last spring, I gave a talk reminding all my fellow graduates why the last four years of their life mattered. I remember thinking bitterly as I wrote it, “Aerospace engineers don’t have to give this speech; everyone agrees that spaceships matter.” My English degree was astronomically rewarding, not just in the qualifications it bestowed upon me, but in the day-to-day intrinsic value of studying language, of honing my written voice, of delving deep
Self-study fosters improvement

Every seven years each academic department and program at CU-Boulder undergoes program review, and this year is our turn. I won’t lie to you; it’s a chore! But the exercise is also a valuable occasion to reflect on the considerable strengths of our department, to identify what we can do better, and to explore possibilities for developing in exciting new ways.

Here’s one fact our program review has made clear: Over half of our faculty members have joined the department in the last ten years. The influx of new people has brought new ideas, new vision, new areas of expertise, new course offerings, and renewed vitality, allowing us to build on our many established strengths and to expand into emergent fields of study. All of us who chose to become a part of this program joined an outstanding group of individuals characterized by their commitment to teaching great classes and to staying at the cutting edge of the discipline. And in the decade that I have been a part of CU-Boulder’s Department of English, I have only seen our program get better.

Even though the university requires a formal self-study process every seven years, our own reflection and self-evaluation never stops. We are constantly looking for ways to improve ourselves and become better at the work we do. Our commitment to providing high-quality education and to pursuing disciplinary innovation expands to other communities in and outside of the university, and, we hope, can and will involve you.

This publication, Snapshot, is a product of our continued self-evaluation. We’re exploring more effective ways to reach out to the incredible people — students, faculty, staff, alumni, donors, and friends — that make up our community. We would like to build stronger connections with our alumni, and we hope that Snapshot will contribute to that end.

We want to hear from you. When you share your story with us, you help our current students imagine future career possibilities. You also help us answer the “What can I do with an English degree?” question prospective students frequently ask. Please see the information about getting in touch with us on page 13.

We are eager to hear about your journey since leaving the department. In the meantime, best wishes to you for a wonderful holiday season.

Regards,
David Glimp, Associate Professor and Chair

Top: Senior Ryan Ellis lends a hand to set up a PR shoot with renowned artist and alum Suzanne Heintz. Bottom: Professor Stephen Graham Jones leads a graduate-level fiction workshop.
and long into this beautiful form of human expression. But it could be frustrating when, often, some aerospace engineer or future doctor would tell me that my chosen field of study wasn’t worth much of anything at all.

Five months later and yes, I’m throwing résumés into an indifferent and unresponsive void, but I’ve spent some time writing, even more time reading, and I’ve just come back from a six-week backpacking trip around Europe. Abroad, I put my education to practice in hostels and museums and bars from London to Kraków: meeting people, listening to their stories, marking the differences in style and narrative between the Australian wanderer I met in Brussels and the Syrian refugee I met in Vienna. My literary studies made me a more critical observer, but they also made me a gleeful, greedy gobbler of good stories, an avid listener at the proverbial campfire. My English degree turned my love of words into a love of the world, a world I still face with a bit of trepidation, but a much greater share of excitement and wonder.

New alumna Lauren Thurman trekked across Europe, learning first-hand how her English degree can help her negotiate life. Here she is in Salzburg, Austria.
Environmental Literature

The next frontier:
Proposal outlines fledgling environmental literary studies program

We, as a human species, are one with our natural environment and at the same time at odds with it. We depend on our surroundings to stay alive; yet, we often ignore and even snub its natural laws. It is the one constant in our lives, but our relationship to planet Earth is constantly in flux and unstable. Yet, that kind of tense relationship stimulates a creative spark for what lies at the heart of great literature – the expression of our interaction with the world and our perceptions of it.

With the university as a whole turning more attention to environmental issues, the English Department is following suit with rigorous discussion and intentional creation of a program in literary environmental studies. (See sidebar article for more on “What is environmental literature?”) Although environmental literature courses have been part of the curriculum for quite some time, many believe that a concrete program would benefit the department and its students, faculty, and the community at large in several ways.

“Humanities can impact public discussion profoundly, especially when that discussion centers around a topic that has such a definitive influence on our lives,” comments Chair David Glimp. “It’s within literature that people wrestle with culture and with our relationship with the world. I’m excited that my colleagues are developing a top-notch program and laying the groundwork for a leading center for research and teaching that addresses these emerging issues. It’s a great opportunity to build on our strengths.”

The genesis of an environmental literary studies program solidified last year when the department offered a seed grant for ideas that would enhance undergraduate and graduate programs, and provide an avenue for scholarly research. English colleagues Gladstone, Jacobs, Toulouse, and Winkiel, who form the committee to set up environmental literary studies as a flourishing, cutting-edge program within the department. As stated in a grant proposal submitted to the department in spring 2015, the committee “seeks to move the English Department’s engagement with the vital area of environmental studies beyond occasional course offerings and isolated research agendas toward establishing CU-Boulder English as the exciting place to study environmental literature.”

Note: The following article is based on an interview with faculty members Jason Gladstone, Karen Jacobs, Teresa Toulouse, and Laura Winkiel, who form the committee to set up environmental literary studies as a flourishing, cutting-edge program within the department. As stated in a grant proposal submitted to the department in spring 2015, the committee “seeks to move the English Department’s engagement with the vital area of environmental studies beyond occasional course offerings and isolated research agendas toward establishing CU-Boulder English as the exciting place to study environmental literature.”

Above: Graduate students and faculty members gather regularly to read and discuss works from authors who specialize in the genre of environmental literature.
Right: Advanced English majors delve into environmental topics in Professor Teresa Toulouse’s course, “American Nature Writing: Text/Context and Criticism.”
and Winkiel responded with a proposal that outlined a four-semester plan featuring these closely integrated activities: 1) a self study; 2) a national conference of prominent scholars and writers in the field; 3) diverse course offerings, including a team-taught course; 4) graduate and undergraduate certificate programs in Literature and Environment; and 5) a visiting writer/scholar whose expertise is focused on environmental literature.

The inception of an established program would enhance collaboration with other departments and programs across campus, most specifically with the proposed interdisciplinary School of the Environment and Sustainability (SES), allowing the English Department eventually to cross-list courses, share ideas, and work together to host special events or bring in leaders within the field. To ensure continued success of the program, the committee is also looking at ways to continue funding with grant proposals to SES, as well as to national funding organizations such as ISGP, the Mellon Foundation, NSF and NEH.

Already this past semester, the committee has formed a reading group of faculty members and graduate students who will explore the genre, share ideas, and discuss future endeavors.

This burgeoning field holds great potential for scholarly pursuit, and with an increasing number of authors, critics and creative writers identifying their voices in this genre, there is no end to where it can take us. Look for more exciting developments in the months ahead.

For a transcript of the interview, visit http://english.colorado.edu/environmental-literature-committee-discuss-scope-and-purpose/
Undergraduate program update

As the largest arts and humanities department in the College of Arts & Sciences, CU-Boulder English offers myriad opportunities for intellectual and social development to students at the university. We have 50 faculty members (professors and instructors) and 50 graduate student teaching assistants/part-time instructors who together teach approximately 130 courses in literature and creative writing each semester. Approximately 600 undergraduates have chosen English as their major or minor, with a few thousand more taking literature and writing courses as part of their curriculum.

While rigorous scholarly pursuit has always been our goal, the department does not ignore extracurricular activities that build upon and extend what students learn in the literature classroom. In the past year, under the directorship of Associate Chair Jane Garrity, our undergraduate program has made tremendous strides in initiating student groups aimed at enriching students’ experience outside the classroom. Here is a snapshot:

The Literary Buffs meet twice weekly to engage in intellectual literary discussions and creative writing activities, to swap stories and critiques, and to attend events and visit organizations that boost their connection with the literary world. Under the mentorship of Adriane Genette, the group conducts informal poetry slams, engages in literary outreach at local high schools, and hosts the Literature and Arts Festival each semester. Anyone on campus can join the Literary Buffs. Contact: adriane.genette@Colorado.EDU.

The English Student Advisory Council, lead by mentor Teresa Nugent, is a professional development student organization which provides opportunities for members directly to impact students’ experiences as English majors. The Council works with faculty, staff and fellow students to develop outreach programs that promote the major/minor, and it seeks to build community within the undergrad student population. In the future, the newly formed Council will also reach out to alumni to forge greater connections and networks. Look for more exciting developments to come. Contact: teresa.nugent@colorado.edu.

Our English Department Internship Program, directed by mentor Rachael Deagman, has also received much attention and new energy in the past year. Students earn course credit while exploring exciting career possibilities, networking in the community, and gaining valuable work experience. Here are just a few of our current internship options: Poetry Out Loud, Lighthouse Writers Workshop, Boulder Public Library, In the Telling, Dairy Center for the Arts, Boulder Chamber, and more! (See student comments at right.) Contact: rachael.deagman@Colorado.EDU.

If you’d like to learn about our undergraduate student programs, head to our website at http://english.colorado.edu/undergraduates/.

Onsite Selfies

The department offers a range of internship opportunities for juniors and seniors. Here’s what some of our current interns have to say about their experiences.

Lukas DeVries,
Boulder Writing Studio
“My internship has helped me to gain experience with professional writing. I can use this experience to further my career as an author.”

Emily Towers,
The Media Archaeology Lab
“I love working with these old computers and seeing how much technology has changed itself, but also how it’s been able to transform literature and art. It’s made me much more appreciative of my life in the 21st century.”

On October 15 featured scholars, artists and writers, including Joel Swanson (pictured above), director of the Technology, Arts & Media Program at CU. Joel shared several pieces of his art work, exploring language and how we interact with it.
I heard it too when I was an undergraduate English major, the inevitable question from caring if skeptical relatives: “English, what are you going to do with that?”

At the time (the 1970s), I sneered inside and said under my breath, “Nothing. You squares.” But look at me now. I’m an English professor and director of a very fine graduate program. Looks like I did indeed do something with a BA in English.

Much to the chagrin of my vocationally minded relations, I went even further, rendering myself functionally unemployable (in their view) by earning first a master’s degree, then a PhD. But against the odds—and their predictions—I landed a job at a large state university after completing a dissertation on the poetry (and reputed insanity) of late eighteenth-century poet, painter, and visionary William Blake. Now they tell their friends in retirement—with proud, shaky voices—that I work at the University of Colorado.

What they do not realize is that being a professor is far from the only thing one can do with an advanced degree in English. The graduate program in English at CU-Boulder prepares its students for a diversity of job prospects. Our master’s degree gives students knowledge of literature’s global, cross-cultural reach. It prepares them for a wide variety of jobs: teaching high school or community college, for instance, or writing and editing books and manuscripts. For some an MA from CU opens the doors to the country’s top PhD programs, among which our own is an up-and-coming contender.

The professional training our PhD students receive prepares most of them for placement in university jobs—but not all. We are adapting the skills we teach—in research, writing, and publication—to new opportunities in emerging fields such as digital humanities, educational data analysis, and professional theater and arts administration. The twenty-first century holds out more opportunities than ever for advanced students of literature, culture, and media. The graduate program in English at CU makes those futures happen.

As part of the department’s literary salon outreach program, second-year MA student Jill Gilm er presented her conference paper to an attentive audience at Frasier Meadows, a retirement community in Boulder. Her talk was based on Ana Lily Amirpour’s movie, “A Girl Walks Home Alone at Night,” the first Iranian vampire spaghetti western (a 2014 Sundance Film Festival selection).
Relatively few sentences juxtapose the words “professor” and “hip-hop.” Ditto for “Mozart” and “Mos Def” or “Emily Dickinson” and “Lauren Hill,” or even “literature” and “laboratory.” Adam Bradley, an associate professor of English at CU-Boulder, is assiduously changing that.

Now beginning its third year, Bradley’s Laboratory for Race and Popular Culture—or RAP Lab—is spreading the scholarship of hip-hop around the world and into K-12 classrooms. It’s also striving to help Colorado prison inmates break the cycle of destructive behavior without severing their social ties.

Like his scholarship, Bradley is a study in contrasts. He’s a hip-hop expert who grew up in Salt Lake City. He can dissect the literary devices of Shakespeare in one breath and Slick Rick in the next.

He teaches in the English Department, but his RAP Lab is in the Cristol Chemistry Building, bustling with chemists wearing lab coats and eye protection.

The RAP Lab is a “humanities hot-house” for cutting-edge research, teaching and outreach. Here, Bradley and a cadre of student and post-doctoral researchers are striving to understand the differences and similarities between American hip-hop and Polish hip-hop.

“We want to understand what’s going on with the language and the flow of lyrics, but also what’s going on culturally when something like hip-hop, which is born in an African-American context, gets taken over to a country like Poland, which is 98 percent white,” Bradley says.

Along with a colleague in Poland, the RAP Lab is compiling a global catalog of artists and scholars. So far, they’ve found potential collaborators in 26 countries; they could help answer questions about how hip-hop is expressed in other cultures and countries.

For now, the Colorado-Poland work is in the “proof of concept” stage—to show
there’s valuable information to be gleaned by comparing American and Polish rap.

Like the global hip-hop initiative, the RAP Lab got involved with Colorado prison inmates after an unsolicited contact.

Lisi Owen, executive director of the Colorado Prison Law Project, heard Bradley on Colorado Public Radio discussing his hip-hop in the classroom initiative, which helps students understand how hip-hop and literature employ many of the same devices—thereby helping students relate to and possibly even study literature.

Bradley decided what they needed was not “for me to go in and run my own little show, but rather to support what they’d already done.”

The inmates themselves have developed GAP, “the idea being, quite radically, to conceive of something driven by the inmates themselves rather than imposed from the outside.” The core principle is to “occupy but not abandon” the gangs in the prisons. This differs from most gang-related programs, which insist that inmates renounce their gang affiliations, resulting in very low rates of success.

The inmates have created a program that allows for self-transformation, “sometimes revolutionary change, without renunciation.” The RAP Lab’s role is primarily supporting the inmates’ work: sending books, making connections to outside experts, providing an ear. Bradley’s students are also researching other prison programs’ efficacy so as better to support GAP’s development.

Bradley emphasizes that the work with inmates reflects a common theme in literature, “that people are complex, far more capacious than we allow—that they can contain contradictions and can transform themselves.”

“We see it in literature. We allow it in literature, but sometimes we don’t allow it in life,” he says.

To learn more about the RAP Lab, see http://raplab.colorado.edu/.
Adam Bradley, 2015 Robert Stearns Award
The CU-Boulder Alumni Association selected Associate Professor Adam Bradley as a 2015 Robert Stearns Award winner. The award celebrates faculty and staff for extraordinary achievement or service to the university. Adam’s recognition is based on his superb scholarship, teaching and service, and especially his outreach efforts to local schools and work with the RAP Lab. Adam received this award at the 86th Annual Alumni Awards Ceremony on October 15. Read more about Adam’s work at: http://english.colorado.edu/bradley-named-a-recipient-of-2015-robert-stearns-award/

Marcia Douglas, National Endowment for the Arts fellowship
Marcia Douglas, associate professor of English in the Creative Writing Program, won a National Endowment for the Arts fellowship to write a novel inspired by the rising literary star, Zora Neale Hurston, who lost her camera on a year-long Guggenheim excursion to Jamaica and Haiti in 1936. Douglas’s project imaginatively reconstructs the photos of Hurston’s time among the maroons of Accompong, descendants of runaway slaves. Read the story in the Colorado Arts & Sciences Magazine here: http://artsandsciences.colorado.edu/magazine/2015/04/grant-helps-writer-develop-kodak-moment/

Ruth Ellen Kocher, Kayden Book Award
Ruth Ellen Kocher’s book of poetry, *domina Un/blued*, was selected as a winner of CU-Boulder’s Kayden Book Award. The awards, which are funded from the Eugene M. Kayden endowment, are intended to foster and promote publication in the humanities, research leading to publication, and the celebration and dissemination of excellent published humanities research. The award funds an author-meets-critics symposium on February 26, 2016, which enables the author and experts to discuss Ruth Ellen’s book.

Lori Emerson, Award as an Outstanding Teacher in the Use of Technology
CU-Boulder students nominated Associate Professor Lori Emerson for an ASSETT Award of Excellence as an Outstanding Teacher in the Use of Technology. Responding to ASSETT’s request last May, students enrolled in her class, *Introduction to Media Studies*, nominated Emerson. Read story here: http://english.colorado.edu/emerson-named-outstanding-teacher-by-students/

Nicole Wright, Lapidus Long-term Fellowship
Nicole Wright has been spending this fall in New York City, thanks to a scholars-in-residence program at the New York Public Library. The Lapidus Long-term Fellowship is awarded by The Lapidus Center for the Historical Analysis of Transatlantic Slavery to assist scholars whose research on transatlantic slavery would benefit from extended access to the Schomburg Center’s resources. Read more at http://english.colorado.edu/fellowship-recipient-nicole-wright-shares-experience-at-new-york-public-library.

Check out these and other recently published books by English Department faculty.
Introducing

Thora Brylowe, assistant professor. Thora is a scholar of British Romanticism and print history, who comes to CU via the University of Pittsburgh, where she worked as an assistant professor for five years. Her current book project examines a group of professional printers, authors, editors, painters and engravers, who worked in and around London during the late eighteenth and early nineteenth centuries. She is interested in the labor that went into making Romantic-era literature as well as visual and decorative art.

Alicia (Alice) Contreras, visiting associate professor. Alice specializes in post-Reconstruction and early twentieth-century American and Chicana/o literature. Alice is currently working on her first book, *The Campaign for Literary Practice: Mexican American Writers in the Age of Realism and Regionalism, 1885-1940*. The project examines three generations of Mexican American writers who attempted to navigate the US literary marketplace and to participate in professional authorship.

Eileen Lagman, assistant professor, Program of Writing and Rhetoric. Eileen received her PhD in English with a concentration in Writing Studies from the University of Illinois at Urbana-Champaign. Her research focuses on ethnographic studies of literacy learning with additional interest in migration, economics, and affect theory. Her current project examines the effects of “brain drain,” or the mass migration of skilled labor, on literacy education in the Philippines.

Adriane Genette, instructor and mentor, Literary Buffs. Adriane teaches for the Smith Honors Residential Academic Program and the Herbst Program of Humanities for Engineers. She is also a writing consultant at the Writing Center in Norlin Library and the drop-in Writers’ Lounge in Farrand Hall. Her interests include postcolonial literature and theory, American literature, and the importance of studying the humanities in STEM fields.

Rachael Deagman, instructor and mentor, English Undergraduate Internship program. Besides overseeing the department’s internship program, Rachael specializes in late medieval/early modern British literature and teaches traditional, hybrid and online courses for the department and Continuing Education. Currently, she is completing a book chapter for a collected volume called *Rethinking the Secular in the Age of Shakespeare*.

Teresa Nugent, instructor and mentor, English Undergraduate Student Advisory Council. Teresa joins us this year as the mentor of the new Advisory Council. She has taught online courses for the Division of Continuing Education, as well as courses on campus for the English Department. Her teaching and research interests include the history of British literature, Shakespeare studies, pedagogy and educational technology.

Retirees

Emeritus Professor Bruce Kawin taught in English and the Film Studies Program from 1975 until his retirement in spring this past year. He received an AB in English and Comparative Literature from Columbia (1967), an MFA in Creative Writing and Filmmaking from Cornell (1969), and a PhD in Modern British and American Literature and Film Aesthetics from Cornell (1970). His special interests include film history, screenwriting, genre study, modern literature (poetry, prose, and drama) and comparative literature.

Bruce has written several books of film and literary theory, including *Telling It Again and Again*, *Mindscreen*, and *The Mind of the Novel*. He has also written three books on Faulkner’s screenplays and two film textbooks. He has published a book called *Horror and the Horror Film*, and a book of poems, *Love If We Can Stand It*. He is currently working on a book of film essays and interviews, *Getting It Right*.

The department extends a hearty thank you to Bruce for all of his many years with CU-Boulder English.

Associate Professor Mary Klages uses visual aides to convey literary concepts. In her literary theory class, Professor Klages demonstrates grammatical structure with Tinker Toys.
Alumni events

Doug Burger literary salon and lecture series coming next March

Last spring, the department launched its first Annual Doug Burger Lecture in Medieval and Early Modern Literature speaker series on March 10. The series was named in honor of Doug Burger, a specialist in Medieval literature and one of the English Department’s most distinguished and inspiring teachers. He began teaching in 1965 and continued even after his retirement in 2009.

This year in recognition of Doug’s 50-year association with the university, the department is hosting a literary salon with Professor Burger on Saturday, March 12, 3pm in the British Studies Room (5th floor Norlin Library).

“We had such a positive response to honoring Doug Burger with the lecture series that we decided to bring him back to do a literary salon, especially this year to celebrate his 50 years with CU,” said department Chair David Glimp. Burger’s literary salon on Saturday is titled “Chaucer & Shakespeare: After the University.”

“My idea is that the participants could reflect on the kinds of influence, possibly the continuing interests, the kinds of encounters with the stories and of course the plays in their experience after graduation,” says Burger.

The Second Annual Doug Burger Lecture in Medieval and Early Modern Literature will highlight guest speaker James Simpson, the Donald P. and Katherine B. Loker Professor of English at Harvard University. Professor Simpson’s talk, “Charming: Magic, Performance and Performativity in Late Medieval and Early Modern Theater” will take place the following Tuesday, March 15, from 4:30-6pm in the British Studies Room.

Check our website closer to the event dates to learn more.

Homecoming events offered something for everyone

The English Department hosted three breakout sessions for Homecoming this past fall that offered a bit of everything to everyone. Undercover Breaking Bad: Revealing Literary Allusions featured Assistant Professor Richelle Munkhoff and some of her previous students, who engaged audience members in a lively discussion about the literary allusions in the show. The Media Archaeology Lab: Hands-on Experiments with Dead Media provided a tour and demonstrations of old but still functioning media from a hand-crank Edison phonograph player from 1912, a switch-based computer from 1976, to game consoles from the 1980s. And, graduate students Chris Haynes (PhD) and Maite Urcaregui (MA) held a workshop on comic books titled “Wait, wait, wait...They’re teaching comics in college now?”, which highlighted the history of comics and the medium’s place within higher education.
Yuri Chicovsky was born in Evergreen, CO, in 1978. As a boy, he was a pianist and a bowhunter. His undergraduate studies led him to a bachelor’s degree in English literature from CU-Boulder in 2003, where he focused on creative writing. Later that year, on a journey abroad in Europe, Chicovsky discovered photography. In 2005 his first exhibition, “The Sheep People,” hung at The Assembly, a gallery in Denver.

After some time spent in the Bay Area and travels in India and southeast Asia, Yuri returned to Colorado in 2010 to continue photographing the sheep people, which in turn led him to make a documentary film, “Sage Country.” With over 100 hours of footage and an original musical score, the film addresses the charmed yet fragile existence of a family of homesteader-ranchers in the American West. “Sage Country” is currently in post-production.

Yuri’s poetry and fiction have appeared in numerous journals, including Walkabout, The CU Honors Journal, Waving Hands, and The Encyclopedia Project. He has regular photography shows, most recently at the Evergreen Public Library. An exhibition at the Museum of Northwest Colorado is set for summer 2016. Chicovsky also has taught classes in creative writing and photography at Colorado Northwestern Community College in Craig, CO, as well as an ongoing memoir writing class through CNCC’s Lifelong Learning Program.

As a photographer and filmmaker, Yuri Chicovsky has captured stunning and authentic images that adeptly convey the lifestyles of the subjects he shoots. In photos above and left, Yuri documented what life is like for the people on the range in his “The Sheep People.” See more photos on his website: http://yurichicovsky.com/photography-portfolio/
Honoring someone you love who has passed away is one of the most respectful and enduring acts you can do. Through a memorial fund, you are not only helping students pursue their academic goals, but you are also preserving the memories of a person close to you. Here are a couple of very special gifts.

The Alex McGuiggan Scholarship: This scholarship was first awarded in spring 2010 in memory of Alex McGuiggan, an English major at the university. It recognizes the achievements of an undergraduate English major studying creative writing, with a preference for students whose strength is in writing poetry. Alex was an astute observer of human behavior and known for his wry sense of humor, mastery of the art of friendship, and unwavering commitment to following his own path.

The Curtis Michael Gimeno Memorial Scholarship: This scholarship benefits students with a creative writing emphasis who exemplify promise of talent in communicating through the written language and wish to pursue a career in writing. The scholarship was generously established by Donna Jorgenson Farrell in memory of and as a legacy to her son, Curtis Michael Gimeno, who enjoyed writing.

My name is Patrick Zeller, and I am the assistant director of development working closely with the English Department at CU-Boulder. I work directly with the faculty, allowing me to see firsthand their engagement with students, as well as the passion and care they bring to the job every day. At its very best, I get to see a snapshot of the department’s journey and mission, and it is my privilege to share my observations and experiences with you — our alumni, donors and friends of the university.

As an alumnus myself, one of the many joys of my job is that it provides the opportunity to give back to a university that has guided me, shaped me, and impacted me in ways that even an English professor would have trouble articulating. I encourage you to reconnect with the University of Colorado Boulder, to share your passions with us, and to remember the vibrancy of the institution that impacts students, faculty and staff like me every day.

Patrick Sullivan Zeller, Assistant Director of Advancement  
University of Colorado Boulder  
Email: patrick.zeller@colorado.edu  
Phone: (303) 541-1430

Supporting the department through your gift helps us to:

• Continue to attract and retain the very best faculty.
• Enhance the undergraduate experience through support of special programs, student organizations and study abroad opportunities.
• Attract more majors and diversify our majors.
• Compete for the very best graduate students.
• Develop offerings in new and cutting-edge areas of the discipline—including environmental literature, media studies, and the like.
• Assist English majors in translating their academic skills into job experience through internship programs and networking opportunities.

Smaller gifts to the department can:

• Help support financially strapped students.
• Help support graduate student research.
• Sponsor student organizations, such as the Literary Buffs, Walkabout (student-run departmental journal), the Student Advisory Council, and others.
• Help students afford study abroad programs.
• Fund awards recognizing student achievements.
• Contribute to ongoing initiatives, for instance, the Doug Burger Lecture Series.

Learn more at http://english.colorado.edu/undergraduates/scholarships-awards/
**Kim Swendson** is a senior majoring in English with a focus in creative writing and minoring in Italian. She works with the ASAP program at CU as an Italian tutor and breeds award-winning Bernese mountain dogs. During the summer, she works on a biodynamic farm in Santa Fe, cultivating heritage vegetables, working with the local CSA (Community Supported Agriculture), and wrangling cattle. Kim is a member of the English Undergraduate Advisory Council and editor for the *Honors Journal* in creative non-fiction (last year) and poetry (2015-16). She is working on her first poetry manuscript, *Baby*, and when not up to her eyeballs in dog hair, vegetables and homework, she enjoys hiking with her dogs, sitting in places she’s not supposed to, and laughing emphatically at bad puns.

“Receiving these scholarships has changed my entire perception of the validity of the work I have done for this degree in English and why. The pride that I feel for my work being chosen is more than I can comprehend because it is the first indication that my words can influence people. I am endlessly grateful to the families of Alex McGuiggan and Curtis Michael Gimeno, and the Creative Writing Program at CU-Boulder for the encouragement and validation that these scholarships have granted me.”

**Ansley Clark** is using The Dick Shahan Graduate Fellowship award in summer and fall 2015 toward her trip to France, where she is working on a translation of French-Romanian poet Linda Maria Baros’ work. As a young contemporary woman poet, Baros’ work has received excellent international recognition but has yet to be translated from French into English. Her collection, *La maison en lames de rasoir* (2006), was awarded the Prix Apollinaire, one of France’s most prestigious poetry awards. Regarding her success, *Poetry International* notes that “at the age of twenty-six, she is the youngest laureate in the 65-year history of this award.” Despite Baros’ early success, her voice is largely unheard of in the English-speaking poetry world — something that Ansley would like to change.

Ansley, pictured above in Normandy, France, is a third year MFA student. Her poems and essays have appeared in or are forthcoming from *Sixth Finch*, *Jellyfish*, *Diagram*, *Black Warrior Review*, *DREGINALD*, *Ilk*, *Nowhere Magazine*, and elsewhere. Her chapbook, *Geography*, is forthcoming from dancing girl press.

Check out more recipient profiles at [http://english.colorado.edu/undergraduates/scholarships-awards/](http://english.colorado.edu/undergraduates/scholarships-awards/) and [http://english.colorado.edu/graduates/graduate-scholarships-awards/](http://english.colorado.edu/graduates/graduate-scholarships-awards/)
There are many ways that you can be involved with our work here in the English Department.

Give a donation. The university has several ways that you can give a gift and affords many options for defining what you want your fund to do. As one of the largest departments on campus, the needs and potential within the department are great. Every bit of support brings us closer to our vision of creating and sharing a love for literature and creative writing. See http://english.colorado.edu/support-us/ or contact Patrick Zeller at patrick.zeller@colorado.edu.

Join our social media. We love to encourage a vibrant community during a student’s school years and after. Like our Facebook page, and feel free to leave a comment or two. http://www.facebook.com/cuboulderenglishalumni

Contribute to our blog. Do you have something to say or an opinion you would like to share? Contact communication specialist, Kim Elzinga, at 303-492-7995 or email your contribution to englmarketing@colorado.edu. See here for other entries: http://english.colorado.edu/blog/

Be a part of our alumni connection. Look for exciting new programs to come. And, fill out our alumni update form to keep us informed: http://english.colorado.edu/alumni/

Attend one of our many engaging and enlightening events throughout the school year. Check out our events calendar or sign up for RSS feeds on our home page.