

the
Ductile Anchor

The Newsletter for the Department of Literature and Languages at the University of
 Texas at Tyler

Credits for Spring 2018
 Issue

How an English Degree Helped Me Be a Better Lawyer

Amanda Weaver
 2012 BA in English



Although I've been working at my law firm for over 2 years now, my first few months as an attorney have been full of new experiences and challenges. For years I was not able to give legal advice or counsel to clients that called in seeking advice. Now I can give my legal opinion without consulting my boss or transferring them to another attorney in my office. It's as exhilarating as it is nerve-racking to give legal counsel to people turning to me for help.

Layout Editor

Taylor Palacios

Student Columnists

Ayden Burt, Keiara

Lemons, Hope

Lutteringer, Destiny

Osteen, Taylor Palacios

Alumni Columnists

Jessica Cobb, Jeranda

Dennis, Newcomb

Mowrer, Rachel Martin

Stanley, Johnathan

Watkins, Amanda

Weaver, Aleya Wheeler

Student / Alumni

Artists

Madison Jobe, Hannah

Johnson, Kate Keenan,

Hope Lutteringer,

Kaylee Willingham

Faculty Columnists

Dr. Matthew Kelly, Dr.

Mark Sidey

Faculty Editor

Dr. Ann Beebe

I practice family law in DFW and our clients are often overwhelmed and anxious when they reach out to us for help. I take great pride in my work and making our clients' lives better by giving them confidence when navigating the courtroom or guidance outside of it.

It has been an incredibly long journey becoming an attorney, but it has been my ambition since I was young. One of my favorite quotes is "If your dreams don't scare you, they're not big enough" by Ellen Johnson Sirleaf. I appreciate this statement because it perfectly describes my journey through law school and passing the bar exam. I was absolutely terrified my first year of law school and didn't know how I was going to pass my classes, much less compete with my peers for the top grades. Law school was a major adjustment for me, but I persevered and even surprised myself when I made the Dean's list my second year.

To say that my English degree has come in handy being an attorney is a gross understatement. My English degree has set me apart from my peers and colleagues numerous times and continues to strengthen my legal skills. Most people do not understand what a BA in English truly means—the ability to analyze and coherently draft a multi-faceted argument on every applicable side. I don't run into many lawyers with English degrees, but I do feel that it was the right degree for me in my journey. I strongly feel that an English degree is the most useful undergraduate degree I could have earned before going to law school. And I think an English degree would be an advantage for every profession in which you have to speak or write in English. Regardless of your desired career, an English degree is far from outdated or useless. Anyone that tells you otherwise clearly didn't earn one.



Artwork by Kaylee Willingham

“A Noiseless Patient Spider”

By Walt Whitman

And you, O my Soul, where you stand,
 Surrounded, surrounded, in measureless oceans of space,
 Ceaselessly musing, venturing, throwing, – seeking the spheres, to connect them;
 Till the bridge you will need, be form'd – till the ductile anchor hold;
 Till the gossamer thread you fling, catch somewhere, O my Soul. (Lines 6-10)

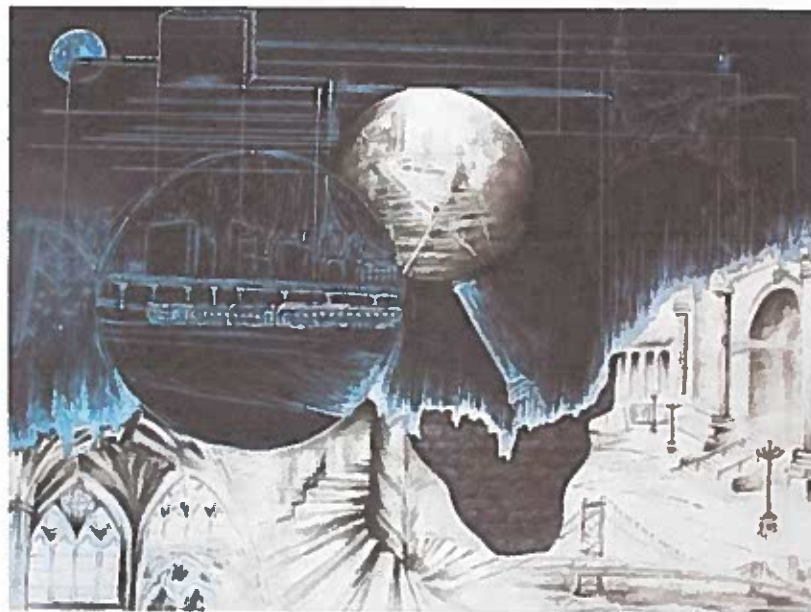
New Minor for Department of Literature & Languages

Dr. Matt Kelly

The department of Literature and Languages is excited to announce we are developing a brand new interdisciplinary minor organized around the theme of “Texts and Technology.” This minor seeks to emphasize the intellectual overlap between English studies and today’s globalized labor market by demonstrating how the critical thinking skills fostered by literary and philosophical inquiry can be applied to large-scale, long-term digital projects. The goal of this minor is to provide students with an opportunity to create data-driven projects that incorporate a dynamic blend of audio, visual, and text-based analyses across a variety of digital platforms. In doing so, students will be able to apply the reading, composing, and research methodologies they have cultivated in other writing and literature classes to online spaces, all while developing projects that speak to the obstacles and opportunities facing the communities of East Texas.

Courses in this minor will include historical surveys that chart out the on-going relationship between technological advancements and new forms of communication, ranging from the advent of the printing press all the way up to today's social media apps. Additionally, students will have the opportunity to participate in digital studios that provide hands-on training using industry-standard audio editing software, web-based publishing platforms, and data visualization programs, all while exploring current issues that impact the local communities surrounding Tyler. Lastly, students will be able to research the new ethical and philosophical dilemmas that emerge alongside new technologies (such as privacy concerns or the importance information literacy in virtual spaces). Despite the technological emphasis of these new courses, no previous background knowledge of specific software or coding languages is required.

This minor will operate as an extension of the foundational questions underlying literary studies today, such as: how can an author communicate his or her message across different genres and to different audiences? How can texts (be they poetry, novels, websites, or infographics) create new methods for viewing the world and our position therein? And, lastly, how can the process of reading, interpreting, and composing texts across different platforms help us better navigate multiple perspectives when solving problems in innovative ways?



Artwork by Hope Lutteringer

Why Do the Humanities?

Dr. Mark Sidey

“None of the widely touted new technologies and weapons systems would have helped me in the last three years in Iraq and Afghanistan. But I could have used cultural training and language training. I could have used more products from American universities who understood the world does not revolve around America and who embrace coalitions and allies for all of the strengths that they bring us.” –James Mattis

Where can you receive the cultural and language training, and thereby gain the perspective, that former Marine Corps General and current Secretary of Defense James Mattis values? In the humanities. “Training” may seem like an odd descriptor for what goes on in humanities classes; nonetheless, it does apply.

The salient features of humanities classes are:

- Reading difficult texts for deep meaning that goes beyond our initial reaction to the text
- Using the Socratic Method to explore foundational questions
- Using writing as “a mode of learning” (Janet Emig)
- Supporting arguments with sound evidence

When we do the salient feature of humanities classes, we are training our brains to avoid hasty conclusions; to consider context, nuance, and multiple points of view; to make our meaning clear to ourselves and our readers; and to pay attention to detail.

“Training,” then, does describe the intellectual work done in humanities classes. Like running wind sprints or lifting weights, there are times when humanities training is enjoyable and times when it is not.

Mark Van Doren cautions that “liberal education is difficult at best, and the students must do most of the work.” Why is this so? Reaching the understanding that Mattis speaks of is not easy. It requires deliberate and sustained effort to train ourselves to resist the comfort of binary thinking and to have the fortitude to go beyond our current paradigms.

Why do it? Why engage in strenuous intellectual training that pushes us out of our mental and emotional comfort zones? Sustained and effortful humanities training reveals reasons, and gives you the ability, to explore that question for yourself.

For more information on the humanities, see “[Defining the Humanities](http://shc.stanford.edu/what-are-the-humanities)” at <http://shc.stanford.edu/what-are-the-humanities>

Artwork by Kaylee Willingham



How My English Major Skills Help Me in My New Job

Newcomb Mowrer
2016 BA in English



When I landed my job, I wondered, “A monitor of license-exempt childcare facilities? Really?” It’s not the kind of position in which one would expect to find an English major. However, let me remind you as I reminded myself, English majors are versatile and, sometimes, not even employers know how much they really need you.

Do you hate phone work? Perhaps, but it is an essential part of any government job. Being well-spoken is essential. Think of all those classes in which you were required to read stacks of material and then participate in lively classroom discussions. Essentially, you were being trained in efficient and effective communication techniques. Here, they are an absolute must, especially when speaking with frustrated care providers. One must find language that will express your concerns while avoiding any language with the potential of

creating confrontation. It’s a delicate dance that must remain positive and productive. English majors are the gifted children of the language arts; we have the skills for this task in abundance.

Second, there are the forms. As we in Texas might say, “Oh, Lord, bless their hearts.” But an English major is not daunted by mere paper. We’ve done paper and we’ve done it with panache. There are no forms, reports, memorandums, or position papers that we cannot parse. We digest that material and laugh. Barely a blip on our blood pressure, the English major only asks, “When do you want this completed?” We don’t blink, not even if the answer is “Yesterday.”

As well, this job requires very particular set of listening skills. Is my issue being skirted? Was that the answer that I was really looking for? Or, from the client side, have I understood their question correctly? And, if I need to restate my question or my understanding of what they are asking, am I prepared to do it within an entirely different framework? Did you develop effective lecture listening techniques? Think about those literary lenses you learned – Gender Studies, Postcolonial Studies, Marxist Studies, or Psychological Studies. They actually trained you to think along multiple lines in rapid succession, even if you didn’t realize it at the time. Trust me, thanks to our faculty, you have those skills.

These skills and so many more have become part of who the UT Tyler English major is. Never be afraid to own them. Always shout it out with pride and confidence, “I am a UT Tyler ENGLISH major!”



Sláinte: Studying Abroad in Ireland

Hope Lutteringer

UT Tyler ENGL Major

After spending five months studying abroad in Cork City, Ireland, I remember feeling utterly confused when I was boarding the plane to return to the states. The months I was gone only felt like days, and the once unfamiliar place felt like home to me. Although it was difficult coming to terms with the fact that I had to leave, I know I'll go back one day, thanks to the unforgettable experience I had both living and learning there.

As an English major, the sheer immensity of literature, art, nature, and culture profoundly inspires me; thus my captivation with Ireland blossomed. I'm enthralled by Irish culture, history, language, music, and literature, and the opportunity to study abroad in Ireland allowed me to engage in all these interests. My experience studying at University College Cork also enabled me to gain a richer understanding of Irish contemporary writing, history, and music.

One of the key benefits of studying abroad for all majors is the opportunity to broaden one's perspectives. Within the first week of being in Ireland, I already noticed changes in my thought processes. It's easy to get trapped inside a bubble when familiar faces and places become all that one knows—the best way to burst out is actually to burst out—even if that means moving across an ocean. My family thought I was a bit crazy for deciding to go to Ireland by myself without knowing anyone there beforehand, but I believe this was a great advantage. I was completely open to meeting new people, and I welcomed every experience that came my way.

Surprisingly, one of the most significant changes I saw in myself was my attitude. Although my name is Hope, I have a lot of pessimistic tendencies, yet when I was abroad, I felt much more optimistic. I felt more appreciative, confident, and trusting than ever before. Every person I met had a story to tell, and I learned as much, if not more, from them as I did in the classroom.

Studying abroad allowed me to not only grow intellectually and culturally but personally as well. The friends I made (donkeys included), the beautiful landscapes I sat in awe of, and the meaningful moments with locals, from the pubs to the streets, shaped my absolute love of Ireland. Words honestly cannot explain how appreciative I am of my experience abroad, and I cannot wait to go back; but for now, sláinte! (cheers)



An English Major with Extra Cheddar

Ayden Burt
2018 BA in English

A part-time job, that's all I signed up for. It would be simple; I would be a hostess at Cheddar's Casual Café on the weekends, and go to school on weekdays. As a 19-year-old undergrad, I would have never guessed that I would stumble upon a career. After three years, I find myself growing alongside the company. Now I carry many different roles at Cheddar's Scratch Kitchen. From bartending and working as a culinary assistant, to being an assistant manager and a restaurant marketer, I often take the role of whatever the restaurant needs at the time. Through all of my jobs, I can see the advantages that my English major brings me.

The unique training I have received critically analyzing different works of literature has helped in all aspects of my job. With numerous variables associated with a dining experience at a restaurant, it provides many opportunities for a guest's visit to go wrong. Striving for perfection is an obvious goal, but with every distinctive individual, perfection is

relative. To provide each patron with a "WOW! Experience" we must cater to each different need as best able. From reading a guest's body language to being able to account for important details of a situation, it is vital for a restaurant's success to foster an action plan based on an accurate deduction of events that take place. A parallel can be drawn between the details in a work of literature and the atmosphere in a restaurant. The arrangement of words creates a mood and tone for the reader to sense. Perceiving the details of a restaurant is one in the same. What mood is the reader gathering from the word choice? Is the tone throughout Cheddar's creating a positive atmosphere for guests and employees alike?

Early on as an English major, I fell in love with the history that only words could provide. With the English language itself having origins from many cultures, studying each of these cultures is inevitable, but also enjoyable. Having an idea of the history and customs from different communities across the world makes an English major relatable. Perhaps one of the greatest aspects of working in the restaurant industry is getting to see the individuality of mankind. While each and every culture has its own set of values, all cultures tend to appreciate one common thing. Food. Bonding with the staff over our different tastes in cuisine creates a family-like setting that makes work rewarding. While speaking with guests, I find the same effect. Letting the individuals tell you about themselves, nurtures a positive

relationship that enables a happy dining environment.

Communicating with restaurant guests as well as fellow employees can make or break each individual shift. From nurturing an efficient working environment by analyzing your surroundings, to finding common ground with people who may seem so different, a major in English is the perfect tool belt for success as an employee, manager, or executive in the service industry. I plan to keep growing and advancing within Cheddar's Scratch Kitchen management. I never would have dreamed that I would find my dream career before graduating college, but it is quite exciting to have had fate fall into my lap.



Artwork by Hope Lutteringer

Call for Fall 2018 Columnists

What topics would you like to see covered in the next issue of *The Ductile Anchor*? We are looking for columnists for the F18 issue. Alumni: what have been your experiences since graduating from UT Tyler? How have you been using the skills from your major in English or Spanish in your careers? What surprising directions have you taken in your profession due to your Humanities-related skill set? Share your experiences and advice with our current students. If you would like to propose a column for the next issue of *The Ductile Anchor*, please contact the Faculty Editor (Dr. Ann Beebe, abeebe@uttyler.edu).

O-Leader: English Major Edition

Taylor Palacios and Destiny Osteen

UT Tyler English Majors

UT Tyler's Orientation and Swoop Camps Leaders provide fundamental support and guidance for new and transfer students taking their first step towards an education at our university. From offering advice about classes to being mentors, role models, and even friends, O-Leaders strive to make the transition into college life easier, successful, and welcoming.

Having this support during our own transition to UT Tyler would have been unbelievably helpful. Unfortunately, we didn't realize it was available.

Cue being the change we wish to see: become O-Leaders ourselves. At least, we're going through the training at the moment, and even though it had just started, it's already full of surprises.

The application process is fairly standard: application, group interview, and individual interview. It's the training where things become interesting. We start with a group interview, which was not actually an



interview much as a series of icebreakers and team building exercises with the other applicants. In retrospect, it is fitting; the group interview immerses individuals from different educational backgrounds into teamwork training, wherein applicants get to know each other as much as we get to know ourselves.

The O-Leader Program means business when it comes to building effective, impactful, and influential groups. After icebreakers we took the Clifton StrengthsFinder test. The name says it all; the test tells a person where their social and cognitive strengths lay. We're gaining hands-on practice working effectively with people with differing priorities. This training is extremely helpful in building effective group dynamics for a successful orientation team.

We can debate correlation and causation, but we had a good laugh that the only English majors in our training group also tested as the only Strategic Thinkers on the Four Domains of Strength in the group. It seems that studying English has helped us hone our analytic mindsets. We both agree that the skills of English majors—analytical thinking, verbal communication, character analysis—will contribute to our success as Swoop Camp Leaders and O-Leaders.

As English majors, we tend to fall into the comforts of an introvert lifestyle. While there is nothing wrong with that, we agree that this process has opened us up to a plethora of opportunities, and it has just been an all-around amazing experience thus far. We are both eager and excited for this journey and opportunity. We feel that our background in English will allow us to complement and contribute to the success of our team. We would love to see more English majors become more actively involved with student life! Our skills and abilities are needed in the university's student leadership team.

How an English Major Helped Me with PreMed

Jessica Cobb

2016 BA in English

As an English major you are expected to read a massive amount of text in a relatively short amount of time, retain important information, and decipher underlying themes and concepts throughout a novel, poem, or play. You don't do this just once and for one class, but repeatedly and in conjunction with other courses. Being able to do read effectively refines your critical thinking skills resulting in better grades in advanced courses and preparation for the real world where most text is designed to confuse you or persuade you to think a certain way without you realizing you're doing it.

As a premedical student at UT Tyler I applied these reading and analytical skills not only to my English courses, but to my chemistry and biology courses as well. Critical thinking is a tool that is universal, indispensable, and happens to be the main focus in UT Tyler's English classes. Once honed this tool can be applied to analyzing a case study in Biochemistry, reading chapters in a convoluted Organic Chemistry textbook and not getting lost, or preparing to organize a patient history in a way that is easily understood.

Being an English Major makes it easy for me to read a huge chunk of material in a short amount of time and identify important correlations and themes that others miss. I think about why certain things happen, how they connect, and what other elements could influence the outcome. These are steps that we are taught in English courses with our interpretations of scholarly articles, novels, and poems.

Being able to refine these skills in a closed environment such as classroom before

applying them to real-life situations is a privilege and prepares anyone for difficult situations in their professional careers and personal endeavors. As a prospective medical student I am grateful that I've already had years of experience with critical thinking, articulating complex ideas, and forming hypotheses with evidence from the texts. Once you realize that you can transfer these skills to all aspects of your professional life, the world is yours to conquer. I am forever grateful for the critical thinking skills that I developed as an English major and cannot wait to apply them in medical school.



Artwork by Hannah Johnson

Nihon: Travel Study in Japan

Jeranda Dennis
2017 BA in English

On March 17, 2017, I hopped on a plane by myself, and traveled 17 hours across the globe to the beautiful destination of *Nihon*, also known as Japan. It was required for my minor to study abroad in the concentration area of my choosing, so I chose Asia which led me to pick the destination of my long time ramen-eating, Harajuku style-loving, anime-watching dreams.

So long, America! was my thought as I stepped on that crowded plane and headed to the Far East. A small town, 45 minutes outside of the big city of Osaka, named Nishinomiya was going to be my new home for the next four months.

When I arrived, I experienced culture shock in the best way. The locals were extremely shy, but still very friendly and accommodating. The authentic Japanese cuisine was beyond delicious, and since I arrived at the start of spring, the weather was pleasant, and I got to experience the famous cherry blossom season.

Although it was my International Studies minor that permitted me to study abroad, it was my major and practices in English that helped me thrive in Japan. When I revealed to everyone that I was getting my degree in English back in America to become a teacher, I was not prepared for everyone to want to practice their English with me. As an introvert, it was awkward having many people approach me and randomly start conversing with me, but it was a great way to meet new people and make friends. My dormmates and I would have study sessions at McDonalds or Starbucks, where I would quiz their English vocabulary to help them cram for their English exams.

In addition to other interesting courses, I took an intro-level Japanese literature class where I learned about many classical Japanese authors to add to my personal reading list such Matsuo Basho, Murasaki Shikibu, and my new favorite Japanese author, Saikaku Ihara. During that class I got to use my knowledge of American literature to have more in-depth discussions on their differences and writing styles with students who also have the same passion for literature as I do. Through these experiences, my Japanese improved as well!

When I came back to America at the end of my term, I graduated from UT Tyler in December. Now I am getting ready to apply to Tyler's Sister City program to go back to Japan to teach English.



A Higher Calling

Johnathan Watkins
2017 BA in English

Stop me if you have heard this one.

Scientists ask “what;” psychologist ask “why;” engineers ask “how.” Do you know what English majors ask?

“Would you like fries with that?”

It is an old joke told at the expense of humanities students. By reducing human beings to their economic function, those who have chosen other professions ridicule the liberal arts by attempting to make them something less. It seems difficult to imagine that any English majors have gone our whole academic careers without someone questioning why a more “practical” alternative was not taken.

Ironically, those who tell such jokes are often the people whom we love the most and who love us. They mean well. They are convinced by modern myths (like the American Dream) that happiness is based on our ability to produce and consume goods. (Oddly both Marxists and Capitalists reduce life to this cycle though in opposite ways.) Yet, there is more to life than our ability to participate in consumerism.

Having always been slow to learn my lesson, after completing my degree in English at UT Tyler, I enrolled in a seminary graduate program. This decision only gave new ammunition to my detractors since my English degree would be a “real waste” if my profession is in the church. The statement is ironic, considering that some of the past generation’s greatest theologians -- both believing and unbelieving -- were not theologians by trade. Men like C.S. Lewis and Harold Bloom were literary critics who delved into religious criticism because, of course, the rules of one apply to the other. In fact, the first two courses required by Dallas Theological

Seminary are essentially English courses. Dr. Odom’s “textual analysis” masquerades as “theological research methods” and what Dr. Beebe called “literary criticism” is now thinly disguised as “hermeneutics.” (I was even made to purchase a Chicago formatting guide.)

Not only did my English degree prepare me for my graduate work, it put me significantly ahead of my classmates. So, the next time someone wants to discourage you because you chose to major in English, remember they are trying in their own way to help. Take the opportunity remind them that you are answering a higher calling. A calling that will be intellectually, spiritually, and yes, economically satisfying. A calling that addresses who you are and enlivens your soul to rise above modern materialism. However, if that does not work you could always just remind them their super cool “cubicle” needs dusting.



Artwork by Kate Keegan

The Gateway Degree

Aleya Wheeler
2015 BA in English



If you're an English major, then you know that your major is the gateway to so many possible career paths. You can almost do anything with an English major; it's a degree that teaches you how to communicate and analyze texts of all sorts. If you are like me, you may not know exactly what path you want to take with your degree after those years of hard work. I thought I may try to become an author, and then an editor, and then a literary agent. Finally, I came to the realization that I wanted to become a librarian.

In December 2017, I completed my Masters of Library Science degree and officially became a librarian. I am thankful I took this path because I've realized I love having options. Much like an English degree, a degree to become a librarian (MLS or MLIS) is a gateway degree. With my MLS I can take so many routes. Librarians can work in any library—public, academic, specialty (such as law or medical libraries)—or museums and archives. There are so many avenues to choose from with a degree in librarianship. Those are just the places you can work. There are far too many

choices within each area to dive into in this short article.

Both of my degrees has opened tons of doors for me. An English major becoming a librarian is not much of a stretch, but you will come across many librarians with degrees of all sorts before their Masters. It's a highly diverse field with an amazing community of people who love their libraries. This career, however, is not for everyone. You really need to have a desire to work with people. Most of the paths in librarianship involve working with the public but it is highly rewarding.

If you'd like to know more about librarianship and what you need to do, you can do the librarian thing and Google it. Or, you are more than welcome to contact me through the department's Professional Development Cohort group on Facebook. You can also visit the Tyler Public Library sometime. Working in a library is amazing. And, for those who think libraries are dying (I really hope it's not English majors thinking this), you are in for a rude awakening. Libraries are thriving more than ever and are an invaluable resource. Take advantage of your local libraries. It's a gateway place, and an English major is your gateway degree.

The Woman Behind the Lens

Rachel Martin Stanley
2009 BA in English



I have had so many people ask me how I use my English Literature degree in my Photography business. While I was in college, my English classes took me to so many places. I would read to travel to another life, a new world, a dream. I actually wrote a paper back then about dreams and the different authors who wrote about them. Unsurprisingly, three of my favorite authors wrote a lot about dreaming—Ralph Waldo Emerson, Henry David Thoreau, and Edgar Allan Poe.

Dreams and my photography go hand in hand. You see, in my work, I do composite photography and editing. I use the editing skills I have learned to take people into other images and add in different images to make their dream become a reality. I take a little girl in a plain forest and move her to a field of lavender with butterflies and bunnies. Ralph Waldo Emerson once said, "Dare to live the life

you have dreamed for yourself. Go forward

I'd like to think that this is what my photography has become.

As a photographer, my job is storytelling. When I am behind the camera, it is my job to tell the love story of the bride and groom on their wedding day so that when they look back over their images from that day, each detail and memory is preserved perfectly. I tell the story of the little boy who just turned 2 and show life through his eyes as he wanders through the woods pointing out every little bug or telling me he hears a dinosaur coming. But most of all, it is my job to take the pictures that you walk by while going up the stairs in someone's home that tell the story of their dreams.

Because of what I learned in my literature courses at UT Tyler, I feel that I am using my English degree as a storyteller behind the lens. Not only am I an artist, I am a writer. My texts are visual. I love to write my clients' stories through photos and help paint the pictures they have in their minds. You too can write stories in many different ways and become a storyteller. Your English degree from UT Tyler can give you the tools to make this dream come true.



Visit Rachel Stanley Photography's Facebook page:

<https://www.facebook.com/RachelStanleyPhotography/>

Donations

Are you interested in making a donation to fund *The Ductile Anchor*?

Would you like to donate to the Department of Literature and Languages or the College of Arts & Sciences?

Would you like to fund a scholarship or sponsor a department event?

Contact the CAS Dean's Office, Dean Martin Slann (903-566-7368, msslann@uttyler.edu), the chair of the Department of Literature & Languages, Dr. Hui Wu (903-566-7289, hwu@uttyler.edu), or the CAS Development Director, Garrett Hill (903-565-5646, ghill@uttyler.edu).

2016-2018 Faculty Publications: Department of Literature and Languages

Dr. Ann Beebe

- “The Conversation: Ralph Waldo Emerson and Frederick Douglass” *Teaching American Literature: Theory & Practice* 8 (Fall / Winter 2016): np.
- “‘I sent over these adventures’: Female Storytelling in *The Female American* and *The Widow Ranter*” *Women’s Studies* 45.7 (2016): 624-637.
- Teaching Review of *Kelroy* (Rebecca Rush) *Early American Literature* 51.3 (Fall 2016).
- “Dickinson’s ‘I’ve known a Heaven, like a Tent—‘(Fr257)’” *The Explicator* 75.2 (July 2017): 125-128. [Lead author, Carol DeGrasse]
- “The Red Flannel Shirt: The Dynamic Clothing Metaphor in *The Maine Woods*” *Nineteenth-Century Prose* 44.2 (Fall 2017): 177-196.
- “‘Only surpassed by the light of Revelation’: Asher Brown Durand’s *Thanatopsis*” *Religion and the Arts* 22 (2018): 1-16.
- “Common Ground: The Figure of the Female Writer in Lydia Huntley Sigourney’s *Lucy Howard’s Journal* and E. D. E. N. Southworth’s *The Bridal Eve*.” *Lydia Sigourney: Critical Essays and Cultural Views*, Eds. Elizabeth Petrino and Mary Louise Kete. Amherst: University of Massachusetts Press. (April 2018)
- “‘The Elegances of the Breakfast-Table’: The Encoded Space of the Breakfast-Room in Nineteenth-Century American Novels” *The Routledge Companion to Literature and Food*. Ed. Lorna Piatti-Farnell and Donna Lee Brien. New York: Routledge, 2018. 319-328.
- Review of *The Boatman: Henry David Thoreau’s River Years* (Robert M. Thorson) *Nineteenth-Century Prose*. Forthcoming 2018.
- “‘My flower garden has taught me that lesson’: Gardens in E. D. E. N. Southworth’s Novels” *Enchanted, Stereotyped, Civilized: Garden Narratives in Literature, Art, and Film*. Eds. Feryal Cubukcu and Sabine Planka. Forthcoming 2018.
- “‘I’d dream of feasts’: Reading Southworth’s *The Hidden Hand* as an Outlaw Narrative” *Food and Feast in Post-1800 Outlaw Narratives*. Ed. Alex Kaufman and Penny Vlagopoulos. Routledge [Outlaw Series] Forthcoming 2018.
- “‘This was a dangerous game to play’: Subverting War Games in Behn’s *The Widow Ranter* and Sedgwick’s *Hope Leslie*.” *The Games of War in British and American Literature, 1600-1830*. Ed. Holly Nelson and Jim Daems. Forthcoming 2018.

Dr. Greg Bock

- Review of *Bad Faith: When Religious Belief Undermines Modern Medicine*, by Paul A. Offit, *Ethics and Medicine* (forthcoming, 2018)
- “Secrets and Lies” (with Jeffrey L. Bock), in *The Americans and Philosophy*, ed. Robert Arp (Chicago: Open Court [2017]): 71-80
- Review of *Anger and Forgiveness*, by Martha Nussbaum, *Philosophy in Review* 37:1 (2017), 25-27
- “Isn’t that Euthanasia?” (with Annette Mendola), *Hastings Center Report*, 46:2 (2016): 9-11
- “Death Begets Death” (with Jeffrey L. Bock), in *Red Rising and Philosophy*, ed. Court Lewis (Chicago: Open Court [2016]): 179-188
- “Christian Love and Unconditional Forgiveness: A Response to Glen Pettigrove,” in *The Philosophy of Forgiveness, Volume I: Explorations of Forgiveness: Personal, Relational, and Religious*, ed. Court Lewis (Wilmington, Delaware: Vernon Press [2016]): 223-242

Dr. Anett Jessop

- “‘Untranslatable’ women: Laura Riding’s classical modernist fiction.” *The Classics in Modernist Translation*. Eds. Miranda Hickman and Lynn Kozak. Bloomsbury Publishing, 2018.
- “The Classical Past and ‘the history of ourselves’: Laura Riding’s Trojan Woman.” *Brill’s Companion to Classical Receptions: International Modernism and the Avant-Garde*. Eds. Adam J. Goldwyn and James Nikopoulos. Brill: Leiden, 2017: 182-198.
- “Geopoetics and Historical Modernism: Gertrude Stein, Laura Riding and Robert Graves in Mallorca, 1912–1936.” *Mediterranean Modernism; Intercultural Exchange and Aesthetic Development, 1880-1945*. Eds. Adam J. Goldwyn and Renée M. Silverman. Palgrave-MacMillan, 2016. 123-148.

Dr. Matt Kelly

- “I Can’t Take This: Dark Souls, Vulnerability and the Ethics of Networks.” *First Person Scholar* (May 25, 2016) <http://www.firstpersonscholar.com/i-cant-take-this/>

Dr. Tara Propper

- “The Pedagogy and Politics of Racial Passing: Examining the Role of Visual Literacy in Turn-of-the-Century Activist Media.” *Dialogue: The Interdisciplinary Journal of Pedagogy* 4.1 (Winter 2017).

Dr. Emily Standridge

- “Safe Spaces and Brave Pedagogies in Tutor Training Guides.” *The Peer Review* 1 (2017).

Dr. David Strong

- *The Philosophy of Piers Plowman: The Ethics and Epistemology of Love in Late Medieval Thought*. New York: Palgrave Macmillan, 2017.
- “John Donne: Neuroscience and the Experience of Empathy.” *Critical Approaches to Literature: Psychological* (2017): 119-134.
- “The Natural Rights Exerted in Shakespeare’s Bed-Tricks.” *Philosophy and Literature* 42 (2017).
- “Amis and Amiloun: An Individuating Will.” *Medievalia et Humanistica: Studies in Medieval and Renaissance Culture* 42 (2016): 43-60.

Dr. Greg Utley

- “Love and Transgression in Gabriel García Márquez’s *Crónica de una muerte anunciada* (please put in italics).” *Hispanic Journal* vol. 37, ed. 2, 2016, pp. 143-53.

Dr. Hui Wu

- Wu, Hui, trans. and ed. with commentary by Hui Wu and C. Jan Swearingen. *Guiguzi, China’s First Treatise on Rhetoric: A Critical Translation and Commentary*. Southern Illinois University Press, 2016.
- “Trends and Dilemma in Translation: How the Mainstream Rejects Alternative Rhetorics.” *Asia-Pacific Interdisciplinary Translation Studies* (亚太跨学科翻译研究), 4 (2017):19–31.
- Xue, Tingting and Hui Wu. Chinese Rhetoric Studies in the United States. *Contemporary Study of Rhetoric* (当代修辞研究). 202.4 (2017): 40-50.
- Wu, Hui & C. Jan Swearingen. “Interality as Key to Deciphering *Guiguzi*: A Challenge to Critics.” *Canadian Journal of Communication*, 41.3 (2016). 503–519.
- Beginning section of “Voices from the CCCC Asian/Asian American Caucus.” In *Building a Community, Having a Home*. Eds. Jennifer Sano-Franchini et al. Parlor Press, 2017.
- “Black, White, and Colors in Between: Haunting Whiteness in Feminist Studies.” In *Rhetoric of Whiteness: Post-Racial Hauntings in Popular Culture, Social Media, and Education*. Southern Illinois University Press, January 2017, 197-200. Winner of the 2018 CCCC Outstanding Book Award (Edited Collection).

PDC on Facebook

The Department of Literature and Languages has a closed group on Facebook—"UT Tyler Professional Development Cohort." All current students and alumni from our department are eligible for membership. Click on the group's name and send a request to join.

Current students - do you have questions about internships, careers, or the job search? Post a question for the alumni. They want to serve as your mentors.

Alumni - do you need advice about professional situations or leveraging your skills into a second career? Start a discussion thread on the PDC.

As of the end of February 2018, the PDC has 270 members. Imagine the networking potential of this closed group as we add current students and locate our 1000+ alumni out in the workforce! If you are not yet a member, please send a request to join. If you are a member of the PDC, please send invitations to other current students or alumni.



The Lioness by Hannah Johnson

Professor David Strong

By Keiara Lemons
UT Tyler ENGL Major

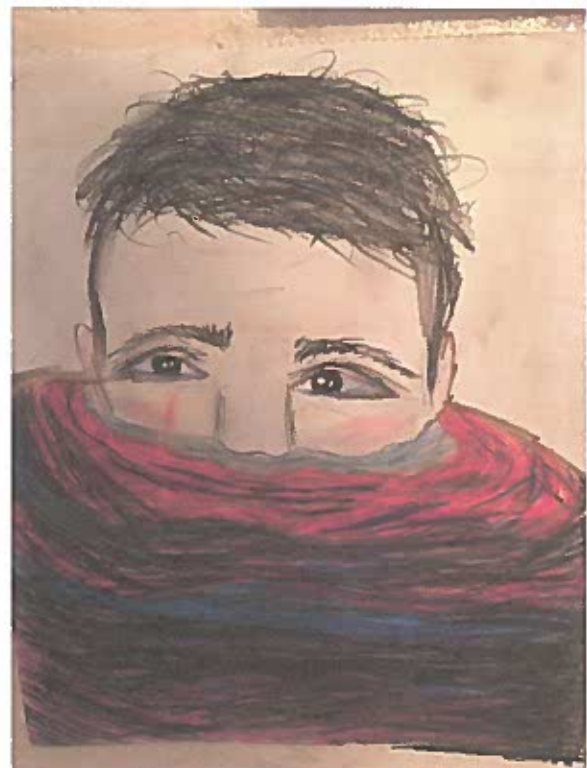


Dr. Strong has been a professor at UT Tyler since 2000, and in those 18 years he has grown into one of the most respected and revered professors in our department. A native of Chicago, his quick tongue while speaking gives his listeners a glimpse into the workings of his brain. After growing up in the Chicago area he went on to attend college at Dominican University in River Forest Illinois. When asked how a native Chicagoan found himself at a small university in Texas, he gave the very honest answer, “I went where the job was.” This semester he is teaching two undergraduate courses: Renaissance Poetry and Prose and English Literature until the 1780s. Dr. Strong is very passionate about John Milton’s *Paradise Lost* and feels that the classic is underappreciated in today’s society. While he is very happy with the courses he teaches, if he were able to choose one class to teach it would be a class focusing on *Paradise Lost* and Milton.

When Dr. Strong arrived in Tyler—on August 13th, 2000—we were in the middle of a typical Texas heat wave. As he recollected his first few days here he began to laugh as he admitted to

me that he was not even aware that our temperatures could bypass the 100-degree mark since we are not a desert. Like all non-natives though, he eventually got used to the heat and learned that moving around actually makes the heat less bearable. He was an avid golfer when he first came here and was able to play almost every day. He met his wife, a native Texan, here and together they have two children. He has a 15-year-old daughter and an 11-year-old son and enjoys spending time with them. They all had a great time sledding during this past snow day even though it wasn’t as exciting for them as it was a couple of years ago. Even though his wife and children are all native Texans, Dr. Strong still does not actually feel like a Texan. Instead he admits that he understands, and appreciates, what it means to be a Texan.

NOTE: Professor Strong’s book was published in 2017 – *The Philosophy of Piers Plowman: The Ethics and Epistemology of Love in Late Medieval Thought*



Artwork by Madison Jobe