A Pittsburgh native, Derek Handley is glad to be back in Pennsylvania after a career in the Navy that took him all over the United States. Location was one of many reasons that he chose Lehigh, in addition to its small size, its emphasis on teaching and research, and the Literature & Social Justice focus within the department, which is a great fit for his research interests and teaching methodologies.

Dr. Handley got his start in the Navy, working in public affairs and writing speeches for admirals, and his work qualified him to teach basic writing courses at Western Nevada Community College while still on active duty and stationed in Fallon, Nevada. That’s where he got his first experience leading a classroom, and he immediately incorporated discussions of social issues into an intro to grammar and writing course. Handley states: “I didn’t know about rhet comp as a field then, I was just teaching basic writing, basic grammar—but I would always start out the class talking about current events and having these robust discussions with students about important issues.”

In addition to engaging with social issues in class, Handley got to feel the satisfaction of knowing that he was making a positive impact on people’s lives: “I had a student later who said what he learned in my class—and I was just teaching the 5 paragraph method basic stuff— he used that to get a promotion as the head mechanic at his job. They had to write why they wanted the position… he just did that five-paragraph method… I was like wow, I made a real difference! And for me, that’s when I knew, that this was what I wanted to do. Now, at that time, I never would’ve imagined that I would be here teaching at a prestigious institution like Lehigh.”

Handley knew that in order to teach at the community college level he would need a Master’s degree, and he ended up in an MFA program at the University of Pittsburgh. That’s where he took his first rhet comp course: “I took a class called Rhetorical Education with Jessica Enoch… And when I started reading the assigned essays for class I was like woah!... what is this rhetoric stuff? The discipline spoke to me.”

Handley wrote his first rhetorically-focused term paper in 2007 on then-junior senator Barack Obama, rhetorically analyzing his use of what Handley calls a “rhetoric of we”—in which Obama effectively engaged with audiences of different races by “including everybody to be a part” of the tradition of African American speech and rhetoric.

His work focuses on African American rhetoric but he also uses literature in his teaching. Handley says that being an English major at a historically black university (he earned his BA in literature at Hampton University in Virginia) was “more like being an African American literature major.” There’s a personal aspect to studying African American rhetoric and literature, too: Handley says that when he reads August Wilson’s *Fences*, “I hear my father, his brothers… it’s the language, that dialect, and that’s something that has been ingrained in me, to think about… African American rhetoric, literature and language.”

When I asked Handley who his favorite authors were, he laughed: “Who’s my favorite— that’s like asking me which is my favorite limb?” He went on to name James Baldwin, Toni Morrison, Chimamanda Adichie, August Wilson, Ta-Nehisi Coates, and Cornel West among others.

He had to stop himself from naming rhetoric scholars because he was starting to give away the syllabus of a grad course he’ll teach next semester. Handley is one of those rare people who seems equally interested in the teaching and research aspects of his position. He worked full-time throughout grad school, teaching a 5-5 course load at a community college while taking two graduate courses per semester at Carnegie Mellon, where he received an MA and a PhD, and the two experiences constantly informed one another. In addition to getting excited about his upcoming courses, Handley is looking forward to having time to do more research in African American rhetoric—maybe even dusting off his old paper on Barack Obama.

Dr. Handley is a great fit for Lehigh’s English department.

-Kelsey Stratman
MA Student
New Visiting Assistant Professor

Dana McClain

Dana received her Ph.D. in English from Lehigh University and her M.A. from Eastern Kentucky University. Her dissertation, "Female Republicanism and the Early American Novel," recipient of the Dean's Dissertation Award, claims that early American novels depict weakened and diminished mothers in order to challenge the ideology of republican motherhood and demonstrate the necessity of alternative republican women, namely, the mentor, representative, writer, and coach. She has articles forthcoming in *College Literature* and *Studies in American Fiction*.

Faculty Publications


Fall 2018 Upcoming Important Dates

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<th>Date</th>
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<tr>
<td>November 12-15</td>
<td>Registration Spring 2019</td>
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<tr>
<td>November 13</td>
<td>Last Day for January Ph.D. candidates to deliver approved dissertation drafts to Dean</td>
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<tr>
<td>November 13</td>
<td>Last day to drop a class with a “W”</td>
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<td>November 21-23</td>
<td>Thanksgiving Break</td>
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<td>December 7</td>
<td>Last day of classes</td>
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<td>December 7</td>
<td>Last day for January Masters candidates to electronically upload thesis and deliver final paperwork to the Registrar’s Office</td>
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<td>December 7</td>
<td>Last day for January doctoral candidates to complete all degree requirements</td>
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<td>December 11</td>
<td>Final Exams Begin</td>
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<td>December 19</td>
<td>Final Exams End</td>
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<td>December 22</td>
<td>Grades Due</td>
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**Welcome New Graduate Students**

**Sarah Anderle**
Sarah received her B.A. in English and Religion from High Point University.

**Ava Bertone**
Ava graduated from Lehigh in May 2018 with a B.A. in English, and is excited to be back for the M.A. program.

**Victoria Davis**
Victoria earned her B.A. in English from Slippery Rock University.

**Heather Flyte**
Heather received her B.A. and M.A. in English literature from Kutztown University of Pennsylvania.

**Thomas Golden**
Thomas earned his B.A. with a double major in English and Political Science from Lehigh University.

**Caroline Kelliher**
Caroline graduated from Lehigh University in May 2018 with a B.A. in English and minor in marketing.

**Robin Lee**
Robin graduated with a B.A. in English and a Certificate in Writing from Sewanee: The University of the South.

**Katherine McCaffery**
Katherine graduated from the University of Dayton in 2018 with a B.A. in English and Spanish, and a minor in Women’s and Gender Studies.

**Naashia Naufal**
Naashia is a recent graduate of the MFA Creative program at The College of New Rochelle.

**Ashlee Simon**
Ashlee received her B.A. from the University of California, Riverside in June 2017.

**Kelsey Stratman**
Kelsey graduated from Earlham College with her B.A. in English.

Be sure to keep up with the English Department’s Graduate Student Blog at drownunbound.com

You can also follow us on Twitter: @LehighEnglish
Digel-Jones Teaching Award Recipients

At the M.A. level, **Kathleen Hurlock** received the inaugural Digel/Jones Memorial Award for Graduate Student Teaching for her exceptional work in the classroom. Committee members praised her emphasis on process-based pedagogy and her careful attention to the development of each student's unique approach to writing, “working with students as individuals to learn what method is best for them.” In her teaching observation reports, faculty praised her as “an extremely skilled and thoughtful teacher” who “carefully designs rigorous courses” and “works to develop a strong community in the classroom.”

In Kathleen’s own words: “I wish for every student to leave my class knowing that struggles and failures in writing are natural and, in fact, often important elements in developing strong paper topics and well-developed writing. I want my students to celebrate the trial and error and what is often the slowness that comes along with developing their writing, as opposed to the culture of speed and perfection that seems to characterize so many of their other academic experiences.”

At the Ph.D. level, **Joanna Grim** received the inaugural Digel/Jones Memorial Award for Graduate Student Teaching for her exceptional work in the classroom. Committee members praised her emphasis on collaboration and her willingness to pursue innovative assignments to facilitate student learning. Faculty and instructional staff who have observed her courses praised Joanna’s cultivation of a classroom environment “in which students are eager to participate even when grappling with complex and challenging issues” and noted her “passion for her craft and comprehensive knowledge of student-centered learning and pedagogy.”

In Joanna’s own words: “A successful collaborative writing classroom enables students to encounter new ideas, reflect upon their own strongly held beliefs, and develop the critical thinking skills and values needed to positively contribute to the classroom community. My goal is to guide students in developing critical reading and analytical and argumentative writing skills while deepening their self-awareness and gaining a strong sense of how their own experiences and views fit into broader social, political, and cultural contexts.”
1. **What is your current position?** I am the Program Coordinator for School & Writing Programs at the Harriet Beecher Stowe Center in Hartford, CT. We’re a historic house museum with a social justice mission, and we focus on making past/present connections about issues of race, gender, and class. Our programming emphasizes the power of words to create positive change and looks to create opportunities for conversation and action in the community.

2. **What does a typical day look like for you?** Every day is different, and that’s one of the reasons I really love this job. Many days, I deliver programming: leading tours and activities with students kindergarten through college; facilitating dialogue-based equity training with adults; and working with other museum and education professionals (conference presentations, faculty workshops, etc.). I write a lot: grants, curricula, conference proposals, academic articles, marketing materials. I also lead on-going facilitation training with our museum educators and spend a lot of time maintaining relationships with teachers and community partners. And then there’s usually a bit of data entry: booking field trips, compiling program stats.

3. **How did you find this position, and what made you a good fit for it?** I was a fellow in the MLA’s Connected Academics inaugural class, and one of the things they required us to do was go on informational interviews. I knew I wanted to live in Connecticut, and someone suggested I check out the Stowe Center. My informational interview there gave me a great feel for the organization and also provided me an opportunity to demonstrate my abilities to the staff. The interview led directly to a part-time position as a museum educator, and then when the full-time Program Coordinator position opened up, my supervisor encouraged me to apply and I was hired! My experience as a teacher and writer, expertise in 19th century literature, passion for social justice and public access to the humanities, and ability to work collaboratively made me a good fit. This organization really was a perfect match for me as a thinker and a worker – I feel very fortunate to have navigated my way here.

4. **How did graduate school help you prepare for your own career?** In retrospect, I realize that one of the most important skills I learned was the art of facilitation – the ability to engage in and sustain productive conversations with all sorts of people. English PhDs are great at this! We talk with our students, our peers, our professors, our administrators, our families – we encourage critical thinking, and we learn how to adapt our approaches depending on the needs and interests of our audiences. This is a skill that is incredibly valuable in a variety of career options. On a practical level, I supervised the *Lehigh Review* journal for several years, which allowed me to expand my abilities and relationships outside of the English department. And on a personal level, my professors Michael Kramp and Jenna Lay and my fellow classmates Emily Shreve and David Fine provided incredible support, encouragement, and resources throughout my time at Lehigh, but especially as I began considering career options beyond academia.

5. **What do you know now that you wish you had learned in graduate school?** Honestly, my time at Lehigh prepared me incredibly well for “Life Beyond Lehigh.” I do think graduate programs have the opportunity – and the responsibility – to better prepare their students for the exciting career paths that exist beyond the tenure track . . . but I also know that Lehigh’s English department is leading the field in developing those meaningful experiences for their grad students. If anything, I suppose I’d encourage my past self to think more about how my work could or should resonate with audiences outside academia. This is something I’ve come to know, but wasn’t something I frequently considered as a grad student.
Undergraduate Profile: Eric MacDougall

Eric MacDougall is a senior in the English Department whose academic interests show the dynamism of the major. He will be graduating in the Spring with majors in Cognitive Science as well as English, and the two interests work together for him. This is shown by his senior project in the Cognitive Science major, which will assess participant response to American regional dialects in terms of respondents’ ability to place where a dialect is from as well as their perception of the person speaking. He’s also working on a project with Dr. Ed Whitley, which has carried over from the summer, in which they are mapping data on gun violence from the past few years in the U.S. to create an easily interpreted visual rendering of where gun violence is concentrated. On the literary side, Eric favors Early Modern/ Medieval periods, and is writing his senior thesis on *Piers Plowman*, the Church, and property rights. This busy senior is also preparing materials to apply to graduate programs in English, so if you see him around the department wish him luck!

Kachel Prizes Winners
Angel E. Rollo, “Exploring the Determinants of HIV/AIDS in Youth in Sub-Saharan Africa”
Max Rosenbaum, “Nice Jewish Girl!”
Margaret Claire Herndon, “In the Center of Town (poem)"

Williams Prize Winners
Ava Bertone, “A Question of Feminine Sovereignty,” “Varied Representations of Christ’s Passion in Medieval Texts”
Cody Blattner, “This Is Halloween”
Emily Brown, “Beginning Again”
Roman Brown, “Thinking Past the Present”
Akeive Burrows, “The Boy Who Fell in Love with the Moon”
Melissa Carcione, “The Dangerous Impact of School Dress Codes”
Kaitlin Dyson, “The Hummingbird”
Thomas Golden, “Paradise Queered: Why Angels Are Having All the Good Sex,” “Eliza Wharton’s Revolutionary Coquetry,” “Welp! A Narrative”
Chelsea Hipwell, “Addressing the Medical Experience of Transnational Migration in the Latino Community of South Philadelphia”
Karch Klos, “Paris Climate Disagreement”
Hannah Leskow, “Chasing Sunshine”

Ryan Loftus, “Canvas,” “Our Locked Doors”
Eric MacDougall, “Cupid’s Companionship Marriage in Miltonic Literature”
Matthew McClain, “For the Street Sweeper, This Story’s Only Hero”
Alex Megerle, “Then Again”
Paige Pagan, “Melville’s Depiction of Homoe-roticism in Moby Dick”
Nicole Reisert, “Having It All”, “Tamed to Perfection”
Angelene Rizzo, “Crazy Like Us: How Wannabe Saviors have become Savages”
Haley Robb, “Women Teaching Women”
Faye Sheppard, “Till Death Do Us Part”
Wilberto Sicand, “Kendrick Lamar: The Unsung Black Historian of Modernity”
Kalyani Singh, “Colored Coded: How Policy and Prejudice Continue to Drive Residential Segregation”
Laurel Stanley, “The Chronicles of My Disorder Eating”
Hyeji Suh, “Thirsty for Water, Thirsty for Change”
Alexander Van Heest, “Epic and Pastoral Modes in Milton’s *Lycidas* and *Paradise Lost*,” “From ‘Degradation’ to ‘Idagay”’
Timothy Wagner, “From Above”
PRESENTATIONS


Caitlin Edwards presented, “‘Direct Action’ in the First Year Writing Classroom: Learning through the Literature of Protest” at the Pennsylvania College English Association Conference in Bethlehem, PA, March 2018.

Robert Fillman organized and participated in a poetry reading and panel discussion: "'was is / a poet—if any / exists?': Poets and Building Community" at the Pennsylvania College English Association Conference in Bethlehem, PA, March 2018.


Dashielle Horn presented “Protestant Nunneries and Spinster Utopias” at the British Women Writers Conference at UT Austin, April 2018.

Sam Sorensen presented, “‘Three K’s, Two A’s in AmeriKKKa’: Joey Bada$$ and Locating Resistance” at the NeMLA Annual Convention in Pittsburgh, PA, April 2018.
GRADUATE STUDENT PUBLICATIONS


Robert Fillman’s article "Toward an Understanding of Helene Johnson's Hybrid Modernist Poetics" has been accepted for publication and is forthcoming in Volume 61.1-2 of The College Language Association Journal. His chapbook November Weather Spell was a finalist in the Keystone Chapbook and the Cathy Smith Bowers Chapbook Contests, and will be published by Main Street Rag Publishing Company in 2019. His full-length poetry manuscript House Bird was a finalist for the 2018 Gerald Cable Book Award at Silverfish Review Press. His poem "Dumping Leaves" won Third Wednesday's 2017 annual poetry contest. His poem "Commercial for a Midlife Crisis" was selected for inclusion in Crack the Spine Literary Magazine's 2018 print anthology (Vol. XVII) and was nominated for a 2018 Best of the Net Award at Sundress Publications. In 2018, he published the following poems: "Palimpsest" in Cumberland River Review, "The Way Home from Meet-the-Teacher Night" in The Aurorean, "The Science Teacher" in Canary: A Journal of Environmental Crisis, "Recess" and "Roll Call" in Gravel, "Crows Siren" in Common Ground Review, "Summer Ending" and "Hunting Season" in Innisfree Poetry Journal, "Day Breaking" in Mud Season Review, “Superstition” in Tar River Poetry, and "Every night after supper" in Typehouse Literary Magazine. He also has several poems forthcoming in the following publications: The Aurorean, Canary, Poetry East, and Sugar House Review.

Jimmy Hamill’s article (co-written with Chelsea Fullerton and Scott Burden from the Pride Center), “Intersectional Praxis in Higher Education and Student Affairs Supervision” in Intersectionality & Higher Education, 2nd. ed. through Peter Lang, Inc.

Sarah Heidebrink-Bruno has two encyclopedia entries (about 500 Days of Summer and Never Been Kissed) forthcoming in The Encyclopedia of Sexism in American Cinema.

Dashielle Horn’s article, “The Role of Empathy in Teaching and Tutoring Students with Learning Disabilities” a forthcoming in the January issue of Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture.