



Close Reading

DICKINSON COLLEGE ENGLISH DEPARTMENT NEWSLETTER

Susan Stewart '73 Accepts Cogan Award



By Steve Salinger '09

Susan Stewart, class of '73, an English and anthropology double major, was this year's sole Cogan fellowship recipient. Stewart has published five volumes of poetry and several critical works, including the *Poetry and the Fate of the Senses*, which won the 2002 Christian Gauss Award for Literary Criticism and the 2004 Truman Capote Award for literary criticism. "First Idyll," a recent poem by Stewart, was just published in *The New Yorker*.

Stewart's genius has won her this laundry list of achievements and awards: fellowships from the Guggenheim Foundation and The MacArthur Foundation, the Lila Wallace Individual Writer's Award, two grants in poetry from the National Endowment in the Arts, a

Pew Fellowship for the Arts, and a National Book Critics Circle Award. More locally, Stewart was named one of the 25 Most Influential Dickinsonians by *Dickinson Magazine*. Currently Stewart is a professor of English at Princeton University.

Stewart's visit involved three major points: a common hour discussion of her work which preceded her arrival, the Cogan Dinner and subsequent dessert contest, and finally, a speech by Stewart as well as a brief reading.

The common hour discussion, led by Professors Su and Ball, ran the gauntlet of Stewart's work, both critical and creative. A majority of the discussion was centered on Stewart's poem "The Lost Rules of Usage." The piece speaks to the apparent connotations of punctuation, spanning both archaic notions and contemporary usage. Professors expanded on how punctuation is becoming a mechanical process rather than part of a creative experience. Professor Moffat noted that the poem made punctuation "sexy." While the discussion

of this poem went in depth, Stewart herself chuckled at the time spent attempting to explain her work. During Stewart's stay, she related that it was a lighthearted work, conceived under the covers in a European hotel that had lost electricity.

Stewart was the guest of honor at Dickinson's annual Cogan Dinner. The dinner allowed for the mingling of English majors, Profs, and a slew of Dickinson College community members—all dressed to the nines. Stewart briefly spoke and was then responsible for selecting the winner of the literary dessert contest. She selected from a myriad of delectable desserts, finally picking Kristan Saloky's "Tart of Darkness" as this year's winner.

On Friday, February 20th, Stewart delivered a speech and reading of her work. Stewart also spoke about her Dickinson experience, including her long nights locked up in Old West, and coming of age in era where things "just happened," such as being locked up in

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Letter from the chair Susan Perabo

This spring, in addition to saying goodbye to our forty-odd graduating seniors, the English Department bids farewell to someone who's been here a bit longer than four years. Professor David Kranz joined the department in 1979. He's taught Shakespeare to literally thousands of Dickinsonians, always in creative and memorable ways, and in recent years has solidified film studies as a permanent fixture in our

curriculum. His enthusiasm and seemingly endless energy (some suspect The Fountain of Youth may be involved) have inspired students and colleagues alike. Such goodbyes are always bittersweet. Though we send Professor Kranz off to what we know will be many happy days on sunny golf courses, and many happy nights in dim movie theaters, we also know that East College will not be the same place without him.



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Close Reading

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Will Your English Degree Count In the Real World?

By Allyson Glazier '11

Whether you are a first-year or a senior working on a thesis, you have considered how to translate your major into a career. While some of us know exactly what type of job we would love to have, the majority of students have few ideas about our plans in the years to come, and it's not always clear what career being an English major prepares you to pursue.

Imagine being in your third year at Dickinson. Suddenly you realize that you want to double major. This realization came to Jenna Embrey '08, originally a theatre & dance major only, after taking two English classes during her sophomore year: Literature of AIDS with Professor Sha'an Chilson and All in the Family with Professor Victoria Sams. Then after taking Postcolonial Drama with Professor Sams in the fall of her junior year, Embrey was hooked: "I wouldn't have become an English major were it not for Professor Sams. She connected the words of theatre and dramatic literature in a way that I have seldom seen, and her knowledge of plays is simply unmatched." It was after this class that Jenna declared English as her second major.

Now an Assistant Acquisitions Editor at the MIT Press in Cambridge, Massachusetts, Embrey thanks her English senior seminar, American Texts with Professor Robert Winston, for her preparation for the workplace.

Jenna says, "The process of peer-editing theses in senior seminar prepared me extremely well for this [job], and I'm glad that I am able to articulate problem areas in a text in a clear and concise manner." Embrey remembers: "While writing my thesis, I had to learn how to utilize scholarly articles properly. Too often, one fixates on the idea of finding the 'perfect article' that precisely supports your topic and subsequent analysis. However, the senior thesis required me to hone my research skills so that I could glean from the discourse smaller, but more beneficial, concepts to support the analysis that I had developed. Embrey says that these research skills have helped her greatly in the world of academic publishing "because I can 'find anything'—whether that be finding cover images for a book on the economics of religious radicals, or researching what scholars would be the best fit to review a manuscript on the letters of George Santayana."

In addition, Embrey suggests that English majors should take advantage of the diverse kinds of activities available on Dickinson's campus. Two events affected Jenna greatly, including the visit from Stellfox Award winner Edward Albee, "which caused me to examine the consequence of the intentional fallacy in relation to the experience of so-called Deadly Theatre. It was an infuriating and enlightening experience as a

double major to see the selfish way in which Albee treated his own work, which was to the exclusion of any interpretation not precisely in line with his authorial intent." The other event sponsored by the English department was the Cogan Award visit from Brock Clarke '90 in the spring of 2008. "Hearing Mr. Clarke explain the evolution of his writing career in regards to his Dickinson education incited my ambition to pursue my artistic life past college."

Embrey's final word of advice? "Don't take the 'easy way' out of writing a paper. Hard work in the English major will pay off."

The nature of Dickinson's English major allows you to take classes that interest you. Still not sure about the English major will translate your passions into a career? Talk to some of the English department's professors. Take a class that interests you. Thousands of past Dickinsonians have completed (and survived) the English major, from their first 101 to their year-long thesis experience, and learned the many skills that have made them successful in careers. The English department and a Dickinson degree prepares you with skills for any field you would like to pursue.

Want more on Alumni careers? Visit us on-line for articles on Carl Socolow '77 and Erica Mentzel '08.

English Department on Facebook

Become a fan of the English department on Facebook! Find us at "Dickinson College Department of English," where you will have the opportunity to browse recent job postings and network with students and alumni.

A Glimpse into the Classroom

Eager to find out about what's happening in English department classrooms? Go to www.dickinson.edu/departments/engl/ to learn more.

Alex Zobel '08...

... is the winner of the *Kenyon Review* Short Fiction Contest for writers under the age of 30. Acclaimed author Richard Ford was the final judge. Zobel's story, "The Miles Tape Hypothesis," will appear in the Winter 2010 issue of the *Kenyon Review*.

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jail for protesting the Vietnam War or President Durden's attempt to communicate without speaking for a week. Of her Dickinson experience, Stewart suggests, "I'd say the strongest legacies of my Dickinson experience were learning to read and write critically, becoming immersed in the long Western traditions of literature and art and, at the same time, having a chance to study anthropology, non-Western traditions, and the practice of art."

During Stewart's reading, it was remarkable to note the change in the tenor with which she spoke, a dramatic change between poetry and her speech. Her voice gave her poetry life, as if it existed within the sound and not on the page. She did not read so much as deliver, and that metamorphosis made the experience truly unforgettable.

To read the full text of this article, check us out on the web at <http://www.dickinson.edu/departments/engl/>.



Belfer Award

Poet Cleopatra Mathis, two-time NEA award-winner and two-time Pushcart Prize winner, visited campus on April 7 to deliver the Belfer Creative Writing Lectureship and engage with students and faculty in a common hour lunch discussion. *White Sea* (2005) is Mathis's newest collection of poems; her pieces have been featured in *The New Yorker*, *Poetry*, *The Southern Review*, *Tri-Quarterly* and *American Poetry Review*.



Organizations and Publications to Entice the English Major

By Allysa Coltrain '11

Internships are all well and good, but there are also places right on campus where you can expand your skills as an English major, get published, or just have fun with like-minded students. Here are some of them!

Organizations

Belles Lettres: As Dickinson's literary society and one of its oldest organizations (est. 1786), Belles Lettres has a long history of promoting literature on campus. They organize poetry readings in the library,

publish the *Dickinson Review*, and host trips off-campus, such as a visit to the Edgar Allen Poe House in fall 2008.

E-mail: blettrres@dickinson.edu

The Literati: An informal literary discussion group, which meets monthly for lunch. The Literati provides a way for faculty members and students to discuss literature (usually short stories, but sometimes essays or poetry) in a low-pressure, non-academic setting.

E-mail: dsonliterati@gmail.com

The Literati is also on Facebook! Search "Literati" under Groups.

Publications

The Dickinsonian: Dickinson's weekly newspaper. You can write for news, sports, life and style or opinion. For those that are interested in journalism, there is also the potential to attain an editorship. Meetings to assign articles are held Sunday at 7 p.m. in the *Dickinsonian* office in the lower *continued on page 8*

Incentive to End With a Bang: English Department Awards and Honors

By A.J. Finkenbinder '09

Unbeknownst to many English majors, the department hands out several awards each May for exemplary student writing and success within the major. Professor Judy Gill oversees the awards process. Every English major is eligible to win an award, so keep that in mind as you finish up your final papers!

The Womer Prize is awarded specifically for the best writing by a first-year student. Don't worry if you haven't reached 300-level courses, since all award-winning essays can come from any literature or writing course, including 220.

The Maxwell Prize is awarded to one sophomore, junior, and senior for academic achievement within the major. Overall quality of work and GPA are considered when this award is handed out. Fret not about traveling abroad, as work that a student completes at UEA is also eligible for consideration. This award recognizes those who consistently do great work, so keep at it.

The Woods Prize is given to one woman,

and the Courtland Prize to one man, of any year, for the best essays within those two groups. Since there is no limit as to what year a student must be, it's fair game for anyone.

For those taking classes in creative writing, there is the Moorehead/Timberlake prize. This award is given to the student who, according to Gill, is "judged to have written the best short story, poem, play, or piece of creative non-fiction." There is some more motivation to spend extra time on your poems or short stories!

The process for nomination and awarding is simple. With the exception of the Maxwell Prize, all nominated work is submitted by the professors teaching a course when they believe it should be considered. A committee of three English department faculty members read and discuss the essays or works and arrive at a decision as to what work deserves what prize, if any. The makeup of the committee changes each year, so it's not a static group.

Honors for senior theses are awarded in

a similar fashion. A 404 professor nominates a work that he or she believes meets the department guidelines which state that the manuscript must be "of truly extraordinary merit (breadth, depth, and sophistication), beyond the normal standards of the grade of 'A.'" He or she sends it to a three-person committee chosen from the full-time faculty, and on their recommendation the English department as a whole votes.

So write that amazing thesis statement, attack something from a different angle, spend that little extra time to integrate a few more good sources, "close read" your texts, make a trip to the Writing Center, and you too could be the recognized for your hard work. If not, it will still be worth it. There are few better feelings in college (academically speaking) than knowing you have written an essay to its fullest and that you can be proud of it.

Did I mention each award comes with a cash prize?

The English Major Abroad

Four English majors, four overseas destinations. These Dickinson students share the ways in which they hit the books with a foreign flair.



Edinburgh, Scotland

By James Estreich '10

To truly engage the world I saw it necessary to leave Dickinson behind and not take it with me. That is the reason I chose to go to a Dickinson-approved program at the University of Edinburgh instead of its own program at UEA. I believed to truly immerse myself in a foreign environment it was counterintuitive to go with people I already knew. Though, still believing in the Dickinson belief of not going to the largest metropolis, for fear of a generic and touristy experience, I chose Edinburgh: a city I found to be a perfect medium between the overwhelming London and, in my opinion, the underwhelming prospect of Norwich. I confess my decision-making was somewhat superficial. Edinburgh proved to have all the thrills of big city life, but remain small enough to be intimate and allows a student, only there for four months, to get to know it very well.

The first day of class at Edinburgh University was daunting as I walked into my first day of Scottish Literature 200 and found that, not only were there a hundred and fifty other students in the class, but also, to my great confusion, the class was combined with English Literature 200, and the lectures pertained to both subjects on alternate days. After a few moments of uncertainty, terror and missing Dickinson's small classes, I settled in and took the big Scottish university style for what it was. I came to realize that the syllabus was not finite, but allowed you to choose from a large reading list what interested you the most. I became more independent and learned to take the initiative to find what engaged me. The anxiety of not being able to regularly discuss what we were reading irked me at times but, nevertheless, I found myself waiting for certain lecturers who turned the class into a form of theater.

Dr. Nicholson, a burly man with an

immaculate white beard who never failed to wear a leather Barbour hunting vest, refused the use of a microphone and could spout line after line of Roby Burns, was instrumental in my learning the important differences between English and Scottish culture. I will never forget my American literature teacher, a young Canadian woman who, when trying to convey a truly American sentiment, had to find a way to incorporate the word "ain't."

Being in an American literature course where you're the only American is interesting in itself. At first, I found myself arguing with German students who were convinced that, in terms of literature, the idea of the "American Dream" was a post-World War II invention, and trying to explain to the class after reading *Ethan Frome* that Massachusetts was not actually a barren winter waste land.

Though, after awhile, I gave up trying to fight tooth and nail and decided to step outside myself and take the observations of different Europeans on American literature as an important part of the forming of my global perspective.

Cairo, Egypt

By Cari Peri '10

Living and studying at the American University of Cairo in Egypt, I stick out of the crowd on a daily basis. There just aren't that many Americans walking on the streets downtown, eating falafel from street stalls, and wandering the markets in search of a scarf or bag of oranges. My Western style of dress, accented Arabic, and short light brown hair certainly don't help me to blend in, but what really sets me apart is the fact that I'm an English major. Most of the other students on the program—from all countries—are either political science or international studies majors, with a few history and religion scholars thrown into the mix. This hasn't diminished the worth of studying abroad for me at all—in my mind, it has

made it that much better for the challenges and unique experiences that I'm having here.

Deciding to study in a non-English speaking country, despite my major, was a no-brainer for me. Though I've been impressed with what I've learned and been exposed to in Dickinson's English program, I'm also very interested in learning more about foreign languages, linguistics, and Eastern culture—not all of which are available on a large scale at home. Also, I wanted to use my semester abroad to push myself beyond my comfort zone and fine-tune my Arabic, and for me, that meant living in a city where the language and daily life were starkly different than anything I had experienced.

Having my reasons, though, doesn't stop me from being bombarded with questions from my fellow students and the professors here about how I ended up in Cairo. My go-to response is that my interests extend beyond the scope of the English major. For example, I take an ancient mythologies class here, as well as a class that combines literature



and classical philosophy—two options not available at home. I also get to see how English literature is viewed by the Middle Eastern world, and learn firsthand how Eastern-educated professors present traditional materials. I've entered into debates about proper translations of materials, as well as paid more attention to religious themes in literature because of the highly Islamic worldview held by many of my classmates.

At times the different approach to

education, particularly in an artistic subject such as literature, can be frustrating and disheartening. Learning in the Egyptian university environment isn't always conducive to critical thinking and creativity, because the style of education emphasizes memorization, rather than personal reflection and opinion. I consider the differences to be a positive experience, though, because being exposed to literary study through a different culture's lens will help me be a more open and nuanced thinker and writer. A mere two months here has taught me many things that I couldn't have gotten out of a more traditional classroom, and has given me a new perspective on literature to bring back to my final year studying English at Dickinson.

To read more about Cari's experience in Cairo, check us out on the web at www.dickinson.edu/departments/engl/.

Florence, Italy

By Jordan McCord '10

Everything about studying abroad in Florence made sense to me. With its rich culture and Renaissance history, I found myself fascinated by its art, the beautiful winding streets, the sound of locals speaking Italian and the fabulous food. When talking about my experience with members of the English department, however, I received quite a few questions about how studying in Italy related to being an English major.

Although I was not in the birthplace of English literature, Florence thrives with a personality of its own. The bustle of locals, the crowded streets and the aesthetics of the city were unbelievably exciting and fulfilling. Seeing Brunelleschi's Duomo everyday on the way to school and dodging mopeds in the narrow streets made me so aware of my surroundings that I better examined and appreciated the foreign culture around me. I was bombarded with so many beautiful views and works of art that I always had something I wanted to write about.

Many famous writers and poets found Florence inspiring as well, including Mark Twain, who wrote about Florence in *Innocents Abroad*. Henry Longfellow stayed in Florence while translating Dante's *Divine Comedy*, and Mina Loy wrote about her life in the slums

when she lived across the Arno River on Costa San Giorgio. I had the chance to visit the famous café, the Giubbe Rosse, where these literary minds were at work. Here, renowned literary minds discussed Renaissance art and culture while drinking *grappa*. Seeing this café, and the streets and piazzas where these writers worked, brought life to their famous works and helped me to better understand their voice and viewpoints in their writing.

In Florence, I pursued my interest in journalism by writing for a bi-weekly publication printed in English called *The Florentine*. I wrote an article called "Salumi Toscani" on different types of Italian salami and sausage. I have great memories of trying to communicate with an Italian butcher about the different cuts of meat at his market stand. I also wrote a response piece, from the Italian viewpoint, about the 2008 American election. It was great to be able to combine my love of the Florentine culture with my passion for journalism.

Overall, I'd like to think of my experience in Florence as complementing my major, for it further fueled my love for literature and writing, with a twist of Italy. I hope to continually incorporate the excitement and enthusiasm I felt while I was in Florence into my writing and also into other intellectual pursuits throughout my life.

Norwich, England

By Sarah Salisbury '10

Perhaps unlike other study abroad experiences, Norwich did not entice me with promises of balmy weather, fine cuisine or stunning architecture. With the exception of discovering that it is impolite to talk about one's "pants," I didn't even come here to learn a new language. Instead, I was drawn by the diversity of the course offerings at a large university, by the newness of a different education system and curriculum, and by the knowledge that literary greats like Ian McEwan and Kazuo Ishiguro studied here. And so with all of these incentives in mind, I came, despite the gloomy weather and the tuna and corn topped pizzas, to the University of East Anglia to become a better English major.

My transformation as a student has been a result of the lack of structure in my

schedule at UEA. As is customary in the British education system, each of my classes meets once per week, and I am assessed solely on the basis of the one or two papers I turn in for each class. The syllabi are more like suggestions for a self-guided course of study than requirements. This system necessitates having the discipline and initiative to make use of the abundant free time to read beyond the required texts and to pursue topics of our own interest. I will admit that it was difficult for me to adapt to this kind of curriculum but the end result is that I have had to learn to structure my own time, set my own targets, and hold myself responsible for meeting them. As a testament to how much I have enjoyed and learned from my time here, I am strongly considering returning to UEA to pursue a masters in literature. Not only is UEA known for the strength of its English department, but Norwich is also a wonderful



city in a beautiful part of the country. And, I must confess, that I have come to love the strange food and stranger weather.

To read more about Sarah's experience in Norwich, check us out on the web at www.dickinson.edu/departments/engl/.

The English Major's Guide to Remaining Calm in This Economy

By Lindsey Wakeman '09

Senior year as an English major is a dizzying experience—you cram in that last tempting class with your favorite professor, you tackle a capstone thesis, you rush to the Career Center and back and toil over monster.com in an attempt to snag a job, all the while trying to live up your last few weeks at Dickinson. Add to that mix a dismal economic forecast, and it's no wonder that we feel a tinge overwhelmed. Without a doubt, the question of the moment is, "What are your plans after graduation?" Thank your lucky stars that you became an English major, and not just because you can devise a superfluous response to this question on the spot. Simply put: finding a job is like writing a thesis statement. You settle on a sense of direction, establish a voice, and forge ahead.

Don't panic if you haven't pinned down the job quite yet. Executive Director of Dickinson's Career Center, Pat Mullane, reveals that, "Statistically, 14-17% of Dickinson students graduate with a job offer, but that pretty much matches the percentage who start a serious job search before graduation." A year after graduation, however, approximately ninety percent of Dickinson grads are either safe and sound in graduate school or working like dogs. Mullane does not expect these figures to change drastically this spring, even in light of the rising unemployment rate. As it turns out, there is in fact hope in store for the lot of us.

Mullane advises, "The recession is falling on the shoulders of the uneducated. While the national unemployment rate is 8.1%, it is 12.6% for those with less than a high school diploma and 4.1% for those with a bachelor's degree or better." So why will seniors choose to prolong hitching their first job? Mullane turns to generational differences to explain this recent trend. Mullane says, "When most Baby Boomers graduated from college they immediately pursued careers, while members of Generation-Y are graduating with a less focused approach. There is a greater desire on their part to take time off after graduation to figure out what they will do next." Generation Y, defined by *Business Week* as the

cohort of kids born from 1979 to 1994, is more inclined towards the phenomenon of what Mullane calls, "job surfing," or "moving from one job to another until they find the right one." Mullane explains, "Taking a year off after graduation to make a career decision or apply to graduate school is increasingly common among Generation-Y. There is also a much greater interest in short-term obligations like AmeriCorps, Teach for America or the Peace Corps."

Curious to know your fellow English majors' plans post-graduation? Several look to teach, including Jen Welsh '09 and A.J. Finkenbinder '09. Welsh will be joining Teach for America in Baltimore this fall, simultaneously "teaching secondary English" and attending Johns Hopkins University to obtain her master's degree in secondary education. "Teach for America seemed like the best starting place because public schools always need teachers who care about the students and who really want to help them get the best education possible." Finkenbinder will also be teaching English, with a program in Korea, "Travel and Teach." Finkenbinder says, "Teaching is definitely not something I set out to do ... but I do want to travel and get some time to write after graduation, so this is sort of the perfect opportunity."

Many English majors consider their internships, both past and future, to be career deal-sealers. Sean Barr '09's four-year internship at Freddie Mac gave him the necessary edge to snare a full-time job in "online marketing and web writing." Barr frankly admits, "I'm a bit of a unique case in terms of the real world in that I'm a senior with a job already lined up." Barr credits his English major for his success in the job market: "I suppose you could say being a poet lends itself to web writing a great deal, as every word choice is absolutely crucial." Andrea Herbert '09 landed a post-graduation internship with the Orlando Shakespeare Festival in Florida. Andrea obtained her internship after attending the South Eastern Theatre Conference. She says, "At the conference, I interviewed with over 15 theaters, just hoping someone would

want to hire me as an assistant stage manager or as a stage management intern. ... Orlando got in touch with me within a week and I was really excited and accepted the internship." Andrea considers her internship to be a crucial stepping-stone and hopes to meet "many people that will become contacts for future jobs."

Grad school is the next big step for both Megan Nussle '09 and Ashley Teesdale '09. Nussle has her sights set abroad. After completing her year abroad in Norwich, England, Nussle intends to reenroll at the University of East Anglia for her master's degree in theatre direction. She says, "I look forward to returning to Norwich and hope to establish myself in the theatre arts community in England while furthering my directing education." On the other hand, Teesdale is looking to enter law school in the fall: "Right now it's between American University and Villanova, but that certainly is subject to change ... I am still waiting to hear back from eight other schools." Teesdale credits Dickinson's global approach to education for informing her interest in law: "As I learned more about each place in which I studied, distinct connections between law and culture became apparent. I don't think you can really understand a country without an understanding of its legal system and the way its citizens interact with the laws that govern them."

In approaching her job search, Megan Jenny '09 knew she wanted to become involved in "environmental activism," as a key point person in "researching and writing reports about specific environmental issues, lobbying congressmen, preparing press releases about upcoming congressional votes, holding press conferences and keeping the media aware of environmental goings-on in the state, and writing rough drafts of legislation that would hopefully become bills." Jenny recently scored a fellowship program with Environment America, which she begins in August.

I, on the other hand, have made networking my job. After interning in *Cosmopolitan* magazine's marketing department last

summer, I'm trying my hardest to keep up with contacts and break into media. When I returned to *Cosmo* in December to help out with an event, one of my old bosses greeted me with a big hug before teasing, "You're like a piece of gum stuck to my shoe!" Oh well. At least she likened me to strawberry, which happens to be her favorite flavor.

Mullane holds an optimistic view of the current economic situation. He assures panicked seniors, "There are still jobs out there. Admittedly, there is a tighter job market, and finding a job will be take a little longer in this economy. But even employers who are laying off are still in search of skilled entry-level employees to ensure they have employees

available to promote into management positions later on." Mullane agrees that Dickinson grads are perfectly well equipped for the rigors of the work place. When asked what distinguishes Dickinson graduates from the host of other competitive liberal arts institutions, Mullane did not miss a beat: "International experience, in addition to proficiency in a foreign language, make Dickinson grads stand out in the workplace."

As English majors, we pride ourselves on our creativity and our individual voices that we have cultivated with care. In this economy, it looks like we'll just have to amp up the volume.

Faculty Publications and Presentations

What are English professors up to outside of the classroom? Writing, of course. Go to www.dickinson.edu/departments/engl/ for a list of recent publications and presentations by English department faculty.



Belles Lettres Readings

Belles Lettres held three poetry events in the Waidner-Spahr Library over the course of the 2008-09 academic year, all of which drew large audiences. More than twenty students presented their poems. At left, English major and creative writing minor Sean Barr '09 reads one of his pieces.

"Must-Reads" According to the English Professor

By Holly Bowers '12

The problem for English majors eager to read as much as they possibly can is this: what books are worth reading? To answer this dilemma, the professors in Dickinson's English department offered their prime recommendations of what they consider "must-reads" for English majors. Happy reading!

Professor Judy Gill:
Disappearances
Howard Frank Mosher (1977)
The Remains of the Day
Kazuo Ishiguro (1989)
Atonement
Ian McEwan (2001)

Professor Sharon O'Brien:
Walden
Henry David Thoreau (1854)
My Antonia
Willa Cather (1918)
A Room of One's Own
Virginia Woolf (1929)

Professor Robert Winston:
The Tenth Muse Lately Sprung up in America
Ann Bradstreet (1642)

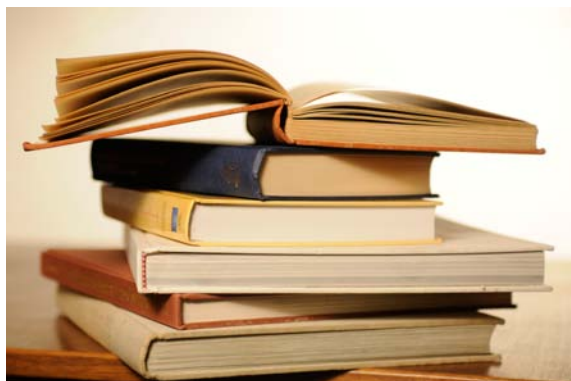
The Autobiography
Benjamin Franklin (published in full in 1868)
Leaves of Grass
Walt Whitman (1855)

Professor Susan Perabo:
The Snows of Kilimanjaro and Other Stories
Ernest Hemingway (1961)
Lolita
Vladimir Nabokov (1955)
The Things They Carried
Tim O'Brien (1990)

Professor Paul Glead:
As You Like It
William Shakespeare (ca. 1600)
Without Feathers
Woody Allen (1975)

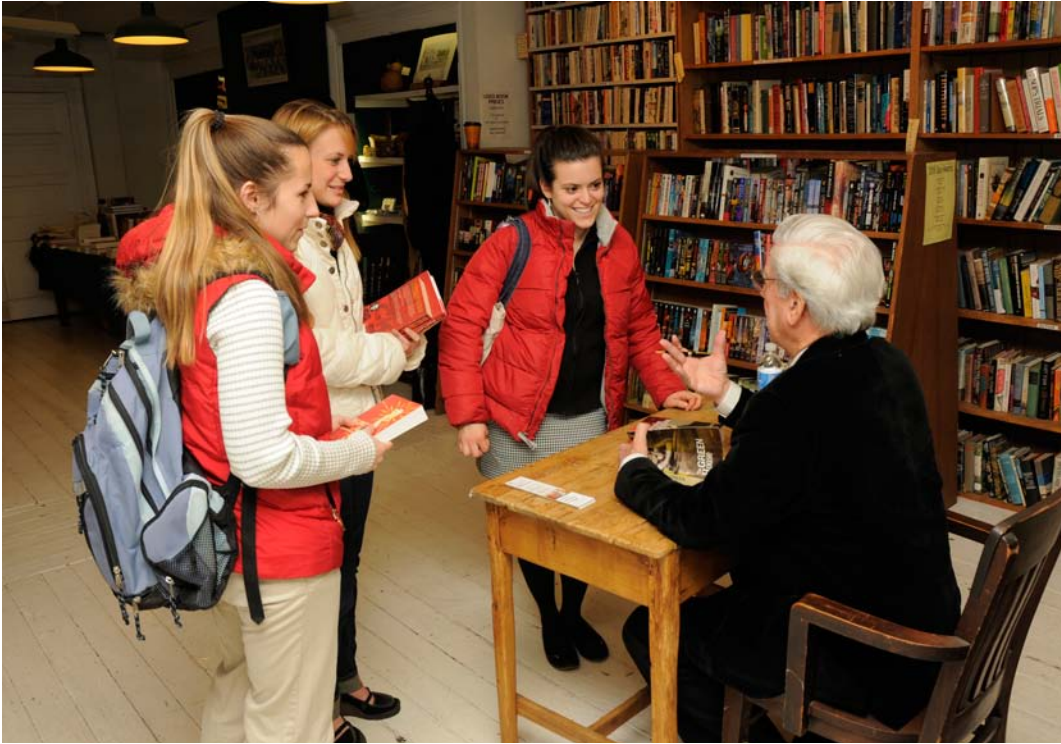
Professor Thomas Reed:
Sir Gawain and the Green Knight
(14th century)
The Strange Case of Dr. Jekyll and Mr. Hyde
Robert Louis Stevenson (1886)
Anatomy of Criticism
Northrop Frye (1957)

Professor David Ball:
Moby Dick
Herman Melville (1851)
Tom Jones
Henry Fielding (1749)
Things Fall Apart
Chinua Achebe (1958)
House for Mr. Biswas
V.S. Naipaul (1962)



Curious to find out why professors chose these titles? To read their reflections, check us out on the web at www.dickinson.edu/departments/engl/.

Stellfox Award Winners



The acclaimed Peruvian writer Mario Vargas Llosa came to campus in early December to accept The Harold and Ethel L. Stellfox Visiting Scholars and Writers Program Award of 2008. While at Dickinson, Llosa delivered a speech, offered a reading of his works, and engaged in a community book signing at The Whistlestop Bookshop. Llosa's literary accomplishments include *The Time of the Hero* (1963), *Aunt Julia and the Scriptwriter* (1977), *The Storyteller* (1987), *Death in the Andes* (1993), and *Feast of the Goat* (2000).

The Grace of Geldings In Ripe Pastures

Glutted, half asleep, browsing in timothy grown so tall I see them as through a pale-green stage scrim

*they circle, nose to rump,
a trio of trained elephants.
It begins to rain, as promised.*

*Bit by bit they soak up drops
like laundry dampened to be ironed.
Runnels bedeck them. Their sides*

*drip like the ribs of very broad
umbrellas. And still they graze
and grazing, one by one let down*

*their immense, indolent penises
to drench the everlasting grass
with the rich nitrogen*

that repeats them.

– Maxine Kumin

Pulitzer Prize winning poet Maxine Kumin will be on campus in the fall to accept the 2009 Stellfox Award. Kumin's works include poetry collections *Looking for Luck* (1993), *Connecting the Dots* (1998), *The Long Marriage* (2001), *Jack and Other New Poems* (2005), and *Still to Mow* (2007).



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level of the HUB.

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The Dickinson Review: Dickinson's yearly student-run literary publication, edited by the Belles Lettres Society. Calls for submissions of fiction, nonfiction and poetry are issued in the late fall and early spring.

E-mail: blettres@dickinson.edu

Naked(truth): A recently founded feminist magazine, *Naked(truth)* has put out two issues so far, one in print and one online. Although the magazine has a feminist slant, the editorial staff welcomes contributions from anyone.

E-mail: nakedtruthmagazine@gmail.com

The Square: Dickinson's alternative monthly runs a range of articles from CD and book reviews to comedy pieces.

E-mail: square@dickinson.edu