

## Inside this issue:

On the Upswing: 3  
Job Market in  
Spring

Reflections on the 5  
Job Market

Faculty Bookshelf 6

Faculty 7  
Achievements

Graduate 7  
Accomplishments

Alumni 8  
Accomplishments

Events 9

Calls for Papers 10

Calendar 12

### Important Dates:

Spring 2013 Grad-  
uation Application  
Deadline, Feb. 1

ETD Registration  
Deadline for  
Spring 2013 Grad-  
uates, Feb. 1

MA Exam Applica-  
tion Deadline, Feb.  
4

PhD Exam Applica-  
tion Deadline, Feb.  
4

Deadline to Submit  
Dissertation Draft,  
Feb. 15

Deadline to Submit  
Thesis Draft, Feb.  
26

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## Message from Graduate Director

As you will see, this month's newsletter is brimming with information on opportunities. It is the season for applications – to graduate programs, for fellowships, contests, awards, and the spring cycle of the job search. In my column, then, I want to highlight for you a couple of important deadlines. The first is the university Dissertation Completion Fellowship, due February 15. (See <http://www.grad.usf.edu/scholarships.php>). This is awarded annually, and so if you are not eligible this year, put it on your list to-do for when you are. We have had successful applicants in the past (Kyle Stedman!). I encourage you to apply.

The second is the Provost's Outstanding Teaching Award. Once again they have changed the guidelines, and this year they will be distributing awards in each of four disciplinary divisions: Arts and Hu-

manities, Education and Social Sciences, Health and Medicine, and STEM. Historically, our TAs have made a good showing in this award program, and again I encourage you to apply. These are due by Feb. 8!

You have a little more time to begin your applications for our own departmental awards, which are due March 15. I encourage you to review the requirements and to apply: <http://english.usf.edu/awards/>.

Finally, I want to draw your attention to a change in policy from the Graduate School (see page 2). While those in charge are still working on the logistics of this, they are now requiring all theses and dissertations to be run through a plagiarism detection program, such as SafeAssignment, before a student can graduate. The new dissertation/thesis approval form has a box where the major professor is to indicate that the dissertation or thesis has

been run through the program, and the shortened form of the report needs to be attached. If you have concerns about this process, I encourage you to write to me.

As always, please stay involved and keep us informed of your accomplishments. I hope you enjoy this information-packed newsletter.

### English Graduate Links:

**Graduate School  
Homepage:**  
<http://grad.usf.edu/>

**Graduate School Thesis/  
Dissertation Homepage:**  
<http://www.grad.usf.edu/thesis.asp>

**English Department  
Homepage:**  
<http://english.usf.edu/>

**USF Library Research/  
Consultation Request:**  
<http://asp.lib.usf.edu/Consultations/RSC.asp>

**Modern Language  
Association:**  
<http://mla.org/>

**University of Pennsylvania  
Call for Papers:**  
<http://cfp.english.upenn.edu/>

# Dissertation Completion Fellowship

**Deadline:** February 15, 2013

**Application/Nomination Process:** Direct from the applicant

**Selection Process:** A campus-wide faculty committee will rank the candidates and make recommendations.

**Award Specifics:** Stipend: \$15,000 (\$5,000 to be provided each semester). Duration: One academic year: Fall, Spring, and Summer. Tuition, Fees and Health Insurance: Tuition will be paid (9hrs. Fall, 9hrs. Spring, up to 6hrs. Summer) as well as students fees and health insurance.

## **Eligibility:**

- **Previous Registration:** Continually enrolled in a doctoral program since the original semester of admission.
- **Academic Standing:** GPA that is 3.5 or higher with no withdraws or I grades.
- **Course Requirements:** Must be completed PRIOR TO the fellowship application.
- **Preliminary Exams:** Must have passed written and oral qualifying exams and be admitted to doctoral candidacy PRIOR to the fellowship application.
- **Student Engagement:** Must be engaged full-time in the completion of the research and writing of the dissertation, including continued communication with the major professor.
- **Enrollment Requirements:** Must enroll full-time in Fall (9 hrs. ), Spring (9 hrs.) and can enroll in up to 6hrs. But no less than 2 hrs. during the semester of graduation.
- **Degree Completion:** To be eligible for the Fellowship, the completion of the dissertation must be a reasonable benchmark within the time frame of the Fellowship.
- **Outside Employment:** No Graduate Assistantships or other USF fellowships/scholarships or outside employment may be held during the award period without prior permission from the Graduate School.
- **Prior USF Fellowships:** Students that have received 5-year fellowships are not eligible for these awards.

For complete information visit <http://www.grad.usf.edu/scholarships.php>

## **New Graduate School Plagiarism Guidelines**

Plagiarism unfortunately continues to be a problem even at the graduate level. To that end we have taken the following steps:

a. In collaboration with the library, we have gotten a new set of more sophisticated plagiarism videos added to the library website (<http://www.lib.usf.edu/guides/avoiding-plagiarism/>). We encourage you to inform your students about this and encourage them to view these.

b. We are now requiring that major professors run their students' dissertations and theses through a plagiarism detection program, such as SafeAssignment or TurnItIn.com to check for any issues on that front. So, please download the new Certificate of Approval form that is available at <http://www.grad.usf.edu/student-forms.php>.

# On the Upswing: The Job Market in the Spring

Written by Taylor Mitchell

Going on the market is a full-time job. One no longer bound by semesters or seasons. Years ago—when departments had secure lines of funding and job announcements came in one main wave—applying to tenure-track positions happened at the end of the fall semester. Now this full-time job extends the academic year, albeit with a calmer season in the spring. This year departments pushed application deadlines to October and, during my last weekly check, MLA's Job Information List (JIL) posted seven new tenure-track positions in my field with February deadlines. So my weekly job-market rituals and second full-time job (third if you count being a mother) will continue until I secure myself a desirable position.

For those of you unaware, I graduated from our department in 2011 with a PhD in English Literature. My concentration, broadly speaking, is contemporary American literature. This field—if you haven't already heard—is crowded. So, more specifically, I define my concentration as Cold War Literary Studies. This allows me to apply for jobs that call for a broader range of American literature positions. And because my scholarship is based on the literature published in *Playboy* during the Cold War, I am also a viable candidate for cultural studies positions and those that call for a gender or sexuality studies scholar. Our department has generously provided me with the chance to teach many courses, from Contemporary Literature to

Expository Writing Online; therefore, I can honestly write in a cover letter that I have extensive undergraduate teaching experience. The FYC administrative opportunities offered to me via Dr. Moxley and the FYC Mentoring Program qualify me for "Generalists" positions, code-word for one person qualified to do many jobs, like teach composition or assist in curriculum building. I have also worked with USF's Office of Assessment, which can be noted when the job ad calls for someone with assessment experience. The same thing goes for my advising, editing, and writing center experience. Thus, during my tenure at USF I have done as many things as possible to prepare myself for as many jobs as possible.

[A *cautionary note*: all of this random experience needs to be presented correctly. If not tailored to specific job ads, my CV makes me look unfocused—unattractive to any search committee, even one looking for a generalist. So know that you don't have to include all of your accomplishments on your CV; be sure it's a scannable document, about three pages should suffice.]

To date, I have responded to forty-two job ads; I seem to be adding a school or so a week. Like Jude Wright so aptly stated in his "Dispatches from the Job Market," this huge number turns many heads. My friends outside of academia are appalled that I have a terminal degree and make more money asking how someone wants her steak prepared. But to reinforce Jude's point, I also found forty-two jobs I was qualified to apply for, and I have gotten many more responses than antici-

pated. I have had four preliminary interviews and three campus interviews, supplied six other committees with additional materials (one of those was an Ivy League school), and have even been offered tenure-track positions that I, like Kate Pantelides, felt confident enough to turn down.

All the above simply equates to good news. As scary as the term "job market" can be, I no longer feel like a cow in a cattle herd—a fear I shared with Dr. Runge years ago. Rather, I feel capable and confident. I am going to get a job, and, more importantly, it will be a job I want. Truth be told, it might not be this year; I have made peace with that. If I do have to go on the job market again, my application materials will be even better than they are this year, and I will not cast so wide a net. (I now know that there are jobs I am *not* willing to accept. Five/five loads are not as attractive as they were in October when nerves forced me to apply to any position.)

The advice I have to share is similar to that already expressed in this forum by previous, successful job applicants. For specific ways to organize for this full-time job, check out Kyle Stedman's "Preparing for the Job Search" in Dec. 2012 *Inklinks*. While I am not as tech savvy as Kyle, I did create a personal Google site to help organize application materials. Keeping track of what I sent to where and when is vitally important. Originally I used a fancy Excel spreadsheet, but being able to upload documents, add maps, and insert links made the Google site much more effective. I created pages for each job ad based on deadlines and then ex-

panded my site to include pages for requests for more materials, rejections, campus interview notes, and application costs.

My preparation also included using all available resources offered by the Graduate Placement Committee and sitting down with my mentors to discuss options. Some of our faculty have recently been on the job market—use their reliable advice. I can't thank Dr. Irizarry or Dr. Price-Herndl enough for their support and honesty.

This process has taught me a great deal, and below I want share just a little bit of what I have learned.

**Spend Time Wisely:** Begin as early as possible. Dr. Gould has suggested that after completion of two dissertation chapters, one can begin preparing. The majority of my time was spent revising and editing my application documents: CV, cover letter, writing sample, teaching philosophy, and research statement. Tailoring my cover letter and CV to specific job ads takes a long time; I research the school's type (research? liberal arts?), its mission statement, English Department faculty bios, course listings, etc. In the beginning I shared my documents with many people and, of course, got a variety of feedback. But once I was in the fine-tuning stages, it was easier to work with just one or two trusted readers. When my documents were edited, I picked one day of the week to just sift through job ads—otherwise I found myself wasting hours in between grading to randomly looking at ads. Look beyond JIL for job ads. HigherEdJobs.com has been a particularly good resource for me.

Learning *how* to read job announcements is its own skill. There are inherent levels and

## On the Upswing: The Job Market in the Spring, Continued

embedded phrases that signal very, very specific things. For example, don't waste your time applying to a position that calls for a distinguished scholar. And if the announcement states "accepting applications until" that means "apply as early as possible." Push your materials to the front of the building pile of papers. Note too that many more job announcements seem to call for scholars with a myriad of skills—some of them seemingly disparate. For instance, one job ad listed American modernism, Native American literature, Beat poets, film, and media studies as possible skills. Other job ads will simply say that the department is looking for "specialization in any national tradition or any genre"; while this makes almost any scholar a viable candidate, it also opens the floodgates for everyone slightly qualified to apply, overwhelming search committees with hundreds of applicants and making it a "department's market."

Once application materials have been submitted, I found myself wasting lots of time on the Academic Jobs Wiki, a wonderful place to simultaneously lift and squelch dreams. I recommend joining this community of scholars all participating in this emotional rollercoaster. However, I also recommend taking Dr. Altshuler's advice: stop obsessively checking the wiki for MLA interview updates before Christmas.

**Spend Money Wisely:** Besides being aware of how much time will be spent on applying (more than you can imagine), know that going on the job market is also

going to cost money, more if you are a procrastinator. Use Interfolio, a document service MLA (somewhat) sponsors. You can upload your documents to Interfolio and apply through links posted on MLA's JIL. Each time I send out recommendation letters I am charged a fee--\$6.00 for electronic submission (which upsets me because email is free). To keep my costs down, I ordered copies of my transcripts, undergraduate included, and made pdfs; ads tend to call for unofficial transcripts at initial stages.

**Networking Really Does Help:** The "it's all who you know" cliché can also apply to academia. The majority of my advancements have been with Florida schools or with committees who happen to know something about USF. Be aware that the USF letterhead might not hold much weight with certain literature search committees. Dr. Hawkins needs to be commended for his efforts to enhance our department's national reputation, but some people have never heard of USF. (Much to my father's joy, I also should thank our football team for improving visibility—Go Bulls!) So when my application is in the same pile as someone from Brown, I am aware that my application might get pushed to the "maybe" pile. Therefore, networking at conferences, collaborating with a variety of scholars, and publishing in field-specific journals is necessary.

**Share your Excitement in Interviews:** I second Kate's advice in her December *Inklinks* piece. Get excited for interviews, and don't be afraid to be passionate about what you research and what you teach. I prepare for inter-

views the same way I asked my Professional Writing students to do so: research the position as thoroughly as possible. Also, be sure to have at least three quality questions to ask; this proves you did your homework. Note that this can be difficult when departments have outdated or poorly designed websites—but learn something, any little knowledge can go a long way. Talk to our faculty about the job you really want, because they might know someone or at least know something about the school's culture you can include in your cover letter. Skype and phone interviews are awkward. Committees say they will contact you at a specific time, but most likely they will be late. Take those few minutes to wipe the sweat from your hands, drink some water, and study notes. Phone interviews are worse because you can't see facial expressions; roll with it. There might be odd long pauses, but remember that every other candidate has to go through the same process. During the actual interview, please please please *just answer the question*. I know it sounds so obvious, but, as Dr. Zoetewey said after my mock interview, an interview should be like a conversation. So stop rambling; answer the question, and if the committee wants to know more, they will ask you. When you make it to the campus interview stage, don't be afraid to ask questions before you arrive. Also know that you are in for an incredibly long day of talking to administrators, walking around campus, meeting faculty, and shaking hands. Be prepared to go from 8 a.m. to 5 p.m., or even 8 p.m. if the committee wants to wine and dine you. (Drink alcohol only

if the committee members drink and avoid tossing back the body shots.)

### **Getting Rejected Doesn't Hurt that Much Anymore:**

Like Jude suggests, rejection notices are seldom and slow to come. So I am patient; I simply keep applying. Most generic notices express gratitude for interest in the position, and then politely explain how the large applicant pool allowed the committee to hire someone whose "strengths" best matched the department's needs. The University of Texas at Austin search committee gets the award for most thoughtful rejection. Dr. Cullingford wrote three paragraphs of carefully chosen sentiments, cheered by all on the Academic Jobs Wiki, English 2013. In her last paragraph, she wrote: "Those of us who have tenure track positions are acutely aware of the difficulties faced by those of you who do not, and of the cruel realities of a job market that, although it is recovering slightly, took a huge hit at the start of the recession. We have our own dissertation students to worry about, too. It is heartbreaking to have to reject so many excellent candidates. Although this note will be going to 450 people, and cannot help being a "form" letter, I want to convey my regret and sympathy to each one of you. I very much hope that you'll find a satisfactory position elsewhere." I second Dr. Cullingford's hopes, but I want to edit them slightly: If we want and are willing to work for them, we *will* find satisfactory, permanent positions.



## Reflections on the Job Market—Part 2

Written by Kate Pantelides

In previous years I have attended MLA, enjoyed the sessions, talked to colleagues, and marveled at the job candidates in their suits, anxiously roaming the hallways, primping, nervously handling their shiny new bags, and wearing uncomfortable, professional shoes. This year that was me.

MLA was nerve-racking, but also—strangely—exhilarating. It was fun to meet so many different, interesting people and learn about institutions from this perspective. Without exception, each interview painted the position in a very different light than it had been in the job ad. Because interviews are mostly held in individual hotel rooms, there is a funny moment before the top of each hour where there are lots of job candidates pacing the hallways, checking their watches, and waiting for the

right moment to knock on the door. I shared many sympathetic smiles and knowing sighs with a number of people in hotel hallways—I hope they were all job candidates...

Since then, I've had the good fortune to go on some campus visits, which are even further enlightening—the job ads are hardly recognizable once you are on campus and can better understand the student population, the departmental vibe, the way classes are structured, the face-time expectations, the tenure requirements, and the actual requirements of the job, most of which are not articulated in the ad. For the most part, the visits have gone really well, but here are some highlights:

Interesting questions I've been asked:

- Is any of your scholarship more . . . traditional?
- What do you collect?
- Who is your favorite pop

singer and why?

- Do you want this job?

Best moments:

- Someone telling me that with this search, they are looking for a marriage, not a hook-up
- Teaching a rhetoric class to some really fun, bright students
- Listening to graduate students articulate the differences between teaching and tutoring in thoughtful, intelligent ways
- Getting provocative questions about my research that have helped me further clarify and develop my scholarship
- Friendly, brilliant scholars
- Amazing food—everywhere!

Now that I've had these experiences, I know the jobs that I should have applied to and the ones I needn't have, the ones I wish I had spent a little more time on and the ones I shouldn't have agonized over so much. Hindsight.

### Announcing the 2013 Provost's Award for Outstanding Teaching by a Graduate Teaching Assistant!

Applications are now being accepted for the 2013 TA Award, and are due by **5:00 p.m. on Friday, February 8**. Awards will be granted in four categories: Arts and Humanities, Education and Social Science, Health and Medicine, and STEM. The winner in each category will be granted a \$1,000 stipend.

Eligibility

- Applicants must be USF Tampa (Academic Affairs and USF Health) TAs
- Completed a minimum of one year of graduate study at USF
- Taught at least two USF course sections prior to the time of application
- Been a TA for the current academic year

Applicants must develop and submit an electronic portfolio consisting of several required components. See <http://atle.usf.edu/ta-award/> for details.

When the e-portfolio is complete, students submit their application by completing a survey at this URL: <http://www.cte.usf.edu/survey//TakeSurvey.aspx?SurveyID=78K0m521>

# Faculty Bookshelf: Katherine Riegel

*What books have you read recently (or are currently reading)?*

*Only Blue Body*, poems by Rosalynde Vas Dias (re-reading because I'm teaching it this semester); *Sleeping with Houdini*, poems by Nin Andrews; *Lunatic Speaks*, poems by Caroline Hagood; *The Year of the Flood*, fiction by Margaret Atwood; *Sleep, Creep, Leap*, a memoir by Benjamin Vogt; *Companion to an Untold Story*, creative non-fiction by Marcia Aldrich; *The Book* by Alan Watts.

*What is the most interesting work (book or article) that you have recently read?*

Jack Gilbert's poem "A Brief for the Defense," which a friend posted after the shooting in Connecticut. It keeps bouncing around in my head. I haven't read enough of his work, but plan to remedy that. One of my favorite lines: "We must admit there will be music despite everything." You can find this poem online. Read it.

*Are you currently reading anything just for fun?*

Most of my reading is fun—I'm lucky that to keep up in my field, I have to read wonderful and interesting poetry, creative non-fiction, and fiction. Though my "guilty pleasure" when it comes to reading is fantasy and science fiction, even that can be justified as work-related, because some of our talented MFA students are writing slipstream fiction—work that slips between and redefines genre and literary fiction—and I'm sometimes on their thesis committees and respond to their writing informally. So right now, my "just for fun" reading is a fantasy book by Rachel Neumeier.

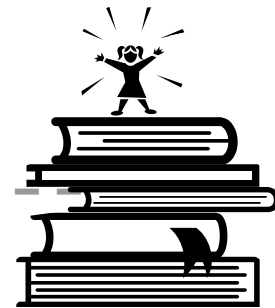
*Are there any particular journals in your field that you read or consult on a regular basis?*

*The Writer's Chronicle* has interesting articles on the contemporary writing scene as well as news relevant to writers. I skim a bunch of literary magazines (for a list I advise my students to check out [NewPages.com](http://NewPages.com)),

though my favorite is *Crazyhorse*, because my favorite poets regularly publish there. And *Brevity*, which is free online, and publishes beautiful short-short creative non-fiction.

*Have you read anything recently that you would recommend to a colleague or student interested in your field?*

So many books to recommend! But I suppose if I had to choose one fairly recent book-love, it would be Tim Seibles' *Fast Animal*, which was a finalist for the 2012 National Book Award in poetry. Though honestly, his previous book, *Buffalo Head Solos*, is just as good, and has a fascinating intro that reads like a big-hearted poetry manifesto: "I believe poetry can be proof that dynamic awareness is alive and kicking, a constant reminder to ourselves and to our fellow citizens that being alert, both inwardly and outwardly, rewards each person with more\_ life."



## Unleash your inner poet! National Poetry Month Competition

This year we're excited to be sponsoring our first poetry competition as part of NPM@USF. Our "Florida 2013" competition is, in part, inspired by the 500th anniversary of the naming of "La Florida" and is divided into two categories: High School Poets and USF Poet.

- Poets are encouraged to write about anything inspired by Florida—images, locations, people, etc.
- High school poets should be enrolled in either public or private high school (or home school equivalent) in Hillsborough, Pinellas, Pasco, or Manatee Counties.
- USF poets must be a student, staff/faculty member (including part time, adjunct, OPS, etc.) or alumnus/a, affiliated with any institution in the USF system.

Visit the NPM@USF website to read all the rules, download the cover sheet, and learn how to submit your poem. Entries must be original and unpublished and they must be received by **February 15**. We will award first, second, and third place in both categories and winners will receive their awards at the April 2 poetry reading with Jorie Graham. Other finalists will be featured daily on the NPM@USF website throughout the month of April.

# Faculty Achievements Graduate Accomplishments

## **KAREN BROWN**

"Married." *2 Bridges Review*, Volume 2, 2012: 44-54.

## **RITA CIRESI**

"Bag Boy," finalist for the international Aesthetica fiction contest, published in *Aesthetica Creative Writing Annual* 2013, pp. 106-09.

"Carozza Siciliana." *Newtown Literary Review*. Winter 2012: 77-79.

"It Ends the Way It Always Ends." *Lunch Ticket*. Winter/Spring 2013. Web.

"La Festa Ladies." *Italian Americana*. Winter 2012: 68-69.

"Me and Dr. Scholl." *The California Journal of Women Writers*. Winter 2012: 28-30.

**CHRISTINE GROGAN** was invited to review a manuscript for *ANQ: A Quarterly Journal of Short Articles, Notes and Reviews*.

## **STEPHANIE MOSS**

*The Edge of Knowledge: Culture, Literature, and the Occult*. Dubuque: Kendall Hunt, 2012.

## **PAT ROGERS**

"The Uses of Paratext in Popular Eighteenth-Century Biography: The Case of Edmund Curll." Colloquium on Narrative Concepts in the Study of Eighteenth-Century Literature. Turku Centre for Medieval and Early Modern Studies. University of Turku, Finland. 18-19 January 2013.

## **PAUL T. CORRIGAN**

"Wrestling with Words and Meanings: T. S. Eliot's *Four Quartets* and Scholarly Writing about Literature." *Yeats Eliot Review* 29.1-2 (Spring/Summer 2012): 19-32.

"Supporting Learning." *Academic Leader* 28.12 (Dec. 2012): 2, 5.

## **ARACELIS GONZALEZ ASENDORF**

2012 Pushcart Prize Nomination. "The Lost Ones." *Kweli Journal* (Dec. 2011). [www.kwelijournal.org](http://www.kwelijournal.org).

## **SARAH BETH HOPTON**

"If Not Me, Who? Ethical Praxis in Technical Communication." *Connexions International Professional Communications Journal*. 2012.

## **CHRISTINA LUTZ**

"When My Mother Dies, I Think Like Kübler-Ross." *anderbo* (Jan. 2013). <http://www.anderbo.com/anderbo1/apoetry-209.html>

## **JENNI NANCE**

"Variations on Numbness." *Spry Literary Journal*. Dec. 2012. [www.sprylit.com](http://www.sprylit.com)

## English Department Graduate Awards

Each academic year, the department offers a number of awards to graduate students for outstanding teaching and scholarly work. Awards usually include a modest monetary sum and are presented to the award winners at the annual department awards ceremony near the end of the spring term. Nominations are currently being accepted. Submission deadline is **5:00 p.m. on Friday, March 15, 2013**.

For more information visit <http://english.usf.edu/awards/>

Possible Awards:

- **Teaching Awards:** Joseph Bentley Teaching Fellowship, Estelle J. Zbar Award for Teaching & Academic Excellence in English
- **Scholarship & Overall Performance Awards:** Harry S. Newman & Dorothy Linton Newman Awards for Academic Promise (two awards), Irving H. Rubin and Mollie M. Rubin Award for Outstanding Graduate Student, Alice Hearne Scholarship for Outstanding Doctoral Candidate, Carolyn L. Cooley Graduate Award in American Literature, Jack B. Moore Memorial Scholarship, Irving Deer Memorial Scholarship, John Iorio Award for Outstanding Graduate Student, and Alma Bryant Award for Outstanding Graduate Student

# Alumni Accomplishments

**BOB BATCHELOR**, PhD Literature 2009

Edited this three-volume anthology (with co-editor Danielle Coombs). USF grad Josef Benson has an essay in Volume 2.

*American History through American Sports. Volume 1: Creating Sports Culture: Beginnings to the 1930s.* Santa Barbara, CA: Praeger, 2013. xix + 311 pp.

*American History through American Sports. Volume 2: Sports at the Center of Popular Culture: The Television Age.* Santa Barbara, CA: Praeger, 2013. xix + 322 pp.

*American History through American Sports. Volume 3: Sports in a Digital Age.* Santa Barbara, CA: Praeger, 2013. xix + 341 pp.

**JOSEF BENSON**, PhD Literature 2012

"Greg Maddux as Genius and the Sublimated Homosexual Desire of American Baseball Fans." *American History through American Sports*, Vol. 2. Ed. Danielle Sarver Coombs and Bob Batchelor. Santa Barbara: Praeger, 2013. 157-66.

**GREG GIBERSON**, PhD Rhetoric & Composition 2004  
In August 2012 earned tenure and was promoted to Associate Professor in the Department of Writing and Rhetoric at Oakland University.

**GREGORY HARTLEY**, PhD Literature 2012

"Servants of the Secret Fire: The Role of the Holy Spirit in Tolkien's Middle Earth." *Christianity and Literature* 62.1 (Autumn 2012): 275-300.

**MARY C. MADDEN**, PhD Literature 2006

"Class/Identity Crises: the Black Swans of Modernism?" 2012 National Conference of Teachers of English (NCTE) Convention. Las Vegas, NV. 17 Nov. 2012.

Co-chair. "'Make It New': Approaches to Teaching Modernism." 2012 National Conference of Teachers of English (NCTE) Convention. Las Vegas, NV. 17 Nov. 2012.

**CAMERON HUNT McNABB**, PhD Literature 2012

Her short story "The War is Over" was one of *Creative Loafing's* Fiction Contest's Top Ten. <http://cltampa.com/tampa/cl-fiction-contest-the-winning-stories/Content?oid=3564704#.UPojCKWScsk>

**JOHN A. NIEVES**, MA Creative Writing 2006

"Autumnal." *American Poetry Journal* 12 (2013): 7.

Elixir Press Annual Poetry Award Judge's Prize, Winner, Denver, Colorado, January 2013, manuscript title, *Curio*.

"Gaswork." *Crazyhorse* 82 (2012): 53-54.

"Older Piñatas." *Poetry Northwest* 7.2 (2012): 22.

Pushcart Prize Nomination, November 2012, poem title, "Cartograph." Nominated by *CincinnatiReview*.

"Wetwork." *Barrow Street* (Winter 2012): 68.

"Woodwork." *Crazyhorse* 82 (2012): 55.

**BRANDON PETTIT**, MFA Poetry 2010

"Before You Know It." *Caliban*. 2013. Web.

"Going Somewhere." *Caliban*. 2013. Web.

"Horse Without Water." *Caliban*. 2013. Web.

**K. VIVIAN TAYLOR**, PhD Literature 2011

Rev. of *The Rise of the Planet of the Apes* (2011), dir. Rupert Wyatt. *Journal of Critical Animal Studies* 10.4 (2012): 198-200.

**JOSEPH WARD**, MA Literature 2011

Accepted a position as an Instructor of Language Arts at Pasco Hernando Community College (North Campus - Brooksville).

## Lyle Olsen Graduate Student Essay Contest

The Sport Literature Association sponsors an annual competition among graduate students for the Lyle Olsen Graduate Student Essay Contest. Essays must pertain in some way to the literature of sport as noted in the association's journal, *Aethlon*, to wit: entries should "celebrate the intersection of literature with the world of play, games, and sport." Submissions "should address treatments of sport in texts or textual media (print, film, performance, digital or other media)."

The winner will receive a small stipend, publication in the peer-reviewed journal, a year's subscription to same, and some travel monies to attend and present the paper to the annual conference in June. Please encourage your graduate students to enter electronically, emailing their work to Dr. Richard McGehee at the University of Texas at [rmcgehee@utexas.edu](mailto:rmcgehee@utexas.edu). **Entries should be received no later than March 1, 2013.**



# Events

## Dissertation Support Group

The Dissertation Support Group will be meeting at Wood Fired Pizza at **5:30 p.m. on Wednesday, February 20**. Wood Fired is located at 2822 East Bearss Avenue (<http://www.wood-firedpizza.com>). All PhD students at any stage of the dissertation process are welcome to join. Please contact Jessica Cook with any questions ([jlcook4@mail.usf.edu](mailto:jlcook4@mail.usf.edu)).

## G.R.A.S.P. (Graduate Research and Scholarly Publication) Works-in-Progress Group

G.R.A.S.P. will meet on **Friday, February 1, at 4:00 p.m. in CPR 343**. G.R.A.S.P. helps graduate students achieve their scholarly research and publication goals by utilizing Google Docs and face-to-face workshops. In February, G.R.A.S.P. will review articles that have been composed for submission to scholarly journals. E-mail Angela Eward-Mangione ([eward@mail.usf.edu](mailto:eward@mail.usf.edu)) to request a copy of the article or access to the Google Group. The next meeting will be held on March 1, from 4:00-5:00 p.m.

## Homegrown Humanities presented by the Humanities Institute

The series continues this semester with presentations by three innovative faculty members with newly published books. These afternoon talks are a great way to learn about our local talents; presentations are often less formal, providing ample opportunity for discussion. Refreshments are served at **3:30pm in the Grace Allen Room** and all talks begin at 4:00pm.

Wednesday, February 6: Dr. Eleni Manolaraki (World Languages) *Noscendi Nilum Cupido: Imagining Egypt from Lucan to Philostratus*.

Wednesday, March 6: Dr. Philip Levy (History) *Where the Cherry Tree Grew: The Story of Ferry Farm, George Washington's Boyhood Home*.

Wednesday, April 10: Katherine Riegel (English) *What the Mouth Was Made For*.

## Creative Writing Events

Thursday and Friday, **February 14 & 15**: Blank Pages: MFA students and faculty colloquium, Marshall Student Center. For more information on this event, please contact Professor Ira Sukrungruang, [isukrung@usf.edu](mailto:isukrung@usf.edu).

Tentative Schedule:

### February 14

|             |  |
|-------------|--|
| 10:00-11:15 | Graphic Novels, Poems, Nonfiction, Oh My!                            |
| 11:30-12:45 | A Reading of Anti-Love/Love Poetry (Jimmy Johns Lunch)               |
| 1:00-2:15   | The Road Goes Ever On: Speculative Fiction Mythopoeic Mapmaking      |
| 2:30-3:45   | Embracing the Mutt: Experimental, Genre-Bending, and Other Weirdness |
| 4:00-5:15   | Hear Me Roar: Women Writers in a Global Context                      |
| 7:00        | Evening Reading: Amina Gautier                                       |

### February 15

|             |   |
|-------------|---|
| 9:00-10:15  | Writing the Uncomfortable: Poetry and Permission        |
| 10:30-11:45 | It's Not a Dream If You Are Doing It: The Writers' Life |
| 12:00-1:15  | Saw Palm (Lunch provided by Saw Palm staff)             |
| 1:30-2:45   | Untitled panel  |
| 4:00        | USF Faculty Reading: Karen Brown & Jay Hopler           |

**February 21, 4:00 p.m.: Allison Joseph reading, Grace Allen Reading Room, USF Libraries**

## Teach-Tech Workshops 2013

### Photoshop Demonstration

**February 22, 2013, from 3:00 pm – 4:30, in CPR 202**

Photoshop for the Web with Sara Beth Hopton. This presentation will cover the basics of using Adobe Photoshop 5 to create custom web graphics. During this interactive workshop, attendees will learn by doing and will take away: Photoshop's interface and key features; how to source files for composite projects and create and export original graphics for the web. This workshop is for students and faculty interested in improving their graphic design and digital literacy skills.

*Sarah Beth Hopton* is a second year Ph.D. student majoring in Rhetoric and Technical Communications with a focus on Technology.

If you've already RSVP'd for the previous date and time and can still attend this new time and date, you do not need to RSVP again. If you are now able to attend the new date and time, **please RSVP to Dr. Runge at [runge@usf.edu](mailto:runge@usf.edu)**.

## Teaching Discussion Group

Our next Teaching Discussion Group is scheduled for **Friday, February 8 @ 4:00 p.m. in CPR 343**. Katherine McGee has chosen Lad Tobin's "Op i n i o n : Self-Disclosure as a Strategic Teaching Tool: What I Do—and Don't—Tell My Students" in *College English* in November 2010, vol. 73, issue 2.

# Calls for Papers

**Pride and Prejudice: Celebrating 200 Years of Jane Austen's Best-Loved Novel**  
**Lucy Cavendish College,  
 University of Cambridge  
 June 21-23, 2013**

**Submission Deadline:  
 15 February 2013**

2013 marks the bicentenary of Jane Austen's *Pride and Prejudice*, one of the best-loved English novels of all time. Our conference will celebrate two hundred years of *Pride and Prejudice* by uniting the past with the present. Leading Austen specialists will consider the novel both in its original historical context and through the lens of the numerous screen adaptations and literary spin-offs the book has subsequently inspired. There will also be a conversation between Janet Todd and P. D. James, whose most recent thriller is *Death Comes to Pemberley*, readings from *Pride and Prejudice* by popular modern authors and media figures (Sophie Hannah, Miriam Margolyes, and Rowan Pelling), and screenings of classic Jane Austen film and television adaptations, as well as a Regency ball and a day trip to Austen's home village of Chawton. For full details of the current programme, please visit our website at:

[www.prideandprejudice.org.uk](http://www.prideandprejudice.org.uk)

Having finalised an exciting lecture programme, we are now seeking proposals for contributions to a complementary series of panel discussions. Proposals for individual 20-minute papers or panels on *Pride and Prejudice* are equally welcome.

Proposals for panels should consist of a minimum of two and a maximum of four papers, and include the names of the session chair; the names, affiliations and email addresses of the speakers; and short 200-

word abstracts of the papers. Individual paper proposals should consist of a 200-word abstract of the paper with brief details of your current affiliation.

Proposals for either papers or panels should be sent by email to the conference organisers, Professor Janet Todd and Dr Chloe Preedy, by Friday 15 February 2013: [janeausten@lucycav.cam.ac.uk](mailto:janeausten@lucycav.cam.ac.uk).

**Norman Mailer Society  
 11th International Conference**

**"Norman Mailer at 90:  
 Novelist, Journalist, Essayist,  
 Filmmaker, and much more."**

**October 23-27, 2013, Sarasota HI Lido**

**Submission Deadline:  
 1 May 2013**

Presentations are encouraged on any topic related to Norman Mailer's life and work. Please send inquiries and/or abstracts by May 1, 2013 to Phillip Sipiora, conference director ([psipiora\[at\]gmail\[dot\]com](mailto:psipiora[at]gmail[dot]com)) or Michael Shuman, conference co-director ([mshuman2\[at\]gmail\[dot\]com](mailto:mshuman2[at]gmail[dot]com)). The conference will include individual presentations as well as roundtable discussion panels. Conference organizers especially encourage panel submissions.

The 2013 Conference of the Norman Mailer Society will be held October 23-27 at the [Sarasota Holiday Inn Lido Beach](#). Reservations can be made directly through the hotel. Complete registration info will be made available soon. There will be two choices of rooms: ocean view (\$169) and interior view (\$139). All reservations must be made by September 16, 2013. In order to receive the preferred rates, for which you are contracted, individuals with telephone requests

must identify themselves with Norman Mailer Society 2013 Conference. Individuals need to call the hotel at [\(800\) 892-9174](tel:8008929174) for reservations.

**Traces of Early America  
 An Interdisciplinary  
 Graduate Student Conference**

**Hosted by the McNeil Center for Early American Studies, University of Pennsylvania  
 September 26-28, 2013**

**Submission Deadline:  
 15 March 2013**

Scholars encounter early America through its traces, the vestiges and fragments left behind. And in reconstructing the fleeting and ephemeral, scholars also attempt to trace early American encounters. This conference will bring together graduate students from a wide variety of disciplines to explore the various meanings of traces-as material objects, cultural representations, and academic practices. Papers might consider how people deliberately and unwittingly left traces as they moved through space and time; what traces or remnants of the past get privileged while others are marginalized or occluded; how written, visual, and other texts are both material objects and traces of lives and experiences; and where we look for the traces of different communities and conflicts in early America. More generally, papers might address tracing as a method of historical inquiry, one that both uncovers and constitutes objects and archives, as well as the methodological traces that have reconfigured early American studies, such as Atlantic history, diaspora studies, hemispheric studies, and circum-Caribbean and Latin American studies.

We welcome applicants from

a wide variety of disciplines- among them history, literature, gender studies, ethnic studies, anthropology, archeology, geography, art history, material culture, religious studies, and political science-whose work deals with the histories and cultures of North American and the Atlantic world before 1850. Applicants should email their proposals to

[mceas.traces.2013@gmail.com](mailto:mceas.traces.2013@gmail.com)  
 by March 15, 2013.

Proposals should include an abstract of no more than 250 words along with a one-page c.v. Paper presentations should be no more than 20 minutes. Limited financial support is available for participants' travel expenses. Decisions will be announced by May 15, 2013.

Any conference-related questions can be directed to:  
[mceas.traces.2013@gmail.com](mailto:mceas.traces.2013@gmail.com).

**Renaissance Orientations:  
 East and West, North and South**

**Annual Princeton Renaissance Studies Graduate Conference  
 Princeton University**

**April 19, 2013**

**Submission Deadline:  
 15 February 2013**

The cultural moment of the Renaissance can be characterized not only as a movement in time - as artists and writers looked back to and marked a new sense of temporal displacement from the cultural and political forms of classical antiquity - but also as a set of real and imagined passages through space. These geographical transits often seem to fall along the lines of the compass rose: we might think here of the movement from East to West of Greek art, texts and intellectuals and its mythic-historical corollary in the *translatio imperii*; or of the spread of cultural forms and discourses north-

# Calls for Papers, Continued

ward from Florence, Venice, and Rome through the period. “Renaissance Orientations: East and West, North and South” aims to bring together graduate students from across the disciplines to explore and interrogate the usefulness and importance of these conceptual axes for the study of Renaissance cultural space, broadly conceived and at any scale, from the local to the global. We welcome papers offering new perspectives on traditional lines of interaction, as well as those which expand or destabilize prevailing structures of Renaissance cultural geography. Please send abstracts of no more than 250 words to [torenaissanceorientations@gmail.com](mailto:torenaissanceorientations@gmail.com) by February 15, 2013.

**Call for Proposals – 2012 Graduate Research Network Raleigh, North Carolina May 17, 2013 Submission Deadline: 25 April 2013**

The Graduate Research Network (GRN) invites proposals for its 2012 workshop, May 17, 2013, at the Computers and Writing Conference hosted by North Carolina State University in Raleigh, NC. The C&W Graduate Research Network is an all-day pre-conference event, open to all registered conference participants at no charge. Roundtable discussions group those with similar interests and discussion leaders who facilitate discussion and offer suggestions for developing research projects and for finding suitable venues for publication. We encourage anyone interested or involved in graduate education and scholarship—students, professors, mentors, and interested others—to participate in this important event. The GRN welcomes those pursuing work at any stage, from those just

beginning to consider ideas to those whose projects are ready to pursue publication. Participants are also invited to apply for travel funding through the CW/GRN Travel Grant Fund. Deadline for submissions is April 25, 2012. For more information or to submit a proposal, visit our Web site at <http://class.georgiasouthern.edu/writing/GRN/2012/index.html> or email Janice Walker at [jwalker@georgiasouthern.edu](mailto:jwalker@georgiasouthern.edu).

**Canadian Society for Eighteenth-Century Studies Annual Conference Enlightenment Constellations**

**London, Ontario October 16-19, 2013 Submission Deadline: 1 March 2013**

The Enlightenment has resurfaced as a vital site for the study of the long eighteenth century. As the ideological critique of humanism and universalism has subsided, a variety of projects have been undertaken, ranging from the digital mapping of the early modern republic of letters, to the “Re-Enlightenment” of knowledge formation for the twenty-first century, to studies of local, radical, religious, and many other enlightenments. Enlightenment Constellations explores this plurality of possibilities. We seek panels and papers on a range of eighteenth-century ideas, discourses, and practices that speak to the expansion and rejuvenation of enlightenment.

In addition to traditional panel formats, we welcome proposals for roundtables, panels with digital or new media components, seminars, etc. Panel topics or paper topics may include: animal and human nature(s); communication networks; histories of science; empiricism; Enlightenment fictions: prose, poetry or drama; aesthetics and poetics;

cosmopolitanism; secularism and religion; ancients and moderns; education in theory and practice; knowledge production; postcolonial enlightenment; liberty and slavery; racial and stadial theories; gender; European enlightenment and globalism; digital humanities; book history; manuscript and print cultures; interiority; rural and urban spaces; sociability and solitude; teaching the Enlightenment and the Eighteenth Century.

As is traditional for CSECS, proposals not on the conference theme will also be considered. Please send 200-300 word abstracts by March 1, 2013. For more information visit: <http://csecs-scedhs2013.ca/> or email: [contact@csecs-scedhs2013.ca](mailto:contact@csecs-scedhs2013.ca)

**The Aphra Behn Society for Women in the Arts, 1660-1830 2013 Biannual Conference Women, Reputation, and Identity in the Long Eighteenth Century October 24-25, 2013 The University of Tulsa Submission Deadline: 15 May 2013**

The long eighteenth century witnessed the rise of the professional, public English-woman—for example, as actress, novelist, and playwright—and brought about new ways of manipulating and negotiating the boundaries of celebrity, reputation, and notoriety. Aphra Behn herself was one of the first female authors to grapple with the demands of fame and femininity as a commercial author writing for the public stage.

The Aphra Behn Society for Women in the Arts, 1660-130 invites papers exploring any aspect of fame, celebrity culture, and the construction of self in the long eighteenth

century. We particularly welcome papers that address the following topics: representation of female identity in literature or the sister arts, by men or by women, including the ability of authors and artists to construct, deconstruct, or interrogate identity; the construction of the autobiographical self, including negotiations with memory, celebrity, and reputation; competitions for representation and the battle to define one’s own reputation, both before and after death; female self-marketing techniques, in the playhouse, in the literary marketplace, and beyond; the construction of all-female or female-inclusive networks; acting and performance techniques and the development of celebrity reputation; women’s roles in the playhouse; Grub Street, and the broader, commercial world; notoriety and political culture, including scandal narratives, pamphlet tracts, and clandestine satires; new trends in eighteenth-century studies, including the recovery of women’s texts, developments in anthologizing practices, and the growth of digital humanities; and, issues in teaching women of the long eighteenth century, such as reckoning with changes to the canon and to available materials, the role of new technologies in pedagogy, or the relationship between text, ideology, and the classroom. We also welcome abstracts for papers not related to the conference theme.

Send 1-2 page abstracts to [aphrabehn2013@gmail.com](mailto:aphrabehn2013@gmail.com) by May 15, 2013. Please specify in your abstract if you will require audio/visual equipment. For more information, please visit the conference website, <http://abs2013.wordpress.com>, or contact the conference organizer, Dr. Jennifer L. Airey, at [Jennifer-Airey@utulsa.edu](mailto:Jennifer-Airey@utulsa.edu).

# February 2013

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|           |   |  |   |  | <p>1</p> <p>G.R.A.S.P. 4pm,<br/>CPR 343</p> <p>Spring 2013 Graduation Application Deadline</p>              | <p>2</p>  |
| <p>3</p>  | <p>4</p> <p>MA Exam Application Deadline</p> <p>PhD Exam Application Deadline</p> | <p>5</p>   | <p>6</p> <p>Homegrown Humanities, 3:30pm,<br/>Grace Allen Room</p>            | <p>7</p>   | <p>8</p> <p>Teaching Discussion Group, 4pm,<br/>CPR 343</p>   | <p>9</p>  |
| <p>10</p> | <p>11</p>   | <p>12</p>  | <p>13</p>   | <p>14</p> <p>Blank Pages,<br/>Marshall Student Center, 10am</p>    | <p>15</p> <p>Deadline to Submit Dissertation Draft</p> <p>Blank Pages,<br/>Marshall Student Center, 9am</p> | <p>16</p> |
| <p>17</p> | <p>18</p>   | <p>19</p>  | <p>20</p> <p>Dissertation Support Group,<br/>5:30pm, Wood<br/>Fired Pizza</p> | <p>21</p> <p>Allison Joseph Reading, 4pm,<br/>Grace Allen Room</p> | <p>22</p> <p>Teach-Tech Workshop, 3pm, CPR 202</p>  | <p>23</p> |
| <p>24</p> | <p>25</p>   | <p>26</p> <p>Deadline to Submit Thesis Draft</p> | <p>27</p>   | <p>28</p>  |   |           |

# March 2013

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|    |                                       |                                       |  |                            | 1   | 2                          |
| 3  | 4                                     | 5                                     | 6<br>Homegrown Humanities, 3:30pm, Grace Allen Room          | 7                          | 8<br>Thesis Defense Request Deadline<br>Dissertation Defense Request Deadline | 9                          |
| 10 | 11<br>Spring Break Holiday            | 12<br>Spring Break Holiday            | 13<br>Spring Break Holiday                                   | 14<br>Spring Break Holiday | 15<br>Spring Break Holiday<br>Department Graduate Award Deadline, 5pm         | 16<br>Spring Break Holiday |
| 17 | 18<br>PhD Qualifying Exam (Lit)       | 19                                    | 20<br>PhD Qualifying Exam (Lit)<br>MA Lit Comprehensive Exam | 21                         | 22<br>PhD Qualifying Exam (Lit)<br>MA Lit Comprehensive Exam                  | 23                         |
| 24 | 25<br>PhD Qualifying Exam (Rhet/Comp) | 26<br>PhD Qualifying Exam (Rhet/Comp) | 27   | 28                         | 29<br>Dissertation Defense Deadline<br>Final Thesis Submission Deadline       | 30                         |
| 31 |                                       |                                       |  |                            |   |                            |