

Ashley  
Zengerski,  
Editor

# English Department Newsletter

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*"Students will be able to practice a skill which can possibly help them figure out what to do after college." -See page 4*

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## Symposium Attracts Scholars

By Andy McGirr

As we look back upon the achievements of our university in 2009, the Stefan Zweig Symposium certainly registers as one of the hallmarks. Bringing together scholars from all over the world to discuss this modern author, pervasively popular in his own time, was enough to make any Fredonian proud. The fact we also happen to have the largest Stefan Zweig collection in our archives was like the icing on the cake.

As a first-semester master's student in English Literature, the experience was eye-opening because it demonstrated one way in which

scholars converge to discuss an author and his works. The symposium illuminated techniques English scholars use to form arguments and what kind of information they find important when examining an author. In addition, I discovered how traditional ideas such as the aesthetic experience get translated not only into art, but also into events of discourse like this one. Though I do not agree with every way the symposium was

conducted, it was enriching from start to finish.

Free coffee and a cheese platter was enough to con-

vince me that the event would be a success. After taking a seat and reading for a few minutes, I was joined by a professor from New

York City whose main research had been on Sigmund Freud. In our conversation we discussed graduate school, and he offered helpful pointers for Ph.D study and personal ex-

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*"I learned much that weekend not only about Zweig himself but also about literature and the way it is studied on the doctoral level."*

## Author and Editor Visits Fredonia

By Jillian Ziemianski

It is a rare occasion for a student to have the opportunity to meet an author, but thanks to the Visiting Writers Program here on campus, students are given that treat a

few times per semester. On October 1, the English Department welcomed a visit from Michael Czyzniejewski, author of *Elephants in Our Bedroom*. *Elephants* is a collection of witty short stories that handle the bizarre and absurd

within the lives of average people. He also teaches at Bowling Green State University and serves as the Editor-in-Chief of a literary magazine, *Mid-American Review*. Many classes within the writing minor  
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Michael Czyzniejewski,  
photo by Karen Craigo

# Who's Who in the English Department: Guide to New Faculty

## Kathryn Moore, Adjunct

Bachelor's: Buffalo State  
Master's: M.A. in Literature, Buffalo State



### Is this your first time in a teaching environment?

I taught at Buffalo Charter schools for over a dozen years before teaching at the university level. Ultimately, I didn't want to do classroom research; I wanted to write a thesis and become an expert in something. I love the romantics, especially Emerson and Thoreau.

### What do you like to do in your spare time?

I love to read *The Smithsonian*, and study history and science. I dream of going to the Smithsonian Institute. I also love to garden, growing and cooking my own food.

### How do you balance outside life with classes?

You really have to incorporate your fun with your learning. I find myself grading papers in the garden or planning lessons while canning.

### What are your future plans?

I would like to win the Pulitzer Prize by the time I'm 80, and earn a Ph.D before I'm 65. I am still undecided about what to pursue a Ph.D in, but I have a few options. One follows along the lines of education and explores students' lack of biblical knowledge. There is a lot of literature that contains biblical references that are lost on the student. Another focuses study on Emerson and Thoreau, and how the modern day movement began with the transcendentalists.

### How has teaching at Fredonia differed from your expectations?

I expected teaching at the university level to be as good as it is. I never thought I would be able to enjoy professional discourse. At Fredonia, professional pedagogy is celebrated, unlike public schools. The English department is a community here; in the public school we only talked with other English teachers to complain about our students. It's also really nice to have students who are so much more engaged and willing to participate. Before, I taught 8th graders who were on a 3rd-5th grade reading level, and I had to put a lot of energy into trying to get them to read outside of class.

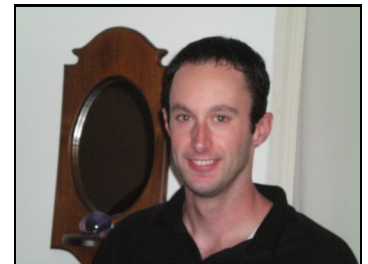
### What has been your most memorable experience?

On my first day, Dr. Mosher turned to me and said, "Don't call me Dr. Mosher, call me Terry."

*Stay tuned for the November /  
December newsletter which will  
continue to introduce you to the new  
faculty for Fall 2009.*

## Daniel Laurie, Adjunct

Bachelor's: English and Psychology, Fredonia. Working on Adolescent Education.  
Master's: English, Fredonia



### Is this your first time in a teaching environment?

This is my second year teaching English Composition here at Fredonia. Last year was my baptism by fire. I think simultaneously teaching and being a student has its benefits for me. First and foremost, everything I learn in my education courses can be immediately applied to my teaching. My classmates will have to wait until student teaching to gain the experience I am already getting everyday.

### What do you like to do outside of class?

Outside of class I spend most of my time with my wife Betsy—who is a reading teacher at Dunkirk's Middle School- and our two year old son, Jackson. We have a yellow lab named Penny who is 5 months old. She's a terror. Between the two of them we have our hands full; if Jackson isn't climbing on the table than Penny is probably chewing on a book somewhere.

### What has been your most memorable experience at Fredonia so far?

I've come to realize that my students will always surprise me. Whenever I set the bar, someone will go over it. Anything I assume, someone will prove me to be wrong. It's my favorite aspect of teaching: always being surprised and amazed by my students.

### What are your future plans?

I am looking forward to teaching high school English. I really enjoy teaching here at Fredonia and kind of regret not trying it sooner. To be honest, every now and then I daydream about working on a Ph.D a little further down the line but not just yet.

# VWP: Writer a valuable asset to students

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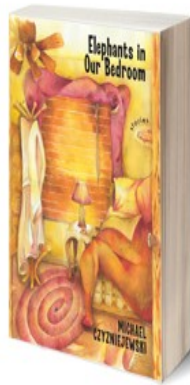
nor took an in-depth look at the collection to analyze Czyzniejewski's elements of craft.

At the craft talk, Czyzniejewski began with a question and answer session. Some students asked about his characters, which were all unique and vivid, while others asked how he came up with the unusual twists in his collection. Czyzniejewski revealed his usual routine for shaping out the plot of a story: he begins with a twisted conflict which forces the characters to sort it out.

During the session, students witnessed the dry humor they saw in his writing when Czyzniejewski plowed through jokes and comments. Czyzniejewski led the group in a craft exercise, showing students how to create interesting first lines for a short story. These lines rang in a remarkably similar way to many stories in *Elephants*. Perhaps one of the most educational parts of the craft talk was the "Do's and Don'ts of Publishing" Czyzniejewski gave from his experience as an editor. The list ranged from "Do snag your audience on the very first line and hold them steady

throughout your story" to "Don't use a cliché sunset or sunrise or any description of the sun to start out your story." Many students felt this portion of the craft talk to be the most valuable, wishing Czyzniejewski had more time to spend on this subject.

The second half of the program commenced later that evening with a reading by Czyzniejewski. The author began with "Cwm" (pronounced: [koom]), a story from *Elephants*. The intense yet intimate appeal of the story came through as



Czyzniejewski brought the story fully to life. He then moved onto the first chapter of a novel that is still a work in progress, currently titled *Last Call*. The chapter displayed not only his style and wit, but also hit upon Czyzniejewski's

own past as a beer vendor for Wrigley Field in Chicago. He finished out the reading with a short short story (a story shorter than a 1,000 words) called "Pregnant with Peanut Butter," which enraptured the audience with his comedic timing both in content as well as performance.

Afterward I had the chance to ask Czyzniejewski if he had any advice to young writers who are trying to their own "style and voice" in writing. Without hesitating he gave a straightforward answer—write as much as possible while trying different syntax and fragment structures, then read it out loud. In the end, it should simply sound right.

Czyzniejewski was certainly one of the most entertaining authors the Visiting Writers Program has brought in over the past few years, but he was also one of the most honest and sincere when it came to what will help create a path for young writers who have a dream of getting their work published.

The next to visit in the Mary Louise White Visiting Writers Program will be a double-header with poets Ross Gay and Patrick Rosal on November 5.

## Remembering through Words and Music

By Ashley Zengerski

The English Department and the School of Music collaborated to bring a unique concert to Rosch Recital Hall on October 10, honoring professors Robert Schweik of the English Department and Ted Frazier of the School of Music. The concert, titled "Legacies in Words and Music," was an opportunity for concertgoers to remember the late Robert Schweik and to donate to the scholarship funds that have been established in each professor's name.

An eclectic blend of percussion and poetry, the concert sought to showcase the professors' personalities. Frazier is a composer and was a percussion professor for 36 years, and therefore most of the music heard that afternoon filled the hall with intricately woven rhythm.

The highlight of the concert was "ABC Adventure," a poem put to music. It was here that family played a large role in performance. The music was written and conducted by Frazier. Members of the Western New York Chamber Ensemble played while Gisele Frazier, Ted's daugh-

ter, narrated the poem written by Schweik's wife, Joanne. The children in the audience must have enjoyed this part of the concert, as the extreme variations in pitch brought the animals of the poem to life.

Schweik was vice president of the Thomas Hardy Association as well a scholar of Hardy's works. In 1982 he was awarded a Fulbright to study Hardy in West Germany. The audience heard poetry by Hardy, Browning, Keats and

*Story continued on Page 4*

# Department focuses on Service Learning

By Ashley Zengerski

Service learning is the newest thing to hit the English Department. Many professors are jumping on the bandwagon and incorporating it into their classes.

Service learning, in the English Department? Wait a minute, hold on, back it up.

That's right, students in certain English classes now have the opportunity to help the community in a way that also applies directly and reinforces what they are learning in the classroom. The stereotype of the humanities—that it solely rests on thinking rather than action—no longer

applies. In fact, English students are highly qualified for the task. An English major has the critical thinking skills to facilitate a service learning project.

According to Emily VanDette, coordinator of Fredonia Academic Community Engagement (FACE) students will be able to practice a skill which can possibly help them figure out what to do after college. Students will be able to develop an awareness for the community and its needs; knowledge is not simply stuck in the classroom, but put to use to benefit the community. Being equipped with “real world” experience is also a great resume builder.

In her American Literary Landmarks and in next semester's senior seminar, VanDette has incorporated service learning. Her students have worked to promote the Big Read in Chautauqua and Cattaraugus county libraries as well as high school libraries. In the future she would like her class to take it a step further by working more closely with the librarians and possibly putting on a program.

Christina Jarvis, another coordinator of FACE, is teaching a class called Writing, Sustainability and Social Change next

semester, which will require students to be in contact with various community organizations, such as Earth Works. Class members will be exposed to many different types of on-the-job writing skills and will participate in a grant-writing project to help the Gleaning Project.

The coordinators of FACE are playing the roles of match-maker, helping professors across campus evaluate the needs of the community and to find avenues in which the campus community can be a vital asset. Service learning is just as important for the student as it is for the community. Both can benefit from the experience.

Being involved in the community through a class can inspire students to do more. Heidi Frame was a student in Jarvis' Sustainability in America class, which gave her access to local farms. Frame then took it upon herself to coordinate events for Earth Week, and managed the Fredonia Farmer's Market.

Possibilities for these projects are endless. With many other English professors thinking about incorporating or designing a class around a project, a success story like Heidi's is only the beginning.



Students work on an exhibit for the Big Read. Photo courtesy of Emily VanDette.

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## Legacies: Funds Raised for Scholarship

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Gerard Manley Hopkins that characterized Schweik through his appreciation of the multiple beauties of nature, questioning the moment and poets he liked to study.

Adrienne McCormick, chair of the English Department, sees Schweik as a grandfather figure. She worked with him for a few years after coming to Fredonia, and she remembers him through the many things left in her mailbox pertaining to research on feminism. Schweik will always

be remembered as an advocate for scholarship and utilizing all avenues of research, including electronic, and helping many people with their own research.

The event raised a total of \$410 for the scholarships. Contributing to either scholarship can be done at any time by going to [www.fredonia.edu/foundation](http://www.fredonia.edu/foundation) and clicking “Make a Gift” or by sending a check to the Fredonia College Foundation. Be sure to identify the scholarship to which you would like to contribute.



Photo: Susan Schweik, Adrienne McCormick and Mac Nelson holding the “ABC Adventure” broadside. Photo courtesy of Adrienne McCormick.

**Dr. Adrienne McCormick, Chair**

**2009:** Lucille Clifton’s Communal ‘I.’” *American Women Poets in the 21<sup>st</sup> Century: Where Lyric Meets Language*. Claudia Rankine and Lisa Sewell, eds. Forthcoming from Wesleyan University Press, 2009.

The essay explores how Clifton’s use of the poetic “I” is rooted in communal structures. In her poems, subjectivity is dispersed across first, second and third person pronouns, and her poems consistently explore what it means for an “I” to consider itself, its relations to others, and its ability to commune with those others.

“Supermothers on Film, or Maternal Melodrama in the 21<sup>st</sup> Century.” *Mothering at the 21<sup>st</sup> Century: Policy, Experience, Identity, Agency*. Ed. Andrea O’Reilly. Forthcoming from Columbia University Press, 2009.

Contemporary supermothers in film struggle with terrorists, aliens and the supernatural, and succeed in protecting their children against these forces. By examining continuities between the melodramas of the 1930s-1940s and melodramas in the contemporary period, I highlight how both periods idealize motherhood as sacrificial, but both periods also allow for contradictory readings that audience members can take with them in order to intervene against those sacrificial ideals.

I have one article as a revise and resubmit with *MELUS*: “The Multiple ‘I’ and the Use of Persona in Ai and Rafael Campo.”

Rafael Campo and Ai both approach the lyric “I” as a dynamic composite of constantly shifting articulations of multiple selves. Refusing a monologic, subjective, singular “I,” both construct versions of an ethical lyric—a lyric practice that makes meaning out of the dialogic interplay of many voices, engages with specific cultural and historical contexts, and which also demands engagement and accountability from its audience.

I have a collection of essays that I’m editing, titled “Vagina Talk: Conversations on *The Vagina Monologues* and the Global V-Day Movement.”

The book includes four sections: “The College Campaign,” “Queering *The Vagina Monologues*,” “VDAY and Community Performance” and “VDAY and Transnational Feminism.” In each section, I include three to four essays that include a range of responses—from high praise to high criticism—of VDAY and TVM. I’m hoping to find the right press for the piece soon, since I’ve been working on this book for five years!

**Dr. Christina Jarvis, Associate Professor**

**Spring 2009:** Jarvis published an article entitled, “If He Comes Home Nervous’: U.S. World War II Neuropsychiatric Casualties and Postwar Masculinities,” in *The Journal of Men’s Studies: A Scholarly Journal About Men and Masculinities*.

**2009:** “Spiderman, Gary and the Boys,” an article written by Jarvis was published in French and English in *10,000 Annes de beauté/ 10,000 Years of Beauty*, Vol. 4.

**Dr. Birger Vanwesenbeeck**

**Fall 2009:** Vanwesenbeeck has co-edited a book, titled *William Gaddis: The Last of Something*, with Crystal Alberts and Christopher Leise. According to mcfarlandpub.com, this book is a collection of critical essays that “explores the

interrelation between Gaddis’s writing and the culture that helped to engender it. The essays cover such topics as technique, genre, religion, art, economics, colonialism and the role played by Gaddis’s own travels through Europe and North Africa.”

**Dr. Mac Nelson, retired 2007**

**2008:** *Twenty West: The Great Road Across America* is an account of a journey along the longest road in America, stretching from coast to coast. The book provides insight to the history, culture and geography across America.

**2009:** Nelson has recently published an article on the Black Hills of South Dakota in *Forest Magazine*. He is also working on a piece for *Forest Magazine* concerning the making of three national parks: Olympic, Mt. Ranier and North Cascades.

**Faculty Endeavors  
and  
Recent Publications**

# Zweig: Reflection on the Symposium

*Continued from Page 1*

perience in synthesizing relationships between fields of psychology, sociology and literature. Talking to several doctors in this way throughout the symposium was quite beneficial.

Oliver Matuschek began his keynote address by apologizing for the difficulty he was going to have, since this was the first talk he would be giving in English. I must admit, there was a certain novel excitement as an American, in viewing the presentation this way; however, Matuschek needn't have apologized. The title of his book and the central theme of his presentation, *The Three Lives of Stefan Zweig*, became a focal point of discussion for the rest of the symposium. His presentation, complete with projected visual aid, took us through the different personalities of Stefan Zweig that depended on where he was in the world and current events. These issues would return to us many times in the form of his struggle to speak against war, his family relations and his migration from country to country.

Saturday's three-part talk, "Transatlantic Zweig," began at 9am. Familiar faces from the previous afternoon's presentation, including its keynote speaker, took their seats early engaged in

discussion on Zweig before the presentation began. One professor from Salzburg was handing out brochures for the Stefan Zweig Centre located in that same Austrian city.

The speakers and their topics were varied and their insights interesting, and it was satisfying to see our own Birger Vanwesenbeeck holding his own with other scholars. I daresay his paper was the most engaging of the three. Let that not mean it was a brain competition; Vanwesenbeeck helped to make sure that each presentation went smoothly, introducing speakers and adjusting the microphone and the speaker levels as needed. Indeed, there was a sense of intellectual camaraderie at the Stefan Zweig Symposium.

Audience response should have been a greater focus of the symposium. With the knowledgeable minds in the audience, the talks might have been more enriching if they took the format of our literature classes here at Fredonia. Our classes are successful because professors are willing and eager to discuss the issues of a text and its surrounding context in dialogue with the students, allowing not only our perspectives to be enhanced by the professor's, but the professor's perspective to be enhanced by all those around him or her as well. What I saw at the symposium on the

other hand, was in a way an aesthetic performance; we were to sit quietly, attentively, patiently and respond to the performance only afterward with polite applause and comments. There was not much time, though, for those comments, and some speakers did not get any immediate responses to their papers. The events were on a time table and the papers were long enough to sufficiently take up the space on that table.

Of course, that does not mean the Stefan Zweig Symposium was unsuccessful; on the contrary, I learned much that weekend not only about Zweig himself but also about literature and the way it is studied on the doctoral level. It was immensely valuable to have the wealth of perspectives there. It is important though to keep potential improvements in mind for the next time an event like this graces our campus. More opportunities can be taken for furthering discussion, finding reconciliation between views, and showing off graduate student talent. Of course, we know that this particular graduate student has no trouble opening his big mouth wherever he goes, but next time I want to be one of twenty responses, not one of two.

*Note:* The Zweig Symposium was a three-day event from October 1-3 dedicated to the work of modernist author Stefan Zweig. Scholars from around the world were attracted to this event, which hasn't happened in 25 years. The symposium included many lectures and readings from scholars, following general topics: Transatlantic Zweig, Zweig's Connections, Zweig and Brazil, and Zweig and Politics. Also part of the three-day experience was the United States premier of Brazilian film *Lost Zweig*.

Fredonia is lucky to have in its possession a large collection of Zweig's work and letters. Selections from the archives will be on display in Reed Library for the first time. The exhibit features handwritten manuscripts as well as letters to renowned authors such as William Butler Yeats, Joseph Roth and Virginia Woolf. The display will be available for viewing until December 15.

**UPCOMING DATES:**

Nov. 30: Scholarship application deadline for the Literary London program

Dec. 10: Application deadline for the Literary London program

February 2010: Send your creative writing to *The Trident* at thetrident-staff@yahoo.com

February 3: "Ancient Mayan Prophecy or New-Age Hysteria?" Williams Center S104

March 3: "Filmmaking as a Means of Social Engagement" Williams Center S104

March 11: Visiting Writer: Laura van den Berg, 4 pm craft talk, 7pm reading, McEwen 202.

April 7: "Representing the World: The Nature of Mental Content" Williams Center S104

April 15: Visiting Writer: Alison Stine and Deb Ager, 4pm craft talk, 7pm reading, McEwen 202.

May 5: Work/Life Balance: The Hard Work of our Scholarship and our Lives" Williams Center S104

First Monday of every month: Writer's Ring, 5pm Fenton 127.

# Sigma Tau Delta Column

**By: Cat Colmerauer**

On Monday October 19, Sigma Tau Delta hosted its second annual "Meet the Uppers" event. The event is designed to give curious and somewhat confused underclassmen the opportunity to meet the upperclassmen of the English Department. The underclassmen ask questions and seek advice on succeeding as an English major. Though this year the attendance of underclassmen was somewhat scarce, it did not deter the upperclassmen from sharing their personal college experiences with one another. Though I am a senior, I must admit that I walked away

from the event with valuable advice on what classes I should take to finish off my college career. All the seniors in attendance mentioned things they wished they knew back when they first entered the major.

"Things I Wish I Knew Back Then"

- 1.) If you transfer colleges, it's not the end of the world.
- 2.) If you switch to a new major, at any point in your college career, it is not the end of the world.
- 3.) Students have rights; be sure to advocate for yours.
- 4.) Visit professors during office

hours! It really helps!

5.) Professors are people, too. If you are having a problem, do not be afraid to talk to them about it. Chances are, they will be more understanding than you think.

6.) Take electives outside of your major, you might discover a new subject you really enjoy.

7.) Join extracurricular activities. You will meet a lot of really cool people. We promise.

8.) If you dislike your adviser, you are entitled to switch to a new one.

9.) The Career Development Office is an invaluable resource.

10.) It pays to go to class.