



# Department of English & Comparative Literature

## I Don't Want To Strike But I Will

By Randy Santamaria

"I don't want to strike, but I will"—and by the look of things, they probably have to. The California Faculty Association (CFA) has been struggling for over twenty months with the California State University (CSU) Administration; every skirmish up until now has sent the CFA to the tipping point of what could be the largest labor-strike for higher education in the history of the United States. Though the potential strike will most likely garner national attention, large factions of SJSU students are oblivious to what the CFA is fighting for.

Among several other problems, the main issue between the CFA and the CSU Administration is the CSU's



Teachers casting their ballots outside the student union

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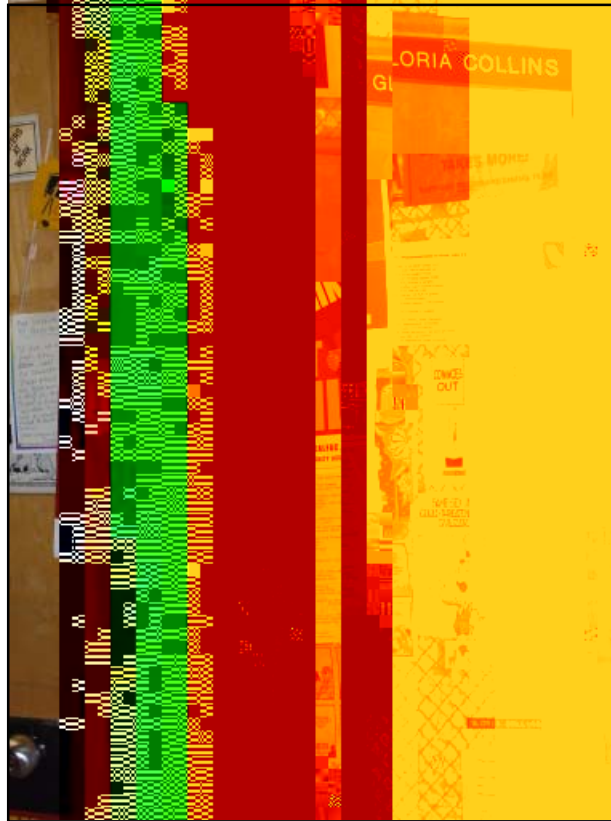
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an all-time high, having gone up 76% since 2002, and is also planned to increase by 10% each year until the end of the decade. On the other hand, Administration salaries have gone up with over a thousand administrators in the CSU system earning six figures, and include lavish retirement plans among many other perks.

There is plenty of blame to go around for the lack of educational funding, yet the CFA only asks the Legislature for three things:

- 1) Rollback student fees;
- 2) Eradicate perks for administration executives, including but not limited to: housing allowances, car payments, early retirement packages – all on top of raised salaries;
- 3) Negotiate a fair contract in good faith for the faculty of the CSU system.

Since other diplomatic procedures have failed and the strike seems imminent, the faculty is making careful considerations to refrain from negatively affecting their students' learning experience as much as possible. If the strike were to occur, it would build momentum as a "rolling-strike" – a strategy where a fraction of the faculty will stay behind the picket lines on one day, and the other faction will strike on the following day. Implementation of this strategy limits the classes that students might miss between one



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# A Great Cause for Celebration

Take a walk anywhere around the San José State University campus this year and there is one thing that becomes instantly apparent: we are celebrating. The Sesquicentennial Anniversary is bringing about some wonderful events and, especially for the English Department, the 150<sup>th</sup>

State University.

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English majors, like other students, dream of the moment when the tune of the graduation song fills their ears as they walk down onto the field at San José State University. That exciting anticipation can accompany stress about what they are going to do from that day forward. What career can one obtain with a Bachelor of Arts degree in English? Students want to know that all their hard work and years in classrooms will lead to a satisfying occupation.

They needn't worry. English majors' abilities to communicate efficiently through the written word are tremendously valuable assets in numerous fields of work, such as teaching, law, business, advertising, and journalism. Employers seek individuals who can deliver messages clearly to customers, audiences, and co-workers. Writing can be an effective way of doing exactly that.

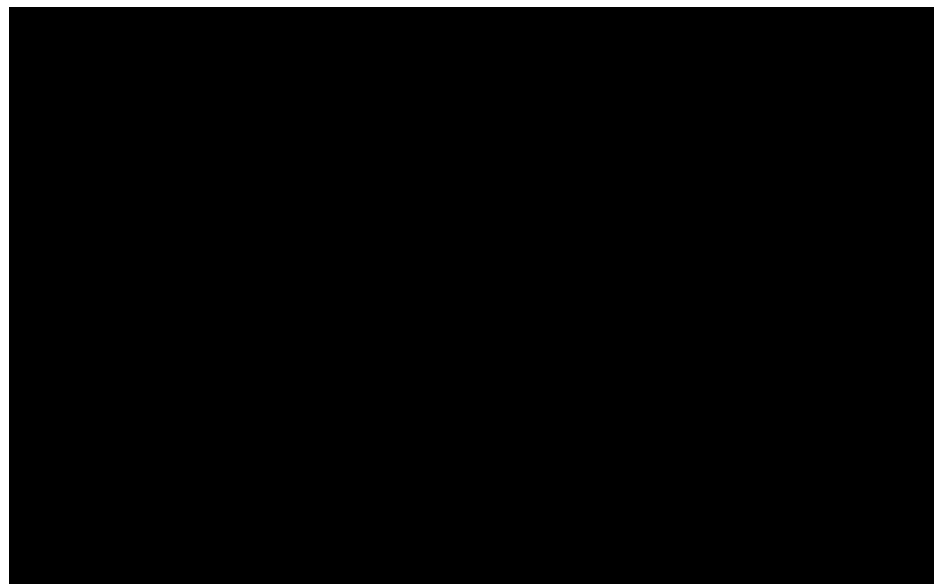
Whether someone is interested in writing informative, persuasive, or narrative pieces, or proofreading the writing of others, there is a spot available. If an English major is interested in being a journalist, editor, or technical writer and handles deadlines well, he or she could consider looking into newspapers, magazines, trade publications, advertising agencies, or government agencies. According to the Bureau of Labor Statistics (a good resource for job information), "Employment of writers and editors is expected to increase 9 to 17 percent through the year 2014." The demand for skilled writers and communicators is constantly growing

in our society.

Those with a B.A. in English are well on their way to becoming teachers, if they choose that as a potential job. However, to be a public school teacher, appropriate teacher certification is an additional requirement beyond the B.A. If someone is interested in passing on his or her knowledge and enriching others' minds, great places to show interest are at public schools, private schools, and libraries. The Bureau of Labor Statistics states that "job opportunities for teachers over the next 10 years will vary from good to excellent." The realization that smaller class sizes are more beneficial than larger classes is increasing the need for more educators.

English majors have many resources they can utilize to find the

right jobs for them. As mentioned before, there is the Bureau of Labor Statistics, which has a wonderfully thorough website. It offers information about working conditions, qualifications, outlook, and earnings for a large number of different careers. Another source is the Eureka system, which supplies information about education and work. It includes self-assessment tools for those who are still



Sharon Goodenough enlightening young minds at Leigh High School

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# A New Face in Fiction at SJSU

By Allyson Rocha

the ideal candidate for this position is challenging and requires extensive consideration by the selection committee.

The pool offered many intelligent and outstanding applicants from diverse backgrounds and teaching methods. When trying to distinguish one candidate from another, one of the most important inquiries the committee made was asking what expertise this nominee could bring to the position. Though the answer to this question varied for each applicant, all the candidates expressed enthusiasm and dedication as being important factors. Emily Mitchell said, "I hope to bring experience and

This spring semester faculty and students have been meeting and getting to know the candidates, who are eagerly hoping to fill the position of assistant professor in creative writing for fiction. The selection committee, which is comprised of seven faculty members, had the difficult task of narrowing twenty-five finalists down to five, out of the initial one hundred applicants. The final five candidates have spent much time enlightening both faculty and students on their many literary accomplishments, and their plans to enhance the position of fiction professor. The job's key responsibilities include teaching lower-division, upper-division and graduate fiction writing courses, and advising the staff of our literary magazine, *Reed*. The fiction professor will also be responsible for teaching some general education courses, including English 71: Introduction to Creative Writing. Understandably, the task of selecting

of tomorrow.

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# A Center for Writing, A Center for Learning

*By Jason Alvarado*

Until a month and a half ago, if students needed help with their writing they only had a couple of options. They could ask their professors for help, or they could go to the LARC (Learning Assistance Resource Center) and get help from their skilled tutors. But now students have a third option: The Writing Center.

and proofreading, English majors

writing specialists.

business letters.

of writing.

lish. Since they are already

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# Course Descriptions - Fall 2007

## **English 22: Fantasy & Science Fiction**

Read the original works that inspired Peter Jackson!! We will read large sections of J.R.R. Tolkien's *Lord of the Rings* and study the medieval and linguistic backgrounds to his epic tale. Other works may include the *Fall of the House of Usher*, *The Time Machine*, *Rossum's Universal Robots*, *Princess of Mars*, *Do Androids Dream of Electric Sheep?*, *The Sandman*, *Neverwhere* and short stories by William Gibson, Dean Paschal, Ursula K. Leguin and Arthur C. Clarke. Emphasis is on epic and dark fantasy with some science fiction and cyberbunk.

**Professor Stork: MW 1200-1315**

**Professor Eastwood: 1800-2045**

## **English 56A: English Lit to 1800**

Major literary movements, figures, and genres from Anglo-Saxon period through the eighteenth century. Works and writers may include *Beowulf*, Sir Gawain and the Green Knight, Chaucer, Spenser, Sidney, Shakespeare, Donne, Milton, Dryden, Pope, Swift, Fielding, Johnson, Boswell.

**Professor Polluck: TR 0900-1015**

## **English 56B: English Lit 1800-Present**

Something for everyone in the greatest hits of British Literature for the past two-hundred-odd years, covering the Romantics, Victorians, Modernists and Postmodernists, their poetry, fiction, drama and prose.

**Professor Harris: TR 1030-1145**

## **English 68A: American Lit to 1865**

Survey of American literature. Native-American myths to Walt Whitman.

**Professor Shillinglaw: TR 1200-1315**

## **English 71: Introduction to Creative Writing**

Writing in various literary genres; emphasis on eliciting and developing talent in various kinds of creative writing.

*Prerequisite: English 1A; sophomore standing or above*

**Professor Miller: MW 1200-1315, 1330-1445; R 1800-2045**

**Professor Maio: TR 1330-1445; T 1800-2045**

**Professor Berman: M 1600-1845**

**Professor TBA: MW 0900-1015**

## **English 71: Introduction to Creative Writing (Online)**

Introduction to Creative Writing (English 71) is a 3-unit lower-division

W1A; srd



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**English 106: Editing for Writers**

Perplexed by punctuation? Grieved  
over grammar? Overwhelmed by  
organizational problems? This course



**English 190: Honors Colloquium**

for us.

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# Chair's Message - Spring 2007

*By Scott Rice*