



E N G L I S H

Department Newsletter
2016-2017





Letter From the Chair: Mark Netzloff

I am delighted to share with you the UWM English Department Newsletter for 2016-17. This occasion provides the opportunity to recognize the accomplishments in the past year of all members of our thriving intellectual community: faculty, academic staff, graduate students, and undergraduate students, as well as our alumni, emeriti, and many valued supporters.

We are honored to reflect on a number of personal and collective achievements from the past year. UWM was recognized as an R1 research institution in 2016, and we are proud of the central role of our graduate program in enabling the university to reach that milestone. The strength of our graduate program has always been its versatility and innovativeness, something reflected in the department's receipt of a Next Generation Ph.D. grant from the National Endowment for the Humanities. Our First-Year Composition program remains at the center of the department and its training of a next generation of graduate students, and Shevaun Watson has brought exceptional leadership to the program in her first year as writing program administrator.

As I conclude my three-year term as department Chair, I am especially proud of a renewed attention to our undergraduate programs. The department has launched an ongoing program of undergraduate scholarships: since 2015, we have disbursed 19 awards of \$1,000, an effort that will be sustained for many years to come. We have also successfully upgraded our classrooms and public areas. In summer 2016, the department completed renovations of all six of its class-

rooms, which are now fully upgraded and mediated. This effort will be extended this summer through a long-overdue renovation of the department's common areas, including the addition of spaces for student lounges on two floors of Curtin Hall.

Please be sure to keep us informed of your news throughout the year ahead. You can send updates that will be added to the departmental website (engl-web-update@uwm.edu), and this information can then be collected together for next year's newsletter. We would especially like to hear from alumni, so please keep in touch!

On the final pages of the Newsletter, you will also find information on making donations for the Department's students and programs. Your contributions are invaluable for providing our students with needed aid and recognition.

On behalf of everyone in the Department, I wanted to extend our shared gratitude to the remarkable members of our Administrative Staff: Kathy Doering-Kilkenny, Brooke Barker, and Alex Gillen. The Newsletter is the result of the dedicated labor of Mike Beebe, who has served as English Department Project Assistant this year. My thanks to Mike for all of his work on this project.

Best wishes,
Mark Netzloff



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R1 Status: What it means for UWM English

It was big news on campus last spring when the announcement first went out: UWM had just been minted with a “highest research activity” rating from the Carnegie Classification of Institutions of Higher Education, the top-tier designation for doctoral universities. Known colloquially as “R1,” this status was conferred upon only 115 of 4,665 universities assessed, and represented an upgrade from UWM’s previous R2 rating.

Chancellor Mark Mone celebrated the accomplishment, saying that “The national elevation of UWM among doctoral research universities with the highest research activity confirms what we have long known about the importance and impact of UWM’s research mission. This is thrilling and gratifying and validation of the remarkable impact of UWM’s faculty, staff and students.”

Other faculty and administrators joined Mone in congratulating the UWM community. Mark Harris, Interim Vice Provost for Research, said UWM’s climb reflects an intentional effort that dates back to the 1960s, when the administration began building doctoral departments as “an implicit commitment to research quality.”

“When I think of the last 20 years at the university, we have brought in a lot of good young faculty who have been active researchers,” Harris continued. “And we’ve supplemented that with some investments on the behalf of the university to help them really develop their research.”

First published in 1973, the Carnegie Classification is released every five years; rankings are done by Indiana University Bloomington’s Center for Postsecondary Research. By reaching the R1 tier, UWM is now one of only two universities in the state of Wisconsin to hold this status (along with UW-Madison).

When reviewing the criteria used to determine that UWM now holds a place among the world’s leading doctorate-granting universities, it becomes clear that the Department of English played a central role. In particular, the accomplishments of the department’s graduate students in attaining PhDs were among the most significant markers of R1-caliber research activity. Jason Puskar, Associate Professor of English and Associate Chair for Graduate Studies in the

department, offered insight into the R1 assessment process. “R1 status is a real recognition of the amount of work that goes into producing PhDs by students and faculty alike,” Puskar said. “The Carnegie Institute determines R1 status partly by assessing research expenditures in the sciences, and partly by counting the number of PhDs who graduate in all fields in the sample year. The humanities in general at UWM contributed disproportionately to the production of new PhDs, as did all programs in [the College of Letters & Science].

“In the humanities, UWM produced 25 PhDs during the last sample year, and 14 of those were from English. The productivity of our graduate students and their advisors has been a big part of UWM’s reclassification.”

Past analysis had shown that Wisconsin had previously been underrepresented in the R1 category, with only UW-Madison holding the designation before this year – a fact that made the state a statistical outlier. Puskar commented that “until UWM was reclassified as an R1, Wisconsin was the largest state in the United States to have only a single R1 institution. With a second R1 university now, Wisconsin is roughly in line with other states its size. A few slightly smaller states have just one R1, but no larger states have less than two.”

Furthermore, Puskar agrees with the outlook that R1 status is a positive development for the reputation of the university and the department. “Being an R1 university will attract more and better applicants to our graduate program” in English, he said, “and it should help us recruit and retain top faculty.”

For those of us in UWM English, there is a good deal of pride to be found in the contributions our department has made to help attain this university-wide recognition. Great thanks are owed to our many outstanding colleagues and students who have demonstrated that UWM is a top-flight research institution.

This piece includes content from a UWM Report item originally written by Greg Walz-Chojnacki that first appeared on February 8, 2016.



Faculty Profile: Jocelyn Szczepaniak-Gillece

Dr. Jocelyn Szczepaniak-Gillece always knew that she loved the feeling of going to the movies. As may be the case for many of us, she can't recall a time in her life that took place before her fascination with the moving image on screen. But even from an early age, this pastime took on an intellectual bent for her. "I've always loved the feeling of going to the movie theater, especially by myself, and being spatially, sonically, and visually immersed in something other than right now," said Szczepaniak-Gillece.

"I watched every Josef von Sternberg and Marlene Dietrich collaboration I could when I was in high school," she continued, "which got me addicted to parsing the multiple, sometimes contradictory layers of meaning in ostensibly mainstream movies. The double feature I saw of Chris Marker's *La Jetée* and Andrei Tarkovsky's *The Mirror* during my first semester in college transformed how I thought about cinema's visual language."

Szczepaniak-Gillece's fascination grew into a lifelong study of film and, in particular, film spectatorship: the study of the experience of the viewer. This field is the primary area of her research and teaching as Assistant Professor of English and Film Studies at UWM, where she first joined the faculty in 2014. "My work focuses on spectatorship, what it means to be a person watching movies," she said, and "mainly on a subset of the discipline known as exhibition studies. Exhibition concerns the history of how films have been shown, whether in terms of theatrical – movie theaters and the larger industry – or nontheatrical, such as home viewing or in schools." In terms of her research, this means considering not just the viewer watching a film on screen, but the broader experience formed by the surrounding environment that facilitates the viewing experience.

"My first book manuscript concerns the transformation of the American movie theater from the late 1920s-1960s through the figure of architect Benjamin Schlanger," Szczepaniak-Gillece replied when asked about her current work on exhibition studies. "In the 1910s and early 1920s, the pinnacle of theatrical architectural style was the grandiose movie palace. In the late 1920s, modernist architecture and new ideas about film theory began to infiltrate theatrical design, resulting in what I term the 'neutralized' cinema. My history of this theatrical style makes the argument that the stripped-down black box theater is an attempt to create a new form of spectatorship that is silent, immersed, and attentive; in

short, a cinephilic spectator." That manuscript, titled *The Optical Vacuum: Spectatorship and Modernized American Theater Architecture*, has been accepted for publication by Oxford University Press.

Her next project expands her understanding of the spectator experience in new directions. For example, a recent article of hers published in *Film History*, an essay that forms the basis of the first chapter of her second book project, examines cigarettes in the movie theater to demonstrate the impact of substances on cinema viewers.

In addition to her position within the English department and the Film Studies program, Szczepaniak-Gillece is currently a fellow at the Center for 21st Century Studies. Beyond the UWM campus, she is also a member of the Society for Cinema and Media Studies and, pending grant funding, will be sitting on a committee of the Theater Historical Society overseeing archival digitization with funding from the National Endowment for the Humanities.

Of course, when asked about her experience as a teacher and colleague here at UWM, Szczepaniak-Gillece glowed. "I love that UWM is an urban university with both an access and a research mission. Both are very important to me. I've had consistently terrific students here who are as excited and passionate about film as I am. I love talking to them after class about what we've just watched, and I really love trading ideas and recommendations with them about the weirder sides of cinema."

Plenty more opportunities to continue those discussions are on the horizon. Building upon recently taught courses on the history of animation, space/place and cinema and film history (including her personal favorite, ENG/FS 380: Special Effects) Szczepaniak-Gillece's most anticipated upcoming course is a new offering focused on Classical Hollywood. This course holds special appeal because, in her own words, "showing pre-Code cinema to undergraduates is so much fun."

This committed, outstanding work has all been part of Dr. Szczepaniak-Gillece establishing herself as one of the department's newest faculty members. "I'm incredibly lucky to work with my incisive, sharp, and witty colleagues in Film Studies and in English," she said. The sentiment is mutual!

Film Studies: Worth Watching

The Film Studies Program at UWM enjoys a stellar reputation on campus and beyond, but its success has not bred complacency. In an effort to increase the program's visibility among undergraduates and offer courses bridging multiple departments, Film Studies recently partnered with the Lubar School of Business to create the new Certificate in Business of Media and Film Studies (BMFS). The BMFS Certificate includes core courses in Film Studies and Business with electives in each to allow for students to tailor the certificate to their own interests. This new option complements the program's major and minor tracks, as well as the Certificate in Digital Arts and Culture (DAC).

More exciting developments unfolded for Film Studies during 2016. Two core faculty members, Tasha Oren

of our city, state, nation and the world at large." UWM Film Studies promotes the study of film and television in their aesthetic, social, cultural, political, and technological contexts and expands students' understanding of film and television as essential elements of our global cultural environment.

Alongside Benjamin Schneider, Assistant Director and Program Advisor in Film Studies, Blasini has worked to position the major in Film Studies as an appealing choice for undergraduates, providing students with analytical skills and multiple perspectives on historical and contemporary media forms. The program now offers a full array of courses, from core foundational courses such as Introduction to Film Studies and Film History to genre course and topics courses such as Horror Cinema Special



and Jocelyn Szczepaniak-Gillece, were awarded research fellowships for the year at the Center for International Education and the Center for 21st Century Studies, respectively, in support of their current book projects. Tami Williams also continued her outstanding work as President of Domitor, the International Society for the Study of Early Cinema. The organization explores and promotes historical research in cinema going back to the medium's beginnings in 1915.

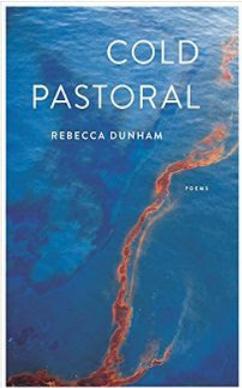
Gilberto Blasini, Director of Film Studies, sees the program's varied accomplishments as part of its appeal to students of diverse interests and backgrounds. "The strength of the Film Studies Program lays in its faculty and students," says Blasini. "Our faculty contains international scholars in Film and Television Studies and award winning instructors who regularly teach nearly all of the courses offered in Film Studies. We hope students will become both informed critical thinkers and engaged citizens

Effects, and Cinema and Digital Culture. Many courses are available online.

Blasini is bullish on the program's value and versatility: "A degree in Film Studies prepares students for any career that demands strong oral and written communication abilities as well as problem-solving competencies. Students learn critical thinking and writing skills as well as textual analysis through the study of film and television."

His enthusiasm is backed by student success. After completing the degree, recent alums have found jobs in the entertainment industry as writers and researchers, in museums and collections as archivists, and in film festivals as programmers and education specialists. Others have continued their studies at the graduate level in Law, Education and Cinema and Media Studies. The top-notch research and teaching in the Film Studies Program promise more great achievements to come.

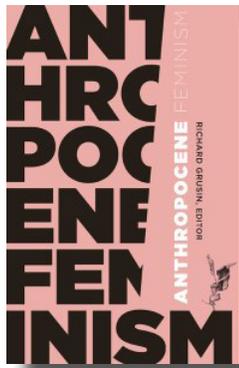
Faculty Books



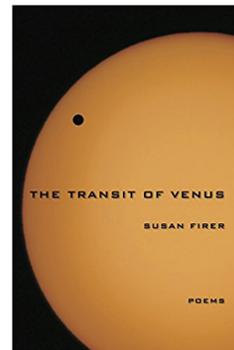
Rebecca Dunham
Cold Pastoral
Milkweed Editions, 2017



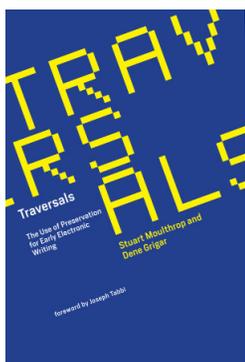
Brenda Cárdenas
(editor)
Resist Much/Obey Little: Inaugural Poems to the Resistance
Spuyten Duyvil, 2017



Richard Grusin (editor)
Anthropocene Feminism
University of Minnesota Press, 2017



Susan Firer
The Transit of Venus
The Backwaters Press, 2016



Stuart Moulthrop (editor,
with Dene Grigar)
Traversals: The Use of Preservation for Early Electronic Writing
MIT Press, 2017



Richard Grusin
Radical Mediation: Cinema, Estetica e Tecnologie Digitali
(translated by Angela Maiello)
University of Minnesota Press, 2017

Faculty Awards & News

Faculty Teaching Awards

Faculty Graduate Teaching Award

Sukanya Banerjee
Brenda Cárdenas

Faculty Undergraduate Teaching Award

Valerie Laken

UWM Fall Awards Ceremony

The UWM Fall Awards Ceremony was held on October 5, 2016 and honored faculty and staff who have made exceptional contributions in research, teaching and service. Recipients were initially nominated by the department's Awards and Recognition Committee, and were competitively selected after a campus-wide review.

UWM Distinguished Undergraduate Teaching Award

Sukanya Banerjee

Faculty Grants

Faculty members Margaret Noodin and Pat Mayes (co-PI) were recipients of a **Research Growth Initiative** grant for their project "Ganawendamaw: Emerging Anishinaabe Environmental Ideologies." Their proposal was one of only fifteen chosen for funding for the 2016-2017 Research Growth Initiative, an internal seed-funding competition aimed at enhancing the university's research and scholarly work and supporting the state's economic development through innovation.

The **Research and Creative Activities Support (RACAS)** program sponsors competitively selected proposals from across UWM. Supported projects are chosen that will increase the national and international recognition of the awardees, their programs, and the institution. Examples include publications, creative works, proposals for extramural funding and/or named fellowships, and artistic performances.

Faculty RACAS recipients:

2016:

Sukanya Banerjee, *Loyalty and the Making of the Modern*

Tasha Oren, *Food TV: Televisuality and the Transformation of Food into Popular Culture*

Jocelyn Szczepaniak-Gillece, *The Optical Vacuum: Spectatorship and Modernized American Theatre Architecture*

2017:

Liam Callanan, *Bird of Paradise: A Biography of Wisconsin Aviation Pioneer Lester Maitland*

Faculty Fellowships

UW-System Fellowships, Institute for Research in the Humanities, UW-Madison, 2016-17

Sukanya Banerjee

Jason Puskar

Poetry Recitation Challenge

Professor Kimberly Blaeser's second year as Wisconsin Poet Laureate in 2016 featured over fifty events, including a series of readings, workshops, residencies and talks.

As Wisconsin Poet Laureate, Blaeser initiated a Recitation Project with an online interactive map element (<http://www.wisconsinpoetlaureate.org/poetry-in-wisconsin>).

In conjunction with this project, Blaeser hosted or participated in several recitation events including one at Milwaukee's Indian Summer Festival and one at UW-Milwaukee's Hefter Center on November 30, 2016. Numerous

students and faculty from the English Department participated in the events. Attendees of each Poetry Recitation Challenge session were asked to come with a memorized poem written by another poet to perform aloud.

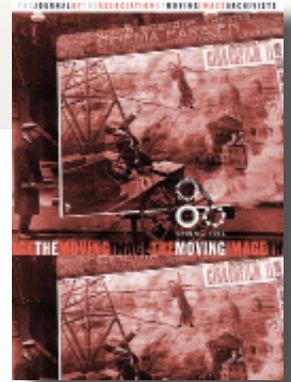
Blaeser was also recently appointed to the Board of Directors for the Wisconsin Academy of Sciences, Arts, and Letters, and to the Aldo Leopold Foundation Board.



Tami Williams guest edits *The Moving Image*

Associate Professor Tami Williams served as guest editor for a special issue of *The Moving Image*, 16.1 on Early Cinema and the Archives.

The issue features articles by emerging and prominent international archivists and early cinema scholars, including Meredith Bak, Barbara Flueckiger, Giovanna Fossati, Eric Hoyt, Sabine Lenk, Dimitrios Latsis, Mark Williams and Colin Williamson.



Retirement: Dennis Lynch

Dr. Dennis Lynch was an Associate Professor in the UWM Department of English beginning in 2007 and served as Director of Composition from 2007-2016, during which time he guided the Composition program to a Writing Program Certificate of

Excellence from the Conference on College Composition & Communication (2013-2014).

Among Dennis's publications is *compose / design / advocate: a rhetoric for integrating written, visual, and oral com-*

munication (Longman, 2006), co-written with Dr. Anne Wysocki. Dennis received his PhD in Rhetoric from the University of California-Berkeley in 1986.



Retirement: Andy Martin

Dr. Andy Martin was a member of the English Department's Film Studies faculty beginning in 1988, where he taught classes on cinema history, theory and criticism. He served as Chair of the department from 2005-2010, was Associate Chair of Un-

dergraduate Studies from 2004-2005 and was Coordinator of the Film Studies program from 1994-2002.

Andy is the author of *Receptions of War: Vietnam in American Culture* (Oklahoma, 1993) and *Rethinking Global*

Security: Media, Popular Culture, and the War on Terror (Rutgers, 2006), which he co-wrote with Dr. Patrice Petro. He received his PhD in American Studies from the University of Iowa in 1987.



Retirement: Charles Schuster

Dr. Charles "Chuck" Schuster joined the Department of English as an Associate Professor in 1985, rising to the rank of full Professor in 1991. He also served as Director of Composition, Director of the Edison Initiative at the College of Letters & Science-

and Associate Dean of the Humanities during the course of his career.

Chuck was a seminal figure in the outstanding Composition program tradition at UWM, and taught extensively on writing process and pedagogy

in addition to American literature. He authored numerous articles and edited several books, including the CrossCurrents series. He received his PhD from the University of Iowa in 1977.

Department Events

The English Department continued its active schedule of events and readings in 2016-17. These visits from distinguished scholars and writers are funded from the generous contributions of donors to the English Department. The department owes a special gratitude to Distinguished Professor Jane Gallop, the late Distinguished Professor Ihab Hassan, the Vilas Trust, the Boudreaux Foundation, and Mr. James Stoner, among other valued contributors and co-sponsors.

5th Annual Lecture in Literature and Cultural Theory: Sianne Ngai

Sianne Ngai, Professor of English at Stanford University, presented her talk “Theory of the Gimmick” on Thursday, April 28, 2016, as the English Department’s 5th Annual Lecture in Literature and Cultural Theory, followed by a graduate student meeting and brown bag event on Friday, April 29.



Ngai’s recent work questions what capitalist subjects are saying when we call something a “gimmick,” regardless of the varying objects to which the evaluation is applied and varying identities of those applying it? What about our shared world is being registered, often without the speaker entirely knowing she is registering it, in this aesthetic judgment? As part of a larger in-process book project (*Theory of the Gimmick*), her talk explored these questions by focusing on the gimmick as both form and speech act, and on its relation to comedy in particular, as well as the uneasy mix of attraction and repulsion produced by the gimmick across a range of forms specific to western capitalism. These include fictions by Mark Twain, Charles Chesnutt, Gertrude Stein, Joris-Karl Huysmans, Villiers de L’Isle-Adam, and Henry James; twentieth-century poetic stunts; the video installations of contemporary artist Stan Douglas; reality television; and the novel of ideas.

Ngai is also the author of *Our Aesthetic Categories: Zany, Cute, Interesting* (Harvard, 2012) and *Ugly Feelings* (Harvard, 2005).

6th Annual Lecture in Literature and Cultural Theory: Ania Loomba



Ania Loomba, the Catherine Bryson Chair in the English Department at the University of Pennsylvania, delivered the 6th Annual Lecture in Literature and Cultural Theory, “But Who is Listening? Feminism, Communism, and Political Subjectivity in India” on Thursday, February 2, 2017. She also met with graduate students from the English

department and beyond and led a brown bag discussion of her essay, “Identities and Bodies in Early Modern Studies” the following day.

Loomba’s research delves into early modern literature, histories of race and colonialism, postcolonial studies, feminist theory, and contemporary Indian literature and culture. Her writings include *Gender, Race, Renaissance Drama* (1989), *Colonialism/ Postcolonialism* (1998), and *Shakespeare, Race, and Colonialism* (2002). She has co-edited *Post-colonial Shakespeares* (1998), *Postcolonial Studies and Beyond* (2005), *Race in Early Modern England: A Documentary Companion* (2007), and *South Asian Feminisms* (2012). She is series co-editor of *Postcolonial Literary Studies* (Edinburgh University Press). She has also produced a critical edition of Shakespeare’s *Antony and Cleopatra* (Norton, 2011). Her latest publications include *Rethinking Feminism in Early Modern Studies: Gender, Race and Sexuality*; essays on early modern global contact; on race and embodiment; as well as on caste and its implications for understanding racial philosophies. She is currently working on a book on left-wing women in India.

Visiting Writers Series: Juan Felipe Herrera



U.S. Poet Laureate **Juan Felipe Herrera** served as UWM's Boudreaux Poet for 2016. On March 3rd and 4th, Herrera visited UWM to hold a poetry reading and craft talk, co-sponsored by the Department of English through the Boudreaux Foundation, the Roberto Hernández Center, and the UWM Union's Sociocultural Programming. The event drew in over 625 people to a poetry reading that was spirited, at times poignant, and above all, entertaining. It featured Herrera reading from many of his different books and engaging the audience in call and response in addition to performative readings of his work.

The 21st Poet Laureate of the United States (2015-2016), Juan Felipe Herrera is the first Latino to hold the position. He grew up in California as the son of migrant farmers, which shaped much of his work, and from 2012-2014, he served as California State Poet Laureate. He has received a National Endowment for the Arts and a Guggenheim Fellowship, among many other prestigious awards. He is the author of thirty books, including collections of poetry, prose, short stories, young adult novels and picture books for children. His many collections of poetry include *Notes on the Assemblage*; *Senegal Taxi*; *Half of the World in Light: New and Selected Poems*, a recipient of the PEN/Beyond Margins Award and the National Book Critics Circle Award; *187 Reasons Mexicanos Can't Cross The Border: Undocuments 1971-2007*; and *Crashboomlove: A Novel in Verse*, which received the Americas Award. In 2014, he released the nonfiction work *Portraits of Hispanic American Heroes*, which showcases twenty Hispanic and Latino American men and women who have made outstanding contributions to the arts, politics, science, humanitarianism, and athletics. Herrera has also served as chair of the Chicano and Latin American Studies Department at CSU-Fresno and recently retired from the Creative Writing Department at UC Riverside. He is also a performance artist and activist on behalf of migrant and indigenous communities and at-risk youth.

Visiting Writers Series: Nina McConigley



Nina McConigley, winner of the 2014 PEN Open Book Award and a High Plains Book Award for her story collection *Cowboys and East Indians*, visited UWM to deliver a reading at the Hefter Center on Thursday, April 7, 2016. The event was sponsored by the English Department's General Fund, The Vilas Trust, UWM Year of the Humanities, and The Center for Celtic Studies.

McConigley was born in Singapore and grew up in Wyoming. She holds an MFA in Creative Writing from the University of Houston, where she was an Inprint Brown Foundation Fellow, and an MA in English from the University of Wyoming. McConigley is the winner of a Barthelme Memorial Fellowship in Non-Fiction and served as the Non-Fiction Editor of Gulf Coast. Her play, *Owen Wister Considered* was one of five plays produced in 2005 for the Edward Albee New Playwrights Festival. McConigley's work has appeared in *The New York Times*, *Orion*, *The Virginia Quarterly Review*, *Salon*, *American Short Fiction*, *Memorious*, *Slice Magazine*, *Asian American Literary Review*, *Puerto del Sol*, and *Forklift, Ohio*.

She has twice been nominated for a Pushcart Prize and was the 2010 recipient of the Wyoming Arts Council's Frank Nelson Doubleday Memorial Writing Award. She currently serves on the board of the Wyoming Arts Council and teaches at the University of Wyoming and the Warren Wilson MFA Program for Writers.

Visiting Writers Series: Margot Livesey



Bestselling author Margot Livesey visited Milwaukee in early October. She visited and spoke with UWM students during the afternoon, and that evening read from her new novel, *Mercury*, and took part in a conversation moderated by associate professor Liam Callanan. While discussing the extensive research she did for her book--which involved talking to experts in fields ranging from horsemanship to ophthalmology--she offered a wry take on the old writing advice, 'write what you know': "I realized," Livesey said, "that I could know more."

Livesey's novels include *Homework*, *Criminals*, *The Missing World*, *Eva Moves the Furniture*, *Banishing Verona*, *The House on Fortune Street*, and *The Flight of Gemma Hardy*. Her eighth novel, *Mercury*, was published in September 2016 by HarperCollins. Livesey has taught at Boston University, Bowdoin College, Brandeis University, Carnegie Mellon, Cleveland State, Emerson College, the Iowa Writers' Workshop, Tufts University, the University of California at Irvine, the Warren Wilson College MFA program for writers, and Williams College. She has been the recipient of fellowships from the Guggenheim Foundation, the N.E.A., the Massachusetts Artists' Foundation and the Canada Council for the Arts. Livesey is currently teaching at the University of Iowa Writers' Workshop.

Midwest Interdisciplinary Graduate Conference



Under the theme of “In Process,” the 2016 Midwest Interdisciplinary Graduate Conference (MIGC) hosted philosopher Levi Bryant (Collin College) and Nick Montfort (MIT) for two days of discussions on topics ranging from black holes and systems analysis through literary theory and pop culture.

Chicago glitch artists Jon Satrom and Jason Soliday capped off the creative showcase that featured performances by several UWM creative writers including Franklin K.R. Cline (pictured below) Jenni Moody, Janelle VanderKelen and Mollie Boutell.



MIGC 2017 took place on February 17th and 18th with the theme of “MOSAIC.” Two keynotes were delivered: Dr. Jason W. Moore (Binghamton) presented work related to his most recent book *Capitalism in the Web of Life: Ecology and the Accumulation of Capital* (Verso) on February 17th at 3:30pm and Dr. Margaret Rhee (University of Oregon) shared some of her work at the MIGC Creative Showcase on the evening of February 17th and led a creative workshop on February 18th.

MIGC 2017 is generously sponsored by the Center for 21st Century Studies, the Office of Research, the Department of English, the UWM Graduate School, Student Affairs, and the Year of the Humanities. Our thanks goes out to these offices for their support.



EAT LOCAL :: READ LOCAL

NATIONAL POETRY MONTH READING

A delicious partnership was on display at over forty Milwaukee and Madison area restaurants in honor of “National Poetry Month” this past April thanks to Eat Local :: Read Local. The UWM English Department organizes the Eat Local :: Read Local initiative, which brings poetry to readers at local eateries. Eat Local :: Read Local invited poets from the Milwaukee and Madison literary communities to submit short poems, which were printed on cards and distributed to patrons throughout the month of April.

In addition, diners were encouraged to participate by composing their own poems inspired by their meals. They could submit their food-inspired verses online to the Eat Local :: Read Local Community Poets Gallery for publication.

Two special highlights of the Eat Local :: Read Local celebration took place at two live reading events—the first on April 5th at Milwaukee’s Pizza Man restaurant and the second on April 26th at Next Door Brewing Company in Madison. Audience members at the events had the opportunity to meet and savor the literary fare of poets Kimberly Blaeser, Peter Blewett, Peter Burzynski, Brenda Cárdenas, Jim Chapson, Rebecca Dunham, K Lui Engen, Roberto Harrison, Siwar Masannat, Andrew Ruzkowski, Caitlin Scarano, and Angela Voras-Hills. Musical guest David Engen also performed at the April 5th event in Milwaukee.

Learn more about the poets, participators, and curators at www.eatlocalreadlocal.org.

In 2016 *Furrow* magazine, edited by students in Valerie Laken's English 414 course, launched a painstaking but beautiful redesign of *Furrow's* website (furrowmag.org) and published a stunning, full-color issue featuring work from 31 contributors. We had a record number of submissions and continue to expand our outreach by soliciting submissions from undergraduates across the country.

Generous donations and strong fundraising efforts enabled *Furrow* to operate without university funding and to award four \$100 prizes in the categories of Fiction, Nonfiction, Poetry, and Art. The issue release party, at Art Bar on May 11, featured readings, door prizes, and cake. To date, three of the 2016 editors have landed full or part-time jobs in connection with the editorial expertise they learned through *Furrow*.

Professor Laken also led the department's successful effort to develop a new course number, English 418, specifically dedicated to Literary Journal Production. This will be the new home for *Furrow* and will be offered each spring starting in 2017.

Academic Staff News & Awards

The English Department is honored to recognize the accomplishments of members of the department's Academic Staff:

Teaching Excellence Award, Academic Staff

Jennifer Dworschack-Kinter

Leslie Whitaker Memorial Award

The Leslie Whitaker Memorial Fund Award, established in the memory of the late Department of English instructor Leslie Whitaker, is awarded to teaching academic staff to support a bi-annual symposium, workshop, or lecture centered on writing, creativity, and teaching.

In May 2017, an award was granted to Ann Hanlon and Max Yela (UWM Library) for their project, *Look Here*. Their project will present the digital collections of photographs of Afghanistan housed in the library in a variety of formats: a panel discussion at UWM Libraries, an exhibition at Villa Terrace Decorative Arts Museum, and a digital resource to permanently showcase selections from the exhibit.

Fall Awards Ceremony:

UWM Academic Staff Outstanding Performance and Serice Award

Dylan Barth

UWM Academic Staff Outstanding Teaching Award

Casey O'Brien

Joanne Lazirko Award for Excellence in Teaching with Technology

Deb Siebert

At the UWM Author Recognition Ceremony on March 7, 2017, Senior Lecturer Sonia Khatchadourian was honored to represent her late parents and receive recognition for their recently published work: Haig Khatchadourian, *How To Do Things With Silence* (2015) and Arpine Khatchadourian, *David of Sassoun: An Introduction to the Study of the Armenian Epic* (2016).

The English Department extends its congratulations to academic staff members who received promotions in 2016-17:

Jennifer Dworschack-Kinter and Debra Siebert were promoted to probationary status after a competitive selection process and positive vote from the Department's Executive Committee.

Adam Andrews, Christopher Lyons, and Kristin Terwelp were promoted to Indefinite Status, a tenure-like appointment for academic staff, following positive reviews by the Department's Executive Committee and the University's Instructional and Research Academic Staff Review Committee!

Congratulations to all!

Graduate Student News

UWM National Endowment for the Humanities Grant

The National Endowment for the Humanities awarded a \$25,000 Next Generation PhD grant to UWM in 2016 as part of a national initiative to improve career diversification for doctoral students in the humanities. UWM is one of 28 universities to receive funding through this program, which is part of the NEH's effort to prepare humanities PhDs from careers beyond academia.

“Too often students who either don't get jobs or who decide not to pursue academic jobs are left to themselves,” says Jason Puskar, Associate Chair for Graduate Studies in the English Department. “So we're part of this group of universities that would like to think about doctoral humanities education differently. It would be better, we think, if students in doctoral programs had a full sense of their options, and some guidance and maybe even preparation for careers outside academia. What this might entail is up in the air, but figuring that out is our job for this year.”

Puskar emphasizes that this is the first stage in working with the NEH to expand the university's career advising for doctoral students. “We have a planning committee of 23 people that includes faculty, grad students, alums, and representatives from businesses and non-profits to try to work together to figure out where to go next.” An application is in also the works for a larger implementation grant that would enable the university to continue and grow this effort in coming years.

In the meantime, members of the English Department are working to determine how to approach possible options for guiding students, including curriculum changes, internships, advising strategies and other means of exploring the full range of career paths that value and utilize the specialized critical and creative thinking skills that humanities PhDs possess. This work is part of NEH's larger vision to ensure the continued vitality of graduate education in the humanities.



Graduate Student Profile Brittany Cavallaro

PhD student in Creative Writing
Dissertation: *Unhistorical*

My poetry manuscript and creative dissertation, *Unhistorical*, combines transformative writing, historical narratives, and detective fiction to tell the story of a contemporary romantic relationship that begins in Scotland and falls apart in America, as the narrator finds herself in the role of spectator to her partner's genius. Many of these poems are written in the elegiac mode, following a speaker who is, as turns, tourist and historian. These poems bookend the manuscript, while a Sherlock Holmes murder mystery is at the manuscript's center I wanted to tell a mystery story through diary entries and monologue, obscuring the actual whodunit in order to foreground the emotional relation-

ship between detective and detective's assistant—that is to say, again, genius and spectator. In the bookending sections, I pull antiquated language from Sir Arthur Conan Doyle's stories to underscore the emotional parallels between this relationship and the Holmes and Watson narrative. As a whole, the poems in *Unhistorical* are interested in inheritance and expectation.

In addition to my poetic work, I'm the author of the Charlotte Holmes series of young adult novels for Katherine Tegen/HarperCollins. The first of these, *A Study in Charlotte*, was released in early 2016, with sequels to follow in 2017 and 2018. These young adult novels reimagine Sherlock Holmes as a brilliant, flawed teenage girl at a boarding school. (*continued on following page*)

(continued from previous page) Along with her best friend Jamie Watson, Charlotte is framed for the murder of her rapist. Like *Unhistorical*, *A Study in Charlotte* is interested in ideas of inheritance and expectation: here, those expectations are family ones, as Charlotte and Jamie are the

great-great-grandchildren of the original Holmes and Watson. In many ways *Unhistorical* and the Charlotte Holmes books feel like two sides of the same project, albeit for different audiences.



Graduate Student Profile Ash Evans

PhD student in Rhetoric and Composition
Dissertation: *Expanding Composition Pedagogies: A New Rhetoric from Social Media*

Social media permeates our culture, including so much of the writing that students do in their daily lives. Using this writing in the composition classroom makes learning relevant and practical for students. Turning this writing into a reflective process helps them become more critical thinkers, thoughtful readers, and capable writers in all contexts, digital and non-digital. In the composition classroom, students practice delivering messages by engaging in critical thinking, learning about audiences, and situating messages within appropriate communities. I want composition students to do all of this, but I also want them to bring their social media knowledge to this process, and to gain a sophisticated, even playful awareness of how the affordances

of the media allow them to communicate. For example, many students understand that rhetorical practices shift because of digitality; by blending words, video, text, images, emojis, and audio, the medium becomes pivotal to their composing processes online.

My dissertation examines how the field of Rhetoric and Composition can use social media to give students a more sustainable rhetoric for all writing contexts. Students especially seem to struggle when writing academic essays. After all, writing in a Word document for a somewhat nebulous audience with very little feedback is much harder than posting an update on Facebook and receiving multiple likes, shares, and comments within minutes. Cultivating social media habits into purposeful writerly choices will help students develop an expanded rhetorical repertoire and the ability to navigate many other forms of media too.



Graduate Student Profile Zach Finch

PhD student in Media, Cinema and Digital Studies

My dissertation tells the story of Scottish national cinema through Scotland's short fiction films from 1930 to the present. As a small nation within the United Kingdom, Scotland's film culture has played a subordinate role in relation to England's, and has struggled for decades to create its own thriving film industry. However, in the mid-1990s, critics and scholars began to talk of a uniquely Scottish national cinema, rather than the traditional and all-encompassing "British cinema," because of the success of films like *Shallow Grave* (1994) and *Trainspotting* (1996). In spite of some key successes, the sustainable production of feature films has eluded Scotland, and as a result many have doubted the existence of a true Scottish national cinema. I propose that instead of defining Scotland's film culture exclusively

by its feature-length productions, we should define it in a way that includes its rich short fiction film tradition. Short films are vital to national cinemas because they incubate film movements, allow filmmakers to take risks, and provide opportunities for marginalized people to make films.

In addition to a chapter on the specific functions of the short film in the context and creation of national cinemas, my dissertation contains chapters on periods of short filmmaking within Scotland. By studying fourteen short films from 1933 to 2013, I reveal the range and importance of short filmmaking in Scotland. Given that these films represent the nation, they often contest dominant representations of Scots and Scotland in mainstream film history.



Graduate Student Profile Molly Kessler

PhD student in Professional and Technical Writing
Dissertation: *Bodily Boundaries: Inflammatory Bowel Disease and Rhetorical Enactments of Self*

My work explores the ways in which women with chronic illnesses discuss their diseases, bodies, and minds. Focusing specifically on Inflammatory Bowel Diseases (IBD), my research examines how patients justify, negotiate, and cope with their disease. Given IBD's elusive, sometimes embarrassing, symptoms, IBD patients often find themselves in one moment struggling to convince healthcare providers their disease exists, and in the next moment, attempting to hide their disease from everyone else. Patients with IBD commonly spend years assessing their symptoms, everyday experiences, medical test results, and physician examina-

tions in order to reach an eventual diagnosis. And, when and if an official diagnosis is reached, how to treat IBD—physically, mentally, and emotionally—often remains an amorphous task.

My dissertation first traces the medical and social histories of IBD, examining the root of the stigmas surrounding IBD and analyzing the demand for visual evidence, particularly with chronic illnesses, in order for diseases to be deemed real. My chapters then turn to interview and observational data to further examine how IBD patients navigate life with IBD, from work to body image to sexual activity, and how patients with IBD selectively reveal and conceal their disease to specific audiences.



Graduate Student Profile Shanae Aurora Martinez

PhD student in Literature and Cultural Theory
Dissertation: *Guides and Guidance: Subverting Tourist Narratives in Trans-Indigenous Time and Space*

My dissertation argues that Indigenous American literatures are acts of worldmaking with radical possibilities for achieving a just society. Indigenous literatures demonstrate how academic spaces are constructed around institutionalized authority at the expense of Indigenous American worldviews. However, Indigenous texts also disrupt institutionalized power dynamics and model cooperative relationships based on mutual respect and reciprocity, rather than competition.

My goal is to challenge the authority of settler colonial sites of knowledge production using the methods found in indigenous literatures. By changing the stories that we tell about ourselves and each other, we can reconfigure the personal, communal, institutional, national, transnational, and global spaces in which they exist. Because universities across the Americas are on Indigenous lands, implementing social justice practices at the sites of knowledge production is a crucial step toward decolonization, peaceful coexistence, and the rightful return of Indigenous lands to achieve liberation for all.

Interdisciplinary Graduate Student Humanities Conference

Hal Hinderliter and Louise Zamparutti were among the organizers of the Interdisciplinary Graduate Student Humanities Conference, a collaboration among the English and History Departments of Marquette University and University of Wisconsin-Milwaukee, April 22-23, 2016. The conference theme was “Conflict and Liberation,” and featured keynote speaker Dr. Heather Cox Richardson, Professor of History at Boston College and author of *To Make Men Free: A History of the Republican Party* (2014) and *Wounded Knee: Party Politics and the Road to an American Massacre* (2010).

The conference included presentations by UWM students Michael Jacobs, Jenna Himsl (History), Charmane Perry (Africology), Sara Doan, Peter Burzynski, and Kimberly Baker (English). Panel chairs included UWM faculty Sonia Khatchadourian (English) and Merry Wiesner-Hanks (History).

Graduate Student Awards

Over the past three years the English Department has proudly expanded its slate of graduate awards and undergraduate scholarships. In 2016, 32 awards were given in all, including 22 awards for graduate students across the department's programs. The generous funding for these awards is provided by private donors, including our alumni as well as an earlier generation of our faculty. The department's appreciation for their generosity is inestimable. It is only fitting that those who shaped the department in its initial years play this important role in ensuring its continued success with their support of its youngest and most promising members.

Congratulations to all graduate students who received recognition at the English Department's 2016 Spring Awards Ceremony!

Teaching Excellence Award, Graduate Teaching Assistant

Molly Ubessen

James A. Sappenfield Fellowships

Jeremy Carnes
Kristin Ravel
Loretta McCormick
Daniel Card
Zachary Finch

Tinsley Helton Dissertation Fellowship

Alison Sperling
"Weird Modernism"

Wladyslaw Cieszynski Literary Prizes

**Wladyslaw Cieszynski
Memorial Award, Poetry**
Erika Mueller, "Disturbance"

**Wladyslaw Cieszynski
Memorial Award, Prose**
Robert Barrett Travis, "Time
Shares"

Wladyslaw Cieszynski Fellowship

Roswitha Both
Peter Burzynski

Academy of American Poets Edward Ryan Prize

First Prize:
Sidney Taiko Sheehan, "Rehearsal
Dinner, A Room Full of Hagiharas"
Honorable Mention:
Alessandra Simmons, "Cliffs of the
Midwest"

William Harrold Memorial Award

Elisa Karbin, "Cotard's Delusion"

UWM English Department Poetry Manuscript Award

Tobias Wray, "Continuum"

Sheila Roberts Prize

Jenni Moody, "Wingspan"

Ellen Hunnicut Prize

Ann-Marie Blanchard, *Outskirts*

Thomas J. Bontly Fiction Award

Amanda Haag

Frederick J. Hoffman Award

Robert Bruss, "Can 'Snap' Have a
Punctum?"
Chris Carpenter, "Realism and
Reification in Tom McCarthy's
Remainder"

Honorable Mention:

Kyle Miner, "Topological Conti-
nuity as (Post-)Cinematic Affect
in Shane Carruth's *Upstream
Color*"

Alice Gillam Award

Neil Simons

Graduate Student News

Congratulations to the following graduate students for their award-winning achievements in the past year:

Allain Daigle's essay "Not A Betting Man: Stanford, Muybridge, and the Palo Alto Wager-Myth," won the 2016 Domitor Student Essay Competition.

Jessica Johnston received the Eliana G. Berg Award for Graduate Research in the UWM Women's & Gender Studies Student Research Paper and Project contest for her paper "On the (Cutting) Edge: Postfeminism, Neoliberalism, and the Glass Ceiling in the Political Media Discourse of Hillary Clinton."

Caitlin Scarano's full-length poetry collection *Do Not Bring Him Water* won Bloody Publishing's 2016 contest.

Graduate Student Publications

Beebe, Michael E. "'Duties in the Home': John McGahern's *The Dark* and the Formative Spaces of Irish Gender." *Breac: A Digital Journal of Irish Studies* 5 (forthcoming).

- "Master of None and Serial Storytelling in the Binge-Viewing Era." *PopMatters* Mag., 14 Apr 2016.
- "Sean O'Faoláin's An Irish Journey: Globalization, Postcolonial Tourism and the Transformation of Labor in Provincial Ireland." *New Hibernia Review* (forthcoming).

Brand, Mark R. "Growing Old in Utopia: From Age to Otherness in American Literary Utopias." *Age, Culture, Humanities*. 1, no. 2 (2016).

Daigle, Allain. "Of Love and Longing: Queer Nostalgia in Carol (2015)." *Queer Studies in Media & Communication* (forthcoming June 2017).

- "Rendering." *TriQuarterly* 151 (Winter/Spring 2017).

DeVasto, Danielle. (2016). "Being Expert: L'Aquila and Issues of Inclusion in Science-Policy Decision Making." *Social Epistemology*. 30(4): 372-97.

- (2016). "Matters of Concern and the Politics of Who: A Response to Herndl." *Social Epistemology Review and Reply Collective* 5(7): 14-17.

Karbin, Elisa. "Coda." *Indiana Review* 39.1 (Summer 2017) (forthcoming).

- "Afterimage." *Indiana Review* 39.1 (Summer 2017) (forthcoming).
- "Modern History." *Stirring: A Literary Collective* (April 2017).

Alison Sperling. "Acknowledgment is not Enough: Coming to Terms with Lovecraft's Horrors." *Los Angeles Review of Books* online, forthcoming March, 2017.

- "Freak Temporality: Female Adolescence in the Novels of Carson McCullers," *Girlhood Studies*, Vol. 9, Issue 1: "Disability and Girlhood: Transnational Perspectives," pp. 88-103, March 2016.
- "H.P. Lovecraft's Weird Body," *Rhizomes: Cultural Studies in Emerging Knowledge*, forthcoming March 2017. (This essay appears reprinted in the edited collection *Lovecraft Annual*, no. 10, ed. S. T. Joshi, pp. 81-103, Hippocampus Press, 2016.)
- "Second Skins: A Body Ecology of Sickness in The Southern Reach Trilogy." *Paradoxa*, Vol. 28, December 2016.

Zamparutti, Louise. "Brava Gente and the counter (Re) public of Italy: Constructing the Foibe as a National Symbol." *Romance Studies* (forthcoming).

Graduate Degrees Conferred

2016 Graduate Degrees Conferred

Ghassan Abou-Zeineddine
PhD Creative Writing

Ibtisam Abujad
MA* Literature & Cultural Theory

Roswitha Both
PhD Creative Writing

Michael Brickner
MA Professional & Technical Writing

Chris Carpenter
MA Literature & Cultural Theory

Kate Carsella
MA Creative Writing

Kelly Cooper
MA Literature & Cultural Theory

Lindsay Daigle
PhD Creative Writing

Olivia Duell
MA Media, Cinema & Digital Studies

Avery Edenfield
PhD Professional & Technical Writing

Natalie Goodman
MA Media, Cinema & Digital Studies

Mark Heimermann
PhD Literature & Cultural Theory

Benjamin Johnson
MA Professional & Technical Writing

Giordana Kaftan
PhD, Modern Studies
(Interdisciplinary)

Shawna Lipton
PhD Literature and Cultural Theory

Keegan Mager
MA Professional & Technical Writing

Francesca Mastrangelo
MA Media, Cinema & Digital Studies

Alyssa Miller
MA Professional & Technical Writing

Katherine Morrissey
PhD Media, Cinema & Digital Studies

Dawn Nawrot
PhD Literature & Cultural Theory

Marissa Neal
MA Creative Writing

Laura Roberts
MA Professional & Technical Writing

Jenna Roeske
MA Literature & Cultural Theory

Sidney Sheehan
MA Creative Writing

Heejoung Shin
PhD Literature & Cultural Theory

Piera Siegmann
MA Rhetoric & Composition

Stephanie Strang
MA Professional & Technical Writing

Reed Stratton
PhD Professional & Technical Writing

Erika Mueller
PhD Creative Writing

Alexis Pegram
PhD Rhetoric & Composition

Anna Storm
PhD Literature & Cultural Theory

** Denotes acceptance to UWM PhD program*

Congratulations to the 2017-18 Graduate School Fellowship Recipients!

Distinguished Dissertation Fellowship:

Michael Larson
Soham Patel

Distinguished Graduate Student Fellowship:

Amanda Haag
Siwar Masannat

Advanced Opportunity Fellowship:

Storm Pilloff
Kristen Ravel
Alessandra Rolffs

Graduate Student Fellowships

Undergraduate Awards & News

Congratulations to the undergraduate students who were recognized at the English Department's 2016 Spring Awards Ceremony!

Elizabeth Babbitt Memorial Scholarships

Esmé Barniskis
Kathryn Skjoldager

The Elizabeth Babbitt Memorial Scholarship was initially established "for distribution to students at the University of Wisconsin-Milwaukee, with preference given to freshmen and sophomores in financial need who have taken or are taking an English course." These scholarships of \$1,000 provide another invaluable opportunity to recognize the successes of our top undergraduates.

Ruth B. Skretting-Bertschi Scholarship

Jack Ceschin
Lauren Lisak
Grace O'Neill

Madison Rose Williams *The Ruth B. Skretting-Bertschi Scholarship was established "for the funding of a Scholarship in English in memory of ... Ruth B. Skretting-Bertschi" an alumna of the English department. The Scholarship is an award of \$1,000 given to outstanding undergraduate students in English.*

Business Writing Award Challenge

First place: Darryl Carlson
Second Place: Anthony Kresse
Third Place: Brittney Van Dusen

Virginia Burke Writing Contest Eng 095/100

First Place: Tiffany Johnson,
"A Letter that Changed America"
Second Place: Miguel Garcia,
"America"
Third Place: Mohamed Dawod,
"Do African Americans Really Have Equal Rights?"

Eng 101/ESL 118

First Place: Charlene Cocroft,
"Citizen Denied: Then and Now"
Second Place: Ashley Mikulcik,
"Slowing Down and Taking Leisure Time"

Third Place: Timothy Fischer,
"To Conform or Not to Conform"

Eng 102

First Place (tie):
Raven Varnado-Glenn,
"Respectability Politics: the Evolving Stigma"
Sarah Al-Tarouti,
"Under the Veil"
Second Place: Bradley Richardson,
"Getting Back to Prison"
Third Place: Morayo Aderugbo,

"Do Fairytales Really Promote 'Happily Every After's' for Everyone?"

Eng 201

First Place: Sarah Weiss,
"My (Vulnerable) Path to an Academic Personality--Getting to Know My Audience"
Second Place: Lauren Van Deinse,
"Problematizing Academia"
Third Place: Malcolm Aschebrook,
"The True Importance of Literacy"

Honors in English Graduates

Ashley Banoub
Gekka Chapman
Kristin Renee Drescher
Mellisa Rae Gauthier
Dana Melanz
Rebecca Elizabeth Sidman

Phi Beta Kappa, 2016

Elizabeth Ahnen
Esmé Barniskis
Jack Ceschin
Leha Froats
Spero Lomenzo
Chelsea Moskow
Collin Oswald
Keane Schmidt
Samantha Smrz
Emylie Tonnacliff
Deborah Torbica
Robert Trettin

Sigma Tau Delta Honor Society

The English Department at UWM is proud to have established a new branch of the Sigma Tau Delta International English Honor Society in 2016 under the faculty sponsorship of Liam Callanan. Sigma Tau Delta is an invitation-only association that confers distinction for high achievement in English language and literature studies. Candidates must have completed a minimum of two college courses in English language or literature beyond the usual requirements in freshman English with a minimum GPA of 3.0.

With over 880 active chapters located in the United States and abroad, there are more than 1,000 Faculty Sponsors, and approximately 9,000 members inducted annually. Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and literature.

All interested students should contact Prof. Callanan via email (liam@uwm.edu) to learn more about joining.

Undergraduate News

Summer Bridge

The summer of 2016 saw several new developments in the Summer Bridge writing curriculum under the guidance of Shevaun Watson, Director of Composition. With the university looking to address students' needs for both remediation and retention, roughly a dozen campus-wide academic and student affairs units are now cooperating to unify previously disconnected Bridge Programs into an improved system for earning credits and preparing incoming students for the rigors of college coursework.

Beginning in 2016, UWM's Summer Bridge Program offers a six-week paid residential session worth up to seven credits in English and Math, with options available in both History and Curriculum and Instruction. A new course, ENG 090, replaces the former ENG 095, which had been offered as a four-week free non-credit option in years past. Over forty students enrolled in the four sections of ENG 090 taught during Summer 2016, with teaching duties split between instructors Chris Lyons and Jennifer Dworschack-Kinter. These students were a mix of Bridge-mandatory Academic Opportunity Center (AOC) students and members of the MKE Scholars program, former MPS students affiliated with a Burke Foundation-sponsored program.

Lyons and Dworschack-Kinter each taught a curriculum mirroring the first part of the current ENG 100 course structure with several crucial differences. The instructors worked with students to construct an individualized learning plan based on their assessment and students' own self-assessment of their writing proficiency. New individual learning goals for the term were then agreed upon, based on that assessment. Following the completion of the Bridge term, students consulted with their instructors to determine their own self-placement in either ENG 100 or ENG 101 for the Fall. Watson says that offering students this form of agency and control through "directed self-placement" is meant to provide increased motivation during the Bridge course; approximately twenty out of forty-plus Bridge students opted into ENG 101. Lyons and Dworschack-Kinter also wrote summaries of each student's progress that went to future Composition instructors, who will in turn create their own summaries that track Bridge students through the First-Year Writing Program.

Watson has plans to potentially grow the English Department's Summer Bridge Program even further, referencing a possible eight-week 100-level course for the summer of 2017. Rather than just bringing participating students up to speed, such a course would be designed to put them ahead of their peers entering the First-Year Writing Program at the start of the Fall semester.

Flex Option

Now available in the UW Flexible Option format, the Business and Technical Communications Certificate offered through the UW-Milwaukee College of Letters & Science provides a curriculum that enables students to develop their writing and communication skills. The certificate program combines an innovative approach with practical skills in writing, research, communication, and technologies that will enable students to improve their skills for working in a broad range of contexts.

The certificate was started by Associate Dean David Clark and Professor William Keith, and serves as a standalone certificate for students in other Flex programs, especially the BSIST degree from the School of Information Studies.

Rather than traditional courses, the Business and Technical Communications Certificate offers "sets," typically taking 3-4 weeks to complete under a Competency-Based Education model (CBE). CBE means that students work on their own, and receive minimal feedback. Students come from a wide variety of working and writing backgrounds.

Writing Center

Walk by Curtin 127 or the Library East Wing and you'll see that the Writing Center remains a very busy campus-wide resource. In 2016 Center tutors conducted nearly 6000 sessions with nearly 2000 individual writers—in person and synchronously online—from across all levels and disciplines.

Every year increasing numbers of UWM writers discover how helpful and even transformative a one-on-one session in the Center can be. The Center's reach also extends beyond UWM, supporting area high schools who have, or plan to have, writing centers, too.

Of course, any writing center is only as good as its staff. Ours is fortunate and proud to have a very strong one! While the Center's academic home is rightfully in the English Department, many of its tutors hail from across campus - just like the writers who visit. Alongside English, the Anthropology, Biology, Communications, Dance, Education, History, Journalism, Political Science and Philosophy departments are all represented on the Center staff.

ENG 430 Conference Presentation

Five undergraduate English majors—Taylor May Hagenbucher, Grace Portz, Sarah Weiss, Brigitte Potter, and Michele Griffin—along with Vicki Bott (Senior Lecturer in English), presented at the MMLA (Midwestern Modern Language Association) annual conference in St. Louis, MO in November 2016.

Their panel, “A Student's Guide to Revising: An Interactive Session,” described the work the students did creating “A Student's Guide to Revising” in English 430 (Advanced Writing Workshop) in Spring 2016.

Their handbook and presentation were well received; the students plan to work further on their guide and publish it through the UWM Digital Commons.



Undergraduate Student Profile Esmé Barniskis

I've been a member of the English department since my first semester at UWM three years ago, and in that time I've seen a lot of what I came into college thinking and knowing be challenged in productive ways. I am in Track A: Literature and Critical Studies, and in Track B: Rhetoric and Writing. These two areas of English have naturally overlapped in some ways, but also had their own intellectual domains. As I'm about to graduate in May, I can truly say that being an undergraduate in the English department has helped me formulate my future plans and really identify what kind of life I want for myself.

In addition to being a dual-track student, I have a minor in Latin and a Certificate in Ancient Mediterranean Studies (CAMS). I'm also a member of the Honors College and an undergraduate researcher through the SURF program—these two areas helped me shape the interdisciplinary outlook that I now have. For my research, I work with Professor Arijit Sen from the School of Architecture and Urban Planning conducting narrative-focused archival research and urban history reconstruction. I've been working with Arijit for three years, and each project has introduced me to a new area of scholarship that I want to add to and each

project has also felt undeniably critical in some regard. Looking at neighborhoods, which is mostly what Arijit does on the surface, has become this very real tension between wanting to know the stories of its residents and not wanting to push certain stories out of them for the sake of research. I've learned how to find narrative, not shape it—something any English major aspires to learn. In this way, the work that I've done as a researcher has been my most important effort as an undergrad.

My future plans are to go into academia, and my likely next step is to begin graduate work in American Studies. I am moving into a broader humanities field because I do have so many intersecting strands of inquiry that all seem to coalesce within American Studies. However, English will always be a large part of my intellectual home. I am fascinated by memoirs and contemporary literature and hope to eventually teach these alongside other subjects. Being an English major at UWM has opened many doors to me, especially by opening the door on academia itself. I'm able, at the end of these three years, to look back and know that it is because of this experience that I am able to have a path forward.

Every year, our graduates move on from the UWM campus to establish themselves as exceptional contributors in their fields and their communities. Our English graduates help to both continue and start essential conversations within our world in unique ways. This year, our alumni have contributed to these conversations through the following publications:

Chen, Ching-In. *Recombinant*. Kelsey Street Press, 2017.

Daigle, Lindsay. *The Small Disasters LP*. Synecdoche Press, 2016.

Harriell, Derrick. *Stripper in Wonderland*. LSU Press, 2017.

Herhuth, Eric. *Pixar and the Aesthetic Imagination*. University of California Press, 2017.

Lindemann, Emilie. *mother-mailbox*. Misty Publications, 2016.

René Steinke Awarded Guggenheim Fellowship

UWM English alum René Steinke received a 2016 Guggenheim Fellowship for Fiction. Honorees are appointed based on their prior achievement and exceptional promise, and only 178 fellows were chosen out of a group of nearly 3,000 artists, scholars, and scientists.

Rene received her PhD in Creative Writing/English from UWM, where she was the Editor-in-Chief of UWM's award-winning literary magazine, *cream city review*. She is the author of three novels: *The Fires* (1999), *Holy Skirts* (2005), and *Friend-swood* (2014). *Holy Skirts* was a finalist for the National Book Award. She teaches at Farleigh Dickinson University.

Senior Auditors

It's well overdue that we recognize and appreciate one particular group of people who sit alongside us in the UWM English classroom: the many wonderful senior auditors who attend and participate in our department's courses. Senior auditors have made the admirable choice to return to campus not to pursue a degree, but to rejuvenate their intellectual lives and rejoin a community of inquisitive thinkers and readers.

"You come alive," says John Gilligan – now an auditor for more than a decade – of the classroom experience at UWM. For those like him who have retired from their careers and whose children have grown and left home, auditing classes fulfills a lifelong sense of curiosity and energizes the mind. Gilligan, who holds a PhD in literature from UWM English (1973), sees the shared work of study and discussion as a vital part of his weekly regimen in his retirement years. "Some people look to religion," he says, "but I go to the classroom."

Paula Goldman sees similar benefits in her experience auditing UWM English courses. For older participants in class discussions, she says, class sessions can transform and expand understandings of the material in ways that could not emerge from solo readings. "Being part of a class again is a rejuvenation," says Goldman. "I especially enjoy being with the young students, talking to them, listening to their comments, watching what they wear, and remembering those heady days when one had so much to do to keep the courses afloat. The constant course of learning is a delight." An English major during her undergraduate studies, Goldman gravitates towards courses on literary modernism and drama. Among her best memories, she recalls, was the experience of taking Herb Blau's evening graduate seminar on modernism.

The acts of reading, listening and writing can return a "sense of agency" to senior auditors, says Gilligan, as well as offer up important challenges to one's personal politics and cultural comfort zone. He finds himself fascinated by the possibilities for reading works from the past with an awareness of our contemporary political and cultural lens, and for applying a postmodern perspective to literary texts in courses taught by Greg Jay and others.

Gilligan also holds a special appreciation for the dedication and passion that UWM English professors and students pour into their fields of study, leading to lively and sophisticated seminar discussions that in turn foster further thought and reflection. "The walk home from class is the most wonderful moment of the whole week," Gilligan enthuses. "Those are fifteen minutes I can just spend chewing on ideas."

Donations

Every Gift Matters - Support English at UWM

The UWM English Department offers innovative programs that support student growth and accomplishment, positively impacting our community and world. Thank you for considering a gift of any amount to the English Department. Your gift helps the department:

- offer high-quality instruction in various programs;
- support students and research;
- and recruit and retain outstanding faculty.

You can direct your donation to one of the following funds:

- **English General Fund (#3312)**
Supports students, instruction, and research activities in the English Department
- **Composition General Fund (#3316)**
Supports students and research in the Composition program
- **Creative Writing Fund (#3714)**
Supports students, instruction, and research activities within the Creative Writing program
- **Professional and Technical Writing Fund (#3974)**
Provides support to faculty, staff, and students in the Professional and Technical Writing program

To donate to the English Department:

Give by mail - Use the form on the next page to donate.

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