

Pen & Pixels

Notes from the English Department



GREETINGS FROM THE DEPARTMENT CHAIR

Dear Friends of NDSU English:

It is my pleasure, after a four-year hiatus, to re-inaugurate the *Pen and Pixels* newsletter and reach out to old friends and new to share news of the NDSU Department of English. As this issue will show, 2018 was a rewarding and productive year, and I am pleased to tell you more about our work.



After weathering university-wide budget cuts and the loss of many outstanding faculty (including most tragically, Amy Rupiper-Taggart, who died of cancer in 2017), the department is in a rebuilding phase. With the addition of professors Holly Hassel, Mary McCall, and Dan Kenzie, as well as myself, we have thirteen excellent faculty, who will be joined by another faculty member in 2019-2020, and we hope more in future. While focusing on our graduate program and furthering our new creative writing minor, we have also been strategic planning. We have settled on six broad goals to achieve in the next five years. We aim to: 1. become the leading English MA program serving regional needs, 2. become a nationally known interdisciplinary rhetoric, writing, and culture doctoral program, 3. become a nationally recognized writing program, 4. promote a research culture within the department and facilitate and encourage scholarship and creative activity, 5. engage in intentional, coordinated university, local, and international outreach--

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The Buzz

-- and 6. cultivate a vibrant English Studies undergraduate program. We invite you all to join us over the next five years as we roll up our sleeves to achieve this vision of ourselves.

In addition to all of the accomplishments narrated in the coming pages, I would like to highlight the fourth annual campus-wide Showcase of Student Writing, created and managed by First Year Writing Director Lisa Arnold and Upper Division Writing Director Bruce Maylath. Other highlights include our undergraduate capstone course, which continues to flourish under the tutelage of Emily Wicktor, and our growing graduate program, led by our Graduate Director, Verena Theile. Kelly Sassi has also taken our National Writing project branch to new levels through impressive grants, and our literature faculty, Sean Burt, Anastasiya Andrianova, Adam Goldwyn, and Alison Graham-Bertolini, continue to enjoy much research and teaching success.

I thank you for your continued interest in the NDSU English department and invite you to keep up with our news by following us on Facebook, Twitter, and Instagram under NDSUEnglish. Please also feel free to link your own relevant posts to ours with the hashtag #NDSUEnglish. For those of you interested in supporting our work, we are always looking for sponsors and mentors for our new undergraduate internship course, and you may also financially contribute through the donation portal at the end of the newsletter. Our students, faculty, and staff thank you for your support.

On a personal note, as a new chair and new colleague, I have felt welcomed into and invigorated by this wonderful community of students, scholars, and supporters. I am looking forward to getting to know you all better in the coming years and promise to keep you updated on all of our news through regular social media posts and *Pen and Pixels* publications. I also welcome your feedback and ideas by email at r.weaverhightower or phone at 701-231-6587. Please feel free to contact me any time. Thank you, and all the best,

--Rebecca Weaver-Hightower



Graduate Student Spotlight:

First year MA student: Alexandra (Ali) Froslic

Where did you receive your undergraduate degree and what is it in?

I received my BA from Concordia College in May 2018. I majored in English with a concentration in writing, and I also have a minor in religion.

What are your research interests?

I'm fascinated by the intersections of religion and literature. I'm still figuring out the particulars of my research interests, but I anticipate they'll fall somewhere in that general field.

Where are you originally from?

I grew up in Dilworth, MN. I convinced myself I needed to go far away for college, but I ended up at Concordia. I then convinced myself I needed to go far away for grad school, but I ended up at NDSU. Despite my preconceived notions of where I needed to go to school, I have found that great opportunities sometimes appear right in your backyard. Fargo-Moorhead has an abundance of awesome schools and opportunities, and I am happy to still be here!

What's a fun fact about yourself?

I have a long history of strange musical theatre roles—everything from a villain named Lutfisk Joe to a literal French fry.

What advice do you have for current students?

Ask questions, even if you think they might sound strange or unintelligent (I also need to remember this advice occasionally).

What are you currently reading?

I've been poking away at David Sedaris's *Theft by Finding* and V.E. Schwab's *A Darker Shade of Magic*. Both are very good, and I look forward to finishing them... someday!

Meet Dr. Holly Hassel, the newest member of the NDSU Department of English. A native Minnesotan, Hassel earned her BA and MA in English from St. Cloud State University and her PhD in English from the University of Nebraska-Lincoln. After completing her PhD, Hassel started a position at the University of Wisconsin-Marathon County (recently renamed UW-Stevens Point at Wausau), where she taught as a faculty member for sixteen years. After the UW system restructure, Hassel decided it was time for the next phase in her career, and looked to return to her roots. She stated, “I was interested in a position that would bring me somewhat closer to that area, and the job responsibilities focused on writing, rhetoric, and culture as well a position emphasis on writing program administration and research”. In regards to Fargo and NDSU, Hassel stated, “so far I love the community, and my new colleagues!”

Introducing... Dr. Holly Hassel!

In regard to her research interests Hassel reflected that they, “fall into several different areas. I am particularly interested in the profession of teaching writing in higher education, specifically as it relates to the access mission of two-year colleges, which are an important pathway to college for nearly half of all college students in the US”. She continues stating, “Most areas of my work are informed by feminist principles, pedagogy, and theory, though these cut across different parts of my work”. Hassel furthered that much of her work focuses on making areas of the discipline available to a wide range of students through the concept of “threshold concepts” (ala Meyer and Land).

When asked what advice she had for current students, Hassel stated, “In terms of making decisions about their educations, I think it’s important for students to pursue what they love—and also to take risks and try new kinds of intellectual activities. My advice for students is to balance the passion they have for something with putting in the emotional and intellectual effort to try new things that may not feel comfortable or easy at first”. She also seconded JK Rowling’s advice on failure, in that you emerge more knowledgeable after. In order to get to know Hassel a bit further, she was asked to speak about a fun fact, and responded that, “For the last 11 years I have co-directed a week-long academic summer camp for kids grades 4-9 called “Wizarding Academy.” We create a Hogwarts immersion experience where kids are ‘Sorted’ into their house, earn points for challenges and interdisciplinary projects, and compete for the House Cup—as well as play Muggle Quidditch and close the week with the Quidditch World Cup! I’m planning on starting a one-day camp here at NDSU, so pencil February 18 into your calendars!”

She also added that her favorite films have zombies, sharks, or aliens in them, which seems to be something many of us can relate to.



“I am looking forward to bringing my years of teaching, service, editing, & research expertise in teaching in the two-year college to the classroom in the English 758 course next semester!”



Young Adam (2002) pictured here at the oracular temple of Delphi.

Dr. Adam Goldwyn, in the summer of 2019, will be hosting a study abroad trip to Greece for any interested English majors and NDSU Students. When asked about the influences behind the trip, Goldwyn said, “since my first trip to Greece was through a foreign exchange program when I was an undergraduate, it is a particular pleasure to be able to return there leading a course of my own: English 379/692, “The Meaning of Greece: Myth to Modernity,” from May 17 to June 2. What makes the country special to me is that it shows us the many ways in which we are linked to the past: the Parthenon was built as an ancient Greek temple in the fifth century BCE, but then became a church, a mosque, and even an army base before its present status as a museum. Who knows what other functions it will hold in another 2,500 years?” He furthered that much of the trip will take place beyond the capital, which includes a few places that are special to him: Nafplion, Nafpaktos, and Meteora.

When asked what makes this trip unique, Goldwyn said, “What makes any humanities course interesting is the ways in which it encourages us to encounter others, whether through a book, a work of architecture, or some other piece of cultural production. Greek literature takes us into the minds and lives of Plato, Aristotle, Alexander the Great, and Euripides, people far removed from us in time and space, but whose lives and works still influence us both in terms of art and literature but also in terms of politics, worldview, and identity. What makes study abroad such a valuable experience is that it allows us to meet other places and other people and, thus, to see ourselves through new eyes”.

The course is open for enrollment through February 1; more information can be found on NDSU’s Study Abroad webpage.

Introducing... Dr. Daniel Kenzie!

Hired in 2018, Dr. Daniel Kenzie considers his primary specialties to be in professional and technical writing, rhetoric of health and medicine, and disability studies and he is “particularly interested in where the three intersect.” This is great news because he has received a full-time position in the pharmacy practice department at NDSU. His primary responsibilities will be to develop and teach the new UDW course, but he’ll also potentially serve as a resource for writing in the department and perhaps the College of Health Professions.



With this new role, Kenzie will serve on or chair dissertation and thesis committees in English *so we get to keep him around!* Staying active in his field and with current graduate students will only enhance his work for pharmacy. Next semester, Kenzie is slotted to teach a new upper-division writing course aimed at pre-pharmacy students that will combine elements of Writing in the Health Professions and Writing in the Sciences. When asked if he had any advice for students, Kenzie said, “Follow what drives you, but also stay open to new experiences, and try not to let one get in the way of the other.”



AcaSheMia West--

The English Department and Pen & Pixels is proud to introduce and spotlight the faculty band *AcaSheMia West*.

AcaSheMia West is a continuation of a musical group Founded in Wisconsin by Dr. Holly Hassel, recently joined by some notable names of the English department faculty including Dr. Emily Wicktor, Dr. Alison Graham-Bertolini, and Dr. Lisa Arnold. When asked about the origins of AcaSheMia West, Hassel had this to say: “Some friends and I enjoyed getting together, writing parody lyrics, or creating original feminist rock anthems and pooled our creative, musical, lyrical, and videography/filmography talents for various purposes—some just funny commentary, some more serious protest songs about some of the political decision-making in the state”.



Faculty members of AcaSheMia West from left to right: Dr. Wicktor, Dr. Hassel, Dr. Bertolini, and Dr. Arnold.

After relocating to Fargo, Hassel struck up a conversation in the summer with Bertolini who told her that she had previously played bass in a music group. Hassel further described a series of conversations that emerged between Wicktor, and Arnold, both of whom also had some musical training and enthusiasm for feminist praxis, and AcaSheMia West was born right here in Fargo.

Hassel said, “Our initial musical efforts have continued the AcaSheMia tradition of rewriting historically masculinist rock and roll anthems into feminist takes on academia (such as this rewrite of AC/DC’s Back in Black reimagined as a return from winter break to the start of spring semester). Dr. Wicktor floated the idea of “Welcome to the Archive” as a rewrite of Guns N Roses’ “Welcome to the Jungle”, which was followed by redoing “Hair of the Dog” (Nazareth) as “Modernist Text.” Our current focus is doing a straight cover of “Head over Heels” by the Go-Gos as well as songs about the MLA convention, serving as committee chairs, and other academic topics.”

Most recently AcaSheMia West has been working on an arrangement of “Mary, Mary” (performed and written by the Monkees originally and then remade in the 80s by RUN DMC) as a celebration of various important authors and scholars named Mary.

Follow AcaSheMia West on Social media! @AcaSheMiaWest

At the beginning of the fall semester, members of the English Department attended the AHSS awards day and celebrated the English major scholarship winners—*Pen & Pixels* asked a few of them to comment on the contributions these scholarships have to the furthering of their education.

--Rowshan Chowdhury (MA student):

“Besides financial benefit, this scholarship has contributed to enhance my trust in my ability in academic realm. As a person of literature, I feel tremendously motivated by this recognition to pursue for a PhD in Literature and continue my career in teaching-- Moreover, this scholarship reduced my financial concern in a certain level because, as an international student, it is already challenging for a graduate student to bear the high expenses. Thus, it is definitely a great initiative on the part of the donors and NDSU authority to promote and encourage students that ultimately plays a significant role in making students’ academic and professional career.”

--Shaibal Devroy (MA student):

“Confidence, Recognition, and Aspirations! These are the three words explain the impacts the Richard L. Johnson Scholarship brought in my academic life-- The Department of English by awarding me this prestigious scholarship implanted in me the confidence of being more successful as it recognizes my current scholarship and academic works. Simultaneously, it creates a sense of being socially responsible and to be academically aspirant to achieve something big and greater. **The scholarship has given me a ground to stand strong and a springboard to aspire for my next achievements.**”

--Rio Bergh (MA student):

“Scholarships mean a lot to someone like me. They are the reason I had the opportunity to attend university. They are the reason I can chase after intellectual pursuits without accruing insurmountable piles of debt. However, they mean more than money, too. I received the Pamela O’Connor Memorial Scholarship for excellence in writing from NDSU’s English department. Did it pay all of my bills? *No*. But while the money attached to scholarships helps in a tangible sense, scholarships also provide validation. Scholarly work is idiosyncratic, and can sometimes feel isolating, but it is valuable. And scholarships dedicated to excellence in writing and research are a much-appreciated nod of recognition to such work.”

Graduate Student Spotlight: Second year PhD student: Amanda Watts



What are your research interests?

My key concerns are the way we write in the cultural heritage professions and how we collaborate with source communities on global heritage projects.

Where are you originally from? Can you speak to your journey/what brought you to Fargo? I moved to Minot, ND, from Chicago in elementary school. I spent years in Boston, London, and Kabul, always returning to Minot in between. When searching for a PhD, I was looking for a place that I would enjoy living and a department full of diverse and exciting research interests where the “odd” research projects were welcome and encouraged. You’d be surprised how hard that is to find! When I came to NDSU, the Chair of the English department was an architect and a high percentage of the faculty had dual appointments in multiple departments. Interdisciplinary studies aren’t the exceptions here!

How do you like NDSU, Fargo, and grad school so far? This program has given me so many more critical evaluation tools to approach the complex issues in cultural heritage ethics and practices. I’ve lived in major urban centers for most of my adult life, and I love the perfect mix of small town scale yet everything I could ask for in events, cuisine, and amenities. The community is active with events year round and the culturally minded community supports natural grocers and great restaurants. I can hop in the car and be in downtown within moments, get a poke bowl or Thai rolled cream and shop at some great boutiques before heading to West Fargo to get my weird mushroom health beverages. We are truly blessed here.

Introducing... Dr. Mary McCall!

Meet Dr. Mary McCall, another new member of the NDSU Department of English. A New Jersey native, McCall loves both The Boss and Diners. She said, “Graduate school and now working for NDSU has lured me to the Midwest, which is winning me over with tater tot hot dish and beer cheese.” By receiving her BA with a creative writing minor at Fairfield University and MA and PhD in rhetoric and composition from Purdue University, McCall offers a new outlook to both the field of technical writing and UX (user experience). In regard to research McCall stated, “My research interests include professional and technical writing, writing across the curriculum, and women’s, gender, and sexuality studies, with an emphasis on the intersections between gender and identity development within engineering.” With these research skills, McCall is equipped to teach introduction to writing studies, user experience and usability, technical writing, and composition theory. Though these are not the only skills she has as her “fun fact” would imply— “In 2015, I published my first chapbook, *Singing with Sirens*. Many of the poems were inspired by my love for the ocean and visiting my grandparents’ shore house each summer.” When asked about how she likes NDSU McCall said, “I love the school spirit at NDSU and how earnest, thoughtful, and funny NDSU’s students are. The Jersey girl in me has fallen in love with Kroll’s and their knoephla soup and Sons of Norway’s free-pie Thursdays. I’m also proud to have lived through my first Fargo winter, which makes me realize that ‘Only the strong survive’ doesn’t apply just to New Jersey.”



16TH ANNUAL MARCH 1-2 NORTH DAKOTA STATE UNIVERSITY
RED RIVER GRADUATE STUDENT CONFERENCE

FEAR and PARANOIA: Forging Meaning in Chaotic Times

The Scholastic Scholarship \$

The English department is proud to announce a new scholarship sponsored by the Red River Valley Writing Project and Plains Art, with the goal of attracting incoming students interested in English to the English department at NDSU. The scholarship is called the “Scholastic Scholarship”, and was made possible by the efforts of English Department Associate Professor, Dr. Kelly Sassi. The Scholastic Scholarship is a \$600 scholarship for incoming students. It is reserved specifically for North Dakota residents and students have to be named Gold Key winners to apply. Applications will open on September 1st of each year, with a deadline being that coming February.

Alumni In Action



Jordan Engelke – Communications Coordinator/ Florida

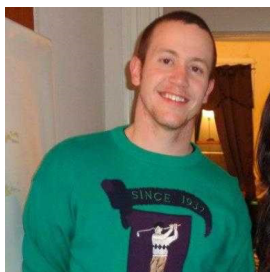
Since graduating with her BA in 2015 with a degree in English and minor in Women and Gender Studies, Jordan Engelke has moved from coast to coast first to attend graduate school in Washington State then to start a job in Florida. In Florida, Jordan works as Communications Coordinator for a company that makes software for the national public safety industry.

In this position, she writes press releases, develops marketing and branding strategies, manages the site, and hosts a bi-weekly employee-writing workshop. Jordan explains, "...the research and web writing skills I learned throughout my education have proved to be quite applicable in a private-sector career!" In reflecting on the impact her NDSU education had on her life, Jordan says, "I am most grateful for the people at NDSU (shout out to Verena Theile, Alison Graham-Bertolini, and Emily Wicktor!) These awesome folks helped grow my love for research, writing, and learning... The opportunities I had at NDSU were available to me due to the smaller size of the department and the professors' time and attention to my educational and professional development."

Justin Atwell

-- Instructor/ University of Colorado—Boulder

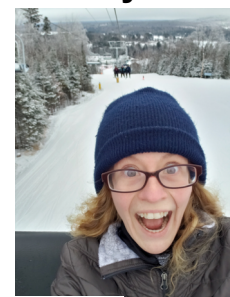
Justin Atwell received his PhD in rhetoric, writing, and culture from NDSU in 2017. Atwell explains his trajectory at NDSU in that he calls himself a "Boomerang Kid." He completed his BA in English at NDSU, left to get a Masters degree in literature at Iowa State University, and then came back to complete his PhD. Currently, Atwell serves as an instructor in the Program for Writing and Rhetoric, working on the Upper-Division Curriculum Committee at the University of Colorado-Boulder. While his primary duty is teaching, Atwell makes time for professional activities as well such as presenting at the International Writing Across the Curriculum Conference this last summer. Atwell explains that the program at NDSU prepared him for a career in academia. He "gained valuable knowledge about the service component of academic work" and "...many opportunities for individual mentorship through research assistant positions I held and informal mentoring from faculty that helped me better understand how to go about research, write it up, and get it out there through conferences and academic journals." Looking back, Atwell is grateful for the size of the institution and department in that "there are ample resources and opportunities for growth in coursework, teaching, service, and research, but the program's not too big that one gets lost in a sea of other grad students...I was part of something as a member of the department..."



Abigayl Fincel -- Gate City Bank/Fargo

Newly graduated last May, Abby Fincel explains "the English Program [at NDSU] provided me with skills for success in my goals."

Fincel attended the NDSU English Master's Program from August 2016 to May 2018 and received her MA in English Literature. Fincel came to NDSU with an interest in teaching and writing. She reflects, "The program gave me the opportunity to learn about teaching and to take on a few writing classes." Currently Fincel works at Gate City Bank in Fargo; and while her current job doesn't involve teaching, it does involve writing and creating templates for letters sent out to customers. In thinking about the skills that the NDSU English Program helped hone, Fincel says, "... the time at NDSU helped me grow as a writer in ways that I have been able to apply to my creative efforts."



English 467: English Studies Capstone Experience

Every Fall semester, soon- to-be graduates of the NDSU English Program take English 467: English Studies Capstone Experience. Dr. Wicktor, the Capstone Instructor, explains that the course “is meant to serve as a ‘capper’ to the NDSU BA or BS English degree.” The course encourages students to consider life after college by having them complete a small goals project. This helps students identify what drives them, what compels them to succeed, fosters a bonding experience for the student cohort, and positions English students as dedicated to a wide-variety of post undergraduate futures. These goals and plans largely inform the central work of Capstone, which is a semester-long, student-designed research project. The “capstone students remain deeply committed to the English Department’s mission statement, particularly in that their projects reveal their authentic desire to participate ethically in civic and professional life.” Furthermore, the projects students’ produce cover a wide array of topics ranging from “critical, cultural, creative, and literary analysis.”

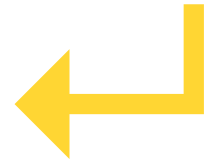
After producing their student designed research project, students turn to creating a portfolio that reflects on projects produced in required English major courses and that assesses their learning for the degree. By the end of Capstone, students will have not only produced a research project of their own design, but this final e-portfolio will also serve as a public-facing collection of creative and critical work that sharpens, clarifies, and translates the “work we do” as English majors. In the words of one capstone student, “Every part of the Capstone experience has been constructive and informative. I could not have asked for a better mentor in Dr. Wicktor and I could not have asked for a better Capstone experience.”



(L to R: Rhianne Bowman, MarJenna McWilliam, Adelina Luzha, Jared Haberman, DJ Myers)



(L to R: Vanessa Rickertsen, Benjamin Pitkin, Carly Hansen, Adam Idso, Amy Speiser)



Axel Twenge: "Access and America: Racial Performance and White Voice in Boots Riley's *Sorry to Bother You*"

How would you describe the capstone experience? **I would describe my Capstone experience as excellent. The actual in-class meetings, along with my writing group, helped to relieve my project related anxiety. And I could not have asked for a better mentor in Dr. Wicktor.**

What is your Capstone project about?

Essentially, I focus on how racial performance manifests itself in the film and how that performance grants access into the upper echelon of white society. It is impossible to understand whiteness without addressing blackness and this film does a phenomenal job of articulating complex racial issues through a tilted frame of reality. The film utilizes magical realism and dark comedy to satirize capitalism's direct influence over the inequality of access and race relations in a retrograde American dystopia. I argue that this film is pertinent to the current socioeconomic landscape, but it is also a trans-historical text that can be applied to future, and previous, decades in America.

DJ Meyers: "Strictly 4 My N.I.G.G.A.Z?: A Look at the N-Word Today from an African-American Rhetorician Perspective"

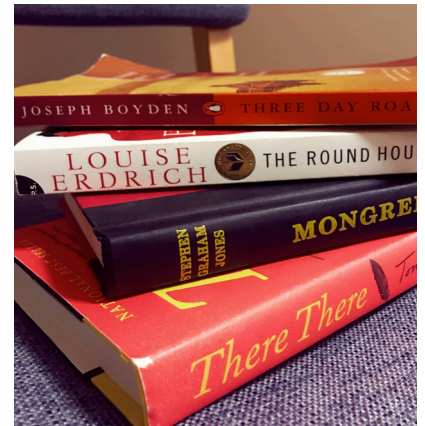
How would you describe the capstone experience? **My Capstone experience has been more than I could imagine—Being a non-traditional student and returning to NDSU was a daunting task, but ending on such a high note was better then I could have imagined. Having Dr. Arnold for my mentor was unbelievable and Dr. Wicktor’s instruction of the course was great—It was all around an awesome experience.**

What is your Capstone project about?

The N-Word is one of the most controversial words today in the English language. My project centered around the use of the word, specifically on college campuses in the United States. Overall I looked at two specific instances of white students using the word that was captured on social media: The 2015 SAE fraternity incident and the Virginia Tech Women’s Lacrosse Team incident. For the majority of my project I did a case study by contextually analyzing these incidents individually by looking at the history behind them and the specific aspects of the situation for these two incidents.

Undergraduate Highlight—Up and coming Capstone students!

This fall 2018, a combined 21 undergraduate and graduate students enrolled in Dr. Alison Graham-Bertolini's English 474/674 Contemporary Native American Literature. This influential course inspired all 21 students to research and discuss various aspects of Native American Literature. When asked about inspirations behind the course, Bertolini stated, "I was inspired to create this course after encountering a diverse selection of contemporary novels written by Indigenous authors that defy the narrative conventions of what is typically considered 'Native American Literature.' I found myself reading incredible gothic fiction, detective fiction, sci fi, cli fi, and horror, all of which were written by indigenous authors, and all of which spurred me to reconsider the ramifications of what constitutes Native American lit and what it means to be a Native American writer."



Bertolini further notes, "I also wanted to expose students to some of the diverse methodologies that inform these works—from Native American critical theory, to poststructuralism, to communalism, to the reshaping of oral tradition and cultural stories." Bertolini also supplemented the course with various critical articles by leading Indigenous scholars such as Paula Gunn Allen, David Truer and Simon Ortiz, which she explained, "help us understand the complexity and range of Indigenous narrative worlds. These texts make it clear that seeing Indigenous cultures as "vanishing" or "collapsing" both controls historical narratives of the past and erases the continued presence of Indigenous Americans as brilliant creators of diverse and thought-provoking contemporary literature."

In addition to reading the poetry of Layli LongSoldier this semester, students in English 474/674 have read the following novels: *There There* by Tommy Orange (Cheyenne); *Three Day Road* by Joseph Boyd (Métis); *Riding the Trail of Tears* by Blake M. Hausman (Cherokee); *The Round House* by Louise Erdrich (Anishinaabe Chippewa); and *Mongrels* by Stephen Graham Jones (Blackfeet). Bertolini stated, "In the next iteration of the course I will also assign Cherie Dimalines's *The Marrow Thieves*, about an apocalyptic future Canada."

Throughout the course students have discussed many interesting topics stemming from the plots and characters of these texts—from American Indian boarding schools designed to "assimilate" native children by removing them from their families, to the Trail of Tears, to the Wendigo, to Native occupancy of Alcatraz Island in 1969-1970, to the Little People of Cherokee Culture, to the importance of storytelling, to the ongoing problem of violence against native women and the lack of sufficient laws to protect women on reservations. Bertolini further states that, "We've linked such discussions to current events such as modern day attempts at suppression of the native vote, to the water protectors at Standing Rock, to generational trauma, and to the appropriation of Native culture/images for team mascots and/or other forms of profit. The authors that we are reading are incredible at moving such discussions into a twenty-first century context." One student commented that, "This course gave me a lot of respect for my fellow human, and makes me more aware of how what I do, say, and write affects others, especially minority populations."

One other cool assignment required students to attend and reflect on a community event for which the focus is Native American culture. Bertolini explained that "So far, students have written about Louise Erdrich's Birchbark Books in Minneapolis, MN, exhibits of Native American arts and crafts at the Plains Art Museum in Fargo, and a mini-powwow as part of Indigenous People's Day at Agassiz School. My hope is that this assignment reinforces students' understanding that Native culture is alive and well, vibrant and thriving, in ND and MN and beyond."

Perhaps down the road, this class might become part of the new Tribal Indigenous Studies program in NDSU's college of Arts, Humanities and Social Sciences, headed by Dr. Michael J. Yellow Bird.

THE BUZZ: Honors, Publications, & Presentations

MA graduate **Krista Aldrich** published a book review in *Technical Communication Quarterly* on diversity in design, which evolved out of a project for Dr. Mary McCall's UX course.

Dr. Anastassiya Andrianova will present "Translations of Cavafy into Russian and Ukrainian" at the upcoming annual meeting of the Modern Language Association (MLA) 2019 in Chicago.

In addition, **Andrianova's** article "Teaching Animals in the Post-Anthropocene: Zoopedagogy as a Challenge to Logocentrism" will be published in the *Journal for Expanded Perspectives on Learning (JAEPL)*

Dr. Lisa Arnold published her article, "'Today the Need Arises' الحاجة تسمقذ اليوم: Arabic Student Writing at the Turn of the 20th Century." *Transnational Writing Education: Theory, History, Practice*, edited by Xiaoye You. Routledge, 2018: 95-111.

Arnold also presented her paper, "Materiality and Writing across Languages in Syria" at the Thomas R. Watson Conference on Rhetoric and Composition, in Louisville: October 2018.

PhD Candidate **Ibtissem Belmihoub** had an article written about her work for the World in Fargo-Moorhead, in *The Skrive*.

Dr. Alison Graham-Bertolini attended a two-week NEH-funded Summer Institute (July 22-August 3, 2018) at Carthage College, WI, titled "Women's Suffrage in the Americas." Participants sought to situate suffrage history in the broader field of women's studies, to build participants' familiarity with what is already known about women's suffrage history, and to share best practices for teaching intersectional, transnational women's history, all while collaborating about writing projects of their own.

MA student **Rowshan Chowdhury** presented a paper at the Society for the Study of American Women Writers triennial conference in Denver in November.

Lecturer **Ryan Christiansen** wrote and edited the rules for the board game *Title Bout II* published by Straight Jab Media, LLC.

Dr. Adam Goldwyn will present his paper, "Politicizing the Personal in Rae Dalven's *_Esther_* (1983) and *_Marriages Are Arranged in Heaven_* (1983)" At MLA 2019

Dr. Holly Hassel received a University of Wisconsin Colleges Summer Research Grant to complete a co-authored book-length manuscript *Materiality and Writing Studies: Aligning Labor, Scholarship, and Teaching* with Dr. Cassandra Phillips.

May 2018 saw the publication of a special issue of *Teaching English in the Two-Year College*, which **Hassel** edits, on academic freedom, labor and two-year college English.

THE BUZZ: Honors, Publications, & Presentations

Hassel collaboratively authored an editors' introduction with Dr. Amy Lynch Biniek whose biannual journal *Forum* appears as part of *TETYC*; "Col(labor)ation: Academic Freedom, Working Conditions, and the Teaching of College English," *Teaching English in the Two-Year College* and *Forum*, vol. 45, no. 4, May 2018, 333-337. With Professor Jill Stukenberg,

Hassel co-led a professional development workshop on writing across the curriculum at the University of Wisconsin System Faculty College, a four-day long workshop faculty retreat for faculty from across the UW System, held in June 2018 and sponsored by the UW Office of Professional and Instructional Development.

Hassel also led a June 2018 roundtable with Dr. Christie Launius, "Building Transformation into a Field: Introducing Students—and Teachers—to Women's and Gender Studies Threshold Concepts" at the 7th Biennial Threshold Concepts Conference, an international conference held at Miami University, Oxford, OH. She was also a co-keynote presenter with Dr. Leah Anderst at the CUNY Critical Pedagogies conference held in April 2018 at Laguardia Community College.

Dr. Bruce Maylath, led an NEH-funded full-day workshop, titled "Ethical Considerations: When Professional Writing and Translation Converge," at the University of Texas at El Paso, on March 23, 2018. The NEH grant and workshop were designed to help UTEP roll out its new Bilingual Professional Writing Certificate Program, a joint offering of the Department of English and the Department of Languages and Linguistics.

In April, **Maylath** published the book *Multilingual Writing and Pedagogical Cooperation in Virtual Learning Environments* (IGI Global). This anthology was co-edited with colleagues in Belgium, Denmark, and Spain and includes chapters by NDSU English PhD alumni **Heather Steinmann** (now on faculty at Western New Mexico University) and **Massimo Verzella** (now on faculty at Penn State at Erie).

In May, **Maylath** joined colleagues from Belgium, Denmark, Italy, Serbia, Spain, and the US in contributing to the panel presentation "Designing, Deploying, and Studying Internationally Networked Collaboration: The Trans-Atlantic and Pacific Project (TAPP) Model" at the 11th International Conference on Networked Learning, held in Zagreb, Croatia. Also in May, he joined colleagues from Finland, Spain, and NDSU's **Dr. Mary McCall**, and **Dr. Dan Kenzie**, in contributing to the panel presentation, "Integrating International Collaboration into the Curriculum: Preparing Future Graduates for the Global Workplace through Realistic Projects," at the 3rd Conference on Technological Innovation for Specialized Linguistic Domains, held in Ghent, Belgium.

PhD Candidate **Ashleigh Petts** received a Doctoral Dissertation Fellowship.

In April **Petts** presented her paper "Facilitating Cross-Cultural Collaboration in Professional and Technical Communication" at Academic Writing Across Cultures at the University of Belgrade, Serbia.

THE BUZZ: Honors, Publications, & Presentations

In addition, **Petts** presented three different presentations at three national conferences: “WPA-GO Anti-Racist Assessment Workshop” at Council of Writing Program Administrators (CWPA) Conference in Sacramento, CA; “Crafting a Rhetoric of Response: Making Sense of the West Virginia Water Crisis” at Rhetoric Society of America (RSA) in Minneapolis, MN. “Race, Linguistic Diversity, and Proposing Change: Towards an Antiracist Writing Pedagogy in Professional and Technical Writing” at the Conference on College Composition and Communication (CCCC) Annual Convention in Kansas City, MO.

English undergraduate student, **Nataly Routledge**, had an article published in the *High Plains Reader* about author P.S. Duffy’s reading at Concordia. Routledge read Duffy’s book in **Sassi’s** English 167 class.

Dr. Kelly Sassi, published a peer-reviewed book chapter titled, “Bending the Arc of Writing Assessment Toward Social Justice: Enacting Culturally Responsive Professional Development at Standing Rock” in *Writing Assessment, Social Justice, and the Advancement of Opportunity*, edited by Mya Poe, Asao Inoue, and Norbert Elliott, published by the University Press of Colorado and the WAC Clearinghouse in 2018.

The Red River Valley Writing Project (RRVWP), directed by **Sassi**, received a \$70,000 i3 grant to scale up the College, Career, and Community Writers Program in Turtle Mountain Schools during the 2018-19 school year. This program supports teachers in implementing source-text based argument writing in their classrooms and encourages the development of civic discourse and community engagement.

Sassi facilitated a roundtable session at the North Dakota Council for Teachers of English Annual Conference in Mandan, ND August 1-2. The session featured 10 roundtables led by teacher leaders of the RRRVWP and the Northern Plains Writing Project. **Caitlin Johnson**, an alumnae of the English Department, led one of the sessions and also won the Linda S. Christensen Award for New Teacher of the Year.

Sassi was one of 14 professors awarded a Transformative Teacher Education Fellowship from Arcadia University. Fellows convened on the Philadelphia campus July 7-14 for collaborative teaching, scholarship, and learning that support social justice work.

In addition, **Sassi** presented in two sessions at the National Council for Teachers of English Annual Convention in Houston November 15-18th: an MLA-sponsored session titled "Teaching Fraught Homeplace Histories: Stories from (and Approaches for) K-16 Classrooms" and "Fostering the Emergence of Personal Voice through Collaboration between Writing Project Sites and the Scholastic Art & Writing Awards". **Sassi** also serves on NCTE's Diversity and Inclusivity Committee.

MA student **Hannah Stevens**, presented her paper “‘I can get you anytime I want’: Violence as a Societal Commentary in the Slasher Film.” at the Film and History Conference held in Madison, Wisconsin, November 7th-11th, 2018.

MA students **Hannah Stevens** and **Lee Gullickson** had their proposals accepted for the 2019 Conference on College Composition and Communication (CCCC’s)—The theme of the conference is “Performance-Rhetoric, Performance-Composition”.

Dr. Verena Theile, was invited to submit an essay for The Brill Companion to the Devil and Demons

Dr. Emily Wicktor was nominated for a Governor's Awards for Excellence in Public Service, specifically the Zezula Award (One Who Helps).

In addition, **Wicktor**, presented "'She can do all this and still know that she is safe': Protected Futures, Sexual Pedagogy, and Victorian Pornography," at the Victorian Interdisciplinary Studies Association in Palm Springs, CA.



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We want to know where your research, writing, storytelling, etc., has taken you—In addition, we want to know where your initiative and ingenuity have taken your English degree. Send your stories to the *Pen & Pixels* editors, Krista Aldrich (Krista.aldrich.1@ndsu.edu) and Hannah Stevens (Hannah.stevenst@ndsu.edu).

For your story, please consider sending:

- A description of the event (*if applicable*)
- A picture
- A short biography