

Regents' Professor Alberto Álvaro Ríos: *Inaugural Poet Laureate of Arizona*

Alberto Álvaro Ríos, ASU Regents' Professor and the Katharine C. Turner Chair in English, recently earned the high distinction of Poet Laureate of Arizona, the first ever in the state.

ASU celebrated Ríos's honor with a reception on November 25 hosted by the Department of English, the Virginia G. Piper Center for Creative Writing, and the College of Liberal Arts and Sciences. Notable guests included Senator John McComish, Director of the Arizona Commission on the Arts Robert Booker, Dean George Justice, Randel and Susan McCraw Helms, Maxine Marshall, and Gail Browne.

In his remarks, McComish said, "I have to say I couldn't be happier about the choice of Alberto Ríos as the first recipient. As Senate majority leader, I bring congratulations to Mr. Ríos not only from myself but also on behalf of the entire legislature of the state of Arizona."

Booker followed, saying, "I've watched people when Alberto has read his work. The reaction is the same: smiles, tears, nods, and laughter."

Justice said, "ASU is very proud to be the academic home of Alberto Ríos." He described Ríos as "a poet who speaks a language that we understand, a language that comes from being born and raised in Arizona."

Beyond the reception, we asked some of Ríos's ASU students, colleagues, and friends to help us celebrate his great honor. Here they reflect upon Ríos's humor and humanity, his place in the community, and his standing as a poet of historical and cultural significance.

§ Cynthia Hogue, fall 2013 Acting Director, Creative Writing Program and the Marshall Chair in Poetry: "Alberto Álvaro Ríos is among the most important contemporary poets now producing major work in the U.S. as well as in Arizona. He writes a narrative poem that is geographically and culturally specific to our state, which includes details that are both realistic and marvelous. And he is so wonderfully adept at enacting poetry's capacity to make us see the marvelous in our world."

A key characteristic that enables Ríos to connect to different audiences is that he sees the good in every individual, and is able to speak directly to hearts and minds. I have heard him speak in many venues, and what always impresses me are his humor and humanity, as well as his charisma. Audiences love him—there is no other word for it. He is, moreover, unstinting in his civic-minded engagement, and thanks to his efforts and his example, the 'citizen-artist' is a model to which many of our MFA students at ASU aspire."

§ Norman Dubie, Regents' Professor: "Certainly no one in the state is more deserving of this distinction than Alberto Ríos. He has such a rich history of serving multiple communities throughout the southwest. He will do this job with gusto."

§ Dorothy Chan, MFA student: "Tito taught me that poets 'invent' colors. We capture the spirit of a color in our language, giving it a new hue. And Tito captures such an essence in his work—he is meticulous to the very last detail in both poetry and in teaching. He believes in the power of



every line and that every line should be read as the last. His enthusiasm is infectious and his knowledge of cinema, art, and culture is truly its own color in the literary community."

§ Sally Ball, Assistant Professor and Acting Director of Creative Writing: "*Bienvenidos todos!* In my fourteen years in Arizona, I must have heard Tito say this—could it be 100 times? That spirit of welcome is his signature, and it informs his approach not just to public speaking but to writing and teaching, and to problem-solving of all kinds. How can we be open, how can we see things differently than our habits of mind and the confines of normal forward motion generally permit? 'The whole thing / May be a trick of perspective,' he says, 'Seeing in this place / The sudden angle of beginning.' I am lucky to work with someone who cultivates his own (and all of our) alertness to such angles. Tito's is a hopeful, fruitful, and generous way to think and to be."

§ Christine Holm, MFA student: "In the workshop, Tito has rules: don't be boring and don't let go of the reader's hand. What is striking about his teaching is how he embodies those rules, bringing an astonishing energy—which makes for both humor and poignancy—along with guidance that pushes us towards our poems' best versions without being prescriptive."

§ Sam Martone, MFA student: "Tito cares passionately about writing, but he is equally passionate about the writing community—he wants writing not to simply be a solitary activity done in front of a computer screen, but a collaboration between diverse voices that will, ideally, serve to make our world a better place."

§ Ernesto L. Abeytia, Coordinator, Project Humanities: "'On Alberto Ríos, Arizona's Inaugural Poet Laureate'—The best line in a poem / better be the line I'm reading, / which is to say, His words are the lines I read."

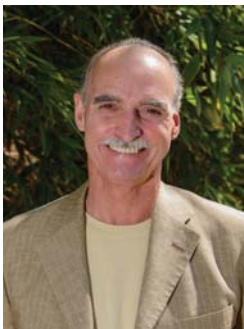
His are the words we all read.

—COREY CAMPBELL

CHAIR'S CORNER

NEW PUBLICATIONS

Ushering in the "New"



Mark Lussier

This year, more than most, has been defined by large-scale change within our department, which has new leadership and a new administrative structure. The opening of the current year has brought into our midst a

large number of new colleagues at the track and lecturer levels of the program (most profiled in this newsletter). Our past Director of Graduate Studies, Deborah Clarke, has assumed the position of Associate Dean of Faculty in the College of Liberal Arts and Sciences (CLAS), a post vacated with the departure of our former colleague Ayanna Thompson, and our colleague and former chair, Dan Bivona, now serves as Interim Director of the School of Humanities, Art and Cultural Studies at the West campus. CLAS now has a new divisional Dean of Humanities, George Justice, whose tenure home is in our unit, and the Dean of CLAS at the beginning of the year (Robert Page) has become the new Provost of the university. Even as our first group of online English majors approaches graduation, a new online MA English degree has been approved and is under construction for fall 2015 implementation.

However, in spite of what might seem like high velocity change across the spectrum of our concerns, important constants are also worth noting. The ASU Department of English continues to function as a national leader in the receipt of external funding for such units, and the number of applications for such funding continues to grow. Our Writing Programs remains the largest in the country and has again welcomed the largest freshman class in the country into its environs. The faculty in all the diverse areas of the department remains among the most productive scholars and teachers in the country, and our graduates at all levels of instruction continue to emerge as national leaders in the full range of our interconnected disciplines. It is an honor to serve such a highly productive and renowned group of individuals, and I am grateful for the opportunity to do so.

—MARK LUSSIER

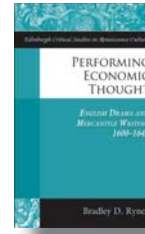
Books by English Faculty and Staff



Robert Bjork, trans. *The Old English Poems of Cynewulf*. Harvard Univ. Press, 2013.



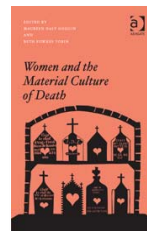
Dexter L. Booth. *Scratching the Ghost*. Graywolf, 2013.



Bradley Ryner. *Performing Economic Thought: English Drama and Mercantile Writing 1600-1642*. Edinburgh Univ. Press, 2013.



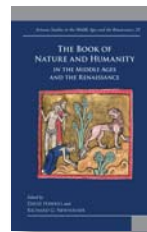
Valerie Bandura (Finn). *Freak Show*. Black Lawrence, 2013.



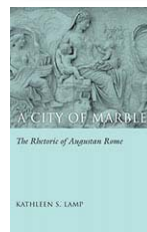
Maureen Daly Goggin and **Beth Fowkes Tobin**, eds. *Women and the Material Culture of Death*. Ashgate, 2013.



Peter N. Goggin, ed. *Environmental Rhetoric and Ecologies of Place*. Routledge, 2013.



David Hawkes and **Richard Newhauser**, eds. *The Book of Nature and Humanity in Medieval and Early Modern Europe*. Brepols, 2013.



Kathleen S. Lamp. *A City of Marble: The Rhetoric of Augustan Rome*. Univ. of South Carolina Press, 2013.



Melissa Pritchard. *Palmerino*. Bellevue Literary Press, 2014.

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Your gift to the Arizona State University Department of English represents an investment in the university's success today—and in the future. Funds will be deposited with the ASU Foundation, a separate non-profit organization that exists to advance ASU as a New American University to support the Department of English. In addition, many employers match gifts made by their employees, multiplying the impact of your gift. Department of English strategic initiatives include the Ortiz/Labriola Speaker Series, the Glendon and Kathryn Swarhout Awards in Writing, the English Department General Fund, English Department Scholarships, the

English International Graduate Student Book Scholarship, Film and Media Studies Scholarships, and the Lambert Memorial Rare Book Fund. You may also designate a program of your choice or give in honor of a loved one. To give, please use the link below. If you are interested in speaking to someone about giving opportunities please contact Bill Kavan, '92 at 480.965.7546 or bill.kavan@asu.edu. We thank you for your generous support.

Mark Lussier, Chair

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GAINED IN TRANSLATION

Cynthia Hogue Awarded Academy of American Poets Honor

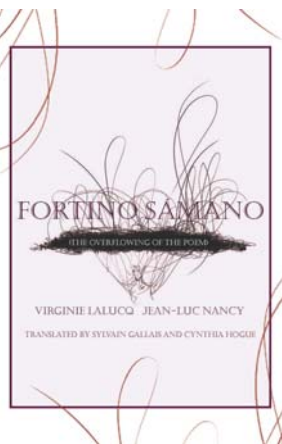
A book of experimental poetry co-translated from French by an English professor has won the 2013 Harold Morton Landon Translation Award presented by the Academy of American Poets. The \$1,000 prize is given annually for a work in any language translated into English.

Poet Cynthia Hogue, a Professor of English at ASU who also holds the Maxine and Jonathan Marshall Chair in Modern and Contemporary Poetry, and Sylvain Gallais, a Clinical Professor with joint appointments in French and Economics, spent four years translating *Fortino Sámano* (*The Overflowing of the Poem*) by Virginie Lalucq and Jean-Luc Nancy.

Published in translation in 2012 by Omnidawn Press, the book is a conversation between a poet and philosopher. The poet, Virginie Lalucq, is a librarian at Fondation nationale des sciences politiques (National Foundation of the Political Sciences) in Paris. The philosopher, Jean-Luc Nancy, is a professor of political philosophy and media aesthetics at the European Graduate School in Saas-Fee, Switzerland.

Lalucq wrote the poetry as a meditation on a 1916 photograph of the Mexican Revolution by Agustín Víctor Casasola. The photo's subject is a man named Fortino Sámano, a Zapatista lieutenant and counterfeiter; he is smoking a cigar. What is compelling about the image is that it was reportedly snapped seconds before Sámano's execution by firing squad, and yet in the photograph Sámano appears casual, unconcerned and ... could he be smiling?

Hogue had dabbled in translation since her undergraduate training—at one time she was fluent in French, Danish and Icelandic—and worked with collaborators translating Scandinavian poetry during several years of international study and a



Fulbright Fellowship. Circumstances eventually brought Hogue back to the United States, and away from translation work, for the next 25 years.

Eight years ago, a colleague who knew of her interest and facility in literary translation invited Hogue to develop an ASU course on its theory and practice. She team-taught the course several times with Paul Morris (director of ASU's Master of Liberal Studies Program). All the while, Hogue doubted her own competence in the literary form. Could she adequately teach something she had not done herself for several decades?

"I thought I should put my skills to the test," she said.

On a summer trip to Europe, Hogue picked up several volumes of French poetry not available in English and brought them home for her class to practice. When doling out the books to the enthusiastic students, "they took everything but *Fortino Sámano*." Hogue assigned herself the book, which was well-regarded but not well-known outside of France. "The people who knew this work loved this work," Hogue explained.

Being conversant in French, but having not worked in it for some years, Hogue looked around for a collaborator. Luckily, she didn't need to look far; Hogue's co-translator, Sylvain Gallais, is her husband. Gallais did the first, literal drafts of the Lalucq/Nancy book. Hogue would divine poetic sense from the rough translation and Gallais would look at it again. The pair went on like this for several years, in constant communication with Lalucq, who made suggestions and provided commentary on their drafts. "I never, ever tired of this work," said Hogue of the process. "I felt like I was working from inside it."

Hogue looks back at this translation journey with a kind of wonder at how it unfolded. She is delighted that she could participate in "the dialogue between philosophy and art that is a 2,000-year-old subject of rumination." In truth, she came to the project first as a teacher wanting to do right by her students. "I was just doing it so I could better teach."

—KRISTEN LARUE

Simon Ortiz Receives International Poetry Prize

Simon Ortiz, Regents' Professor of English and American Indian Studies at ASU, received the 2013 Golden Tibetan Antelope International Prize for poetry. He was honored in China, along with Syrian poet Adonis (Ali Ahmad Said Esber), at the Qinghai Lake International Poetry Festival on Aug. 7-12.

Of the award Ortiz says, "I am truly honored and humbled to receive the Golden Tibetan Antelope Prize. As a member of the *Aacqumeh hanoh*—Acoma people-nation—I humbly regard this award as a gesture of honoring from one community of people to another community of people, because this act represents the respectful recognition of each other culturally, socially, spiritually and politically."

Ortiz's book *Going for the Rain* was published by the Tsinghua University Press, Beijing, as a bilingual edition (English/Chinese), and there are plans to develop a Chinese translation of *Woven Stone*, considered by some to be his "spiritual autobiography."

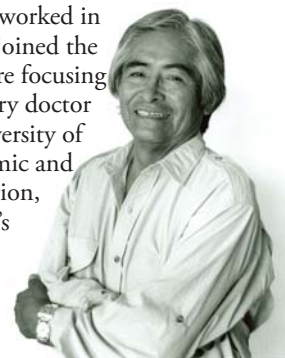
Ortiz is a major voice in the 20th-century literary movement termed the "Native American Renaissance." Raised on the Acoma

Pueblo reservation in New Mexico, he worked in uranium mines and processing plants, joined the U.S. Army and studied chemistry before focusing on his writing. Ortiz earned an honorary doctor of letters degree in 2002 from the University of Iowa in recognition of his many academic and literary accomplishments in poetry, fiction, creative non-fiction, essay and children's literature.

"As a poet, storyteller, orator, and chronicler, I am often overcome by the power of language to form and shape thoughts, provide ideas or concepts, and to effect change in people and society," says Ortiz. "And I am overcome by the beauty of language to change human beings . . . to change human society for the better."

Ortiz traveled to China in August 2013 to receive his award.

—PEGGY COULOMBE



STUDENT STORIES

Start Here. Go Anywhere: Internships Map the Way

ASU Department of English students have a wealth of internship opportunities to choose from, and many are finding these work-related experiences are just the thing they need to decide how they can best use that English degree they've worked so hard for. Some students discover career fields they would not have previously considered; some make important contacts that lead to full-time jobs; others find out they don't like the profession they'd had in mind as much as they thought they would. With a degree that can take you anywhere, experiences that help you choose a path are key.

*Hope—a new constellation
waiting for us to map it,
waiting for us to name it—together.*
—Richard Blanco

The English department's writing/teaching internship coordinator, Ruby Macksoud, works closely with each student to find the perfect placement. All ENG 484 or 584 internships are writing or teaching focused, but these still can take many forms. Interns with limited access to transportation can work on-campus, assisting other departments with internal publications, for example, or perform their duties on-line. Students can take advantage of one of the placement partnerships Macksoud has generated in the community, search through the 3,000+ listings on ASU's Career Link website, or propose their own location. Out-of-state and international placements

“I jumped into my news writing internship for thecelebritycafe.com with no experience . . . In the nine weeks that I have been interning with the site, I have not only written over a hundred news articles, but many of them have hit the top page of Google News. It took hard work and practice, but I have already gone farther than I ever thought I could.”

—Brianna Valdez, Class of 2014
English (Literature) and Humanities

are also options. Some students actually try out several placements; Macksoud notes that one student interned with a local publisher, then opted for teaching literature online, then decided to intern as a writing instructor in order to sample the various fields. One- to three-credit internships are the norm (1 credit requires 50 hours of related work experience), but up to six ENG 484 “Internship” credits are available, and students can choose to earn even more ASU general elective credits if they wish.

Once the placement is decided, Macksoud ensures students get the most out of their experiences. She works with their site supervisors to make sure students are well-supported and appropriately engaged, and she instructs the online aspects of the internship course. Students write weekly reflective entries to consider how their work

“[I]nternship experiences are valuable because they enable you to try out and refine the skills you've been learning in classes. Regardless of what career you end up in, skills that English majors learn such as critical reading, writing, and editing are highly valued everywhere. You never know where those abilities might take you.”

—Rebecca Tappendorf, Class of 2014
English (Linguistics) / Music (Piano)
Writing Certificate

is proceeding and to share their experiences with other interns. Their midterm and end-of-semester meetings with Macksoud are intended to help them further process their experiences and assemble samples of their work. The cumulative assignment is a ten-page reflection on the semester's successes and challenges and results in a professional portfolio.

Students earning a Writing Certificate are required to complete a three-credit internship, usually doing technical or professional media writing or working on publications for non-profits that serve low-income communities. Students also enroll in a follow-up portfolio class during which they add to the reflection they've already done and develop a portfolio to best showcase their work. To achieve an Environ-

mental Humanities Certificate, students complete an internship that Macksoud says requires “writing with an environmental twist” for organizations like the Phoenix

“The best aspect of my internships has been the hands on, practical experience. I've learned a great deal of theory from many excellent teachers at ASU, but I learned the most about being a teacher through actual teaching. [I'd advise other students to] talk to Ruby in person and tell her your goals and she will find a place to plug you in.”

—Edward Chaney, Class of 2013
Creative Writing /TESOL certificate

Zoo, recycling firms, or *Arizona Highways* magazine. Film and Media Studies majors earn FMS 484 credit to find placements in Los Angeles production companies. And both graduate and undergraduate students seeking teaching experience earn the LIN 584 credits required for their TESOL (Teaching English to Speakers of Other Languages) Certificate and MTESOL degree by teaching ESL classes in local immigrant populations or teaching English abroad by spending a summer in places like China, Brazil, Thailand, Korea, or Sierra Leone. Other graduate teaching internships include working with the prison population in Florence or working as a Writing Center tutor for South Mountain Community College. Undergraduate interns can also get teaching experience by tutoring online.

Start here. Go anywhere. The range of career choices available to ASU's Department of English graduates can be daunting. Internships are an important way for students to refine their skills, explore their options, and potentially find employment in a field that's a perfect fit for them. Five years ago, Macksoud had eight placements to offer students; now there are over 120 agencies in her database. Ten students per semester was the norm back then; now Macksoud works with approximately 60. Clearly the word is out: internships can show students the way.

—JAN KELLY

STUDENT STORIES

Fulbright Students Learn New Teaching Methods and Make New Friends

The Fulbright Foreign Student Program, sponsored by the U.S. State Department, began in 1946, to increase mutual understanding between the U.S. and other countries with the goal of bringing more knowledge and compassion into world affairs. This year ASU has 39 graduate students on Fulbright scholarships, three of whom have joined the MTESOL program this semester.

From Cambodia, Narin Loa wants to become a better English teacher. “Without the scholarship, I would never be able to fulfill this goal because I lack the finances to study in the U.S.” Loa is interested in course design and materials development and hopes to bring new knowledge to the English language teaching community in Cambodia. After graduation, he will return to his teaching position at the Royal University of Phnom Penh, design new course materials, and hopes to someday coordinate the English for Specific Purposes (ESP) program to help integrate ESP into the university’s undergraduate programs. He loves Arizona because it’s “not crowded and the transportation is good,” but he doesn’t care for the extreme heat.



Narin Loa visits the Arizona State Museum in Tucson. Photo/courtesy Narin Loa

Zhanna Lagunova and Ksnenia Maryasova, both from Russia, have found a way to beat the desert heat. They joined the Sun Devil Water Ski Club and recently skied in a national tournament on California’s Lake Imperial. When not gliding over water, they are studying and learning all they can about teaching. Lagunova is focusing on media literacy skills development and its use in teaching/learning English.

Having worked as a reporter and teacher, she is also interested in intercultural communication and hopes to obtain a career in international research projects and grants.

Hailing from the coal mining town of Kemerovo in Siberia, Maryasova is an interpreter, translator, and teacher of French and English, and through her studies in the MTESOL program hopes to create “the perfect method to use for teaching.” She loves the diversity of the program and enjoys studying for exams with the international group. Taking advantage of all there is to offer, she also sings in the ASU women’s choir and plans to volunteer at the zoo.

Fulbright scholarships provide tuition and some living expenses for two years with the hopes that students will return to their countries to assume leadership positions.

—SHEILA LUNA



L to R: Ksnenia Maryasova and Zhanna Lagunova on a water skiing outing at Bartlett Lake, Arizona. Photo/courtesy Zhanna Lagunova

Our future is not in the stars but in our own minds and hearts. Creative leadership and liberal education, which in fact go together, are the first requirements for a hopeful future for humankind.

—Senator J. William Fulbright

Student Outreach *Retrospective* : University Service-Learning Turns Twenty

ASU has one of the largest, longest-running and best-designed service-learning programs in the country—and it all began in the Department of English. This past October, the remarkable success of the program was celebrated with a campus and community gathering in Old Main’s Carson Ballroom.



A Service Learning intern works with adults learning English at the Salvation Army in Phoenix in 2005.

Back in 1993, Professor of English Gay Brack, herself a volunteer tutor for low-income children at The Salvation Army Phoenix South Mountain Corps Community Center, approached Keith Miller, then-Director of what is now known as English’s Writing Programs. Brack had a unique request: Could she offer internship credit to her ENG 301 “Writing for the Professions” students for designing workshops and presenting what they were learning in her class to youth

enrolled at the Center? Miller not only said “yes,” he asked her to pilot an additional internship for ENG 102 “First Year Composition” students, as well. These students would tutor children after school and then use the social issues they were encountering as the basis of the research and writing they were doing in their composition class.

The Service-Learning Program was born, but Brack didn’t stop there. Soon she had math and science faculty on board, and English offerings expanded to include all areas of the department. The growing program was moved to the Division of Undergraduate Academic Services as its offerings increased and enrollment numbers soared—ASU students wanted to be involved. Brack’s design included leadership, capstone, and graduate student support for the ASU Service-Learning interns at their community placements, and work-study eligible students were able to help fund their education through federal America Reads and America Counts programs.

In 2009, the program became University Service-Learning and moved its base to the Mary Lou Fulton Teachers College where it has thrived, due in great part to the work of its current Director, Deborah Ball, and her dedicated staff. For the past few years an average of 480 students have participated annually, completing 38,000 hours of service in the community each year.

—JAN KELLY

THE TEACHING ZONE

Summer School for Keith Miller

Keith Miller, Professor of English, devoted three weeks last summer to teaching a course on the American civil rights movement at Chonbuk National University in Jeonju, South Korea, in the Jeollabuk-do Province. He was invited to South Korea by former student Jai Park (PhD in Literature, 2004), who is an Assistant Professor in the Department of English Education at Chonbuk.

Miller is recognized as a top scholar on the rhetoric and songs of



Jai Park (left) and Keith Miller visit Boriam Hermitage, a Buddhist sanctuary on Nambae island off South Korea's southern coast. Photo/Andrew Miller.

the American civil rights movement, and he is the author of *Voice of Deliverance: The Language of Martin Luther King, Jr., and Its Sources* and *Martin Luther King's Biblical Epic: His Great, Final Speech*. He is currently working on two new books, *What's Wrong with the Autobiography of Malcolm X* and *Rethinking the Civil Rights Movement: Why the National Memory is Wrong*.

The international summer school class numbered approximately ten students, who came from South Korea and China. Most students had little previous knowledge of the American civil rights movement, and they were inspired by Miller's teaching of the courage of those who persevered in such a pivotal moment in American history. Miller adds that much of our common understanding about the civil rights movement is riddled with errors. For example, Rosa Parks was not a meek department store seamstress who was too tired to surrender her seat on the bus. In fact, she was a fervent, long-time activist for civil rights and a leader in the Montgomery chapter of the NAACP.

While in the country, Miller enjoyed the local cuisine. "Jeonju calls itself 'the most Korean city,'" he says. "[It] is known for its cooking, especially for its special, rice-plus-everything-else dish called Bibimbap!" Miller was accompanied on the trip by his 17-year-old son, Andrew, who was born in China. It was Andrew's first trip to Asia, and he is looking forward to possibly returning to Chonbuk with his father next year.

—JANE PARKINSON

ASU English Launches MA Concentration in English Education

Beginning fall 2014, the ASU Department of English will offer a Master of Arts with a track in English Education. This track is a rigorous, one-year program that will prepare practicing teachers to directly impact student learning in their own secondary English language arts classrooms and to become leaders and exemplary educators in their field. The course of study includes advanced methods courses in reading and writing instruction, adolescent literature, and research methods. The MA work concludes with an applied project where practicing teachers use academic research and inquiry to address the questions they have about their own students' learning.

We don't receive wisdom; we must discover it for ourselves after a journey that no one can take for us or spare us.

—MARCEL PROUST

The new MA track is the latest addition to the English Education Program, which now includes a BA with a concentration in Secondary Education and a PhD with a concentration in English Education. The faculty in English Education bring together a rich array of teaching experience, scholarship, and research interests. Jim Blasingame, Director of the English Education Program, is the author of several books on young adult literature; he created and continues to serve as editor for the "Books for Adolescents" section of the *Journal of Adult and Adolescent Literature*. Jessica Early, who is also the Director of the Central Arizona Writing Project, examines



English Education Assistant Professor Sybil Durand (right) facilitates a book discussion with students in her ENG 471 "Literature for Young Adults" class, fall 2013. Photo/Andy DeLisle.

language and literacy practices in ethnically and linguistically diverse classrooms. Christina Saidy's research in local secondary schools focuses on helping teachers and students expand their writing repertoires to include writing for wider audiences. Sybil Durand's research examines the ways that teachers and students engage global perspectives through post-colonial young adult literature. By offering concentrations in English Education at the undergraduate and graduate level, the English Education Program effectively prepares educators to excel at every stage of their careers.

—THE EDITORS

Start here, go anywhere.

RESEARCH & ENGAGEMENT

Power Play: Lecturer's New Film Considers Potrayals of Sexuality, Gender, Class

The short film *The Violation*, written and directed by ASU English Lecturer Christopher Bradley, opens with a disturbing scene: a teenage boy spies on a neighbor boy through a telescope, as the neighbor sexually fixates on a pillow wrapped in bikini pilfered from none other than the voyeuristic boy's teenage sister.



Slade Pearce plays lead character Mickey Dougherty in Bradley's *The Violation* (2013). Photo/courtesy Christopher Bradley.

The scene is unsettling and it is meant to be. As *The Violation* progresses, it continues to push viewers to consider how class, sexuality, and gender come into play in power relations and in cultural norms more broadly. Bradley began writing the screenplay for the film amidst the controversy over the repeal of the U.S. Military's "Don't Ask, Don't Tell" policy. Bradley views the policy as a culturally imbedded double standard that tacitly tolerated abuse of women in the

military, while some (presumably straight) soldiers voiced fears that if gays were permitted to serve openly, heterosexual male soldiers might fall victim to unwanted sexual advances.

This double standard, which centered on heteronormative male sexual privilege was not a new concern to Bradley, who began acting professionally in 1982. In his career as an actor, Bradley was frequently struck by how "non-traditional" sexuality was treated differ-

ently in Hollywood. For example, *Boys Don't Cry*, which features a sex scene between two lead female characters, initially received an NC-17 rating from the MPAA, while films with similar but heterosexual content received a lesser R rating.

Bradley offers an array of classes at ASU to allow students to find and express their own voices in film, including introductory, intermediate, and advanced screenwriting. Bradley also teaches a class on "Hollywood Film History" that acquaints students with the commercial side of Hollywood and the development of the studio system; however, Bradley does not want students to feel that the commercial side of Hollywood could or should limit their vision. At the moment, he is developing a fall 2014 class on "Forbidden Films" that covers fifteen "culturally transgressive" films that, against all odds, were made and achieved critical and commercial success. Bradley hopes the class will encourage his students to "get outside a commercial frame of what is and is not possible."

The Violation has been screened at a number of film festivals including Phoenix Film Fest, Outfest in Los Angeles, and Desperado in Phoenix.

—KATHLEEN LAMP



Bradley poses with actress Beth Grant (Donnie Darko, Little Miss Sunshine) who portrays Linda Heim in the film.

A Journey to India

This September, Matthew Prior, Assistant Professor in Applied Linguistics/TESOL, traveled to India for the 13th International Pragmatics Conference. After three separate plane rides, 30 hours in flight, and being mistaken by hotel staff for the famous British cricket player of the same name, Prior arrived safely at his hotel in New Delhi.

While in India, Prior presented a paper titled "Membership Categorization as a 'Therapeutic' Resource in L2 Autobiographic Narratives." The paper was part of a larger panel co-organized by Prior and Gabriele Kasper, "Categorization in Multilingual Storytelling" described by Prior as including "six international discourse and interaction scholars working on storytelling in languages including Hindi, Hawai'i Creole, Japanese, Danish, and L2 (second language) English."

"As an applied linguist and second language researcher," Prior says, "my research is centered on understanding second language (L2) users as whole persons with emotions, motivations, and identities, and multilingualism as a developmental process that is managed across the lifespan." He goes on to elaborate that he is, "particularly interested in language and emotion, identity conflict and dilemmas, multilingualism and mental health, and immigrant and trans(national/cultural) groups and individuals." Prior is currently developing a book project and several articles related to his research interests.

While Prior's trip to New Delhi was primarily for the conference, he was able to explore a bit. He describes his visit in vivid terms: "I

don't think India is an easy place to describe. It has to be experienced. It's definitely a place of extremes: in terms of living conditions, socioeconomic opportunities, cuisine, languages, and even colors. In a nutshell, I'd say that it has the 'best' of the world and the 'worst' of the world in one place—and I'd go back in a heartbeat." He goes on to say that, "The Taj Mahal, in Agra, was particularly striking," and that he "was also deeply impressed by my visit to the slums of Old Delhi and watching children make toys and handcrafts from old plastic water bottles to sell to people on the street."

This spring, Prior is teaching "Introduction to Applied Linguistics" (APL 601) and "Motivation and Emotion in TESOL and SLA" (ENG 404) for students who are interested in learning more about the field of applied linguistics and his area of specialization.

—KATHLEEN LAMP



India's Taj Mahal. Photo/Matthew Prior

NEW FACULTY & STAFF

AMY SHINABARGER :: Rhetoric and Composition [Second Language Writing]

Amy Dawn Shinabarger was promoted to Lecturer in Second Language Writing after working several years as an Instructor. She followed her critical pedagogy roots to two tenure-track jobs, first at University of Puerto Rico and then at California State University, Northridge, before returning home to Arizona. Shinabarger's dissertation was on the discourse of the university second-language writing classroom. She practices critical discourse analysis, which she believes to be a close relative of rhetoric, and she feels very comfortable in Writing Programs. She is also a scholar of pop culture, particularly music and tattoos, and is currently working on a project with a colleague in ASU Hugh Downs School of Human

Communication on the discourse and rhetoric of tattoos on faculty members. Shinabarger has broad experience in teaching ESL and linguistics as well as composition and sociolinguistics. A second-generation teacher, Shinabarger views teaching as social practice, and many favorite teaching moments occur with future teachers, who go on to share what they learn with their own students. In the second-language writing classroom, Shinabarger says she teaches English "in exchange" for her students teaching her geography, history, political science, and culture. Shinabarger is also an active member of the department charity committee.

—KAREN DWYER

DAVID KRSTOVICH :: Undergraduate Advising [Staff]



The newest, and returning, member of the Department of English's advising staff, David Krstovich brings over eight years of advising experience to the students he works with. He received his BA in English from DePaul University in 1994, and his MA in English from University of Illinois-Chicago in 2001. Krstovich originally joined the Department of English in

2008, serving as an advisor for three years. After a brief stint assisting the School of Sustainability as an Undergraduate Academic

Success Specialist, he rejoined the Department of English in 2013 as an Academic Success Coordinator.

In addition to his advising duties, Krstovich has previously taught courses such as "Introduction to Liberal Arts and Sciences," and currently teaches first-year seminars for the Department of English. Currently, Krstovich is also pursuing his second master's degree in social work, adding to his repertoire. Krstovich works with both English and Film and Media Studies majors to ensure that they thrive during their time with the Department of English.

—BEN AMBLER

ELIZABETH LOWRY :: Rhetoric and Composition [TA Training]

New Lecturer Elizabeth Lowry is a graduate of ASU's Rhetoric, Composition, and Linguistics PhD program. She earned an MA in rhetoric and composition from California State University (Los Angeles), an MFA from New York University, and a BA in Literature from the University of Pennsylvania.

Her research interests include nineteenth-century feminism, sustainability, and multimodal composition, and she is currently supporting the development of first-year TAs with Elenore Long and PhD student Dan Bommarito. Prior to working in higher education,

she taught high school and worked in the publishing industry in New York City.

In addition to growing up in the United States, Lowry spent her childhood in London and in Canada; she has lived and worked in Ecuador and Namibia, and within the states of New York, Pennsylvania, California, and Arizona. She enjoys hiking, travel, and reading detective novels.



—ALISON SUTHERLAND

SUSAN NAOMI BERNSTEIN :: Rhetoric and Composition [Writing]



Lecturer Susan Naomi Bernstein, originally from the Chicago metro area, taught basic writing for the first time in 1987 at Ohio University in Athens where she earned her master's degree. She received her PhD from Penn State and has taught in Philadelphia, Houston, Cincinnati, and the Bronx. As an undergraduate, Bernstein studied in France for a year. She blogs for Bedford St. Martin's on basic writing and just published the fourth edition of *Teaching Developmental Writing* for Bedford. Bernstein lived in Queens for six years

before moving to Arizona. Her research focuses on defining difference and how and why to approach difference in education as a strength (and not a liability). Most recently, her work addresses the embodied experience of writing with ADHD, as well as writing in the aftermath of Hurricane Sandy. Bernstein has loved to write since she was seven years old, and experiences writing and teaching as deeply interconnected. In a list of life predictions composed for Susan's high school graduating class, her twelfth grade English teacher noted that Susan would be impossible to quote.

—KAREN DWYER

SYBIL DURAND :: English Education [Young Adult Literature]

Sybil Durand joins the Department of English as an Assistant Professor in English education. She arrived in Arizona a few months ago from Louisiana State University, just in time to enjoy a first summer in the Valley of the Sun! Durand enjoys young adult (YA) literature, a subject that she teaches at the undergraduate and graduate levels at ASU. She creates an atmosphere of engagement with these texts in the classroom using various methods, including the creation of literature circles, grouping students by their under-

graduate majors to discuss with specificity how texts interact with their studies, and use of technological and multimedia engagement with YA texts.

Durand's research lies at the intersection of postcolonial young adult literature and English education. Her dissertation focused on a book club of pre-service teachers.



—DAWN OPEL

NEW FACULTY & STAFF

SUZANNE SCOTT :: Film and Media Studies [Transmedia Fandom]



Suzanne Scott joins the ASU Department of English as Assistant Professor in film and media studies. Scott received her PhD in critical studies from the School of Cinematic Arts at the University of Southern California. She comes to ASU from Occidental College, where she was a Mellon Digital Scholarship Postdoctoral Fellow. Scott's research focuses on fandom within convergence culture, transmedia storytelling, and comic book culture. Her current book project explores the demographic, representational, and industrial "revenge" of the fanboy, and the gendered politics of participatory culture.

Scott has taught various undergraduate and graduate courses on fandom and participatory culture, transmedia storytelling, comic book culture, audience studies, video game studies, and cultural studies. At ASU this fall, Scott teaches "Introduction to New Media" and "Emerging Digital Media," which both focus social media's impact on audiences and media industries. In spring 2014, Scott will teach "Social + Media," a course that examines social media platforms such as Twitter and YouTube and the ways they impact media production and consumption, narrative form, and political engagement. Scott will also teach a "Fan Cultures" course, which will explore fan studies, cultures, and practices, and the discourses that shape and inform cultural conceptions of fans.

—SYBIL DURAND

KATHRYN PRUITT :: Linguistics [Phonology]

Assistant Professor Kathryn Pruitt comes to ASU from New York University where she was a Visiting Assistant Professor in linguistics. She earned her PhD at the University of Massachusetts at Amherst, and her research centers on the field of phonology, which is the study of the organization of sound structures in language. Originally from Wendell, North Carolina, Pruitt received her BA with a double major in music and linguistics at the University of North Carolina at Chapel Hill. Dance is another lifelong pursuit. Pruitt began with ballet and in college continued dancing with a modern dance company. In her senior year she choreographed a piece for her company concert whose movements were inspired by several visuo-spatial modes of linguistic communication, including American Sign Language.

Pruitt says she enjoys teaching linguistics courses at all levels, but her favorite course might be "Introduction to Linguistics." Most undergraduate students have never encountered the subject before, and

she finds it exciting to see them learn to think of language in a whole new way. She enjoys teaching the aspects of linguistics that encourage analytical thinking and problem solving, and she also likes that the descriptive focus of the field has positive humanistic implications. Her most recent paper, "The interpretation of prosody in disjunctive questions," will be published soon in *Linguistic Inquiry*. It reports the results of an experiment that tested how listeners use intonational information to determine the intended meaning of a question like "Would you like tea or coffee?"

With her partner Ryan and two cats, Kathryn lives in Tempe. In addition to her continuing interests in music and dance, she calls herself a connoisseur of ice cream and scenic vistas.



—JANE PARKINSON

MELISSA FREE :: Literature [British]



Assistant Professor Melissa Free joins the ASU Department of English from Binghamton University, State University of New York, where she was an Assistant Professor in literature after earning her PhD from the University of Illinois. Free works on British literature from the mid-Victorian period through World War I, with a particular focus on transnational, gender, and postcolonial theory. Her current book project considers how British South African writers in the late nineteenth and early twentieth centuries created new genres that wrestle with issues of nationality, race,

gender, and class. This year, Free is teaching "Empire and Adventure in Victorian Popular Fiction," "Reading and Writing about Literature: Suffering through Literature," and "Survey of British Literature, 1789 to the Present." She enjoys encouraging student discussion about genre, gender, history, and empire. In addition to researching and teaching, Free likes to run, rock climb, play tennis, and be outdoors. She also loves spending time with her animals (two dogs, a cat, and a rabbit called Barack O'Bunny), visiting art museums and theaters, exploring old buildings and cemeteries, and watching Netflix.

—MEGHAN NESTEL

LYNETTE MYLES :: Rhetoric and Composition [Literature and Writing]

Lynette Myles was promoted to Lecturer in the Department of English. Myles has taught in the department since the beginning of her graduate studies in 2001—first as a Teaching Assistant and then as an Instructor in 2006 when she received her PhD in English. Myles specializes in African American literature, and her research interests include nineteenth- and twentieth-century African American literature, slave narratives, African American women's writing and feminist practice, among others. As a Lecturer in English and in the African American Studies Program, Myles enjoys teaching courses on African American literature, Black women's writings, and first-year composition for multilingual writers. In terms of scholarship, Myles is co-editor with Elizabeth McNeil, Neal A. Lester, and

DoVeanna Fulton of *Sapphire's Literary Breakthrough: Erotic Literacies, Feminist Pedagogies, Environmental Justice Perspectives* (2012), a collection of various critical perspectives and theoretical approaches that examine the work of poet, author, and performance artist Sapphire. Myles is also the author of *Female Subjectivity in African American Women's Narratives of Enslavement: Beyond Borders* (2009), a study that examines narratives of Black women and the ways in which they reposition themselves figuratively and literally to resist racially and patriarchally biased spaces.



—SYBIL DURAND

NEW FACULTY AND STAFF

HEATHER HOYT :: Rhetoric and Composition [Workplace Writing]



Recently promoted to Lecturer, Heather Hoyt has been part of the Department of English family since her graduate studies (MA English 1999; PhD English 2006). She began her teaching career as a TA and has taught a variety of writing and literature courses over the years, including her popular special topics course on Arab Women Writers, and most recently her workplace writing courses. Hoyt's dissertation dealt with Arab and Arab American women writers and their rhetorical use of first-person perspectives.

Hoyt's current research focuses more on teaching Arab and Arab American women's literature. She has a chapter about teaching the Arab novel in English in the new book *The Edinburgh Companion to the Arab Novel in English* (Edinburg University Press, 2013). She is also researching food studies and cultural sustainability, especially in

cookbooks and lore.

"I'm interested in the ways food influences intercultural relationships," says Hoyt. "I've been combining my interest in regional cooking with research in food studies. Hopefully there will be delicious results."

Hoyt grew up in Arizona and like most Arizona natives and almost-natives, she loves being in green places. A world traveler, her most memorable travel destinations so far have been England, Japan, Lebanon and Jordan. She also loves visiting different parts of the United States: "So much variety."

When she's not teaching or writing, Hoyt loves to cook and read and watch British comedies. Getting together with friends to enjoy great food and conversation is her favorite pastime, preferably in green places, but that's not mandatory.

—SHEILA LUNA

NEW FACULTY SPOTLIGHT: DEVONEY LOOSER—LOST IN AUSTEN

Professor Devoney Looser's passion these days is her girl, Jane

Austen. But Looser is not simply an Austen scholar. She also plays roller derby as the character, "Stone Cold Jane Austen" and maintains a Jane Austen at ASU Facebook page ([facebook.com/JaneAustenASU](https://www.facebook.com/JaneAustenASU)). In addition, a section of writer Deborah Yaffe's book *Among the Janeites: A Journey Through The World of Jane Austen Fandom* (2013) is devoted to Looser and her Austen fondness.

Looser joined the English faculty at ASU this fall. She and her husband, George Justice, Dean of

Humanities at ASU, will co-teach English 364: "Jane Austen, Women and Literature" during spring semester 2014. When asked how her fascination with Austen started, she credited her mother, who was "the one who suggested that I read *Pride and Prejudice*. I picked it up and got hooked." *Pride and Prejudice* and *Persuasion* are still Looser's "favorites to read for pleasure."

Looser sees Austen through a feminist lens. "Austen was talked about as a feminist foremother as early as the 1890s. She was popular with the suffragists, for instance. I think what many readers have found feminist about Austen's fiction are her strong, independent heroines and her novels' deft social criticism. Austen's fiction makes us think about how economic and social structures have privileged men." "For instance," she continues, "in *Northanger Abbey*, Austen has the hero make a joke about men having the advantage of choice and women



Professors of English Devoney Looser and George Justice (Dean of Humanities) describe their ENG 364 Jane Austen course as "married couple argues about Austen and tries to teach you something in the process." Photo/ courtesy Devoney Looser.

only the power of refusal, whether in dance partners or marriage proposals. 'The power of refusal' line can be a fruitful way to start thinking about Austen's take on how women have traditionally been constrained, limited, and disempowered."

Jane Austen's characters (Lizzie, Darcy, Emma) still live and breathe in the imaginations of her readers a hundred and fifty years after her death. When questioned about why contemporary students should care about Austen's work, Looser replies, "Because she is one of the few literary figures who has had both enduring critical and popular appeal." Even now, Austen's work inspires fan fiction, movies, spin offs, DVDs, and scrapbooks. *Pride and Prejudice and Zombies*. *Austenland*. *The Jane Austen Book Club*. Looser notes, "What all of these Austen-inspired texts do for us is show why her characters and her stories still matter."

Looser received her BA in English from Augsburg College in Minneapolis in 1989 and her PhD in English (with certification in Women's Studies) from the State University of New York at Stony Brook in 1993. Her books include *Women Writers and Old Age in Great Britain, 1750-1850* (2008) and *British Women Writers and the Writing of History, 1670-1820* (2000; paperback 2005).

Looser is currently working on a new book about Austen and the women's movement. She plans to use her research to "inform the kinds of questions we bring to students in the spring course." To encourage students to join her for the course, Looser says, "Whether you love the stories or not, whether you've read them or not, come find out what the big deal is. Why do so many people spend their lives reading and re-reading her fiction? What is it about their language, culture, artistry, and irony that repays such close attention?"

—Shavawn Berry

Got Jane Austen?

ENG 364: Jane Austen (Women & Literature)

Wednesdays, 9-10:15 a.m. Line #26994, Hybrid, Large-Lecture Course



Spring Semester 2014

Start here, go anywhere.

IN MEMORIAM

Myrna Morgan (1938–2013)

Former staff member Myrna Morgan passed away in October 2013. Utterly beloved by all who knew her, she began working for the Department of English in 1989 and retired in 2003. A memorial gathering was held at Morgan’s home in Tempe on November 9, 2013.

Following are words from those in English who celebrate her kindness and grieve her passing.

“Indeed a wonderful colleague and always gracious even in the most difficult of times.”
—Karen Adams

“I can’t help but think how smoothly things will run and how friendly it will be there if heaven has an office. She was a saint!” —Jim Blasingame

“A gracious and caring person who went out of her way to help people.” —Jon Drnjevic

“She helped me so much when I left the department during the semester to go to China to adopt my first daughter. . . . I loved talking with Myrna about her own daughters, of whom she was lovingly and justifiably proud. She always asked me about my kids.” —Karen Dwyer

“In addition to being incredibly professional, she was one of the kindest, warmest and most caring people that I have met at ASU. When I think of her, I remember how she was always smiling—and that smile was infectious.” —Karen Engler-Weber

“I will always be indebted to Myrna Morgan for the great kindness and compassion she bestowed upon me.” —Richard Hart

“I will always remember Myrna’s beautiful bright smile and wonderful laugh. And, of course, the multiple pieces of paper taped together on which she worked out our teaching schedules. She could erase penciled in names and times like a champ.”

—Katherine Heenan

“An utter wonder. I arrived just in time

to have some very profound conversations with her and enjoy too briefly working with her.” —Cynthia Hogue

“For years the heart, soul, and brains of the English Dept., the person that new people met first, and the person who everyone went when there was a problem to be solved. . . . Calm, organized, compassionate . . . one of the best teachers I ever met.”

—Elizabeth Horan

“She was a lady with great charisma, who was always willing to listen attentively and to help in any way she could. My life was enriched by knowing her.” —Del Kehl

“I remember especially the administrative close care she gave to this then-new faculty member. Many others benefited from her friendly attentiveness.” —Joe Lockard

“She was so supportive of my professional development and academic pursuits and she always had the staff’s best interests at heart. She put other people before her always. She made an imprint on me, and many others.”

—Sheila Luna

“One of the most positive and wonderful people I ever met. . . . Myrna occasionally had to tell a good teacher that we had no more classes for that person to teach in a particular semester. She managed to do that without, as far as I could tell, ever making anyone angry with her—a feat requiring interpersonal skills and a measure of kindness.” —Keith Miller

“I marvel at the capacity of one beneficent, utterly beautiful human being to uplift so many others—I’d like to suggest that everyone who ever met Myrna, knew her for a brief period of time or for years, walked away a better person for having been in her presence. She had a way of making you feel you were all that mattered as you sat with her or chatted with her in the hall—but then she treated us all that way, loved us all that way, quietly, authentically, with heart

and yes, humor.” —Melissa Pritchard

“Extremely well organized and efficient . . . After her retirement, her spirit of service manifested itself in her volunteer

work. Every week, she spent several hours tutoring first and second graders at Scales Technology Academy in Tempe. . . . For six years, until her health no longer permitted it, she also served in a local St. Vincent de Paul conference as a phone person. . . . She was a patient, kind, caring listener who was dedicated to helping the poor.” —Adelheid Thieme

“Kind and patient, always gave a happy greeting when I saw her. . . . She helped me navigate my way around and always did it with grace and kindness.” —Laura Tohe

“Myrna worked so hard and made it look easy. Yet, she always had time for everyone and made everyone feel special. . . . I remember her warmth very fondly; she is an inspiration to so many of us.” —Elly van Gelderen

“When I was diagnosed with breast cancer in my second year here, and hadn’t accumulated enough sick leave, she told me she would take care of everything, not to worry about anything except getting well. And she did. I never even knew how she made the magic happen. When she also was diagnosed, I was devastated—but glad to be able to repay in small measure what she had done for me.” —Rosalynn Voaden

—compiled by KRISTEN LARUE



Kenneth L. Donelson (1927–2013)



Kenneth L. Donelson, a well-known professor of English, and Director of ASU’s English Education Program throughout the 1990s until his retirement in 2002, died on April 30, 2013. He was born and raised in Iowa, where he taught high school English for thirteen years, and then earned his PhD from the University of Iowa in 1963. Shortly afterwards, he joined the faculty at ASU. He was well known throughout the United States for work against school censorship and had been asked to testify in court

or to speak to groups of English teachers or librarians in every one of the continental U.S. For many years, he edited the *Arizona English Bulletin*, and between 1980 and 1987 was the co-editor of *The English Journal*, which at the time was the major publication for the National Council of Teachers of English. He is also co-author of *Literature for Today’s Young Adults*, the leading textbook in the field for English teachers, school librarians, and reading teachers. It is now in its ninth edition.

—ALLEEN PACE NILSEN

accents on **ENGLISH**



Tonto National Forest, Arizona. Digital color photograph. © 2013 Sydney Lines.
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DEPARTMENT OF ENGLISH
COMING EVENTS

February 6-8, 2014 | “Catastrophes and the Apocalyptic in the Middle Ages and Renaissance.” *20th Annual ACMRS Conference*. Embassy Suites Hotel Scottsdale (4415 E. Paradise Village Pkwy S.) Phoenix.

February 14, 2014 | **20th Annual Linguistics/TESOL Symposium**. Memorial Union (MU) ASU, Tempe campus, 8 a.m.-5 p.m.

February 15, 2014 | **AZ CALL Conference**. Memorial Union (MU) ASU, Tempe campus, 9:30 a.m.-4:30 p.m.

February 15, 2014 | **ASU Composition Conference**. Language and Literature Building (LL) ASU, Tempe campus, time TBA.

February 18, 2014 | **Humanities Career Fair**. Memorial Union Ventana Rm (MU 241) ASU, Tempe campus, 1-5 p.m.

February 28-March 1, 2014 | “Hybridity.” *19th Southwest English Symposium*. ASU, Tempe campus, time TBA.

March 1, 2014 | **Night of the Open Door**. ASU, Tempe campus, 4-9 p.m.

March 20, 2014 | “Heads Above Grass, Provocative Native American Public Art and Studio Practice” **Lecture by Edgar Heap of Birds, Public Artist, Norman, OK.** *Simon Ortiz and Labriola Center Lecture on Indigenous Land, Culture, and Community*. Heard Museum (2301 N. Central Ave.) Phoenix, 7 p.m.

March 28, 2014 | **Prison Education Conference**. University Club (UCLUB) ASU, Tempe campus, 11 a.m.-5 p.m.

April 18, 2014 | “Chaucerian Comedy and the Senses (of Humor)” *Chaucer Celebration 2014*. Language and Literature 316 (LL 316) ASU, Tempe campus, time TBA.

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