

THE INKWELL QUARTERLY

Well Wishes for Mr. Grier

Collected by Mackenzie Egan

The faculty and staff of Wilkes' English department would like to send their sincerest best wishes to Jack Grier and his family as he recovers from illness. We will keep you in our thoughts and prayers, Jack.

"God bless you and yours, Jack. I will keep you and your family in my prayers as always." -Kathie Kemmerer

"I hope the best is yet to come, and that you embrace the future with optimism. Best wishes to you and your family." -Mackenzie Egan

"When I think of Jack, I think of balance. Jack is kind and rigorous, gracious and realistic in all he does for students and for his colleagues here at Wilkes. Jack speaks plain about life and work, and death. His years living with a cancer diagnosis and the treatments involved, the ups and downs of it all, have surely challenged that balance in him, but I have seen not one tilt. I am so proud to have Jack as a co-worker in the English Department, someone who so obviously loves his work and who reminds me what's important, what to pay attention to." -Mischelle Anthony

"Jack, you are such a vital part of our team. Your students talk of you so

fondly. I've never heard a student tell me something bad about you. They always talk about how much you helped them and how interesting they find your classes. Your input in our departmental discussions, especially around issues connected with the Education track, are always insightful and useful. Most of all, I just enjoy speaking with you and knowing you. You are such a strong, brave person. I greatly respect you. I hope that you are back with us soon. Even when you are away from us, you are still part of us. Best wishes." -Helen Davis

"Professor Grier is one of the many teachers that continues to inspire me to pursue my future as an educator." -Christina Colao

"Jack, Hope your treatment is going well and that you will soon be able to beat this and return to us. You are in our thoughts and I wish you a swift and speedy recover." -Bernie Kovacs

"Dear Jack, It's very gratifying to remember that you were at one time a student of mine and even more gratifying now to know you as a colleague and a friend. All the very best." -Benjamin Fiester

In this Issue:

Faculty Update
Sigma Tau Delta Induction
Manuscript Update
Writing Center Hours
Katherine Howe Visits Kirby
Ask the Editorial Staff
Senior Spotlights
Dr. Hamill as New IQ Advisor
Congrats to Award Winners
Sigma Tau Delta Updates
Hamill's Hunches
Rivka Galchen Visits Wilkes
May He Fly with Cranes:
Remembering Yevgeny
Yevtushenko
The Vampire Diaries Signs Off
Summer Reading List
Understanding Dr. Henry
Veggian, Visiting Writer
Equality in a Modern Beauty
and the Beast
308's Own Spring Writers Series
Fall 2017 Upper-Level Class Listings
Here's to the Ones Who Dream
Other Dept. Events
How I Avoided Responsibility
for One Year
White Helmets
April Author Spotlight:
Valeria Luiselli
Call for Student Application Letters
Wilkes Students Stand with
Planned Parenthood
Senior Macthing Game

Story Continued on page 18

MANUSCRIPT UPDATE

Congratulations to Executive Editor Elyse Guzewicz, faculty advisors Drs. Sean Kelly and Chad Stanley, and the entire Manuscript staff on the beautiful square issue! Everyone is welcome to join us for a reading and launch event on May 4th at 1:30 PM in the Kirby Hall Salon.

Any additional questions can be sent to the Manuscript Executive Editor, Elyse Guzewicz, at: elyse.guzewicz@wilkes.edu.

Writing Center Hours

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

Our Spring 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

Faculty Updates

Submitted by Nicole Kutos

Dr. Kelly presented the paper "Integrating the Other of the Law: Aeschylus's Oresteia and Lacan's Theory of Discourse" at the Northeast Modern Language Association conference in Baltimore, Maryland, March 25-26.

Dr. Stanley will be having a First Friday art show at Bar Pazzo in Scranton, June 2nd and all of June 2017 (for the month). It is currently untitled.

In preparation for taking on the role as *IQ* faculty advisor next fall, Dr. Hamill got some feedback on the last issue from one of *IQ*'s biggest fans, June Hamill (photo to right).



June takes time to look over *IQ* 11.3.
Photo Credit: Dr. Hamill

Sigma Tau Delta Induction

by Dr. Anthony and Nicole Kutos

Sigma Tau Delta held their annual induction ceremony for new members on Sunday, April 30th at 1PM in the Kirby Hall Salon. Dr. Sean Kelly filled in as the most recent Sigma Tau Delta advisor to welcome everyone to the event and introduce our guest speaker, Dr. Helen Davis; Dr. Davis spoke to our honor society members and inductees about ????. Our inductees for Spring 2017 are: Mackenzie Egan, Grace Graham, Kelci Piavis, Zachary Thomas and Rebecca Voorhees.

After inducting new members, we recognized the graduating seniors with cords to wear at graduation; our graduating members are: Andrea Circelli, Mary Cordisco, Robert Hildenbrand, Nicole Kutos, Michael Morrison, Christie O'Brien, Madeline Powell, Christopher Santos, Jocelyn Sickler, and Zachary Smith.

Katherine Howe Visits Kirby Hall via Skype

by Tara Giarratano

One section of Dr. Farrell's English 120 Cultural Crossroads course was lucky enough to interact with Katherine Howe, author of novels the *Physick Book of Deliverance Dane*, *Conversion*, and *The Appearance of Annie Van Sinderen*, via Skype earlier this semester.

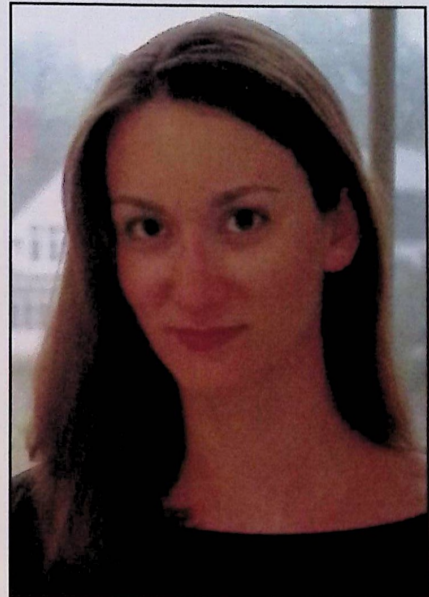
Howe's *Physick Book*, a core text of Dr. Farrell's English 120 course, follows Connie Goodwin, a young doctoral student who inadvertently uncovers her own magical lineage while researching the Salem Witch Trials. Howe herself is a descendent of three accused Salem witches, Elizabeth Howe, Elizabeth Proctor, and Deliverance Dane—ancestor also of the fictional Connie.

While I had read Howe's debut before, I particularly enjoyed rereading the novel as the course Writing Mentor, and was delighted to be present for Howe's Skype session. Howe was generous both with her time—she

stayed on the line for nearly an hour—and with the deep consideration she gave students' questions about her characters, American Colonial history more generally, and the space her novel occupies in the broader cultural canon of New England. Howe deemphasizes her responsibility for the latter, arguing instead that the cultural relevance of any text is determined not by the writer but by the reader.

Howe further de-legitimized authorial intent when she recalled one editor's steadfast assumption that she based Connie's seventeenth-century Marblehead, Massachusetts ancestral home on Hawthorne's House of the Seven Gables when such was never her intent.

Howe's assertion that the potential for cultural impact lies more with the readers than the writers of contemporary novels was a take visibly welcome to Dr. Farrell's young students



Source: bu.edu

of English. Being present for Howe's visit was for me a great privilege, and I look forward to following Howe's still-growing body of fiction.

Ask the Editorial Staff: What TV character are you most like?

According to Tara Giarratano, I would be most like Lorelai from Gilmore Girls.

-Dr. Farrell

Lucas Scott from One Tree Hill or Jim Halpert from The Office.

-Michael Morrison

According to my mom, I am most like Darlene from Roseanne.

-Nicole Kutos

Probably Piper from Charmed.

-Mackenzie Egan

EDIT: In 11.3, the Faculty Updates article listed "Howl" by Ginsberg as the inspiration for Mary Cordisco's poem; however, the inspiration came from Ginsberg's "America" and The Wonder Years' *Suburbia* album.

Senior Spotlights

by Nicole Kutos

I asked each of the 2017 graduating seniors fifteen questions about their individual stories and their time here at Wilkes for an Inkwell Article. Here are the questions:

1. What are your concentrations in English here at Wilkes?
2. What are your future career aspirations?
3. What was your favorite novel from a class you've taken here?
4. What novel for class did you hate the most?
5. What is your favorite poem or who is your favorite poet?
6. What class do you wish you would have had the chance to take?
7. Tell us a favorite quote from one of the professors.
8. What is your overall favorite text?
9. What text do you wish would be taught in a classroom setting?
10. What was your favorite non-English class at Wilkes?
11. Do pineapples belong on pizza?
12. What do you throw on for background noise?
13. What movie would you have liked to have been an extra in?
14. What is the best movie you've seen in the last year?
15. What is your favorite memory from Wilkes?

Their responses are on the following pages.

Tyler Richardson

1. Digital Humanities and Literature
2. Content Writer
3. *The Fisherman* by John Langan
4. *Sula* by Toni Morrison
5. Carl Sandburg
6. Modern American Drama
7. "Secret" -Dr. Kuhar
8. *Norton Anthology of American Literature*
9. *Gravity's Rainbow* by Thomas Pynchon
10. History 356: WWI and The Versailles Treaty
11. Why not
12. Pandora or YouTube
13. *Pineapple Express*
14. *Sausage Party*
15. Everything



Jacob M

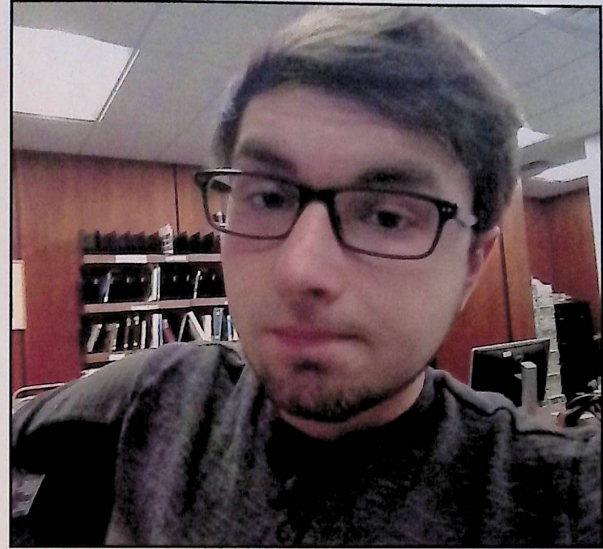
1. Literat
2. I'm go
enter a
Gover
3. I really
moder
4. *As I L*
and al
5. I've str
toss up
resona
6. I didn
and I
fell by
7. Dr. Ke
8. *Parad*
9. I feel l
here th
10. I did a
11. Proba
12. I have
13. Can't
14. *Logan*
15. This is
big ex
impac
at me

Robert H

1. Digita
2. Get a
3. *Ender*
4. *As I L*
5. "Do n
night"
6. Techn
7. (Blan
8. There
9. Havir
have l
10. Grapl

Jacob Mensinger

1. Literature.
2. I'm going to law school after this. My hope there is to enter a discipline where I can promote the public interest. Government law, public service, that sort of thing.
3. I really enjoyed *White Noise* by Don DeLillo. It's very post-modern, to say the least.
4. *As I Lay Dying* by Faulkner. I know it's actually a masterpiece and all, but my experience with it was far from enjoyable.
5. I've studied so much poetry here, which makes this a huge toss up, but let's say Alfred Tennyson. A lot of his work resonated with me really strongly when I first came into contact with it, even if I feel differently about it now than I did two years ago.
6. I didn't take a single creative writing class while I was here, and I wish I had the opportunity. Much of that sort of work fell by the wayside for me while I was here.
7. Dr. Kelly, on Lacan: "I know it looks confusing, but it's not confusing, so don't be confused by it."
8. *Paradise Lost* was really great to work through. I'm a sucker for some good old fashioned biblical reinterpretation.
9. I feel like anything I could name actually is taught here and I just don't know about it; plus, I've studied so many texts here that it would feel remiss of me to ask for another one.
10. I did a lot of philosophy while I was here too, but PHL 298: Human Nature Through Film was ridiculously enjoyable.
11. Probably not, but who knows where anything belongs, honestly?
12. I have a lot of progressive rock that I keep on shuffle.
13. Can't say I'm picky. I pull off "background character" really nicely no matter where you put me.
14. *Logan*. That my list is bogged down by mostly mediocre super hero movies does it a lot of favors, but it's really very good.
15. This is almost certainly a cop out, but I don't really have a favorite one memory, either. I recollect my time here like one big experience. I don't have some sort of defining moment for it, but studying for the time that I did so had a serious impact on me in ways that are all too dramatic to separate the different moments from one another. Nothing jumps out at me as a "favorite", because I feel more that anything I could bring up would defy classification in that sense.



Robert Hildenbrand

- | | |
|--|--|
| 1. Digital Humanities | 11. No |
| 2. Get a living wage job | 12. My desktop computer provides background noise with its fan for the Liquid Cooled CPU pump. I do not listen to music for background noise, as music is to help think creatively and should not be abused as elevator music. |
| 3. <i>Enders Game</i> | |
| 4. <i>As I Lay Dying</i> | 13. <i>Ghost in the Shell</i> |
| 5. "Do not go gentle into that good night" by Dylan Thomas | 14. <i>Ghost in the Shell</i> |
| 6. Technical Writing | 15. [blank] |
| 7. (Blank) | |
| 8. There was no favorite text. | |
| 9. Having more HP Lovecraft would have been nice. | |
| 10. Graphic Design | |

Senior Spotlights

Story Continued from Page 5

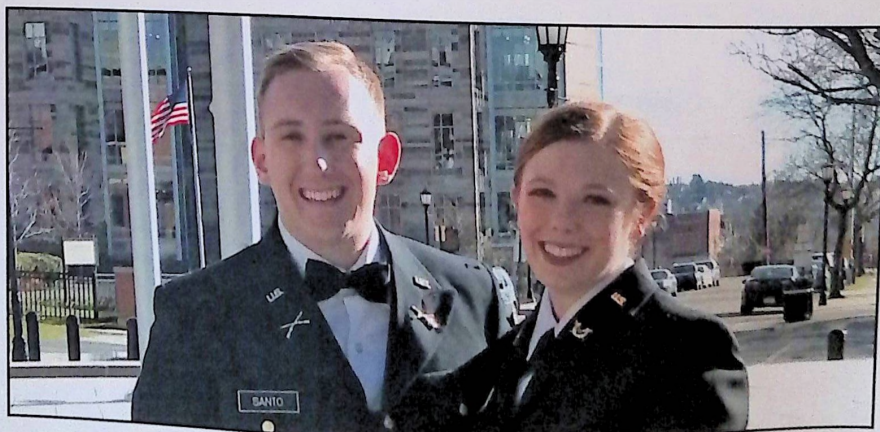
Michael Morrison

1. Literature, Writing, Digital Humanities
2. To figure out my future career aspirations
3. Voltaire's *Candide*
4. William Hill Brown's *The Power of Sympathy*
5. William Carlos Williams
6. African American Literature
7. "Droppin' knowledge." -Dr. Hamill
8. Salinger's *Catcher in the Rye*
9. The screenplay for the movie *Arrival*.
Or if it ever has been/will be made into a book.
10. Computer Graphics 1
11. I think this question puts an objective limit on what I think is a subjective representation of belonging. Does anyone/thing really "belong" anywhere? Pineapple should have the culinary mobility to go wherever it so pleases.
12. Depends on my mood. It ranges from *Family Guy* to Lindsey Sterling to 90s country.
13. The new *Beauty and the Beast* movie.
14. See question 13
15. During finals week of my first semester as an English major (Spring 2015), I had 7 papers (all at least 6 pages in length) due in 6 days. I had never felt so overwhelmed. The first paper I wrote that week mysteriously disappeared, and I had to rewrite the whole thing (so really it ended up being 8 papers). I seriously doubted my decision to switch from Accounting to English. It was the most work I had ever had to do in such a small amount of time, but I took it one paper at a time (except for papers #2 and #3. I had to write those on the same day). By the end of the week, I don't think I've ever felt accomplished. After finishing paper #6 at 2 am in the library, I went outside and laid in the middle of the greenway for an hour, just listening to music. That comfortably warm and breezy May morning, in the 3 am peace and quiet of the middle of the Wilkes campus, I finally felt assured and confident that my decision was worth it, and that the Wilkes English Department was (get ready for this mushy cliché) where I was meant to be.



Chris Santos

Chris didn't answer any of the questions, but wanted his picture featured with all the other seniors.

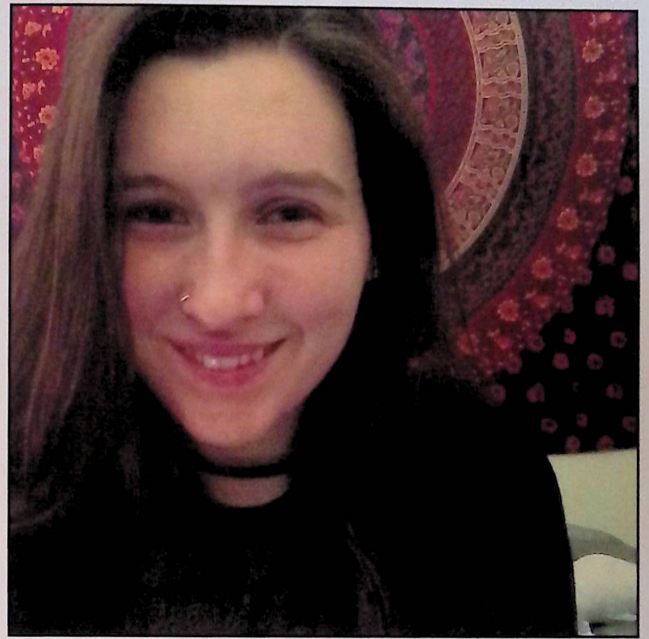


Nicole Kutos

1. Literature &
2. In a broad s
dream caree
for instance
a college En
designer. Ar
because I lo
if I'm being
aspirations ;
3. *Northanger*
by Kate Cho
4. *The Incredib*
5. [since feelin
6. Probably eit
or Dr. Kelly
7. "This car ha
from yard s
8. This tends t
been *The Gr*
9. Anything b
10. IM 398: Typ
11. Yes! But no
12. Either movi
playlists on
13. Either Baz l
14. By far, *La L*
person who
used older
story about
sacrifices w
15. This questio
though, it v
my freshm
playlist play
decided to
her) and di
hug and tel
knew we'd

Nicole Kutos

1. Literature & Digital Humanities (maybe)
2. In a broad sense, my goals are to stay busy. I think my dream career path involves doing many different things; for instance, right now I think it would be cool to be both a college English professor and a freelance graphic/web designer. Another part of me wants to work in publishing because I love editing and doing publication design. But if I'm being honest, I really don't know what my career aspirations are.
3. *Northanger Abbey* by Jane Austen or *The Awakening* by Kate Chopin
4. *The Incredible Shrinking Man* by Richard Matheson
5. [since feeling is first] by e.e. cummings
6. Probably either Dr. Anthony's Modern Poetry class or Dr. Kelly's American Novel class.
7. "This car has never been this full of people--only furniture from yard sales." -Dr. Anthony
8. This tends to change a lot but for the past few years it has been *The Girl Who Played with Fire* by Stieg Larsson.
9. Anything by Gillian Flynn, but especially *Dark Places*.
10. IM 398: Typography II; I never took Typography I, but I loved the freedom and structure of this class.
11. Yes! But no ham.
12. Either movie soundtracks or reruns of a show I've seen too many times to count. Lately, it has been "Gypsy Jazz Swing" playlists on Spotify, which are similar to the soundtrack of *Midnight in Paris*.
13. Either Baz Luhrmann's *The Great Gatsby* or one of the *Pirates of the Caribbean* movies
14. By far, *La La Land*. I know there's a lot of hate surrounding this movie, but it is visually stunning and as a creative person who has had to take classes in motion and video, I have such a deep appreciation for the way this movie used older movie techniques instead of using any kind of CGI. Also, the storyline is great: it's not a love story or a story about jazz (if that's all you got out of it, I'm sorry, but you're wrong). It's a story that engages bigger ideas of the sacrifices we make as individuals and how those sacrifices shape us.
15. This question is really difficult because I have so many amazing memories from my time here. If I had to pick one though, it would be this one time I got invited to hang out with some IM friends at another person's apartment in my freshman year. I was sitting on a deflated sectional couch talking to my friends and playing Jenga while a 90s hit playlist played in the background. Eventually, my orientation mentor, Moe, walked in the door. She was surprised that I decided to come hang out with everyone (I was pretty shy when I first started school here so she was convinced I hated her) and did something I can only describe as a Superman style jump across the one part of the sectional to give me a hug and tell me how happy she was that I wanted to hang out and be a part of that friend group. From that moment, I knew we'd be friends and since then she remains my closest friend from Wilkes.



Senior Spotlights

Story Continued from Page 7

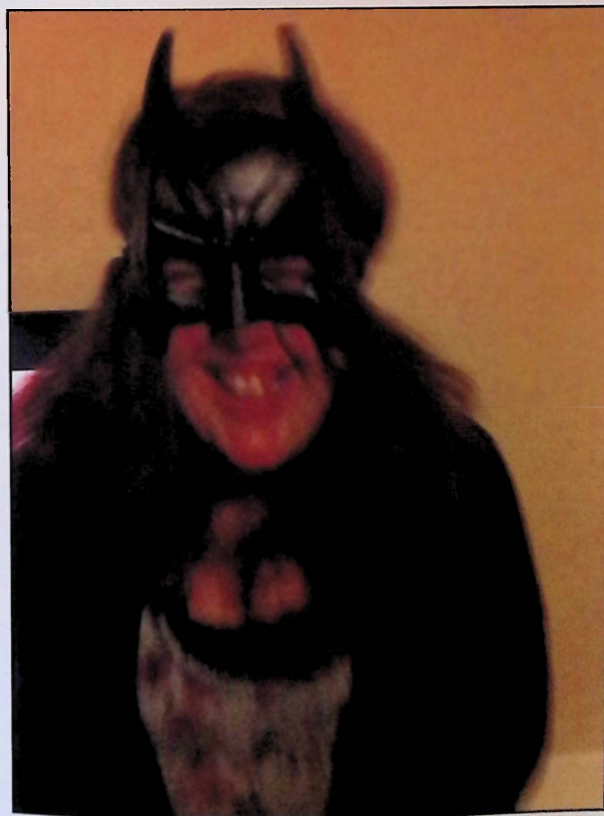
Tara Giarratano

1. Literature
2. Law School
3. *The Mill on the Floss*
4. *Geek Love*
5. "The Ice Wife" by Shelley Puhak
6. Studies in Shakespeare
7. Dr. Farrell's informal subtitling of English 234 (second British literature survey) as "The Naughty Bits."
8. *The Princess Diaries*..... :)
9. *Angelology* by Danielle Trussoni
10. Women's and Gender Studies 301
11. Yes, with bacon!
12. Anything with Andy Cohen.
13. Any of the *Harry Potter* movies.
14. *Rogue One: A Star Wars Story*
15. Working on the *Inkwell Quarterly* with my friends!



Mary Cordisco

1. Literature
2. Ideally/hopefully to teach American Lit at a university
3. Ben Lerner's *Leaving the Atocha Station*
4. I wouldn't say I hated any of them but I didn't really enjoy Flannery O'Connor's *Wise Blood*.
5. "The Love Song of J. Alfred Prufrock" by T.S. Eliot
6. Postmodernism with Dr. Kuhar or African American Lit with Dr. Kelly.
7. Dr. Kelly explaining Lacan: "I know this looks confusing, but it's not confusing so don't be confused. Okay?" or anything Dr. Kuhar says, ever.
8. This is always changing. Right now it's *A Moveable Feast* by Hemingway.
9. Can I just go with more Hemingway?
10. Environmental Ethics with Dr. Zarpentine
11. Pineapple belongs everywhere.
12. CNN
13. Probably *Garden State*
14. *Get Out*
15. It's weird because it isn't happy necessarily, but just how comforting it felt staying in Kirby all day the day after the election.



Maddie Pow

1. Literature,
2. My career from others from and I also getting it c revive the
3. I cannot p
4. Without a was *Uncle* to discover Beecher S
5. My favori
6. I wish I w African A
7. I can't tell
8. I don't ha this oppo contempu
9. [blank]
10. One of m History v
11. Maybe, b
12. Reruns o in watchi
13. I would v
14. It's a thre *Moonligh*
15. My favor instantly We had socks in finding trivia te wonder!

Maddie Powell

1. Literature, Writing, Digital Humanities
2. My career aspirations are to found buzzfeed.edu with others from the English Department. Mary Cordisco and I also intend to save *Cosmopolitan* magazine by getting it on the right track. Mary and I also hope to revive the paperback book.
3. I cannot pick one.
4. Without a doubt, my least favorite novel for class was *Uncle Tom's Cabin*. (Read all the way to the end to discover why I will always have beef with Harriet Beecher Stowe.)
5. My favorite poem is "Buffalo Bill's" by e.e. cummings.
6. I wish I would have been able to take Drama and African American Literature.
7. I can't tell you my favorite quote because it's a secret.
8. I don't have an overall favorite text, but I will take this opportunity to mention my undying love for contemporary author David Sedaris.
9. [blank]
10. One of my favorite non-English classes was Public History with Dr. Wenger.
11. Maybe, but I'm too intimidated to try it.
12. Reruns of *Frasier*, but then I end up getting invested in watching anyway.
13. I would want to be in *The Grand Budapest Hotel*.
14. It's a three-way tie between *Captain Fantastic*, *Moonlight*, and *Arrival*.
15. My favorite memory from Wilkes is the moment I instantly became best friends with Josephine Latimer.

We had never spoken before, but during junior year we both discovered we were somehow carrying around single socks in each of our winter jacket pockets. After finding the socks, we spent four hours talking in the SUB. It was like finding my estranged twin I had hoped for since first seeing *The Parent Trap*. In addition, long live our Thursday night trivia team Trivia Newton John. I feel so #blessed to have met so many genuinely good people and have made truly wonderful friends within the Wilkes University English Department.



Sigma Tau Delta Updates

During the month of March members of Sigma Tau Delta conducted poetry workshops with third and fourth grade students at Rock Solid Elementary.

After writing haikus and drawing pictures from which to draw inspiration, Dr. Anthony collected all of the materials from the students. Sigma Tau Delta members are currently working to compile a book to be printed and distributed to each student that documents the class' experience.

INKWELL STAFF

Editor-in-Chief: Mackenzie Egan
Copy-Editors: Michael Morrison, Grace Graham
Layout Editors: Nicole Kutos,
Layout Assitant: Mackenzie Egan
Faculty Advisor: Dr. Marcia Farrell
Staff Writers: Olivia Caraballo, Mackenzie Egan, Erin Michael, Chad Stake, Rebecca Voorhees
Guest Contributors: Joshua Bradley, Tara Giarratano, Jason Klus

If you're interested in joining Inkwell, please email Mackenzie at mackenzie.egan@wilkes.edu for more information!

Dr. Hamill as the New IQ Advisor

by Mackenzie Egan

With Dr. Farrell leaving at the end of the semester to pursue a career outside of academia, the *IQ* will be receiving a new face in the role of faculty adviser. Dr. Hamill, a familiar face in the *IQ* for his periodic contributions, "Hamill's Hunches," will be taking a more permanent seat as faculty advisor. I sat down with Dr. Hamill to have a quick chat about *IQ*, and his new role within it, and the conversation led to some insightful glances at the future of the *Inkwell Quarterly*.

Dr. Hamill told me that he can remember back to 2006, when the *IQ* was known as the Inkwell, that Dr. Farrell was one of two who co-founded the magazine. He remembers watching the *IQ* grow up and slowly become the institution within the English department that it is today. From writing Hamill's Hunches, which took prodding by editors in the past (and will continue to be prodded on by myself) Dr. Hamill has been involved with the *IQ* previously, but has had no hands on experience with the act of publishing on the technical end.

When I asked him how it had been decided that he should take over the position of faculty advisor, Dr. Hamill

told me he had reached out to Dr. Farrell when he learned she was leaving and asked for it. His reasoning behind the act was that he wishes to preserve the *IQ* as it is now, an institution within the department, as well as the university as a whole, and wishes to continue on the legacy of it. As well as continuing the legacy of the *IQ* itself, Dr. Hamill plans on bringing back Hamill's Hunches, so keep an eye out!

Dr. Hamill will be going on sabbatical next spring to continue research on a chapter of his dissertation that had to do with early modern print media teaching people how to swim. He will also be working on a project editing early modern manuscripts and books, and turning them into a digital medium for use in the classroom. His ultimate goal is to produce collaborative, interactive digital versions of works by Chaucer and Shakespeare. Plans are being made for who will hold the advisorship for the semester, but then Dr. Hamill will be back to stay.

While we are sad to see Dr. Farrell go, and wish her the absolute best in all future endeavors, we are happy to welcome Dr. Hamill to the *IQ* staff.

Congrats to Award Winners

by Dr. Anthony

Please congratulate our 2017 Department and Division Award Winners:

- **Annette Evans Humanities Award**—for outstanding scholarship in the humanities and constructive participation in cultural affairs—Nicole Kutos
- **Frank J.J. Davies Award**—for outstanding Achievement in English Studies—Madeline Powell, Mary Cordisco, Michael Morrison, and Tara Giarratano
- **Taft Achilles Rosenbery Naparsteck Scholarship**—for a promising student writer of prose fiction, journalism, or poetry—Elyse Guzewicz

Hamill

by Dr. Ham

Several years a
down to write
so close to the
wondering, fai
not real as pres
real real), I wo
spatial manifes
call, euphemis
collapse," but v
of these Hunch
failure in time-
I know) submi
on time. As me
consequences
been spatial, as
been the case v
Hunches." So,
social justice th
ahead of conte
practices and "
idiomatic struc
Space" was bor
reflexively as th
the proclamati
it has gradually
a more diffuse,
reference, emb
knowing, in a j
subtly, in the n
threat heard o

Of course, I m
of real deadlin

Rivka

by Erin Mic

Rivka Galchen
February 28, 20
classes throug
night spoke in
students, facul
public. Galche
Columbia, wh
in psychiatry, &

Hamill's Hunches

by Dr. Hamill

Several years ago, if I were sitting down to write my "Hamill's Hunches" so close to the "real" deadline (and wondering, fairly I think, whether or not real as presented to me was the real real), I would be faced with the spatial manifestations of what we'll call, euphemistically, "the deadline's collapse," but what long-time readers of these Hunches might know as my failure in time—my failure to (yes, I know) submit to (sorry) I mean on time. As many might recall the consequences of lapsed time have long been spatial, and such has (generally) been the case with *IQ* and "Hamill's Hunches." So, with the logics of religious social justice that seem to have been ahead of contemporary linguistic practices and "_____ shaming" idiomatic structures, the "Shaming Space" was born. Initially framed self-reflexively as the presence of absence, the proclamation of the unproclaimed, it has gradually attenuated along a more diffuse, allusive calculus of reference, embedded, only for the knowing, in a photo caption, or, more subtly, in the now-ghosted taunt or threat heard only in my head.

Of course, I mention all these histories of real deadlines and failed time and

shaming space with a profound sense of irony and gratitude. As you may have already read, I will be taking on the role of faculty advisor to *IQ* this coming fall semester. As I write that sentence, I can already see Dr. Farrell's smile (and hear her laugh) as she envisions my third re-negotiation of Article 7b of the "real real deadlines clause" in my contract, even as I try to help the staff stave off any unwarranted delays of the next forthcoming issue. And while everyone might rightly wonder whether or not *IQ* is now doomed, what we also know, with absolute certainty, is that I have impossible shoes to fill. No one can replace Dr. Farrell, and I am honored and humbled by the opportunity to fail to do so. *IQ*, of course, is not doomed, and it will thrive, as it always has, on the outstanding work, talents, and energies of its first-rate student staff. It will thrive, also, on its foundation: the standards of self-renewing excellence Dr. Farrell put in place 11 years ago when she co-founded the news letter, and that she has cultivated at all levels of the Departmental and University institution that is *IQ* ever since. Dr. Farrell's transition into the next chapter of her story is without question our profound loss—at *IQ*, in Kirby

Hall, at the University, and, indeed, across the valley. But we are all lucky—truly gifted and blessed—for all that she has left us, for all that she has done for us. We all, I know, have multiple stories: of the ideas we developed in her classes or from hallway or office conversations with her; of the moments she pushed us beyond what we thought were our intellectual limits; of the times when she remembered, through a gesture, the importance of our personal stories; of the times, always, she was there for us; of the joy and the incisive quip and, well, the fun she brought to whatever we were doing. She will no doubt remain in our lives (and some of us know quite well she will put us to shame about staying in touch), but we will have to move forward, in a way, on our own. Thank God she's taught us so well.

Thank you, Dr. Farrell. Thank you.

Godspeed.

Rivka Galchen Visits Wilkes

by Erin Michael

Rivka Galchen visited campus on February 28, 2017. She sat in on a few classes throughout the day, and at night spoke in the Kirby Hall Salon to students, faculty, and members of the public. Galchen currently teaches at Columbia, where she earned her MD in psychiatry, and New York University

(NYU). Galchen published her first novel, *Atmospheric Disturbances*, in 2008, and has a collection of short stories, titled *American Innovations: Stories*, which was published in 2014. In 2016, Galchen published *Little Labors*, a non-fiction work consisting of essays. During her talk at Kirby Hall, Galchen

read part of her short story, "The Region of Unlikeness," which explores the concept of the Grandfather Paradox through the eyes of an undergraduate student. After the reading, Galchen was available to sign books and answer questions from the audience.

May He Fly with the Cranes: Remembering Yevgeny Yevtushenko

by Dr. Farrell

Yevgeny Yevtushenko, one of the great Russian poets of the age, died Saturday, April 1, 2017, surrounded by his family, in Tulsa, Oklahoma.

A political activist, poet, screenwriter, performer, and teacher, Yevtushenko is perhaps best known for his poem, "Babi Yar," which commemorates a ravine in Russia where, at the end of September 1941, thousands of Jewish people from Kiev were murdered. During the subsequent months, many more Jews, Roma, Communists, and Soviet POWs were also murdered, with the estimate that more than 100,000 people were killed at the site. The poem was so powerful that Dmitri Shostakovich composed his "Thirteenth Symphony" based upon it.

Born in Zima Junction, Siberia, Yevtushenko was a prolific poet, with, according to several sources, more than 150 books to his name, and *The New York Times* reports that he gave 250 poetry readings in 1961, alone. He was also nominated for the Nobel Prize in Literature in 1963. He wrote a number of political articles and editorials, one of which I was given the supreme honor of assisting him with translating for *The Nation* in 2001, "Babi Yar in Manhattan," which offered a deeply humanist reflection on the September 11th attacks in New York and D.C. that, today, seems almost prescient in its warnings about right-wing ideology, blind blaming and hatred, and caution about turning everyone into an "alien."

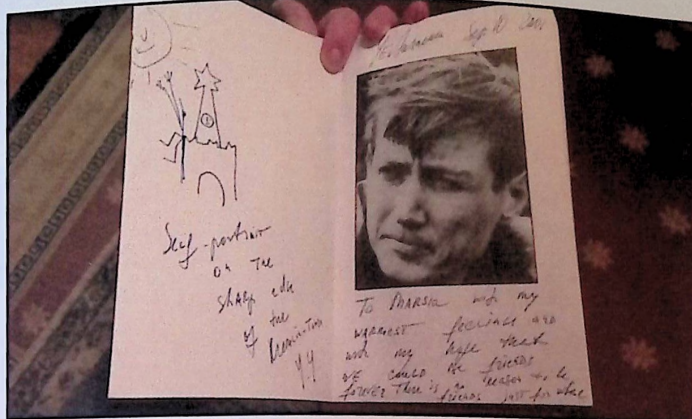
Although he was criticized for surviving the torture, imprisonment, and attacks of many of his fellow rebellious poets, Yevtushenko worked within the system in order to subvert

it. One of his favorite characterizations of himself was to draw a picture of himself that he called "Self-portrait on the sharp edge of the Kremlin-Tower."

Although Yevtushenko adopted Tulsa, Oklahoma, as his U.S. home, he taught not only at The University of Tulsa (which is where I met him), but also at two universities in New York City, and he traveled to Moscow often, usually to celebrate his birthday. A self-styled radical, Yevtushenko gave a memorable voice to the rebellious call for peace, and with his death, the world is suddenly less colorful and bright.

For my part, though, while I will always admire the public face of such a great man, Yevgeny Yevtushenko was a mentor and a friend, and in his honor, I would like to share with all of you some of my memories of my brief time working with him so that you, too, might have a glimpse of the man I knew all those years ago.

Before I met him officially, I knew that Yevgeny Yevtushenko was a famous Russian poet who occasionally, but not often, would magically appear, as though out of thin air, to check his office in Zink Hall. He had a penchant for colorful clothing, often mixing differently brightly patterned plaids and paisleys, pairing his attire with an equally colorful beret. As grad students, we used to joke about his coats of many colors. His public readings were legendary, as he would



A copy of a book signed by Yevtushenko for Dr. Farrell.
Photo Credit: Dr. Farrell

often perform his poetry, stepping out into the crowd to recite love poems to various women seated nearby (once nearly causing a major incident when he did so with a particularly conservative international student). At any rate, he remains one of the best poet performers I have ever seen, and I highly encourage all of you to find some of his readings on YouTube.

As a second-year doctoral student, I was given the task of serving part of my teaching assistantship as Yevtushenko's grader. He taught two courses at the University of Tulsa—Russian Cinema and Russian poetry. Both, however, were more World Cinema and Poetry. Despite the fact that English classes were capped fairly low (I believe 25 was the limit then), Yevvy (as several of my friends and I would secretly refer to him) would forever sign in so many more students—so many, in fact, that he had to hold his classes in one of the larger lecture halls (we're talking he would often come close to upwards of 75 students). With that many students, and such a great demand on his time, Yevtushenko didn't always grade (or know his students' names); hence, the need for a grader.

To that end, I attended world cinema was introduced to a performer. Before meeting with students to "prepare" him (words) because he was never boring, or he turned his explaining not on cultural significance like *The Cranes* or *Bicycle Thief*, or *T* but also interrogating indictments of his would begin with sort of context, even had known some filmmaking or how to one of his experiences. Then, we would wait entirely before our summation of its

Often, he would read he was "the greatest poet," as the other generation had already

We never kept to it always went over.

Through those classes love for world literature and while I already like Dostoyevsky, I Yevtushenko, a descendant of Pasternak, and of course.

It was an exhausting sure. Keep in mind in, the great tragedy 11th occurred, while everyone's nerves, the edge, as we grapple with uncertain future. Yev

To that end, I attended his night class on world cinema, which is where I was introduced to Yevtushenko, the performer. Before class, he refused to meet with students, preferring instead to “prepare” himself for lecture (his words) because his lectures were never boring, or stiff, but vibrant as he turned his explosive energy into explaining not only the historical and cultural significance of great films, like *The Cranes are Flying*, or *The Bicycle Thief*, or *The Nights of Cabiria*, but also interrogating their powerful indictments of humanity. His classes would begin with him providing some sort of context, explaining how he had known someone involved in the filmmaking or how the film related to one of his experiences or poems. Then, we would watch the film in its entirety before concluding with his summation of its significance.

Often, he would remind them that he was “the greatest living Russian poet,” as the other big names from his generation had already passed.

We never kept to the allotted time and always went over.

Through those classes, he gave me a love for world literature and cinema, and while I already loved the greats like Dostoyevsky, I found, through Yevtushenko, a deeper love of Tolstoy, of Pasternak, and of Yevtushenko, of course.

It was an exhausting semester, to be sure. Keep in mind, barely three weeks in, the great tragedy of September 11th occurred, which frayed everyone’s nerves, kept everyone on edge, as we grappled with a deeply uncertain future. Yet, Yevtushenko

looked forward while so many were stuck, mourning in the present. He envisioned a future of healing, of strength, and of unity in the face of pain, where the world was one as we shared one another’s pain and suffering while lifting each other up to find a better existence.

While Yevtushenko wouldn’t let me actually grade his students’ response papers (which was what I was supposed to do), he did read them over with me, and we did discuss which students seemed to be grasping the concepts about a shared human experience and which did not. I still remember his fondness for a young girl named Molly who was a “real thinker” as she would stretch her understanding of the films we watched into various “real-world” applications.

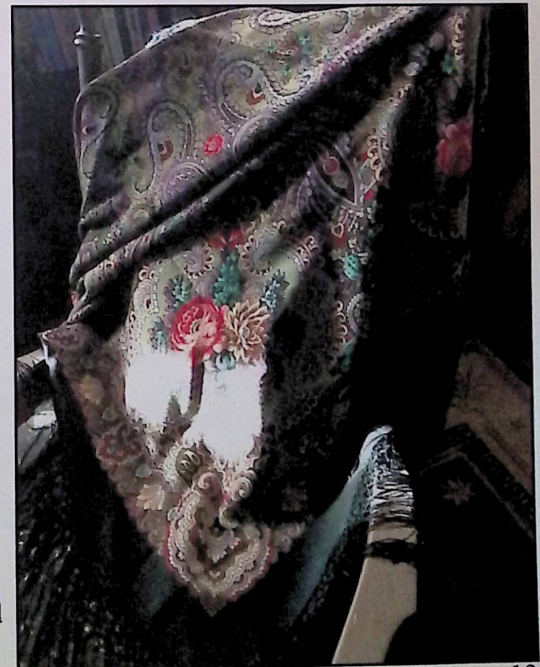
But, my work with Yevtushenko somehow extended beyond the classroom, as he asked me to assist him in “translating” some of his writing. Keep in mind, I don’t speak a word of Russian. That wasn’t a problem for Yevtushenko, however, because his form of translation work meant that either I would come to the lovely home he shared with his wife, Maria (whom I knew as Masha), sit with him in his office, and help him wordsmith by plying him with various synonyms and antonyms in an effort to find “just the right word.” I still remember the peeling stuck-on Russian letters overlaying the letters on the qwerty-keyboard of his computer so that he could easily switch between both English and Russian while typing.

Sometimes, this form of translation also meant that he would call me at home, usually in the middle of the night, just to check to make sure he was using the correct indefinite article. (I will freely admit that at a naïve 24, with the pressures of being a graduate student, I didn’t exactly appreciate these increasing demands on my time; however, upon reflection, I am grateful for the experience and that I was given the supreme honor of getting to know the unique quirks of such a brilliant mind).

I remember him telling me about his friendship with Robert Frost, about searching for hamburgers in L.A. in the middle of the night with Jack Nicholson because none of the members of their cohort had any actual food in their refrigerators.

Story Continued on page 19

Russian shawl given to Dr. Farrell by Yevtushenko.
Photo Credit: Dr. Farrell



SUMMER READING LIST

Rebecca:

- And Then There Were None*
by Agatha Christie
A Clockwork Orange
by Anthony Burgess
Salome by Oscar Wilde
Interlunar by Margaret Atwood
The Heart is a Lonely Hunter
by Carson McCullers

Mackenzie:

- Lost in a Book* by Jennifer Donnelly
Firefly Lane by Kristin Hannah
The Goldfinch by Donna Tartt
Another Jekyll, Another Hyde
by Dina Nayeri
The Secret of Ka by Christopher Pike

Chad:

- Wicked Like a Wildfire*
by Lana Popovic
Conversion by Katherine Howe
The Serpent's Mirror
by Deborah Harkness
Caraval by Stephanie Garber
Essays by Michel de Montaigne

Erin:

- How Green Was My Valley*
by Richard Llewellyn
Brave New World by Aldous Huxley
The Red Tent by Anita Diamant
The Man in the High Castle
by Philip K. Dick
The Stranger by Albert Camus

Nicole:

- The Tsar of Love and Techno*
by Anthony Marra
Slaughterhouse-Five
by Kurt Vonnegut
1984 by George Orwell
Unless by Carol Shields
*The Amazing Adventures of
Kavalier and Clay*
by Michael Chabon

The Vampire Diaries Signs Off

by Tara Giarratano

LJ Smith's 1990's *Vampire Diaries Saga* was a favorite work of fiction for fifteen-year old me and remains so today. When Smith's novels were adapted for television in 2009, there was much hope among Vampire Diaries loyalists that the on-screen happenings of Elena Gilbert and the handsome Salvatore brothers between whom she was torn would stay true to the story as a young Smith originally portrayed it.

The first four seasons of the show managed to pay homage to the supernatural realm concocted by Smith while still bending the boundaries of her universe, developing intrigue and fostering complexity in even those peripheral characters whom Smith left flat—Klaus, Tyler, and Caroline are all examples. While Elena bounced back and forth between Stefan and Damon (as the brothers continually swapped places as hero and antihero), the triumphs and struggles of Mystic Fall's secondary residents often upstaged the show's central love triangle. Original producers Kevin Williamson and Julie Plec expressed nostalgia for the show's initial identity as an ensemble drama in the CW special *The Vampire Diaries Forever*, which aired right before the series finale.

What was left unacknowledged on the special, however, was the series of dreadfully boring and repetitive mythologies Plec recycled over the second half of the series as the show deviated farther and farther away from the story's original tenets which were captured so perfectly in the 2009 pilot. Williamson officially left *The Vampire Diaries* after Season 2, and evidence of his creative influence is almost nonexistent from the moment Plec all but killed the show's iconic love triangle: Elena pledged her eternal

love for Damon (who Smith repeatedly demonstrates is the wrong brother) in the Season 4 finale. Plec's drastic divergence from Smith's story as she and Williamson together first brought it to life suggests that the CW drama ceased to be an adaptation around 2013 and instead morphed into an entirely different show altogether. Plec even admitted to *Entertainment Weekly* that she and Williamson had a completely different series finale in mind when they were finishing Season 2: the original ending would have had both Salvatore brothers sacrifice themselves so that Elena could live a normal human life.

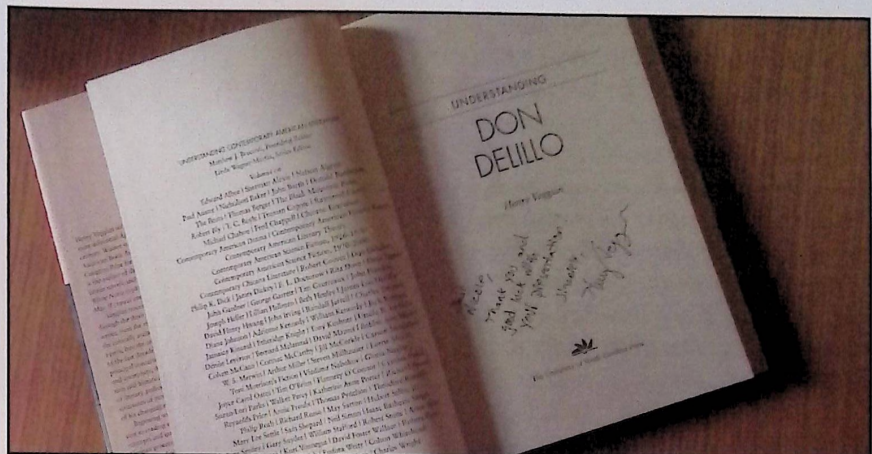
In the finale which aired this spring, Stefan's sacrificing himself to save Mystic Falls and those he loves dear feels an ending not worthy of Smith's great romantic hero, but instead a natural conclusion to Plec's years-long denigration of Stefan's character. While Plec is quick to assign a chunk of the blame for the decimation of the connection between Stefan and Elena (arguably what *The Vampire Diaries* was really all about) on Nina Dobrev's Season 6 departure, she also notes that one reason she couldn't bring the two characters back together in the end was because the show ran for eight seasons.

Plec's suggestion that the series' extreme deviation from the heart of the original story was collateral damage of the show's lengthy run is both inadequate and disappointing. While I enjoyed the handful of throwback moments embedded in the finale—Klaus's letter to Caroline and Bonnie's channeling of her ancestral line were highlights—for me, as Elena herself admits in the Season 3 finale, "It will always be Stefan."

Understanding Dr. Henry Veggian, Visiting Writer

by Nicole Kutos

On March 21, 2017, Wilkes University welcomed Dr. Henry Veggian to campus as part of the Spring 2017 Allan Hamilton Dickson Writing Series. Dr. Veggian is a senior lecturer in American Literature at the University of North Carolina--Chapel Hill; additionally Dr. Veggian has published a book called *Understanding Don DeLillo* and has had articles published in journals such as *boundary 2* and *Modern Fiction Studies*. When he is not writing about literature, Dr. Veggian writes pieces for publications such as *Pacific Standard*.



After the reading, Dr. Veggian took the time to sign books for people who bought a copy. Photo Credit: Nicole Kutos

I had the pleasure of spending a majority of March 21 with Dr. Veggian as he attended both of my English classes with Dr. Kuhar: ENG 358 (Contemporary Fiction) and ENG 308 (Rhetorical Analysis and Non-fiction Prose Writing). In the morning class, ENG 358, we were reading DeLillo's *Libra*, a novel that speculates the story surrounding the JFK assassination. Our class came prepared with questions about the novel so that we could have a meaningful discussion with Dr. Veggian as he is a DeLillo scholar. In class, we talked with Dr. Veggian about the novel's preoccupation with naming and reflections of consciousness, the narrative structure of the chapters, the mediated nature of media, and the novel's place as an example of historiographic metafiction. Dr. Veggian fit seamlessly into our class and it felt as if he had been there with us the entire semester; he came prepared as he had answered the same homework questions as us and presented stimulating discussion questions that he pondered while writing his book *Understanding Don DeLillo*.

The afternoon class, ENG 308, is structured quite differently. In that

class, we had been studying the art of rhetoric and had been bringing in writers from various background to learn about their career stories and analyze their writing. With Dr. Veggian, we asked him similar questions about his career story; however, he did something a little different than any of the other writers we had brought in by that point: he asked us about ours. Learning our first names and asking us questions, Dr. Veggian generated discussions about how to find meaning in whatever career paths we are looking to pursue. He talked about what he learned from his experiences growing up in the atmosphere of an Italian-American newspaper, in working as a translator for the United Nations, in his role as a professor, and in writing non-academic essays, all the while repeating to our class that "if you're flexible and [borrowing one of Dr. Kuhar's favorite phrases] 'chop wood' everything will be okay." Dr. Veggian emphasized the that importance of developing style in writing comes from discipline; he compares this idea to the way Virginia Woolf wrote about anything in order to strengthen her skills. Noting that one's "career

doesn't define who you are as a writer," Dr. Veggian's discussion seemed to resonate with most people the room, as many of us are graduating seniors anxious about our next steps.

After dinner at Thai Thai, our visiting writer spoke to a large audience in the Kirby Salon. Dr. Veggian's discussion centered around the process for writing *Understanding Don DeLillo*. Briefly explaining his life story up to that point, Dr. Veggian talked about his search for finding traces of DeLillo's family in immigration archives, noting the similarities between DeLillo's family history and his own. After his presentation, Dr. Veggian took the time to sign books and speak to the event attendees. When I approached the table, we talked about an author project I was doing on DeLillo for 358 and about life in general.

Dr. Veggian was, without a doubt, my favorite speaker to visit Wilkes. His presence in the classroom felt natural and his attitude about life and writing felt genuine. Dr. Veggian's visit has left an impression on many current students; personally, I think I will remember his visit for a long time.

Equality in a Modern *Beauty and the Beast*

by Mackenzie Egan

Emma Watson's iconic smile has dazzled millions with her performance as Hermione Granger in the *Harry Potter* franchise, and has inspired even more as she continues to be an activist for women's rights and equality. This emphasis on equality can be seen in her newest role as Belle in the live-action adaptation of *Beauty and the Beast*, an aspect that differentiates the film from the cartoon version of the 90's.

There are certain scenes within the movie that accentuate the role of empowering women and girls, and giving them the same basic liberties as men - which are vastly different from the cartoon version Disney put out in the 1990's. One scene towards the beginning of the movie shows Belle teaching a young village girl to read, pushing for the idea of a universal education. Belle is ostracized, not just for her ability to read, but for her desire to share her love of literature with other girls in the village. At the time that the movie was set, most girls were not taught to read: many in fact did not receive any formal schooling at all. One of the changes Watson herself wanted made on the film was a greater emphasis on the good behind Belle's education, not so much a criticism of it as seen in the previous film by Gaston's character and reinforced by the rest of the town. Even when Gaston, played by Luke Evans, stumbles across Belle with a book, he doesn't take it from her and try to get rid of it, as he does in the cartoon version. This change in the interactions around books and reading was one of the many changes that Watson asked for, and the writers pushed for, in order to make the modern interpretation of the film address 21st century issues.



Source: Disney.com

One of the most controversial scenes in the entire movie is centered around a gay couple, a bridge that the film writers in the 90's would have seriously dodged instead of addressing as boldly as the writers of the 2017 version did. This is not only a new occurrence in the story of Belle and the Beast that fans have come to love, but it is also the first 'openly gay moment' to be scripted in any Disney film. This comes less than two years after the legalization of same-sex marriage in the United States and is a push to allow more on-screen time and comfortability for LGBT romance and sexuality. LeFou, played by Josh Gad, can be seen as overly attached to Gaston in both film adaptations of the story, but as LeFou starts to come to terms with his sexuality in the live-action we see a turn away from Gaston and onto another, and much more likeable, character. This struggle over sexuality can be related as a battle that many in the LGBT community have come to win, and be publicly vocal about in the past couple of years and shows an emphasis on equality.

Not only is there an LGBT couple emerging in the film, it is front and center for most of the film in not-so-subtle ways. Equality in terms of love is

something that the world can relate to, and a topic that needs to be addressed more as the century progresses. Other instances in the push for equality and the acceptance of diversity include the romance between Lumiere (Ewan McGregor) and Fifi (Gugu Mbatha-Raw) who are featured as a interracial couple as well. Twenty years ago, when the cartoon version of *Beauty and the Beast* came out, this still would have been controversial, but in today's society it shows just how far acceptance has come for their to be a couple and no one has batted an eyelash.

Part of the reason that *Beauty and the Beast* was so successful was the fact that the cast pushed hard for the idea of equality to be seen throughout the revision of the classic story. This new twist on the beloved story features a strong female heroine as well as same sex and interracial relationships that defy adversity and prove that diversity is a part of everyday life and not something to be afraid or critical of.

ENG 308

by Michael Mo

Dr. Kuhar's Rhetoric Nonfictional Prose V semester was differe of other English clas Wilkes. Dr. Kuhar p described the class a approximately half t textbook-based rhet while the other half guest speakers brou professional writing of these guest speak substantial amount of whether or not a a related field) was i for the position.

Eng 308's first guest is the director of an Ms. Kania spoke to her career story, and to discuss the objec internal audit writin

The second writer t was Gabby Zawack of Wilkes, who stud Biology. Zawacki n writer for a nonpro Pennsylvania Coali

Fall 201

Course
ENG 201A: Writin

ENG 202A: Techn
ENG 225A: Comp
ENG 233A: Surve
ENG 282A: Amer
ENG 303A: Adv. V
ENG 356A: Studic
ENG 392A: Senio
ENG 393A: Teach
ENG 397A: Semir
ENG 456A: Studic
ENG 497A: Semir

ENG 308's Own Visiting Writer Series

by Michael Morrison

Dr. Kuhar's Rhetorical Analysis and Nonfictional Prose Writing class this semester was different from the majority of other English classes available at Wilkes. Dr. Kuhar put it best when he described the class as a "hybrid class": approximately half the class was spent on textbook-based rhetorical composition while the other half was spent with guest speakers brought in from the professional writing workplace. Each of these guest speakers' jobs required a substantial amount of writing, regardless of whether or not a degree in English (or a related field) was required or preferred for the position.

Eng 308's first guest, Mary Anne Kania, is the director of an internal audit team. Ms. Kania spoke to the class about her career story, and then moved on to discuss the objectivity required for internal audit writing.

The second writer to visit the class was Gabby Zawacki, a recent graduate of Wilkes, who studied English and Biology. Zawacki now works as a grant writer for a nonprofit called Eastern Pennsylvania Coalition for Abandoned

Mine Reclamation (EPCAMR). She talked about how a combination of her college career and her personal interests allowed her to pursue a career that encompassed all aspects of her educational experience. Zawacki also spoke about the relationship between writing and technology, using her experience with cartography and mines as an example.

Two of Eng 308's other guests, Rivka Galchen and Dr. Henry Veggian, were also visiting writers brought in for the Spring Writer Series. While Galchen discussed some of her short story writing at other events that day, for the 308 class session she and the class focused on some of the articles she wrote for *The New Yorker*. Galchen talked about her experience with *The New Yorker* and more broadly about journalism. Veggian also conversed with the class about journalism. He advised the class that writing articles on enjoyable subjects is often a good outlet to explore a creative side in writing while also making some additional money.

Eng 308 also hosted a lawyer, Eddie Ciarimboli, who is a name partner at Fellerman and Ciarimboli, a law firm with one office located across the Market Street Bridge in Kingston, PA. He also graduated from Wilkes, but with a degree in mechanical engineering. However, he decided that an engineering career was not in his future, and instead went to law school. Ciarimboli emphasized the teamwork and collaboration necessary in writing for legal cases.

Pat Austin and Sarah Simonovich were among the last of the 308 guest speakers. Both graduates of Wilkes, Pat and Sarah shared some experiences with the class about finding careers in unexpected places. Pat now works a section of Google that is heavily involved with instructional design. Sarah, who focused on creative writing at Wilkes, is now a content writer for PSC on Main St. Both Pat and Sarah provided useful insights into the fluidity of the English major job search, the importance of creativity in a seemingly not-so-creative environment, and the value of the skills gained in the Wilkes English Department.

Fall 2017 Upper-Level Class Listings

Course	Days/Time	Instructor	Room	CRN
ENG 201A: Writing About Lit. & Culture/WI	MWF 1000-1050 W 1100-1150	Dr. Hamill	KIRBY 107	30061
ENG 202A: Technical Writing/WI	MWF 1100-1150	Dr. Kemmerer	BREIS 208	30064
ENG 225A: Comparative Grammar	MWF 0200-0250	Dr. Hamill	KIRBY 305	30065
ENG 233A: Survey of English Lit. I	MWF 0100-0150	Dr. Hamill	KIRBY 305	30066
ENG 282A: American Lit. II/WGS	TR 0930-1045	Dr. Kuhar	TBA	30067
ENG 303A: Adv. Workshop Creative Writing: Poetry	MW 0300-0415	Dr. Anthony	KIRBY 108	30068
ENG 356A: Studies in African American Lit.	TR 0100-0215	Dr. Kelly	KIRBY 108	31037
ENG 392A: Senior Projects	TBA	TBA	TBA	30069
ENG 393A: Teach English Middle/Sec. School	M 0630-0915	Mr. Grier	KIRBY 103	30070
ENG 397A: Seminar: Modern American Drama	TR 0930-1045	Dr. Stanley	KIRBY 103	30073
ENG 456A: Studies in African American Lit.	TR 0100-0215	Dr. Kelly	KIRBY 108	31038
ENG 497A: Seminar: Modern American Drama	TR 0930-1045	Dr. Stanley	KIRBY 103	30075

Well Wishes for Mr. Grier

Story Continued from Page 1

"Perhaps no person to grace Kirby Hall with his wit and passion was as aptly entitled as Mr. Jack Grier, Faculty of Practice. Though I had heard the name and certainly interacted with his students in our writing center, my first meeting with Mr. Grier was not until my sixth semester as a Wilkes student. I enter the first-floor classroom in Kirby Hall and join five fellow students and a sixth individual. I knew he was not our professor, but he presented a different kind of first-day anxiety than that of any student we had met. We soon learned that we were part of a transitional course. This would be the last semester of ENG 393, The Teaching of English in Secondary Schools, taught by our current instructor, and the next instructor would be sitting in throughout the semester, to learn the course goals and methods alongside us. We all soon learned how typical of Mr. Grier that was. For fifteen weeks we, the next cohort of English majors preparing to student teach, explored the big picture of our beloved teaching profession and delved into the details. Throughout, Mr. Grier impressed upon us a unifying lesson: we must always be learning about what we teach, because students now see us as the teachers.

We spent months exploring the unit plan, a concept as vast in scope as it was foreign to us, pre-service teachers that had never written a lesson plan longer than fifty-minutes. We emerged confident in our abilities. When our abilities seemed insufficient, we were assured that among the English department faculty remained a critical resource that had been had served his time in the weeds and, most importantly, knew about our strengths and our aspirations

Our mentoring relationship continued, as I was fortunate to have Mr. Grier as my student teaching supervisor. When you student teach, you're more supported than any other time. Your co-operating teacher works with you daily to protect and educate her students. Your seminar professor ensures that your head stays above water. When you have a great student teaching supervisor, he ensures that you know your direction. I always knew at least one period in advance which class Mr. Grier was observing, because he would be there, in the back of the room, reading what my students had read and completing the assignments I had assigned. He was able to zoom us back to our methods course and forward to my future classrooms.

Mr. Grier's approach to our profession was one of continuity, purpose, and a little bit of magic, "a kind of natural magic that enables these favored ones to bring out the capabilities of things around them." Nathaniel Hawthorne's description of Phoebe Pyncheon's arranging ability aptly describes what my own words, bound by the twinned faults of memory and perspective, could not aspire to. We were taught not by words, or even by actions, but by someone who arranged our objectives and aspirations, our skills and the obstacles that challenged them, in such a pattern that we could do nothing but succeed for ourselves. For that, for helping us teach our students, we thank you." -Jonathan Kadjeski

"Mr. Jack Grier was one of the first people I met when I started working at Wilkes in Fall of 2006, and I remember that he was incredibly kind and generous in helping me find my way. Immediately, I learned that students, faculty, and staff greatly respected him,

and that his dedication and love for his work along with his passion for English made him a real asset to our culture at Wilkes. Over the years, he has become a dear friend and valued colleague, and he is absolutely one of the people I will miss most when I leave at the end of this semester.

I would like to send him and his family the warmest of positive wishes as he journeys towards recovery. Love you, Jack!" -Marcia Farrell

"Jack--The girls and I have you in our hearts, minds, and prayers, and we send our love out to you as you continue your fight. Keep "raging" as you've joked about with me--and please know that you are deeply loved and profoundly missed by all of your friends, colleagues, and students in Kirby Hall and across campus. You have impacted so many in your time at Wilkes--and everyone you have inspired is with you, and with your family, in spirit and in solidarity. We hope to see you back in the Halls of Kirby again soon - Tom Hamill
Professor Jack Grier at first glance, seems like a very reserved and hard-nosed man. But, he is a very comical man, with his dry but brutally honest sense of humor that helps you as a student relax and make a connection with him and to gain a better understanding of the readings in class. Even though our time this Semester has been a very brief one, I would certainly recommend him to a fellow student as a professor or as a person with a vast wealth of knowledge." -Matthew Gromelski

"I'm honored that I was able to have Mr. Grier as an English professor. Each class I was enlightened by something I knew he had to offer whether it was

English related or he spent his chills were like when he being in his class always something would say that w keeping me inter His comedy and reading was always great entertainm

May He

Story Continu

He taught me h vodka, and he h for mixing what "Champaign co Champaign and wines). I think I semester half-di my friend Chris bar that none of heard of one nig literature, politi

He used to call in addition to v have a string of that the person be a worthy kn

He was genero me a beautiful, shawl that I stil explain Russian evening while he was able to He wrote one c inscriptions fo to sign one of l

I moved on to position the fol work at the Jan in part because

English related or stories about how he spent his childhood and how things were like when he was our age. I loved being in his class, because there was always something unexpected he would say that would surprise me keeping me interested to come to class. His comedy and enthusiasm while reading was always a pleasure and great entertainment.” -Jasleen Kaur

“Mr. Grier, Since you taught me that ‘censorship’ is the only bad word in the English language, I just want to take this opportunity to let you know I’m wishing you well and praying every day that you kick this thing right in the ass, like you always do. Hope to share some wild teaching stories (and maybe some coffee) with you soon. You’ll be on my mind. With a lot of fucking love.” -Gabriella Romanelli

“Dear Jack,
You’re in my thoughts and prayers every day. We hope you come along to feel well enough to get back to the classroom next semester! Your contributions to our program and our students over the years have been fantastic and valued! Get well, brother.” -Larry

May He Fly with the Cranes

Story Continued from Page 13

He taught me how to drink Russian vodka, and he had a penchant for mixing what he referred to as “Champaign cocktails” (a blend of Champaign and various liquors or wines). I think I spent half of that semester half-drunk. He also took my friend Christina and me to a local bar that none of my friends had ever heard of one night to talk about world literature, politics, philosophy, and film.

He used to call me “fair Marcia,” and in addition to wondering why I didn’t have a string of lovers, would tell me that the person who wins my heart will be a worthy knight.

He was generous. He and Masha gave me a beautiful, authentic, Russian wool shawl that I still treasure. They tried to explain Russian television to me one evening while we watched the channels he was able to get through his satellite. He wrote one of the most touching inscriptions for me when I asked him to sign one of his books.

I moved on to a different assistantship position the following semester to work at the *James Joyce Quarterly*, in part because I was specializing in

Modernism and in part because I couldn’t maintain the schedule I had with my own classes, my own work, and as Yevtushenko’s assistant. Jeffrey Longacre, who was a couple of years ahead of me in the program, took my place and was able to establish a better balance between graduate student work and teaching assistant work, and I know that he and Yevtushenko maintained a close friendship ever since.

After I left the University of Tulsa and came to Wilkes, I did manage to teach “Babi Yar” in several of my English 120 sections, and I did write to Yevtushenko to tell him so. Unfortunately, I no longer have that email he sent in response because I lost it when the university switched to Gmail, but I do remember that he was kind and flattering, expressing his hope that students would benefit from his call for unity.

While I don’t know if that was the case, I know that I did. His belief in peace, in striving for social justice, in a borderless world where we can all simply exist in love, beauty, and harmony engendered in me a desire to do good in the world, is what propelled me to seek out moments of hope within

the bleakest examples of imperialism. Moreover, I believe it’s Yevtushenko’s influence that is propelling me to leave Wilkes now, to go out into the world in the hopes that I might, even in the smallest way, do something positive, something kind, something worthwhile towards the kind of future that he envisioned, when he claimed that “the best monument to the early poems of our generation is liberation from the tyranny of censorship, from the tyranny of the observing eye of Orwell’s Big Brother” (Yevtushenko v).

We may not have kept in close contact in the years since I left Oklahoma, but I will always remember Yevgeny Yevtushenko as one of the greatest poets in the world and as my friend. My heart is broken at his passing, and my thoughts are with his lovely family.

May your soul fly with the cranes, Professor Yevtushenko, and bring the hope of a borderless, peaceful, and harmonious world to those who see that flock of birds passing overhead.

OTHER DEPT. EVENTS

- **Spring Picnic for all English majors, minors, and faculty**—3:30-5:30pm Tuesday, April 25th, Lawn. Please invite your students and attend this informal, come-and-go event that is so valuable to our graduating seniors.
- **English 397 Seminar Student Presentations**—3pm Wednesday, May 3rd, Salon. Have Victorian Tea with students in Dr. Helen Davis's Bronte course as they present their seminar projects (after their return from their Bronte-focused outing to the New York Public Library and Metropolitan Museum).
- **English Senior Capstone Presentations**—1-3pm Tues, Wed, Thurs, May 8-10th, Salon and Kirby 305. Our ten graduating seniors present their independent work this semester, including two double majors in Philosophy; one dual degree in Digital Design and Media Arts; and some graduates with triple concentrations in English. These include our first set of students graduating with the Digital Humanities Concentration in English.
- **Commencement Day Gathering**—Immediately after Commencement, Saturday, May 20th. Join us for the celebration of English majors and minors and their families.

Here's to the Ones Who Dream

by Rebecca Voorhees

Phantom faces of horror spread like wildfire at the 2017 Oscars. Soon after *La La Land* was announced Best Picture, representatives from the Academy rushed onto the stage and revealed that *Moonlight* was the true winner. The wrong envelope was handed to Warren Betty; he received and read the previous card for Emma Stone as Best Actress. The cast and crew of *La La Land* were collected and gracious as they happily turned over the award to the tenacious family of *Moonlight*. Although both films are highly accoladed in cinematic history, there is still a lot of controversy surrounding diversity in Hollywood.

La La Land was nominated for the largest number of nominations in Academy Award history, and walked away with six Oscars. The movie is about an actress trying to make her way into show business, and she falls in love with her friend/pianist along the way. I argue that it was inappropriate to cast Ryan Gosling as the male lead because of his upbringing in jazz. Jazz is an African American art form, and historically speaking, it would have been more accurate to cast someone of that ethnic background. The only character of minority was John Legend, who played a secondary role as an aspiring musician. One must also consider the fact that Mia, played by Emma Stone, was a likeable and beautiful white woman, which complicates her struggle illustrated in the movie. *La La Land* did not seem to have the same cultural impact as other nominated films.

On the other hand, *Moonlight* is one of the lowest-grossing domestic films of all time and has an all-minority cast. The film focuses on two adolescents

discovering their gender identity in a low-socioeconomic neighborhood. Both Chiron and Kevin are forced to deal drugs in order to survive in the slums of Miami, and they eventually become physically intimate. Not one character seems subsidiary to another; each one develops and shows powerful emotion throughout the movie. Co-writer Tarell Alvin McCraney pronounced as he held the Oscar, "This goes out to all those black and brown boys and girls and non-gender conforming who don't see themselves. We're trying to show you you and us. So thank you, thank you, this is for you." *Moonlight* received a standing ovation, and there was not a dry eye in the room. The film moved audiences and lives everywhere because it depicted a controversial and important reality in our culture today.

Even though *Moonlight* left the Academy Awards with three Oscars, it has become evident that there is still some underlying racial bias in Hollywood. *La La Land* may be an innovative experiment that dazzled audiences around the world, but *Moonlight* was strikingly terrifying with truth and despair. Both films assert characters who embark on a journey for identity, however, the idea of unracial films should not be romanticized or acclimated any longer. We live in a time where all races and cultures should be recognized for their artistic contributions, and Hollywood should catch up with the dreamers.

Tarell Alvin quote from *The Guardian*:
<https://www.theguardian.com/film/2017/feb/27/the-best-quotes-from-the-20-17-oscars>

How I Avoided Responsibility for One Year; or, Why I Started Dyeing Yarn

by Jason Klus, Alumnus Contributor

Since my graduation from Wilkes last May, I've been keeping myself busy—maybe not as busy as I could have been, but still, I've been trying to do a few things. I took as a very part-time position as an adjunct instructor at a local community college and continued working another part-time job as I applied for graduate programs and took time to relax and enjoy not doing much at all. Downtime is important, and I encourage it as a normal part of everyone's daily routine, but after a while it gets monotonous. Rather than getting a full-time job this spring, opting not to accept real adult responsibility despite the student loan bills arriving in my mailbox, I decided to branch out and try something new: hand-dyeing yarn.

There are several factors that played into my decision to hand dye yarn, which may seem particularly odd since I do not knit, crochet, or participate in other fiber arts related activities. Several of you who are reading are probably familiar with the Harry Potter, Whodunnits, and the Impact of the Novel seminar that Dr. Marcia Farrell taught in the fall of 2015. Although we did not discuss yarn dyeing in that course, we were exposed to cozy mysteries surrounding knitting and yarn communities. At some point this past fall, Maddie Powell and I thought that breaking into the mass market fiction industry could be a fun, profitable outlet—Dr. Farrell quickly dispelled our hopes when she reminded us that the publishing industry can be a tough monster to take on. So, keeping in that fiber-related vein and thinking of ways to make some extra money through a creative outlet, I looked to my own experience with the

fiber arts. My mother has been knitting, crocheting, quilting, and/or embroidering (probably more than just these things) since she was a young adult; having recently allowed herself to become fully acclimated with technology, she enjoys watching knitting podcasts of many independently based yarn dyers and knitwear designers. It was almost amazing to me how many of these knitters have chosen to dye yarn out of their own homes as their only source of income and to see how they are thriving—essentially, they are making a living from something you can learn by watching a series of YouTube tutorials. So, because I was seeing this success and knew at the bare minimum that I could get some custom made knitwear from my mother, I bought some supplies and gave it a go. Apparently, that's all you need to do if you, too, want to become a yarn dyer.



Jason creates colorways in a variety of different bases.
Photo Credit: Jason Klus

Yarn dyeing has been beneficial to me because it allows me to continue to be creative in new ways that force me to think differently. It is an outlet that I can use to relax, to be artistic, and to make money—plus I'll have an odd little anecdote to share in the future should I ever need one. Even if this experiment is a short-term endeavor, it allows me to continue to grow artistically in a new way. I like to try new things because it keeps my mind going, and it lets me know that I am keeping myself engaged in something other than the chaos that circles around us daily.

Looking to Buy Yarn?

Visit Jason's Etsy shop at:
<https://www.etsy.com/shop/DizzyWigFibers/items>

Be sure to follow his Instagram account @dizzywigfibers to keep up with his one-of-a-kind colorways and occasional pictures of his cat!



Jason is sporting a unique eye-ball scarf that was made using his custom yarns. | Photo Credit: Jason Klus

White Helmets

by Joshua Bradley, Contributor

Last month, the UNICEF club showed the film *The White Helmets*, an Oscar winning short film, on campus to raise awareness about the ongoing conflict in Syria. The conflict, officially named the "Syrian Civil War," has been raging since March 2011 and has claimed the lives of over four hundred thousand people of all ages, from newborn to elderly. The Syrian Civil War has also displaced over seven million internally, and created over four million international refugees, leading to the greatest humanitarian disaster since World War II.

The film shows graphic images from Aleppo, Syria, a city hit multiple times every day by airstrikes and artillery

from Syrian government forces. The Syrian Civil Defense, or The White Helmets, are a group of volunteers that rescue civilians trapped or wounded by attacks after airstrikes or bombardments. The volunteers come from all walks of life, from tailors and blacksmiths to former rebels, to save the lives of others. The White Helmets themselves are also targets of airstrikes. Syrian military forces will wait until rescue teams arrive at a bombing site to rebomb the area with the intention to specifically kill the people coming to the aid of the first bombing's victims. The film shows helmet camera footage of this act happening to one of the White Helmets.

The film shows the incredible human side of conflicts like these that are often unshown. The film also brings to light the unsung heroes of the Syrian Civil War, The White Helmets, who sacrifice themselves for others on a daily basis. The short film is a great insight into the brutal scenes of fighting inside a war torn state and allows for further understanding of the greater causes at work behind today's refugee crisis.

April Author Spotlight: Valeria Luiselli

by Olivia Caraballo

The Allan Hamilton Dickson Writing Series visiting author for the month of April is the critically acclaimed Mexican author Valeria Luiselli.

Valeria Luiselli was born in Mexico City, and she has lived in a variety of places including South Africa, Spain, Costa Rica, South Korea, India, and France. She currently lives in New

York City with her husband. Luiselli is the author of numerous works including *Sidewalks*, a collection of essays, *Faces in the Crowd*, her award-winning debut novel, and *The Story of My Teeth*, her most recent publication. She has received the Los Angeles Times Art Seidenbaum Award for First Fiction for *Faces in the Crowd*, the Los

Angeles Times Prize for Best Fiction, and the Azul Price in Canada for *The Story of My Teeth*. Along with her awards, her works have been published in over twenty different languages, and she has had multiple publications of nonfiction work in magazines such as *The New York Times*, *The New Yorker*, *McSweeney's*, and *Granta*.

Call for Student Application Letters:

Patricia Boyle Heaman & Robert J. Heaman Scholarship

by Erin Michael

The Patricia Boyle Heaman and Robert J. Heaman Scholarship is an annual scholarship that is awarded to a junior or senior literature track English major. To receive the award, interested students need to submit an application

in the fall semester, when it is then reviewed by a committee of faculty from the English department. The award is given to a student who shows interest in advanced study of English, have shown excellence in the study

of English, and is in financial need of the scholarship. Students from the Wyoming Valley are favored over those who live outside the area.

Wilkes

by Chad St

Wilkes Univer their support in the Henry the Planned P on February 2 Planned Pare Maddie Powe Alice Rogers. a display to b Parenthood's millions of A and preventa student's dis versus the fa speculated n that has been healthcare to

Reported by House Corr Garrett, Plan threatened v is included "American l by the GOP the proposa nightly new displayed o such that th only attack and Afford was imple administra will have a on Planne of Americ organizati

In a separa Parenthoo explained the propo the organi low cost h Richards e focuses or care such birth cont

Wilkes Students Stand With Planned Parenthood

by Chad Stake

Wilkes University students voiced their support for Planned Parenthood in the Henry Student Center during the Planned Parenthood Meet-Up on February 28. Included in the Planned Parenthood Meet-Up was Maddie Powell, Mary Cordisco, and Alice Rogers. These students created a display to broadcast Planned Parenthood's commitment to provide millions of Americans with health and preventative medical care. The student's display included the myths versus the facts that surround the speculated non-profit organization that has been the spotlight of current healthcare topics within the media.



Seniors Maddie Powell and Mary Cordisco standing in front of a display for Planned Parenthood. Photo Credit: Chad Stake

Reported by CBS News Chief White House Correspondent Major Elliott Garrett, Planned Parenthood has been threatened with a defund proposal that is included in the revised version of the "American Health Care Act" proposed by the GOP. Major Garrett discussed the proposal with colleagues during a nightly news broadcast. The interviews displayed opinionated arguments such that the healthcare act will not only attack the "Patient Protection and Affordable Care Act" which was implemented under the Obama administration, also, the health care bill will have a negative financial impact on Planned Parenthood Federation of America and the care that the organization provides.

In a separate interview, Planned Parenthood President Cecile Richards explained the negative impacts that the proposed bill would have on the organizations ability to provide low cost healthcare to their patients. Richards explains that the organization focuses on providing preventative care such as cancer screenings, birth control, and health plans.

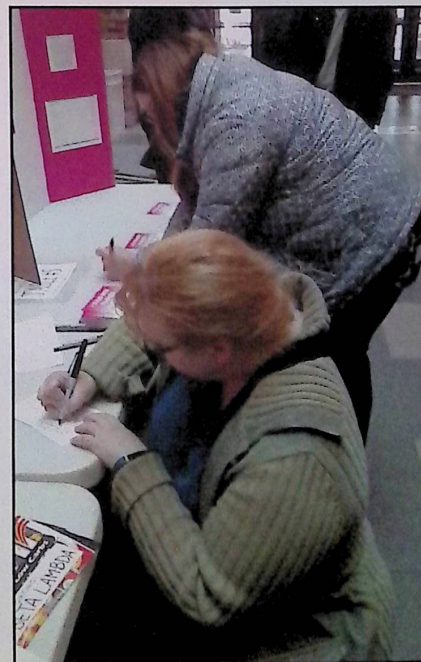
She explains Planned Parenthood's prochoice initiative and emphasizes that regardless of personal beliefs defunding an organization like Planned Parenthood will deprive millions of Americans the preventative healthcare that they depend on.

Recently, the Trump administration withdrew the bill marked for Planned Parenthood because of the lack of support from lawmakers. This is a huge victory for Planned Parenthood and the organizations supporters. Speaker Paul Ryan promises to reintroduce a new bill in the future with no speculation on the impact that the new bill may have on Planned Parenthood. With the promise of the reintroduction of a new bill supporters must remain diligent in their efforts to preserve the health care rights of millions of Americans that seek care through Planned Parenthood.

You are encouraged to join Maddie Powell, Mary Cordisco, Alice Rogers, and the millions of supporters of Planned Parenthood in following any

proposed bill that may affect the health care needs of Americans. Information about Planned Parenthood can be found on the organizations website, www.plannedparenthood.org.

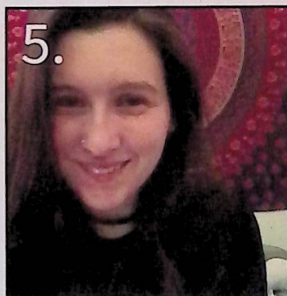
Dr. Davis and Dr. Farrell signing postcards at the Planned Parenthood event. Photo Credit: Chad Stake



SENIOR MATCHING GAME

Match each graduating senior English major to their capstone title.
Answers are on the bottom of page 20.

STUDENTS:



8. Jocelyn Sickler
9. Robert Hildenbrand
10. Ryan Gallagher

CHOICES:

- A. Emotivism and Morality in Nathanael West's *Miss Lonelyhearts*
- B. Regionalism Within Langan's *The Fisherman*
- C. Ethics and the Sublime: The Value of Nature Through the Human Experience
- D. The Digital Humanities of Flintwood
- E. Rhetoric in Grant Writing: An Examination of a Dialogic Exercise
- F. A Study in Poetry
- G. Material Objects, Fragile Identities, and Marketing Schemes: Exploring New Materialism in Stieg Larsson's *The Girl with the Dragon Tattoo*
- H. New Ways to Die—An English Capstone
- I. Numeric Patterns and Female Identity in Gertrude Stein's "Patriarchal Poetry"
- J. The Significance of Offensive Language: A Contextual Understanding

NEXT ISSUE:

IQ plans to start next semester with articles focused great summer media finds, autumn themed pieces, and a spotlight on first-year English majors! Also, get ready for the next installment of Hamill's Hunches!