



DEPARTMENT OF ENGLISH
2018 NEWSLETTER

California State University, Long Beach

Introduction

FROM THE DEPARTMENT CHAIR

As we approach another academic year-end, we feel the excitement in the air as we celebrate our department, faculty, and student achievements. This year we concluded a departmental program review (conducted every 7-8 years), and, as always, we received an extraordinarily positive assessment by reviewers from CSULB as well as other CSU and UC campuses. Among the very positive comments was a summation of how we define success.

The external reviewers were “deeply impressed” with the English Department. The faculty enjoys a “collegial and mutually supportive atmosphere.” Students indicated that “faculty create a supportive, nurturing environment.” The reviewers “were impressed with the range of specialization of tenure-track faculty, and their deep and wide-ranging commitment to teaching.” The external reviewers praised all faculty as “a tremendously accomplished and collegial group; they are also incredibly dedicated to the success of their students, in whom they take great pride.”

No empty nor embellished rhetoric; this is who we are, and our focus is to nurture and celebrate our students. We are not quiet when it comes to sharing success, and we regularly send each other enthusiastic emails about current and former students. I thought you would like to read what we write—what is truly important to us—what keeps us collegial:

April 16, 2018

Dear Colleagues:

I'm very pleased to be able to start the week with some good news. Estevan Aleman graduated from CSULB with a BA in English 2016. He and I talked about continuing here for his MA versus taking the risk of moving away and investing in the program at a top research institution. I'm not one to recommend blowing thousands of dollars on Master's degrees, but he was determined, so we talked about the best place as a stepping-stone into the academic big leagues (love a mixed metaphor, don't you?).

So in the end, he made his choice, got into the Columbia MA for Medieval and Renaissance Studies, and worked with some great early modernists. As he started work on his MA thesis on Christopher Marlowe last year, he contacted me to ask for recommendations because he was applying to the PhD programs at Columbia and the University of Pennsylvania.

Last week, Estevan received a letter from Penn offering him a substantial doctoral 5-year scholarship, with additional summer stipends and research and conference funding. He's going to Philly in the Fall, and he's going to have great career.

*Good week to all.
Lloyd*

We love the fact that our students remain connected to our department, and we love to announce their latest successes in the job market or their academic pursuits. You are invited to share this connection as you read our latest newsletter. Please keep in touch!!

Estevan A. Klink



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ENGLISH DEPARTMENT 2018 SCHOLARSHIP AWARDEES

The Beatrice and John Janosco Memorial Scholarship

is awarded in poetry to William Godbey

The Bill Jaquith Memorial Scholarship

is awarded for the best scholarly essay to Brook Pellam

The Gerald Locklin Writing Prize

is awarded for poetry, short story, or essay to Alexandra Umlas

The Isabelle McCaffrey Horn Memorial Scholarship

is awarded in fiction to James Bell

The James I. Murashige Jr. Memorial Scholarship

is awarded for the best short story to Sethunya Gall

The Elizabeth E. Nielsen Scholarship

is awarded for high achieving English majors in financial need to Jacob Teran

The Mary Purcell Scholarship

is awarded for the study of 17th and 18th-century literature to Michelle Anguka

The William T. Shadden Memorial Graduate Award

is awarded for poetry to Evan Williams

The William T. Shadden Memorial Undergraduate Award

is awarded for poetry to Irving Beltran

The John B. Williams Scholarship for Literature

is awarded for the best essay in literary research and writing to Carter Elwood

The John B. Williams Scholarship for English Education

is awarded for the best essay relating to literacy or the teaching of English to Alexander Nagel

ENGLISH DEPARTMENT 2018 HONOREES

Outstanding Undergraduate Students

Teresa Arteaga	Wyleen Mangubat Olaes
Wayne Van-Allen Broadway	Marilyn Isabel Ramirez
Matthew Alexander Burditt	Patrick Reilly
Darren Andrew Donate	Rosalena Ruiz
Joe Brandon Gutierrez	Patrick Leroy Shaffer
Axeen James	Zackery Daniel Sharp
Sydney Larson	Shea Stapley Costales
Ryan Mattis	Melissa Tang
Eric Nguyen	Chloé Volz

Distinguished Undergraduate Students

Sarah Elizabeth Chitwood
Amy-Xiaoshi DePaola

Outstanding Graduate Students

Kevin Cody (MA)	Akira Hendershot (MA)
Danielle Dymond (MFA)	Dania Mohammad (MA)
Sethunya Mokoko Gall (MFA)	Brittany Radine (MA)
Bruce Gomez (MA)	Alejandro Rubio (MA)
Rosanna Harshman (MA)	

Distinguished Graduate Students

Rebecca Komathy (MFA)
Anny Mogollon (MA)

Graduate Dean's List Honoree

Gitana Deneff (MA)



Chapter 1

Our Students

STUDENT PROFILE: ALEXANDER NAGEL



Q: How has your experience at CSULB been so far?

A: One of the reasons I have enjoyed my time here at CSULB so much is that it never feels as big as it actually is. Students and faculty alike are so friendly and conscientious.

Q: More specifically, what was your experience in the English Department? Is there any particular course that influenced or changed your educational experience?

A: I continue to be impressed by the caliber of scholarship and the breadth of knowledge of the professors in this department. Although each professor I have had during my time in this department has helped me in some way or another, I owe the most to Professor Marc Simoes and his English 380 course, Approaches to English Studies. His course was among the first I took upon transferring from community college. I could not have written the paper I did for the John B. Williams Scholarship had it not been for Marc's challenging, yet rewarding introduction into the world of literary criticism and research.

Q: Speaking of which, you won the John B. Williams Scholarship for the best essay in English Education (*see page 4*). Can you explain your topic and argument?

A: The paper itself is part pedagogical research and part testimonial, as it details both my positive and negative experiences facilitating small groups with CSULB's Beach Learning Community (BLC) Program for the first time. My associate Irene Refuerzo and I compared the student performance of two groups: one group with whom their professor and the two of us kept in regular contact, and another with whom we went the entire semester without any explicit instruction from the instructor to guide our sessions. We came to the conclusion that BLC tutors could be more efficient and effective the more they are made aware of what is being covered in the students' corresponding classes.

Q: What degree are you earning at CSULB?

A: I'm working on my BA in English Literature and hope to graduate next fall.

Q: What are your plans after you graduate? What are you doing outside of undergraduate studies?

A: As my time as an undergraduate is quickly coming to a close, I look forward to making the transition into the Master's program here at CSU Long Beach. Beyond that, I plan on continuing to write stories, poems, songs, and furthering my Dungeons and Dragons campaigns.

STUDENT ORGANIZATION PROFILE: SIGMA TAU DELTA

Sigma Tau Delta is an international honor society devoted to the promotion and celebration of English majors. CSULB's Iota Pi chapter of Sigma Tau Delta has re-emerged in recent years, due in no small part to the efforts of chapter president Meagan Meylor and academic advisor Dr. Neil Hultgren.

The ultimate goal of Sigma Tau Delta, Hultgren said, is “to confer distinction upon outstanding students of the English language and literature in undergraduate, graduate, and professional studies; Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and literature.”

The group regularly meets to discuss professional opportunities on campus and hosts workshops to build résumés and professional networks. They also provide their members with opportunities to take part as volunteers in the many conferences our school hosts and in presenting their work to a community of their peers. While college can be difficult and the ability to balance work and leisure becomes harder as time passes, and students often find themselves either lacking structure or friends, those in the Sigma Tau Delta English honor society want for neither.

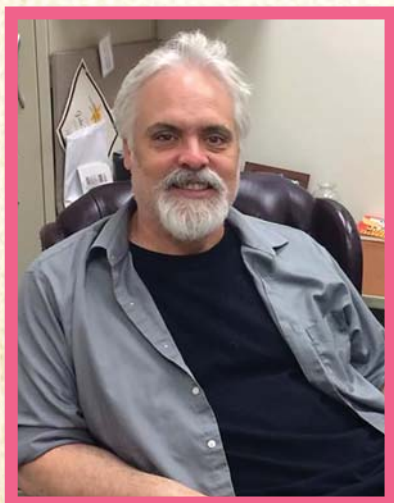
Professional growth, social networking, lasting bonds—any one of these would be a valid reason for joining a college organization. Sigma Tau Delta has all of these in abundance and is always looking for new members to expand their ranks and provide more opportunities to grow as individuals. Those interested can find more information at www.cla.csulb.edu/departments/english/sigmataudelta/ or email the organization at sigmataudelta@csulb.edu.



Chapter 2

Our Alumni

ALUMNUS PROFILE: JOHN BRANTINGHAM



John Brantingham
CSULB, MFA Creative Writing - Fiction, 1998

Professor John Brantingham is an alumnus of California State University, Long Beach who received his MFA Creative Writing in 1998. He is currently employed at Mount San Antonio College in Walnut, California where he is a tenured English professor. Professor Brantingham is also a published author of eight books, with a ninth in progress. When interviewed, Professor Brantingham had this to share with CSULB students and faculty.

Q: How long did you attend CSULB and when did you graduate?

A: I went there for three years; I began in 1995 and graduated in 1998. At first, I enrolled into the MA Program, but I switched before I graduated to the MFA program in 1996.

Q: Why did you choose to attend CSULB?

A: I really liked the professors there. They were my only determination. I knew of professors like Gerald Locklin, Ray Zepeda, and Suzanne Greenberg, and I greatly admired them. Out of all the universities I visited, CSULB impressed me the most.

Q: How would you describe your experience at CSULB?

A: It was fantastic. I felt that I was pushed, and I really appreciated that I was expected to understand literature as well as creative writing. I liked the rigor of the Creative Writing Program; the program prepared me enough that, when I finished, I was not someone whose knowledge was limited to creative writing. I got a number of job offers immediately. Socially it is a great place, too, and I enjoyed that.

Q: How did CSULB's programs help you?

A: What really helped me was that the program had a good reputation. People working in the field immediately knew the names on my letters of recommendation. The Department of English's program was robust. CSULB is a true teaching institution.

Q: Are there any professors or staff members at CSULB who had a positive influence on you?

A: I had Gerald Locklin for my British Literature course and MFA reading class; I have never known anyone with more knowledge on current American and British Literature than him. Suzanne Greenberg and Rafael Zepeda taught me in Creative Writing - Fiction, and both did my workshop classes. All three of them were on my thesis committee, and their guidance was invaluable.

ALUMNUS PROFILE: JOHN BRANTINGHAM

Q: Describe your current profession and how CSULB prepared you for it.

A: Teaching is my main profession, but I also write books. I have eight books published. Two recent books are *Dual Impressions*, which is a poetry book I published in 2015, and *The LA Fiction Anthology*, which I edited in 2016. I also create art programs, like Writer's Weekend, for underserved communities in Sequoia National Park, Kings Canyon National Park, and Pomona. However, now I am bringing what I learned back to my community, because CSULB inspired me to do so.

Q: What advice do you have for current, incoming, or potential English Majors at CSULB?

A: My advice to undergrads is the more involved you are outside the classroom, the better you internalize knowledge. For graduate students, specifically, teaching part-time has gotten harder. You need to start applying for jobs in October, November, or December of the previous year or else you will not work the following year. If you are not passionate about teaching, you should not do it, because not everyone should be a teacher.

ALUMNA REPORT: BRIDGING THE GAP

Literature and Service Learning in Secondary Education

Being both teacher and student, I have learned that incoming freshmen are not always academically ready for college. One way I have approached this disparity is to modify and adapt college curriculum, making a course that mirrors college-level rigor but is accessible for high school students.

The idea behind designing my course in Environmental Literature came out of my experience in Dr. Hart's seminar on ecocriticism. This class not only challenged my thought process, lending me a new theoretical approach, but it also altered my perspective on literature and, simultaneously, complicated my view of nature. My goal was to recreate the experience I had in order to spark student interest, expand student thinking, and build tangible connections outside the classroom walls.

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Chapter 2

Our Alumni

ALUMNA REPORT: BRIDGING THE GAP

(Continued from page 9)

To complete this project, I conducted research and observed Dr. Hart's general education capstone course English 444, "Literature and the Environment." Through observations and participation, I adapted the college curriculum to fit the needs of high school students. As a result, my course is framed by two modes of thought: civic service/responsibility and ecocriticism. By reading environmental literature through an ecocritical lens, students are reminded of the interconnectedness between humans and the natural world and the responsibility we have to maintain that connection. In many ways, I see ecocriticism, as well as my course, as a response to our current needs: one, our struggling students and two, our destruction of the earth. One goal behind teaching environmental literature is to remove the walls that disable the interconnectedness of all things and reattach scholars to the "real" concerns of the world.

Like traditional English classes, this course will fulfill A-G requirements and meet state standards while simultaneously exposing students to works of environmental scholarship. Unlike traditional classes, however, this one will include service learning, where students work outside of the classroom with local nonprofits and environmental groups. Since service learning is student-driven, it requires that teachers share control of the classroom; students participate and determine much of their own learning. Service learning promotes high-level thinking and decision making, but employs a "real-world" audience with which students communicate and collaborate.

While research shows only 35% of American high schools utilize service learning, recent studies have proven that service-based learning increases student self-esteem, feelings of empowerment, and personal values while simultaneously promoting all-inclusiveness. In addition to these benefits, students hone their skills in academics through rigorous reading, writing, and creating. But, unlike traditional classes, students exit high school with professional contacts, leading to jobs and/or internships in the future; moreover, when service learning is tied to English, language arts skills are more improved and GPAs are higher.

The rationale behind this course is fairly simple: by combining focused literary study with service, students will become more ethical, experienced, and knowledgeable beings who have the ability to improve our world. With my course, I hope to prove that community should be all-inclusive; I hope to promote environmental awareness and encourage activism in response; I hope to cultivate students' passion for school and, as a result, boost their enthusiasm and learning, making them better prepared for college and careers.



Article written by Rosanna Harshman. Rosanna is currently teaching the course Environmental Literature at Huntington Beach High School.

ALUMNA PROFILE: MARILYN RAMIREZ

Marilyn Ramirez graduated in December 2017 with a BA in English with a double emphasis in Creative Writing and Rhetoric/Composition along with the Professional Writing Certificate (PWC). She recalls people claiming her degree was “useless,” and described an experience at an event in which she declared herself an English major and several peers sighed and exclaimed, “An English major, why would you do that? The only thing you could be is a teacher or write the next Harry Potter series.” Shortly after graduating, Ramirez, like many students, pondered entering the “real world.” Reflecting upon that day, she now considers the stigma sometimes attached to majoring in English comical.

During her time at CSULB, Ramirez used many of the university’s resources, like CareerLink, which helped her to obtain a full-time position as a Proposal Writer/Marketing Assistant at a company called Legacy Inmate Communications. She attributes much of her success to the supportive professors who led her to partake in the PWC program offered at CSULB. Ramirez cherishes the core classes: Manual Writing, Proposal Writing, Technical Editing, and Writing in Science, Social Science and Technology. The professors, alongside the core classes, allowed Ramirez to develop a diverse perspective regarding technical documents.

When asked which professor was most memorable, Marilyn jokes, “I have to say just one?” Ramirez credits professors like Michael Opsteegh, Gerald Egan, and Jennifer Smith because they taught her to use a straightforward, concise writing style. She also spoke of many other English professors who fostered her creative ideas. Ramirez’s positive interaction with the English Department professors also produced a humbling educational experience: first, like many writers, she received valuable criticism that prompted her to become a better writer, and second, she felt honored to be taught by the minds that created brilliant works of their own. She emphasized that many of her professors became mentors, and they shifted her perspective on authority and encouraged her to question and think critically. The professors at CSULB led her to discover her identity as a creative and technical writer.

Today, Ramirez uses the skills and experience she acquired from the English Department in her profession. In her work, Ramirez applies strong writing and editing skills, and she has composed several 200-page proposals. Her ability to write effective and persuasive proposals allows Legacy, a telecommunications company, to provide jail facilities with telephones, tablets, and video kiosks. Ramirez states that studies show inmates who frequently

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Chapter 2

Our Alumni

ALUMNA PROFILE: MARILYN RAMIREZ

(Continued from page 11)

communicate with their families have lower recidivism rates. According to Ramirez, her proposals initiated the start of better communication between inmates and their families, thus prompting a better outcome for the inmates.

Within three months of her employment at Legacy, Ramirez received recognition for a new approach to proposal writing. While working on a jail facility communications proposal, she suggested the financial chapter be moved to the beginning of the proposal. Her suggestions prompted a faster response from one of the jail facilities and secured a new client. Impressed by her suggestion, Legacy rewarded Ramirez with a bonus, and she gained credibility within the company. Ramirez's success within her company reassures her that the choice of majoring in English was the right one.

ALUMNI NEWS & ACCOMPLISHMENTS

Estevan Aleman (BA, 2016) will receive his MA from Columbia University and accepted a doctoral 5-year scholarship, with additional summer stipends and research and conference funding, from the University of Pennsylvania.

Nicole Bennett (MA, 2016) has accepted an offer to attend the PhD in English, University of Wisconsin, Madison.

Rebecca Coleman (MA, 2012) currently holds a tenured, full-time position at Mt. San Jacinto College. She has been accepted into the PhD program at Old Dominion University to study Early Modern poetry, rhetoric, and censorship laws.

Shauna Chung (MA, 2017) has accepted an offer to attend the Clemson University PhD in Rhetoric, Communication, & Information Design.

Brian Eberle (MA, 2013) has been accepted into the English PhD program at CUNY Stony Brook University.

Rachel Emling (MA, 2015) completed an MA degree in Medieval Studies at the University of Toronto last year and is now enrolled in the PhD program in English at Arizona State University, also pursuing a Certificate in Medieval Studies.

David Garyan (MA, 2015 & MFA, 2017) had three poems accepted by *The American Journal of Poetry*.

Bac-Ha Nguyen (Professional Writing Certificate, 2017) landed a full-time Technical Writer position at Performance Technical Documentation Services, Inc.

Eric Hamilton (MA, 2017) has accepted an offer to attend the Clemson University PhD in Rhetoric, Communication, & Information Design.

Omar Hussein (MA, 2014) secured the Graduate Writing Specialist job at CSULB's Graduate Studies Resource Center.

ALUMNI NEWS & ACCOMPLISHMENTS

Keith Jones (MA, 2005) has published two new collections of poems, *Blue Lake of Tensile Fire* (Projective Industries, 2017) and *Shorn Ellipses* (Agape Editions/Morning House, 2017).

Michael Koger (MA, 2012) secured a full-time teaching position at Rio Hondo College.

Consuelo Marshall (MFA, 2011) won first prize in the Verve Poetry Festival Competition (Birmingham, UK) and read her winning poem at the festival held in Birmingham, England, Feb. 15-18, 2018.

Meagan Meylor (BA & Professional Writing Certificate, 2016) has accepted an offer to attend the PhD program in English at USC in Fall 2017. Her essay "Sad Flower in the Sand": Camilla Lopez and the Erasure of Memory in John Fante's *Ask the Dust*," will appear in *John Fante's 'Ask the Dust': A Gathering of Voices and Views*, co-edited by Stephen Cooper and Clorinda Donato and to be published by Fordham University Press.

Anny Mogollon (MA, 2018) has been accepted into the PhD program at UC Santa Cruz.

Sarah Nolan (BA 2008, MA 2010; PhD University of Nevada, Reno, 2016) has a book forthcoming this spring—*Unnatural Ecopoetics: Unlikely Spaces in Contemporary Poetry* (U of Nevada P, 2017).

Katrina Prow (BA, 2007; MFA, 2010) has successfully completed her doctoral degree in Creative Writing, Fiction from Texas Tech University. Her writing is forthcoming or has recently appeared in *Pithead Chapel*, *Redivider*, *Passages North*, *Nano Fiction*, *WhiskeyPaper*, *Juked*, and elsewhere. She is an Associate Fiction Editor for *Iron Horse Literary Magazine* and a Fiction Reviews Editor for *Arcadia*.

Sherwin Sales (MA, 2016) has accepted an offer to attend the Washington State University's PhD in English.

Kristen Skjonsby (MA, 2016) has accepted an offer to attend the UC Riverside's English PhD program Fall of 2017.

Shouhei Tanaka (MA, 2015) has accepted an offer to attend the PhD program in English at UCLA.

Lorelei Tutt (BA & Professional Writing Certificate, 2017) accepted a position as a Technical Writer for Tesla.



Chapter 3

Our Faculty

FACULTY SPOTLIGHT

“Literacy is a social justice issue. I am a committed change agent, inspiring, challenging, radicalizing our future teachers.” – Mary Scarlett Amaris



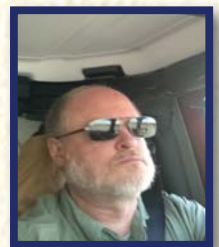
“A degree in English is valuable because it trains us to see multiple perspectives, to realize we all have blind spots, and to seek to understand beyond our own communities.” – Prof. Susan Carlile, PhD

“Since I’ve been mostly doing administrative duty this year, I’ve been able to catch upon on a lot of reading such as ‘recent’ publications by J.R.R. Tolkien (he died in 1973, but his estate keeps releasing unfinished or rediscovered works) such as his translation of Beowulf and his poem *The Lay of Aotrou and Itroun*.” – Prof. Norbert Schürer, Ph.D.



“I am what I was and will be what I do.” – Prof. Nancy Strow Sheley, Ph.D.

“The English major is a gateway to endless possibilities: it has allowed me to experience working at various times as an editor, grant writer, training coordinator, forest ranger, composition studies scholar, historian, journalist, and teacher of writing.”
– Prof. W. Gary Griswold, Ph.D.



FACULTY SPOTLIGHT



"Tech writing is most fulfilling to those writers who are curious, who like solving puzzles, who like to play Sherlock Holmes and Dr. Watson."
– Michael Opsteegh

"Poetry first really got my attention when, as an undergraduate deciding my major, I encountered Gertrude Stein's prose poem "Play" (1911), which begins: "Play, play every day, play and play and play away, and then play the play you played to-day, the play you play every day, play and play it." – Logan Esdale



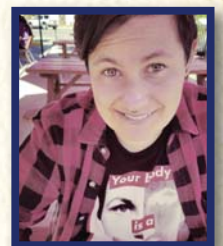
"One page at a time." – Prof. Stephen Cooper, Ph.D.

"The cardinal sin of art—including, of course, poetry—is to bore."
– Prof. Charles Webb, Ph.D.



"I love my job as a CSULB student teacher supervisor as I have the honor of leaving footprints of inspiration for my fledglings to follow as they enter the teaching profession." – Sharron Flynn

"Studying writing and language is powerful because it gives us the ability to understand how our realities are shaped by narratives and the power to choose which narratives to accept and which ones to rewrite."
– Rusty Rust



Chapter 3

Our Faculty

FACULTY NEWS & PUBLICATIONS

Faculty News

Dr. Elyse Blankley participated in a roundtable discussion about Queer Bloomsbury at the annual Modernist Studies Association conference in Pasadena in Nov. 2016.

Dr. Susan Carlile presented multiple papers: “Think *National Geographic*, Rather than *Cosmopolitan*’: The Environment and the Mid-Century English Women’s Magazine” at American Society for Eighteenth-Century Studies in Orlando, FL, March 2018; “Lennox’s Literary Daughters” at the Australia New Zealand Eighteenth-Century Studies Conference in Brisbane, Australia, December 2017; and “The Afterlives of Charlotte Lennox” at the Chawton House Library, Hampshire, England, July 2017.

Dr. Gerald Egan was an organizer for the 2016 MLA Convention Special Session and presented his paper, “Public Self-Styling: Fashion and Authorship in the Eighteenth and Nineteenth Centuries.”

Suzanne Greenberg presented a paper, “It’s None of Your Business—Or is It? When Students Resist their Own Compelling Stories,” at the Associated Writing Programs (AWP) Annual Conference in Washington, DC, February 10, 2017.

Dr. W. Gary Griswold presented a paper, “Disjunctive Assessment: An Examination of the California State University’s Early Start Mandate,” at the Conference on College Composition and Communication in Portland, OR on March 17, 2017. He presented another paper, “The Modalities of Preparation: A Consideration of the Role of Multi-Modal Assignments in TA’s First Course Curricula” at the Council of Writing Program Administrators on July 16, 2016.

Dr. George Hart was an invited speaker at Larry Eigner’s Selected Poems: A Publication Celebration at New York University, where he shared his paper, “Other Earth Now: Eigner on the Moon,” on October 19, 2017. He also presented papers at the Louisville Conference on Literature and Culture since 1900: “Typing the Mesh: Larry Eigner’s Ecopoetics in the 1960s” in 2016 and “My nose on the ground’: Larry Eigner’s Civil War” in 2017.

Dr. Neil Hultgren presented multiple papers: “Arthur Machen’s Infinite Paragraph: Narrative Style and the Weird” at the North American Victorian Studies Association Conference in November 2017; “Medieval French Poetry as Physical Education: Robert Louis Stevenson” at the Victorian Studies Association of Western Canada and Victorian Interdisciplinary Studies Association of the Western United States Joint Conference in Vancouver, BC, on April 29, 2017; “Haggard’s Cumean Sybil: Rereading *She* through Wisdom’s Daughter” at the North American Victorian Studies Association in Phoenix, AZ, on November 3, 2016; and “Richard Marsh and the Plot Machinery of the Imperial Gothic” at the Victorian Interdisciplinary Studies Association of the Western U. S. Conference in Austin, TX, in September 2016. He also received a 2017-2018 One-Month Research Fellowship at the Harry Ransom Center (Library) at UT Austin for his current project, “Cosmic Romance: The Universe in British Fiction, 1885-1925.”

Geri Lawson was awarded “Assigned Time for Exceptional Levels of Service to Students” by the CSULB Academic Senate in 2017.

Dr. John Scenters-Zapico delivered a keynote address, “Small m to Big M-Mobilities: a Model,” at the 2016 Thomas Watson Conference on Rhetoric and Composition in Louisville, KY. He was also a featured speaker at the same conference, where he presented a paper, “Academic Mobility Stories: Transitions, Reinventions, New Understandings.”

Dr. Nancy Sheley presented a paper, “Transmitting, Transmuting, and Transforming Gender in Julia Ward Howe’s Novel, *The Hermaphrodite* (1847),” at the SSAWW (Society for the Study of American Women Writers) International Conference at the University Bordeaux MONTAIGNE, Bordeaux, France, July 5-8, 2017.

FACULTY NEWS & PUBLICATIONS

Dr. Rene Treviño presented a paper, "Absolving La Llorona: Yda H. Addis's 'The Wailing Woman,'" at C19: The Society of Nineteenth-Century Americanists in Albuquerque, NM on March 22-25, 2018 and "Extending the Female Gothic: The Case of Yda H. Addis," at the American Literature Association in Boston, MA on May 25-28, 2017.

Dr. Martine Van Elk presented a paper, "Women and Print in the Dutch Republic," at the Shakespeare Association of America Annual Meeting in March 2018. She also presented a paper, "Playwrights and Workers: Early Modern Dutch Women Behind the Stage," at the Renaissance Society of America Annual Meeting in March 2018.

Dr. Dianne Vipond presented a paper, "From Spengler to Baudrillard: Lawrence Durrell's Critique of Culture" at the Louisville Conference on Literature and Culture Since 1900 at the University of Louisville, KY in February 2017.

Dr. Frederick Wegener presented a paper, "Edith Wharton's Elusive Allusiveness," and participated in a roundtable panel, "Launching The Complete Works of Edith Wharton," at the "Wharton in Washington 2016" conference, Washington, DC, June 2-4, 2016.

Dr. Mark Williams presented a paper, "Digital Etymologies and Popular Cultures: Narcos as Latinate Link with Academe," at the Popular Culture Association in San Diego, April 2017.

Faculty Publications

Dr. Elyse Blankley. "Deviant Desires and the Queering of Leonard Woolf." *Queer Bloomsbury*, edited by Brenda Helt and Madelyn Detloff, Edinburgh UP, 2016, pp. 223-39.

Dr. Susan Carlile. "Eyes that Eagerly 'Bear the Steady Ray of Reason': Eidolon as Activist in Charlotte Lennox's *The Lady's Museum*." *Women's Periodicals and Print Culture in Britain, 1690-1820s*, edited by Jennie Batchelor and Manushag Powell, Edinburgh UP, 2018.
---. "Less of the Heroine than the Woman": Parsing Gender in the British Novel." *Aphra Behn Online*, June 9, 2017.

Dr. Gerald Egan. *Fashioning Authorship in the Long Eighteenth Century: Stylish Books of Poetic Genius*. London: Palgrave Macmillan, 2017.

Suzanne Greenberg. "Writerly Reading in the Creative Writing Classroom." *What We Talk About When We Talk About Creative Writing*, edited by Dr. Anna Leahy, Multilingual Matters, 2016.

Dr. W. Gary Griswold. "Conspicuously Absent: Writing Centers in the First Half of the Twentieth Century." *The Atrium: A Journal of Academic Voices*, Spring 2017.
---. "Manuscript Proxemics in Writing Center Sessions." *Academic Exchange Quarterly*, Summer 2017.

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Chapter 3

Our Faculty

FACULTY NEWS & PUBLICATIONS

(Continued from page 17)

---. "Remediation via Mandate: The California State University's Early Start Initiative as Manifestation of Systematized Bullying." *Defining, Locating, and Addressing Bullying in the WPA Workplace*, edited by Cristyn L. Elder and Bethany Davila, Colorado UP, forthcoming.

Robert Guffey. *Until the Last Dog Dies*. Night Shade/Skyhorse, 2017.

---. "The Box in the Desert: Budd Boetticher, Breaking Bad, and the Twenty-first-century Western." *The Films of Budd Boetticher*. Edinburgh UP, 2017.

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FEATURED WORKSHOP: MEDIEVAL COMBAT

Medieval Combat Lecture and Workshop

Dr. Ilan Mitchell-Smith is the kind of professor who always has a bounce in his step, almost struggling to contain his endless enthusiasm, especially for medieval studies. He became fascinated by the Middle Ages at an early age and has been a member of several medievalist enthusiast communities. As Co-Director of the Center for Medieval and Renaissance Studies, in the fall of 2016, he organized a special six-week workshop, combining his passion for medieval studies and his lifetime involvement in martial arts. The workshop was not a traditional class: “no one got credit for the course, no one got paid,” he says, which for Mitchell-Smith is a big part of what made it so rewarding.



The workshop's participants aimed to learn the sword fighting style portrayed in *Royal Armouries Ms. I.33*, which is famous for being the oldest known European *Fechtbuch*, or combat manual. The anonymous manuscript was created in Germany around 1300 and was written in Latin verse and prose. It depicts and describes various sword fighting maneuvers in a series of illustrations and written notes.

In a recent workshop, discussion centered on the aforementioned text, with Mitchell-Smith contributing supplemental resources and ideas. Physical exercises involved wooden practice swords and steel bucklers (small, civilian shields), reviewing maneuvers already learned, and advancing to new ones. Attempting to follow instructions from a medieval manuscript presents unique challenges, says Mitchell-Smith, because “the images in the manual were drawn before what we might call perspective was established, so you don't always know which foot is forward, for example.” Participants discussed the manuscript as a technical document. Finally, participants considered the modern social implications of these texts, especially assumptions of class, race, gender, and national identity.



This was the second time the workshop was held. According to Mitchell-Smith, “we will try to put on some of these workshops every semester to take advantage of what I see as one of the great things about a university: people are studying really cool stuff and so excited about it that they will pursue, teach, and discuss topics and issues completely outside of the economy of grades, tuition, and salaries.”

Chapter 4

Our Curriculum

FEATURED PROGRAM: PROFESSIONAL WRITING CERTIFICATE

One of the English Department's fastest growing degree programs is the Professional Writing Certificate (PWC). Under the leadership of Co-Directors and English Department faculty members Jennifer Smith and Dr. W. Gary Griswold, what was once a little-known certificate earned by one or two students every couple of semesters now graduates nearly thirty students a year. Many of these graduates go on to obtain full-time jobs at an impressive array of organizations in the areas of educational design, corporate communication, digital content development, grant writing for non-profit organizations, as well as technical writing and editing.

Formerly known as the "Certificate in Technical and Professional Communication," the PWC program recently has undergone both a name change and a streamlining of its curriculum. Certificate Candidates now complete 25 units of course work, a writing/editing internship, and, in their last semester, develop an extensive professional portfolio of documents written and edited while enrolled in the program.

The PWC program is pretty much the only one of its kind in the region: a writing-focused, credit-bearing, non-extension, university certificate program in professional writing that is earned in conjunction with a CSULB BA/BS or MA/MS. It also may be completed as a post-baccalaureate stand-alone program.

The program's students have had great success in obtaining internships. Recently, PWC students have interned with the following entities, many of which regularly use PWC interns:

- Crane Morley, Inc.
- Covina Public Library
- I Have a Dream Foundation, Los Angeles
- Los Angeles City Fire Department's Homeland Security Division
- Los Angeles Unified School District Office of General Counsel
- Metadata, Inc.
- Molina HealthCare
- Nasa Jet Propulsion Laboratory, California Institute of Technology
- Northrop Grumman Corporation
- Tokyo Journal
- Worldwide Motion Pictures

Recent graduates of the program have garnered jobs with the following companies:

- Crane Morley, Inc.
- Facebook
- Google, Inc.
- Molina HealthCare
- Northrop Grumman Corporation
- MultiQuip, Inc.
- NASDAQ
- Reddit, Inc.
- Texas Instruments
- Yahoo, Inc.

For more information about the Professional Writing Certificate, please contact Dr. W. Gary Griswold at 562-985-4234 or at william.griswold@csulb.edu.



FEATURED COURSE: ENGLISH 372

Professor Anthony Atherton's course, English 372, Comedy in the United States, covers the evolution of comedy from its beginnings in the ancient Greek satyr play to contemporary American stand-up. This course explores various theories of comedy through the examination of humor in literature, cinema, music, and theater. Students use critical writing to explore the genre of comedy as a medium for responding to current events and social conditions. This class covers a deceptively complex field, which rewards its students with diverse texts and a firm understanding of the difference between humor and comedy.



English 372 begins with readings from Greek dramatists and transitions to contemporary American comedians. According to Professor Atherton, students learn to recognize the “nature of comedy and its impact on our culture, politics, history, and other aspects of the human condition.” Students also discuss the history of jokes, the potential ruthlessness of comedy, the reasons why we laugh, and the way regionalism affects humor. Professor Atherton further explained that students become familiar with “the symbolic types of characters present in American humor—the storyteller, the wise fool, and the little soul” and review how comedy crosses over disciplinary boundaries.

English 372 students learn how to compare textual comedy to comedy in other media. Students watch films including *Some Like It Hot*, *Catch 22*, and *Born Yesterday*, as well as comedians such as George Carlin, Richard Pryor, Chris Rock, and Dave Chappelle. After watching these films, students respond through short essay response questions called “reaction papers,” class assignments that help students exercise their literary and film criticism. These activities are used as an indirect means to introduce the contemporary

comedic stylings, effectively setting the stage for the most well-known platform for comedy: television. Television skits are also presented in the course in order to showcase comedy's evolution. According to Professor Atherton, “Students analyze television segments from the *Key and Peele* series to *The Daily Show* with John Stewart.” Atherton views comedy as a positive approach to handling both life's challenges and triumphs. Ultimately, the course is best summarized by Atherton: “What defines United States humor, in the end, serves to define our life. To study our humor is to uncover our values, psychology, politics, artistic expression, history, views of ourselves and others, and our visions for the future.” Although the covered material is comedic, this course is no laughing matter.



Chapter 5

Our Events

FEATURED EVENT: EGSA'S RE/INVENTIONS CONFERENCE

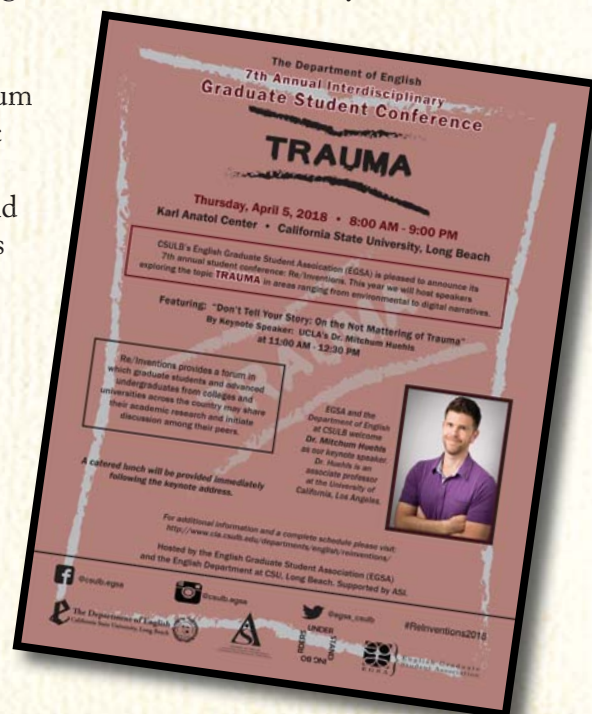


On April 5th, 2018, CSULB's English Graduate Student Association (EGSA) hosted its 7th Annual Interdisciplinary Graduate Student Conference: Re/inventions. The theme of this year's event was trauma. Considering the recent rash of school shootings, hate crimes, and racial discrimination, analysis and discussion of trauma is quite fitting.

Dr. Mitchum Huehls, Associate Professor of English at the University of California, Los Angeles, gave the keynote address, "Don't Tell Your Story: On the Not Mattering of Trauma." Ranging across a variety of topics, including personal experience of trauma, autobiographical writing on trauma, and current events such as the testimonies by victims of sports doctor Larry Nassar, Dr. Huehls argued for understanding trauma as a general experience, as opposed to a particular one. While making the case for not telling individual stories about trauma, Dr. Huehls nonetheless acknowledged the power of narrative to alleviate the effects of trauma, relaying the story of his and his students' experience during an active shooter event on the UCLA campus. Dr. Huehls challenged conference participants to think deeply about trauma as a genre of experience, and how recognizing its commonness is one way to understand and deal with its effects.

The EGSA, which is driven by students, created Re/Inventions as a forum for graduate and undergraduate students interested in sharing academic research within a conference setting. The event welcomed several of our own CSULB colleagues, visiting scholars from local CSUs and UCs, and presenters from other respected institutions like The University of Texas and Rutgers University. This year's conference saw a record turn-out of over 150 attendees and 31 panelists.

Many EGSA members are graduating this year, so continuing students are urged to sign up and contribute to the program. Anyone interested in joining EGSA or volunteering for the Re/Inventions conference can contact the organization at egsa.csulb@gmail.com



EGSA'S RE/INVENTIONS CONFERENCE



Chapter 5

Our Events

FEATURED WORKSHOP: HOW TO APPLY TO COMMUNITY COLLEGE TEACHING JOBS



On March 1, 2018 approximately twenty-five students attended a workshop titled “How to Apply to Community College Teaching Jobs.” Sponsored by the English Graduate Student Association, the workshop featured a panel of four CSULB alumni who have obtained full-time positions teaching English at local community colleges: Michelle Fagundes, MA, 2011, now at Cerritos College; Michael Koger, MA, 2012, now at Rio Hondo College; Kayleigh Sevi, MA, 2012, now at Orange Coast College; and Cindy Cruz, MA, 2016, now at Los Angeles Trade Technical College.

After a brief introduction to the California Community College system by moderator Dr. W. Gary Griswold, the panel discussed the rigorous and intensively competitive application and interview process that resulted in their landing these jobs. The panelists, all former participants in the English Department’s Teaching Master of Arts Candidate (TMAC) program, stressed the value of gaining teaching experience while earning their MA, either through the TMAC program or tutoring at CSULB’s writing center, the Writer’s Resource Lab. They also indicated that typically, a candidate will teach for a number of years as an “adjunct” instructor at one or more colleges in order to gain the experience necessary for a full-time position. Dr. Griswold and the panelists also emphasized the need to “do the homework,” i.e., to prepare for each application and interview as a unique experience by researching the campus to which one is applying. The candidates further indicated that their participation in the TMAC program was crucial to their success.



FEATURED EVENT: VIRAMONTES LECTURE SERIES

Award-winning poet Aracelis Girmay visited the CSULB campus as the featured speaker in the fourth annual Helena Maria Viramontes Lecture Series on April 12th, 2018. The series is a joint effort among the Departments of English; Chicano and Latino Studies; and Romance, German, and Russian Languages and Literatures and Languages to showcase Latino/a/x art and literature, and it has been such a success that it was supported by a Cal Humanities Grant this year.

Girmay is the author of *The Black Maria* (2016), *Kingdom Animalia* (2011), *Teeth* (2007), and *changing, changing* (2005). Girmay's various achievements include winning the Whiting Award and the Isabella Poetry Award as well as being a National Books Critics Circle Award finalist. During this year's event, Girmay conducted a creative writing workshop with 20 CSULB students and read from her work at the University Theatre to an audience of over 200 students and faculty.



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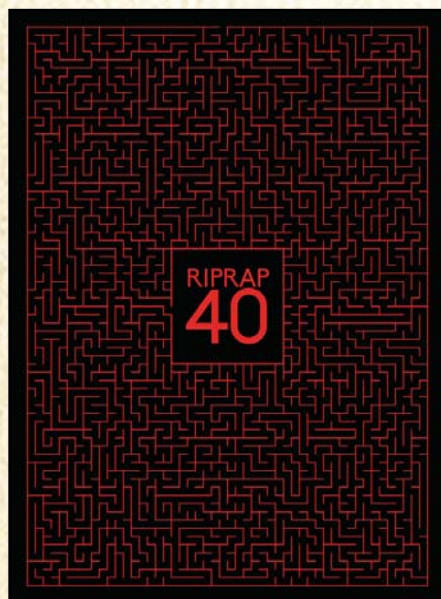
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ACKNOWLEDGMENTS

Co-Editors: Dr. W. Gary Griswold and Geri Lawson

Faculty Assistance: Dr. Norbert Schürer, Dr. George Hart, and Dr. Neil Hultgren

Design and Layout: Christopher Knight

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