

Getting to Know Dr. Jap-Nanak Makkar

by Emily Banks

Q: Can you share some elements of your personal background?

A: I was born in Punjab, India, and my family emigrated to Canada when I was very young. I grew up in Toronto, Ontario, which is just a six-hour drive from Wilkes-Barre. Since leaving Toronto, I've been living in Charlottesville, Virginia, and New York City. I visited Wilkes-Barre for the first time as part of my job interview in February, and I took a liking to it straight away. When I was invited to work here, I accepted without a second thought.

Q: What college did you graduate from and with what degree?

A: I have a Bachelors of Arts (Hons.) and a Master of Arts from the University of Toronto, and my doctorate is from the University of Virginia. All these degrees gave me a specialization in English Literature. Through coursework and independent study during my Bachelor's and Master's, I acquired a detailed understanding of the general outline of literary history and theory, while also developing

writing, communicational and professional skills. My Ph.D. was spent honing my expertise in contemporary postcolonial literature, digital studies, and critical theory.

Q: Why did you choose Wilkes?

A: My department colleagues are very special, and so are my students. English faculty, instructors and Deb Archavage, our office assistant, are as genuine as they seem: they care for the well-being of everyone at Kirby Hall. Collectively, each of us contributes to the department's life and health; that makes it a great place to work. And, as you know through your own experience, Wilkes has a very unique student body. Students are diverse—they represent educational, sexual, social and ethnic diversity, and it makes for a vibrant classroom. I was surprised to find, for instance, that my students in Introduction to Digital Humanities were touched by our discussion of labor and debt issues. Each of these students had felt the effects of debt and labor casualization, so they had no problems relating to these otherwise difficult concepts!

Q: What classes will you be teaching next semester? What would you say to students about the classes you will be taking next semester?

A: I'm teaching ENG120: Introduction to Literature and Culture, "Cultural Crossroads," ENG 234: Survey of English Literature, Romanticism to Present, and ENG 101: Composition. This is an exciting roster of courses because I'll get to explore issues such as race, colonialism, and capitalism through literary history. For 120 and 234,

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MANUSCRIPT UPDATE

The Wilkes University Manuscript Society will be accepting submissions for the 2018-2019 issue starting in the spring. Keep an eye out for reading posters as well as for this year's issue, as it will be a special anniversary edition with pieces from past *Manuscript* publications!

Any additional questions can be sent to the *Manuscript* Executive Editor, Mackenzie Egan at: mackenzie.egan@wilkes.edu.

Writing Center Hours

The Writing Center, located in the Alden Learning Commons, is open and offering support to student writers across the Wilkes curriculum.

Our Fall 2017 schedule is:

Monday: 8:00 a.m.-4:00 p.m.

Tuesday: 8:00 a.m.-5:00 p.m.

Wednesday: 9:00 a.m.-5:00 p.m.

Thursday: 8:00 a.m.-2:00 p.m.,
4:00 p.m.-5 p.m.

Friday: 8:00 a.m.-2:00 p.m.

The Online Writing Center is available at: <http://wilkes.edu/pages766.asp>

For more information, contact:
Dr. Chad Stanley

Getting to Know Dr. Makkar

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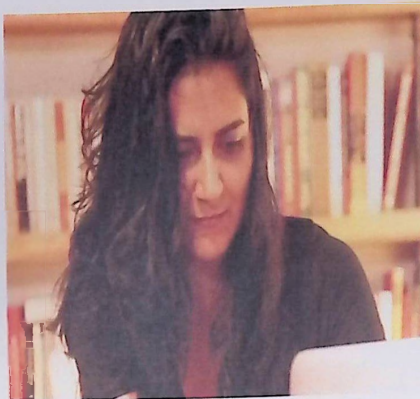


Photo credit: Martin Aagaard Jensen

I'm thinking of including selections from *Bleak House*, *Passage to India*, *Untouchable*, *Lonely Londoners*, *Woman at Point Zero*, *Wizard of the Crow*, *The Famished Road*, *Nervous Conditions* and *Americanah*.

I'd like my students to know that, in my classroom, they experience a distillation of the humanistic work and skills that I consider most important. They'll learn that literary studies are an endeavor to understand "the Other"—whether that is the racial, gendered, sexual or political other. The question of "the Other" is at the heart of Western

political and social thinking—liberal as well as conservative thought—and through my classroom, students learn literature's answer to it.

Q: What would you say your teaching style is?

A: Political. Critical. Historicist. And interdisciplinary.

As you know yourself, my course materials often intersect with lived political conflicts. I try to present scholarly debates that help students make sense of the news, daily phenomenon or problems they live with. Student debt, the 2008 economic crisis, and racial and gendered inequality—all of these topics have come up in my composition and digital humanities classrooms this semester.

When approaching these topics, I try to emphasize the value of historical understanding and interdisciplinary perspectives. I also think of the classroom as a public space, in which students practice the skills of their citizenship, skills like

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Welcome to Our New Staff!

Faculty Advisor - Dr. Hamill
Editor-in-Chief - Mackenzie Egan

Copy Editor - Julia Guziewicz and Brian Vu

Layout Editor - Erica Bicchetti
Staff Photographer - Mmachi Dimoriaku

Staff Writers - Emily Banks, Roshanda Montgomery, and

Veronica Romanelli

If you would like to submit articles for future *Inkwell* issues, email Dr. Hamill at thomas.hamill@wilkes.edu or Mackenzie at mackenzie.egan@wilkes.edu

Getting to Know Dr. Makkar

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informed judgment and reasoned debate.

Q: What classes are you teaching this semester?

A: I'm teaching two sections of ENG 101: Composition and 1 sec-

tion of ENG 222: Introduction to Digital Humanities.

Q: Where have you taught before?

A: I taught at the University of Virginia while completing my doctoral degree. I served as a teaching

assistant for a modern and contemporary literature survey and an advanced composition course. And I went on to design my own courses at UVA, including several different first-year composition courses, and a second-year English class on global literature and theory.

Social Media Accounts

by Julia Guziewicz

The Manuscript Society and Wilkes' chapter of Sigma Tau Delta have now joined the ranks of other Wilkes University social media accounts. Both unveiled an Instagram and Twitter in early September of this school year. I sat down with Brianna Schunk, a junior and the operator of these accounts, to find out a little more about her job with the two organizations - and the decision to turn to social media. While Schunk is not

a communications major or necessarily looking to run social media after graduating, she said that "[she] is just really excited about social media". Schunk's official job titles are social media coordinator for the Manuscript Society, and PR officer for Sigma Tau Delta. She said that there are a few differences between the two roles as "Sigma Tau is a lot more about presenting our chapter and the *Manuscript* is more about delivering communi-

cation...it's a little more relaxed." Schunk also reveals that the *Manuscript* did have both a Twitter and Instagram already, although she said "they hadn't been touched since 2014." Schunk describes the idea to rejuvenate the Manuscript Society social media as "a creative endeavor and [Mackenzie Egan, *Manuscript* Executive Editor and Sigma Tau Delta President] wanted to bring more awareness to our publication." However, Sigma Tau

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Ask the Editorial Staff: What is Your Favorite Bio-Pic?

The Blind Side
- Erica Bicchetti

The Wolf of Wall Street
- Brian Vu

8 Mile
- Mackenzie Egan

Bird
- Dr. Thomas Hamill

Social Media Accounts

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Delta is “a lot more professional, it’s more about communicating with other schools.” Schunk is very excited about both of these endeavors,

and to keep up to date with both organizations, you can follow the Manuscript Society on Instagram @wilkes_manuscript and on Twitter

@wilkesmag. Sigma Tau Delta can be found @sigmatau_wilkes on both Twitter and Instagram.

Atypical Follow up

by Erica Bicchetti

In *Inkwell Quarterly's* previous issue, I wrote about *Atypical's* season one Netflix release and what the show is about. On September 7th, *Atypical* released its second season with some improvements inspired by the critics opinions on its first season. According to Rebecca Patton's article on *bustle.com* called “Sam’s Peer Group in ‘Atypical’ Season 2 is Comprised of 8 Budding Actors with Autism,” she claims “The show received some backlash in Season 1 from the autism community, since Gilchrist does not have ASD (Autism Spectrum Disorder).” Keir Gilchrist plays the main character Sam, who has Autism in the show, but does not have Autism in real life. Critics feel that he can’t truly embody Sam’s character because he hasn’t

experienced its symptoms. They believe it is not fair to people with ASD who live with it every day. Why not cast characters who are on the spectrum? Well, *Atypical's* producers must have taken these comments into consideration. The Netflix show now stars eight actors in the second season who have Autism in the show and in real life. These characters are seen in Sam’s peer group. *Bustle* reports one of the actresses in the peer group named Amber in the show commented “The most rewarding thing about working on *Atypical* is just basically breaking the stigma around autism.” *Atypical* not only made viewers happy with their decision to cast actors with ASD, but they also made people with ASD happy to see people like them

being portrayed on TV. Be sure to check out Netflix’s two season original show *Atypical* in your free time. You can learn so much about Autism just by watching the show. I promise it is worth the watch.



<https://www.pinterest.com/pin/273734483584237646/>

Spring 2019 Upper-Level Class Listings

Course	Days/Time	Instructor	Room	CRN
ENG 202: Technical Writing/WI	MWF 11:00-11:50	Dr. Kemmerer	BREIS 208	10769
ENG 203: Creative Writing/WGS	MWF 10:00-10:50	Prof. Kovacs	KIRBY 108	10770
ENG 234: Survey of English Lit. II/WGS	TR 1:00-2:15	Dr. Makkar	KIRBY 103	10785
ENG 281: American Lit. I/WGS	MW 3:00-4:15	Dr. Anthony	KIRBY 108	10778
ENG 298: T: Visual Literacy/DH	TR 1:00-2:15	Dr. Stanley	KIRBY 108	10780
ENG 303: Adv. Workshop in Fiction Writing	R 3:00-5:45	Prof. Black	KIRBY 103	10781
ENG 324: History of English Language/DH	MWF 1:00-1:50	Dr. Hamill	KIRBY 305	10782
ENG 335: Stud. Romantic Lit/WGS/DH	TR 9:30-10:45	Dr. Davis	KIRBY 108	10783
ENG 392: Senior Projects	TBA	Dr. Anthony	TBA	10792
ENG 397: Seminar: Amer Romantics/WGS	MW 2:30-3:45	Dr. Kelly	TBA	10790

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by Erica



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Freshman Faces

by Erica Bicchetti



Emily Royce

Q: Where are you from?
 A: I'm from Scranton, Pa.
 Q: Why did you choose Wilkes?
 A: I chose Wilkes because of its English program, and because my cousin went here and loved it.
 Q: What made you decide to major/minor in English?
 A: I'm majoring in English because I have a love for writing.
 Q: What is your area of concentration?
 A: My area of concentration is writing.
 Q: What is your favorite book?
 A: The book that sparked my love for writing is the *Divergent* Trilogy.

Rashonda Montgomery

Q: Where are you from?
 A: Philadelphia, Pa.
 Q: Why did you choose Wilkes?
 A: I'm not sure... Wilkes chose me.
 Q: What made you decide to major/minor in English?
 A: I enjoy English. An understanding of English makes life better.

Q: What is your area of concentration?
 A: I'm an English major with a writing concentration.
 Q: What is your favorite book?
 A: *Smiles To Go* by Jerry Spinelli.

Kayla Bevacqua

Q: Where are you from?
 A: I'm from Tinton Falls, New Jersey.
 Q: Why did you choose Wilkes?
 A: I had little to no knowledge of Wilkes until I was accepted as a Musical Theatre major. I figured I'd visit just in case, but I wasn't incredibly interested. Once I was on the campus, I knew I wanted to spend the next four years here.
 Q: What made you decide to major/minor in English?
 A: I'm a double major English and Musical Theatre.
 Q: What is your area of concentration?
 A: I always knew I wanted to study theatre, however towards the end of my senior year I discovered just how much I love to write. So that is why I am studying English with a writing concentration. Since I was younger, I have loved reading books, and I want to write my own.
 Q: What is your favorite book?
 A: My favorite book is *Little Women* by Louisa May Alcott. I first read it when I was 10, and I've returned to it hundreds of times since then.

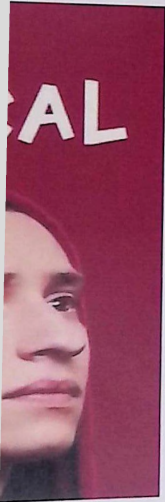


Amanda Andersen

Q: Where are you from?
 A: I am from Old Bridge, New Jersey.
 Q: Why did you choose Wilkes?
 A: I chose Wilkes because the campus is small and intimate.
 Q: What made you decide to major/minor in English?
 A: I decided to major in English because I want to be a teacher.
 Q: What is your area of concentration?
 A: My area of concentration is teaching.
 Q: What is your favorite book?
 A: My favorite book is *Have a Little Faith* by Mitch Albom.

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Chat with Dr. Hamill

by Brian Vu

Dr. Thomas A. Hamill is one of our well-known professors here at Wilkes University who went on sabbatical last semester. At first, I didn't know what sabbatical meant. But after sitting down and having a chat with him, I've learned a few things about it. A sabbatical is when a university professor is granted paid leave that ranges from a semester to a year. Usually, a professor is able to apply for a sabbatical every seven years worked. During this time, they are encouraged to develop and / or continue any work that they haven't had as much time as needed to do, like some aspects of research. To apply for sabbaticals, professors have to provide the university with what they plan to work on during their time off.

Dr. Hamill has been a professor at Wilkes University for almost 17 years; however, this was the first time he applied for sabbatical. I asked Dr. Hamill what prompted him to take sabbatical. He said that a fellow colleague, Dr. Kuhar, urged him to apply for it.

During his time off, Dr. Hamill was able to do extensive research on some of his older, unfinished work while also developing new research.

Q: What was most important or valuable to you about your time on sabbatical?

A: My sabbatical semester was a wonderful experience. It was both restful and productive during the

semester in question, and it has also been transformative for the long term in the sense that it has enabled me to re-engage with and sustain my scholarship in ways that likely would not have been possible had I not had the chance to pull away from the semester-to-semester rhythm of my work at Wilkes. The blocks of time the semester away from campus afforded me allowed me to prioritize my research as my primary and singular focus for the first time in a long while, and while my focus has re-oriented back to students and teaching and service with my return to campus this semester, the momentum and perspective-shift initiated by my time away has allowed me to stay connected to my research in renewed ways—which is really cool, and which is, I think, one of the ideas of a sabbatical to begin with. For all of these reasons, I am so grateful to Dr. Kuhar for urging and encouraging me to apply for one. I'm really grateful for Dr. Anthony's support of my application as well.

Q: What did you work on during your sabbatical?

A: I focused my work on two projects: one project has roots in my dissertation research; the other emerged over the course of the past 16 years in the classroom with English majors.

The first project, which was initially part of my doctoral dissertation, was revising an essay currently titled "Swimming as Print in Early Modern England" that focus-

es on swimming manuals from the late sixteenth and early seventeenth centuries. Focusing in particular on one manual and its complex afterlives, I examine tensions between early modern anxieties about situating the swimming body in water (rendering water as a known/knownable space and context in and over which the swimmer has control) and early modern technologies of the book (namely woodcut illustrations that position and model the ideal swimming body in action and the instructional and narrative discourse linked to those images) that attempt but ultimately struggle to overcome those concerns. I suggest that the images and instructions made possible by print/mechanical reproduction ultimately reproduce failing swimming bodies, as the replicability of print potentially destabilizes and undermines the replicability of knowledge transmission and bodily and environmental control.

The second project focused on my work in the classroom with Wilkes English majors over the past 16 years—specifically my efforts to train and immerse students in the practices and methodologies of bibliography and textual editing & criticism in my upper-level medieval and my early modern literature classes. Students in all of my 300-level literature classes have worked on Editing Projects which challenge them to work, in facsimile, with the earliest witnesses of the texts we're reading (such as late 14th- and early 15th-century man-

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Chat with Dr. Hamill

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-uscripts of *The Canterbury Tales* or the Quarto and Folio editions of *The Merchant of Venice*) in order to produce their own modern editions of these works—editions similar to the ones they buy and read for class, but editions they themselves have produced as scholarly editors. The assignment has a range of objectives, but two central aims are 1) to expose students to the complex editorial processes and decisions that go into constructing the editions of the texts they're reading, and 2) to allow students to reverse engineer these editorial processes that might otherwise seem fore-closed so that they themselves can wrestle with the textual problems and decisions and make their own critically informed choices. In terms of my scholarship here, I have two aims that the sabbatical helped move forward: I want to publish one or more critical essays on this teaching methodology and its unique and critical importance in our current digital moment, and I also have a longer-term goal of developing student-directed, interactive digital editions of Chaucer and Shakespeare that allow students to work collaboratively not only within classes but also across disciplinary and university boundaries.

Q: How will you be moving forward with the research that you've done during your sabbatical?

A: Well, I need to move the sabbatical work forward to the next step, which is publication.

I am working through final revisions on the swimming essay and will be sending it out to the journal *Exemplaria: Medieval, Early Modern, Theory* for consideration for publication.

While I was on sabbatical, I had the chance to present part of my work on engaging students in the practices of textual editing and criticism at the NEMLA Conference in Pittsburgh last April, as part of a panel titled "Hacking English: Lit, Productive Disorientation, and Digital Praxis."

I submitted a larger essay



proposal covering my work with students on the Editing Project in a Shakespeare class and two other related digital projects from that course (an assignment requiring students to design a Shakespeare webpage as a resource for peer undergraduates, and an assignment requiring students to stage and film a scene from one of the plays we read). I sent the proposal to *Research in Drama Education: The Journal of Applied Theatre and Performance* for a special issue focused on digital approaches to

Shakespeare. The journal did not commission the entire essay, unfortunately; however, they asked me to submit a shorter paper focused on one of the assignments for the "Teaching Pages" section of the issue. So I recently sent in a submission on my group staging/filming project assignment. This development was unexpected. It's a positive from the negative of a rejection notice, and it has also given me a chance to focus on teaching work I was not originally thinking of developing as part of my sabbatical time. Equally exciting, of course, if not more exciting, is the fact that I'll hopefully get a chance to showcase the work of English majors here at Wilkes. (My thanks to Dr. Kelly for sending me a heads up about the Shakespeare special issue of *RiDE* while I was on sabbatical.)

Of course, I'm going to keep working on the larger essay *RiDE* chose not to commission, as I think my work with students on textual editing and criticism (and other digital projects) and their work in these assignments has an audience and an important place. So that's still a core goal I'm working on, as is the longer-term goal of developing online, interactive editions.

One other new development that came unexpectedly from the sabbatical is a return to work on early modern golf—work that never made it into my dissertation but that my sabbatical time re-connected me to.

So I've got work to do still. And, of course, all of these research

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A Chat with Dr. Hamill

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initiatives will continue to find their way into my classes—now in newly invigorated and vitalized terms.

Q: Most of us already know you from classes, the *Inkwell Quarterly*, along with Hamill's Hunches. Can you share a few details about yourself for incoming students that don't know you? Also, what advice do you have for them as they progress through their first year?

A: Hmmm. I sort of like the idea that people only know me through classes and through Hamill's Hunches. So enroll in a class of mine—and read the latest Hunches. Just kidding.

Well, let's see: I'm from Long Island, like you. (In fact, there are several Long Islanders in the program now, which has to be a good sign, right?) I am really into golf but don't play nearly enough. I fiddle with the guitar. I also like working on my house, but I take forever to get to and complete projects. I live in Kingston with my wife, Lisa, and our two daughters: Grace (8) and June (3). Our son Arthur, who would have turned 11 this November, passed away shortly after he was born. I'm coaching a bunch of soccer of late—which is lots of fun, as it's time with Grace and June and their friends. I love teaching at Wilkes and in our English program. I'm a lucky guy. I got progressive lenses while on sabbatical (which are almost as much of a disaster as needing them). I'm a Mets fan. And a Rangers Fan. I obviously don't answer "Can you

share a few details about yourself?" questions very often.... I also make it a point to be actively involved in my community.

In terms of advice to first-year students in the English program: get involved as much as possible in your classes; be active participants during discussion, follow up on the ideas of your peers and your professors, fully immerse yourself in the work of the classes you're taking. By the same token get as involved as possible in the co- and extra-curricular work of the English major. Get to know your peer English majors, of course, but also be sure to join one of more of the core and vital communities/institutions of the Department: join *Inkwell*, or join *Manuscript*—or both. Work at the Writing Center. Work in the English Department. Come to the poetry readings. Attend department events. Embrace the community that is the English major here, and, of course, reach out to and engage the broader Wilkes and area communities around you. Ask about and pursue internships. Look into studying abroad. You'll have more fun and be better for all of that work—and Wilkes (and Kirby) will be more fun and better for it too. (And don't forget to register to vote (if you've not already done so)—and to vote!)

The English department is extremely lucky to have Dr. Hamill. He also happens to be my advisor and never hesitates to help me and my peers with any confusion or questions that we have. I am currently in

his English Literature survey, and he really brings it to the table. During our class discussions, Dr. Hamill is very passionate about the texts that we read. He even brought in a wool pillow to represent the sheep from "The Second Shepherd's Play" as he acted a few lines from the play.

Next semester I am taking Dr. Hamill's Digital Humanities designated History of English language class. I look forward to working first-hand with his methodologies of textual criticism and editing to create scholarly editions. Thanks to his sabbatical, Dr. Hamill has fresh knowledge of his research which he can implement into his teachings here at Wilkes.

Dr. Hamill's semester off was very replenishing for him indeed. It is good to have him back, and as we come closer to the end of fall semester, we're all ready to go on a little break ourselves. When we come back, Dr. Hamill will be here, ready to rock and roll with the rhythm that he's returned to here at Wilkes.



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by Emily

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The Pinning Ceremony

by Emily Banks and Erica Bicchetti

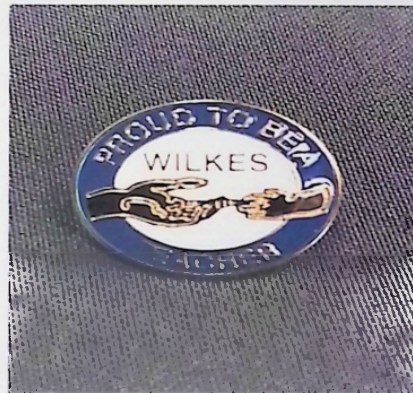
Students from the English department were inducted into the Teacher Education Program on October 16th, 2018. Olivia Caraballo, a middle-level education major with a concentration in English and a dual certification in special education was one of the three students who were pinned on Tuesday. When we asked these students to share their thoughts on being inducted into the Teacher Education Program, Olivia shared, "teaching is the best part of my life. All of the work I have to put in for the program is more than worth it because it's work that I enjoy more than anything."

"As an English major and secondary education minor, I look up to my college classmates. I plan on student teaching in the spring of 2020 and I can relate to Olivia's positive input on teaching. I believe all of us can remember the first time we walked into our field placement. In a way, it is life-changing." -Erica Bicchetti.

James Lapidus, a double major in English and secondary education says, "It is a great honor and a significant step for my educational career to be inducted into the Teacher Education Program. This experience as a Secondary Education/English major has me constantly reflecting on the year I decided that teaching was for me. My senior year of high school, I had great admiration for my Classical Literature teacher, Mr. Griffith. I loved the way he approached the classroom and content with such enthusiasm and intelligence. I

wanted to be like him. Thankfully, with this induction into the teacher education program, I am one step closer to being the teacher I strive to be."

Margaret Hoskins, a middle-level education major with a concentration in English remembered her reaction when she was informed that she was being inducted into the teacher education program. Maggie notes, "when I received that letter in the mail, I could not help but feel a major sense of pride. I was so excited to



let my family and friends know how I had been accepted into the Teacher Education Program and that I am one step closer to becoming a teacher." She continued with her thoughts during the ceremony, adding "at the ceremony, I was nervous, not knowing what the itinerary held. I also felt so much love and support from my family and Erica and Emily who were there for me, to see me receive my pin. Some days, I get anxious with the workload I have to finish for my classes. After a while, it gets a bit exhausting. Thankfully, the words from Mrs. Thomas made me think

to myself: "This is it. This is why you decided to go back to school. You will do great things. You will change the lives of young students. You want to be a teacher. It will all be worth it in the end." While my cousin gave his speech, I was overwhelmed with emotions. I had to hold back the tears."

"As an English major and political science minor who was recently inducted into Sigma Tau Delta (the English Honor Society), I can relate to my classmate's pride. Being inducted into a program like such is incredibly difficult and an amazing achievement. Although I am not going for teaching, I think it is important to provide recognition to the immense amount of effort and hard work that my classmates put in to advance one step further in their teaching career. I attended the induction to provide support for my classmates. Erica and I decided to place a focus on the ceremony in this issue because their achievements deserve it." -Emily Banks

To be inducted into the teacher education program, students must obtain at least a 3.0 GPA, pass the test of basic skills or have qualifying SAT scores, and earn a certain number of credits. This is an achievement worth recognizing and we congratulate our classmates and commend their hard work and efforts to be inducted into the Teacher Education Program.

English Majors: Figuring it Out

by Rashonda Montgomery

The 2018 Freshmen English Majors are an amazing group of students with huge personalities. Being thrown into an E-mentor group with the fantastic Kaylynn Bruch was one of the most amazing things that could happen to a first-year student like myself. Suddenly, I had a group of compassionate friends (of which I am almost positive at least half could make it as comedians).

For Halloween, we all got together to watch horror movies and eat pizza and cupcakes. The night featured Stephen King as movies like *Children of the Corn* and *The Shining*. While enjoying the movies, we did not hold back on our critiques. I am positive we would have gotten thrown out of a movie theater since we didn't hold back on our critiques while the movies were playing. It was an amazing, stress-free night with a

group of unexplainable personalities.

With the constant laughter and the occasional gossip, there isn't a dull moment with this group. When I try to explain how I feel about this group of students, the right words never do find my tongue. We act like a family and a support system for one another. One of our main pastimes is just complaining and venting to one another. Sounds unhealthy, but to share your troubles and stresses with a group who cares seriously is a form of therapy.

For help presenting this group to the rest of you, I went directly to them. First, I asked how they would describe themselves, but I gave them a six-word limit. Briauna is a "spunky introvert that's a literature junky" and Veronica is "terribly awkward and always extremely nervous". Then, I asked

why they chose to major in English. Veronica wants to be a Secondary teacher. Will enjoys the perspectives of life you can get by studying Humanities. Catie, honest as she always is, said she's studying English "so [she] can teach and not be homeless." Lastly, I asked if there was anything they had to say that helps capture the full essence of the entire group. This was my favorite question of them all. Briauna answered, "Our love for books and grammar, definitely," and Catie answered, "We don't really know what we are doing but, boy are we trying to figure it out." I think that, right there, says it all. As freshmen English majors surrounded by a sea of STEM majors, we surely don't know what we are doing half the time, but as a group, we will certainly try to figure it out - after all the complaining and venting is over.

Faculty Updates

by Veronica Romanelli

Dr. Lawrence Kuhar is presenting his paper "Sights and Sites: Vision and Place in American Literature" at the American Literature Association's (ALA) national conference in Santa Fe, New Mexico in November.

The title of his presentation is "Historical and Personal Place in Don DeLillo's *Falling Man* and Thomas Pynchon's *The Crying of Lot 49*." In this presentation, he will focus on how Don DeLillo's *Falling Man* and Thomas Pynchon's

The Crying of Lot 49 "present the complexities and value of place as a source of self-knowledge and historical confirmation. DeLillo and Pynchon present a vision of America as a nation that often relies on simulations of places as it attempts to understand its historical and personal present."

Dr. Sean Kelly's article, "'There is a place where terror is good': Aeschylus's Oresteian Myth of Law and Lacan's Theory of the Four Discourses," was published in

September in the journal *Angelaki: Journal of the Theoretical Humanities*. Volume 23, issue 5, 2018 (pp. 112-128).

Dr. Jap-Nanak Makkar will be presenting at the 2018 conference meeting of the Society for Literature, Science and the Arts (SLSA) in Toronto on Sunday, November 18. Her paper is entitled "Ishiguro's Characters: From Reason to Rationality in *Never Let Me Go*."

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Kindness for Weakness

by Mackenzie Egan

Shawn Goodman's book, *Kindness for Weakness*, takes an in-depth look at the American juvenile detention system that brings out the best and worst in his protagonist, fifteen-year-old James.

Goodman himself is a psychologist who once worked in a juvenile center and holds no punches when it comes to his account of life within its walls. From the start, we follow James as he navigates his way through a world where his mother's flakiness, and her penchant for abusive men, puts him and his older brother Louis at odds, and find ourselves being sucked in to James' open, often naive, view of the world, and of family. Louis, throughout the entire book, plays the role of flaky pseudo-guardian, and by the end becomes one of the most uncomfortably situated people in the entire book. James, especially in the beginning, latches on to his older brother mercilessly, which only lands him in a world of trouble; by the end, he comes to terms with his brother's position in his life and begins to understand his own role in the world.

These revelations do not come without a price, though; a price that ultimately earns James his place at the Thomas C. Morton Jr. Residential Center, where most of the book takes place. Keeping him afloat at the center is his handful of colorful acquaintances, many of whom we are to perceive from his adolescent brain as friends, but who, for one reason or another, are rather short-lived in his narrative,

and Mr. Eboue and Mr. Samson, both of whom work in the facility. Cast of characters aside, the book focuses on the growth and close redemption of James as he navigates his way through the juvie system. Goodman walks us through highs and lows of being a part of the system, showcased through the narrow-viewed mind of the fifteen-year-old protagonist. Situationally, Goodman sets James up to rise to the occasion at certain times and



<https://images-na.ssl-images-amazon.com/images/I/41Szknl9faL.jpg>

to let down the readers in others. Still, he stays true to the title of the book; *Kindness for Weakness*. Even at the end, with a situation that is as vague as it is alarming, James shows kindness in the way he wraps up his time at Morton, his familial problems, and the situation that closes the book. This kindness, not to be mistaken for weakness, plays on the

emotions of the reader.

Goodman uses this emotional knowledge and the ability to tug on the reader's emotions to bring a full circle, if taxing, account of the way teenagers is treated in the juvenile detention system. *Kindness for Weakness* provides an account of an otherwise quiet subject and humanizes adolescents who end up in sticky situations, and under the care of less-than-considerate people, and brings about the idea that we all end up in situations where our own kindness are taken as weakness, and while unexplainable, these situations end up being unavoidable - and sometimes even non-negotiable.

Overall, I enjoyed the book. I feel like Goodman's experience in juvenile centers helped him create a realistic, if not terrifying, account of what happens to adolescents within their walls. There was just enough emotional immaturity, mixed with situational stresses and the occasionally humorous moment, to keep me drawn in for the 261 pages. *Kindness for Weakness*, while a quick read, is educational and deserves a place among other YA pop-culture icons like *The Fault in Our Stars* and *Every Day*.

Halloween Reading

by Mackenzie Egan

In celebration of this past Halloween, Wilkes' Manuscript Society hosted their annual Halloween Poetry Reading. While this year there was less poetry and more prose read, the event had a great turn out and both students and faculty had a great time.

Those who read mixed original work with excerpts of larger pieces, including Dr. Davis reading from *Frankenstein* and Dr. Hamill entertaining the room with a reading from *The Canterbury Tales*.



The event had a large turn out - the largest in years according to English faculty members!



The Manuscript staff in attendance all dressed up for the occasion, as pictured above. Pictured from left to right: Mmachi Dimoriaku, staff copy editor, Mackenzie Egan, managing editor, Brianna Schunk, social media coordinator, and Julia Guziwicz, assistant editor.



Faculty members who read included Dr. Anthony (pictured left in costume) and Dr. Hamill (pictured right).



In the Next Issue:

Bohemian Rhapsody Review - Wilkes Hosts *Frankenstein* 200th Anniversary Event - Christmas Book Releases - IQ Staff's Favorite Holiday Movies - Sophomore Spotlight - 2018 NaNoWriMo from a College Writer - Theatre Updates - Must See 2019 Movies - Hamill's Hunches