NEW GROWTH for MESA WRITING PROJECT
National Writing Project Grant Expands Mentoring Program

Piloted in summer 2007, the annual Mesa Writing Project (MWP) brings together ASU English faculty and Mesa Public Schools K-12 writing teachers in a train-the-trainer-style workshop; it is premised on the assumption that educators who see themselves as apprentice writers will be more adept at teaching writing. MWP co-director and ASU doctoral student Laura Walsh says that when teachers are empowered to “form writing communities, and develop as writers themselves,” they gain a deeper appreciation of the challenges their students face. Walsh reports that the participating Mesa teachers have “expressed incredible enthusiasm about returning to their classrooms each fall to incorporate what they had learned” during the summer. In addition, project co-director Professor James Blasingame affirms that “our five assessment measures showed statistically significant changes in the knowledge, attitudes, and skill sets of the Mesa teachers who participated.”

The program showed much promise, but few could have predicted how deeply and successfully it would engage ASU faculty and administrators. Participation by the Department of English took many forms:

- Principal Lecturer Sarah Duerden gave presentations to eighty Mesa writing teachers on the nature of college writing;
- Professors Don and Alleen Nilsen provided resources for teaching K-12 source-based vocabulary;
- ASU English students developed more than fifty webquests on young adult novels;
- Over 25 English department faculty supplied expertise in an “Ask the Expert” website section;
- Assistant Professor Jessica Early and her doctoral students gave workshops on writing college admissions essays for high school students who will be first-generation college students.

Many of the above resources are also available on the MWP website—asu.edu/clas/english/beta.

To expand their efforts valley-wide, ASU English Education faculty Blasingame and Early recently received a National Writing Project grant to be matched by ASU resources, thanks to College of Liberal Arts and Sciences Humanities Dean Deborah Losse, and Department of English Chair Neal Lester. Conversations are also underway across the four ASU campuses and their Writing Programs to collaborate on teaching writing in secondary schools.

The most recent project in the Beta Partnership, a K-12 Native American curriculum, is being developed by ASU English poet and professor of Indigenous literature Simon Ortiz. Noting the substantial Native American population in the Mesa School District as well as the Phoenix valley as a whole, Ortiz observes that currently the literature of Indigenous peoples is only sporadically referenced in K-12 classrooms. Ortiz and others will be instrumental in creating this new curriculum. Blasingame is enthusiastic: “Meetings have now begun on a regular basis, a cadre of stakeholders is being assembled, and in the not-too-distant future, you’ll see an amazing curriculum, one we believe will be a model for the world.” The dedicated collaboration between ASU and Mesa faculty and administrators is what makes this ambitious undertaking a reality.

—SALLY WOELFEL
Seventeen new tenure-track faculty members have joined us since 2006, and another eleven searches are currently underway. Colleagues around the country are buzzing about our growth, and we are happy to be building the ranks that further strengthen our programs and broaden the impact of our individual and collective excellence in teaching, research, and service.

As outstanding faculty attract top-quality students, we are now able to lower the teaching loads of our graduate Teaching Assistants, effective 2009/2010—one of the changes that is fundamental to our ongoing efforts to remain competitive with our peer institutions and to facilitate the most direct route to graduate degree completion.

Thanks to the generous support from Humanities Dean Deborah Losse and the College of Liberal Arts and Sciences, the department of English co-sponsored with the University of New Mexico an excellent Association of Departments of English (ADE) Summer Seminar in the West, in Santa Fe. Joining me in representing English at ASU were Alberto Ríos, Elizabeth Horan, Robert Sturges, and Elizabeth Archuleta (ASU Women and Gender Studies). Attendees from across the country raved about the many positive developments at ASU and in this department.

With such projects as the undergraduate Student Learning Outcomes Assessment vehicle being designed, with progress being made toward online English degree options for non-traditional students and distance learners, with a new coordinator of our Indigenous rhetoric first-year courses, with our usual array of faculty lectures and social events, the Department of English sustains its vibrancy on this campus and in the profession. Our many successes underscore our efforts as a team. For these many fine efforts, I am grateful and most appreciative. Onward!

—Neal A. Lester

[Eng-lish] (n.) Define Yourself.
Mentorship is meaningful, even vital. We all know it and we all do what we can, some directly, some in ways that offer good models, some by chance. But the language we use—mentor, mentorship—has a tired ring in a 200 mph twenty-first-century context, where texting and rapping have firm footholds previously occupied by letter writing and barbershop quartets.

This is not a statement of despair, certainly not with regard to barbershop quartets, but it is a challenge. Mentorship matters. What we model may morph into something we ourselves do not recognize in our students, but good work begets good work, regardless of what it looks or sounds like. We know this, even as we complain about what is happening to the world.

About the word “mentoring”—does it need to be one word? Is the idea better served now as a phrase? There’s the wonderful “fellow traveler,” though politics may have ruined the idiom. We could be playful, with something like “inspirators,” a portmanteau word combining “inspire” and “conspire.” We could extend the tired extant language and perhaps freshen it: “extend a helping arm,” or a helping arm, back, and one leg, for example, but something bigger and more than “hand” in this time of increasing hyperbole and inflation. We could go esoteric and talk about a “Philip Glass ceiling”—creating cracks everywhere and music resulting rather than the sky falling.

Whatever we do, what we can’t do is forget the power of helping somebody else, of knowing that we are exactly in a position to do just that, and that helping will matter—the same way it has mattered to us, each one. Mentorship—it’s old and it’s new, every time and right now. —ALBERTO RÍOS

MENTORING, IN A WORD

Gladly would he learn and gladly teach.
—Geoffrey Chaucer

ROEN NAMED OUTSTANDING GRADUATE MENTOR

To English graduate students active in the Graduate Scholars of English Association (GSEA) and ASU’s Preparing Future Faculty program, it comes as no surprise that Professor Duane Roen was honored by the Graduate College as Outstanding Graduate Mentor for 2008-2009.

“Duane Roen is the Clark Kent of composition graduate studies,” says English alumna Cynthia “CJ” Jenéy (PhD 2000), now Assistant Professor of English at Missouri Western State University. “That mild-mannered façade is a disguise for a true superhero when it comes to getting grad students through the flaming hoops of dissertation, defense, and that all-important job search.”

It’s a reputation that Roen has quietly built over his twenty-seven-year career in the field of rhetoric and composition, the last thirteen years at ASU. Roen moved from the Tempe campus to the Polytechnic campus in 2004 to build a strong humanities and arts dimension there; still, he has continued to work closely with the Graduate College, offering career development workshops there and for GSEA. He has served on dozens of graduate committees in the Rhetoric and Composition Program, directing many theses and dissertations. This fall, Roen is teaching the English department course “Advanced Studies in Rhetoric and Composition: Writing Program Administration.”

Roen and psychology professor Douglas Kenrick became the twenty-fifth and twenty-sixth ASU faculty members to receive this honor since it was established in 1987. The two were feted at the September 18 reception with students, family, and colleagues at ASU’s University Club.

—MAUREEN ROEN
MENTORS AND MENTEES

When John Bunyan in his 1678 _The Pilgrim’s Progress_ created by a storyteller to estimate, Pliable, Hypocrisy, and Mr. Worldly Wiseman. We suspect that someone’s name, but what we searched for and couldn’t find was whether or not it is also an aptronym (a name created by a storyteller to describe a character) as when John Bunyan in his 1678 _The Pilgrim’s Progress_ gives his characters such names as Christian, Obstinate, Pliable, Hypocriety, and Mr. Worldly Wiseman.

We suspect that mentor is an aptronym related to the Latin root _mens_ or _mentis_, meaning mind and the Greek _menos_ meaning spirit. In modern English, we see these roots in such words as _mental_, _Mensa_, _demented_, and _mentally ill_. A little more distant, but still related, are _remind_, _remem-_, _mention_, _mento_, and _mention_. J. K. Rowling uses the root in her Harry Potter books when the characters employ the _occlusion_ spell to _occlude_ or block outsiders from reading their minds.

Great teachers or mentors whose names have found their way into dictionaries first is the character whose name found its way into dictionaries first is the mentee, not the mentor. In the 1940s when Friday’s name made its way into dictionaries, his gender was changed so that the term _mentor_ and _menteen_ became _mentee_, not the mentor. In the 1940s when Friday’s name made its way into dictionaries, his gender was changed so that the term _mentor_ and _menteen_ became _mentee_, not the mentor. In the 1940s when Friday’s name made its way into dictionaries, his gender was changed so that the term _mentor_ and _menteen_ became _mentee_, not the mentor. In the 1940s when Friday’s name made its way into dictionaries, his gender was changed so that the term _mentor_ and _menteen_ became _mentee_, not the mentor. In the 1940s when Friday’s name made its way into dictionaries, his gender was changed so that the term _mentor_ and _menteen_ became _mentee_, not the mentor. In the 1940s when Friday’s name made its way into dictionaries, his gender was changed so that the term _mentor_ and _menteen_ became _mentee_, not the mentor. In the 1940s when Friday’s name made its way into dictionaries, his gender was changed so that the term _mentor_ and _menteen_ became _mentee_, not the mentor.

Indeed, we were surprised that our brief study of a single word taught us not only about language change, but also about how such change provides visible evidence of almost invisible cultural values. It made us realize that years ago, when we answered a survey asking what one book we would most like to have with us on a deserted island, we weren’t so wrong when we responded, “a good dictionary.”

**WORD LOVERS’ CORNER: MENTORS AND MENTEES**

In every dictionary we own—and we own several—we find _mentor_ defined as the friend of Odysseus who was entrusted with the education of Odysseus’s son, Telemachus. Some, but not all of our dictionaries, add a note explaining that Athena, the Goddess of Wisdom, was really the one teaching and guiding Telemachus “under the guise” of Mentor. No one explains why she felt it necessary to disguise herself as a man.

All our dictionaries agree that the word _mentor_ is an _ep-onym_ (a word taken from someone’s name), but what we searched for and couldn’t find was whether or not it is also an _aptronym_ (a name created by a storyteller to describe a character) as when John Bunyan in his 1678 _The Pilgrim’s Progress_ gives his characters such names as Christian, Obstinate, Pliable, Hypocriety, and Mr. Worldly Wiseman.

As you teach, you learn.

—Jewish Proverb

**As you teach, you learn.**

—ALLEN AND DON NILSEN
I knew I wasn’t the only expectant mother waddling the halls of the Language and Literature building last fall. But I had no idea how many others were also awaiting visits from the stork until I started interviewing for this article. “Every time I got on the elevator I swear there was at least one pregnant person already in there,” says one English department faculty member. According to my informal survey (I talked to people who knew people who knew people), at least fifteen babies were born to Department of English faculty, staff, and students during 2007 and 2008.

You may be tempted to theorize that we’ve hatched a plot to guarantee a new generation of English majors by growing them ourselves. While we can neither confirm nor deny, it turns out that our expansion may be part of a national trend—what some demographers are calling a “baby boomlet” (USA Today, 17 July 2008).

In addition to the increase in the number of births, the sex ratio also may be changing. Researchers are discovering that more girls than boys are born during times of economic downturn, war, or natural disaster (“A Bad Economy Means Fewer Baby Boys,” Los Angeles Times, 25 August 2008). Coincidental or not, all of the babies born to families interviewed for this piece are girls.

Who are these future literary scholars and proud, sleep-deprived parents? Framing this text is a photographic inventory of a few.

—KRISTEN LARUE

Amelia has six fingers on her left hand . . . just kidding (poets lie). [But] she did just learn how to roll over yesterday.
—Dad: Sean Nevin, Staff/Alumnus

I went into labor on my birthday and had four, half-days of contractions before it was the real thing.
—Cynthia Calhoun, Faculty/Student

She erupts into giggles when we do the old-school rendition of the ‘Batman’ theme song.
—Parents: Alana Brussin, Faculty & Tim Hohmann, Alumnus

“Ezri was very special to her grandfather. . . . He felt she was the light that brightened the fading of his life.”
—Dad: Jim Dion, Student

She was almost born on the way to the hospital . . . We’ve vowed to have a home birth next time.
—Mom: Corrine Gordon, Student

“Ezri was very special to her grandfather. . . . He felt she was the light that brightened the fading of his life.”
—Dad: Ryan Muckerheide, Faculty/Student

“Maggie was named after her great, great grandmother, an artist and practical joker, who turned 100 this summer.”
—Mom: Kristen LaRue, Staff

“Amelia has six fingers on her left hand . . . just kidding (poets lie). [But] she did just learn how to roll over yesterday.”
—Dad: Sean Nevin, Staff/Alumnus

“Lizzie enjoys playing with Daddy’s books, walking, and generally being a good-natured baby, to the surprise and relief of her parents.”
—Dad: Ryan Muckerheide, Faculty/Student

“Maggie was named after her great, great grandmother, an artist and practical joker, who turned 100 this summer.”
—Mom: Kristen LaRue, Staff

“She is in the 99th percentile for her height so she plans to be a brain surgeon who supermodels on the side.”
—Mom: Kathleen Hicks, Faculty

Kyle Wilson poses with his niece—and newest mentee.

Kyle Grant Wilson is the coordinator of the ENG 101/102 Indigenous rhetoric courses at ASU. Formerly known as the “Rainbow” sections and pioneered more than twenty years ago by recently retired professor G. Lynn Nelson, these courses constitute a successful and innovative commitment to Native American and undergraduate education, with a particular emphasis on retention. The courses, open to anyone, approach the study of writing by using the works of Indigenous authors and examining related topics, issues, and other texts. “Indigenous” in these courses refers to all Indigenous peoples worldwide, which raises myriad immediate and comparative possibilities for students. Wilson, a full-blooded Diné (Navajo), originally from Fort Defiance, Arizona, is himself an embodiment of the courses’ success, having taken them as an undergraduate. After completing a degree in Secondary Education in English, he rejoined Nelson as a tutor for the courses. Graduating in the spring of 2005 with his MFA in poetry, Wilson was recently featured in Poet Lore, the oldest continuously published poetry magazine in the United States. He continues to teach in a variety of venues, both at ASU and in the Maricopa Community Colleges. Taking over the supervision of these courses is a homecoming on many levels, and moves the courses—and Wilson himself—into a next generation of learners and teachers.

—ALBERTO RÍOS
Deborah Clarke, Professor, comes to Arizona State University from Pennsylvania State University, where she taught for 20 years, most recently as Professor of English and Women's Studies. She holds a BA from the University of Michigan (Ann Arbor), and a PhD from Yale University. Her publications include Driving Women: Fiction and Automobile Culture in Twentieth-Century America (2007), Robbing the Mother: Women in Faulkner (1994), essays in prominent collections on William Faulkner, and works about Toni Morrison and Zora Neale Hurston. Currently, she is in the early stages of a study on notions of credit and debt in the works of William Faulkner, Edith Wharton, and Theodore Dreiser—particularly focusing upon living beyond one’s means and how these concepts compromise an individual’s inclusion in American society. She describes her arrival in Tempe and the greater Phoenix metropolitan area as an exciting new move to a major U.S. city, and she is excited about the opportunity to visit local golf courses and baseball spring training venues around the area. Clarke looks forward to contributing to the development of the graduate English program at ASU and to fostering and supporting students’ interests in American literature.

—CHRISTOPHER HOOPER

Django Paris, Assistant Professor of English in the English Education Program, began his teaching career in education and literacy studies with positions in Arizona, the Dominican Republic, and California. His next stop graduate school, Paris earned his MA in Curriculum and Teacher Education and then his PhD in English Education and Literacy Studies with a minor concentration in Applied Linguistics from Stanford University. While at Stanford, Paris focused his research on how oral and written language in multi-ethnic communities challenges and reinforces notions of ethnic division and difference. Currently, Paris’s research areas include the effects of pluralism in multi-ethnic communities and how teachers can best use this information in the classroom for better interethnic understanding and literacy learning. Additionally, Paris looks to study connections between teenagers and text messaging and other forms of new media literacy, as well as connections of both graffiti and rap lyrics to the English classroom. In recognition of his work, Paris has received fellowships from the Ford Foundation and the Spencer Foundation.

When not working, Paris enjoys recreational activities such as playing basketball, spending time with his family, and cooking his favorite type of food, Jamaican. He is also a fan of Reggae legend Bob Marley, the first three “Star Wars” films, and lists Sean Connery as his favorite James Bond. In spring 2009, Paris will teach ENG 482/506: “Methods of Teaching English” and ENG 606: “Youth Language and Literacy—Research and Methodology.”

—ARTURO VALDESPINO

This fall, the Creative Writing Program at ASU welcomes Peter Turchi, Professor, as its newest fiction faculty. Turchi is the author of five books and is co-editor of two anthologies. His most recent work, Maps of the Imagination: The Writer as Cartographer (2007), explores how writers and mapmakers use space to present information.

Turchi had directed Warren Wilson’s creative writing program—the first low-residency creative writing MFA in the country—since 1993, and before that spent three years at Appalachian State University in North Carolina, in addition to a year at Northwestern University and lectureships at DePaul, DuPage, Loyola, and Columbia Universities in Chicago.

At ASU, Turchi says that he hopes, among other things, to increase enthusiasm for creative writing among undergraduates. “Undergraduate writing courses offer a chance for increased interest in literacy and reading,” Turchi believes, “while also showing that writing can be fun.” As an author and as a teacher, Turchi focuses on the technical forms behind the writing, believing that “something above that sense of play in the writing is important.”

When not teaching, Turchi can be spotted gardening, and looks forward to experimenting with desert plants. He’ll also take on challengers in a game of table tennis—that’s “table tennis,” not “ping pong.” “Ping pong is a game you play with a drink in your hand,” says Turchi. “Table tennis is a sport.”

Turchi currently teaches a fiction workshop and is building a course for the spring involving narrative mysteries. He looks forward to meeting all members of the ASU English Creative Writing Program and settling into this community.

—JUSTIN SIKES

[Eng-lish] (n.) Define Yourself.
LEWIS NICHOLSON :: Academic Success Specialist [Undergraduate Advising]

Lewis Nicholson, Advisor, brings a varied background of experience to this work. He entered the Air Force and obtained his undergraduate degree in Public Administration from the University of Arizona, leading to a career as a commissioned officer. He earned his master’s degree in Administration of Justice from Webster University and went on to do doctoral work in American Studies at the College of William & Mary. For the next thirty years, Nicholson taught sociology and justice studies at Christopher Newport University and Chowan University and was Faculty Advisor and the Director of Freshman Advising. During this period, he served as a pastor of his local church. He has now retired his duties at the congregation but not his interest in spirituality and helping others. When he is not working, he is reading, writing, or meditating. He practices meditative contemplation and is currently writing a book on the subject. Next semester, he is enrolling in a Hebrew language course. His goal is to study original texts of the Bible. He enjoys the multicultural environment in Arizona and at the university. In the future, he would like to see greater numbers of African Americans enrolling in English programs at ASU and would happily include himself in efforts to help make that a reality. —SHOSHANNA STARZYNSKI

LAURA TURCHI :: English Education [Teacher Preparation]

Laura Turchi, Clinical Professor of English Education, recently came to ASU from Warren Wilson College, “a tiny hippy liberal arts college” in Asheville, North Carolina, where she directed the teacher education program. During her time in Asheville, Turchi was active in community and civic affairs and served as a violist with the Blue Ridge Community Orchestra. Turchi earned her EdD in 1996 from Appalachian State University. Her dissertation was an inquiry related to National Board Certified Teachers—“Teacher Classroom Inquiry: Activities, Thinking, Reflective Stances and Collaboration Embedded in the Assessment of Accomplished Teaching by the National Board for Professional Teaching Standards.” Turchi is interested in the impact of media and technology on secondary schools and adolescent literacy, and is currently teaching “Information Matters: Media, Teaching, and Tools.” With her half-time appointment in the Office of the Vice President for Education Partnerships, Turchi will serve as an advocate for the humanities within school reform, working to bridge traditional gaps between theory and practice, especially through teacher classroom research. —JENNIFER CLIFTON

ZACHARY WAGGONER :: Rhetoric and Composition [Writing Programs]

Zachary Waggoner, Lecturer, is a native of Illinois and began his career at Western Illinois University, where he received his BAS and MA. Later, he received his PhD at Arizona State University. In addition to teaching a variety of courses for ASU’s Writing Programs, ranging from first-year composition to videogame theory, Waggoner is now a co-instructor of the “New TA Seminar” and “New TA Practicum.” His research interests include videogame rhetoric, computers and writing, technological interfaces, and the rhetoric of gender in society. When he’s not playing videogames for “research” purposes, Waggoner spends his spare time hiking, watching movies, and rounding up people to play basketball. In the spring, Waggoner will teach “Videogame Theory,” and his book, My Avatar, My Self: (Dis)Locating Identity in the Videogame World is scheduled for publication in 2009. —JENNIFER CLIFTON

ALICE ROBISON :: Rhetoric and Composition [New Media]

Alice Robison is an Assistant Professor in Rhetoric and Composition. Her research focuses on digital technologies and social media, including videogame writing and development processes and contextual meaning-making in digital spaces. In particular, Robison studies how game developers “write, think, and talk about the ways their games are made and interpreted,” and how this process helps us “think differently about writing and learning to write.” She received her PhD in English from University of Wisconsin-Madison, and recently completed a Postdoctoral Fellowship at the MIT Comparative Media Studies Program. At ASU, Robison is a faculty researcher on the Situated Multimedia Arts Learning Laboratory (SMAL-Lab) in the Arts, Media and Engineering program. She is also involved in research programs sponsored by the MacArthur Foundation, including the Quest to Learn school run by the Institute of Play in New York City. Outside the university, she enjoys swimming, yoga, and is particularly interested in politics. In the spring, she will be teaching a graduate seminar class in “Advanced Studies in Rhetoric, Writing, Technology, and Culture” called “Digital Cultures and Social Media.” —JEFF HOLMES


**J. EDWARD MALLOT :: Literature [Postcolonial Studies]**

Eddie Mallot, Assistant Professor, started his career at Rhodes College in Memphis, Tennessee, where he taught postcolonial and twentieth-century British literature between 2005 and 2008. He obtained his PhD degree from the University of Iowa, specializing in South Asian Literature written in English. Mallot is looking forward to continuing his research at ASU and to collaborating with faculty and students both from the English department and from other departments. He loves to travel and spends lots of time abroad, mostly in India and England, where he conducts much of his research. The opportunity to travel is one of the reasons he is attracted to the field of postcolonial and transnational studies. He is also a big pop culture fan and “watches way too much bad TV.” He is currently working on a book-length manuscript titled, Where Memory Lies: Recollection and Recovery in Contemporary South Asian Literatures in English. He will be teaching a graduate seminar on postcolonial theory and literature in spring 2009.

---NINA SABOLIK

**SUSAN TABOR :: Coordinator [Payroll]**

Susan Tabor, Payroll Coordinator, began her career after taking some inspiring field-related classes at the University of Phoenix. In 2002, Tabor was offered a position by the State of Arizona. Beginning in Accounts Payable, she was quickly promoted to payroll and eventually became Payroll Coordinator. After three years with the State, Susan was transferred to Arizona State University to work with the Office for Research and Sponsored Projects Administration (ORSPA). Tabor was an accountant with ORSPA for three years before transferring to English. As of this fall, Tabor has lived in Arizona for twenty-five years. Originally from Illinois, she moved to the East Valley in the 1980s and has never looked back!

---ELIZABETH LOWRY

**ELENORE LONG :: Rhetoric and Composition [Community Literacy]**

Visiting Assistant Professor Elenore Long is on leave from Eastern Washington University, where she directs the Writing Program and Writing Center. Her doctoral work at Carnegie Mellon University focused on intercultural inquiry—how collaborative writers use rhetorical tools to transform “difference” into resources for addressing complex and pressing social issues. These years later, she’s still interested in the limits and potential of participatory democracy. Long’s recently published book, Community Literacy and the Rhetoric of Local Publics (2008), provides a five-point framework for interpreting accounts of ordinary people “going public.” She is currently working on two articles that apply key concepts from community literacy studies to issues of sustainability. This fall, along with teaching ENG 101, Long is teaching a graduate seminar on knowledge activism that features the wide range of rhetorical tools that activist rhetoricians use to contribute to public life.

---ANDREA ALDEN LEWIS

**CHRISTINE HOLBO :: Literature [19th-20th Century American]**

What can the first American cookbook tell us about the history of the novel? In a recent lecture for her course on “Literatures of the U.S. to 1860,” Christine Holbo, Assistant Professor, illuminated the world of the early American novel by discussing its relation to the emergence of a distinctly American cuisine and to the development of a market for American cookbooks. Offering readings of recipes for “Indian pudding,” “chouder” and “dressed turtle” alongside Hannah Webster Foster’s 1797 The Coquette, a novel of a young woman’s struggle for self-determination, Holbo encourages her undergraduate students to approach the study of American literature as part of a dynamic global economy of ideas and identities, luxuries and liberties, environmental resources, and human inventions.

Holbo’s enthusiasm for the interactions of material culture and print culture, literary form, and intellectual history carries over from her teaching to her research. She is currently working on two books that explore the limits of literature in the post-Civil War era. The first is a study of the challenges of social knowledge and social sympathy in the American realist novel. Her second project focuses on the emergence of “everyday life” as a shared object of concern for both literature and the new social science disciplines that emerged around the turn of the century.

In her free time, Holbo enjoys cooking and admits that she occasionally tries out the recipes from her eighteenth-century cookbooks. “But not the turtle recipe,” Holbo adds. “New England sea turtles are endangered. Like so much in early American literature, these recipes remind us of the way Americans have benefited from and abused our natural environment. Cultural history is not just about reconstructing the past; it’s about understanding what one has lost.”

---MICHAEL PFISTER
STEVE FARMER :: Literature [general]

Steve Farmer, Lecturer, is something of a departmental “jack of all trades.” Throughout his career at ASU, he has taught various literature and composition courses. Farmer received his PhD at the University of Kansas and taught there and at the Kansas City Art Institute before coming to Arizona in the 1990s. His scholarship is rooted in Victorian fiction where he has published scholarly editions of a pair of Wilkie Collins novels and most recently an edition of Ella Hepworth Dixon’s 1894 “New Woman” novel, The Story of a Modern Woman.

Perhaps most notable is Farmer’s firm commitment to mentoring and the professional development of graduate students, exemplified by his appointment as Mentor for Graduate Teaching Assistants in literature.

Anyone who spends time in Farmer’s office will notice a variety of texts related to rock, blues, and jazz music. Farmer is an avid music collector and enjoys attending various record conventions throughout the country.

—MICHAEL PFISTER

DAVID KRSTOVICH :: Academic Success Specialist [Undergraduate Advising]

David Krstovich, Undergraduate Academic Advisor, has always had an interest in literature and writing. After earning his BA at De Paul University in Chicago in 1994, he spent three years working in nonprofit development at the University of Chicago Medical Center. After this, he entered a master’s program at the University of Illinois where, in 2001, he earned a graduate degree in English Literature and Creative Writing. Krstovich went on to tutor writing in Santa Fe, New Mexico. At Santa Fe Community College, Krstovich discovered academic advising when he was offered an administrative position to function in tandem with his tutoring work. After three years in New Mexico, Krstovich moved to Arizona, taking a position as an academic advisor in the Department of Civil and Environmental Engineering at Arizona State University. After two and a half years, Krstovich was pleased to accept an appointment as academic advisor here in the English department.

—ELIZABETH LOWRY

CARRIE GILLON :: Linguistics [Native American Semantics]

Carrie Gillon, Assistant Professor, holds a doctoral degree from University of British Columbia. Her dissertation deals with the semantics of determiners of one of the Salish languages spoken on Canada’s west coast. Upon graduation, she conducted further research and fieldwork in Labrador, thanks to a postdoctoral fellowship from the Department of Linguistics and the Faculty of Arts at Memorial University of Newfoundland. Gillon admits to starting out in engineering but quickly becoming interested in linguistics, where she would deal both with science and languages, two of her passions.

She has dedicated herself to the study of aboriginal languages, collaborating, for example, on the Squamish dictionary. Gillon is recipient of numerous research grants and assistantships and has presented at conferences in the U.S. and Canada, as well as overseas. She has published on aspects of Salish languages, and has two publications forthcoming: an article in the International Journal of American Linguistics and a chapter in an edited volume of Linguistik Aktuell. Gillon is currently teaching “Modern Grammar and Formal Semantics” and preparing to work on the structure of nominal phrases of one of the Native American languages spoken in Arizona.

—VICTOR PARRA-GUINALDO

BRYAN SMITH :: Linguistics [Applied Linguistics / CALL]

Bryan Smith, Assistant Professor, helps bolster the technical know-how in our Linguistics program with his expertise in Computer-Assisted Language Learning (CALL). CALL is what it sounds like it is—a field within linguistics where students gain second-language skills with the aid of computer technology. Smith hopes to offer at least one course per semester in the field.

Most will forgive that Smith received his PhD in Second Language Acquisition and Teaching from the University of Arizona, but only if he keeps his Wildcat Fever under wraps. His credentials have served him well, however, as he has taught in both public schools and American universities, as well as in Germany, where he lived on and off for four years.

Most recently at ASU’s Polytechnic campus in the School of Educational Innovation and Teaching Preparation, Smith is looking forward to working with students in the English department. Smith doesn’t have much time for hobbies, but when he does, they are “whatever my five-year-old daughter’s hobbies are…. So, right now… gymnastics and Daisy Scouts.”

—KRISTEN LARUE
ENGLISH PROFESSOR MENTORS JEWISH LITERATURE DISCUSSION GROUP

This semester Associate Professor Joe Lockard exercised his belief in “public education” by leading a free, ASU Libraries book discussion series co-sponsored by ASU English. “Let’s Talk About It: Jewish Literature—Identity and Imagination” was open to anyone interested in Jewish literature and culture and intended to promote greater cross-cultural awareness and social tolerance. Ninety-one people attended the sessions which focused on five books.

Lockard says that he was pleased by the support. “Rumors to the contrary, there are still people out there who like reading thick books,” he adds.

Rachel Leket-Mor, religion, philosophy, and Jewish studies bibliographer, helped ASU Libraries secure a grant for the series from Nextbook and the American Library Association. Other supporters were ASU’s Jewish Studies Program, Hillel at ASU, the Newman Center at ASU, and the Bureau of Jewish Education of Greater Phoenix.

The series included discussions on these books: Journey to the End of the Millennium by A.B. Yehoshua; Red Cavalry by Isaac Babel; The Assistant by Bernard Malamud; Mona in the Promised Land by Gish Jen; and Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland by Jan T. Gross.

Lockard considers this kind of public scholarship integral to the University’s mission. “It’s important that we do outside the classroom what we’re advocating inside the classroom. If people read together and talk together, then they live better together.”

—KARYN RIEDELL

Outreach

ACROSS
2 Could be Chair’s corner after budget cuts
6 New-new faculty & staff?
10 Magnum, but not champagne or PI.
11 Master of ceremonies & Hammer
12 Director, textual
13 MLA sheet, manual
15 McLuhan was not a sheriff, exactly
16 Annual report: Abbr.
17 Grade point average
19 Between Whitman’s yawn & Ginsberg’s howl
21 Sub-specialty of D. Paris
22 Some 40-across live here, too
24 Interjection, or Foghorn Leghorn’s self-reference
26 Master of Electrical Engineering
27 A nickel short, in chemistry class
28 Driving song!
32 Harvard Film Archive: abbr.
33 Expertise, sometimes coming in a set
34 One currently costs $386 for ASU undergrad
37 Potassium iodide, or Chinese life energy
38 Chinese university with ASU connections
40 Indigenous Canadian
41 Book, textual
42 Boston Naming Test (psychology): abbr.
45 The shape the earth is in
47 To or not to, English major
48 It’s got a big “A” on it—look outside in Tempe
49 Like some calendars

DOWN
1 K. Wilson’s new rhetoric classes
2 What this university used to be
3 Operation, in spy-speak
4 English department’s programs in the community
5 Strikeouts in baseball, esp. in Kansas
6 Mesa Writing Project, second to none
7 Not the University Club, exactly
8 The longer dash, but not 100 meter
9 The English department’s other familiar “A” (see 48 across)
13 Librarians do not say this anymore
14 While, on a license plate
16 Shock and...what was it?
18 Pitchfork-shaped letter, familiar to Sun Devils
20 Our courses that can change topic
23 Writer who bugs literature students
24 @ in email addresses
25 Some Phoenix children write in one
29 Indigenous rhetoric class sections, formerly
30 All right, esp. in Oklahoma
31 Speedy response
35 The point of a pen
36 Thursday, on a calendar
39 Desire
43 Nota bene
44 Pound, not Ezra
46 Love You, textual
47 One degree, unmarried

Fall Fun, by Alberto Ríos

Outreach

[Eng-lish] (n.) Define Yourself.
The Department of Nephrology at Phoenix Children’s Hospital is the largest treatment center in the Southwest for infants, children, and adolescents with kidney (renal) disorders and high blood pressure (hypertension). The hospital’s Dialysis Center has six dialysis machine stations, and treatments take anywhere from three to four hours, three days per week. Children and staff in this unit welcomed the first group of MFA candidates along with Professor Melissa Pritchard in February 2008 for a special kind of collaboration. The children, ranging from third- to twelfth-graders, are unable to leave their chairs during dialysis treatment, so distractions are needed to help pass the time. Our goal as hospital volunteers for the first day was to introduce ourselves and the idea of working together on creative writing projects. The smiles we received were all the assurance we needed to know that we weren’t the only ones excited about creative writing.

My involvement with the Dialysis Center through the creative writing project has made me more aware of my life, thankful for my blessings, and aware of how much my volunteering matters to these patients. When I sat with Mirna, a feisty and wonderful nineteen-year-old, my own thoughts and worries disappeared. In many ways, she helped me more than I was able to help her; and in the end, the two to three hours that we played Uno, shared stories, or worked to create a book collage of words and images made time more peaceful for me as well. Our activities seemed to take her mind off her present situation and gave her something to look forward to. Still, I cannot help feeling that I am the one most indebted to these children and the opportunity they have given me.

—FERNANDO PÉREZ
COMING EVENTS . . .

FEBRUARY 27-28, 2009 :: 3rd Annual Beowulf Symposium
  Events include “Beowulf in Bits” and a communal reading.
  ASU Tempe campus, more information TBA

MARCH 23, 2009 :: Simon Ortiz and Labriola Center Lecture on Indigenous Land, Culture, and Community
  “Resurgence of Traditional Ways of Being: Indigenous Paths of Action and Freedom”
  Gerald Taiaiake Alfred, Professor of Indigenous Governance, University of Victoria
  Heard Museum (2301 N Central Ave) Phoenix, 7:00 p.m.

MARCH 27-28, 2009 :: 14th Annual Southwest Graduate English Symposium
  “Transform, Transmute, Transgress: Blurring the Boundaries of Material Culture”
  ASU Tempe campus, more information TBA

APRIL 22, 2009 :: Ian Fletcher Memorial Lecture
  “Mothering Monsters: Mary Shelley’s Frankenstein”
  Anne Mellor, Distinguished Professor of English & Women’s Studies, UCLA
  Memorial Union Alumni Lounge (MU 202) ASU, 5:00 p.m.

APRIL 23, 2009 :: Shakespeare’s Birthday Bash
  William Shakespeare turns 445!
  ASU Tempe campus, more information TBA

Spoiler Alert! This is the solution to the puzzle on page 10.