

The Drowning

SPRING 2015

UPCOMING IMPORTANT DATES - Spring 2015

April 10	Last day for May doctoral candidates to deliver advisor approved dissertation drafts to Dean
April 14	Last day to drop a class with a "W"
April 6-17	Registration for Summer and Fall
May 1	Last day for May doctoral candidates to complete all degree requirements
May 1	Last day for May masters candidates to electronically upload thesis and deliver final paperwork to the Registrar's office
May 1	Last day of classes
May 1	Last day to drop a class or withdraw with WP/WF grades
May 5	Final Exams Begin
May 13	Final Exams End
May 18	University Day Commencement
May 19	Grades Due

2015 Graduate Student Appreciation Week

Monday, April 7

Ice Cream Social at Mountaintop from 6:30 to 7:30 p.m.

Tuesday, April 8

Pizza Taste Off at Lamberton from noon to 1:30 p.m.

Wednesday, April 9

Dean's Awards Reception, Wood Dining Room, Iacocca Hall, from 12:00-1:30 p.m.

Thursday, April 10

Paraffin Hand Dip and Hand Massages at Packer House from noon to 2:00 p.m.

Saturday, April 12

Graduate Student Picnic at Saucon Village from noon to 1:30 p.m.

Go to Graduate Life web site for future updates for Graduate Student Appreciation Week at <http://gradlife.web.lehigh.edu/>

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Congratulations to Alicia Clark-Barnes, Jeremy M. Davidheiser, David J. Fine, Dashielle Horn, co-organizer, Laura Kremmel, co-organizer for the success of the Literature and Social Justice Graduate Conference.

Alumni News . . .**Featured alum: Jamey Gallagher**

I'm the guy in the middle.

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 received my PhD in 2011. I studied Rhetoric and Composition at Lehigh (in addition to a lot of other things), and I am still very much a rhet/comp person.

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.

I am an assistant professor, and assistant director of an innovative basic writing program, at the Community College of Baltimore County. I landed this job directly after getting my PhD, so it's the only place I have taught since Lehigh. I teach English 101, 102, and developmental English classes. This coming year I hope to teach Native American Literature (we have no Native American Lit expert) or a class on teaching writing. Usually, we have 20-22 students per class. In the smaller, basic writing sections of classes we have only 10 students.

We're a community college, so these are first- and second-year courses. Our classes are fairly large—26 students in our composition classes, 23 in the online courses.

3) Please describe your experience while at Lehigh University (including faculty and other grad 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?

My experience at Lehigh was not typical. I was a commuting student, so I didn't spend a lot of extra time on campus. I was already focused on teaching in a community college, and I got what I needed from my mentors at Lehigh. Both Ed Lotto and Barry Kroll were hugely helpful in guiding me toward material I needed and pushing my ideas forward. I had great classes with Deep Singh, Betsey Fifer, Seth Moglen and others. From the start I was focused on composition, and a bit older than most other students, and I think both those things helped ground me.

My connections with other students, especially Christy Wenger and Heather Urbanski, have been beneficial. Christy and I, who shared dissertation drafts, continue to share writing and talking at conferences. I think the most beneficial ideas I carried over from my time at Lehigh have to do with rhetoric (especially Barry Kroll's focus on "rhetoric as an art of peace") and place-based theories, which Ed Lotto helped me understand better. I have modified and continue to use at least one of the assignments we did in the practicum, so that has paid off.

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

This question is too easy: teaching! My students are a fascinating bunch. I like getting into the classroom, getting students talking and thinking, finding new essays to read with them and new ideas to explore with them. I love reading student writing (really—I do) and seeing students develop as writers and thinkers. I learn from my students every semester.

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 feel like a fraud giving advice, but I'll do it anyway:

Take some composition courses, because you'll probably be teaching writing.

Make connections with at least one other person whose opinion you value. Share writing.

It's ultra-competitive out there. More than a hundred qualified people apply for each open position at the community college at which I teach. This is not a piece of advice, but it's true.

Look to current composition pedagogy. There's interesting stuff happening out there.

Teach in as many settings as you can. Find your place.

On starting a new job: take advantage of opportunities but don't burn out.

PRESENTATIONS & PUBLICATIONS

Catherine (Katie) Burton presented her paper "Species Indeterminacy in Richard Marsh's 'The Beetle'" at the Victoriaus Institute Conference, Charlette, NC, October 24-25, 2014.

Matthew Chelf presented his paper "The Blithedale Romance: Sympathy, Industry and the Poet at the South" Atlantic Modern Language Association (SAML), Atlanta, GA, November 7-9, 2014.

Matthew Gasda presented his paper "Polyphony of the Polymath" at the Graduate Conference at Massachusetts for Interdisciplinary Renaissance Studies, University, UMASS-Amherst, MA, October 11, 2014.

Matthew Gasda presented his paper "The Eternal Soul and City" at CUNY, Abiding Cities Conference, New York City, NY, November 13-14, 2014.

Dashielle Horn presented her paper "The Protestant Nunnery: Richardson's Take on a Proto-Feminist Term" at the East-Central American Society of Eighteenth-Century Studies Conference at the University of Delaware, November 6-8, 2014.

Jenny Hyst presented her paper "Zora Neale Hurston's Gospel of Janie in *Their Eyes Were Watching God*," at the Modernist Studies Association, Pittsburgh, PA, November 6-9, 2014.

Laura Kremmel presented her paper "When Death Gets Away: Locating the Gothic Corpse beyond Medical Spaces" at the Locating the Gothic, Limerick, Ireland, October 22-25, 2014.

James McAdams presented his paper "Internet Culture and The New Sincerity" at the Mid-Atlantic Popular & American Culture Association, Baltimore, MD, November 6-8, 2014.

James McAdams published "'Monstrous Ideas in Glass Cases': Charles Simic, Heidegger, and the Revision of Tragedy," https://theapollonianjournal.files.wordpress.com/2015/01/ta-1-2_mca.pdf

James McAdams published "'He and His Woman': J.M. Coetzee, Elizabeth Costello, and Bakhtinian Polyphony" in *The Lives of Animals*, <http://wreckparkjournal.com/jamesmcadams.html>

Edward Simon presented his paper "An Undiscovered Country: Directional Poetics and Early Modern British Imperialism," Sixteenth Century Society and Conference, New Orleans, LA, October 16-19, 2014.

Edward Simon presented his paper "Milton's Covental Ambivalence and the Invention of America" at the Modern Language Association, Vancouver, Canada, January 8-11, 2015.