

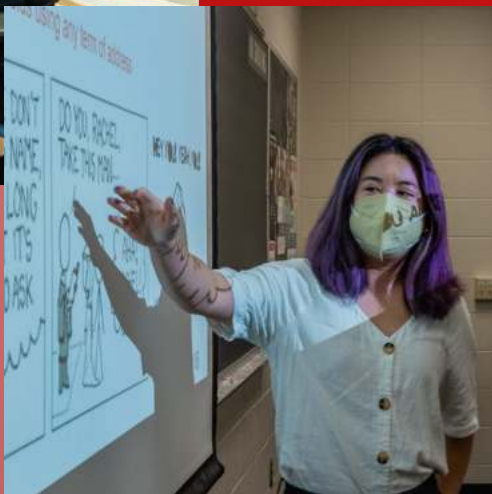


English

Annotations



Fall Semester 2023



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In Memoriam

Thank you!



A Letter from the Chair

Dear friends,

It's early December as I write to you. All over campus, students are taking a deep breath before plunging into final papers, projects, and exams. In Professor Jordan Zweck's class on Chaucer's Courtly Poetry, students are demonstrating their understanding of Middle English through creative multimedia projects. Like earlier generations of students, they have to perform some of Chaucer's poetry in the original language, but then they pair the poetry with other creative genres—making podcasts and videos, creating a social media account for a character, or imagining a new ending for one of Chaucer's unfinished poems. Honors students in English 182 with Professor Ingrid Diran are also working across media for their final projects. They have spent the semester reading literature about race, labor, and punishment. Now they are putting together an exhibit to share what they've learned, making visual models for thinking about both incarceration and abolition. They and their peers across the department are learning through a mix of activities, building skills for writing, analysis, and critical thinking along the way.

Even as they're working toward the end of the fall semester, though, students are also already planning for the summer. They're applying for jobs, internships, and short-term programs—finding ways to support their education and their future goals. You'll meet some of those students in the next few pages as they tell about their summer 2023 adventures as English majors. You can also support future student internships and projects through your gifts to the English department. We use alumni gifts to help make it possible for English majors to accept beneficial but underpaid positions.



Professor Christa Olson
Chair of the English Department

Stay connected with the English Department!

We love hearing from alumni! If you have any questions or comments about this issue of *Annotations*, please contact us at webadmin@english.wisc.edu.

We would also love for you to follow us on social media for updates on department life. Click the icons below to visit our social media pages.



Often those students are making a difference in local communities by supporting organizations that do good work with words (and more). We're also thrilled to share some of the amazing work going on in the English as a Second Language program. ESL staff have developed a partnership with the NGO Educate Girls Now to support English language learning by Afghani girls and women. You can read more about the program starting on page X. In my letter, though, I want to highlight how much instructional staff contribute to the core mission of the English department. Instructional staff lead classes in ESL, literature, creative writing, linguistics, and composition. They are among our most acclaimed teachers. They run the Writing Center and Writing Across the Curriculum program, providing support for undergraduate and graduate student writers all over campus. The English department simply couldn't work without our instructional staff colleagues, and that means we need to invest in their professional development and support their research and writing. Nine instructors from the ESL program will present on best teaching practices at their national conference in April. Heather Swan and Jenny Conrad each published a book of poetry in 2023. Amanda Shubert is on leave this year, having won a prestigious fellowship from the American Council of Learned Societies. Your generosity to English helps make these successes possible, and we're grateful that you help us celebrate these valued colleagues.

As department chair, I get a front row seat to all the amazing things happening in English. And there is a whole lot to see! I hope you enjoy the glimpses offered in this issue of Annotations. If you want to hear more about anything mentioned in these pages or if they spark a memory of something amazing that happened while you were on campus, please drop us a note at webadmin@english.wisc.edu. We'd love to hear from you!



UNDERGRADUATE ROUNDUP

In this edition of our newsletter, we are thrilled to showcase the amazing work being done by our undergraduate community. From groundbreaking projects to exciting study abroad opportunities that broaden perspectives, and engaging coursework that fosters intellectual growth – our students are at the forefront of academic excellence and innovation.

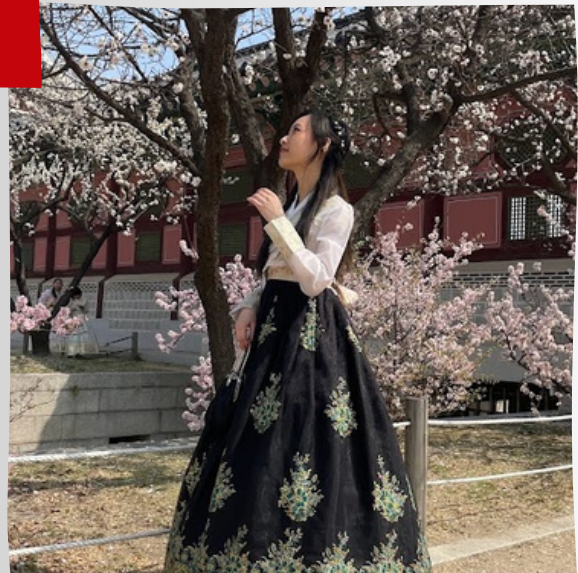
EVANKA ANNYAPU



Evanka Annyapu, a recent neurobiology and English grad and Dr. Elaine Kohler Fellow with the Global Health Department, travelled to Kampala, Uganda to gather data for her research project on immunization efforts and perceptions on routine vaccinations and COVID-19. Evanka says she experienced what a global family felt like when she had the opportunity to nurture her partnership with the Child and Family Foundation Clinic of Uganda. On the weekends, Evanka and other students went on safari and explored downtown Kampala. Evanka says she is eager to come back again with more medical knowledge and clinical experience to work more closely with the clinic population and the hospitals that she visited while abroad.

KATALINA LEE

Katalina Lee is an English-Creative Writing major with a TESOL (Teaching English as a Second Language) certificate. Katalina participated in the Korea University Exchange Program in Spring 2023. The program gives UW students the opportunity to immerse themselves in the rich culture and history of South Korea while studying at Korea University in Seoul, South Korea. This exchange program allows participants to directly enroll in university courses in a variety of fields while studying alongside Korean and international students from around the world.



SOPHIE BOES AND CAMERON WACKER

In spring 2023, Sophie and Cameron took Dr. Jacee Cho's Experimental Syntax course (ENGL 420) and conducted an experimental study concerning adverb topicalization in the context of irregular who, what, when, where, why questions. Dr. Cho encouraged them in recruiting participants and Dr. Tom Purnell generously allowed recruitment in his summer course. After securing fifty-one participants, Sophie and Cameron traveled to Athens, Greece, to present their research at the 14th International Conference of Experimental Linguistics (ExLing 2023). Their poster presentation on this research received valuable feedback from PhD students and professors in the field. In addition to the conference, Sophie and Cameron were able to explore the beautiful city of Athens and its many ancient landmarks. Overall, they say it was an amazing opportunity that wouldn't have been possible without the generosity of the English Department and the support of its incredible teaching faculty!



ESTI GOLDSTEIN

Esti Goldstein is a English - Creative Writing and Journalism major with a certificate in Digital Studies. Over the summer, Esti worked as a digital marketing intern with Destination Cleveland, the non-profit destination marketing and management organization for Cuyahoga County. Esti's favorite thing about being an English major is how deeply the English department staff cares about their students: every English professor holds a sincere interest in the well-being, passions and work of the students they're teaching, in addition to a true love for the material they're teaching.



LIAM BERAN

Liam Beran is an English major with a certificate in French. Liam argues that studying literature in English is vital to develop skills for critically analyzing texts and ideas for their strengths, shortcomings and ways in which they might endear themselves to readers or influence their ideas. Following from their fascination with language and communication, this year Liam is serving as the campus news editor for *The Daily Cardinal*, the oldest student newspaper at UW-Madison.



DIYA ABBAS

Diya Abbas is an Office of Multicultural Arts First Wave Scholar and an English - Creative Writing and South Asian Studies major. They were named the 2022 George B. Hill Poetry Prize winner and the 2020 St. Louis Youth Poet Laureate. This Fall, Diya moderated a question and answer session with poet José Olivarez as part of the UW-Madison Diversity Forum.



AFGHAN ENGLISH TUTORING PROJECT:

AN ESL + EDUCATE GIRLS NOW COLLABORATION

ABOUT THE PROGRAM:

In January 2023, The UW-Madison ESL Program (under the direction of Joseph Nosek and Gail Ibele), partnered with the NGO, Educate Girls Now (EGN), to establish an English language instruction and tutoring program for young Afghan women living in Afghanistan and Afghan evacuees/refugees living in other parts of the world. EGN empowers and educates young women and girls at risk of becoming child brides in marginalized areas of the world, and they have been doing this work in Afghanistan since 2014.

CONT'D

Students in Joseph Nosek's Eng 415: Introduction to TESOL Methods course serve as English language tutors for 15 young Afghan women each semester. The ESL Program and English Dept. also support an online academic English course taught by Gail Ibele for female students who were able to evacuate from Afghanistan and are now studying math and science at Asian Women's University in Bangladesh.

Hear from the Tutors

As the project leader, what inspired you to work on this project?

Laura Hametta: In 2021, 13, 000 people from Afghanistan were placed in a resettlement in Fort McCoy, which is two hours away from Madison. In the lives of our learners and their families, this is an everyday memory and a painful one. Yet, accessing resources and having the opportunity to learn is their main goal. When this program started, I was working with the literacy network and as an hourly worker doing admin tasks. Joseph Nosek mentioned that we needed resources to start this program, and we worked together to create an organization and system that set our tutors and learners up for success.

Cont'd

What have you learned since being part of this project?

LH: Every semester is an opportunity to improve and make these services as effective as possible. For example, a current challenge is how to improve our training sessions, and Mr. Nosek has worked tirelessly to create time with the tutors so he and I can improve our training process. We want to create a more solid foundation for tutors and learners to succeed. In order to do this we want to have more in-depth lesson planning skills and discussions about how to be a trauma-informed tutor. This program has taught me so much about managing a huge project, and I have also learned that we should always be asking how we can make it better.





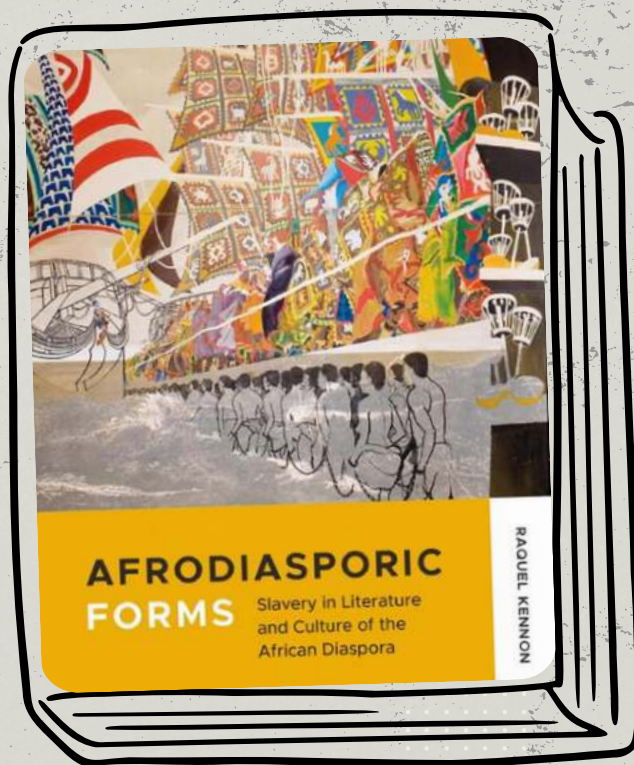
RAQUEL KENNON

Professor Raquel Kennon, who received her PhD from Harvard University in Comparative Literature, joined our department as an associate professor of English, Literary Studies in 2022. Professor Kennon's research focuses on 19th to 21st century African American Literatures, transnational Black Studies, and African Diaspora Literatures and Cultures. In this interview, Professor Kennon discusses her newest book and works in progress, in addition to providing insight into her key interlocutors.



Could you provide a brief introduction of yourself and your work?

RK: I am part of the new cohort of Global Black Literature scholars in the department! My PhD is in Comparative Literature with a focus on Black literatures, specifically reading transnationally and beyond national boundaries. Three key ideas or queries animate my work. One of them is inspired by Paul Gilroy's *The Black Atlantic*, and asks, to what extent is slavery the metanarrative of Black texts in the Americas? My work started there when I had a narrower perception of what diaspora and what constitutes a "Black text." But, I still return to these questions.



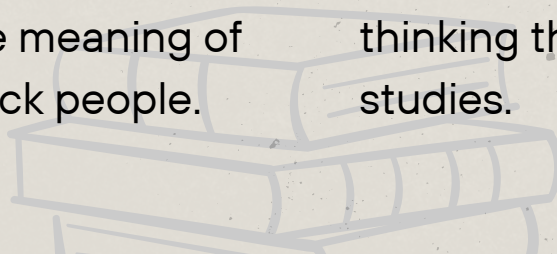
RK cont'd: My undergraduate degree was also in Comparative Literature with a double major in Spanish. From Spanish I started to learn Portuguese, and that also heightened my interest. I studied abroad in Bahia, Brazil -- a cornerstone of Black Brazilian life and culture -- and I was fascinated by the religious and linguistic aspects of their culture. This experience contributed to the development of my research interests.

Part of my research is also informed by my personal experience and interest in family genealogy. There are southern roots on both my maternal and paternal side. After tracing them back to Arkansas and Louisiana, I was always wondering what was beyond that. During the process of tracing this lineage, I located this one ancestor, Peter Kennon, on my father's side, who I learned was enslaved and denied the right to read and write. He signed his name with an "X." He was buried in a segregated cemetery. So this has all always been bubbling under my consciousness. And, alongside this, I'm also thinking about the meaning of freedom for and to Black people.

Who are your key literary and critical interlocutors and influences?

RK: The text that I find myself returning to most often is Saidiya Hartman's *Scenes of Subjection*. When I was writing my dissertation, which became the book, *Scenes* was really a model of what was possible, it was aspirational for me, and it really inspired me on the sentence level, the conceptual level, and the interpretive level. Her text *Lose Your Mother* is also really important for me as it deals with themes of the afterlives of slavery, belonging, racial formation, home, and return. Those two texts have been central to my intellectual formation, the development of my ideas, and hopefully their maturation.

I would say that Salamisha Tillet, and her book *Sites of Slavery*, have been foundational for me as well, particularly because she was also thinking through and with memory studies.



RK cont'd: In terms of thinking about representation of women, the first generation of Black women scholars are really important to me. I'm honored to be in this department where Nellie McKay forged a path for Black women scholars like myself. Although I didn't get the chance to meet her, I'm grateful to be walking the same halls that she did. As an early generation Black women scholar at a predominantly white institution, and speaking publicly about that experience, she created a blueprint for survival.

I consider Black women like McKay, Barbara Christian, Hazel Carby, and Trudier Harris as foremothers, not only because of their deep intellectual contributions but also the emotional labor that went into creating an environment where we could follow in their footsteps.

Your academic publishing history is long and far-reaching. How is your newest book *Afrodiasporic Forms* situated within the themes, concepts, and lines of inquiry of your work overall?



Nellie McKay, 1931 – 2006.
Bascom Professor of English
and Afro-American Studies

RK: I'm teaching two courses right now: one of them is on the afterlives of slavery, and that one reflects *Afrodiasporic Forms*. The other course is *Afrodiasporic Intimacies*, and that gestures towards where I see my research going. With the latter, I am interested in questions of global Blackness in literature and the transnational relationships between Black literary figures, including the kinds of conversations they were having. In part, this was sparked by a visit to the Spelman's Women's Center and their archives. While doing some research there in Toni Cade Bambara's papers, I encountered these letters, affirmations, and words of encouragement between her and Toni Morrison and others. I haven't done anything with these materials yet, but I was fascinated by these interactions. I look forward to exploring these intimacies in my new research.

In Memoriam

Andrew D. Weiner

Professor Emeritus Andrew D. Weiner passed away on September 18th. During his teaching career at the UW, Professor Weiner taught dozens of courses, to students at every level. He taught the full gamut of British literature from its beginnings through the mid-to-late twentieth century, with special emphases on literature of the sixteenth century, particularly the work of Sir Philip Sidney and Edmund Spenser; on Shakespeare; on Milton; and on twentieth-century fantasy romance, such as the fiction of J. R. R. Tolkien and C. S. Lewis. To all of these Professor Weiner brought a great erudition and a lively, ironic sense of humor, as well as a distinctive critical stance. Few scholars commanded as deep a knowledge as his in Protestant theology and its interactions with the Humanism of Erasmus, and still fewer were able to deploy and order this knowledge, as he did, so as to make it the backbone of original and consistent readings of Shakespeare and of major sixteenth-century authors.



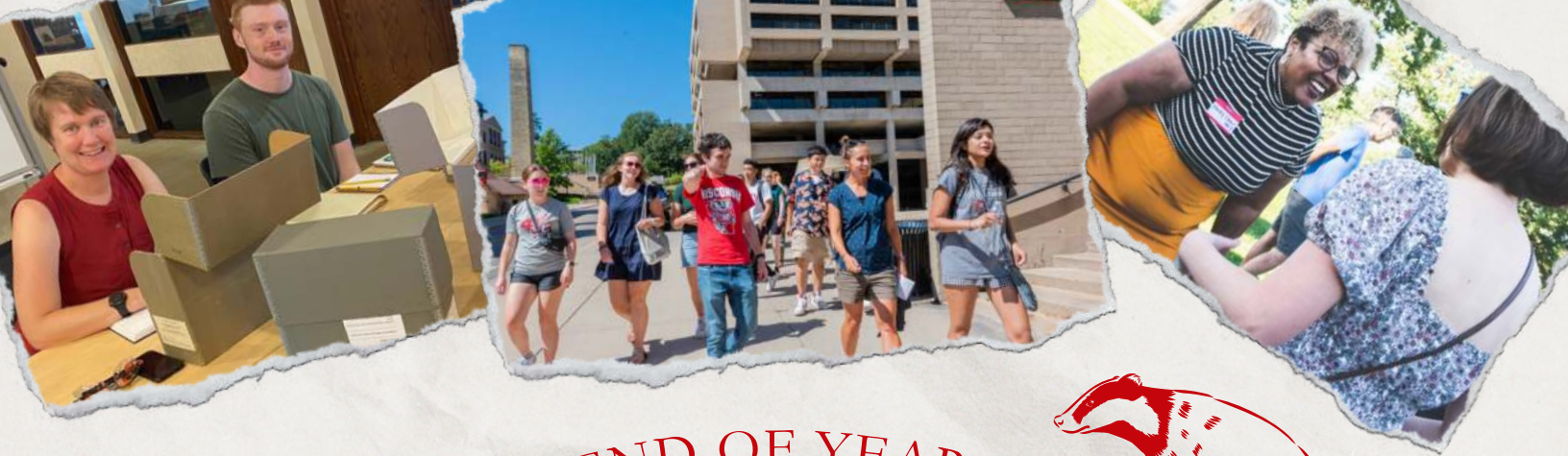
Andrew D. Weiner



Charles Scott

Charles Scott

Professor Emeritus Charles Scott passed away at his home in Madison on June 24th. Professor Scott was appointed to the faculty in the English Department in 1963, where he would go on to establish a program in English as a Second Language (ESL) for the instruction of international students at the university. During his tenure at UW, he helped establish new graduate programs in the field of English Language and Linguistics and in 1970 he began a four-year term as Chair of the Department of English. Over his career, he served on several overseas study projects (in India, Poland and China) and national committees, plus numerous campus committees and terms in the Faculty Senate. He also directed several English language teacher projects for international teachers from Japan and Italy. He retired from the UW-Madison faculty in 2000 after 37 years of service.



END OF YEAR
Thank you!



Despite dire predictions about the end of the humanities, interest in the English Major continues to grow! This semester we have 348 majors which is an increase over last year. Your financial support has made it possible for our majors to enjoy internships and study abroad this year, and to participate in researching the his/herstory of our Department—which you will hear more about in our Spring issue of Annotations. Your support for the Department of English also allows us our faculty and academic staff to continue or undertake innovative new directions in research and teaching as the interviews in this issue demonstrate, as well as community outreach efforts such as the English as a Second Language work described in this issue. Thank you for the generous contributions that make possible these rewarding educational experiences for students, new research, and civic engagement!

If you would like to make a year-end contribution for 2023 to support this work, you can make an online contribution to the Department of English Fund-112369130 with our [DONATE link](#), or you can send a check payable to the University of Wisconsin Foundation/Dept. of English to:

University of Wisconsin Foundation U.S. Bank Lockbox P.O. Box 78807 Milwaukee,
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If you have given already this year, thank you for your support!

