



## Between *the* Lines

Department of Literature  
and Languages

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### The Roads Taken

*Jessica Bryant Booth | 2011 BA Graduate, 2017 MA Graduate*

**M**y undergrad experience was so sunny. Nothing could've suited me better than reading literature, discussing it with classmates, and writing writing writing about it constantly. Short responses, essays, research papers, discussion board comments – it was all great because it was meaningful. I hope that if you're earning your degree now, you cherish the experience. It's a gift.

A few months before graduation, I learned about an open position for an assistant language teacher (ALT) of English in Tyler's sister city, Yachiyo, Japan. It felt like a random event, but looking back I see that the opportunity emerged the same way a lot of life's opportunities do: you know people, or you know people who know people. Networking takes you far no matter the field you're in or how new you are.

After three years in Japan and a few years earning my master's degree, I taught high school English, then composition and literature classes at community colleges. I loved helping students become better readers and writers, and the most satisfying work I've ever done was to help people grow to love these pursuits.

But I also wanted to write professionally. I had doubts about whether I could find a worthwhile writing job, or if I would be a good fit. But I realized that people read countless things every day and that someone writes this content. And as an English graduate, I had a lot of experience writing writing writing. Putting two and two together has never been my strong suit, but connecting the dots helped me switch fields.

I currently work for a digital marketing company as an SEO ("search engine optimization") content writer. I write articles and blogs that get published on our clients' websites and third-party websites.

Every day, I write on diverse topics. I might write "Five Tips to Soothe a Fussy Baby" followed by "The Best Aftermarket Grilles to Install on Your Jeep" followed by "The Top Reasons to Vacation in Barbados This Summer." I research, write, and work with deadlines like I did as a student. But now, thousands of people read my articles and, hopefully, benefit from the information.

I couldn't have guessed my professional path, and I'm not sure what my future career path will look like. But I know that the skills I developed as an English major have made me a lifelong learner prepared for the journey ahead.



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# Where Literature and Corporate Excellence Collide

*Brittni Tracy | 2012 BA Graduate, 2014 MA Graduate*



**A**fter eight years as a full-time English professor at Tyler Junior College, I rebranded my skills and abilities to chase corporate, landing a position as a Technical Writer for a global tax consulting firm. I am now a part of a team known as the Enterprise Center of Excellence, which aims to evaluate and improve the effectiveness of governance, awareness, and resolution for the firm to grow and thrive. I work with a geographically diverse team from DFW, Denver, Orlando, Chicago, and Hyderabad, India that is responsible for business process improvement, project management, and policy governance to advance the value of the firm.

Interacting with C-level executives, VPs, and other stakeholders, I write, revise, and analyze policies and procedures that govern the enterprise. I depend on the knowledge and expertise of subject matter experts by asking questions to garner responses to fill the gaps on these documents, making them easier to read and more user-friendly. As an English student, have you ever read a syllabus or assignment instructions and thought, “I know how to make this better” or “There’s some really useful information missing from this”? Then, you have practiced analyzing a policy (syllabus) and a procedure (assignment instructions), which are my daily responsibilities.

My English degree gave me the experience and skills to read documents critically with an eye for detail to form a logically supported response and analysis. Reading vast literature (from Fin de Siècle to Arthurian), posing thoughtful discussion questions, and composing analysis essays were about more than the study of the human condition. I did not anticipate that those experiences prepared me to write formal emails to the CEO of a multibillion-dollar enterprise explaining the background and approach of a new policy that requires their approval.

The skills I refined in my degrees are game changers for large enterprises wanting to grow and thrive. As tall as a corporate skyscraper may be, you can surpass that in what you can accomplish with an English degree. Truly, the sky is the limit!

# From Librarian to Lawyer

*Ashley L. Ray | 2020 BA Graduate*



## ***Why did you go to school to be a librarian & how did your ENGL major skills help you?***

I chose to go to library school because the career itself fulfilled the requirements that I held for my future. I can continually engage in educational pursuits that are interesting and challenging. It provides me a way to use my research skills to help others in a meaningful way. It offers a great work-life balance where I can enjoy my family life, and I had past experience as a community volunteer, so I knew I loved the work! Personally, the library has always felt like a second home.

My English major skills were of great benefit when I started graduate school. Unlike my peers with other backgrounds, I was used to reading complex passages for comprehension and application. I had a firm foundation in writing academically and a great eye for detail. I was more comfortable handling public speaking projects and was able to build connections with others even in a virtual space because of my training in communication. Overall, because of my English degree, I was able to work through my master's degree with confidence.

## ***And on that journey, why did you decide to shift career paths to law school?***

I made the decision to apply to law school in the summer between my first and second year of graduate school (so 2021). I wanted to take an active role in changing policies and procedures for the people who were unable to tackle issues themselves. I assist my sister who has a visual disability and saw first-hand how the legal field intersects with other fields like education, employment, and technology. I feel passionate about advocacy work, and I want to leave a lasting change for the better in society.

## ***What in your ENGL major training made you attuned to the need for quality legal representation for people?***

In the legal field, the use of words and their deeper meaning is key to the interpretation of the law. It is critical to consider how certain terms can impact marginalized people groups. My English degree helped me to consider how language changes the world. My degree served as excellent preparation for the reading comprehension section of the Law School Admissions Test (LSAT). From library school to law school and every field in between, you can't go wrong with an English degree!

# Finding Time to Write When You Don't Have Time to Write

*Tina Bausinger | 2013 MA English Graduate- Ed.D. Candidate (Higher Education Administration and Learning Technologies, Texas A&M Commerce)*

I was thirty-five when I enrolled in “Writing Center Pedagogy” taught by Dr. Emily Standridge at UT Tyler. I was also a straight, married, white lady with three kids: as vanilla as they come. As an English major, you grow accustomed to the “Canon” and what we lovingly refer to as “Old White Dudes” (Hemingway, Shakespeare, Faulkner, Thoreau, etc.). We also read quite a bit of other kinds of literature: Native American writings, letters from American settlers and their wives, narratives of the enslaved and redeemed, fire and brimstone sermons from days gone by, even the horrible truths of Christopher Columbus from his own ink, and every British writer known to man. The final project was to select from a hefty list of authors of color in which to study and present. I chose Gloria Anzaldúa, a Chicana author.

A bit of research showed me that Anzaldúa was a prolific second-wave feminist writer, one of the first who claimed non-binary status before there was a term for it. She also strove in a sometimes uncomfortable, gritty style, to navigate the tension between white and Chicana; Catholic vs. Native tradition; and American vs. Mexican: a place she called *The Borderlands*. She wrote:

The U.S.-Mexican border *es una herida abierta* where the Third World grates against the first and bleeds. And before a scab forms. And before a scab forms it hemorrhages again, the lifeblood of two worlds merging to form a third country – a border culture. Borders are set up to define the places that are safe and unsafe, to distinguish us from them. A border is a dividing line, a narrow strip along a steep edge. A borderland is a vague and undetermined place created by the emotional residue of an unnatural boundary. It is a constant state of transition. The prohibited and forbidden are its inhabitants.

After taking many courses with Dr. Beebe focusing on American Identity, this idea of what lay outside the lines intrigued me, because what is more American than redrawing the lines? These classes, more than ten years ago, have resounded with me perhaps more than the others in that I think about them and teach my own students these truths as I viewed them.

I am enamored with Anzaldúa so much I joined a Facebook group of scholars called “Society for the Study of Gloria Anzaldúa.” They wanted to put together a project called “Borderlands/La Frontera The New Mestiza, Fifth Edition by Gloria Anzaldúa Resource Guide - 2023.” It’s a guide for professors wanting to teach her work. It’s not anywhere near *Borderlands*, but it’s an honor to be included in the press that gave her voice.

I am always on the lookout for ways to publish, and it’s my goal to publish at least once a year. This doesn’t always happen, since I’m busy working on my dissertation for my Ed.D. and teaching Dual Credit Comp I and II. I don’t have a lot of time to write full-blown research essays, so I keep an eye out for opportunities for shorter publications. My education at UT Tyler has taught me how to be flexible enough to write a variety of styles, so I try to keep my options open. As Ms. Anzaldúa would say, “Why am I compelled to write? Because the writing saves me from this complacency, I fear. Because I have no choice.” Because we must do what we love to find joy.



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# The English Major is Flexible

*LaWanda Eckert | 2018 MA Graduate*

**W**hile working on my MA at UT Tyler, I learned to shove aside the canon debate and to teach great literature with an awareness of history and injustice. The professors that helped me achieve this epiphany made me realize that my students, even though they are at an urban charter school, intellectually deserve to know how to read and respond to literary treasures in the same way that any private-school child would.

The excruciating patterns of a world in crisis demand that our young people interpret, analyze, and humanize at every turn, skills that are the bedrock of an English degree. The technobureaucratic nature of education can overshadow the complexity of the English subject; software replaces grammar instruction and required texts are only shallow excerpts. I could have made my job easier had I not been sensitive to this dilemma, but because of my advanced literature classes, I learned techniques that would help students access intricate books.

Some would say that I am *only* an English teacher, but because of my quality education my job is meaningful in ways that matter. And my degree allows for me to flexibly pivot into new career opportunities in horizontal or vertical directions. In my spare time, I work on learning new skills unrelated to my education career. Without my English degree, these new skills would most likely be unattainable. I am learning about creating copy and editing copy. I am also teaching myself some basic graphic art and how to use Creative Cloud. I write to learn. I write to read. I write to understand. And now I am learning how to mingle my writing with bits of this and that in the hope that someday it will be beautiful in the online marketplace.

I know that detractors and skeptics exist. But an English degree is a glorious and golden doorway into a life of the mind, and this life of the mind can lead a person into any successful career, including law, entertainment, and medicine. George Orwell would hate me using this "tacked on, over-used phrase," but the sky is the limit.



# Writing to Publish

Neidy McHugh | 2021 MA Graduate



After completing my MA at UT Tyler, I knew I would continue writing creatively. I, like many aspiring authors, believed the old maxim: to be a writer, you must simply write. As I delved deeper into professional literary communities, I learned there is more to mastering a craft than loving it. There are, unfortunately, many barriers to entry in the literary world, but by maximizing your compositional output and expanding your knowledge of craft, you can increase your odds of publication.

How can you find motivation? Practice consistency. Dedicate the same amount of time to writing every day. As writing becomes part of your routine it will feel less intimidating. Create pressure. If you are someone who excelled at schoolwork, assign due dates for drafts and revisions. Resist ritualism. Many writers lose motivation because they've developed an arbitrary set of conditions (i.e. I only write at daybreak, I only write in silence, etc.). Finally, trust your process and remain flexible. The advice on how to write is endless. If you try something and it doesn't work, move on. Likewise, don't be afraid to try something new.

How do you get published? Outlets publishing creative writing exist across a spectrum of reputability and prestige, and many accept less than a single percentage of submissions. My process involves submitting in tiers—I submit first to the highest regarded magazines, then, if I've received only rejections, I submit to mid-tier journals. You can locate journals by reading author bios of pieces you enjoy; following authors, magazines, and journals on social media; and searching Submittable (an online submission manager utilized by many journals) to find opportunities by genre, theme, and due date.

There are precautions you should take when submitting. Read at least one full issue of the publication and their About/History page to ensure your writing is in line with the magazine's philosophy and style. Search the magazine's website for submission guidelines as ignoring required formatting will likely get your work rejected. Consider postponing submissions until you have two or more pieces of the same genre polished to completion. This allows for quick submission of a second piece if you receive a tiered rejection (a rejection with an explicit request for more work).

Most importantly, don't stop writing. After years of submitting, my first published piece, a micro essay entitled "Grief is a Cicada," will be published this spring in *The Dodge*.

# The Circuitous Route- Choose Adventure

*Erica Chase, M.S, CF-SLP | 2012 BA English*



I graduated from the University of Texas at Tyler in 2012 with a Bachelor's in English. Barely a month later, I left for Yachiyo, Japan to work as an Assistant Language Teacher. Although I suffered from culture shock, my memories from this time are the most poignant and vivid of my thirty-seven years. Living in a foreign country changed me in a multitude of personal ways from how I interact with others to how I demonstrate respect for cultural differences. As an expatriate, I learned humility and added to that courage, knowledge, and confidence. I gained unequalled experience and developed relationships with competent and kind individuals.

Knowing I wanted something different than working as a pharmacy technician, my friend encouraged me to research Speech Language Pathology. Then, while administering an English conversation test to a pre-teen, it happened – the zing. The young girl before me was more than nervous, she was a person with a speech difference. Her words came haltingly with long blocks and agitated repetitive movements in her hands and face. This experience led me to undoubtedly believe I would become a Speech Language Pathologist one day.

I desired the ability to help others communicate more easily, to encourage connectivity between people, and to give others more options in how they connect.

Back to college I went. While unnecessary, I obtained a bachelor's in Science while working as a lab supervisor for the Fisch College of Pharmacy at UT Tyler. My graduate degree was from Stephen F. Austin State University and landed me my very first job. One of the supervisors at SFA contacted me about working for her even before I graduated, and I jumped at the chance to explore a new setting.

Currently, I work as an intern at NeuroRestorative, an assisted living rehabilitation facility targeting a return to the community with day programs for inpatients and outpatients with brain and/or spinal injuries. As a Speech Language Pathologist, I assist my clients in regaining cognition and communication skills impaired from falls, strokes, or motor vehicle accidents. I also ensure clients eat and drink safely.

I am two months away from working independently as a Speech Language Pathologist. I first learned the fundamentals of communication during my time as an English major at UT Tyler. My journey was full of bends, but I would not change it for the world.

# Career Change

## *Jarrett Smith | 2009 BA Graduate*

In elementary school, I wanted to be an author. I would write *Star Wars* and other fantasy stories. I knew I wanted to be a storyteller.

As I entered UT Tyler, I chose English as my major to become an English teacher and do my writing during the breaks. How does the saying go? “The best-laid plans...”

I accepted a job teaching in Jacksonville but never had time to work on my writing craft. The following year, I took a job in Houston, teaching and coaching tennis. My time to write grew even slimmer.

Fast forward twelve years, and I’m still in Houston teaching English, Creative Writing, and coaching tennis. I have gotten married, have a two-year-old, and have another child on the way. Things would be great if I loved what I did.

Teaching has become more challenging than ever. Teaching hasn’t brought joy to my life in some time, and I haven’t had time to write. When I discovered we were expecting our second child, I looked to see what else was out there.

While I am currently on the hunt and unsure where I will end up, I have been researching and expanding my writing skills. I published a novel - which pushed my writing, editing, and analytical skills. But if no one knows about your work, no one will read it. So, I looked into digital marketing and search engine optimization, SEO.

Digital Marketing flexes skills I learned in my English courses. Before creating marketing material, you must consider whom you are creating and why they want the product.

In SEO, a writer improves the words on a webpage so it can be found in search engines and ensure that the page's contents are entertaining. SEO also requires research in trends and other web pages to help validate your writing.

In both fields, employers look for a firm grasp of writing and grammar but also identify an audience, tell a story to that audience, and engage them. All of these skills, I developed through my coursework at UT Tyler. I have created a successful [webpage](http://jwordsmith.com) that has helped me promote my work (<http://jwordsmith.com>). Never be afraid to edit your life like a piece of writing. Things will always change, but you’ll build skills along the way.



# An Experience in Education and Connection

*Elaina Gonzalez | Current English Major*

Over the summer, I worked as a Program Assistant for the Great Books Summer Program at Amherst, Massachusetts. Although the camp only lasted three weeks, this experience was one of the most fulfilling and educational of my life.

Each week, I was privileged to guide a group of eight to ten high schoolers through a selection of influential literature. We thoroughly discussed big themes such as freedom and nature. I learned how to facilitate discussions using the “Shared Inquiry” method, in which I opened by asking questions and challenging the students to formulate their own ideas about the texts. I was able to create a space where growth was purposeful and mistakes were encouraged, but exclusion was not tolerated.

In addition to reading and discussion, I got to create my own mini-class for which the material, curriculum, and activities were completely up to my discretion. I used material from my college courses to teach about Digital Media; students examined the unique way that video games tell stories and analyzed a variety of popular games. Overcoming my wariness to speak in front of a classroom and becoming comfortable with self-directed teaching was crucial for me.

Yet, perhaps most importantly, I made lifelong connections that changed me as a person. I got to become a mentor for my group of kids. I shared with them advice for high school, emotional support, and genuine friendship that will last. Even now, many of them reach out to talk about their lives and share their writing.

I also grew close to the Great Books staff; despite our team’s differences in strengths and experiences, every single person was kind, intelligent, passionate, and eager to learn. We all saw the value of working together as a cohesive team and striving for the success of both the whole and the individual. This summer was challenging, educational, emotional, busy, and ultimately so wonderful.



# First-Time Intern

## *Hollister Lin | Current English Minor*

I am currently participating in an internship, something I never thought I would say. I had heard that internships were useful for building connections and improving references (all true), yet I wasn't sure if that was enough to warrant the time an internship would eat up. As I enter my second week in my internship with the Mentoring Alliance, my perspective has shifted. I am a Psychology major with an English Studies minor, and I quickly noticed how my internship would benefit both fields.

I chose the Mentoring Alliance because I wanted to test if working with children was something I enjoyed. If my internship was designed to help me understand a possible career route within Psychology, how can it benefit my English skills? Surprisingly I have found that it has many connections with English. I am an English minor because I enjoy writing, especially fiction, and my internship helped me, not with heaps of writing, but rather with material to write about. In a video lecture, author Brandon Sanderson, explains that writers need to experience the real world to improve their writing. In context, I now have a better grasp on how to write about children, as I get to interact with them in meaningful ways.

A large factor that kept me from looking for an internship was that I wasn't sure how to connect with a business nor the consequences of extra work on my schedule. If I had understood the benefits, I would have looked for an internship sooner, even with the extra step. I hope that anyone reading this can learn from me that the effort of reaching out will be well worth it. As for my second worry, it was a nonfactor. Since some interns are unpaid, places are very willing to work out the hours that best fit an intern's schedule. I was able to choose the hours that best suited me, working in a place that will definitely impact my career choice and improve skills I value. If you took the time to read this piece, I urge you to look into possible internships because as I was able to find one that fit my needs, I am sure you can do the same.



# Local Conference Opportunity!

*Madison Isenberg & Sara Orellana | Current English Majors*



As English majors and minors, we are not given too many opportunities to talk about the incredible and introspective research we conduct with people who are in other fields of study. We write awesome papers, but many of us never get a chance to present our topics. We decided to change that this semester and present our topics at the LSUS Regional Scholar's forum, which features undergraduate and graduate research in Science, Mathematics, Arts, Humanities, Business, Education, and Social Sciences.

Madison's topic was "Volksdrogen: Methamphetamine in the Third Reich" and Sara's topic was "Have a Drink of Culture-The Issue of Alcohol in the Native Community Portrayed in Literature." After a brief application process, for which we submitted short abstracts of our work, we were selected to present our research at the event. We were both extremely nervous to present in front of a crowd, but we remembered that after months of research, we know our topics like the backs of our hands. It was also extremely helpful to have a small support system and a familiar face in the crowd.

Participating in this event gave us a chance to present research that we were both proud of and we had worked very hard on, which made it a great experience. We were able to see how a community of scholars (even those outside of our field of study) reacted to our research, which helps add value to all of the time and effort we put into our projects. Conferences like this are also incredible networking opportunities, which allowed us to hear great presentations and meet many new people.

We think everyone should at least try to present their research once in their undergraduate years. In addition to being able to add it to your resume as a conference presentation, you gain experience in public speaking, and it's a good way to test the waters to see if you want to apply for any other conferences in the future! Not only do you get to present your work, but you also get to hear and learn many other amazing ideas from other students. It's an amazing opportunity to engage with other scholars, and it can even inspire you to research a new topic.

(P.S. If you're in the Honors Program, this would count as your presentation requirement to graduate!)

# Experiences in Double Majoring in English and Economics

*John Enaboifo | Current English Major*

As a person who has a general interest in the social sciences, a double major in English and Economics has become the perfect fit. Although they might seem like two vastly different fields of study at first glance, they share many similarities, and I have been able to use the skills I have learned from these classes interchangeably.

A specific occasion where I could use these skills together was during a Summer Internship for an Investment company. Throughout the internship, we had ten weeks to do research on several topics, write about them, and give presentations to the company. My literature classes taught me how to look at information critically and perform rigorous research from different perspectives. My writing classes taught me how to highlight information that is important and articulate my ideas. Both these fields helped me in articulating my ideas during presentations while finding a way to connect with my audience. All these skills were extremely important in my internship and helped me to bring my unique strengths to the table.

I believe that the skills that English majors learn are transferrable to a majority of professions, and when coupled with another major they can make one an attractive candidate in an ever-changing job market. Furthermore, the job market, no matter how much it changes, will always have a demand for people who have skills in writing, research, and speaking. During my internship, I was able to build connections with the staff and some of my other intern friends because soft skills like working well with others, understanding different points of view, and connecting with others outside of a work-based framework can build deeper relationships, deepen your cultural capital, and lead to a good life.

Having an English major has helped me in my college career as well. I am able to draft better papers for any scholarship or internship that I might be interested in, including job opportunities I can get from my Economics major. In my classes, I have also been able to draft well-developed papers in my ECON classes and transfer those skills I have learned from English to these classes and vice versa.

For anyone with an interest in the written word who is considering a double major, an English major is definitely worth considering.



# My 2022 National Endowment for the Humanities Summer Institute

*Dr. Anett Jessop*

This past summer, 2022, I was privileged to participate in a National Endowment for the Humanities (NEH) Summer Institute for higher education faculty. The 3-week institute, “Making Modernism: Literature, Dance, and Visual Culture in Chicago, 1893-1955,” was held at the Newberry Library in downtown Chicago from July 18 to August 5. I joined 25 scholars, librarians, dancers, and artists from all over the country to study and discuss the importance of Chicago to 20<sup>th</sup>-century U.S. culture. As I teach 20<sup>th</sup>- and 21<sup>st</sup>-century American literature, and my research focuses on the modernist period, I had the opportunity to dive into the Newberry’s comprehensive archive and to learn from the institute’s visiting faculty from the University of Chicago, Northwestern University, and Loyola.

Our seminar began with a review of the 1893 World’s Columbian Exposition in Chicago—better known as the World’s Fair—which inaugurated many of the city’s important cultural institutions, clubs, and smaller arts organizations. We then turned to what scholars have called the “renaissance” of the 1910s and 1920s centered around two influential journals, *Poetry* magazine and the *Little Review*. Additionally, we explored interracial collaborations across the arts supported by the federal Works Progress Administration during the Great Depression. This period between the 1930s through the early 1950s is referred to as the “Chicago Black Renaissance” as Chicago was home base for some of the 20<sup>th</sup> century’s most influential writers, including Carl Sandburg, Harriet Monroe, Richard Wright, and Gwendolyn Brooks. In fact, Chicago’s cultural productivity came to rival that of New York City’s as well as modernism’s European capitals’ (London, Paris, Berlin).

In addition to lectures and group discussion, we were treated to an architectural boat cruise, a bus tour of Bronzeville, visits to the Art Institute of Chicago, the South Side Community Art Center, Hull House, the Vivian G. Harsh Research Collection, and a studio workshop at the Red Clay Dance Company.

Should you find yourself in Chicago, I highly recommend a visit to the Newberry Library (<https://www.newberry.org/>). Founded in 1887, the Newberry is an independent research library “dedicated to the advancement and dissemination of knowledge, especially in the humanities.” It is free, open to the public, and it hosts events and classes year-round.

For those of you who are (or will soon be) K-12 teachers, the NEH Summer Seminars and Institutes offers tuition-free opportunities for K-12 educators to study a variety of humanities topics. Stipends of \$650-\$3,450 help cover expenses for these one- to four-week programs. For more information, explore past and upcoming seminars here: [https://www.neh.gov/divisions/education/summer-programs?utm\\_medium=email&utm\\_source=govdelivery](https://www.neh.gov/divisions/education/summer-programs?utm_medium=email&utm_source=govdelivery) Feel free to contact me for more information! <[ajessop@uttyler.edu](mailto:ajessop@uttyler.edu)>



# To Be an Outsider

**Carley Wellborn | Current English Major**

Being an outsider is not an unfamiliar concept to UT Tyler's newest addition to the English Department, Dr. June Oh. This perspective began at the young age of 14 when she decided to join an exchange student program. Being a young girl from South Korea, this journey to Virginia was exciting and a little scary.

During this program she frequented the public library due to her host being a librarian, and this is where she discovered her love for English literature. She sought refuge in books as a way to cope with adapting to her new, mostly white, community. The books that brought her the most comfort were from the 18th century. "The 18th century was chaotically and crudely written while the 19th century was structured."

Despite this, Charlotte Bronte's *Jane Eyre* was her favorite, a book that did not have a conventional main character, but one who was passionate and outspoken— a character Dr. Oh resonated with. She saw herself in Jane as someone who felt alienated in a new environment but still had so much passion filling her heart.

One of these passions was feminism. She has an early memory of a particular article she saw as a young girl that ignited the early kindling of feminism within her. This particular article was about a woman who had stated that "women were only seeking a place in a man's world." Dr. Oh recalls thinking, "this is not a man's world, I shouldn't have to find my place in it as a woman, but as a human." She developed a disconnect from Korean literature as the only representation of women was them suffering for their husbands. It wasn't until she attended college in Seoul that she was formally introduced to feminism.

Thus, began her journey to developing a strong opinion on feminism and what she wanted her voice to be in the world.

These experiences of being an outsider have translated into her teaching methods. She encourages all of her students to reflect on their lives, find what makes them unique in this life, and create digital content reflecting their "story." Another way she encourages students to step out of their comfort zones is through "class facilitations", a method she practices in her classroom that allows her students to step in front of the class and teach the lesson. She believes that this is an excellent opportunity for students to learn in new ways and demonstrate that they are actually retaining information effectively. It is apparent through Dr. June Oh's life experiences that being an outsider in the world of literature is a beautiful thing.



# Faculty Books

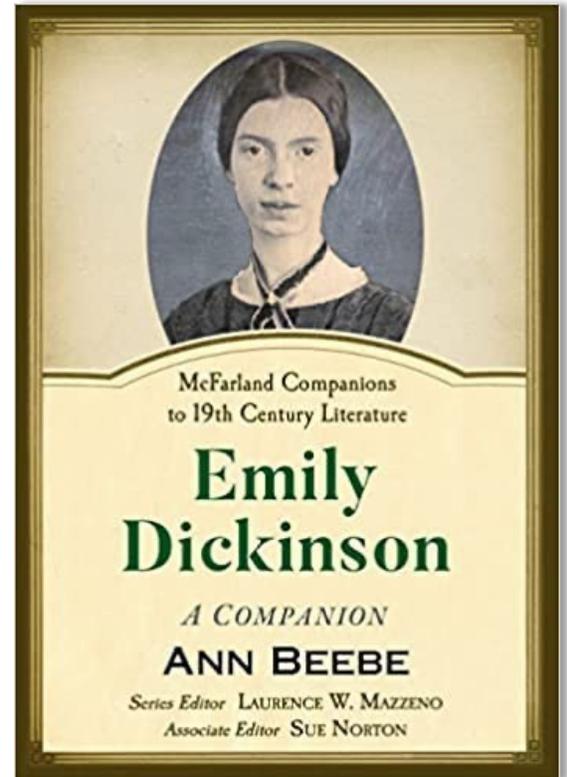
## Isabelle Mestres | Current English Major

Dr. Beebe's *Emily Dickinson: A Companion* (2022) is a high school and collegiate-level guide for the study of Emily Dickinson's poetry. It is also relevant to the 21st-century individual as it teaches valuable lessons for any and all readers, "no matter who you are, no matter how you identify, no matter your background, in Emily Dickinson's almost 1800 poems, there's something there for you." Countless impactful lessons can be learned from Dickinson's poetry in light of its context, including Emily Dickinson's principle of writing for the sake of writing "and her willingness to explore the big and tough questions."

Dr. Beebe wrote this book to aid her readers in applying themselves to Dickinson's poems. In this book, she addresses context and gives tools for her readers to delve deeper into Dickinson's work. Dr. Beebe wishes "to encourage the teacher or student to get into the text and start their own discussion, their own analysis of the words." Through her book, Dr. Beebe adds to the ongoing conversation that teachers and students of Dickinson's poems have.

*Emily Dickinson: A Companion* models "how someone can and should talk about poetry" in light of the context of Dickinson's work, helps the reader "differentiate a poet and the speaker," shows the "importance of interpretation," and encourages and models "the individual personal reading of the text," and reminds the reader that "you always have to back up whatever your claim is with evidence and reasoning." *Emily Dickinson: A Companion* is a work of scholarship that contributes to enhancing the understanding, teaching, and studying of Emily Dickinson's poetry.

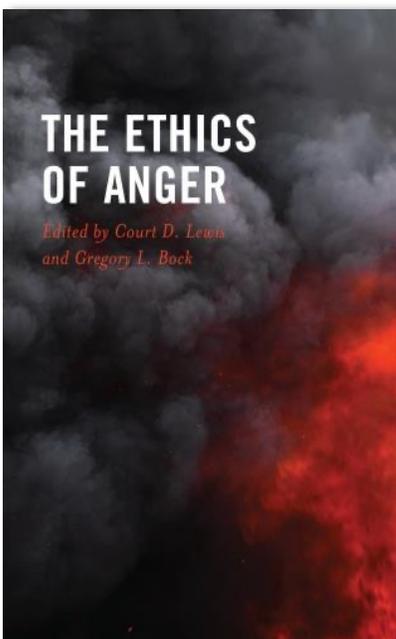
Amazon: [https://www.amazon.com/Emily-Dickinson-Companion-Companions-Literature/dp/1476676577/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=1677783410&sr=8-1](https://www.amazon.com/Emily-Dickinson-Companion-Companions-Literature/dp/1476676577/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1677783410&sr=8-1)



## Rebecca Rusley | Current English Major

While I personally have not had Dr. Greg Bock as an instructor, he has a keen eye for spotting unique connections in the world; the connections between love, forgiveness, and anger. Our conversation focused on his newest co-edited book, *The Ethics of Anger*.

A strong component to writing is being inspired to write. In asking what drove him to write about the ethics of anger, he specified he wanted to understand "what love is and how we need more love in our society." Having love means being able to forgive, but forgiveness means there was a wrongdoing that caused negative emotions, one of those being anger. His own curiosity to see how those feelings intertwined with one another lead him to wanting to understand how we use or experience anger today. In his process of researching and learning, Dr. Bock would think about "our current social situation and how polarized we are as a nation."



As prevalent as anger is in our society, we also talked about other ways to use and acknowledge it that aren't driven to hurt or destroy. He referred to an example that anger can be turned into proactive energy for supporting causes or acknowledging when anger needs to be addressed directly either by the self or a professional. The biggest takeaway from this interview was when he said, "If we are going to be loving people, we have to learn how to deal with our anger." I look forward to seeing just as important a message in his current writing project that deals with investigating the connections or overlaps between Christianity and conspiracy theories.

Amazon: [https://www.amazon.com/Ethics-Anger-Court-D-Lewis/dp/1793615195/ref=sr\\_1\\_1?crid=SVGUHQXV6Z6C&keywords=The+Ethics+of+Anger.&qid=1677783565&sprefix=the+ethics+of+anger.%2Caps%2C119&sr=8-1](https://www.amazon.com/Ethics-Anger-Court-D-Lewis/dp/1793615195/ref=sr_1_1?crid=SVGUHQXV6Z6C&keywords=The+Ethics+of+Anger.&qid=1677783565&sprefix=the+ethics+of+anger.%2Caps%2C119&sr=8-1)

## Daedrian Lipscomb | Current English Major

Dr. Paul Streufert's publication, *Trojan Women: Euripides* is an edited and translated version of the original 415 B.C.E. version that was written by ancient Greek tragedian, Euripides. *Trojan Women* follows the story of women and children who have survived the Trojan War, only to be forced into slavery.

Dr. Streufert's appreciation for the various formations of art, including theater, provided him with the opportunity of translating, and publishing, this piece. Beginning the book as a graduate student at Texas Tech University in 1994, Dr. Streufert was able to officially complete the writing and publication process in 2021. Streufert stated, "I began writing the book in 1994 in graduate school. I was working at an amateur theater, and I was given the opportunity to translate Euripides, 'Trojan Woman.' I was able to translate this ancient masterpiece, and it was workshopped with the actors that were involved with the project. I put it away for a while and I was able to revisit it with another theatrical company in 2004. In 2018, I contacted Broadview Publishing, and editor Rich Warren guided me through the publication process."



Traveling to Athens, Greece on two separate occasions, Dr. Streufert was able to obtain a genuine connection with the roots of Euripides. He went to the theater in which Euripides' original version of *Trojan Women* was performed. He translated this story in the best way possible with the intention of providing people with the ability to acknowledge the presence of Greek tragedy and the similarities between the ancient Greek era and society in today's time. Dr. Streufert concluded, "Trojan women are involved in stories that still resonate with people today. They wrote about what it's like to be human. In the midst of dark and gloomy occurrences, tragic, meaningful, and funny situations are still present. This is the kind of balance that reflects the situations of today."

Amazon: [https://www.amazon.com/Trojan-Women-Euripides/dp/1554814499/ref=sr\\_1\\_4?crid=94LGMSZ39YGB&keywords=Trojan+Women%3A+Euripides+streufert&qid=1677783766&sprefix=trojan+women+euripides+streufert%2Caps%2C136&sr=8-4](https://www.amazon.com/Trojan-Women-Euripides/dp/1554814499/ref=sr_1_4?crid=94LGMSZ39YGB&keywords=Trojan+Women%3A+Euripides+streufert&qid=1677783766&sprefix=trojan+women+euripides+streufert%2Caps%2C136&sr=8-4)

**Melissa Lopez | Current English Major**

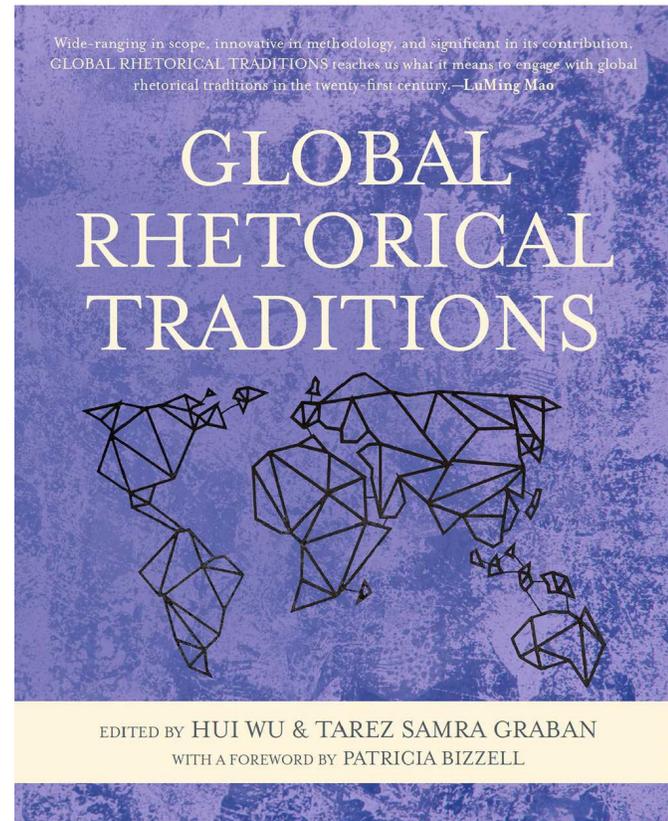
Dr. Hui Wu wrote a book called *Global Rhetorical Traditions* that is about the rhetoric used in countries not necessarily taught in colleges. The reason for writing such a book was to “bridge a gap” in literary scholarship. According to Dr. Wu, there was no book that represented Asian rhetorical traditions, especially not one that is used and taught in colleges. For example, China has a long history of rhetorical tradition, but few people know about this. She originally just wanted to make the book be about China, but expanded the book to cover Asian and African rhetorical traditions.

I asked Dr. Wu a number of questions regarding the writing of the book, her experience, and what the book was about. The first of these was what her favorite thing about writing it was. She stated that her favorite thing about writing the book was getting to know the group of 28 scholars that worked together to create the book. She said that it was “a great joy to work with them.”

The book took at least five years to write and get published, as the idea initially came in 2017. The contract for the book was issued in 2018, but it was only for a 350-page book. Eventually, the book reached 500 pages, which led to trying to find a new publisher for it. Dr. Wu stated, “I contributed eight chapters myself.”

I asked Dr. Wu what rhetorical instruction meant, and she told me that “rhetoric originally means persuasion or organization” and that there are several aspects of it: how to think, the style, the presentation, and memorization of learning. Finally, Dr. Wu stated that the book is not finished, as there will be a second edition.

Amazon: [https://www.amazon.com/Global-Rhetorical-Traditions-Hui-Wu/dp/1643173162/ref=tmm\\_pap\\_swatch\\_0?encoding=UTF8&qid=1677783870&sr=8-1](https://www.amazon.com/Global-Rhetorical-Traditions-Hui-Wu/dp/1643173162/ref=tmm_pap_swatch_0?encoding=UTF8&qid=1677783870&sr=8-1)





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