

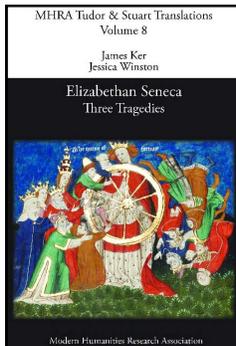
Postings

Fall Semester 2012
Volume 7, Issue 1

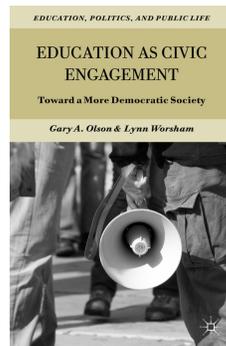
Idaho State
UNIVERSITY

Musings and goings-on from the **Department of English & Philosophy**

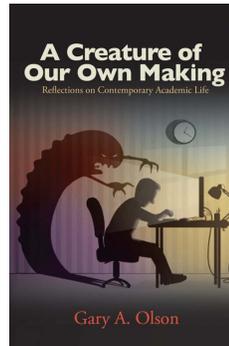
Three Recent Releases by Faculty Authors



New edition of classic Senecan tragedies by **Jessica Winston**, Professor of English.



Essays on the politics of education edited by **Gary A. Olson** and **Lynn Worsham**, Professors of English.



A collection of columns published in *The Chronicle of Higher Education* by **Gary A. Olson**, Professor of English.

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New Assistant Professor, Victorian Literature

Matthew VanWinkle specializes in 19th-century British poetry. [VanWinkle, page 6 . . .](#)



Undergraduate Travels to China, Teaches English to Peers at Yan'an University Senior English major **Josh Bridges** reports on a fascinating journey. [Undergrad Travels, page 6 . . .](#)

Charlotte's Garden: Professor Susan Swetnam Helps Neighbors Recover from Disastrous Fire [Charlotte's Garden, page 7 . . .](#)

Amanda Christensen Presents "An Evening of German Romantic Music" Talented vocalist **Amanda Christensen**, who holds a Doctorate in Vocal Arts, serves the Department of English and Philosophy graduate office. [Christensen, page 8 . . .](#)



Seed sharing day, Charlotte's Garden Project. [See page 7.](#)

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Postings contains notes and updates that reflect the activities of the department. It also provides information about upcoming events and other items of interest.

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it happen . . .



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Message from the Chair

Jennifer Eastman Attebery, Professor of English

The Humanities Web

In this season of gratitude, I am reflecting on the many ways my intellectual life is enriched through our local community of scholars and writers and through its worldwide connections. As department chair I experience this engagement daily. Yesterday I attended our works-in-progress seminar at which we discussed Alan Johnson's new project on the jungle as literary motif. Sitting in the Liberal Arts building, and later across the street at Goody's, our conversation ranged from local connections (Susan Goslee's study of Lava Hot Springs' Ligertown) to Alan's conversations with post-colonial scholars in India. Earlier this week I heard that Brent Wolter will be part of a major linguistics grant received by a Swedish collaborator. That project will take Brent to Lund and bring his colleague Henrik Gyllstad to Idaho.

This week Jessica Winston brought me a copy of the edition of early modern Seneca translations that she co-edited with James Ker, classicist at University of Pennsylvania. She had just weathered a trip to U Penn, in the wake of Sandy's raging winds, to lecture to their classicists and early modernists. Brian Attebery wrapped up the final revisions of a critical anthology on science fictional story arcs edited with a Canadian co-editor, Veronica Hollinger of Trent University in Ontario. And this week I helped a Swedish collaborator, Dag Blanck of Uppsala University, prepare a conference panel proposal on mid-20th century trans-Atlantic cultural connections.

Within the university, the new VissComm Experimental Lab opened with a ribbon-cutting by collaborators Roger Schmidt of English and Paula Jull of Mass Communications. They've created a space where students and faculty can explore the materiality of language, image, and meaning-making through hands-on experience with vintage printing equipment and emergent technologies. Just this week I sat down with Pamela Park and Dan Hunt of Languages and Literatures to plan a March 2013 film and literature week focused on the detective/spy genre. And just this week our Professional Development and Publicity Committee wrapped up work with Anthropology to bring American Indian/science fiction film scholar Grace Dillon of Portland State University to campus in April 2013.

All of this just this week — but representative of our many connections and high level of activity in a worldwide web of humanities scholarship that connects the local to the global. Over the past few months and in the months to come during spring semester, Margaret Johnson is collaborating on a literature textbook, and our creative writers Susan Goslee and Bethany Schultz Hurst are bringing to campus writers from Utah State, University of Utah, and University of Wyoming. Curt Whitaker will collaborate in February with local organic farmers and the Audubon Society in a public discussion

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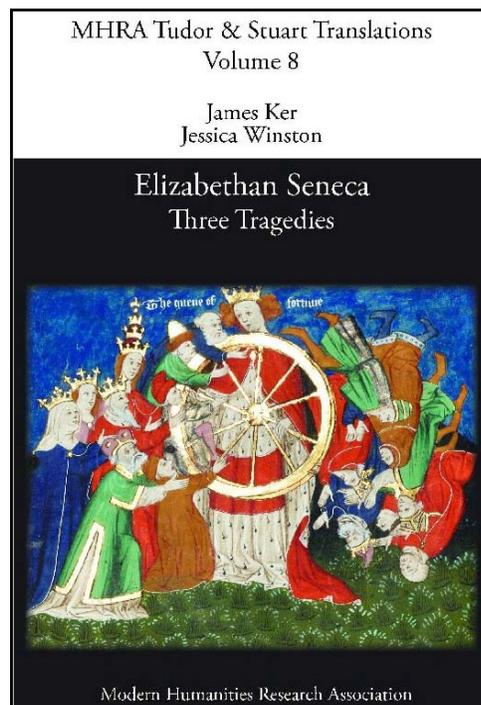
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of the human connection to land and other species, based on Curt's ongoing study of literature and environmental sciences.

Our activities reach to China, with philosopher Bill McCurdy's travels to meet with semioticians; to Canada, with travel by philosopher Russell Wahl for a residency at the Bertrand Russell Archives, McMaster University, to explore Russell's philosophy of science; and to England, with travel to archives by British literature and language scholars Tom Klein, Jessica Winston, and Roger Schmidt (who will be a fellow at Chawton House Library, former home of Jane Austen); as well as reaching, as mentioned, to Sweden and India. This is a remarkable level of activity for a small faculty that is also deeply engaged in teaching students from freshmen through PhD candidates. I see the results not just in travel reports, seminars, and publications but most gratifyingly in the students excited about their studies who come through the main office. The message we receive from them is about their intellectual growth as they come into contact with our local community, a link to a much larger worldwide humanities web.

Three Recent Releases by Faculty Authors**Elizabethan Seneca: Three Tragedies**

Edited by James Ker and Jessica Winston



It has long been recognized that the tragedies of the ancient Roman statesman, philosopher, and playwright Seneca (c. 1 BCE–65 CE) had an extraordinary influence on Renaissance drama, especially the tragedies of Shakespeare. Yet little attention has been paid to the nine translations of his plays that appeared in the 1560s, translations that shaped Seneca's dramatic legacy as it would be known to later authors and playwrights. **Jessica Winston**, Professor of English, in collaboration with James Ker, Associate Professor of Classical Studies at the University of

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Postings

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Undergraduate Action

WRIT

Undergraduate students are invited to join **Writers and Readers in Training (WRIT)**, a club for those majoring or minoring in English. WRIT, according to club president **Staria Fenton**, plans to "bring attention to the English Department, gain support and recognition for the English Department, to find and participate in common interests of the the group, and to encourage participation in activities on campus and in the community."

Though newly formed, the club has already co-sponsored a reading on October 19 by Jennifer Sinor, PhD and Michael Sowder, PhD from Utah State University.

For more information about meeting times and events, please contact Staria Fenton at fentstar@isu.edu.

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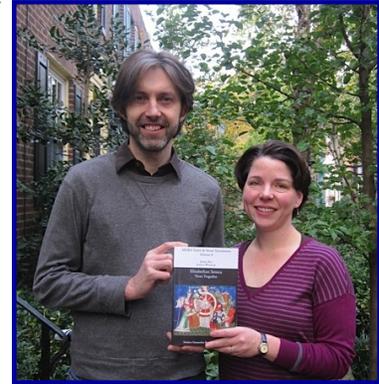
Pennsylvania, has recently published *Elizabethan Seneca: Three Tragedies*, an edition that enables readers to appreciate the distinct style and aims of three milestone translations: Jasper Heywood's *Troas* (1559) and *Thyestes* (1560), and John Studley's *Agamemnon* (1566). The edition presents the plays in modern spelling and accompanied by critical notes clarifying the translators' approaches to rendering Seneca in English.

In completing the edition, Winston says, "most of these early plays have never existed in a modern edition, and so it is difficult for beginning and even advanced readers of Renaissance literature to appreciate them." As she and Ker worked on the texts, Winston says, she developed a deep appreciation for the ways that the translators shaped their

works to speak to their own time. For example, she and Ker discovered many words that were either the first recorded use in the *Oxford English Dictionary* (OED), such as the word "roges," meaning "funeral pyre," or even preceded the OED. "The sixteenth century was a time of extraordinary transformation in the English language," says Winston. "We often associate this change with Shakespeare, who introduced some 600 words into English in *Hamlet* alone." Yet, she continued, "Shakespeare was not alone in this, and was following a precedent of earlier writers, who often invented new words to create an English equivalent to the Latin."

Another interesting discovery involved the sources for several freely composed passages in the plays. Winston observed that critics have long known that the translators added and replaced passages in their translations, essentially creating "original works" written in the mode of translation. Yet she and Ker found that some of the seemingly "freely" composed passages in Jasper Heywood's *Troas* were paraphrases of excerpts from Seneca's other plays. *Troas* concerns the fall of Hecuba, Queen of Troy, and the other women of Troy in the aftermath of their defeat by the Greeks. "In a sense," says Winston, "Heywood looked to the whole of Seneca's tragic corpus to provide an interpretive frame for the play, and these passages emphasize the play should be read as 'mirror for the prince,' an example of the instability of political fortune." This theme prompted Winston and Ker to find their cover image, of the wheel of fortune, which shows men and women climbing to high positions and then falling.

Many of the translators of Seneca were part of a network of writers



James Ker and Jessica Winston

Three Recent Releases

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associated with the English legal societies, the Inns of Court, and the edition is a part of a larger research agenda on this literary network. Winston now aims to complete her book, *Lawyers at Play: Literature, Law, and Politics at the Early Elizabethan Inns of Court*, and she hopes to continue to collaborate with Ker on an article on some of the prose translations of Seneca in the period.

More information on the edition is available through the publisher's web site, <http://www.mhra.org.uk/Publications/Books/tudor.html>.

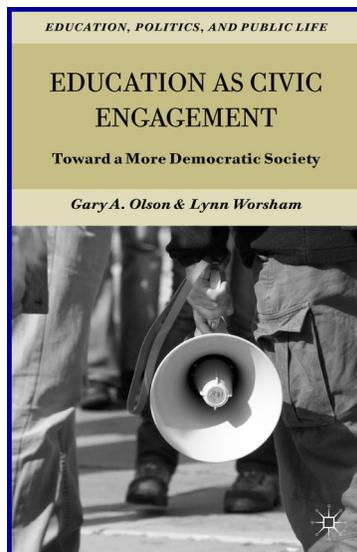
Education as Civic Engagement: Toward a More Democratic Society

Edited by Gary A. Olson and Lynn Worsham

This collection of ten essays examining education as civic engagement is edited by **Gary A. Olson** and **Lynn Worsham**, both Professors of English. The essays were selected from scholarship on education published over the last decade in *JAC*, a journal of rhetoric, politics, and culture.

The essays in Part 1 attempt to historicize higher education and, in so doing, to unpack many of its underlying dynamics. Part 2 examines emerging trends in the politics of education — trends that to the authors of this collection are alarming. Balancing the anxiety and seeming pessimism of Part 2 are the distinctly optimistic essays in Part 3, which collectively interject a note of hope for the future of education. Collectively, the essays in this volume analyze in a substantive and rigorous manner a number of key issues

in the politics of education. This volume provides new insights,



provokes thought, and spurs people to take actions that will result in a richer, more participatory system of public education in this nation.

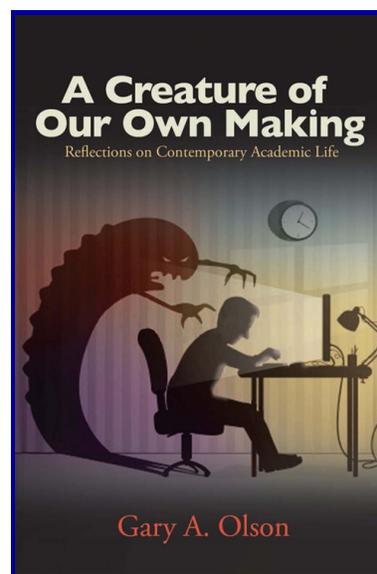
A Creature of Our Own Making: Reflections on Contemporary Academic Life

By Gary A. Olson

Drawing on more than three decades of experience as a scholar, teacher, and administrator, **Gary A. Olson**, a keen observer of higher education and a monthly columnist for the *Chronicle of Higher Education*, explores the intricacies of life in academe. These meditations, which appeared as columns in the *Chronicle* over a six-year span, explore a rich tapestry of subjects from the craft of academic administration to how institutions are reforming their operations. Also included are topics germane to faculty and their work, such as how to network within your discipline, how to report faculty accomplishments

accurately, how to navigate the tenure and promotion system, and how to create a culture of recognition and reward for faculty, staff, and students.

Many academics become preoccupied with the intricacies of their own disciplines and are not always cognizant of how other parts of their institutions work. Most go through their careers with an incomplete (and in some cases completely wrong) understanding of many aspects of academic life. Olson's essays shed light on the complex workings of our academic institutions and provide answers to important questions about the modern university: What are the limits of academic freedom? Exactly what is "shared governance?" Why are many universities reorganizing their



academic units? What are successful ways to recruit first-rate faculty and staff? Witty, incisive, and entertaining, this book is for anyone interested in academic life and a must read for new professors and new administrators.



New Assistant Professor, Victorian Literature

Matthew VanWinkle comes to Idaho State University from Ohio University, where he taught the previous four years. He did his undergraduate work at Boston University, and his graduate work at Boston College. He specializes in nineteenth-century British poetry, with a primary research interest in representations of memory in Romantic and Victorian poems. He's also interest-



ed in Gothic fiction, and is presently working on an essay exploring the role of humor in *Dracula*. Additionally, he's curious about the ways in which nineteenth-century texts continue to resurface in present-day popular culture.

When not in the classroom, VanWinkle can occasionally be seen swinging a tennis racket, sometimes with sufficient skill to hit actual tennis balls more or less in the direction that he hopes they will go. He can also be heard using very bad words to describe the current state of the Boston Red Sox. (He's working on using fewer bad words, but stands by the substance of his assessment.)

Undergraduate Travels to China, Teaches English to Peers at Yan'an University

Senior English major **Josh Bridges** reports on a fascinating journey:

Thanks to donations from some English professors here at ISU, as well as from one of the Sign Language professors, I traveled to China this May to teach English to university students. I went to the "small" city of Yan'an — small by Chinese standards with only a few million people. Yan'an is famous among the Chinese for being the city where Mao Zedong began his revolution and his rise to power. It is located in a narrow river valley in the northeast, with steep mountains on both sides and the city rising straight onto them. Yan'an University (known locally as YanDa), like everything else, is built partially into the side of a mountain.

YanDa has a thriving English department. Being a non-English-speaking nation, of course, their English department is akin to our foreign language departments, and freshman often enter the program with very little experience in the language. Through the four years of the program, they are expected to learn enough of the language to be able to teach it. The problem is that the students do not have much opportunity to practice English with native speakers, as they are located far from the major cities of Beijing and Xi'an. The students learn the majority of their English from those with very thick accents who have never met a native speaker themselves. They don't learn pronunciation as well as they should. They



Some of the group of 35 Americans, overlooking Yan'an. Briges is in back.

can't. That is why the 35 of us (the vast majority of whom were college students) went to Yan'an.

We stayed in China for only two weeks, but those two weeks made a significant difference in the development of the students' English abilities.

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Undergraduate Travels

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Every night, for three hours, we met the students in their English Cafe, forming small groups to practice English. By small, I mean one American for five to seven Chinese. Usually, the American was holding two or three separate conversations at once. Many of the students with decent English skills were eager to speak with an American and would often dominate the discussion, while the students with less English would hang back, too shy or too nervous to ask. It was a challenge to get them to speak, but they eventually would, with enough prompting. Even the quieter ones got excited over the discussion and were thrilled to be able to speak English with a foreigner, once they got over their nervousness. They liked to talk about music, movies, and sports. They will happily discuss Michael Jackson and the NBA with you, even if you know nothing about them. And if you happen to mention you're an English major or professor, be warned. You may find yourself having to give your opinion on the particulars of an English novel you haven't read in ten years. They might not care that much about your answer, anyway, but the fact that you answer makes all the difference in the world to them. They feel honored to have someone fly halfway across the world to talk to them, and I've never met people more grateful just to talk with me. The donations of ISU's English professors were well-spent. Thanks from me, and from the students at YanDa. It means everything to them.

Charlotte's Garden: Susan Swetnam Helps Neighbors Recover from Disastrous Fire

After the Charlotte Wildfire destroyed 66 homes and damaged many additional properties in the Pocatello area at the end of June, **Susan Swetnam**, Professor of English (whose house did not burn, although much of her property did), joined with her neighbor, Hannah Sanger (whose house was destroyed), to organize the Charlotte's Garden Project. The two women invited gardeners in Pocatello and beyond to save seeds from their gardens for those affected by the fire, hoping that the effort would not only help the mountainsides in the Mink Creek area bloom again, but would also remind property owners that others were thinking about them. Numerous partners joined, including the City of Pocatello, ISU, a CSI undergraduate intern, and Idaho Fish and Game.

Thousands of envelopes of hand-gathered and purchased seeds were donated, including a set from Camille Schmidt's kindergarteners at the Pocatello Charter School, who carefully picked

sunflower seeds and sealed them in envelopes colored by the children with cheerful individual designs. Many individuals and agencies, including the Pocatello Garden Club, donated hundreds of plant starts including iris rhizomes and day lily roots, sedum, small trees, strawberry plants, mint, and shrubs. Because many of those who lost property in the fire will not be able to plant until spring, foster gardeners offered temporary homes for these materials, and several ISU grad students, including Steven Hall and Margaux Bureson, helped put them in the ground. On the Project's Seed Sharing day in late September, roughly 65 families chose from the bounty the Project made available at the Pocatello Valley Fire Station; it is estimated that Charlotte's Garden distributed more than \$10,000 worth of seeds and plants that day. The project will now stretch into the spring and summer, because more seeds remain, and additional gardeners have offered to dig more plants for distribution; Pheasants Forever will start 500 elderberry bushes for those impacted by the fire.

Swetnam reports that the project ("which got completely out of control! — but in a good way") has been a tremendous success, though much more work than she and Sanger had anticipated. Volunteers to help with spring activities will be very welcome!



Sanger's ruined garden and burned-down house

Department Timeline

2011 10th Anniversary Edition of *Black Rock & Sage*

2009 PhD in English and the Teaching of English added to program; Susan Swetnam becomes first ISU faculty member to earn all three Distinguished Faculty Awards (Teaching, Service, Research)

2007 Minor in Folklore added to program; Philosophy minors in Ethics and Philosophy and Religion added to program

2006 *Journal of the Fantastic in the Arts* comes to ISU

2005 TESOL Certificate added to program

2002 First *Black Rock & Sage* published; Ford Swetnam Poetry Prize first awarded

1985 Minor in Philosophy added to program

1983 Charles Kegel Scholarship established

1981 Minor in Creative Writing added to program

1979 Minor in English added to program

1976 Agnes Just Reid Scholarship established

1975 English and Philosophy join as one department

1971 DA in English added

1960 MA in English added

1958 BA in Philosophy added

1951 BA in English offered separately from BA in Education with Teaching Major in English

Amanda Christensen Presents “An Evening of German Romantic Music”

On October 25, Pocatello received a fine treat in the form of a concert starring talented vocalist **Amanda Christensen**, who holds a Doctorate in Vocal Arts and serves in the Department of English and Philosophy graduate office. Born and raised in Pocatello, Christensen completed her doctorate at the University of Oregon in Eugene in 2011. She received her Bachelor's degree from ISU where she studied under Kathleen Lane. Since completing her advanced degrees, she has returned to Pocatello, where in addition to working for the department, she has opened a vocal and piano studio.

Christensen loves to teach and share her passion for music. Her specialty is German music from the Romantic time period (1800s), especially works by Wagner, Brahms, Mahler, etc. The program, "An Evening of German Romantic Music," reflects this specialty. Her favorite numbers were the ones by Wagner. "The *Wesendonck Lieder*," she reports, "is a wonderful song cycle that is relatively unknown and is such interesting and beautiful music."



Amanda Christensen

When asked to further explain what she found so compelling about the songs she chose for her concert, Christensen commented as follows: "The *Wesendonck Lieder* and the *Siegfried Idyll* are the two, non-operatic works by Wagner that are still performed with any regularity, though both are still rare. Wagner composed the song cycle while he was working on his operas: *Die Walküre* and *Tristan und Isolde*. The third and fifth songs in the set are subtitled 'studies for *Tristan und Isolde*.' The poetry was provided by Mathilde Wesendonck, one of Wagner's patrons and, some say, a lover of his. The poetry is wistful, pathos-laden, and intense. The music is chromatic and harmonically connected throughout the cycle, making it a true song cycle. The songs were originally written for a female voice with piano, but later all of the songs were orchestrated. Wagner, himself, orchestrated 'Träume,' and then Felix Mottl, the great Wagnerian conductor, orchestrated the other four songs. They are still most often done by female voices though a few of the songs have been done by male singers." Christensen extends her thanks to all who came and supported the recital.



Department Sketches

Each issue a member of the department will be asked to contribute a column designed to let others know more about their background, interests, and current projects. This is the first.

This Issue: Tera Cole

Tera Cole is a Lecturer in English



Tera Cole with husband, Bronson

I was born and raised in Los Angeles, California and graduated from University of California, Santa Cruz with a BA in American Literature. Following graduation, I briefly attended University of Nebraska, Lincoln to pursue an MA in English. I dropped out after completing the first semester and then took on a “journey of self-discovery.” Thirteen years, five different states and several jobs later, I decided it was time to finish my MA degree in English.

I began teaching immediately after completing my MA from ISU in 2010. I was unsure at first if I would enjoy teaching composition and rhetoric. However, I found that I have a real love of helping students become critical thinkers and teaching them how to write well. The first thing I noticed about teaching composition was the practical nature of this type of education. The skills I was teaching my students would not only resonate through the rest of their academic careers but could also carry them into their chosen professions.

One thing I have always been a firm believer in is the connection between

reading and writing. This is certainly something I stress in my classes. At the beginning of the semester, I always ask my students how often they read. I am always

dismayed to find that nearly half of the students rarely (or in some cases – never) read. Or so they say. I offer other ways of looking at reading by asking students if they read magazines, comic books, blogs, or even if they play video games that require attention to a narrative. When I pose this question to them, more hands shoot up.

However, in English 0090 I find that many students don’t even read magazines or comic books. Many of these students have never finished a novel even if it was required in high school. For this very reason, I have incorporated the novel *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie as part of the course material. This novel is easy for students to access, and it discusses pertinent issues such as racism, class division, discrimination, self-esteem, and the drive for an individual to reach his or her potential. I use this novel to aide in critical thinking and reading, class discussion, an introduction to analysis, and an introduction to the integration of source material along with proper MLA in-text citation. Every time I use Alexie’s novel I have fantastic results from my students. Many of them remark that it is the first novel they have ever finished. Also, a lot of these students pass the novel around to friends and family. I get great satisfaction from helping to increase literacy in my students and even in the community.

In continuing my desire to spread an appreciation of literacy, I will be teaching my first special topics liter-

ature course in the upcoming spring semester. The class title is “Writing

out from the Margins”: Literature and Human Rights Issues. I became interested in this idea last fall semester (2011) when the Occupy Wall Street Movement was prominent in the media. I was teaching an English 1102 course at the time and found that many of my students



were interested in a group of people (the 99%) that felt marginalized and disenfranchised. Additionally, when I teach English 1101, I use essays by Frederick Douglass, Maya Angelou, Malcolm X, and Martin Luther King Jr. Students always respond well to these texts because of their genuine interest in the human condition and the immense suffering many groups have experienced. I am excited to introduce students to a diverse mix of texts ranging from Harriet Jacobs’ compelling slave narrative to *The Laramie Project* in my upcoming special topics course.

I learn something from my students every time I teach a course. Their ideas about the world, and their enthusiasm for the course material, is ultimately what drives me as an instructor. One of the greatest satisfactions is to run into a former student and have her comment about what a difference my course made in her life.



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Faculty Focus

Research • Publications • Awards • Activities

Jennifer Eastman Attebery was invited to speak at the University of Wisconsin Department of Scandinavian Studies on her work with immigrant letters and Scandinavian-American holidays. She visited a class and delivered an evening lecture "Speaking and Writing Celebration in Scandinavian America," on October 9, 2012.

On November 9, **Alan Johnson** presented a work-in-progress seminar, "The Jungle in Indian Literature"; on November 15, he spoke at the Humanities Café presented by Idaho State University's Committee for the Study of Violence, Conflict, and War in Society, along with Naomi Adams of the Department of Art. Their topic was "India and Its Borders: Weaving Cloth and Stories." In addition, Johnson will serve as part of the team representing ISU this coming February at the Indo-American Education Summit 2013 in Hyderabad, India, to develop international connections between ISU and Indian institutions.

Bill McCurdy has been elected Vice President of the World Association of Theoretical Semiotics.

Susan Swetnam has been busy giving presentations around the region this fall. In addition to a department colloquium talk on her new book (*Books, Bluster, and Bounty: Local Politics and Intermountain West Carnegie Libraries, 1898-1920*), she also presented "Lessons for Today's Library Friends from Utah Carnegie Library History" in Brigham City for the Utah Humanities Council's Book Month; "Rejoice with me, for I have

done my peak': The Rhetoric of Victorian Women's Mountaineering Narratives" at RMMLA; and "The Importance of Women's Clubs in Encouraging Early Twentieth Century Public Activism: Intermountain West Carnegie Libraries as a Test Case" at the Women's History conference at Brigham Young University. She also spent a day presenting at an Elder-hostel dealing with historical cultural diversity in Southern Idaho, speaking on LDS migration patterns and pioneer culture; and served on two panels at RMMLA.

On October 5, **Russell Wahl** presented a paper on "Russellian Analysis and Epistemology" at a department colloquium.

Curt Whitaker presented his paper "American Hesperides: Converting Yards to Gardens in the Western U.S." at *Under Western Skies 2*, an interdisciplinary conference on the environment held in Calgary, Alberta. Whitaker's paper considered how aesthetic theory and garden history might prompt residents of Western states with low annual precipitation to grow edible fruits and vegetables rather than lawn.

Jessica Winston recently gave two papers: "Translatio Studii in Early Elizabethan England," presented at the Classical Studies Colloquium, University of Pennsylvania, November 1, 2012; and "Textual Studies, Reception Studies, and the Prose Frame to the *Mirror* in 1559," presented at Fame and Fortune: *The*

Faculty continued from page 10
Mirror for Magistrates, 1559–1946, Magdalen College, Oxford, September 14–15, 2012. She also received the Delno C. West Award, for best paper by a senior scholar, at the annual meeting of the Rocky Mountain Medieval and Renaissance Studies Association Conference, 2012.

Brent Wolter has edited the “Lexis” section of the recently published, 10-volume set, *The Encyclopedia of Applied Linguistics*. Included in the volume is an entry by **Sonja Launspach**, “Webster and American Lexicography.” Wolter is also a collaborator on a Swedish Research Council grant recently funded at Lund University, “Phraseological Processing and Representation in a Second Language.”



Alumni Dispatches

Notes from the wild blue yonder

From **Zac Dilbeck**, PhD Candidate:

I was hired as an Instructor of English (tenure track) at Columbus State Community College. The main campus is in downtown Columbus OH, but I am one of two full-time English faculty at the Delaware OH campus. CSCC has a total enrollment of over 28,000 students and is in partnership with The Ohio State University and Ohio Wesleyan University. I'm proud to represent ISU among a faculty that includes a number of PhDs from OSU, Miami, and Notre Dame among others.

I can say with certainty that ISU's pedagogical emphasis was a factor in CSCC's decision to hire me. In fact,

my knowledge of pedagogy/practices in both Lit and Comp impressed a number of potential employers. Just something for the department to feel good about as you embark on a new year!

From **Naveed Rehan**, PhD 2011:

A paper of mine has just been published in the conference proceedings of the International Symposium on Language and Communication held from June 10-13 in Izmir, Turkey. Here's the link to the publication. The paper is on page 553: http://www.inlcs.org/online/table_content.pdf.

I am happy to report that my paper was selected for a compilation along with thirteen other papers. The total number of papers presented at the ISLC conference (Izmir, Turkey) was 450. Participants came from all over the world, including the U.S. and Canada.



Graduate Student Hot Wire . . .

Rocky Mountain MLA Conference

In late October, two Professors of English (**Susan Swetnam** and **Alan Johnson**) and three graduate students (**Kim Madsen**, **Shelley McEuen**, **Ryan Topper**) presented papers at RMMLA in Boulder.

Swetnam reports that all graduate student presentations were excellent — clearly the best in their sections, and among the best she heard at the whole conference. Madsen also chaired several sessions, and she helped coordinate activities for

students at the conference in her capacity as Graduate Student Representative on the RMMLA Executive Board.

Call for Papers: 8th Intermountain Graduate Conference

March 1-2, 2013

Proposals due by December 15

Organized and hosted by the **English Graduate Student Association (EGSA)** in partnership with the department, this conference is held annually at ISU. It is open only to graduate students, and for the first time this year to undergraduates (with a letter of recommendation) in English Literature and related fields.

This year's theme is “Growth.” Academia is, after all, about growth. Students gain knowledge and experience as they move through the steps from undergraduates to scholars in the field. The discipline grows with them as they contribute their own research. How do graduate students contribute to the growth of the discipline? How has your research contributed to the growth of a specific focus? What new and exciting focus is on the horizon? How has the discipline itself grown in recent years? In addition, presentations are welcomed on all areas of literature, languages, film, composition, pedagogy, creative writing, and professional writing. Proposals may interpret the EGSA theme broadly.

To submit a paper for consideration, or if you have any other questions, please visit the conference website: <http://www.isu.edu/english/EGSA/EGSA.imconf.html>.



Postings

Musings and goings-on
from the

Department of English and Philosophy

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Snapshots

Fall Picnic



Roger Schmidt, Curt Whitaker, Erin Gray,
and Terry Engebretsen



Krissy Turner and Scott Holman



Tom and
Lucinda
Klein



Adam Hurst,
Bethany Schultz Hurst,
Tera Cole, and Steven Hall



Rosemary Hall

Dead Writers' Night



Jacob Clafin and Valah Steffan-Wittwer



Ryan Topper



Diane Yerka