

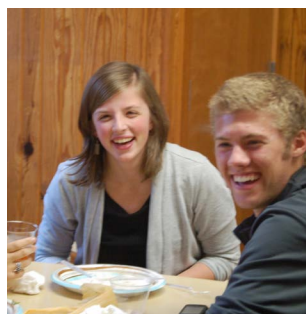
# GOSHEN COLLEGE ENGLISH DEPARTMENT NEWSLETTER

Winter 2012

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## *Goshen Graphix* released



Mary Roth and Anna Ruth, co-editors of *Goshen Graphix*, speak at the book's release party.

*By Lauren Stoltzfus*

During Goshen's First Fridays celebration this December, Goshen College teamed with Better World Books for the release of *Goshen Graphix*, a compilation of visual narratives published by the college's Pinchpenny Press.

*Goshen Graphix* contains short graphic memoirs that were written by Goshen College students in Professor Jessica Baldanzi's Graphic Novel class during May term 2010. The book was edited by Mary Roth, a junior English Writing major, and Anna Ruth, a senior English major, and contains works created by seven current and past Goshen students.

The collection includes tales that range from a toilet-paper-filled senior prank, to an extended family's obsession with a certain perfume, to a story of growing up told from the point of view of a child's first stuffed animal.

During the release party, which took place at Better World Books, four of the student authors discussed their

creative processes and how they approached the challenge of learning to use image as well as text to tell a story from their lives. Authors used a projector to display sections of their work as they spoke.

The graphic novel is a unique form that allows an author to tell a story not only through words but through design and drawings as well. According to Roth, "Graphic novels sort of have their own 'page language'—not only do the images and text speak to one another, but the arrangement of frames can speak their own message."

"I'm grateful to have been one piece of this larger collaborative process," Roth said.

The *Goshen Graphix* release party was covered with a full-page spread in the *Goshen News* on December 8.

Copies of *Goshen Graphix* are currently available for \$5 plus shipping. Send an e-mail to [english@goshen.edu](mailto:english@goshen.edu) to order.

# Kraybill considers the importance of the English language

By Becca Kraybill

This fall semester I lived in Sichuan province, China, through Goshen's Study-Service Term. Goshen SST has been a presence in China since 1980, and Goshen students were the first students to travel to China following the country's opening to foreigners in that year. For my service location I was sent with five other students to Jincheng, a rural town that wraps around a mountain range. I spent the next five weeks living with a host family and teaching English at the local middle school.

My teaching days at the school were always an adventure. Foreigners in China—especially Americans—are incredibly appreciated. This intense admiration, in addition to the normal intense energy level of middle schoolers, formed a combination in which I often felt like a celebrity. On campus it was normal to have groups of giggling students walking curiously behind me, and on some days I signed what felt like over a hundred autographs.

English is a growing necessity for the people of China. Children begin to study English in elementary school, and high schoolers must pass an



Becca Kraybill stands in a classroom of middle schoolers in Jincheng, China. Kraybill, a junior English Writing major, spent the service portion of her SST teaching English.

English test to enter college. If Chinese people want to travel or succeed in academics or business, they must do one thing: learn English. Even though I had no prior teaching experience, the school I taught at was enthusiastic about my presence as a teacher. I was qualified simply because of my native language.

My SST experience allowed me to step back and analyze the actual role English plays in the world. How can

English be approached worldwide in a way that utilizes its significance but doesn't abuse its power? Where is the line drawn between using a common language and domination of Western influence? And, as an English major, where do I fit into all of this as I look to the future and explore job opportunities?

I hope to explore these questions as I continue with my English studies here at Goshen.

## Peter Fallon visits Goshen



Peter Fallon, center, talks with Professor Skip Barnett and junior Lewis Caskey.

Peter Fallon, an Irish poet and publisher, visited Goshen on November 2. Fallon is close friends with Professor Emeritus John Fisher, who met Fallon while leading Goshen students on an Ireland literature and peace class forty years ago.

In addition to giving a poetry reading, Fallon joined English department students and faculty for a tea at Professor Ann Hostetler's home, and spoke in Hostetler's Introduction to Literature class.

To read more about Fallon's visit, go to the Goshen College English department website at [goshen.edu/english](http://goshen.edu/english).

## Goshen English department increases online presence

The Goshen English department is working to become more active online. The department now posts news articles and features, all written by students in the department, on its section of the Goshen website at [goshen.edu/english](http://goshen.edu/english).

In addition, an English department Facebook page was created earlier this year by sophomore Kate Stoltzfus as a place for current English students, as well as alumni, to learn about department events. "I wanted to be able to go online and have one spot where I could see all the events the English department has, and figured that if I wanted it, other students would," Stoltzfus said. "I thought it could be good for drawing students in." With the help of Elijah Martens in ITS, this page tripled its visibility. Search for "Goshen College English Department" on Facebook to "like" the page and to view photos and news updates.





# Julie Bruneau reflects on teaching at Goshen

Julie Bruneau worked as an assistant professor of English at Goshen from 2008-2011. After beginning a year's leave from college teaching, Bruneau decided to pursue a position teaching high school. Bruneau is currently writing and teaching part time at Notre Dame, and she and her husband, Mark, are considering returning to their home in the Northeast to be close to family. She was interviewed by Lauren Stoltzfus, a junior English Writing major, about her time at Goshen.

LS: What was your favorite class that you taught at Goshen and why did you enjoy it?

JB: Every class really was special and enjoyable in its own way, based on both the students enrolled and the subject matter. I enjoyed Expository Writing because students improved so much in their writing, and because it feels great when students gain something from a class that is not just academic but can be used in every area of communication. I enjoyed Critical Theory because it radically changes how students understand the world. I enjoyed British Literature I and Arthurian Literature and Film because they allowed me to share the strange wonders of medieval literature with others. World Literature was a treat because students came from every department on campus.



Professor Julie Bruneau

LS: You said that you have to think about teaching together with learning. What is one thing you feel like you learned from your time teaching at Goshen?

JB: What I learned from teaching at Goshen are two things that go hand in hand: part of teaching is peacemaking, and peacemaking is not passive. To make things better for students, teachers sometimes have to risk their own security and extend themselves or push their students into uncomfortable situations. This does not always go well, but almost always is better than sitting back and doing nothing.

LS: What is one memorable moment that happened during your time teaching at Goshen?

JS: With literally hundreds of laugh-out-loud moments at Goshen, the one I'll remember the longest was a prank perpetrated by Chelsea Kaufman and John Munley when Sandra Gilbert came to Goshen College. They wrote enigmatically worded e-mails to me about their ride from the airport with our guest, insinuating that she was unpleasant to them. I was dreading her visit to our Critical Theory class, thinking I would have to protect my students from this stereotypically snooty senior academic. I was shocked and delighted to discover that Sandra is one of the nicest, most generous scholars I have ever met. Behold the power of carefully chosen words! I should never have trained those two how to write to a specific audience. I got *played*.

## Students attend department picnic



Seniors Phil Weaver-Stoesz, Nate Day, and Josh Delp enjoy the fellowship and food at the English department fall picnic on September 23, 2011.

On September 23, 2011, a group of English, English Writing, and TESOL majors and minors gathered at the college cabin for the annual English department picnic. The students enjoyed a meal of tamales, salad, and chips and salsa followed by a round of ice cream sundaes. The evening concluded with a game of charades that involved acting out famous literary characters and department personalities.



The Broadside board held a fall poetry contest in November 2011. Entrants were challenged to write a poem that included the word "maple," the word "spiral," and an orange image. The contest winner was Ted Maust with his poem titled "Potion." Three other Broadsidings were also published this fall: "Yehuda Amichai in Late November" by Julia Spicher Kasdorf, "Elegy" by Peter Fallon, and "Family Room" by Lavonne Shetler. To view copies of these and other archived Broadsidings, visit [goshen.edu/english/publishing/broadside/archives](http://goshen.edu/english/publishing/broadside/archives).

# Kasdorf returns to Goshen as S.A. Yoder lecturer



Julia Spicher Kasdorf, far right, speaks with Carl Yoder, junior Grace Parker (a Sarah Freed Scholar), and Phyllis Yoder during the dinner preceding her S.A. Yoder lecture. Phyllis is the daughter of S.A. Yoder, the former Goshen English professor who inspired the lecture series.

Julia Spicher Kasdorf, poet and former GC student, visited the college as the 2011 S.A. Yoder lecturer on September 16. Kasdorf shared work from her most recent collection, *Poetry in America* (University of Pittsburgh Press, 2011).

In addition to giving the lecture, Kasdorf joined a group of former and current English faculty, S.A. Yoder family members, and students for a dinner. She also spoke with two Goshen classes.

"Julia is a fine example of the student who becomes a lifelong friend with her professors," said Ervin Beck, a former English professor who taught Kasdorf during her years at Goshen. "It is always exciting and rewarding to have her visit campus, celebrate her achievement, and learn from her."

For more about Kasdorf's visit, go to the Goshen College English department website at [goshen.edu/english](http://goshen.edu/english).

## Seniors experience internships in the archives

By Abby Hertzler

The word "archive" often brings to mind long rows of ancient documents, carefully catalogued relics of intellectual wealth and history. The reality, as Josh Delp and Tillie Yoder discovered in their 2011 internships in the Mennonite Church USA archives, is somewhat different. Both Goshen College seniors worked with archivist Colleen McFarland and gained a variety of experiences.

For Tillie Yoder, an English and History double major, choosing to intern at an archive was a way of exploring a potential career. "I have always mulled over the idea of working in a library or archive," she said, "so when Beth Martin Birky mentioned that the MCUSA archive might be willing to take an intern, I talked to the wonderful folks there, and then applied the following semester."

Yoder's tasks involved describing collections. She "organized sets of documents...did some research on what that collection held, and then uploaded that information to the handy internet database so that it can be found by researchers." The work was, Yoder

admitted, "never-ending. Because of the scope of things that needed to be done, I wasn't ever on one task for too long. I was glad to get the experience in all the different areas."

Josh Delp, an English and Bible and Religion double major, had a slightly different job in the archives. Delp served as the archives' "Wikipedian." He edited articles concerning the archives, while simultaneously getting the organization onto more networking websites, such as Flickr. "I've always had a somewhat unhealthy fascination with Wikipedia," Delp said. "When I heard about the opportunity to work with the archives on a Wikipedia project, I jumped."

Both interns found the work helpful, especially in the area of their majors. "Both English and history stress the ability to organize and research," Yoder explained, "and archives involve both, so I was pleased to be able to try out my skills in nonacademic situations."

Delp also found the English connection useful. "It gave me the opportunity to practice a kind of writing I hadn't done before," he said. "I learned

a lot about working in an office and doing professional writing."

Both Yoder and Delp found the opportunity useful and interesting, especially as a way to explore possible careers. Yoder's experience led her to pay "particular attention to library science graduate schools," while Delp "learned that working in an archive could be fun," even if it was not necessarily a profession he might pursue.

The archives also benefitted from the experience. Colleen McFarland, an archivist and the students' supervisor, liked the chance to give people exposure to this kind of work. "Interns bring a fresh perspective," McFarland said, and the work the students did helped the archives in its goal to "connect people to history."

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