



THE ENGLISH UPDATE



Fall 2008 newsletter for English majors and faculty at BSC

THE ENGLISH DEPARTMENT WELCOMES THREE NEW ASSISTANT PROFESSORS

Stuart Allen ~ 19th Century British Literature

Your academic interests include ____? Which writers or topics interest you most, and why?



My academic interests include Romanticism, Modernism, poetics, critical theory and Continental philosophy. I've written on eighteenth-century British aesthetics, Wordsworth, Romanticism, James Joyce and Theodor Adorno. I'm also very interested in Beckett, modern poetry and poetics (I've been reading George Oppen a lot recently and am going to make students read him next semester) and theories of affect (found in Adorno and Benjamin, Merleau-Ponty and Denise Riley, among others).

(Allen cont'd page 9)

Joyce Rain Anderson Rhetoric and Composition

Your academic interests include ____? Which writers or topics interest you most, and why?



The field of composition/rhetoric has offered me a wider range to explore within English. Early on, I started with an interest in literacies and the nature of literacy which led me into wanting a comp/rhet degree. That interest still provides direction as I think about writing and the teaching of writing along with questions of access. It also led me to thinking about languages and to working with students whose first language is not English—experiences which have

(Anderson cont'd page 10)

John Mulrooney Creative Writing—Poetry

Your academic interests include ____? Which writers or topics interest you most, and why?



My primary interest is poetry, writing it, reading it, talking about both. These activities usually wind up generating extended conversations about the role of the artist in contemporary culture that often transcend genre to include other literary and non-literary work. Of course this isn't to suggest that poetry doesn't encompass everything (wink).

Can you say a little about your approach to teaching?

The central courses I teach are workshops, at various levels, and I think the workshop model informs much of my teaching. I am comfortable with lecture oriented classes

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ADRIAN TINSLEY PROGRAM STUDENT GRANTS

The following English majors won ATP grants in Fall and Spring of 2008 for research projects conducted with the mentorship of English faculty. For more information on how to apply for a research grant, see <http://www.bridgew.edu/ATP/>

- **Melanie Bernier** (Mentor: Dr. Suzanne Ramczyk), "The Image of the Mother and Motherhood in Selected Plays by Edward Albee"
- **Helen Doyle** (Mentor: Dr. Kathleen Vejvoda), "Love, Lust, and Friendship: Relationships in the Novels of Wilkie Collins"
- **Andrew Vincent** (Mentor: Dr. James Crowley), "Issues of Satire in the Arthurian Romances of Chrétien de Troyes"
- **Kristin Littehaile** (Mentor: Dr. James Crowley), "Attempt to find Indications of T.S. Eliot's formal Shift in Citizenship and Religious Affiliation in Selected Poetry, Critical Essays, and Dramatic Works"

STUDENT CONFERENCE PRESENTATIONS

Congratulations to the following students, who presented papers at various conferences last spring, including the National Conference on Undergraduate Research and the BSC Undergraduate Research Symposium.

- **Ellena Augoustakis** presented "Violence and Its Effects on People Physically and Psychologically" at the BSC Undergraduate Research Symposium, April 2008 (Mentor: Dr. Benjamin Carson)
- **Colleen Farrell** presented a paper "A Mourning Recap: Slam Poetry and its Roots in Drama" at the National Conference on Undergraduate Research (NCUR), April 2008 (Mentor: Ann Brunjes)
- **Joseph Gorman** presented "From Text to Image: A Translation of Emotion in Literature and Film" at the BSC Undergraduate Research Symposium, April 2008 (Mentor: Dr. Kim Davis)
- **Stephanie Lawrence** presented "Repeatedly Revealing Mystery" at the NCUR, April 2008 (Mentor: Benjamin Carson)
- **Ryan Lund** presented "Numeric Social Club" at the BSC Undergraduate Research Symposium, April 2008 (Mentor: Dr. Lee Torda)
- **Michele Lyons**, presented "Growth" at the NCUR, April 2008 (Mentor: Jerald Walker)
- **Jessica Martinho** presented "The Whiteness of the Whale: Representations of Race in Herman Melville's *Moby Dick*" at the NCUR, April 2008 (Mentor: Ann Brunjes)
- **Michelle Mercure** presented a paper, "The Spanish Tragedy and the Supernatural," at the Undergraduate Shakespeare Conference of New England, April 2008 (Mentor: Professor Michael McClintock)
- **Kathleen Moore** presented "'Dostoyevsky's Crime and Punishment' and Postmodern Moral Ambiguity in the Works of Patricia Highsmith's 'The Talented Mr. Ripley', Donna Taritt's 'The Secret History', and Woody Allen's 'Match Point'" at the NCUR, April 2008 (Mentor: Jadwiga Smith)
- **Dorienne Willis** presented "Hero or Victim: The Portrayal of Transgendered Individuals in Modern Film" at the NCUR and at the BSC Undergraduate Research Symposium, April 2008 (Mentor: John Mulrooney)



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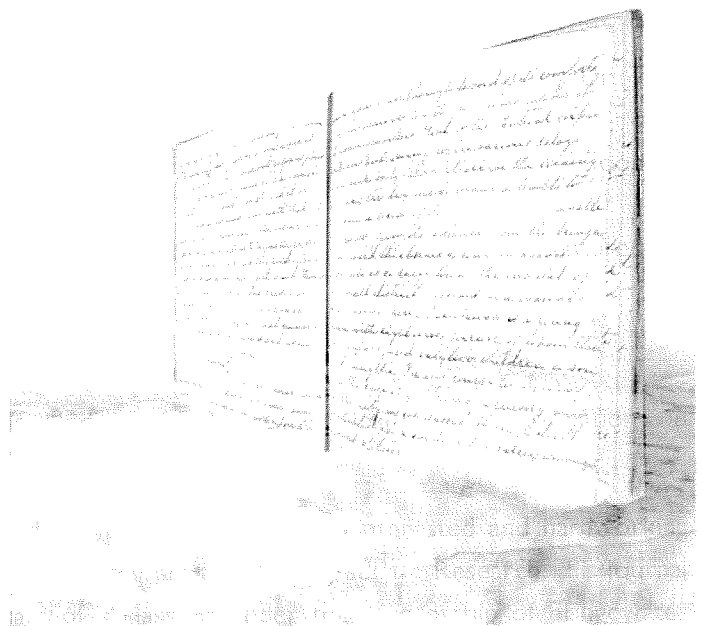


THE UNDERGRADUATE REVIEW

Congratulations to several English majors whose essays were published in volume 4 (2007-8) of *The Undergraduate Review*.

- **Colleen Farrell**, "Listen to This: The Effect of Judicious Listening in the Play, *The Mourning Recap*" (mentored Dr. Ann Brunjes)
- **Nicholas Frangipane**, "A Reason to Read: Fiction-Affirming Fiction in Alice Munro's "Open Secrets" (mentored by Dr. Michael Boyd)
- **Stephanie Lawrence**, "Ethnicity and Accountability in Sherman Alexie's *Reservation Blues*" (mentored by Dr. Kim Davis)
- **Lauren Le**, "*Rasselas*: A Realist's Narrative on the Quest for Ideal Happiness" (mentored by Dr. Tom Curley)
- **Jessica Martinho**, "Progression and Cycles: Historical and Societal Change in James Fennimore Cooper's *The Pioneer*" (mentored by Dr. Brunjes)
- **Lisa Riva**, "Religious Heresy and Radical Republicanism in John Milton's *Paradise Lost*" (mentored by Dr. Greg Chaplin)
- **Aimee Rochon**, "Fish to Fry" (mentored by Dr. Michelle Cox)
- **Stephanie Santos**, "Marching Band"
- **Bradford Vezina**, "The Sovereignty of the Individual: Thoreau's Call for Reformation in *Walden*" (mentored by Dr. John Kucich)

The Undergraduate Review is currently accepting research and creative work from any interested and hardworking Bridgewater undergraduate. Administered by the Adrian Tinsley Program for Undergraduate Research, this journal showcases student research and creative work done as part of a class or under the mentorship of Bridgewater faculty. Any research project, paper, or creative text within any discipline is eligible for consideration. Your project should be looked over and signed off on by the faculty member with whom you worked on the project. Your text will be reviewed by faculty readers in the area of your research, and you will be notified as to whether or not your text will appear in the journal. The last Fall 2008 submission deadline is **15 December 2008**. (Students who submit work after this deadline will be considered for publication in the 2009-2010 edition of the UR). For more information about the submission process, and to read issues of the *UR*, visit their website at <http://www.bridgew.edu/undergraduatereview/>





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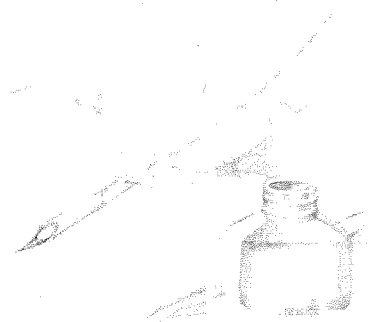
THE SECOND ANNUAL UNDERGRADUATE ENGLISH CONFERENCE

by Nicole Sanford

On Friday, April 18, 2008, Bridgewater State College and Stonehill College hosted their second annual Undergraduate English Conference. This event took place at BSC and both Bridgewater and Stonehill students worked together with the help of their faculty advisors in order to make this day a success. A special thanks goes to Dr. Carson, who was Bridgewater's Society's faculty advisor at the time. In addition, Sandra Stebenne (former President) and Nicole Sanford (former Vice President) of Bridgewater's English Society and Ken Michek and Sarah Rich (Stonehill College students) helped make this conference so successful. The event allowed English majors to come together and share their scholarly research with one another. It allowed us to stimulate our brains by thinking analytically and questioning the unknown, but it also enabled the participants to form new bonds and strengthen existing relationships with students and faculty.

The day's schedule consisted of five different panels, comprised of Bridgewater State College and Stonehill College students, who took turns reading their papers. Each panel was followed by a 15 minute question and answer session regarding the insights that these speakers had to offer. Panel topics included Constructions of Race and Culture, Empathy and Inhumanity in the Literary Tradition, Chaucer versus Shakespeare, Social Construction of Sexuality and Gender, and Postmodern Fiction. Thanks to the students and faculty members who attended to offer their support and listen to the presentations. All in all, the day was a beneficial event for both teachers and students. It gave both Bridgewater and Stonehill's English majors a chance to come together and share their hard work with one another while also learning from each other at the same time. The turn-out and enthusiasm witnessed at this conference was extraordinary and hopefully there will be the same response at this year's conference.

Our Spring 2009 Undergraduate English Conference will be held at Stonehill College. Nicole Sanford (current President of BSC's English Society) and Jenn Carey (Vice President) are communicating with Stonehill's English Society regarding the planning of this event. It will most likely be held right after Spring Break. Please stay tuned for application deadlines to submit papers to be considered for inclusion in the conference.





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EMBRACING WRITING AWARDS

by Loni-Anne Sanford

The *Embracing Writing* award reception that occurred on Friday, October 24, from 3:30-5:00 PM had an impressive turnout. All of those being recognized were in attendance at the event, and their family and friends took part in the celebration. Dr. Michelle Cox, a faculty supervisor, was also present. The awards and the students who earned them are as follows:

Excellence in Revision: Zhu Yun "Joyce" Gu, for revisions to her essay, "Resident Students Shouldn't Have to Buy the Meal Plan"

Special Mention for Excellence in Persuasive Writing: Rinako Imai, for her essay, "Is the Stereotype of People Who Love Horror Movies True?"

Excellence in Persuasive Writing: Victor Morales, for his essay, "Go Back to Your Country!"

Excellence in Creative Nonfiction: Jun Yang, for her essay, "Lost in the Puzzles"

Excellence in Researched Writing: Jessica Yuscavitch, for her essay, "Wind in the Sails of a Child's Inspiration"

All of the above listed works can be found in the 2008 edition of *Embracing Writing* along with other remarkable student essays. Three new awards have been added: Excellence in Writing on a Topic Related to Sustainability, Excellence in Writing for First Year Seminar, and Excellence in Writing for Second Year Seminar. Next year, students will be allowed to submit essays from these courses to *Embracing Writing*. The book is now being used in First and Second Year seminars as well as in Writing I and Writing II.



Jun Yang, Jessica Yuscavitch, Dr. Michelle Cox, Joyce Gu, Victor Morales, and Rinako Imai (pictured left to right) were all recognized at the *Embracing Writing* award reception.



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ENGLISH SCHOLARSHIPS AWARDED

by Nicole Sanford

We would like to congratulate and recognize the following students who were recipients of the English department scholarships in 2008. **Lindsey Allison** received the Jeanne E. Doherty '61 Memorial Scholarship which is given to English majors who are actively involved in campus activities and entering their junior or senior year. **Helen Doyle** was awarded the Dr. Harold G. Ridlon Memorial Scholarship which is given to a junior who illustrates originality and academic excellence. **Michelle Lyons** received the Professor Thomas M. Curley English Scholarship which benefits English majors or minors who have shown academic excellence in the study of English. **Leah Van Vaerenewyck** won the Edith G. Shoolman English Award which is awarded to a senior who has received a faculty nomination based on their academic achievements and creativity in English study. **Nicole Sanford** received the Rose Leonard Coveney Class of 1939 Scholarship which is presented to English majors who intend to teach English upon graduation.

Anyone interested in applying to the above mentioned scholarships can access the scholarship information, award amounts, and application via the Student Affairs website <http://www.bridgew.edu/StudentAffairs/Scholarships/>. To apply for the above mentioned scholarships (with the exception of the Shoolman Award which requires a faculty nomination), students need to provide an unofficial transcript (which can be obtained via Infobear) and a faculty letter of recommendation. In addition, preference for the Doherty Scholarship will be given to students who demonstrate financial need, have filled out a FAFSA form on file in the Financial Aid Office, and who are preparing to teach English upon graduation. Please consider applying for these awards in order to help finance your academic studies. All applications must be submitted by February 13, 2009 to Dr. Charles Angell, English Department, Tillinghast 303. Contact Dr. Angell with any questions .



THE CAMPUS EMBRACES EMBRACING WRITING

The editorial staff of *Embracing Writing* (Dr. Michelle Cox, chief editor; Drs. Kathryn Evans, Anne Doyle and Evelyn Pezzulich) announced the publication, in August 2008, of a third edition of this guide for new writers at BSC. This expanded edition includes more student texts, more advice for writers, updated information on campus resources for writers, and information on the expanded 2008-2009 *Embracing Writing* awards.

The *Embracing Writing* staff are very pleased to announce that, for AY 2008-2009, the coordinators for First Year and Second Year Seminars have funded additional *Embracing Writing* awards for the best essay examples submitted from these courses, while the BSC Council on Sustainability is offering an *Embracing Writing* award for the best essay on an issue of sustainability written in ENGL 101, ENGL 102, a First Year Seminar or a Second Year Seminar.



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THE ENGLISH SOCIETY

by Nicole Sanford

The Bridge is Bridgewater's student journal of literature and fine art. Although *The Bridge* is a student-run publication, the staff is assisted by a literature adviser, Dr. Jerald Walker, and a visual arts adviser, Professor Mary Dondero. Tara Sullivan, Literature Editor-in-Chief, provided an update on recent news:

"Through providing internships working on the journal, our advisers have provided dozens of students with experience that has benefited them after graduation; many of our former interns currently work as professional editors and graphic designers.

This past September, *the Bridge Volume V* was nominated for a Pacemaker - an award regarded as 'the Pulitzer Prize of student publications.' At the beginning of November, it was announced at the Associated Collegiate Press conference in Kansas City, MO, that Volume V won the Pacemaker. We also took home a third place Best-in-Show award. This isn't our first experience with the Pacemaker award; Volume III was nominated and went on to not only take home the coveted award, but it also earned best-in-show at the ACP convention. Aside from the Pacemaker awards, *The Bridge* has earned forty-five national awards since its inception in 2004.

Volume VI is currently in production, and we're accepting student submissions until December 18th. This is the first volume in which submissions will also be considered from BSC alumni (from any year). Out of hundreds of submissions, our staff will choose what we feel to be the best work, both literature and visual art. The genres of literature we consider include works of fiction, creative nonfiction, poetry, and drama; genres of visual art include painting/drawing, photography/digital art, and three-dimensional/mixed media. Bridge awards and a \$200 cash prize will be presented to the top seven works in the journal."

For submission guidelines, visit thebridgejournal.com.

The English Society is proud to announce that we have about twenty new members and new leadership for this academic year. Dr. Kimberly Davis is now our faculty advisor and has been actively involved in attending our meetings and helping to plan our events. The following members have now taken the officer positions for the 2008-2009 school year: Nicole Sanford (President), Jenn Carey (Vice President), Loni-Anne Sanford (Secretary), Josh Grant (Treasurer), and Sandy Stebenne (Student Liaison).

We are proud of our accomplishments for this school year so far, which include a *Dracula* literary adaptation movie night in October (which was well-attended) and a Graduate School Forum which is scheduled for Thursday, December 4th from 4-5:30 in RCC 201. Any English majors and minors who are interested in attending graduate school are welcomed to come hear guest speakers talk about the process of obtaining a graduate degree (M.A., M.A.T., or Ph.D.), followed by a question and answer session.

The Society's President and Vice President have been corresponding with Stonehill College in regards to our Third Annual Undergraduate English Conference which will take place during the Spring Semester and will be held at Stonehill this year. Students will be informed regarding the application deadline to submit a paper or abstract for selection for the conference. In addition, we are planning a Writers in the Community Speakers Series (possibly during February) to invite a published writer to speak to us about the process of writing and how to go about publication. Since the movie night was such a success, we plan to hold another one during the spring semester in order to reconnect with each other and welcome new members. A career and internships forum is also on the agenda for the spring or next fall.

If you love to read and write and want to be part of a community that has fun and informative events and allows for opportunities to gain leadership experience, please consider joining our society. We also welcome any suggestions about upcoming projects. Please contact Loni-Anne Sanford, our secretary, at lsanford@bridgew.edu to be added to our email list.



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(Mulrooney cont'd from page 1)

primarily because I've been fortunate enough to have had teachers who excelled in that mode. But fully encountering any text includes approaching it from multiple angles. Lectures in lit classes help us read and write better when they are conversations that include everyone in the room.

Which theorists or scholars have influenced you the most?

That's so hard. The poets who most inform my work change all the time. Some perennials are more persistent than others. I suppose I was generally interested in the Beats early on in a vague kind of way and when I got a hold of the Donald Allen *Anthology of New American Poetry 1945-1960*, I just sort of assumed that all the writers in it were Beats. I figured out otherwise, but that volume has remained important as a sort of prism through which I read the work of my contemporaries and my predecessors (at least from the American and English Romantic traditions). Often, what I'm working on will remind me how my mercenary reading outside of poetry informs my work as well. The attention I pay to visual and musical artists impacts my work in ways I've never been quite successful in pinning down.

What are you teaching in 2008-9?

In addition to an Intro Poetry Workshop, I taught two sections of Honors 102, on the topic of Democracy and Identity in America, and Recent American Poetry. Next semester I will teach two sections of 203, the Writing About Literature Course and an Advanced Poetry Workshop as well as the Recent American Poetry course again. I will also teach a Graduate Poetry Workshop in the spring.

What other new courses would you like to develop?

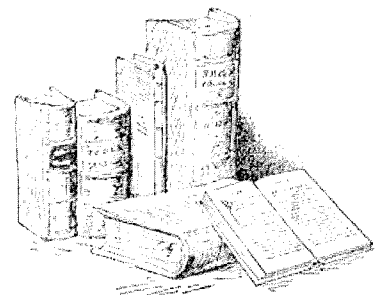
This might be a good spot to let on that I'm not exactly new here. I've been lurking about for a couple of years now and in that time have had opportunities to teach a wide variety of material, including film which I love to teach and hope to be able to include on the roster from time to time. I also developed a course called "The Artist as Criminal", which I taught as a themes course and which I hope to revisit at some point. I am currently developing a second year seminar around issues of anti-Americanism in global culture. I look forward to creating a senior seminar in contemporary poetics. I'm also discussing a interdisciplinary course focusing on the HBO series "The Wire" with a colleague in the Criminal Justice Department.

What do you like best about teaching/working at BSC?

My magically ingenious students and colleagues. Well, also the real world acumen I encounter in the classroom. The wide variety of material I've been fortunate enough to teach has also kept me growing. It's made me a much better teacher and a better writer.

What are your hobbies or non-academic interests?

My steel guitars are the instruments receiving the most attention from me these days although I do play other things with strings. I play and perform intermittently with a few shifting ensembles in styles that range from traditional Americana to outside/experimental music. I curate a reading series that appears at several venues in Cambridge, which can be more or less non-academic depending on our particular guest at the moment. Movies and travel, travel and movies. ☪





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(Allen cont'd from page 1)

What I like about writing and teaching is the way that literature thinks in ways that appear philosophical or political (and sometimes are) but that aren't the exactly the same as philosophy or politics. In practice, what this means is looking at the way poetry/song/the sensual/whatever literature is has some kind of cognitive content.

Why am I interested in this?

When I started reading as a child, I obviously didn't read to learn about the politics of a writer, her sociological or historical context, to discover the laws of psychology, etc. But that's what a lot of academic criticism tends to do—and in the last few decades (in Romantic Studies especially) this approach has led to the demonization of the very things that attracted me to the poetry in the first place: emotion, beauty, texture (?), energy, narrative, splinters of something or other, etc. I don't mean to sound like I'm getting all teary-eyed and sobbing that 'childhood is a time of wonder and innocence'—but I am saying, rather unoriginally, that a lot of academic criticism can be bloodless. I like reading criticism that uncovers the historical or ideological 'unconscious' of a poem—and I often write or talk it myself—but I think that as exciting as this sort of reading can be, it misses the point in a way. If a critic focuses on a poem's 'ideology' (its sexism, racism, progressiveness, etc.), we certainly get a reading of the poem, but we've lost most of what makes it a poem rather than a document (however 'unconscious') of ideology. In other words, I'm interested in the aspects of a poem that reading for content and themes (however sensitive to form that reading might be) can't or won't talk about. It's easy to make Wordsworth out to be very conservative, for example, but after you've done that there's a lot left over that can't be slotted onto an ideological continuum from radical to Tory. So much criticism ignores all that—the good stuff, in other words—and perversely wallows around in everything it disapproves of. A poet talking about his feelings *can* be fitted to the conservative or radical models of his time, but something else might be going on there—something our time is more happily spent considering.

Can you say a little about your approach to teaching Romanticism?

I was trained in the 'hermeneutics of suspicion', such as cultural materialism, new historicism, post-structuralism—approaches that are very wary of the supposedly dangerous seductions of Art. A lot of this theory works very well in the classroom and can give students entry to texts that appear otherwise opaque. But I like the Romantic aspects of Romanticism (and Art in general)—and I love people like Theodor Adorno and Roland Barthes, who think about art in the most sophisticated ways imaginable but without ignoring the shock of the electrics.

Which theorists or scholars have influenced you the most?

At various times, I've been fond of Adorno, Benjamin, Lukács, Merleau-Ponty, Bataille, Denise Riley, Barthes and the other French post-structuralists, Kristeva, but also Susan Sontag's brilliant 'Against interpretation', Nietzsche, Hans Blumenberg, Heidegger; criticism by Paul de Man, Barbara Johnson, John Barrell, Paul Hamilton, etc. There are critics I completely disagree with, but who I really enjoy reading: Claudia Johnson, Jerome McGann, for instance.

What are you teaching in 2008-9?

This year, Romanticism, a course on drama (first the Greeks, then the Moderns) and Comp 101; next year, it's Romanticism again, a Literary Themes course on vision and visionaries (*Frankenstein*, Joyce's *Portrait of an Artist as a Young Man*, a DH Lawrence story about a woman sunbathing, *The Rime of the Ancient Mariner*) and an English for Elementary Education class on imagination, fantasy and delusion (*Watchmen*, Blake's *The Marriage of Heaven and Hell*, *Dracula*, Tennessee Williams, Angela Carter's *The Magic Toyshop*, ZZ Packer).

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(Anderson cont'd from page 1)

taught me so much. My other interests include visual and material rhetorics especially as seen in cultural manifestations (rock art, carvings, dances, beadwork, basketry, and visual arts). I also learned how I could find space for my own story. Indigenous Rhetorics is growing within the field and has implications for impacting the field of composition/rhetoric.

As an American Indian scholar, I attend to the many voices of Indigenous peoples, past and present, and to the theoretical frameworks which include and exclude these voices. Being mixed-blood, I am attentive to issues of diversity and problems of identity. My dissertation, "Indians and Immigrants: Survivance Stories of Literacies," explores a rhetoric of survivance in the early vernacular literacy of Massachusetts and in Indian boarding school literature. Currently, I am working on a book project with other Native scholars for teaching Indigenous rhetorics and an article on the changing visual representations of Metacom (King Philip).

There are a variety of theorists which interest me, perhaps due to the nature of my interdisciplinary work. Anne E. Berthoff, Robert J. Connors, Tom Fox, Patricia Bizzell, Mike Rose, Eleanor Kutz, James Berlin, bell hooks, Joe Kincheloe, and Paolo Freire among many others have influenced my pedagogical approaches to writing. Additionally, I read the works of Michel Foucault, Mikhail Bahktin, Joyce E. King, Toni Morrison, and Edward Said along with others who explore issues of power, race, and social justice. Indigenous scholars like Malea Powell, Ellen Cushman, Jace Weaver, Joy Harjo, Robert Warrior, Lee Maracle, Thomas King, Vine Deloria, Gerald Vizenor, Janice Gould and Louis Owens influence much of my scholarship as well as cross the artificial boundaries of how scholarship has been defined. That being said, I don't subscribe to one way of thinking or stick to one theorist, and I see theory in a variety of things like storytelling and poetry that are not often thought to be theory. In short, I read broadly and deeply and look for interconnections and imaginings.

What about teaching and learning?

For me, everything comes back to the classroom, and the relationships formed with students are important. On my own academic path, I went to college and left to return after having children, so I can connect to experiences of some of our students. Today, I love being in the classroom. I strongly believe in critical pedagogy where students gain awareness about themselves and others, engage deeply in texts (as broadly defined), make connections and develop critical literacy. However, I also want to help students in bridging gaps between their home and academic communities. I'm interested in how a class is created where we learn from one another.

I also like to create assignments which allow for a diversity of things to happen. Students work with a range of materials including artifacts, old documents, visuals, multi-media, and books. Some assignments have pushed at the borders of what are thought of as traditional. These border-crossings have led to more engagement within the course itself.

What courses are you teaching and what course do you hope to develop?

I have been teaching First-year targeted writing courses which I am especially fond of. I enjoy seeing the students' growth in these classes. In the spring of 2009, I will also be teaching Personal and Public Writing (ENGL 200) and Writing about Others as a special topics course. In the fall, I will teach the English 200 again and also teach rhetorical theory. By spring of 2010, I hope to have Cultural Rhetorics on the English offerings. I have named the course as such based on the space from which we operate and the ways in which we negotiate and make meanings in this space and how this space has the power to shape our perceptions.

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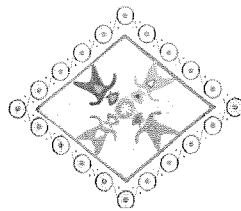
(Anderson cont'd from page 10)

What happens at and outside Bridgewater?

I am enthusiastic to be at BSC because it is a public site for higher education and because of its commitment to teaching. I'm also grateful to be in a community and department which supports new faculty in a variety of ways. I very much appreciate the collaborative efforts of my colleagues. Since arriving, I've worked with the Ethnic Studies Program to plan events for Native American Heritage Month, and I have been working to bring a pow-wow to BSC next year. I have also joined the Diversity and Inclusion Research Initiative Board (DIRI) and the WAC Members Network. In November, I presented on Indigeneity and Sports panel specifically on Native American Mascots.

In my many communities, I serve as Vice President of the Board of Trustees for the Brockton Neighborhood Health Center, chair of the Patient Care Committee, the Executive Committee, Volunteer Committee, and the Cultural Competencies Committee. I also actively participate as a member of the Massachusetts Center for Native American Awareness and work many of their pow-wows. I am also a member of the Wordcraft Circle of Native American Writers, the Native American and Indigenous Studies Association, MLA, and NCTE/CCCC where I am a founding member of the American Indian Caucus.

I have two grown children, and am a young grandmother of four. When I can, I do beadwork, quilting, and woodcarving. I also do multi-media artwork which takes a variety of forms and includes altered clothing, photography and collage. My personal journals combine many of these forms. ☞



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(Allen cont'd from page 9)

What other new courses would you like to develop?

I'd like to do a slow and in-depth Romanticism course – perhaps Prophetic Blake vs. Natural Wordsworth or Ironic Byron vs. Sincere Wordsworth/Coleridge; 'Adorno/Benjamin and the Return of the Aesthetic' would be good; maybe something on how poetry transforms (the self, world, language, reason)?

What do you like best about teaching/working at BSC?

My lovely, dangerously brilliant students and noble colleagues!

I also like the virtual *carte blanche* to teach what you want – I might spend a week or so next semester talking about a TV comedy I think will make an excellent start to a course—it's great to pick books without worrying about frowns and tuttings.

What are your hobbies or non-academic interests?

Curry, Stella, rock shows and readings, circular walks, bicycles, yoghurt, hats. ☞



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THOUGHTS FROM THE CHAIR

It's been a busy semester in the English department, and I should begin by thanking everyone for their patience and support as I've gotten used to my role as department chair. I know Ann Brunjes is sorely missed, even though she's not very far away. It's been a great pleasure working closely with my colleagues on the faculty, talking up the department's many accomplishments across the college, and getting to know a great many students.

We've been very pleased to welcome some new full time faculty to the department this fall. Dr. Nina Markov joins us as a full time temporary assistant professor of American literature. Three others have joined us on the tenure track: Dr. Stuart Allen, who specializes in the literature of British Romanticism; Dr. Joyce Rain Anderson, who teaches courses in rhetoric and composition, with a special interest in indigenous rhetorics; and Prof. John Mulrooney, who has taught courses here for several years part time and now gives us his full attention as a specialist in American poetry and creative writing.

This semester, we've been fortunate to have a variety of visitors to campus to bring their perspective on various issues related to English. Dr. Yazhi Serena Yao has joined the department this semester as a visiting scholar from Beijing Jiaotong University. A specialist in translation, she has been taking advantage of her time here to study American literature, and gave a lively lecture on the complexities of translating Chinese cuisine. Dr. John Bean, an authority on writing across the curriculum, lead a faculty workshop and visited a class early in the semester. More recently, Randy Redroad, an award-winning Cherokee film maker, came to campus to screen two of his films and talk with students. The Pulitzer Prize-winning novelist Junot Diaz spoke on campus, as did the two-time winner of the most prestigious Canadian literary award, the Governor General's Literacy Award for Fiction, Nino Ricci. Prof. Ricci will be joining us on campus next fall as a visiting scholar, and will teach classes in fiction-writing and Canadian literature. Finally, we were delighted to welcome back to campus Faye George, the prize-winning poet and former administrator in the Humanities office, to read from her third volume of poetry.

All this has contributed to a lively literary and creative atmosphere at Bridgewater, one that is sustained by the energy and quality of the work by our students. This has been celebrated once again by The Bridge, which once again has won national recognition among undergraduate literary journals. Our student organizations have been busy within the department. Sigma Tau Delta hosted an advising workshop for new majors this fall, the English Society is putting the finishing touches on a forum for students thinking about graduate school, and the Word of Mouth Coalition has sponsored readings and organized a book drive. Work continues on the upcoming Undergraduate English Symposium, co-organized by our English Society and students at Stonehill College, while many individual students prepare work for a variety of regional and national conferences.

We've been very mindful of our students' effort as we discuss possible revisions to our program. The department underwent its periodic program review last year, and the faculty took up a number of ideas during a full day retreat in early November. We will be discussing some proposed changes to our major requirement and our concentrations throughout the year as we try to better serve our students; we look forward to the conversation.

Yours,

Dr. John Kucich

Associate Professor and Department Chair



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FACULTY ACCOMPLISHMENTS

Prof. Patricia Abdelal, Visiting Lecturer of ESL, was the senior author of a paper entitled "Evidence Based Assessment of Foreign Accent through Supervised Peer Interactions" based upon work that she did last semester with ESL students in the Academic Achievement Center. She presented this paper at the annual convention of the American Speech Language and Hearing Association on November 21, 2008 in Chicago. Dr. Sandra R. Ciocci, Dr. Ahmed M. Abdelal and student Nadia Carlevale, of the BSC Communication Disorders program, took part in this project and joined her in making this presentation last week.

Dr. Joyce Rain Anderson has been invited to chair a featured session at CCCC in March 2009 called "Before and After and After Alcatraz: Waves of American Indian Protest." She also was asked to chair the Tribal College Fellowship Selection Committee for CCCC. In November, she presented "Would You Feel Honored?: American Indians as Sports Mascots" as part of a panel on Indigeneity and Sports for Native American Heritage Month at BSC.

Dr. Matt Bell attended the conference ShakesQueer, held in September 2008 at Cornell University, where he presented a paper on Shakespeare's *Henry IV Part I*. The paper, titled "When Harry Met Harry," will appear in the volume *ShakesQueer*, ed. Madhavi Menon (Duke University Press, 2009). Dr. Bell will also be presenting a paper at the 2008 MLA Convention in San Francisco called "Out of the Closets and into Cyberspace: Simulating the Gay Ghetto in the Internet Age."

Prof. Karen Brackman has been invited to present at the annual METCO Directors Educational Conference, being held on Dec 5th at Four Points by Sheraton in Norwood. Her workshop is titled "It Don't Matter If You're Black or White". *From the brochure:*

In many suburban middle and high schools, the need to generate and offer African American Studies courses underscores a curriculum void that transcends racial lines. Believing that students cannot truly be considered liberally educated until they fully understand the American experience - including the myriad contributions of African Americans in shaping the character and culture of our nation - this workshop will showcase the journey from vision to fruition for creating what one, dedicated suburban educator believes should be a mandatory course for high school graduation. Professor Karen Brackman will discuss the thought provoking, discussion-based course curriculum she has designed and will offer resources and strategies for constructing an entire semester course or an extended unit of study.

"METCO -- the Metropolitan Council for Educational Opportunity -- is a voluntary desegregation program formed in 1975 through the cooperative efforts of urban and suburban parents and educators." The conference is "an organized effort to provide staff development and information for educators and community members who work



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with African American students in suburban school settings" (METCO Conference brochure). It is a commitment to closing the achievement gap and fostering the cultural development of students of color. This conference will be attended by public school educators from throughout the state of Massachusetts.

Dr. Benjamin Carson's essay "A Wasi'chu at the Sun Dance: Unconditional Hospitality, or Welcoming the 'Wholly Other'" appears in the summer 2008 issue of *Paddlesfish*. In the spring of 2008, Ben was awarded a \$3500 grant from the Japan Foundation. As part of the grant, Ben spent 20 days in Japan in July and delivered a paper, "Ainu and Anishinaabe Stories of Survivance: Shigeru Kayano, Katsuichi Honda, and Gerald Vizenor," at Kansai University, in Osaka. He presented a second version of that paper at the Association for Asian Studies New England Regional Conference at UMASS, Boston, on Oct. 18, 2008. On Nov. 3rd, Ben spoke at the Honors banquet, where he received the Outstanding Honors Faculty Award.

Dr. Greg Chaplin delivered "The Wide Regions of Possibility: Milton's Heretical Universe" at the 9th International Milton Symposium in London on July 8, 2008.

Dr. Thomas Curley: Cambridge University Press has accepted my book, **Samuel Johnson, the Ossian Fraud, and the Celtic Revival in Great Britain and Ireland**, for publication in April of 2009, on the occasion of the three hundredth anniversary of Samuel Johnson's birth. Cambridge University Press is now the most prestigious publisher in English studies, and I consider my contract with this press as the capstone of my long career as a literary scholar. I am also happy to report that I am one of the few American scholars (by personal invitation only) asked to deliver a keynote address next September for the international tercentenary conference marking Samuel Johnson's birth at Pembroke College, Oxford University, where Johnson matriculated as a young man.

I spoke about my new book at the annual conference of the Midwest society for 18th century studies at Oklahoma City in Oct of 2008 and was invited to contribute an essay on Johnson and America to a collection of articles to be published by Cambridge University Press in the autumn of 2009. I recently submitted a review essay of Jack Lynch's *Deception and Detection in Eighteenth-Century Great Britain for Modern Philology*, was a reader of a book manuscript on modern Irish poetry, and acted as a departmental overseer of an Irish Studies Abroad program at Sligo, Ireland, after a week there with BSC students at St. Agatha's College on the Lake Isle of Innisfree, at the behest of our Vice Presidents for External Affairs and Academic Affairs. An Irish blessing to you all, especially our English majors!

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Dr. Kimberly Davis's article "White Book Clubs and African American Literature: The Promise and Limitations of Cross-Racial Empathy" recently appeared in the journal *LIT: Literature, Interpretation, Theory*, 19.2 (April-June 2008), in a special issue on "The Question of Reading." An article entitled "Audience, Sentimental Postmodernism, and *Kiss of the Spider Woman*," an excerpt from her first book, also appeared in the online journal *CLCWeb: omparative Literature and Culture* 10.3 (September 2008). Kim's article on Oprah's Book Club, race, and empathetic reading appeared this October in the essay collection *The Oprah Affect: Critical Essays on Oprah's Book Club* (SUNY Press).

Dr. Anne Doyle presented an assessment workshop in October 2008, "From a Culture of Resistance to a Culture of Assessment," at the IUPUI Assessment Institute with Dr. Ron Pitt, Provost of Rhode Island College, and Dr. Karen Richardson (Movement Arts Health Promotion and Leisure Studies).

Dr. John Kucich presented papers on the Pequot/Mashpee writer William Apess at the Prophetstown Revisited conference in Indiana in March and at the New England American Studies Conference in New Haven in September. In May 2008 Dr. Kucich was elected Chair for the English Department.

Dr. Evelyn Pezzulich published "Diversifying the Curriculum and Combatting Ageism through Service Learning" in the *International Journal of Diversity in Organizations, Communities, and Nations*, Vol. 7, No. 5, 2007. She also presented "Changing Realities: Expanding the Audience while Deepening the Writing Realities of Common Outcomes for First-Year English" as a panelist at the College Composition and Communication Conference in New Orleans, April 2008.

Dr. John Sexton's essay, "Saint's Law: Anglo-Saxon Sanctuary Protection in the *Translatio et Miracula S. Swithuni*," was published in the most recent issue of *Florilegium*. He also delivered two papers: "*Haliwerfolc*: The Saint as *Demesne-Lord* in Medieval England" at the *10th Medieval Studies Outreach Seminar* in Storrs, CT, in April 2008), and "The Law of the Land in the Late Anglo-Saxon and early Anglo-Norman *Vitae* of St Cuthbert" at the *43rd International Congress on Medieval Studies* in Kalamazoo, MI, in May.

Dr. Kathleen Vejvoda's article on Irish cinema, "The Blood of an Irishwoman: Race and Gender in *The Nephew* and *In America*," which first appeared in *Irish Studies Review* 15.3 (2007), will be reprinted as a chapter in the forthcoming collection *Screening Irish America*, edited by Ruth Barton (Dublin: Irish Academic Press).

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Drs. Michelle Cox and **Anne Doyle** have both recently participated, as representatives of BSC's Writing Across the Curriculum Faculty Network, in two conference presentations. In May 2008, with Drs. Teresa King (Psychology) and Victoria Bacon (Counselor Education), they presented "Fostering a Campus-wide Culture of Writing" at the International Writing Across the Curriculum Conference, and in November 2008, they presented "What Is Critical Thinking Across the Curriculum, and How Do we Teach It?" at Quinnipiac University's Biennial Conference on Writing and Thinking Across the Curriculum, with Associate Librarian Pamela Hayes-Bohanan along with Drs. John-Michael Bodi (Secondary Education and Professional Programs), Edward Deveney (Physics) Ward Heilman (Mathematics), and Laura McAlinden (Philosophy).

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