

The *E&T* Beacon

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Spring 2011

The Newsletter of the Department of English and Theatre at UNC Pembroke

Department of English and Theatre
The University of North Carolina
at Pembroke

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Jennifer Key: Teacher, Poet, Cultural Custodian

By JIM HELGESON

For a college teacher, the weeks immediately preceding a new academic year are a season unto themselves—an incredibly hectic season. There are those “hurry-while-it’s-all-still-fresh-in-your-mind,” eleventh-hour additions to the projects we couldn’t quite finish over the summer—fleshing them out to help ensure their promise and allure won’t diminish over the months of virtual hibernation that lie ahead. And then, of course, there are the workouts: heavy lifting (shaping up those courses we haven’t taught in what seems like eons) and/or lighter stretching (tweaking the perennials to perk them up, make them a bit better than the last time around). It can be a schizophrenic few weeks: anxious but happily expectant at the same time. For those of us in the Department of English and Theatre, last August was every bit of this and more. Earlier in the summer, after thirty-two hard working and enormously productive years, Shelby Stephenson had retired. Finding a teacher to fill his shoes was going to take a lot of doing, but the major challenge Shelby’s departure posed was more daunting still. During all those years, he had also, of course, been the

creative force behind one of the country’s most successful and longest-lived literary journals, *Pembroke Magazine*. We needed not only a teacher but an editor as well, a really good editor. We got one: Jennifer Key.

It isn’t often that one sees a résumé like Jennifer’s: bachelor’s and master of fine arts degrees from the University of Virginia; a master’s degree from Johns Hopkins; a voluminous list of publications—including her recently released, prize-winning chapbook *The Manifest Destiny of Desire*; no fewer than fifteen national and regional literary awards, prizes, and scholarships; and, oh yes, that superlative recommendation from Pulitzer Prize winner and former U.S. Poet Laureate Rita Dove. At



this writing, with the academic year nearly completed, it’s easier to see just how fortunate we have been. Consistently positive reports from Jennifer’s students have long since confirmed her excellent teaching abilities. While campus-based literary editors—many of whose duties are so different from typical faculty routines—tend to move in their own orbits, often having scant connection with their sponsoring departments, their members, or their mission, Jennifer’s commitment to our department and University has been evident from the start. This commitment became especially clear in late Septem-

Teaching Awards

Six UNCP faculty members received Outstanding Teaching Awards at the 11 April Faculty Awards Dinner. Among the recipients was **Melissa Schaub** of the English and Theatre Department.



E&T Chair Kay McClanahan congratulates Melissa Schaub on her award.



Student Employee Awards

Student employees and their supervisors were recognized at the Student Employee Appreciation Brunch on 14 April. **Liu Qi**, a student in the MA in English Education program, was named Graduate Student Employee of the Year for his work with International Programs. Two E&T faculty members who were nominated by their students as Student Employee Supervisor of the Year received certificates at the brunch: **Teagan Decker**, Director of the University Writing Center, and **Sara Oswald**, Faculty Advisor for the *Indianhead* Yearbook.



Liu Qi displays the plaque he won as Graduate Student Employee of the Year.

ber when one of her new colleagues suffered a debilitating accident that kept her housebound for several weeks. While the colleague designed classes and graded assignments from home, Jennifer—though burdened with editing responsibilities and her own teaching load—met her friend’s class for the remainder of the term.

Perhaps most impressive have been the energy and enthusiasm Jennifer brings to her role as editor. “I feel so very honored,” she confided in a recent interview, “to be only the third editor *Pembroke Magazine* has had in its long history,” especially, she went on to note, given the unusually high caliber of the first two. She points with pride to the fact that the magazine’s founding editor, Norman MacLeod, was a nationally prominent poet and that the authorial and editorial achievements of her immediate predecessor were met with such widespread acclaim. (In recognition of his accomplishment, she will be including a special “Tribute to Shelby Stephenson” section in the magazine’s next issue, the first to be produced under her aegis.) While she plans to try a few new directions—increasing the subscription base, for example—she is also committed to continuing the magazine’s emphasis on the concerns its reputation has been built on: promoting the best of regional and North Carolina writing and honoring the rich diversity of the state’s people and their history. “I see my role,” she notes—dismissing the notion that the magazine is now somehow “hers”—“as more that of a steward or custodian of an important cultural institution,” one whose nourishing and perpetuation, she adds, will receive her very best efforts.

“Having so often been on the other

side of this relationship”—the relationship, that is, between editors and writers seeking to publish their work—“I try hard to give our submissions the attention and respect they deserve.” When a work shows promise but is not of the consistently high quality required for publication, Jennifer’s practice (unusual in a field where a “thanks but no thanks” response is about as much as supplicant authors can normally expect) is to offer encouragement and constructive suggestions as to how the work might be improved. When asked whether her considerable teaching and editing responsibilities are leaving much time for her own writing, she acknowledged that time has, indeed, been hard to come by. But especially as she is “learning to make editorial decisions more quickly,” she observes, she is finding more time to write.

Those familiar with Jennifer’s work can only hope she will never lack for the time it takes. She is (and there aren’t many of these) the real deal. Her major publication to date, *The Manifest Destiny of Desire*, has elicited reams of high praise—“a beautiful, beautiful book”; “stunning poems that promise a stunning career”—from critics and fellow poets across the county. By way of closing, let me add my own voice to this chorus and give you a small taste of what Jennifer’s admirers have been responding to. From the *Manifest Destiny* volume, for example, her poem entitled “Jefferson’s Daughters” contrasts America’s promise of various “freedoms” with the actuality of the life lived by these famous daughters at “their father’s great georgic experiment,” Monticello. It is a life devoted exclusively and unfortunately to domestic,

NC College Media Awards



Best of Show—Literary Magazines

The Aurochs, Volume 10

Craig Wilson, Editor

Karen Helgeson, Advisor

Second Place, Fiction

Craig Wilson, "Dime"

Third Place, Poetry

Oliver Spivey, "In the Projection Booth"

Third Place, Nonfiction

Jake Bayog, "Passport to Nowhere"



Best of Show—Yearbooks

Indianhead, Volume 65

Tiffany J. Schmidt, Editor

Sara Oswald, Advisor

Third Place, Sports Copy

Danielle Powers Barnes

Third Place, Photography

Joel Beachum

Honorable Mention, Student Life Copy

Tiffany J. Schmidt



May 2010 English graduate Danielle Powers Barnes poses with her award.

“women’s work,” as opposed to the “important” pursuits that occupy their father and men generally; a life surrounded by the slaves their father, revered as the principal author of America’s Declaration of Independence, presumes to “own”; a life so cloistered as to be imprisoning, where the daughters’ loneliness cannot be mitigated by association with their neighbors since their neighbors—because they are of an underprivileged class—are not to be mingled with. Into this sadly disappointing context, the poem’s final stanza drops like the explosives it describes.

In the ornamental forest of the grove,
the seed pods of magnolias are packed tight.

The old dominion drowns half asleep,
the fist of her buds less blossom than bomb.

Early this term, as we were taking up that part of Jefferson’s autobiography that includes the penultimate draft of the Declaration of Independence and describes its genesis, I had one of my classes read “Jefferson’s Daughters” as well. They (the men included) loved it. And they understood it, understood that freedoms extended to some but denied to others—dreams that are deferred too long—become not the promised agents of creation and growth but ticking time bombs destined ultimately to demolish our culture’s injustices and hypocrisies.

One more (I can’t help myself): “The Sick Dog.” That matter-of-fact, almost prosaic title is of a piece with the understated manner in which the poem’s speaker describes for us the grim last days, perhaps hours, of a family pet dying of cancer. She doesn’t pull punches or sentimentalize; no cuddly cutie, her dog. We hear, for example, of the “unholy vice” of its lethal jaws and their role in dispatch-

ing quantities of fellow creatures. And so, as we near the poem’s end, the speaker’s earlier restraint seems to have earned her the right to acknowledge the grief expressed in these heartbreaking final words to her dog.

..... High priestess
of brindled woods, where late you read the
runes
of horn and hoof, leaf-litter and twig snap,
where shadows spill, black hieroglyphics
written
by the trees that you alone were born to
translate:
love and grief, two sides of the same green
leaf.

..... At dusk,
the little lights that lick across the lake
come on whether we’re here or not. For
now
we are. Be glad. Travel until the day
pulls in her sails, sail on. Beautiful girl,
wherever you’re going, I’m going there too.

It seems fair to say that Jennifer Key’s modest description of her role—as that of a “cultural custodian”—applies about as well to the rest of us in the department, and to teachers generally, for that matter. In one way or another, are we not all responsible for preserving what is best in our intellectual, spiritual, and cultural heritage; sharing it with our students; adding a little to it when we can; and, ideally, equipping those we teach to do the same?

Assuming such to be the case, let me presume to speak on behalf of her fellow custodians and remind Jennifer how fortunate we consider ourselves to have her among us. 🐕

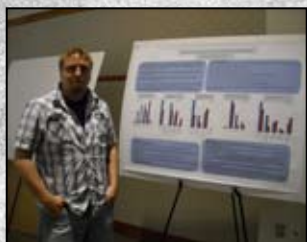
Pembroke Undergraduate Research and Creativity (PURC) Symposium 13 April



Karen Spady poses with her poster, "Sympathy for Dracula: Beliefs in Question," which won First Place among posters in the Humanities and Mass Communications. Susan Cannata was her faculty mentor.



Maria Hockaday presents "To Share a Skin: The Truly Tragic Character of Edwidge Danticat's *Breath, Eyes, Memory*," which won Second Place among Oral Presentations. Her faculty mentor was Michele Fazio.



Ryan Wise worked with fellow Writing Center tutors Lonnie Cox, Tre Howard, Kim Stepp, and Kimberly Brassard on "Adapting to and Assessing the Needs of Nontraditional Students," which won Honorable Mention in the Humanities and Mass Communications. Teagan Decker was their faculty mentor.

E&T Prepares to Offer First WE and WD Courses

By MELISSA SCHAUB

The Department of English and Theatre has been enthusiastically participating in the University's new Writing Intensive program, also known as the Quality Enhancement Plan (QEP). Under this initiative, students must take three Writing Enriched (WE) or Writing in the Disciplines (WD) courses to graduate. These courses must therefore be planned, proposed, and developed, and the faculty who wish to create these courses must participate in writing instruction development workshops. English and Theatre faculty are well represented in the pilot group who will offer the first WE and WD courses in fall 2011. M.J. Braun, Susan Cannata, Anita Guynn, and Therese Rizzo have been participating in faculty development workshops during spring 2011. "We were fortunate to secure the outstanding faculty development speakers who are coming this spring; it's always a delight to work with Chris [Anson] and Ron [Lunsford], and I'm looking forward to meeting Michael Carter and Terry Zawicki," reports Dr. Guynn, who will be offering Creative Nonfiction in the WE format in Fall 2011. Dr. Braun, who will teach Advanced Composition in the WE format, comments, "I am looking forward to teaching a writing enhanced course in the fall. Chris Anson's workshop reminded me of the value of using low-stakes, as well as high-stakes, writing assignments in my courses. I look forward to engaging in the University-wide conversations that will surely develop among professors across the disciplines about pedagogies

that help our students become rhetorically savvy writers." Dr. Rizzo reports that she has already begun having such conversations with faculty in other departments whom she met at the development workshops.

English and Theatre will continue to play an important role in the Writing Intensive program in future semesters. For spring 2012, eight more courses have been approved: four General Education literature courses, two upper-level literature courses, one General Education theatre course, and one WD course for the performing arts. The eight faculty members offering those courses will begin development workshops in the fall. WE and WD courses require faculty to devote more class time to writing instruction and to build writing into the basic structure of their courses. Revising existing courses to meet these standards is a major commitment, and creating entirely new ones, as Dundee Lackey is doing with Writing and the Performing Arts, is even more of an undertaking. The goal of the QEP is to improve student writing and, through writing, student learning. The English and Theatre Department is proud to have so many faculty who are willing to take on the challenge of developing writing intensive courses to provide this benefit to UNCP students.

The University Writing Center Goes Digital

By TEAGAN DECKER
AND DUNDEE LACKEY

Since students are increasingly required to use digital forms and tools in their writing and publication processes—ac-

PURC Symposium (cont.)



Michele Fazio and her students Josie

Torrence, Diana Walsh, Andrew Fetch, Delorian Miller, and Perry Holden stand with their poster, "A Living Culture: Voices of the Lumbbee," which attracted the attention of Chancellor Kyle Carter and was discussed by him in his installation address.



Susan Cannata and Darius Johnson with his poster, "Logical or Illogical? Determining the Differences in Bram Stoker's *Dracula*"



Elizabeth Moore with her poster on women's roles in *The Hound of the Baskervilles*



Justin Hall and Priscilla Sheen with their poster, "Writing Out"

ademically, personally, and professionally—the UNCP Writing Center is collaborating with Dr. Dundee Lackey to provide greater support for digital writers, both faculty and students. As part of this support, the Writing Center is expanding its services along two lines. One initiative provides digital writing consultants to support students as they plan, draft, and publish using platforms such as PowerPoint, iMovie, and MovieMaker, among others. A second initiative provides presentations and workshops to support teachers who assign multimodal writing tasks. We hope to assist instructors in shifting current traditional writing assignments towards a digital platform and help students as they compose these assignments.

To this end, we have begun a series of workshops for tutors and faculty. Writing Center staff meetings this semester have focused on basic design techniques that apply to all sorts of documents, from traditional papers to websites, and on presentation techniques including the effective use of PowerPoint and its alternatives. We have also reached out to faculty through a Digital Soup and Sandwich presentation, a Digital Content Consortium presentation, and a Faculty Workshop in the Writing Center titled "Creating Digital Writing Assignments."

The "Creating Digital Writing Assignments" workshop was successful and thought-provoking. Faculty and DoIT staff members met and discussed ideas for digital writing assignments and the support available for students and teachers engaging in these tasks. The group addressed specific assignment questions such as "How do I create a way

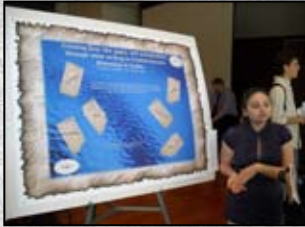
for students to annotate texts using pop-ups and hyperlinks?" and "How do I create a platform in my online class for students to present multimodal work?" DoIT staff member Melanie Jacobs stressed her availability to visit classrooms to train students on software such as Dreamweaver. As an extension of the workshop, we plan to institute a regular series of meetings for teachers who may wish to consult with others about developing and evaluating writing assignments, both digital and "traditional"/text-based. These meetings will provide a space and time to share ideas for and drafts of assignments and to get support and feedback from others in our campus community. We hope to host the first of these "Writing Circles" mid-summer, when we will all be thinking about and preparing for Fall 2011 classes. "Writing Circle" meetings will continue into the 2011-12 academic year, about once a month. The Writing Center will keep you posted, and we hope you will join us! 📧

Another New Publication

BY JIM HELGESON

By the time this edition of *The Beacon* reaches you, yet another in the growing list of books authored by faculty of the Department of English and Theatre in recent months will have hit the bookstands. Dr. Catherine Parisian launched the trend last spring with her *The First White House Library*, acclaimed by one reviewer as "a splendid contribution to American history." Dr. Roger Ladd followed in October with his *Antimerchantism in Late Medieval English Literature*, which—as noted in last fall's

PURC Symposium (cont.)



Kimberly Brassard with her poster, "Crossing Over (the Gaps): Self-Actualization through Letter Writing in Cristina Garcia's *Dreaming in Cuban*"



Adrienne Chavis with her poster, "The Illogical Truth: Redefining Culture in Bram Stoker's *Dracula*"



Matthew Sadler with his poster on *Dracula*



Alex White with her poster, "Light and Dark Imagery in James Baldwin's *Sonny's Blues*"



Leslie Brett with her poster, "The Construct of Male and Female in Victorian England"

Beacon—has also earned high praise for its originality as well as its quality. And, only days ago, Dr. Mark Canada—Associate Dean of the College of Arts and Sciences and former Chair of the English and Theatre Department—had his *Literature and Journalism in Antebellum America* published by Palgrave Macmillan. It is a most impressive work.

While recent scholarly debate has focused on the unusually large number of American literary figures who "wrote journalism," *Literature and Journalism in Antebellum America* expands and deepens the discussion with its observation that "even more wrote *about* journalism" and that studying what they wrote about journalism can yield important insights into antebellum literature and culture. The fact that—beginning in the early 19th century—what authors wrote about journalism was more often than not quite negative and that journalists typically responded in kind generated what Mark aptly terms a "sibling rivalry in American letters." He observes that at the heart of this rivalry lay a significant disagreement over what constituted "the truth," the "facts"—the journalist's typical preoccupation—or some sort of higher, abstract principle beyond or somehow informing those facts. In subsequent chapters, Mark pursues these and related issues through the fiction, the journalism, and, of course, the writing about journalism of authors like Harriet Beecher Stowe, Henry David Thoreau, and Edgar Allan Poe, creating in the process the fascinating and thought-provoking observations and speculation that, according to one distinguished reviewer, constitute "a unique perspective on a hitherto-neglected subject of importance"

that "should be found on the shelves of anyone interested in nineteenth-century America."

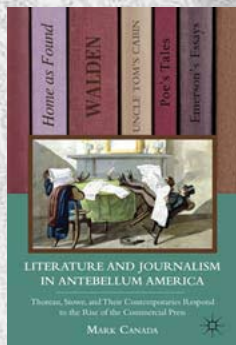
Inasmuch as literary America's preoccupation with these issues persisted into the second half of the nineteenth century and beyond, I asked Mark whether we should be expecting a "sequel." He answered in the affirmative, noting not only that he has recently finished an article on Rebecca Harding Davis, another of the journalist/authors featured in *Literature and Journalism*, but that in the last few months he has also assembled a number of prominent scholars who have agreed to join him in creating a collection tentatively entitled *New Essays on Literature and Journalism in the United States*. What he didn't say was that, in order to gather such a distinguished group, he and his work obviously must have won their considerable respect. His accomplishment, like those of the authors mentioned earlier in this essay and those whose publications and presentations are described elsewhere in this issue of *The Beacon*, gives the department and the University much to be proud of. 📖

Faculty Activities

MJ BRAUN presented "Propaganda Analysis as a Cultural Practice: *The Daily Show*, the Crisis of Democracy, and the Corporatist State" at the English and Theatre Faculty Colloquium on 31 January.

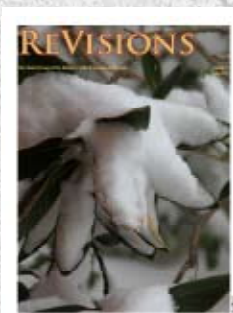
MONIKA BROWN presented a paper in April at the 2011 Conference on College Composition and Communication in Atlanta. In "'Get something and give something': Student Expertise and Argument Genres in First Year Writing," she

Recent Publications



Literature and Journalism in Antebellum America

Mark Canada



ReVisions, Volume 11

Susan Cannata and Teagan Decker,
Editors
Sara Oswald, Managing Editor



Pembroke Magazine, Volume 42

Shelby Stephenson, Editor
Tina Emanuel, Managing Editor

describes her freshman writing course, in which students develop genre awareness and other academic writing skills by creating Multigenre Argument Magazines. These magazines focus on current issues in areas of students' knowledge and experience, such as schools, family, work, and technology. As students study, create, and compile arguments in various genres for their magazines, they apply, extend, and share their expertise while engaging in public and academic conversations. Dr. Brown's paper situates her course within several areas of first-year writing theory and pedagogy: academic writing, cognitive growth and transfer of skills, and genre studies.

MARK CANADA discussed his new book, *Literature and Journalism in Antebellum America*, at Mary Livermore Library's Faculty Showcase in April. Also this spring, he presented "Rebecca Harding Davis, Journalism, and 'The Story of To-Day'" at the Joint Journalism Historians Conference in New York; presented "Learning to 'scribble' with Benjamin Franklin: A Founding Father in the Composition Classroom" at the annual ASECS conference in Vancouver; and collaborated with UNCP librarian Michael Alewine on "An Information Fluency Mini-Course Embedded in College Composition" at the 2011 Information Fluency Conference in Orlando. In May, he will present "Poe and His Contemporaries in a Course on Literature and Journalism" at the American Literature Association's conference in Boston.

YOUNGSUK CHAE's review of *Theorizing American Fiction: Literature in the Historical Development of a Fluctuating Cultural Identity* by Patsy Daniels was

published in *The Researcher: An Interdisciplinary Journal*, Spring 2011. Her article "Neo-Colonial Global Capitalism and Imperial Desire in Lawrence Chua's *Gold by the Inch*" was accepted for publication in *Mfs: Modern Fiction Studies*, Fall 2011.

TEAGAN DECKER gave a presentation titled "Writing Across Disciplines in Tutor Training Courses" at the Southeastern Writing Center Association Conference in Tuscaloosa, AL, this February. She also piloted an evening-hours writing center in the Livermore Library with funding from the NASNTI grant and assistance from Library staff. This new writing center location has been quite popular with students.

KAREN HELGESON delivered a paper entitled "The Near and the Close: Identity and Community in the Later Poetry of Wallace Stevens" in February at the 39th annual Louisville Conference on Literature and Culture Since 1900. She also prepared the annual bibliography, as she has done every year for the past twenty years, for the Spring 2011 issue of *The Wallace Stevens Journal*. The long-time editor of *The Wallace Stevens Journal*, John N. Serio, recently retired. Johns Hopkins University Press is now publishing the journal, and the new editor is Bart Eeckhout, with whom Dr. Helgeson worked on the Spring 2011 issue.

EUN HEE JEON presented a paper titled "Can the Simple View of Reading be a Model of L2 Reading?" at the American Association for Applied Linguistics Conference in March. In June, she will present "Assessment of L2 Reading-Related Metacognition" at the



Michele Fazio and her students enjoy the Isle of Capri, one of several sites in Italy they visited for her class on Italian-American writers during Maymester 2010.



Departmental Scholarship Recipients for 2011-12

Adrienne Chavis

Sue Betty Locklear Endowed Scholarship

Maria B. Hockaday

Grace Loving Gibson Endowed Scholarship

Patricia S. Taylor

John Green Memorial Scholarship



E&T Faculty Fellowship Recipients

UNCP Summer Research Fellowships

Tamika Carey

Polina Chemishanova

Michele Fazio

Eun Hee Jeon

Wendy Miller

Therese Rizzo

NEH Summer Stipend

Catherine Parisian

2011 Woody Guthrie Research Fellowship

Michele Fazio

Language Testing Research Colloquium. Dr. Jeon's article "Contribution of Morphological Awareness to L2 Reading Comprehension" will appear in *The Modern Language Journal*, 95, 2.

DEANA JOHNSON gave a presentation on specific strategies for writing assignments in service-learning projects at the NC Campus Compact 2011 Pathways to Achieving Civic Engagement (PACE) Conference at Elon University on 9 February. Ms. Johnson and her English 1050 students completed a community service project on 2 March. In coordination with the Center for Leadership and Service, two sections of composition students hosted a "reading party" for approximately 80 students from Oxendine Elementary School. The goal of the project was to promote literacy and a love for reading. In addition, students will use this experience as they reflect and write on the topic of college students and community service. All of the UNCP students who participated offered enthusiastic feedback, and the elementary students were very excited by the positive interaction and attention.

JENNIFER KEY's poems recently appeared in *Shenandoah* and online at *The Chronicle of Higher Education*; work is forthcoming in *The Hollins Critic* and *Arts & Letters*.

WENDY MILLER presented the paper "'[R]eaching into the lumber room' and Finding Julia Peterkin: Faulkner's Lena Grove and Peterkin's 'Over the River'" at The Biennial Conference of the Southern American Studies Association in Atlanta in February. Her article, "History, Mothering, and Manhood in Mary Lee Settle's *The Beulah Quintet*,"

was published in the most recent issue of *Mississippi Quarterly: The Journal of Southern Cultures*.

ROBIN SNEAD OSWALD and NCSU colleague Dana Gierdowski presented "Altering Our Assumptions: A Study of the Digital Literacy Skills of First-Year Writing Students" at the North Carolina First-Year Writing Symposium at NC State on 5 February. On 25 March, she presented a paper entitled "The British Petroleum 'Making It Right' Media Campaign: A Failure of Redefinition and Identification" for The Burke Society at the Southern States Communication Conference in Little Rock, AR. On 22 May, she and Dana Gierdowski will present "Gazing Across the Boundaries: Students' Private, Public, and Academic Digital Literacies" at the Computers and Writing conference in Ann Arbor, MI. She has been accepted to attend the Rhetoric Society of America's Biannual Summer Institute in Boulder, CO, where she will participate in a week-long seminar in Multimodal Rhetoric led by Anne Frances Wysocki.

SARA OSWALD served as a judge for the second annual North Carolina College Media Competition; results were announced on 17 February at the NC College Media Conference at Appalachian State, which she attended with two students from the *Indianhead* yearbook staff. On 17 March, she gave two presentations—"Design: Basics and Beyond" and "Who Needs a Yearbook When We Have Facebook?: The Value of Yearbooks in an Online/eBook Culture"—at the Columbia Scholastic Press Association Convention at Columbia University.

E&T Graduates Dinner 21 April



E&T students and faculty and guest Renée Steele gather at San Jose restaurant for a dinner honoring our 2010-11 graduates.



Oliver Spivey, this year's Outstanding E&T Graduate, displays his award.

Certificates for Outstanding Achievement were awarded to Sara Pack, Yanissa Pérez de León, Mark Rice, and Sabrina Taylor.



Sara Pack

Brittany Locklear




Keon Pacheco, Kimberly Goodman, and Yanissa Pérez de León

CATHERINE PARISIAN attended four conferences as the American Society of Eighteenth-Century Studies (ASECS) Affiliate Societies Coordinator: the Bibliographical Society of America, the South Central Society of Eighteenth-Century Studies, the Society of Early Americanists, and the American Society of Eighteenth-Century Studies annual meeting. At each of these meetings she spoke on behalf of the ASECS and was on hand to answer questions and listen to concerns from members. She also attended graduate student functions at these meetings and presented the graduate students with opportunities available through ASECS. At the ASECS annual meeting, she hosted the affiliate societies breakfast, an informal gathering that fosters networking and communication among the thirty-two ASECS affiliates. In addition, she organized two sessions on behalf of affiliate societies. ASECS has asked her to serve another three-year term in this capacity. Dr. Parisian also completed her book manuscript *A Publication History of Frances Burney's Cecilia* and an article "Alice in Shorthand" for a collection of essays in honor of the one hundred and fiftieth anniversary of the publication of *The Adventures of Alice in Wonderland*.

MELISSA SCHAUB presented a paper entitled "Sensation and the Female Gentleman: From *The Moonstone* to Dorothy L. Sayers" at the annual meeting of the Northeast Modern Language Association in April 2011 at Rutgers University.

RICHARD VELA published his essay, "John Huston's Mexico," in the collection *John Huston: Essays on a Restless Director*,

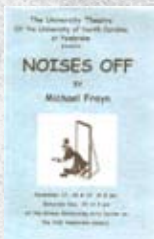
edited by Tony Tracy and Roddy Flynn for McFarland Publishing Company. He also presented four conference papers: "Yours Truly, William Shakespeare: Autobiographical Arguments in the Shakespeare Filmography" at the 24th Medieval-Renaissance Conference in September, 2010, at the University of Virginia's College at Wise; "Killer Comedy: the Role of Humor in Hit Man Films" at the Popular Culture of the South Conference in October in Savannah, GA; "Confronting Failure: The Blue Angel Figure in Recent Academic Novels and Films" at the Film and History & Literature Film Association Joint Conference in Milwaukee, WI, in November; and "*Hamlet* in the Twenty-First Century," a study of recent film versions of that play, at the National Popular Culture Conference in San Antonio, TX, in April, 2011. This year, he became Area Chair for Shakespeare on Film and Television for the National Popular Culture Association, after having served for seven years as Area Chair for Shakespeare at the Southwest/Texas Popular Culture Association. He is in his fourth year as a Director for the Literature Film Association and continues as Contributing Editor for the *Literature/Film Quarterly* where he reads manuscripts on Shakespeare and film and on Spanish and Latin American film. He is also Contributing Editor for *Pembroke Magazine*, having worked for that publication at various times since 1971, when he was Associate Editor for founder Norman Macleod. This April he visited York University in Toronto, Canada, to serve as the External Examiner for Peter Babiak's dissertation, "Shakespeare on Film: Locating Adaptations Within the Context of Their Production." 

E & Theatre

2010-2011 University Theatre Productions

Noises Off

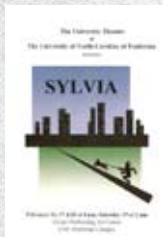
By Michael Frayn



Directed by Chet Jordan
and Amy Cox
17-20 November 2010

Sylvia

By A.R. Gurney



Directed by Holden Hansen
16-19 February 2011

Godspell


Music and Lyrics by Stephen Schwartz
Book by John-Michael Tebelak

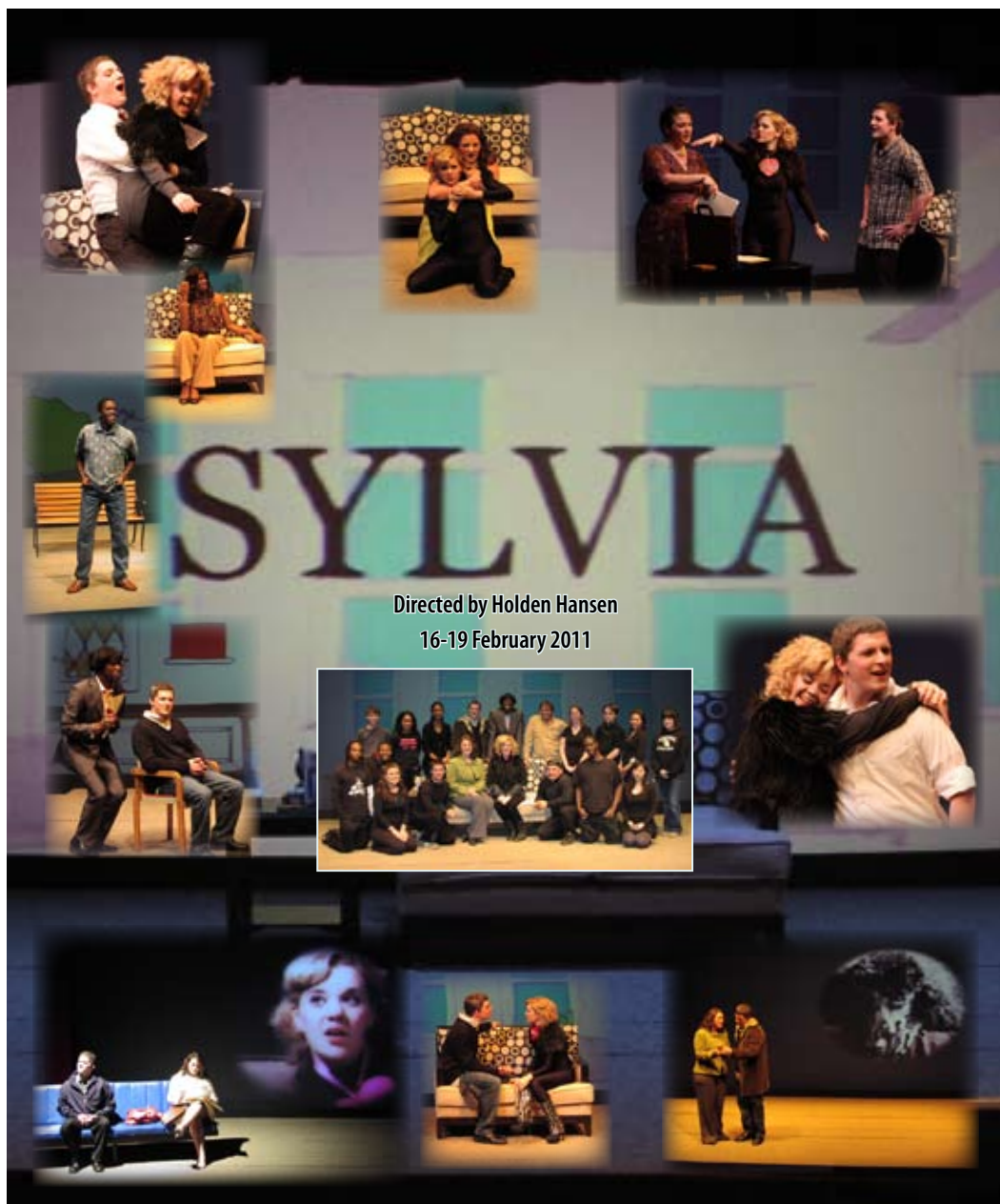


Directed by Hal Davis
6-9 April 2011

Theatre Activities

University Theatre's first Spring 2011 production was A.R. Gurney's **SYLVIA**, directed by Holden Hansen, which ran from 16-19 February on (actually, behind) the Main Stage of the Givens Performing Arts Center. **GODSPELL**, with

music and lyrics by Stephen Schwartz and book by John-Michael Tebelak, was presented in conjunction with the Musical Theatre program and directed by Hal Davis. *Godspell* ran from 6-9 April on the Main Stage of the GPAC. Further performances in Festival Park in Manteo, NC, are scheduled this summer. 



Directed by Holden Hansen
16-19 February 2011

E & Theatre

Visiting Artist
27 April



Unsinkable Women tells the story of women survivors of the *Titanic* and what they did with their lives after the disaster. Deborah Jean Templin describes her show as “nine women in a trunk”; she performs with a 1912 steamer trunk, containing all of her props and costumes, on stage. As she walks around the trunk, she changes costumes and steps into each character in turn. Students characterized the evening’s performance as entertaining, educational, and inspiring: “Templin kept my full attention the entire performance with her change of wardrobe, expressions, voices, songs, and characters!” “It amazed me how one woman was able to portray ten women who were all completely different. The whole performance was entertaining and educating at the same time.” “I am glad I got to go to this play, it really showed an amazing account of the women and how they went on in life and succeeded.” “A definite must see!”



Godspell

Directed by Hal Davis
6-9 April 2011

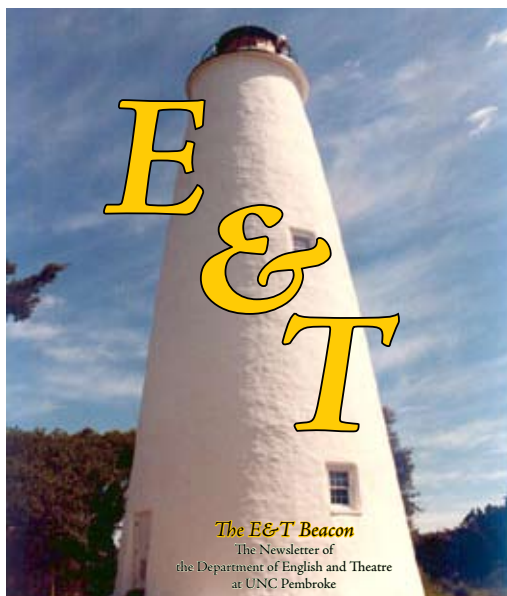


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