FROM THE DEPARTMENT HEAD

The Initiative Behind Initiatives

Numerous exciting initiatives contributed to the growth and development of our Departmental mission this past year.

By Sam McKegney
Acting Department Head

The past year attests to the vibrancy of our intellectual community here in the Department, while kindling excitement about what’s to come. As the Acting Head, filling in for Professor Shelley King, I have marvelled at the critical vision of our undergraduate and graduate students, our staff, and our faculty, and I have been invigorated by our Department’s collective commitment to bringing ideas into reality. In my brief remarks, I’m eager to alert you to some of our exciting upcoming initiatives and to share with you a sampling of the Department’s many accomplishments from 2016-2017.

I’m thrilled to announce that (pending provincial approval) the Department will be launching a Master of Philosophy Degree in English Language and Literature in 2018, the first degree of its kind in the country. The MPhil is a unique two-year degree that fosters breadth of disciplinary knowledge through graduate coursework, and depth of field-specific knowledge through a “Publishing Practicum” and field examinations. It is designed for...
students who are aware at the end of their undergraduate careers that they wish to pursue advanced graduate studies in a specific area, and as such it involves guaranteed entry into our doctoral program for those who complete its requirements. What’s more, it accelerates dissertation work for those doctoral students by a full year, thereby facilitating the possibility of shorter times to completion.

With the MPhil, the Department is able to offer a diverse and flexible suite of pathways to success for graduate students with our one-year course-based MA, our one-year thesis-based MA, our two-year MPhil with direct doctoral entry, and our nationally renowned PhD program. The MPhil was initially conceived by Dr. Glenn Willmott, and has been developed and workshopped by multiple graduate chairs, faculty members, and students over the past three years. We eagerly await our inaugural cohort of students in September 2018!

The Department has been working over the past number of years on issues of diversity and inclusion throughout all elements of our programming, and the past year featured several opportunities for productive discussion and visioning in these areas. These discussions have been characterized by dedication, rigour, and sensitivity, yet we recognize that our institution has a long way to go to dismantle what has been referred to as its “culture of whiteness,” and to prove itself welcoming and attentive to the needs of diverse learners. These are central priorities throughout the university, and I’m pleased to announce that our Department voted unanimously in May 2017 to strike an Advisory Committee on Diversity and Inclusion dedicated to pursuing this crucial work.

Another initiative inaugurated this past year is the Alumni Career Liaisons Program, which connects upper-year English students with alumni mentors from diverse career fields. Students are directed to the liaisons at the beginning and the end of their undergraduate degrees: slides showcasing the biographies of alumni liaisons are shared with first-year students to demonstrate the diversity of career paths for which a degree in English at Queen’s will prepare them, and three years later upper-year students are directed to the “Liaison Catalogue” to seek out mentors who work in careers about which they are interested; they are then encouraged to reach out to these alumni liaisons for mentorship and advice. Our goal is to demystify the steps between graduation and entry into the workforce, and thereby to enhance the success of our students. If you are interested in participating in this program, please e-mail Karen Donnelly at donnelly@queensu.ca.

Speaking of alumni, Homecoming 2016 featured two memorable events organized by the Department: an Alumni Mixer hosted by our Department Student Council (DSC), which brought current faculty and students together with alumni and their families in a casual and lively environment, and “Pancakes and Poetry,” hosted by Creative Writing Professor Carolyn Smart, which provided alumni with a delicious breakfast during which they were treated to a morning of poetry by current and former students of our Creative Writing Program. We look forward to seeing many of you at the inspiring events we are currently planning for Homecoming 2017!

I entitled this Report “The Initiative behind Initiatives” because I wish to
honour the intellectual and physical labour that goes into the continual renewal of our Departmental mission, and I’d like to conclude with a few paragraphs about those engaged in that work. To begin with, I’d like to recognize the past year’s DSC co-chairs, Brigitte May and Maya Wohlfahrt, and their Homeric team of executive members, who organized a number of superb events this year. The initiative upon which I’ll expand here, though, is their immensely successful re-inauguration of the (hopefully now annual) Queen’s Undergraduate Conference on Literature. Perhaps some readers participated in an earlier iteration of this important event. In 2017, the conference paired undergrads in the Department with grad student mentors to develop a selected essay for eventual presentation at the conference. The process was lauded by the mentors and mentees alike for its contribution to students’ professional development, and the well-attended conference itself proved a highlight of the academic year.

Graduate students in the Department, as Professor Leslie Ritchie will share more fully elsewhere in this Newsletter, were engaged this past year in multiple exciting initiatives throughout the institution and beyond: from organizing, attending, and presenting at national and international conferences, to hosting talks and events, to participating on Faculty and university-wide committees, to publishing articles and book chapters—not to mention attending to their coursework, teaching, and dissertation writing! I could again mention many things here, but I’ll just offer one illustrative example of grad student vision and dedication. In February 2017, third-year doctoral student Suyin Olguin organized an event entitled “Research and Professionalization: The Graduate Experience in English at Queen’s,” which brought together students from various stages of the program to share their own research and to reflect upon its relationship to a specific feature of either the MA or the PhD program. The event featured MA students Tye Landels and Ian Moy, and PhD students Jhordan Layne, Kelly McDevitt, Olguin herself, Nicky Pacas, and Lin Young, as well as recently minted PhD Erin Weinberg. The event was engaging, informative, inspiring, and at times hilarious. I was reminded of the incredible work undertaken by our grad students and how rigorously they are prepared for it by our Department’s graduate programs.

Our Creative Writing program similarly boasted manifold successes this year, including the hosting of several poets and prose writers throughout both terms through the Creative Writing at Queen’s Reading Series. The year 2017 also featured the publication of Lake Effect 8, a collection of poetry written, edited, and published by Queen’s students. In October 2016, the Department hosted former Poet Laureate of Canada John Steffler, who delivered the annual Page Lecture in honour of writer and painter Joanne Page. In March 2017, the Department hosted Madeleine Thien, who visited undergraduate classes and read from her Giller Prize-winning novel *Do Not Say We Have Nothing* at our annual Giller Event.

Faculty this past year have been extraordinarily busy publishing and presenting, teaching and researching, developing curriculum, and working administratively on initiatives throughout Queen’s University and as part of national and international consortia. To catalogue this work here would, I’m sure, try your patience, but let me point to two collaborative initiatives that show how our colleagues work together to create opportunities for the advancement of knowledge. In 2016, the Department hosted two well-attended and extremely successful conferences: The Association for Literature, Environment, and Culture in Canada

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Professor Gwynn Dujardin was the recipient of the 2017 Queen’s English Fourth-Years’ Choice Teaching Award, nominated by the students in her “Magic in the Renaissance” seminar (ENGL 421). A warm congratulations to Gwynn, who is a multiple winner of this award, and to the other professors nominated, whose efforts in the classroom are much appreciated by our undergraduate students.
(ALECC) gathering in June, entitled “Making Common Causes: Crises, Conflict, Creation, Conversation,” and the Canadian Society for Eighteenth-Century Studies (CSECS) gathering in October, entitled “Secrets and Surveillance.” The first of these was envisioned, organized, and run by an executive team featuring Dr Molly Wallace, Dr Petra Fachinger, and Dr Glenn Willmott, and incorporated several opportunities for experiential learning and engagement for participants. The second was envisioned, organized, and run by an executive team featuring Dr Leslie Ritchie and Dr Shelley King, and incorporated multiple public and outward-facing sessions that engaged the non-academic community. In each case, Queen’s students were involved in the administration of the gathering, and several graduate students presented at the conference, as well. Each conference epitomized the forward-thinking and cutting-edge scholarship emerging from our Department, and did so in ways that fostered further research and collaboration.

I would be remiss were I not also to record here that members of our Department won multiple awards for teaching and research, were awarded thousands of dollars in research grants, and published multiple monographs and edited collections (as well as scores of book chapters and articles) in the past year. But I’m sure you’ve come to expect that!

As I transition out of the headship, I am inspired by the work being done around me and invigorated by my anticipation of what’s to come for the Department. I am grateful to Undergraduate Chair Robert G. May and Graduate Chair Leslie Ritchie for their wise counsel and support throughout this year, and to Associate Head Maggie Berg for her consistently sage advice. I am thankful to our Department’s administrative staff, Karen Donnelly, Cynthia Collins, and Lovorka Fabek-Fischer, for their dedication and professionalism. And I’m indebted to returning Head Shelley King for her willingness to act as a resource as I learned the ropes and throughout my tenure in the role. I look forward to what this team will accomplish (along with incoming Graduate Chair Molly Wallace) in the years ahead.

Take good care, and happy reading.

Sam McKegney can be reached at sam.mckegney@queensu.ca.

Last year and this coming year, the Centre for Teaching and Learning has selected three “Principal’s Dream Courses” across the university for two-year enrichment funding. Professor Laura Murray and her students just wrapped up the first iteration of her Principal’s Dream Course, “Settler and Indigenous Stories of Kingston/Cataraqui” (ENGL 467), with a public symposium. To a full room of faculty, students, librarians, archivists, friends, Four Directions staff, community members both Indigenous and United Empire Loyalist, and for a while Principal Woolf himself, they presented their remarkable projects. We heard about treaty lands experienced on foot, workshops on colonial history for international students, colonial legacies of the family cottage, “Indigital” apps, and a foundation for better training for literacy volunteers, among other topics. Alumna Brittany Luby, assistant professor of History at the University of Guelph, was the generous respondent. For 2017-2018, Heather Macfarlane has been awarded Principal’s Dream Course funding for her new course, “Introduction to Indigenous Literature in Canada” (ENGL 218). Congratulations, Laura and Heather!
FROM THE GRADUATE CHAIR

Conferences and Collaborations

This was a banner year for the Department’s graduate students, who were involved in teaching and research both at home and abroad.

By Leslie Ritchie
Graduate Chair

This was an exciting year in graduate studies in the Department!

The Department has a robust graduate studies program, and at the beginning of September 2016, approximately eighty students were enrolled, including twenty new MA students and eight new doctoral students. I was the acting graduate chair this year, and I thank my colleagues Sam McKegney and Robert G. May for their cheerful support throughout the year. I would also like to welcome Molly Wallace as the incoming graduate chair as of 1 July 2017. Here is a brief overview of some of this past year’s highlights.

The opportunity to attend academic conferences is an important part of professional development for graduate students. Our students were active on the academic conference circuit, and they gave papers at meetings and venues ranging from the Faulkner and Hemingway Conference in Missouri (Jeffrey Dzogola) and the North East Modern Language Association Conference in Connecticut (Nicky Pacas, Aislinn McDougall), to Shakespeare’s Globe Theatre in London (Erin Weinberg) and the International Society for the Study of Narrative in Kentucky (Sarah Kent). Writes MA student Tye Landels:

I received a Conference Travel Award to assist me in travelling to Baltimore to present a paper on the history of Hamlet criticism at the fifth-annual “History of the Humanities Conference.” Bringing together humanists from around the world and across disciplines, the conference provided me with a rare opportunity to share ideas with like-minded scholars who are interested in asking questions about the development and reception of the humanities. I left Baltimore with new professional contacts, an even larger list of books to read, and a strengthened passion for my research.

Some students did not have to travel far to attend a conference. In June, Queen’s hosted the biennial conference for the Association for Literature, Environment, and Culture in Canada (ALECC). Steve Asselin, as conference assistant, was very much involved in all aspects of planning and execution, including recruiting other graduate student volunteers, among them Panayiota Argyrides, David Carruthers, Caela Fenton, Jessica Metuzals, Safa Moussoud, Suyin Olguin, Lindsay Young, and Jhordan Layne. Several students also delivered papers, including Steve Asselin, Alana Fletcher, Karla McManus, Jhordan Layne, Melissa Li Sheung Ying, Vika Nersisyan, and Abbey Cressman.

In October, Queen’s and the Royal Military College co-hosted the national conference of the Canadian Society for Eighteenth-Century Studies, “Secret/s and Surveillance.” Our graduate students were a tremendous asset; they gave stimulating papers, and were gracious hosts to the more than 176 scholars from around the world who attended. Katie Hunt co-curated a book display on the conference theme of surveillance, while Nevena Martinović helped co-ordinate social activities for conference-goers. Recent graduate Dr Jaspreet Tambar is currently assisting Dr Chantel Lavoie of RMC in the editing of the society’s annual journal, Lumen. In addition to these students, all of whom also delivered papers, fine papers and conference assistance were rendered by Tye Landels, Dan Krahn, Jon de Tombe, Robyn Carruthers, Jhordan Layne, Suyin Olguin, Lindsay Young, Catherine André, and postdoctoral fellow Emma Peacocke. Students from the graduate seminar in eighteenth-century drama attended sessions, and enjoyed Greg Wanless’s production of

Acting Graduate Chair Leslie Ritchie describes some of the impressive accomplishments of the Department’s MA and PhD students this past year.
Goldoni’s commedia dell’arte play, *The Servant with Two Masters*.

Research at home and abroad continued this year, with several students partaking of the School of Graduate Studies’ innovative programs “Dissertation on the Lake” and “Dissertation Boot Camp,” both of which offer students workshops on writing and time management, as well as an encouraging environment for vigorous, distraction-free writing.

Doctoral student Panayiota (Patty) Argyrides conducted a research trip in London, England, which was made possible by the Dean’s Travel Grant. Patty’s doctoral dissertation investigates the reciprocal relationship between dance and literature in the modernist period, with a special focus on ballet. The purpose of her trip was to view the Royal Ballet’s highly acclaimed new ballet, *Woolf Works*, which is based on the life and works of Virginia Woolf, and to conduct archival research. She writes:

I had the opportunity to see the ballet twice and conduct exclusive interviews with the ballet’s dramaturg, Uzma Hameed, and choreographer, Wayne McGregor. I am extremely indebted to them both for being so generous with their time and showing genuine enthusiasm in my own work. As *Woolf Works* is gaining notoriety and interest among dancers and scholars alike, it was essential for me to be among the first to view the ballet and conduct interviews with the creative team. I also completed research at Blythe House, which houses the Victoria and Albert Theatre and Performance Archives, and had a productive meeting with the head dance archivist, Jane Pritchard. One of Wayne McGregor’s personal and political goals is to champion the importance of the arts in education curricula. He was excited to hear that a project such as mine received a grant from an English Department to view *Woolf Works* and conduct interviews with his creative team. I must say, I was incredibly proud to represent Queen’s University in this capacity and be part of an institution that recognizes the importance of the arts and interdisciplinary research.

The A.C. Hamilton Prize for the most distinguished doctoral dissertation submitted in a given year was this year won by Jason Bourget, now on faculty at Douglas College, British Columbia. Jason’s thesis, “Making the Men of Tomorrow: American Science Fiction and the Politics of Masculinity, 1965-1974,” was applauded by the selection committee for its depth of research and eloquence of expression.

Two of our MA students, Lauren Cullen and Noor-E Ferdous, completed literary internships this past fall with Kingston Literacy and Skills and the Strathy Language Unit at Queen’s. I started the literary internship program in 2011. It is a credit course that offers MA students placements in research, literacy, language, and arts-related community organizations, with the aim of providing those students with job experience that is directly related to literary studies. Noor’s project was entitled “Adventures in Canadianisms,” and consisted of a series of Blog posts on her experiences discovering Canadian English (such as “toque”). You can read her posts at http://www.queensu.ca/strathy/blog/adventures-canadianisms

Lauren describes her internship in this fashion:

The work that I did for Kingston Literacy and Skills encompassed a variety of different tasks broken down into three overlapping categories: 1) assisting with demographic research that examined varying literacy rates in the area, 2) participating in literacy audits within the various...
classrooms leading to the creation and distribution of a survey, and 3) preparing and completing video footage of the “student experience” unscripted. With these three assignments as framework, I participated in an internship that was stimulating, educational, and truly illustrated the value of literacy at an adult level.

The Department is always glad to hear of new opportunities that might be appropriate for this course. Please contact us at gradengl@queensu.ca for more details.

Our fifth-year doctoral students customarily hold a teaching fellowship, and for many, the opportunity to design and deliver their first term-long course is the highlight of their year. Doctoral student Adam Cotton writes, of the course he designed, “Literature and Violence”:

The breadth of ENGL 271 owes everything to the intellectual pluck of the Department, its students and colleagues abroad. Thus, the course was as locally collective as it was international. As a result, the discussions and debates in class were replete with perspicacity and respect.

As for graduates, we have plenty to celebrate. In fall 2016, doctoral degrees were awarded to Don Bourne, Emily Bruusgaard, Jessica Moore, and Jaspreet Tambar. At spring convocation 2017, our red gowns owned the podium, and we celebrated the graduation of doctoral students Julia Gingerich, Steve Asselin, Amber Hastings-Truelove, Melissa Yi Sheung Ying, Jason Bourget, and Erin Weinberg.

We look forward to seeing this year’s MA students convocate next fall.

Leslie Ritchie can be reached at leslie.ritchie@queensu.ca.

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**INDIGENOUS AWARENESS WEEK**

In recognition of Indigenous Awareness Week, English graduate students Jamieson Ryan (PhD), Sarah Kent (PhD), and Hannah Skrynsky (MA) participated in the Indigenous Awareness Week Solidarity Walk in March. They were joined by Principal Woolf, who came well-dressed for the chilly weather.

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**WOOLF WORKS**

Thanks to a Dean’s Travel Grant, PhD Candidate Patty Argyrides had the opportunity to go to London to see the Royal Ballet’s highly acclaimed new ballet, *Woolf Works*, based on the life and works of Virginia Woolf. Patty’s dissertation investigates the reciprocal relationship between dance and literature in the modernist period, with a special focus on ballet, so her trip provided her with an excellent opportunity to conduct significant on-site research.
ALBUM

Giller Prize Winner
Madeline Thien

Thien read from her winning novel *Do Not Say We Have Nothing* to members of the Department and the wider Queen’s community.

Clockwise from top-right: Madeline Thien reads from her Giller Award-winning novel; Professor Petra Fachinger introduces Thien to the spectators; Postdoctoral Fellow Emma Peacocke asks Thien a question about her work; the Atrium of the Agnes Etherington Art Gallery was full to capacity for Thien’s reading; Thien signs copies of her Award-winning novel at the reception following her reading.
FROM THE UNDERGRAD CHAIR

OWL Be Seeing You

The Department is proud to endorse Purdue University’s Online Writing Lab as its standard writing guide for undergraduate students

By Robert G. May
Undergraduate Chair

Anyone who has spent any time in our Department knows that academic writing makes up a large part of what we do. In every one of our classes, students are called upon to complete a certain amount of academic writing, from online discussion posts and annotated bibliographies, to close readings and—of course—analytical essays. Our instructors and teaching assistants evaluate students’ writing along diverse criteria such as structure and organization, quality of argumentation, the correct use of grammar and style, and the proper application of Modern Language Association (MLA) formatting.

To assist us in teaching these fundamentals of academic writing to our students, the Department has endorsed a variety of different writing guides over the years. Readers of a certain age may remember Writing Essays: A Short Guide, Colin Norman’s slender, self-published volume, which the Department used for many years and through two editions, from 1985 until well into the 1990s. When Writing Essays went out of date, the Department adopted The MLA Handbook for Writers of Research Essays, the gold-standard of writing handbooks, used throughout North America by students and professional writers of many disciplines. For the past ten years, the Department has been recommending Diana Hacker’s A Canadian Writer’s Reference, a comprehensive and user-friendly writing manual that includes resources specifically designed for students of English studies.

Despite the usefulness of these books, the Department has been faced with various problems in using any one of them for an extended period of time. When Professor Norman retired, no one could immediately step in to update Writing Essays when the second edition went out of date. The MLA Handbook, while thorough and always kept current by the MLA, is a somewhat forbidding volume that lacks the user-friendliness and discipline-specificity of A Canadian Writer’s Reference, especially for undergraduate students. User-friendliness and discipline-specificity, however, come at a price; Hacker’s manual retails for almost a hundred dollars per copy, placing it out of financial reach for many undergraduates.

Tasked with finding a solution to these problems, the Undergraduate Studies Committee (USC) set to work this past year on finding a new writing guide to endorse as our Departmental standard. After a period of research

A BLAST FROM THE PAST

If you were a student in the Department in the 1980s or 1990s, you may remember using Professor Colin Norman’s Writing Essays: A Short Guide. This handy pamphlet contained a wealth of essay-writing advice for undergraduates, including grammar and style information, MLA formatting instructions, and guidelines for structuring English essays. It was a superb resource. In fact, I still have my copy!
and consultation inside and outside the Department, we decided to adopt the Online Writing Lab (OWL), a Web-based resource hosted by Purdue University. Launched in 1976 as a physical Writing Centre space at Purdue University in West Lafayette, Indiana, OWL eventually expanded to the World Wide Web in 1994. According to OWL’s online “Fact Sheet,” the service “has evolved into a popular Web site that received over 31 million hits from over 125 countries in 2005-2006,” and it continues to grow every year.

OWL addresses many of the problems the Department was facing with our previous, print-based writing guides. It is maintained and painstakingly kept up to date by the writing specialists at Purdue. Its Web-based interface is user-friendly and easy for students to access on a wide range of electronic devices. It includes resources in a broad variety of disciplines, including numerous English-specific resources. Perhaps most importantly, OWL is one hundred percent free of charge for anyone to use, anytime and anywhere.

To make OWL even more accessible to our students, the USC’s Professor Chris Fanning developed what we are calling the “OWL Gateway,” a Web site (attached to our official Departmental Web site) that provides direct links to some of OWL’s most useful resources for students of English. Professor Fanning has organized the OWL Gateway under four key headings: “Grammar and Punctuation,” “MLA Style,” “Use of Sources and Avoiding Plagiarism,” and “Writing and Argumentation.” Instructors in the Department can now easily share the OWL Gateway with their students to supplement their own in-class writing instruction, or simply as a resource for students to consult independently as they work on their essays and other assignments.

We are pleased now to be able to offer OWL to our students, a comprehensive, accessible, and cost-effective resource to assist them in strengthening their writing skills and thereby enabling them to become even stronger communicators and more effective literary critics.

Robert G. May can be reached at mayr@queensu.ca.

This past year, the Undergraduate Studies Committee (USC) installed a new Undergraduate Program Information Centre outside the undergraduate chair’s office on the fourth floor of John Watson Hall. The Information Centre displays copies of the Department’s Major Map, as well as a selection of our interdepartmental resources, including documents devoted to the Creative Writing program, academic integrity, current undergraduate courses, the introductory English course, the Senior Essay course, and our program requirements and thresholds. Students may consult the resources on display at the Information Centre, or they may take their own copies of any of the documents. All of the resources are also available online on our Departmental Web site:

www.queensu.ca/english/undergraduate-program

You can access the Department’s OWL Gateway here:

www.queensu.ca/english/owl

You can access the OWL main site here:

https://owl.english.purdue.edu/
Diversity and Inclusivity
The Graduate English Society hosted a variety of social and academic events for MA and PhD students this past year

By Nevena Martinović and Alice Drysdale
Co-Presidents, Graduate English Society

Greetings and salutations! This has been an incredible year for the Graduate English Society (GES) community. An unprecedented number of graduate students have come out to our organized events, and have taken their own initiatives to make our program more supportive academically and creatively.

Last summer, important resources for our incoming students were improved. Thanks to our incredible computer liaison Katie Hunt, the GES’s new Web site is fully functional, and contains an updated handbook and constitution. You can view it at https://queensges.wordpress.com/. We implemented a new peer-mentor system, and all incoming PhDs were paired up with an upper-year student in their field, who met with them before the start of the fall term to answer questions and offer guidance on life at Queen’s and in Kingston. Then, fall term started off with two weeks of orientation activities: our group explored everything that Kingston and Queen’s have to offer, from the hallowed Watson Hall-ways to the Wolfe Island corn maze.

Once again, Dr McKegney hosted the Snowflake Gala, and it was a rousing success. The Spring Fling was our final social event of the year and transitioned our MAs into their final term of coursework. Our weekly coffee hours were so popular that neighbouring offices had to temporarily volunteer chairs to the English lounge, and we exceeded our allotted budget for coffee. Various fundraising activities supported our increased attendance, including two editions of the annual book sale, as well as Hallowe’en and St Valentine’s Day candygram sales.

While these annual events have continued to provide students with opportunities to engage with faculty and colleagues outside the classroom, this year’s graduate community has also reached out to forge stronger connections with the English undergraduate student body. Many of our graduate students shared their knowledge and enthusiasm as mentors for students participating in the Queen’s Undergraduate Conference for Literature. Fourteen excellent presenters wowed the crowd with their rigorous and insightful papers on a variety of subjects and texts from Medieval to Contemporary.

To supplement our professional and social activities, third-year doctoral candidate Jhordan Layne has founded a Creative Writing Group, which now meets weekly for individual and collaborative writing sessions.

In response to the current political climate, the GES is working towards combating racism and promoting inclusivity and diversity. GES members have proposed the creation of a “Social Issues Chair” within our organization to provide resources and make recommendations for our community. First-year doctoral student Sarah Kent organized cultural safety training with the Four Directions Aboriginal Student Centre at the end of April. The GES is conscious of the recommendations in the Queen’s TRC Task Force’s final report and that cultural safety training is a meaningful first step in building positive and inclusive relationships between Indigenous and non-Indigenous communities. This work is ongoing and, as such, we are open to other opportunities that can help us create a more informed and supportive graduate community.

On behalf of the GES, we wish everyone a great (and productive) summer!
ALBUM
Fourth-Year Gala
The Department’s graduating class celebrate the end of their studies

This year’s Fourth-Year Gala took place at Kingston’s Delta Waterfront Hotel. Pictured here are some of the Department’s graduating students, accompanied by their professors.

Clockwise from top-right: Professors Brooke Cameron, Petra Fachinger, Heather Evans, and Erin Weinberg; Professor Pat Rae; Professors Tracy Ware and Laura Murray; Postdoctoral Fellow Cathleen McKague; Acting Head Sam McKegney.
Cultivating Connections

The English Department Student Council hosted a wide range of activities this past year

By Maya Wohlfahrt and Brigitte May
English Department Student Council

This year, the English Department Student Council (DSC) took an interest in cultivating an academically enriching community outside the classroom. In both social and professional settings, the DSC provided an opportunity for students to foster stronger relationships with their peers in hopes of demonstrating the passion and talent that makes Queen’s so unique.

The first event of the school year was Tea with Profs. Students and faculty gathered in the Whalley Lounge to introduce themselves and get to know their peers and instructors.

In October, the DSC was proud to assist with the Homecoming celebrations, which began with an Alumni reception in Watson Hall. This gave past students the opportunity to reunite with old friends and professors as well as meet the current students and faculty. The following morning, a Pancakes and Poetry breakfast organized by Professor Carolyn Smart was a lovely conclusion to the Department’s Homecoming festivities. The reading showcased the talent of Queen’s students past and present as they read their work to an audience of fellow students, alumni, and faculty.

In January, our annual Robbie Burns Night held at the Grad Club garnered the attention of graduate students and undergraduate students alike. The highlight of the evening was a rousing recitation of one of Burns’ poems by our very own Dr Emma Peacocke.

The Queen’s Undergraduate Conference in Literature was our special project this year. We worked with the Graduate English Society (GES) to provide a mentorship program for the undergraduate speakers. The undergraduate speakers were paired with graduate students to workshop their papers and provide guidance on what was the first ever conference for many of our speakers. An award for her dedicated mentorship and invaluable guidance was presented to PhD candidate Katie Hunt. The conference included four panels, and fourteen undergraduates ranging from first to fourth year dazzled the audience with brilliant and thought-provoking papers. The engagement during the question periods was inspiring and filled with great discussions. We are incredibly proud of the graduate student mentors, the undergraduate speakers, and the DSC executive for such a successful event.

Trivia Night allowed for students to engage in a bit of friendly competition. With general knowledge, Shakespearean, postcolonial, and literature-themed music rounds, our graduate students, undergraduate students, and profs teamed up to show off their knowledge and work with other students.

The DSC ended the year with the annual gala. Students and professors gathered to celebrate a successful year over a delicious three-course meal. It was hosted at the Delta Waterfront, which provided a beautiful backdrop for the night. The Fourth Years’ Choice Teaching Award was presented to Dr Gwynn Dujardin for her work in ENGL 421: “Magic in the Renaissance.” We were delighted to see the undergraduates, graduates, and faculty together for one last time before the end of the year.

The DSC’s successful events demonstrate the deeply beneficial impact that a supportive community has on students. Our peers have become great friends and pillars of support for one another.

Congratulations to the graduating class of 2017!
To Be or Not to Be ...
Staging the “Bad Quarto” of Shakespeare’s *Hamlet*

Students and faculty staged a costumed, script-in-hand performance of the “bad quarto” (Q1) of *Hamlet*, organized by postdoctoral fellow Cathleen McKague. This exploratory, performance-based research initiative investigated the performability of this shorter (and quirkier!) version of Shakespeare’s most famous play. Q1 is an obscure text that is rarely read or performed, and we were curious to know how it would fare onstage. This interdisciplinary project attracted a cast of students from various departments, and the successful and well-attended presentation was free and open to the public. Costumes were provided through the generosity of the Dan School of Drama and Music.

... That Is the Question
Learning about Shakespeare through film

Over the winter term, postdoctoral fellow Cathleen McKague organized a series of Renaissance drama film screenings. The productions screened included filmic versions (Justin Kurzel’s *Macbeth*), staged versions (Tim Carroll’s *Twelfth Night*), and adaptations of previously performed stage versions as films (Kenneth Branagh’s *As You Like It*). The free, public screenings were provocative and well-attended, and both students and faculty members appreciated the opportunity to watch and discuss the productions.
CREATIVE WRITING

The Writing Life

The Department welcomed a host of professional writers this past year for readings and workshops

By Carolyn Smart
Department of English

The focus for this year’s reading series—funded by the Canada Council for the Arts, the Writers’ Union of Canada, and the Writers’ Fund from the Department of English—was debut publications, and therefore we were particularly pleased to introduce Kilby Smith-McGregor, Liz Howard, Ayelet Tsabari, and Queen’s grads Adèle Barclay and Andrew Westoll, all of whom have published either their first books or their first books in a different genre than their previous publishing history.

We began the year with a reading and workshop with UBC Okanagan professor Matt Rader, who read from his latest collection of poetry and workshopped student writing. Pamela Mordecai read from both her prose and poetry, and engaged the students with her use of Jamaican patois and dialect. Kathryn Kuitenbrouwer returned to Queen’s for an engaging reading from her most recent novel, covering material on refugees, the trauma of war, and the natural world.

It was a pleasure to introduce a Creative Writing graduate featured in Lake Effect 3 (Artful Codger, 2007) when Adèle Barclay’s engaging reading in late November finished the fall term. Her debut poetry collection If I Were in a Cage I’d Reach Out for You (Nightwood, 2016) was nominated for the 2015 Robert Kroetsch Award for Innovative Poetry and is currently a 2017 finalist for the Dorothy Livesay Poetry Award. Both English students and Creative Writing class members were fascinated by stories of her Yemeni and Israeli background, and her shift from Hebrew to English in her writing career.

The winter term began with a reading from Bronwen Wallace Award winner Kilby Smith-McGregor’s debut poetry collection, and continued with Liz Howard’s fine reading from her debut collection Infinite Citizen of the Shaking Tent (McClelland and Stewart, 2015) in early March. This collection garnered her the Griffin Prize for Poetry, making her the youngest winner of the prize and the first person to win for a debut collection of poetry.

Ayelet Tsabari read from her debut collection of short fiction The Best Place on Earth, which has won the Sami Rohr Prize for Jewish Literature. Both English students and Creative Writing class members were fascinated by stories of her Yemeni and Israeli background, and her shift from Hebrew to English in her writing career.

On 3 April, the eighth in the continuing Lake Effect series of student writing anthologies was launched to a standing-room-only audience. Lake Effect 8 (Upstart, 2017) featured the prose and poetry of fifteen students at Queen’s, a true capstone experience for the CWRI 296 class.

Carolyn Smart can be reached at smartc@queensu.ca.
Reading Series

This year’s Reading Series focused on debut publications; many of this year’s guests published either their first books, or their first books in a different genre than their previous publishing history.

The Reading Series is funded by the Canada Council for the Arts, the Writers’ Union of Canada, and the Writers’ Fund from the Department of English.

Clockwise from top-right: Adèle Barclay, Kilby Smith-McGregor, Liz Howard, Ayelet Tsabari, Andrew Westoll.
**RECENT PUBLICATIONS**

**Bookshelf**

A selection of recently published books by the Department’s faculty members and alumni

*The Slow Professor* is in the fast lane! University of Toronto Press reports that *The Slow Professor* by Maggie Berg and Barbara K. Seeber has sold over 20,000 copies. It has been reviewed in several prominent outlets, including National Public Radio, The Globe and Mail, Inside Higher Ed, and The Times Literary Supplement. It was a featured “Book of the Week” and one of the “Books of the Year” in Times Higher Education. The conversation went nationwide in February when the authors were interviewed by Michael Enright for *The Sunday Edition* on CBC Radio this past February.

**Alumni Bookshelf**

PhD alumna Cara Fabre’s first monograph *Challenging Addiction in Canadian Literature and Classrooms* (U of Toronto P) was selected as a finalist for the Gabrielle Roy Award for best book of Canadian literary criticism. As A.J. Heble of the University of Guelph writes in his review, “Provocatively argued, the book is, at once, wide-ranging in its exploration of several key literary, social, and pedagogical issues, and surefooted in its careful attention to textual detail. *Challenging Addiction* will be especially valuable for scholars and students of Canadian literature, theorists of critical pedagogy, and social justice educators.”

Dale Tracy has also published her first monograph, *With the Witnesses: Poetry, Compassion, and Claimed Experience* (McGill-Queen’s UP). Her study examines compassion and poetry in light of trauma theory. It is described by Nicholas Bradley as “A compelling study of poetry that witnesses and responds to the anguish caused by historical traumas.”

Faculty members and alumni in the Department have produced a number of books and other publications this past year.

**Team Effort**

Collaborative scholarship within the Department takes centre stage in *Perma/Culture: Imagining Alternatives in an Age of Crisis*. Co-edited by Professor Molly Wallace and PhD candidate David Carruthers, it also features cover photography by PhD candidate Irene Mangoutas. The collection aims “to provide a critical introduction to the ethico-political and cultural elements around the concept of ‘Perma/Culture.’ These multidisciplinary essays include a varied landscape of sites and practices, from postcolonial bioregionalism among coffee farmers in India to African-American back-to-the-land movements; from an account of the rewards and difficulties of building community in Transition Towns to a description of the ad hoc infrastructure of a fracking protest camp.”

Cross-appointed member of the Department François Rouget has edited a collection of essays, *François Ier et la vie littéraire de son temps 1515-1547*, on the cultural importance of the reign of Francis I.

**ON THE WEB**

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Your generous gift brings guests, events, and improved facilities to the Department

We invite the Department’s alumni, friends, and other supporters to donate to any of our various funds, such as the Cappon Trust, the English Alumni Fund, the Joanne Page Lecture Fund, the G. Whalley Visiting Professorship, and the Writers’ Fund.

Please visit our Giving Web site for complete information. Thank you!

http://www.queensu.ca/english/alumni/giving
Special Connections
The Department’s work is greatly enriched by the support of the W.D. Jordan Rare Books and Special Collections Library at Queen’s

Clockwise from top-right: PhD candidate Nevena Martinović, Head of Special Collections Alvan Bregman, and visiting Whalley lecturer Jonathan Sachs; Martinović, Sachs, Bregman, and PhD candidates Suyin Olguin and Tye Landels-Gruenewald; a specimen from the Romantic literature holdings of the Special Collections Library; Olguin, Landels-Gruenewald, Bregman, and Sachs examining other rare books from Special Collections; Bregman demonstrating the use of a light wand to reveal water marks and other clues to the age of printed books.