



SSHGS

PERSPECTIVES

The Newsletter of the Salameno School of Humanities and Global Studies

Message from the Dean

By Susan Hangen



Susan Hangen
Photo: Carolyn Herring

Greetings everyone! I am the new Dean of SSHGS and began this role on July 1, 2017. During the month of June, I worked closely with outgoing Dean Stephen Rice and learned a tremendous amount about the operations of our Unit. After 15 years of experience in teaching at Ramapo, and several years of running the Honor Societies and Honors Program, I am thrilled to be taking on new responsibilities at the

College. It is rewarding to have the chance to support our talented faculty in their roles as outstanding teachers and researchers. The achievements of many of our faculty are highlighted in this newsletter, and I hope this gives you a sense of what a vibrant learning community we have.

There are exciting new developments in our school. In January, we are looking forward to the opening of the Topken World Languages Lab, a renovated facility that will enhance language learning for students. Later this

(continues on page 2)

Todd Barnes – Latest SSHGS Professor to Win Bischoff Teaching Award

By Patricia Ard

The Salameno School of Humanities and Global Studies believes its faculty are great teachers; the rest of the college has concurred by awarding its annual teaching award to 10 of them.

The Henry Bischoff Excellence in Teaching Award is given to a faculty member whose work as a teacher embodies the best of Ramapo's teaching culture. Nominations are made by a faculty member on behalf of a colleague. The 2017 winner is Literature Professor Todd Barnes. He was preceded by Don Fucci (Literature) in 2016; Sam Mustafa (History) in 2015; Joint winners James Hoch (Creative Writing) and Jeremy Teigen (Political Science) in 2013; Paula D. Straile-Costa



Professor Todd Barnes with 2017 Teaching Award
Photo: Yvette Kisor

(Spanish) in 2010; Carter Jones Meyer (History) in 2009; Ira Spar (Ancient History) in 2002; Anthony Padovano (Literature) shared the award in 2000; and Ernie Simon (Literature) won in 1998.

I interviewed the newest winner – my Literature colleague Todd Barnes – about his teaching career. He talks about his inspirations and even gives movie recommendations:

(continues on page 4)

SSHGS Perspectives

Fall 2017

In This Issue

Message from the Dean	1
Bischoff Teaching Award.....	1
Faculty and Students Updates	2
Literature Students Hold Banned Books Roundtable	4
Fulbright Scholar in China.....	5
Professor Spar on Terrorism Advisory Board.....	6
Fall 2017 Readings at Ramapo.....	6
Students Abroad in Cuba.....	7
The British History Behind <i>Game of Thrones</i>	8

Message from the Dean

(continued from cover)

year, we are also anticipating the launching of a Philosophy major and a Certificate in Spanish for Health Care and Human Services.

SSHGS faces considerable challenges given the nationwide trend of declining enrollments in the Humanities. While majors that promise to train students for specific jobs are trendy in today's post-2008 economy, we remain convinced that the academic programs we offer in this school provide some of the best opportunities for undergraduates. The important skills students learn in liberal arts majors, such as research, writing, analysis and problem solving, endure over time in a quickly

changing economy and career landscape. These skills will provide our students with a solid base upon which they can build multiple career specific skills.

Students who pursue majors in SSHGS have a greater chance to explore the world during college that is not as accessible to students in majors oriented towards specific careers. Our major programs offer space for at least seven elective courses beyond the general education program, allowing students more time to find out what their true strengths and interests are, to learn about new subjects, to pursue a minor or to study abroad. The value of our academic programs shines through in the achievements of the students that are showcased here in this newsletter.

Faculty and Student Updates



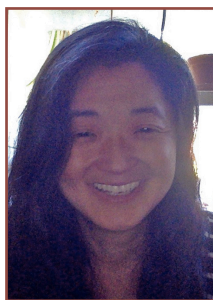
In November, Associate Professor **Todd Barnes** presented his paper, "Karaoke as Historiography: Richard Burton's 'Ghost Tape' and the Wooster Group's 'Hamlet'"

in Kolkata, India as part of Heritage College's conference, "401 years after Shakespeare: Shifting Paradigms from the Shakespearean Human to the Post-human," sponsored by the Shakespeare Society of Eastern India. Last May, an excerpt of Prof. Barnes' essay "'Strange Garments': Borrowing Africa's Robes" appeared in the Shakespeare Theatre Company's program for *Macbeth*, directed by Liesl Tommy (the first African-American female nominated for a Tony award in direction for her direction of *Eclipsed* on Broadway). Prof. Barnes also completed work on a project examining New York City's Shakespeare Gardens, a project which began as an invited talk given to the Central Park Conservancy. His essay, "Nature's Journeymen-Cultivating Political Desires in New York City's Shakespeare Gardens" will appear in an essay collection entitled *Enchanted, Stereotyped, Civilized: Garden Narratives in Literature, Art and Film* (Königshausen & Neumann, 2018), edited by Sabine Planka & Feryal Cubukcu. Prof. Barnes also reviewed Jeffrey Knapp's new book, *Pleasing Everyone: Mass Entertainment in Renaissance London and Golden-Age Hollywood* (Oxford UP 2017). His review will appear in *Renaissance Quarterly* 71:1. Prof. Barnes recently joined the editorial

board for Cambridge University Press's *Elements: Shakespeare Performance* series.

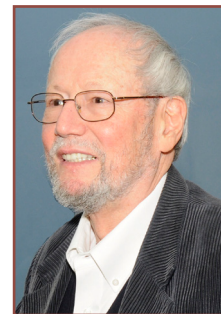
Neriko Doerr, Assistant Professor of Anthropology and International Studies, published the following three articles: "Immersion, Immigration, Immutability: Regimes of Learning and Politics of Labeling in Study Abroad," co-authored with former Ramapo College student Richard Suarez, in the journal *Educational Studies* (Fall, 2017); "Phantasmagoria of the Global Learner: Unlikely Global Learners and the Hierarchy of Learning" in the journal, *Learning and Teaching* (June, 2017); "Discourses of Volunteer/Service Work and Their Discontents: Border Crossing, Construction of Hierarchy, and Paying Dues" came out from the journal, *Education, Citizenship, and Social Justice* (December, 2016).

She also presented or organized the following scholarly talks: "Interstices of Pokemon GO and Pokemon NO: Intersecting Chronotopes and Moral Panic of Augmented Reality" at the Annual Meeting of the Asian Studies Association in Toronto (March 16-19, 2017). "Intersecting Chronotopes and Emerging Imaginary of Japan: Politics of Landscapes in Pokemon GO" as part of the session; "Learning an 'Enemy Language' as the Heritage Language: Politicization of Language and Family in a Japanese TV Show 'Massan'" at the Annual Meeting of



the International Pragmatics Association in Belfast, Northern Ireland (July 16-21, 2017); "Landscapes that Matter: Racism, Language, and Anthropology of Marginalization," presented at the Annual Meeting of the American Anthropological Association in Washington D.C. (November 29-December 3, 2017). Professor Doerr also presented a paper titled "Minority Linguistic Landscapes for the Dominant?: Rejection, Recruitment, and Reflection" as part of the session.

Associate Professor **Paul H. Elovitz** in 2017 presented papers and organized professional panels held at Fordham University and at the IPA's (International Psycho-historical Association) annual meetings held at NYU. In September 2017, he presented "The Pioneers of Psychohistory and



My Personal Dilemmas," at Fordham University's Lincoln Center Campus in Manhattan with two Fordham scholars in a panel he organized. Last year, he published more than a dozen articles and interviews on politics, psychobiography, psychohistory, scholars, suicidal terrorism, Trump's narcissistic need for adoration and conflict, and other subjects. His Winter 2017 *Clio's Psyche* symposium article, "Reflections on How People and Society Change," had commentaries by ten colleagues from Britain, Germany, and the U.S. Two additional articles were written with a student he mentored who has now moved on to graduate school.

Faculty and Student Updates

continues from page 2

Students in **Professor Iraida López's**



Intermediate Spanish II and Contemporary Latin American Literature classes attended a 17th century play, *Valor, agravio y mujer* (Courage, Betrayal, and a

Woman Scorned), at Teatro Repertorio Español in October. A witty parody of the Don Juan myth, the play was authored by Ana Caro, one of the female playwrights of the Spanish Golden Age. Students also enjoyed a tasteful lunch at Mexico Lindo Restaurant.

Professor López has presented her work at the Latin American Studies Association (LASA) international congress in Lima, Perú, in May 2017, the 100 Years of Migration: Stories of Caribbean Exile and Diaspora symposium held at Indiana University in September 2017, and the Nuevos Horizontes en Iberoamérica congress in Mendoza, Argentina, in November 2017. The paperback edition of López's book, *Impossible Returns: Narratives of the Cuban Diaspora*, will come out in the spring 2018.

Professor **Carter Meyer** was recently appointed as a member of the Board of Trustees of the Hermitage, a historic house museum in Ho-Ho-Kus. Additionally, as part of the centennial commemoration of U.S. entry into World



War I, she gave a number of lectures at area libraries on "Woodrow Wilson, Propaganda, and World War I." Most recently, she was invited to speak on World War I at Brandywine Living in Mahwah as part of Ramapo's Lifelong Learning program, which sponsors faculty lectures at the Center.

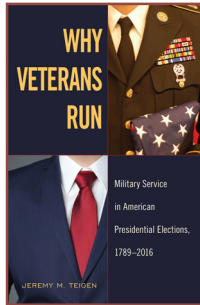


Creative Writing professor **Hugh Sheehy** has stories in a recent edition of *Waxwing* and forthcoming issues of *Hotel Amerika* and *Five Points*.

Stacie Taranto, Associate Professor of History, had an article titled "Why abortion—not sexual misconduct—is likely to decide the Alabama senate race," in *The Washington Post* on November 30, 2017.



Jeremy M. Teigen finished *Why Veterans Run: Military Service in Presidential Elections, 1789-2016* published by Temple University Press (January, 2018) and presented a paper at the Inter-University Seminar on Armed Forces and Society Conference in November 2017.



Professor **Lisa Williams's** poetry chapbook, *In the Early Morning Calling*, will be published in 2018 by Finishing Line Press.



Three SSHGS students presented at the Northeast Regional Undergraduate Research, Scholarly, and Creative Activity Conference of the Council of Public and Liberal Arts Colleges (COPLAC) on October 13-14, 2017. The annual two-day conference was held this year at Mansfield University, Pennsylvania. The COPLAC conferences foster connections among faculty and students from other public, liberal arts colleges.

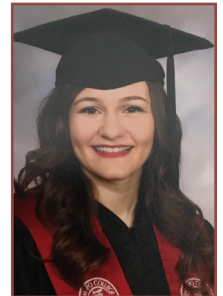
The students, listed, did their research under the guidance of faculty mentors, and presented their work through poster and oral presentation.

Paul Brennan — "Technology, Family, and Semiotics in *Videodrome*" (faculty mentor **Todd Barnes**)

Jimmy Grissman — "The Politics of Sister Wives: Is Polygyny Misogynistic" (faculty mentor **Rebecca Root**)

Sara Catherine Lichon — "Identity Crisis: How the Outcome of the Cold War Affects Our Understanding of the Crisis in the Ukraine" (faculty mentor **Tae Kwak**)

Literature major **Jessica Bowman** is working on an Honors thesis about contemporary Young Adult author Judy Blume. Her faculty mentor is Professor Patricia Ard, who regularly teaches a course on "Children's and Young Adult Literature"; Associate Professor of History Stacie Taranto is also an advisor on the project. Ms. Bowman is focusing her research on the frequent censorship of Blume's young adult novels such as *Are You There God? It's Me, Margaret* (1970) and *Deenie* (1973), among others. Jessica seeks to place the censorship of Blume's books in the context of the history of American book censorship as well as the 1970s historical period in which they were published.





Literature Students Hold Banned Books Roundtable

In September 2017, the Literature Club, along with the Literature Honors Society Sigma Tau Delta and Literature and Library faculty, used the occasion of Banned Books Week to hold a roundtable on the subject. Students joined faculty in discussing aspects of this practice, which include requests to, in some form, remove a book from being read due to such issues as language, violence, sexuality or the belief that a book is not age appropriate. In his fictional take on book censorship, *Fahrenheit 451*, Ray Bradbury wrote, “A book is a loaded gun.” As the roundtable made clear, many throughout time have tried to keep what they deemed explosive material away from readers.

Literature professor Patricia Ard began the discussion by defining “challenged” versus “banned” books, particularly in the children’s and young adult genres, and Professor Ed Shannon analyzed the history of the banning of comic books. The students discussed their own experiences with challenged readings, and each student read a chosen passage from a banned book. The library faculty paired with the roundtable, including a display in the library on this subject.



Students, faculty and librarians discuss book censorship during Banned Books Week. Photo: Patricia Ard

Todd Barnes – Latest SSHGS Professor to Win Bischoff Teaching Award

(continued from cover)

1. You received your award from last year’s winner, Don Fucci, who recently retired as a Literature professor. Did getting the award from this particular Ramapo colleague have any special meaning for you?

Don Fucci was the first member of the Ramapo community I met. He picked me up at my hotel when I came for my on-campus interview. Shortly after I was hired, Professor Fucci invited me to participate in the summer Educational Opportunity Fund (EOF) program. I’ve taught in this program ever since, and it’s been one of the great highlights of my time here at Ramapo. As a first-generation college student who benefitted from a similar program in California, the EOF program is especially important to me.

2. You were a high school teacher before you began teaching on the college level. How does that experience inform your teaching today?

I know how to catch plagiarizers, and I’m always looking for ways to make my courses feel unlike a high school classroom.

3. How did you wind up as a Shakespeare specialist? And, don’t students find his works—intimidating?

I ended up studying Shakespeare because the high school where I began teaching didn’t have a vast library of texts to choose from. Shakespeare was something with which I was familiar, and it was something we could read and analyze together in class (students were reluctant to read at home). The more I prepared for my high school students, the more I realized that there was a long and fascinating history of Shakespeare scholarship with which I wanted to be familiar. Shakespeare scholarship that was recent at the time, in the 1990s, had a Marxist, feminist, cultural materialist bent, and I decided that in order to best understand this scholarship I’d have to go to graduate school.

4. You’ve published a lot of scholarly articles on Shakespeare. Can you in one sentence tell us about one of those?

I recently finished an essay in a series published by the Arden Shakespeare; the essay used a heterodox macroeconomic theory called Modern Monetary Theory (MMT) to closely read *Julius Caesar* and track important changes in how

early moderns imagined debt and finance, changes which I argue shaped what Shakespeare’s audiences expected from revenge tragedy.

5. One of the courses you teach is “Shakespeare on Film.” Can you recommend a really great film of one of Shakespeare’s plays? A particular favorite?

I like the really off-beat, corny, or camp versions of the films. *Deliver Us from Eva* (2003), an adaptation of *Shrew* starring LL Cool J and Gabrielle Union is pretty great, as is Aki Kaurismäki’s *Hamlet Goes Business (Hamlet liikemaailmassa)* (1984). I think the really great adaptations are Derek Jarman’s *The Tempest* (1979), Julie Taymor’s *Titus* (1999) and *Midsummer Night’s Dream* (2014), Alan Brown’s *Private Romeo* (2011), the Taviani Brothers’ *Caesar Must Die* (2012), Joseph Mankiewicz’ *Julius Caesar* (1953), the Wooster Group’s *Hamlet* (2012), and Vishal Bhardwaj’s Shakespeare trilogy (*Macbool*, *Omkara*, and *Haider*, *Macbeth*, *Othello*, and *Hamlet*, respectively). The Potter library owns all of these films, many of which are pretty hard to find.

6. Confirm or Deny:

1. Most of your arm tattoos are actually about Jane Austen?

Deny. Many people think that, but the large tattoo on my back actually depicts the last scene in Brontë’s *Jane Eyre*. As you know, people are always mixing up Austen and the Brontës. Joking aside, eight of my tattoos are literary, and two reference Shakespeare.

2. You teach a course called “The Performance of Everyday Life”?

Confirm, and it’s my favorite class to teach!

3. You received both your undergraduate and graduate degrees from the University of California at Berkeley and will teach surfing when you retire?

Deny. I’m from the part of California, the breezy and foggy San Francisco Bay Area, where people don’t really surf. Surfing begins in Santa Cruz and moves south. Though I did enjoy sailing and skateboarding, I never spent time sunbathing or going to the beach until I moved to New York. Now I go to Brighton Beach constantly in the summer.

Fulbright Scholar in China

by Dean Chen



As a U.S. Fulbright Scholar to the People's Republic of China in 2017-18, I am grateful for the opportunity to be part of the "Teaching about America" program. At the School of Public Administration of Jilin University (located in Changchun, Jilin Province, also known previously as Manchuria), I teach graduate seminars to M.A. and Ph.D. students with political science and international relations backgrounds. The seminars courses include U.S. foreign policy, international relations, comparative politics, and U.S.-China relations. Essentially, the main objectives are to demonstrate America's liberal arts educational system and how our graduate seminars are structured to encourage critical/analytical thinking and discussion.

In addition to teaching, I am also invited to travel to other major universities in China to give Fulbright lectures on American diplomacy and foreign affairs. With U.S.-Chinese relations as one of the most vital bilateral ties in the 21st century, I believe such scholarly and cultural exchanges are extremely important to deepen mutual trust and understanding between the two nations.

Given my research and teaching interests on China and Sino-American relations, I am very excited to visit museums and historical sites there. The city of Changchun, for instance, used to be capital of Manchukuo when Imperial Japan exercised aggression and dominated Northeast China from 1931 to 1945. It was also a key battleground among the Chinese Communist Party, Chinese Nationalist Party, the United States, and Soviet Union in the immediate post-WWII years.

I look forward to more opportunities to visit other places in Mainland China as well as interacting with local citizens during my Fulbright stay. These experiences and observations will enrich my understanding of Mainland China, and I am eager to share them with faculty and students at Ramapo.

Dean Chen at the Great Wall of China



Professor Chen with Chinese students



Professor Spar on Terrorism Advisory Board

Ira Spar has recently been appointed to the Advisory Board of the Center for Terrorism, Transnational Crime and Corruption (TraCCC) at George Mason University, the nation's first center devoted to understanding the links among terrorism, transnational crime and corruption, and to teaching, researching,

training and helping to formulate policy on these critical issues. TraCCC is a research center within the Schar School of Policy and Government at George Mason University. Supported by a grant from the U.S. State Department, he will serve on a team to analyze the illicit trade in looted cultural property from Iraq and Syria and develop information that can help law enforcement develop tools, mechanisms and practices to investigate, interdict and designate organizations and individuals involved in antiquities trafficking. In November 2017, he presented a lecture and participated in a panel discussion on a State Department sponsored meeting on Antiquities Trafficking How Can We Counter it? Is it Funding Terrorism? The program was introduced by Kari Johnson U.S. Department of State Bureau of Political-Military Affairs. Registered attendees included representatives from the State Department, Homeland Security, FBI and the intelligence community.

Other speakers included Dr. Patty Gerstenblith, Distinguished Research Professor, DePaul University College of Law, Ute Wartenberg Kagan, Executive Director, The American Numismatic Society and Col. Chris Herndon, U.S. Army (Ret.), Senior Research Fellow, College of International Security Affairs and advisor to Saudi Crown Prince Mohammed bin Salman.

Over the next year Dr. Spar as a member of the Advisory Council, will provide guidance on the geographic provenance and value of looted Mesopotamian artifacts and provide input on issues of policy and strategies to disrupt trade in stolen items. He will also advise on developing training materials and strategies to support law enforcement in selected partner countries.

Readings at Ramapo in Fall 2017

By Hugh Sheehy

Readings at Ramapo started with a bang this semester, welcoming novelist, short story writer, and craft theorist David Galef to campus for a master class in writing flash fiction. Professor Galef, who directs the Creative Writing program at Montclair State University, arrived on campus to find a classroom filled with enthusiastic students. In about sixty minutes, he introduced a taxonomy of short fiction forms—distinguishing, for instance, between flash fiction, sketches, and vignettes—and led students in exercises dedicated to producing examples of each. Students shared their work and expressed a good deal of enthusiasm and interest in the forms Galef had discussed as well as surprise with how well many of their in-class compositions turned out.



David Galef

November occasioned a visit from novelist and short story writer Sarah Blackman and poet John Pursley III, who joined me in a discussion about their work, history as writers, experiences as students and as teachers (Blackman directs

a Creative Writing program for high school students, while Pursley teaches at Clemson University), and publishing before giving a reading to a packed house. It was a brief visit, but students reported feeling energized, some by Blackman's vividly imaginative fiction, some by Pursley's lyrical, encyclopedic poems.

(continues on page 8)



Hugh Sheehy discusses writing with visiting authors Sarah Blackman and John Pursley III.

Students Abroad in Cuba: Cuba in Perspective

by Iraida H. López

In May 2017, nine Ramapo students, a majority of whom were from SSHGS, one out-of-state student, and I took off for Havana from Newark Airport. I served as the program's faculty leader. Several hours later, we arrived at the *residencia* in the centrally-located Vedado section of the Cuban capital. This became our headquarters, whence we would be picked up to go to the Centro de Estudios Martianos, a research center devoted to the study of José Martí (1853-1895), preeminent writer and fighter for Cuban independence from Spain. In the grand mansion that houses the Center students received lectures on Martí, race relations, women, culture and the visual arts, literature, and the LGBTQ community. During breaks, we would be served a *cafecito* or Cuban coffee, so strong it could only be consumed in a small demitasse.

Museum visits and tours of Old Havana and other neighborhoods were included in the program. In addition, we visited the famed *escuelas de arte* at the National Art Schools, about which the students had watched a film, one of several they had been assigned over the spring semester. Three top architects worked on the innovative design of the Schools, partly built soon after Fidel Castro came to power in 1959. Before long, however, the revolution shifted its attention to more utilitarian projects and the Schools were left unfinished. They are nonetheless stunning even today. Finally, a weekend excursion to Las Terrazas and Viñales, a two-hour ride from Havana, afforded the exploration of the lush countryside, home of the unusual geological formation called *mogote*. The students had the opportunity to visit a tobacco farm, go horseback riding, and bathe in a river.

Just as important, we held engrossing discussions on Cuba and US-Cuba relations sitting in a circle in the *residencia* porch. One of these revolved around the cost of living on the island now that many government subsidies have been cut and private enterprise is on the rise, fueling not-so-subtle social distinctions that were largely invisible until the turn of the millennium. Students had been instructed to go into *agros* or fruit and vegetable stands as well as supermarkets in order to figure out how much a family would need to get by, comparing their estimates against official salaries in Cuban currency. It was an eye-opening activity.

In these meetings, we would end up discussing ambivalent features of Cuban life that escape easy definition.

In keeping with the course title, Cuba: Revolution and Evolution, a historical perspective informed the up-to-date class readings, lectures, and discussions, highlighting the changes that have taken place in Cuba over the last six decades. The emphasis on evolution led to an examination of what we mean when we talk about a Cuba that needs to be seen "before it changes." One of our History majors, familiar with Native American historiography, concluded that this notion reminded her of Holmberg's mistake, as it reflects a type of ethnocentrism giving rise to fallacies regarding an immutable Other. Throughout the trip, students remarked how essential it is to visit Cuba if one wishes to overcome the mirage induced by complacent reporting. A visit allows one to dispel the myriad misconceptions about the island that have been commonplace, going beyond vintage cars and rundown architecture. It allows one to talk

to ordinary Cubans and discover the diversity of views in their midst, especially across generations. It also allows one to reflect on the role one could play in improving hemispheric relations.

Each of the students contributed in unique ways to the success of the program. Since access to the Internet is very limited in Cuba, the students had to engage with one another and become fully aware of their surroundings. Having to tolerate the lack of access for a mere two weeks, they appreciated the rewards that a society relying on face-to-face communication rather than virtual reality may offer. The focus away from technology no doubt contributed to heightening the affective facet of the experience—an experience that will stay with us for a long time. Students kept a handwritten journal, and wrote papers and took a final exam after their return. In the fall, they eagerly presented about Cuba in several classes and at a special event during our International Week. As the faculty leader, I could not have hoped for more engaged, energetic, and enthusiastic students. It was a privilege to work with the Roukema Center as well as other colleagues in launching this new program that helps students reach their own conclusions regarding Cuba, so near and yet so far.



Professor Iraida López with students in Cuba: Back row, from left; Reilly Cox, Anastasia Caulfield, Sarah Stacey, Christian Stagaard, Dara McGuinness, Anais Gonzalez, Olivia Kesselhaut. Front row, from left: Greg Kesselhaut, Iraida López, Angie Montilla, Angelica Cedeno



British Studies Center Presents “Game of Thrones” Talk

In November, Literature Professor Yvette Kisor explained the British history behind many of the character and story lines of the popular television show “Game of Thrones” (GOT) to a large crowd of interested student and faculty. The show is an adaptation of George R. R. Martin’s fantasy book series, “A Song of Ice and Fire,” and Kisor explained how Martin, an American, was influenced by several British places and historical events.

Kisor began by suggesting similarities between a map of the United Kingdom and the GOT “worlds” map. She talked of the parallels between Hadrian’s Wall, which separates Scotland and England, and the massive wall of ice in GOT, separating the kingdoms from the same “barbarians” that the Roman wall was built to keep out.

Martin relies more on actual medieval history than many of his fellow fantasy writers. Kisor showed a short, animated video of the complicated War of the Roses, explaining how Martin considered an historical novel based on this War but that he didn’t like that readers would know the ending. Instead, Kisor noted, he used elements of these civil wars for control of the British throne in his fictional book series. Even the famous GOT episode where the villainous King Joffrey meets his death by choking on poisoned food had a precedent in British history in the death by choking (or poison?) of Eustace, the son of King Stephen, after his plundering of the monastery at Bury St. Edmunds. “George Martin,” Kisor explained, “is a voracious reader of British history.”



Professor Yvette Kisor speaks to students and faculty
Photo: Angelica Pasquali

2017 marked five years since the founding of the British Studies Center in SSHGS. The Center sponsors talks and events related to British literary, historical and popular culture, including its annual Shakespeare Day, which in 2018 will be held on April 23—Shakespeare’s actual birthday.

Readings at Ramapo in Fall 2017

(continued from page 6)

The Series concluded in December with a student reading featuring Paul Brennan, Nick Sammartino, Christine Zielinski, Alexandra Davies, Lucas Negrin, and April Hanna. These students performed readings of their poetry, fiction, and nonfiction for a large audience of their peers in the Pavilion.

Readings at Ramapo will return in the spring with a slate of exciting authors, including Kirstin Valdez Quade, Ada Limón, and Susan Steinberg.



Christine Zielinski, April Hanna, Lucas Negrin, Nick Sammartino, Alexandra Davies, Paul Brennan.
Photo: Hugh Sheehy