Undergraduate Research Grant Proposal
Intimate Dialogues: Kiki Petrosino's *Fort Red Border* and Race in the U.S.
Student researcher:
Faculty advisor: Zach Savich

A-Relevance & Significance of Topic

In poet Kiki Petrosino's debut collection, Fort Red Border, dialogue often is used to portray a sense of intimacy between characters within the poems and creates direction. This raises the question, how does dialogue create a sense of intimacy, particularly on sensitive topics such as race? Inspired by critic Charles Bernstein's notion of "creative wreading," a methodology that combines critical analysis and creative writing, and by my work in English 307: Poetry Writing, I will investigate how it's possible to use dialogue in order to create intimacy with characters from pop culture that perhaps there is little chance of intimacy with in reality, while also focusing on how it reveals and discusses sensitive topics, such as race. My research will combine literary analysis, creative writing, and an interview with Petrosino leading to a piece of feature journalism, drawing on my background during my final semester at SU. This project will help me to produce new concepts about dialogue and processes in Petrosino's poetry, while also producing original creative work that can contribute to discussions of race in popular culture as well as advancing my own work as a journalist or writer. These conversations are particularly significant because it speaks to readers in a way of revealing the inner emotions and feelings of people in sensitive situations through the use of the literary devices of dialogue and technical writing. More broadly, it will help to see the processes behind the creation of dialogue to produce intimate language and contribute to more thoughtful usage in the future. I will be presenting my initial research and gaining information for the latter part of the project by attending a conference that will provide opportunities to deepen my investigation.

B-Description of project including adequacy of design, feasibility, and likelihood for success

The proposed design sets out the project step by step and with pre-determined and reasonable deadlines. This project will progress through five distinct steps.
1) By November 9, I will re-read Petrosino's Ford Red Border and write a short summary that analyzes key themes and techniques. I have chosen my main topic of interest to be the analysis of how Petrosino uses dialogue in her poetry in order to express intimacy within popular culture figures and as a way to discuss sensitive topics such as race.
2) By November 16, I will complete additional reading to aid my analysis. These readings will include the poetry of contemporary African-American poets Shane McCrae, Claudia Rankine, and Harryette Mullen, along with the critical writings of Evie Shockley.
3) By November 28, I will draft five poems that extend from my analysis of Petrosino's writing. These poems will focus on the use of dialogue in order to express intimate and culturally complex topics such as race, as well as using popular culture figures in order to relay them.
4) On November 30, at the Poetry Exchange Project Conference at Tulane University, I will present my analysis and poems and I will interview Petrosino, who will be a featured presenter at the conference.

5) I then will revise my poems, drawing on Petrosino's insights, and write a feature story for The Slate about Petrosino's work and my research experience. During my time at the conference and with Petrosino, I hope to develop one of the final pieces of journalism for my time studying journalism at SU.

After I graduate in December, I will return to SU in the spring to present my work at the Celebration of Student Research. I will then have a complete packet of additional creative work as well as research. I am confident in my ability to complete my research in a timely manner, under the deadlines set by my advisor and myself. I believe that the project will be successful because the research is significantly extending from work done in the classroom that I am already invested in. I have begun the research already on the topic, begun preparing for the work and interview, and have already begun to get invested in seeing the project through until the end.

C-Potential for learning in terms of academic, career, personal development

By analyzing the key themes in Petrosino's work and relating them to current issues and themes, it will encourage deeper thought about them and help to develop this type of thought with other poems and pieces of fiction. Also, reading any type of literature for comprehensive understanding encourages analysis of other pieces of work, including creative as well as academic writing. This project, done under the supervision of Professor Zach Savich, will encourage more independent understanding and analysis of new poetry. It will also encourage and continue to spark interest in topics I might have been able to start learning about at Shippensburg University and expand upon them. It also becomes a great place for the development of writing skills that I use in an academic setting as well as when I graduate, and then it becomes more towards my career.

The opportunity is not only helpful academically in school, but is helpful career-wise as well, as I wish to pursue a career in journalism. Not only will increased interviews and interactions with people from different places be beneficial for my career, but will help to build more experience for when I am looking for work in a professional and business setting. The type of workshops and skills that are going to be covered at the convention will also help and contribute to my journalism career. The type of creative writing and critical understanding that will take place during this project will add to my journalistic type of writing, creating more creative and vivid feature stories for newspapers and magazines that I want to work with after graduation. Reading poetry has not only the potential to inspire, but to develop ideas about future stories and also to improve reading and writing in the future.

On a personal note, I feel like presenting at the conference in New Orleans will continue to inspire me, since it will provide the chance to meet with students from other institutions and with published authors, while participating in advanced discussions of poetics,. Reading and analyzing poetry can help me to develop my own work in poetry. This conference opportunity will encourage me to continue traveling and working with different sorts of people, before I graduate at the end of this semester.

D-Role, involvement and activities of student and faculty member clearly identified and explained

During each of the five stages outlined in section B, I will consult with Prof. Savich throughout the project and I will meet with him upon the completion of each step. He will

provide detailed comments on my written analysis, my poems, and my article for The Slate. He will attend the conference in New Orleans and provide feedback on my presentation and assist me in revising my presentation for the Celebrated of Student Research, in light of my continued research on the project. While this project is wholly distinct from in-class work, I will continue to work with Prof. Savich in Eng 307: Poetry Writing, providing dynamic opportunities for my independent research to impact my academic studies.

Shippensburg University of Pennsylvania: This worksheet is designed to assist you in preparing your proposal budget. Work with your faculty mentor to identify reasonable costs. Enter your information in the "pink" shaded areas. If you prefer, you may create your own worksheet. If you do so, you are expected to use the same budget categories and to use the same layout as provided on this template. Call IPSSP for questions and/or technical assistance: 717-477-1251.

			$/unit	#	$
Project Title:		Intimate Dialogues: Kiki Petrosino's *Ford Red Border* and Race in the U.S.			
Lead Student Name:					
Lead Student ID #:					

UGR Grant - Proposed Budget

			$/unit	#	$
Supplies	Item	*Example*	25	3	75
Use these lines for	Item 1	*description*			0
consumable supplies* and	Item 2	*description*			0
materials you will need for	Item 3	*description*			0
your project. **Do not** request	Item 4	*description*			0
funding for electronic	Item 5	*description*			0
equipment and/or digital	Item 6	*description*			0
devices already available	Item 7	*description*			0
through the University.			TOTAL SUPPLIES		0
					$0
Printing/Posters	Item 1	*description*			0
	Item 2	*description*			0
	Item 3	*description*			0
			TOTAL PRINTING		0
					$0
Student Travel	Conference registration		0	0	0
	Air fare		522	1	522
	Automobile miles @ 0.555/mile		25	1	25
	Tolls		0	0	0
	Parking		0	0	0
	Hotel		120	2	240
	Meals	(maximum= $25/day; itemized receipts required)	25	3	75
	Other				0
			TOTAL STUDENT TRAVEL		$862.00
Other					0
Use for expenses that do not	*description*				0
fit categories above.			TOTAL OTHER		0
Faculty Travel	Conference registration				0
	Air fare				0
NOTE: The maximum faculty	Automobile miles @ 0.555/mile				0
award is $400.	Tolls				0
	Parking				0
	Hotel				0
	Meals	(maximum = $25/day; itemized receipts required)			0
	Other				0
			TOTAL FACULTY TRAVEL		0
			TOTAL STUDENT REQUEST		$862.00
			TOTAL FACULTY REQUEST ($400 max)		0

Consumable supplies are those which will be used-up or spent during your project. (Durable equipment items — including electronics and digital devices — will not be funded unless they are unavailable through the University. Such items must be retained by the University upon project completion.)