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Community Outreach / “Scholarship in Action”

Teaching Creative Writing in the Community

Associate Professor and poet, **Michael Burkard**, and a former graduate student in the MFA Program in Creative Writing at Syracuse University, James Ineich, often discussed the possibility of teaching creative writing in the community. Along with Christopher Kennedy and Brooks Haxton, they co-authored a proposal for the Vision Grant to put this into action; and in 2002 James Ineich co-facilitated a course with then faculty member and fiction writer, Robert O’Connor. By this time, James was now a Ph.D. candidate in the Education Program at Syracuse University.

Michael Burkard has co-facilitated the course as well, and this spring will be the fourth consecutive year since 2003. So far their venues have been middle and elementary schools in the Syracuse area, such as Dunbar-Huges and Huntington School; however, public schools in the area have had their budget for art supplies and texts severely cut, and teaching assistants who were available to help in 2003 are no longer available. In the spring of 2005 one of the venues was, the Brighton Family Center, had to close. Currently, Michael and the other Creative Writers involved are seeking funding to help keep this program running.

This coming semester, at least one graduate student from the art program will participate in the course. Burkard has always wanted to have the course branch out in a collaborative direction with graduate art and music students who might be

interested in teaching in the community. As he says, “It would give us new perspectives on our approach and various assignments, and would broaden the base of the course.”

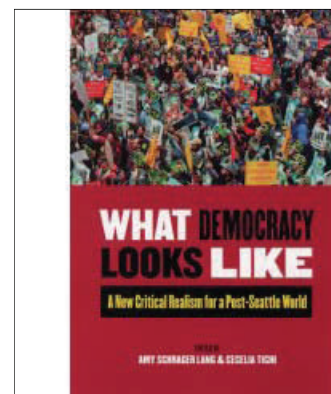
Project Advance

Project Advance is a concurrent enrollment program through which regular Syracuse University first-year courses are offered at a reduced tuition rate to high school seniors throughout the East Coast. Taught by carefully selected and trained high school instructors, who also hold instructor appointments at Syracuse University, some sixteen departments at Syracuse sponsor courses offered through the Project Advance program, each department designating a faculty member as coordinator.

Professor **Patricia Moody** of the English Department is Faculty Coordinator for Writing 105 and ETS 142, working with about 190 high school English teachers. The Writing and English courses are offered in 55 high schools, in 5 states, enrolling some 2,000 students. Professor Moody works with a cohort of six faculty visitors from the Writing Program, English Department and CSTL. As faculty coordinator, she maintains academic oversight of the program through syllabus review, program planning, new teacher training, and regularly visiting the schools to provide support and to ensure quality control.

Unlike the Advanced Placement program, which relies on national standardized tests, students taking Syracuse University courses through Project Ad-

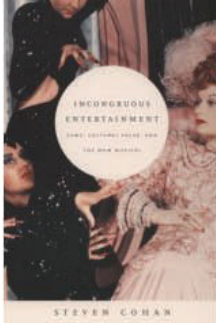
vance earn college credits for the work they produce, and learn the pacing and expectations of col-



lege work while still in the familiar environment of home and school. Studies indicate that students taking Syracuse courses through Project Advance do well in advanced course work once they actually matriculate at a college or university.

Each year during two weeks in July Professor Moody and Margaret Bonesteel, Associate Director of Project Advance, together teach an intensive workshop to train new teachers to teach Writing 105 and ETS 142. Also during July, Professor Moody plans and coordinates course offerings at the Special Topics workshop at Minnowbrook, providing teachers with additional opportunities for professional enrichment. In past years, several faculty from the Writing Program and English Department have served as guest faculty, offering courses for graduate credit in their fields of expertise. Recent participating faculty have included Eileen Schell, Linda Shires, Robert Gates, Arthur

“Scholarship in Action” (cont.)



Flowers and Department Chair, Gregg Lambert.

A highly successful model of school-college partnership, Project Advance has been nationally recognized by the Carnegie Foundation and the American Association of Higher Education and is nationally certified by the National Alliance of Concurrent Enrollment Partnerships.

Amy Schrager Lang, Professor of English and Humanities, has just published the co-edited volume, *What Democracy Looks Like*. Along with co-editor Cecelia Tichi, professor at Vanderbilt University, and 27 other contributors, the volume addresses the convergence of

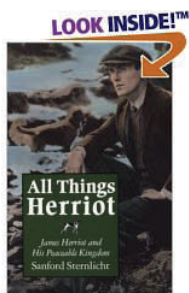
activists in Seattle during the World Trade Organization meetings in 1999, which marked the first major expression on U.S. soil of worldwide opposition to inequality, privatization, and political and intellectual repression. The editors argue that this turning point in world politics coincided with an ongoing quandary in academia—particularly in the humanities where the so-called “death of theory” has left the field on tenuous footing. “In the wake of “Seattle,” teachers and scholars of American literature and culture are faced with the challenge of addressing new points of intersection between American studies and literary studies. The narrative, the inau-

gurates a new critical realism in American literary studies. poem, the essay, and the drama need to be reexamined in ways that are relevant to the urgent social and political issues of our time.”

This path-breaking book urges scholars and educators alike to pay fresh attention to the material conditions of literature and culture, inaugurating a new critical realism in American Studies by providing a crucial link in the growing need to merge theory and practice with the goal of reconnecting the ivory tower elite to street activists. The volume was launched at this year’s MLA.

Professor Steven Cohan awarded Chancellor’s Citation for Exceptional Academic Achievement

Professor **Steven Cohan** has just been awarded the highest honor bestowed by Syracuse University for scholarship: the Chancellor’s Citation for Exceptional Academic Achievement. This award, last won in our department ten years ago, is bestowed upon members of the faculty who have made consistently outstanding contributions to the scholarly and artistic world. Selection committees note accomplishments that define or re-orient the candidate’s field of study, as recognized by his or her national and international scholarly community. With major books and articles in masculinity studies, film, and narrative, and through co-editing “In Focus: Routledge Film Readers,” Steven has re-oriented film studies, gender theory, and narrative theory. His work, known for meticulous research, rigor of application, and lively style, has been cited across the world and used in departments as varied as sociology, architecture, communication studies, cultural studies, and English. He will be honored at a banquet with the other 2005 citation winners this spring.



Sarah Brouillette, Emerson Fellow in English, has two articles forthcoming. Her work on Robert McLiam Wilson and Northern Ireland’s culture industries will be in *Textual Practice*, and “Zulfikar Ghose’s *The Triple Mirror of the Self* and the authenticating demands of cosmopolitanism” in *Modern Fiction Studies*.

Roger Hallas, Assistant Professor, presented a public lecture on the significance of the documentary in John D. Freyer’s art in the series “Is It Art?” in November during the artist’s exhibition Aftermarket at the Everson Museum of Art in Syracuse. This spring, along with Professor Steven Cohan, he has been invited to present a paper in the annual meeting of the Society for Cinema and Media Studies in Vancouver on “Animated Photo-Journalism.” Professor Cohan will present from his recent research on the intersection of “New York-Hollywood” in Film and Cultural Studies.

Sanford Sternlicht addressed 150 members of the English-

Speaking Union on January 9th in Winter Park, Florida on “James Herriot: His Life, Work, and Significance.” The lecture was based on his ALL THINGS HERRIOT: JAMES HERRIOT AND HIS PEACEABLE KINGDOM (Syracuse University Press, 1995).

Dympna Callaghan, Dean’s Professor of English and the Humanities, has been invited to speak at the next World Shakespeare Congress being planned by the International Shakespeare Association in collaboration with the University of Queensland. The Congress will be held in Brisbane from 16 to 21 July 2006.

In next issue of ENG@SYR.EDU: “Graduate Student News & Notes”