

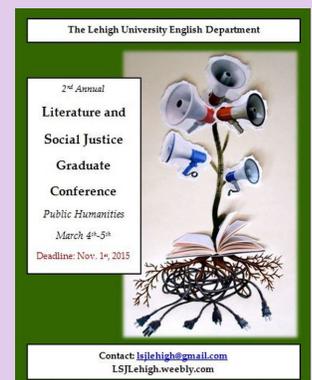
# The Drowning

## SPRING 2016

### UPCOMING IMPORTANT DATES - Spring 2016

March 14-18	Spring Break
March 21	Classes Resume
March 28	Williams Prize Entry Deadline
April 11-16	Graduate Student Appreciation Week
April 11-22	Registration for Summer and Fall
April 15	Last day for May doctoral candidates to deliver advisor approved dissertation drafts to CAS Graduate Associate Dean's office
April 19	Last day to drop a class with a "W"
May 6	Last day for May doctoral candidates to complete all degree requirements & electronically upload dissertation
May 6	Last day for May masters candidates to electronically upload thesis and deliver final paperwork to the Registrar's office
May 6	Last day of classes
May 6	Last day to drop a class or withdraw with WP/WF grades
May 9	Williams Prize Ceremony
May 10	Final Exams Begin
May 18	Final Exams End
May 22	Hooding Ceremony
May 23	University Commencement
July 1	Deadline to apply for September degree
July 22	Last day to September doctoral candidates to deliver dissertation drafts to CAS Graduate Dean's office
August 5	Last day for September masters candidates to electronically upload thesis and deliver final paperwork to the Registrar's Office

We are pleased to present the 2nd Annual Literature and Social Justice Grad conference, March 4th-5th, with a special focus on Public Humanities. Deep Singh will deliver a keynote address on Friday evening, and there will be a series of panel presentations on Saturday, including representatives from the Bethlehem community. Visit our website for updates: <http://lsjlehigh.weebly.com/>



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**Alumni News . . .****Featured alum:** Tracey Cummings

1. When did you attend Lehigh University and what degrees did you receive? What were your areas of interest? Are those areas different from what you are currently teaching?

I attended Lehigh University from 1992-1994 for my M.A. and from 1998-2005 for my Ph.D. I specialized in 19th-century American Literature, contemporary American literature, and composition rhetoric.

2. Where are you currently teaching and what is your title? How long have you been there? Where have you previously taught? Please indicate the genre you are currently teaching, the undergraduate/graduate courses you are teaching, and the average number of students in your class(es), etc.

As I was graduating from Lehigh and after graduating from Lehigh, I had one-year positions at Moravian College, Arcadia University, Muhlenberg College, and West Virginia University. I am currently teaching at Lock Haven University and have been at LHU for about 10 years. I am an associate professor. I teach only undergraduate classes. I teach composition and introduction to literature classes every semester. I often get to teach upper level classes such as American Literature before the Civil War, Haunted American Texts, The Dark Romantics. I get to teach at least one upper level a year. Composition classes are capped at 24 students per section, and I usually have 24 per section. There are usually about 40 students in each section of Introduction to Literature. The upper levels can vary. I have had as few as 10 students and as many as 40 students in a section.

3. Please describe your experience while at Lehigh University (including faculty and other graduate students, etc. that influenced you). What did you acquire at Lehigh University that was most beneficial when job searching? Also, what was acquired from Lehigh University that has made a difference in your teaching and association with other students?

Everyone influenced me while I was at Lehigh. I am afraid to start listing a name or two because if I start I will have quite a long list. While I was there, almost everyone in Drown Hall was influential (including the office staff). For me the best thing about Lehigh was the people. Wonderful faculty. Encouraging, helpful, supportive. And I can say the same about the graduate students I studied with and the wonderful women in the main office.

On the job search, I believe the three things that set me apart from other applicants were 1) the fact that I had so much teaching experience and training, 2) the fact that I had done service work while in grad school, and 3) the guidance on job letters and interviewing that the department provides. I was repeatedly told what an excellent letter I had, and I know that my letter was so good because of the coaching I received from the professors helping in that area.

4. What is the most rewarding part of your job?

Being in the classroom and working with students inside and outside of the classroom.

5. Is there any advice that you can give our current graduate students, i.e. what to learn and take with them, what to expect when searching for a job, and what to expect when you start a new job, etc.?

I mainly wish them great luck and success.

Dear Lehigh English,

I thought about writing you all a love letter from Kolkata in the style of imperial adventure lit, but I just couldn't bring myself to describe ironically how 'colorful' 'exotic' and 'sexy' everything is. Many apologies for the inevitable decrease in your expectations. I'll try to remedy that with some Wittgenstein (in translation, of course);

“The limits of my language mean the limits of my world.”



In his preface to the *Tractatus*, Wittgenstein's organized and lucid language doesn't really prepare us for the sections that follow. Yet those sections demonstrate the very claim of his preface, his language as the limit of his experience in the world, which, apparently, included a lot of wandering. The *Tractatus* was written by the man who turned his back towards an expectant Vienna circle to read Tagore's poetry out loud. Perhaps he just had his limits in a different place than his listeners.

But, getting back to my life in Kolkata, or Calcutta, or just “Cal”-depending on who you talk to and which language you happen to speak-the limits of my language are being redrawn. The American Institute of Indian Studies has become my second home: a wonderful place where language instructors are poets, linguists, historians, and comparatists in addition to damn good teachers. The limits of my education are the limits of theirs'-and they have covered vast territories. It's been a pleasure to forge connections with them and an international community of visiting historians, anthropologists, philologists, activists, and philosophers. And to learn that philology is still a thing. At least, in Cal. And probably, Germany. The limits continue to change as my reading list grows at about the same rate as my vocabulary, and the majority of my time *really* is devoted to learning Bangla-an experience unique to this particular globalized city.

To Wittgenstein (inf.) again, the student's imagination has a limit that begins with the limitations of our institutions' language, and the student that doesn't know Bengali or Marathi literature exists will not be able to find the program that will tell her she has missed it. Of course, limits serve a necessary function. We couldn't make meaning otherwise. But that doesn't mean we can't nurture collaboration with another institution! Enter the American Institute of Indian Studies. My experience with Bangla this year is both a privilege and an accident, as the American Institute of Indian Studies fellowship is an opportunity that can be hard to find. I was lucky to have had help, because even in our “era of globalization” it is one of about two funded options that U.S. scholars have to learn South Asian languages outside of a research university or metropolitan community program. I am sure it is the teacher's impulse I feel when I fantasize about running down the streets of picturesque college towns screaming “THE PEOPLE NEED TO KNOW! Apply to AIIS.”

But what does all this meandering mean? With education, limits change. As we think together about the complexities one can roam through with a literature degree, I hope that some might be interested in turning one's speech simple again to grow into another language and find another limit. Especially since now we know that this, too, is possible at #LehighEnglish.

With (limited) love and #shameless hashtags, Sarita



**PRESENTATIONS & PUBLICATIONS**

Cynthia Estremera presented her paper, "Excuse Me Miss? Defending the Video Vixen: Legitimizing Latinas Through Hip Hop Body Politics," at Lehigh's interplay. May 2015.

Cynthia Estremera co-authored a book chapter, "'My President is Black': Speech Act Theory and Presidential Allusions in the Lyrics of Rap Music," in *The Hip Hop and Obama Reader*. November 2015.

Cynthia Estremera presented her paper, "La Femesta Presence: Working in the Margins, Writing Ourselves into Existence," at the National Women's Studies Association (NWSA). November 2015.

David Fine presented his paper, "Using Digital Storytelling to Bridge the Town-Gown Divide," presented with Juan Palacio Moreno and Mary Foltz at Bucknell University's "Collaborating Digitally: Engaging Students in Public Scholarship" Conference. November 2015.

David Fine presented his paper, "Addressing the Civic Deficit: The Promotion of Citizen Identity in Undergraduate Students through Service Learning, Critical Reflection, and Democratic Speech," presented with Sarah Stanlick at the International Association for Research on Service Learning and Community Engagement Conference. November 2015.

Robert Fillman presented his paper, "Robert Frost's Pastoral: Uncommon Rural Labor and Common Connection," at the Pennsylvania /College English Association (PCEA). October 2015.

Rachel Heffner-Burns presented her paper, "'Most Holy Bastard of the Bleeding Mouth': Christian Narrative and Racialized Violence in Langston Hughes's 'Christ in Alabama,'" at the Modern Language Association (MLA) Convention. January 2016.

Sarah Heidebrink-Bruno presented her paper, "Virtual Reality as a Teaching Tool: Exploring Slave Narratives in Digital Landscapes," at the PCEA Conference. October 2015.

Laura Kremmel presented her paper, "Stella; Or, The Wrongs of Woman in McGrath's Asylum" at the "Asylums, Pathologies, and the Themes of Madness: Patrick McGrath and his Contemporaries" Symposium. January 2016.

James McAdams presented his paper, "Samuel Delany's Dhalgren: Bellona, at the (Israel) City of Freedom," at the Mid-Atlantic Popular American Culture Conference (MAPACA). November 2015.

James McAdams presented his paper, "Bleak House and Eschatology: 'Presentation Relation,'" at the South American Modern Language Association (SAMLA). November 2015.

Belinda Peterson presented her paper, "*Dessa Rose*: Slave Mother as Wounded Storyteller," at a William R. Scott Brown Bag Lunch Series Talk, Lehigh University. February 2015.

Belinda Peterson presented her paper, "The Uterus as an Object of Desire in the Poetry of Lucille Clifton," at the Graduate English Organization Departures Conference, University of Maryland. March 2015.

Belinda Peterson presented her paper, "Creating Healing Narratives: Womb Space, Wellness, and Rebirth in Toni Morrison's *Paradise*," at the 7<sup>th</sup> Annual Medicine, Humanities, and Social Sciences Conference, Sam Houston State University. March 2015.

Belinda Peterson presented her paper, "Elegy to the Uterus: Kleinian Object-Relations Theory and Desire in Lucille Clifton's Poetry," at the American Literature Association. May 2015.

Ed Simon published "Bradstreet and Trans-Atlantic Non-Conformism in the American-Prophetic Mode," in *Prophecy and Eschatology in the Trans-Atlantic World, 1500-1800*, edited by Andrew Crome (Palgrave-McMillan, 2016).