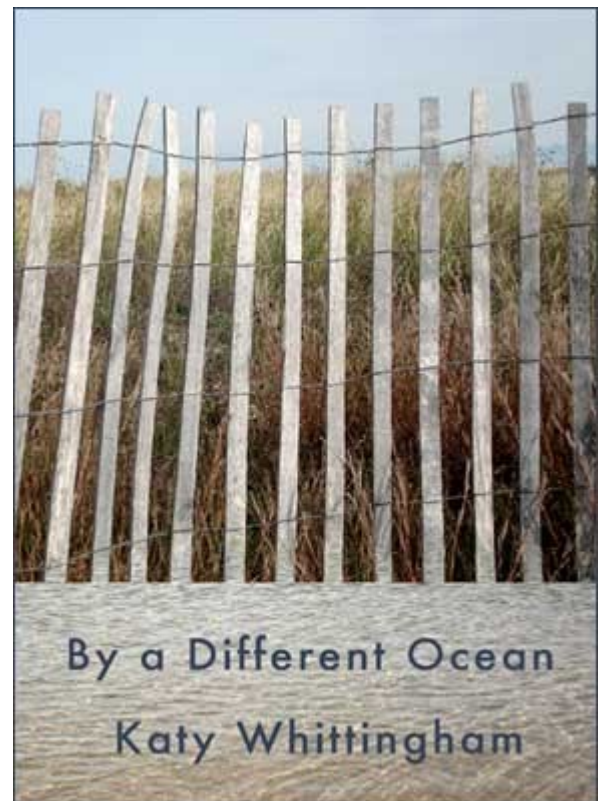
**Prof. John Mulrooney** is coordinating a study abroad trip to Sligo, Ireland with seven BSC students who will study Irish culture and literature at the Innisfree International Conference and Convention Center. Students will enjoy experiential learning that encompasses archeology, history, literature and folklore. Later in the summer, Professor Mulrooney is coordinating and hosting the Boston Poetry Marathon.

**Dr. Molly Robey** presented a paper, "Zionism and the American Jewess: Elizabeth Champney's Three Vassar Girls and the Domestication of Palestine," at the Interdisciplinary Nineteenth-Century Studies Conference in Austin, TX, March 23-25. Dr. Robey has been awarded a CART summer grant to complete a project on Herman Melville's *Clarel* and American Zionism.

**Dr. John Sexton's** essay, "Difference and Disability: On the Logic of Naming in the Icelandic Sagas," appears in a new collection of essays, *Disability in the Middle Ages: Reconsiderations and Reverberations*, to be released in June by Ashgate Press. He will travel to the 45<sup>th</sup> International Congress on Medieval Studies in May to speak on a panel addressing the future of medieval disability studies; he has also organized a panel on settlement and land ownership in the Icelandic sagas for the conference.

The collection in which **Dr. Kathleen Vejvoda's** essay ("The Blood of an Irishwoman: Race and Gender in *The Nephew* and *In America*") was reprinted, *Screening Irish-America* (Dublin: Irish Academic Press, 2009), has been nominated for the Theatre Library Association 2010 Book Award.

**Prof. Katy Whittingham** published her first book of poetry last fall. "By a Different Ocean" is a chapbook published by Plan B Press in Alexandria, Virginia. The poems center Cape Cod, where Katy lives with her husband.



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## PROVOCATIVE LITERATURE: UNDERGRADUATE LITERARY CONFERENCE SHOWCASES THE BEST OF THE BEST

By Caitlin Angelo



On April 23, the fourth annual Undergraduate Literary Conference took place in the conference room of ECC. Students from Bridgewater and Stonehill College were invited to submit literary analysis or creative writing pieces, and the participants were selected to present before an audience of professors and peers. This year's panels were varied including the Victorian novel, gender and sexuality in fiction, 20th century American literature, early British and Anglo-Saxon Literature, and British and Irish Modernisms. All students did a commendable job on their research and presentation, but the most interesting part of the day was arguably the open forum after each panel was finished. Audience members were encouraged to ask questions about the readers' interpretations of their texts, and many of the questions resulted in thought-provoking answers.

After the first three panels took place, the group broke for lunch in the adjoining room. Stonehill and Bridgewater people alike sat together for a lunch of sandwiches and fruit before returning to the conference room for the creative writing portion.

Poetry was a refreshing change of pace, and the readers presented well-written and sometimes achingly personal pieces. One of the questions asked afterwards involved each poet's creative processes, and their answers were as different as their poems. Amanda Rouillard writes what she thinks others will enjoy and Craig Sirois tries to keep his work interesting, while Ian Marsan tends not to write for any specific purpose other than his own enjoyment. A later presenter in the essay and fiction panel, Matthew Vercollone, commented on his surprise at writing for an audience, something he had "never thought of."



Whether they write specifically for an audience or not, the presenters had one now, which was nerve-racking for some of the presenters, particularly the ones with creative pieces. The portion that possibly garnered the most attention from the audience was the final panel: Creative Fiction and Essays. Lauren Le composed a startling piece, "The Pastoral South," relating Billie Holiday's *Strange Fruit* with the lynching of Thomas Shipp and Abram Smith. Vercollone offered an extremely personal piece he had never before presented, "I Need a Notebook," and Kyle Rego presented "To and Over the Bridge" which aptly captured the intense joy of creative writing. The final piece, "Stolen" by Stef Perry, played on the Hades and Persephone myth set in a modern atmosphere. All of the performances were captivating in complicated and different ways.

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*(Undergraduate Literary Conference continued from page 14)*

After the speakers were finished, the English Society presidents presented their respective faculty advisors with flowers as a thank you for their hard work. The presidents themselves, and the moderators, speakers, and everyone else who contributed or participated, are also worthy of praise for organizing such a fantastic event. It was a great opportunity for deserving writers to showcase their writing before an audience. Even the members of the audience got something out of the experience, be it interesting conversation between the panelists, presentations that provoked the imagination, or just being around like-minded people who appreciate literature.



After a closing reception, the Word of Mouth Coalition invited writers to present other forms of creative writing in an enjoyable way to end the long day. The program was a great event, and hopefully the conference next year can live up to or exceed its success! Congratulations once again to the BSC student presenters: Kate Camerlin, Helen Doyle, Katy Hartwell, Lauren Le, Ian Marsan, Jillian Moore, Kyle Rego, Lauren Rocha, Amanda Rouillard, Loni Sanford, James Shapiro, Craig Sirois, Jennifer Stewart, MatthewVercollone, Kelly Whelan, and Jason Williams. ☐



# THE ENGLISH UPDATE



## 2010 ENGLISH DEPARTMENT SCHOLARSHIP RECIPIENTS

By Kate Camerlin

Congratulations go out to the following students who have been recognized for their academic achievement and active involvement in the English department this past year.

**Kimberly Pumphrey** was awarded the Jeanne E. Doherty Memorial Scholarship which is given to academically oriented students studying to teach English.

**Lauren N. Rocha** received the Professor Thomas M. Curley English Scholarship, an honor given to those who demonstrate both enthusiasm and high academic achievement.

**Loni-Anne Sanford** is the recipient of the Rose Leonard Coveney scholarship, an award reserved for students who have maintained academic excellence and plan on pursuing a career in English education.

**Elizabeth A. Scarbrough** is the recipient of the Dr. Harold G. Ridlon Memorial Scholarship, which recognizes academic excellence and originality.

**Matthew Vercollone** received the Shoolman Award which honors a student who shows creativity and excellence in the study of English.

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