A spring newsletter means happy tidings of Commencement! This spring, over thirty English majors received the B.A. We celebrated with students and their families at the Graduating Majors’ Reception on Thursday, May 1st, 2014. Delaney Rebernik and Elizabeth Folan shared farewell thoughts with their fellow graduates. Among those receiving special recognition for their accomplishments were four Huntington 100 award winners (Elizabeth Bailey, Kathleen Collins, Deborah Pacella, and Brittany Rizzo), the 2012 winner of the Peter Burton Hanson Award in Creative Writing (Delaney Rebernik) and this year’s winner of an Outstanding Co-op Award, Matthew Baddour. Matt is working in customer support for Stackdriver, and Delaney has secured a position as Associate Editor at HCPro. Congratulations to all our graduates, and please, keep in touch with your news.

2014 also saw seven doctoral degrees conferred, along with two Master's degrees. Please turn to page eight for more information about our current and recent graduates. In a challenging environment for humanities doctorates, I am particularly proud of the range of positions, inside and outside of academia, that our accomplished graduates are making their own, teaching in universities, liberal arts colleges, and community colleges, bringing emerging fields such as Digital Humanities into the public eye, writing, teaching, administering, and creating in all kinds of contexts. It’s more important than ever that we share our stories of forging meaningful and sustaining careers, however unusual or unexpected, so please, if you haven’t been in touch recently, drop us a line, and inspire your fellow alums!

This spring, the department was pleased to welcome our ninth annual Peter Burton Hanson lecturer. On April 3rd, an appreciative audience heard from Marjorie Agosín, Luella LaMer Slaney Professor in Latin American Studies and Wellesley College, about poetry as an act of witness and a record of conscience. Marjorie Agosín is simultaneously professor and poet, activist and scribe on behalf of human rights. As always, the department is grateful to the Hanson family for supporting this lecture, as well as the Peter Burton Hanson awards in Creative and Scholarly Writing, in memory of their son, English major Peter Burton Hanson ’91.

May your summer bloom and blossom,
Professor Ryan Cordell’s Class
Sheds Light On Technology and Text

Professor Ryan Cordell’s undergraduate course "Technologies of Text" introduces students to the ways new technologies throughout history have changed how we read and write, from the creation of writing itself to the invention of movable type to the birth of the internet. In the Spring 2014 class, students got a peek into the work of medieval scribes, hand-copying manuscripts by the light of beeswax candles. Students were struck by the strain and physicality of the work and gained a new appreciation for generations of scriveners who preserved written works in the centuries before the printing press.

Contributed by Professor Ryan Cordell.

Pictured above: Professor Ryan Cordell with his students. Pictured at left: Christina Laguerre (BA ’14) and undergraduate English major Angelo Massagli. Photographs by doctoral student and Technologies of Text teaching fellow Ben J. Doyle (BA ’10).
An Interview with
Carmen Haydée Rivera (PhD ’01)

Professor Bonnie TuSmith : As I recall, your study of US Latino/Latina literature actually came at the end of your graduate work at NU, culminating in a dissertation on several Latina writers. Can you comment on the connection between your study of American literature and your specialization in multiethnic literatures of the US?

Professor Carmen Haydée Rivera (PhD ’01) : All through my academic development I had focused on the works of major British and American authors. This provided a foundational understanding and appreciation of a broad range of authors, literary movements, and critical theory. But it wasn’t until my doctoral work at Northeastern University that I began to shift my focus of attention toward multiethnic literature and to US Latino/a writers in particular. Not only did I discover a rich body of literature dating back to the colonial period with some of the first works written on American soil, but it also allowed me to broaden my intellectual scope. By carefully scrutinizing the literary history of the Americas—not just limited to the geographic sphere of the US—I became conscious of the ways in which our literature and history needed reconceptualization in order to reflect a more accurate picture of literature in the Western hemisphere.

BTS : Why did you choose Sandra Cisneros for your 2009 monograph?

CHR: I have always been a follower of Sandra Cisneros’ works. Her poetry, short stories, and novels were among the first I read by a Latina author in the US and her writing was one of the subjects of narratological study in my doctoral dissertation. To-date, she is one of the most renowned and well-read authors whose works have been translated into over a dozen languages. I was first approached by Praeger Press through their Women Writers of Color Series, with Joanne M. Braxton as series editor. Cisneros was one of the specific authors they had on a list of many others. The series’ main interest was to create literary biographies that would further disseminate the works of ethnic women writers and highlight their contributions in American literature. How could I say no to a project like this?

BTS : You coedited a book of scholarly essays with Professor Torres-Padilla. Can you give us some background on this collab-

(Continued on page 4)
oration and comment on your overall experience on this project?

CHR: This was a wonderful project that José and I had been talking about for quite some time. Apart from the fact that it gave us an opportunity to work together as colleagues (though José was my former undergraduate professor!), the anthology also provided a space for other scholars to engage in critical/theoretical studies of Puerto Rican authors in the US. Puerto Rican studies has been an established field for decades, but there has been a lack of critical scholarship on literary works. Working on this anthology made us realize that there is a wealth of new and seasoned scholars interested in works by Puerto Rican writers. The anthology also proved to be a useful resource for our classes. We have since received very positive feedback from other colleagues who adopted the text in their classes as well.

BTS: I know you are a focused person with a killer work ethic (Ha!). How do you balance administrative duties, research, teaching, and family life?

CHR: Thank you for such a generous compliment! Coming from you, it means a lot to me. I am now in an administrative position that is very demanding, but at the same time I greatly value the experience. In the Office of the Dean of Graduate Studies and Research, I engage on a different level than the one I was used to as a professor or as a former Graduate Program Coordinator in the English Department. I see processes on a larger scale now, such as curriculum revision and accreditation. Aside from these responsibilities, I always try to keep up with my research, reading, and writing, especially when most of the authors I study are alive and publishing even as we speak! Finally, as far as family life is concerned, I try my best to tune out work on weekends, holidays, and definitely during vacations. This is non-negotiable for me. Sometimes an emergency situation may occur, but I mostly try to balance my time to allow for family interaction—my constant source of nourishment. Both the professional and the personal are important parts of my life, in and out of academia.

BTS: What cultural differences do you see between the university environment in PR versus the States?

CHR: The student population at the University of Puerto Rico is close to 15,000, including international students at both the undergraduate and graduate levels. For the most part, students in both Puerto Rico and the US are highly motivated and eager to pursue their degrees to completion. Perhaps in the US, and particularly at NU, I saw a wider variety of international students given the strategic location of the campus and the university’s mission and commitment to diversity. Moreover, I noticed increased diversity in the activities and events on campus and the formation of student organizations throughout the years.

BTS: I see that you have a book coming out this year. Can you tell us something about it?

CHR: It is a collection of interviews on contemporary Puerto Rican writers in the US (poets, novelists, and dramatists). As I mentioned, so many of these authors are currently writing and producing works and I thought it was time to hear from some of these new voices. Carmen Dolores Hernández published a similar collection back in 1997, but mainly included writers from the 1970s to the 1980s. My work builds on this former project but
goes beyond to showcase writers from the mid- to late-20th century to the present—writers such as Quiara Alegría Hudes, who won the 2012 Pulitzer Prize for drama. These interviews are very thought-provoking, especially when the authors contemplate the act of writing itself.

I am also involved in another project: a translation of the literary biography of one of the most important Puerto Rican poets of our century, Julia de Burgos, who also lived and wrote in the US. My colleague, Dr. Mayra Santos, just published the work in Spanish in honor of the poet’s centennial celebration, and I am working on acquiring the rights to translate it into English. Similar to the case of the Memoirs of Bernardo Vega, translated by Juan Flores in 1984, my interest in translating Santos’ work is not only to add to the celebration of the poet’s life story but also to make it available to a larger reading audience. Jack Agüeros published a translation of *Song of the Simple Truth: the Complete Works of Julia de Burgos* in 1997. I believe that translating this recently published literary biography is a challenging but much needed task that I will hopefully assume once I clear the translation permit. In this sense, I join Santos and Agüeros in perpetuating Julia de Burgos’ literary legacy.

**BTS:** Is there anything you would like to convey to our graduate students?

**CHR:** My graduate work at NU is one of the life experiences I most cherish. On an academic level, NU provided the skills and expertise needed to compete on a larger scale in academia. Living in Boston also gave me the opportunity to immerse myself in a multicultural setting, where I was exposed to different cultural groups and languages other than my own. So if there is anything I would convey to graduate students, it would be to live this experience to the fullest—to engage in university events and activities, to explore the larger city, and to work as diligently as possible toward the completion of your degrees. You will eventually realize that having obtained a PhD is only the beginning of an entirely new but fruitful stage in your lives. My best advice: enjoy the journey as well as the destination and the transforming experience that both offer.

*Contributed by Professor Bonnie TuSmith. Professor TuSmith specializes in multi-ethnic American literatures.*

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**Doctoral Student Kristi Girdharry Receives NU’s Outstanding Graduate Teaching Award**

The department congratulates Kristi Girdharry, winner of one of two university-wide Outstanding Graduate Teaching awards. Kristi is a third-year doctoral student in rhetoric and composition. She is also a key team member of the Our Marathon: The Boston Bombing Digital Archive. As Professors Gallagher and Lerner wrote in their nomination of Kristi, she has "shown herself to be an innovative teacher in the Writing Center and in the classroom, dedicated to student learning and committed to connecting students' classroom experiences to important community issues and projects."

*Contributed by Writing Program Director and Professor Chris Gallagher.*
On April 10, 2014, the English Department held a pizza party to celebrate the end of the academic year. English majors elected (and in several cases, re-elected) English Club officers: Lauren Smith and Aislyn Fredsall as Co-Presidents, Lizzie Thomas and Sebastian Alberdi as Co-Vice Presidents, Maura Fertich and Rafaela Kenny-Cincotta as Co-Treasurers, and Yvonne Lee as Secretary. The officers pledged to build on the momentum of the current year in planning exciting cultural and social events for 2014-15.

The event also recognized the winners of the 2013 Peter Burton Hanson Prizes in Scholarly and Creative Writing:

★ In the category of Scholarly Writing, the winner was Lian Partridge, for her essay “Childhood Language Acquisition and Finnegans Wake,” written for Professor Patrick Mullen in ENGL 4710 Junior/Senior Seminar: Late Joyce and His Legacies (Fall 2013). Honorable Mention in this category was awarded to Morgan Lundgren for “Accidental Mischief Making,” written for Professor Kathleen Kelly in ENGL 4606 Topics in Medieval Literature: Medieval Romance (Fall 2013).

★ In the category of Creative Writing, the winner was Megan Munkacsy for “Memoir,” written for Professor Samuel Bernstein in ENGL 3372 Creative Writing (Spring 2013).Honorable mention in this category was awarded to Austin Hendricks for “We Think about Ashes,” written for Professor Francis Blessington in ENGL 3377 Poetry Workshop (Spring 2013).
The value of reflection, and its connection to a student’s undergraduate education, can be substantial. The dictionary defines reflection as “the fixing of the thoughts on something; careful consideration.” With Cooperative Education, students have direct observation of, and the chance to participate in, action-oriented environments and events outside of the walls of the classroom. English majors who participate in co-op take what they learn in the classroom and are able to expand that knowledge through the experience of doing. Experience is an excellent teacher, and using the lessons effectively is part of a student’s personal learning curve. Educational software tools like the University’s Blackboard allow English majors on co-op to gather as a virtual, interactive class on a discussion board. Through a series guided prompts, students pause to be introspective during their co-op semester. As an online class, they share ideas on topics that range from setting goals to co-op/classroom connections to the positive and negative take-aways the experience has given them as learners. The undergraduate classroom/co-op combination is a catalyst for change and growth, both intellectually and behaviorally.

Contributed by Lisa Cantwell Doherty, MA ’92, English Co-op Advisor.

Help Support Your Department

The Department of English is committed to providing a rich educational experience for undergraduate and graduate students. These goals would not be possible without the sustained generosity of alumni and other important members of the Northeastern community. Please consider making a gift, contribution, or bequest to the department. Doing so can make a huge impact on students and faculty, passing on the traditions of learning and discovery to future cohorts. For information about gifts and giving, please contact Peri Onipede at o.onipede@neu.edu or (617) 373-5420.

CO-OP

Co-op Tool Box: The Value of Reflection

Outstanding Co-op

MATT BADDOUR

The department congratulates graduating senior Matt Baddour, winner of a 2014 Outstanding Co-op award, which "recognizes the accomplishments of seniors who have had outstanding co-op experiences while at the University." Matt, an English major with minors in business and history, has held three co-ops: as an Editorial Assistant at the publishing company Aptara; in purchasing at Bose Corporation, the high-end sound systems company; and finally as a Support Analyst at a cloud-hosting start-up, Stackdriver, where his communications and problem-solving skills have earned him a post-graduation job. Matt was nominated by English co-op advisor Lisa Cantwell Doherty, who is always ready to help our majors move forward with their goals.
GRADUATE PROGRAMS

The English Department graduate program enjoyed a successful year, marked with a number of noteworthy individual and group achievements.

New Doctoral Students
Six new students will be joining the doctoral program next year: Joel Armstrong (Western Michigan), Heather Falconer (Emerson), Jonathan Fitzgerald (UMass Boston), Jonathan Osborne (Tulane), Laura Proszak (Tulane), and William Quinn (Tulsa). Their areas of interest range from nineteenth-century American literature and religion to digital readings of High Modernist literature, to magical realism, and more.

New MA Students
We also anticipate welcoming eight new Master’s students: Elizabeth Boyles (Northeastern), Allen Finn (UNH), Bryant Huber (Florida International), Alexis Miller (BA Keene State College, MFA Pine Manor College), Molly Schetewi (BU), Corey Stefan (Worcester State), Christopher Taylor (Loyola), and Robert Van de Motter (Southern Illinois University Carbondale).

Degrees Awarded
In 2013-14, seven doctoral candidates—the largest group in recent history—received their PhDs: Greg Cass, Sarah Connell, Lana Cook, Genie Giaimo, Tabitha Kenlon, Alicia Peaker, and Jenna Sciuto. The Master’s degree was conferred on two students: Hope Middleton and James Stanfill.

Fellowships
Doctoral student Lana Cook (PhD ‘14) held a Northeastern University Humanities Center Fellowship this year, while working on her dissertation, “Altered States: the American Psychadelic Aesthetic.” Along with other Humanities Center Fellows, she presented her work at a symposium on April 3rd, 2014. Doctoral student Emily Artiano will hold a Humanities Fellowship for 2014-15, while working on her dissertation, “Translingual Bodies and the Eighteenth - and Nineteenth-Century Atlantic.”

Graduate Teaching Award
Kristi Girdharry received Northeastern University’s Outstanding Graduate Teaching Award (see page 5).

Graduate Essay Prize
Winner: Charlie Lesh for “The dead, the fixed, the undialectical, the immobile: Notes on a Spatial Composition,” written for Professor Mya Poe, ENGL7395: Topics in Writing: Literary in Crisis: The Politics and Practices of Writing (Fall 2013). Runners-up: Kathryn Bloom for “The Secret Hasid: Reading Roth’s ‘Eli, the Fanatic’ as a Kabbalistic Text,” written for Professor Laura Green, ENGL7976: Directed Study (Fall 2013). Dania Dwyer for “’Wid mi Riddim, Wid mi Rime, Wid mi Ruff Bass line’: Dubbing Orality into Postcolonial Dub Poetry in Print,” written for Professor Mya Poe, ENGL7395: Topics in Writing: Literary in Crisis (Fall 2013).

THE SPECTACULAR!

In March, the English Graduate Student Association hosted its eighth interdisciplinary conference, The Spectacular!, dedicated to exploring the range and rhetoric of spectacle, as felt in the realms of literature and law and through other vectors. With some forty presentations spanning genres and disciplines—

(Continued on page 9)
(Continued from page 8)

early-American literature, African-American literature, Victorian literature, modernism, composition and rhetoric, film studies, gender and sexuality, and the list goes on—this year’s conference sought to apprehend the different faces and locations of spectacle, from ordinary life to the state of exception.

Other conference highlights included two keynote addresses by our Professor Theo Davis and Professor Wendy Hesford from the Ohio State University, and an art reception event at Make Shift Boston, a non-profit organization in the South End, that featured the work of Megan McCormick (BA ’09, MA ’11) and Bryan MacCormick.

Professor Davis’s keynote address, “Gorgeous Walt: Rethinking Whitman’s Poetics,” an analysis of ornamentation in Whitman’s poetry and visions of democracy, was well attended and received. Professor Hesford’s talk “Spectacular Human Rights Rhetoric and Recognition Scenes” examined tendencies of the West to normalize the Other within its fields of vision, as well as the girl of the global South becoming a cause for and (subversive) symbol of rights-based liberalism. “An Evening with the Artists of The Spectacular!,” held at Make Shift Boston, curated the photography of Megan McCormick and Bryan MacCormick, whose photo-series “The American Women” and “Spectacular Resistance Through Art,” respectively, express an interest in engaging the aesthetics and politics of the spectacular, from the streets of New York City to the haunting presences of settler colonialism.

Finally, special thanks to Frank Capogna, Duyen Nguyen, and Professor Elizabeth Dillon, who shared with conference attendees their fond memories of Professor Jose Esteban Muñoz (1963-2013), whom we had the pleasure and honor to have met as the keynote speaker for the Alt/ conference last year. ❖

Contributed by Shun Y. Kiang, PhD candidate and 2014 EGSA conference chair.

KAT GONSO HEADS NU WRITING CENTER

Kat Gonso is the new director of the NU Writing Center. Hailing from Cleveland, Kat completed her undergraduate work in Berea, Ohio at Baldwin-Wallace College, a small liberal arts school. However, Kat is no stranger to Boston. She earned her M.F.A. (fiction concentration) from Emerson College. Her specialty is flash, which is fiction under 750 words. She loves that this form forces her to consider character development and plot in a condensed way. She is currently revising her chapbook, Where We Go When We Disappear.

Kat’s experience with writing center administration began after she graduated from Emerson. She served as the Writing Center Coordinator at Snowden International High School located in Boston’s Copley Square. In 2011, Kat began working at Northeastern as a full-time writing lecturer. Two years later, she was named Director of the Writing Center. When she can manage time away from her busy schedule at Northeastern, Kat can be found running around Jamaica Pond, practicing yoga, or reading. During the summers, she volunteers at 826 Boston and at The Food Project, an urban farm.

When asked what her favorite part of running a writing center is, Kat said, “I love having more interaction with the consultants. It’s great working with graduate students to improve the writing center; it’s really a hands-on project. Apart from the consultants, I also love talking to the students that come in. Community creation is important to me.” ❖

Contributed by Rebecca McLaughlin. Rebecca is pursuing her Master of Arts degree in English.
The Writing Program, in partnership with the youth literacy center 826 Boston, has received a $25,000 grant from the Cabot Family Foundation to support its innovative Writers’ Room in the John D. O’Bryant School of Mathematics and Science in Roxbury. The Writers’ Room, which opened in September 2013, is staffed with student tutors from Northeastern Writing Program and English Department classes and has already served hundreds of O’Bryant students, serving as a vibrant hub of writing and publishing activity. We look forward to hosting a youth-authored book launch party on Northeastern campus this summer! To learn more about the Writers’ Room, go to http://826writersroom.wordpress.com/.

Several Writing Program faculty presented at the annual convention of the Conference on College Composition and Communication in Indianapolis in March 2014. Among Northeastern’s contributions were two well-attended sessions featuring our work with multilingual (ESL) writers: a half-day workshop in which our program was spotlighted for its annual Krueger Symposium for Teachers of International and Second-Language Writers and other institutional and curricular efforts, and a panel presentation discussing our ongoing research into the literacy expectations, experiences, and aspirations of NU’s growing multilingual student population.

Writing Intensive Classes @ NU
The Writing Program has taken a growing role in supporting Writing-Intensive (WI) classes at NU. Last May, in association with Susan Ambrose, Senior Vice Provost for Undergraduate Education & Experiential Learning, and the Center for Advancing Teaching and Learning through Research, Profs. Gallagher and Lerner offered a well-attended two-and-a-half-day workshop for faculty teaching WI courses at NU. This past fall, we offered a series of workshops on teaching with writing for faculty across the university. Most recently, Profs. Gallagher and Lerner and two PhD students in Rhetoric & Composition conducted an analysis of writing-intensive course syllabi. The next step is to design interventions to support faculty teaching WI and to enhance the learning experiences of students in those courses.

NU’s ePortfolios Featured Nationally
The Writing Program’s ongoing use of electronic portfolios to support student learning is being featured nationally. In January, Professor Gallagher and Laurie Poklop of Northeastern’s Center for Advancing Teaching and Learning through Research presented at a research forum during the American Association of Colleges and Universities annual conference. They also have an article about the program’s work with eportfolios in a forthcoming issue of the International Journal of ePortfolio.

Contributed by Kat Gonso. Kat is the director of the NU Writing Center.

Professor Erika Boeckeler’s book manuscript, "Playful Letters: The Dramatization of the Alphabet in the Renaissance" was awarded the inaugural American Comparative Literature Association (ACLA) book subvention award for $3,500.


Professor Ryan Cordell received the 5th Annual Best Article Prize (2013), from ProQuest and the Research Society for American Periodicals, for “‘Taken Possession of’: Hawthorne’s ‘Celestial Railroad’ in the Nineteenth Century Evangelical Canon,” awarded January 2014. Professor Cordell has also been invited by the North Dakota State University English Department to teach a week-long, intensive graduate class as their “Summer Scholars” for 2014. He will teach “Texts, Maps, Networks: Digital Methods for Literary Study.” More information can be found at: http://www.ndsu.edu/english/summer_scholars/.

Professor Elizabeth Maddock Dillon has received an ACLS Digital Innovation Fellowship and a Distinguished Visiting Fellowship at the Advanced Research Collaborative, the Graduate Center, City University of New York, both for 2014-2015, to support her work on the Early Caribbean Digital Archive and Network Visualization Project, while on sabbatical.

On May 21st, Writing Program Director Chris Gallagher accepted an award, on behalf of Northeastern, from 826 Boston, a youth writing center serving Boston Public School Students. The inaugural Heroic Husky Community Service Award Recognizes recognizes Northeastern’s contribution, led by the Writing Program, in holding an annual College Essay Boot Camp (since 2009) providing one-on-one college essay help to more than 300 Boston-area students, and in collaborating this past year to launch the Writers Room at the John D. O’Bryant High School for Math and Science, modeled after our own Writing Center. Northeastern University students and alumni account for nearly half of the organization’s volunteer force.


Professor Lori Lefkovitz was appointed Director of the Northeastern University Humanities Center and Co-Chair of the Pedagogy Division of the Association for Jewish Studies.

Professor Kathleen Kelly has received a 2014-2015 Northeastern Humanities Center Fellowship. The theme of the fellowship year is "Space and Place," and Kathleen will be working on a research project titled 'Lost and Invented Ecologies: The Medieval Natural World.'

Professor Mya Poe received the 2014 CCCC Outstanding Book Award in the Edited Collection category for Race and Writing Assessment.

Professor Janet Randall is faculty sponsor for the Provost Undergraduate Research Award granted to Lucas Graf, Katie Fiallo, and Aaron McPherson for their project. With these students as well as Andrea Medrano and Nichole Clark, Professor Randall presented a refereed conference paper, “Improving juror comprehension: reading while listening,” and poster at the Northeastern Research, Innovation, and Scholarship Expo (RISE). With Lucas Graf she presented “ Linguistics meets ‘legalese’: syntax, semantics, and jury instruction reform” at the Linguistic Society of America annual meeting in Minneapolis.
ACKNOWLEDGMENTS—Special thanks to Beth Britt, Lana Cook, Ryan Cordell, Elizabeth Maddock Dillon, Lisa Doherty, Ben Doyle, Jean Duddy, Chris Gallagher, Kristi Girdharry, Kat Gonso, Laura Green, Shun Kiang, Neal Lerner, Stuart Peterfreund, Carmen Haydée Rivera, and Bonnie TuSmith for contributing articles, interviews, images, and edits to the Spring 2014 newsletter. If you would like to contribute to the department newsletter, please contact Melissa Daigle via email at m.daigle@neu.edu or via Twitter @MelissaAnneDB.

UPDATES

Erin Brenner (MA ’98) is expanding her editorial business, Right Touch Editing, into self-publishing.

Kat Lang (MA ’11) has been working as a project manager for AcademicWorks, a start-up tech company headquartered in Austin, Texas specializing in scholarship and grant management software for higher education institutions. In summer 2014, she’ll transition to a new role as Client Services Training Manager, in which she will be responsible for creating online training courses and assessments, developing written instructional materials, and holding weekly online "webinars" for higher education administrators across the country.

Rebecca Thorndike-Breeze (PhD ’12) is currently a Lecturer at the Writing and Communication Center at MIT and is working on a book on intimacy in realist, modernist, and graphic novels.

NEWSLETTER CORRECTION

In the Fall 2013 newsletter, we incorrectly reported that Michelle Teti-Beaudin (MA ’06) completed the doctoral degree program at Western Michigan University. Mick left the doctoral program to pursue teaching opportunities.

BOOKSHELF

Helena Gurfinkel’s (MA ’97) new book, Outlaw Fathers in Victorian and Modern British Literature: Queering Patriarchy, was published by Fairleigh Dickinson University Press, 2014. Helena earned her PhD from Tufts University and is now Associate Professor of English at Southern Illinois University Edwardsville.

