

Department of English, Comparative Literature, and Linguistics



Program Performance Review, 2012-2019
English and Comparative Literature
Department Self-Study

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I. Department Mission, Goals, and Environment

I.A. Mission and Goals

The Department of English, Comparative Literature, and Linguistics at California State University, Fullerton, offers B.A. degrees in English and Comparative Literature as well as an M.A. in English. (The Linguistics program, which offers a B.A. and M.A. in Linguistics, is being reviewed separately.) The department is proud of its mission to provide high-quality study in the humanities at an accessible public university. We currently have 20 tenured or tenure-track (T/TT) faculty members as well as 44 part-time faculty. In 2018, we had 520 undergraduates majoring in English or Comparative Literature, 61 graduate students in English, and approximately 28 minors. Across all our programs, including our many writing courses for nonmajors, we offer over 10,000 instructional seats annually.

The mission and goals of the undergraduate and graduate programs in English and Comparative Literature at California State University, Fullerton, have not changed significantly since the last program review. Our students study writing, writers, and culture from a variety of disciplinary perspectives. The first sentence of the university's mission statement still avers that "learning is preeminent," and indeed the acquisition and transmission of knowledge continues to be the first priority of our programs. Our faculty bring together a number of subdisciplines under the banner of English, including comparative literature, composition and rhetoric, creative writing, literary and cultural studies, literary theory, environmental humanities, digital humanities, and English education.

At a time when it has become fashionable in certain quarters of the public sphere to denigrate the academic study of the humanities, this department remains steadfast in its commitment not just to study English in all its forms, but to do so in a way that remains true to the mission of our institution. The university mission statement says that California State University, Fullerton is a "regional university with a global outlook" that strives to be "a center of activity essential to the intellectual, cultural and economic development of our region." In that spirit, the department similarly strives to be an intellectual incubator, bringing the study of writing and writers to a diverse student population who will make use of their learning throughout their personal, professional, and civic lives.

Our degree programs currently include a B.A. in Comparative Literature, a B.A. in English, and an M.A. in English. In addition, we have responsibility for the campus Writing Center; the Single Subject Matter Preparation Program (SSMP) in English; newly launched minors in Comparative Literature, Creative Writing, and English; and a large number of writing courses that serve the campus at large. As indicated above, instructional faculty for this current academic year (2019-2020) include 20 T/TT faculty members, 1 full-time lecturer, 38 part-time faculty, and 6 Teaching Assistants (TAs). Of those 20 T/TT faculty, one is half-time due to the Faculty Early Retirement Program (FERP) and one is a Management Personnel Plan-classified administrator (MPP) with retreat rights who does not currently teach in the department.

During the most recent academic year, the Writing Center serviced nearly 9,000 students in tutoring sessions and workshops, employing 25-27 Instructional Student Assistants (ISAs), nearly all of whom are earning degrees in English. Although it is submitting a separate PPR, the department also houses the Linguistics program, which includes 3 T/TT and 2 part-time faculty. Our programs are supported by the department's three full-time staff positions and two part-time student assistants.

Spurred by the university's evolving culture of assessment, the Learning Goals of our programs have developed since the last PPR. For all of our programs in English and Comparative Literature, the department has developed a set of Learning Goals and Outcomes and mapped them to the curriculum. Although some goals vary by program, in general, our programs' goals include the ability to read critically, to write effectively, to conduct research, and to demonstrate disciplinary expertise, such as knowledge of literary works and traditions.

I.B. Disciplinary Changes and External Factors

At universities nationwide, a number external factors, some economic and some cultural, have been spurring declines in the number of earned humanities degrees, including those in English, for several years now. Despite this nationwide decline, our enrollments have largely held steady during the period of review. As measured by total headcount, we have seen fairly even growth in the major for the past five years (see Appendix A, Table 2-B). While perhaps we cannot know definitively why our English major has not seen the declines seen at other programs, some likely contributing factors are discussed below.

We have continued to update our curriculum to reflect the vibrancy of the modern English degree, while still maintaining our dedication to the core skills and areas of study that have defined the degree for several generations. We have added a number of new courses during the period under review in response to curricular trends in the wider discipline of English. In response to local and national interest in increasing students' access to High Impact Practices (HIPs), we added a new Senior Seminar (ENGL 495T) required for all English majors, a curricular change designed to enhance students' overall undergraduate education as well as give them the experience of an intensive capstone experience in the major.

While we of course continue to emphasize the inherent worth of the academic study of English and Comparative Literature, we have also taken steps to publicize the professional value of those degrees in the post-college marketplace. The department has instituted a successful and well-attended annual Alumni Career Panel, in which CSUF English alumni employed in a range of different professions speak to students about English and the modern job market.

In addition, partly in response to external factors such as the national conversation over the often-overlooked professional utility of the English degree, the department recently launched three—two entirely new and one thoroughly revamped—minors. After all, not all students interested in English and Comparative Literature are willing to commit to a major, and our new minors in Comparative Literature, Creative Writing, and

English are designed to allow students to explore offerings that may complement their respective majors. The minors were influenced by other external factors, too, namely an increased university and college emphasis on global literacy, which led to the Comparative Literature minor, and compelling evidence of student interest, which led to the Creative Writing minor.

In response to a university-wide emphasis on improving advising, we also reworked our advising structure, allocating significant new resources to undergraduate advising. Advising is still done by faculty members as part of their committee work, but the department elevated that committee from an ad hoc to a standing committee in order to better account for the increased workload. We also created an entirely new position, a Director of Undergraduate Studies, to coordinate advising hours and practices, review graduation applications, add additional advising hours, and liaise with the Dean's office and other advising stakeholders on campus. The creation of the Director of Undergraduate Studies position effectively increased the total number of direct advising contact hours by a third while more than doubling the total number of hours devoted to advising-related work.

Other external challenges to which the department has needed to respond mostly pertain to quasi-regulatory influences such as Chancellor's directives or union compliance issues. As discussed in Section II.A, in 2017, the Chancellor's Executive Order (EO) 1110 reworked remediation in English and Mathematics across the CSU system, dramatically changing the still-new Early Start program and compelling the discontinuation of at least two English classes (ESE 80 and ENGL 99) and the creation of one new one, Preparatory College English (ENGL 101P), designed for students in need of additional support in writing.

In 2019, our programs benefitting Teaching Assistants (TAs) and Instructional Student Assistants (ISAs) were determined to be out of compliance with the newest Unit 11 Collective Bargaining Agreement (CBA). Previously, those programs operated on a corequisite model, in which students acquired in-class academic knowledge about writing instruction and then applied that knowledge directly while working at the Writing Center (for ISAs) or as instructors of record in the ENGL 101 classroom (for TAs). The CBA compelled a significant reorganization of those programs, as they both shifted from a corequisite to a prerequisite model. For TAs, it also compelled a reduction in the total amount of teaching experience for which they would be eligible, as shifting to a prerequisite model while maintaining the same degree completion time required halving the number of teaching semesters for which they would be eligible (see also Section II.A).

I.C. Future Priorities

The department has recently lost three faculty members, and its first priority is to regain the number of tenured/tenure-track (T/TT) faculty members it had even three years ago. Its present T/TT headcount, in fact, is even lower than the 2018 total listed in Appendix C.1—itself a five-year low—due to the fact that one of those faculty left at the end of the 2018-2019 academic year. (Note that the figures in Appendix C.1, Table 9

include the Linguistics program. In 2018, English and Comparative Literature specifically had 17 tenured faculty [including 1 MPP with retreat rights], 3 tenure-track faculty, 1 FERP at .5, and 1 full-time lecturer.) The department is conducting two tenure-track searches during the present academic year, and plans to request additional hires next year. One crucial short-term goal, in other words, is to fill the depleted ranks of T/TT faculty.

But we would like to suggest that we may be slightly underfunded even at our current FTEF allocation. The *Chronicle of Higher Education* recently ranked our department number 23 in the nation among public institutions for the number of English B.A. degrees awarded in 2017-2018. It's worth stressing, though, that we have achieved this ranking with a number of T/TT faculty that is significantly smaller than most of our peer English departments. Our two closest peers in those rankings, for example, Cal State Northridge and Sacramento State (tied at number 30), both award fewer English B.A.s than we do, yet have significantly more T/TT faculty—55% and 115% more, respectively. In surveying other English departments at public Master's-comprehensive institutions on the *Chronicle's* list, it seems clear that Cal State Fullerton has an unusually small number of T/TT English faculty for its size. (See "Where Do History and English Majors Come From?" in *The Chronicle of Higher Education*, 12 January 2020.)

We have long prided ourselves on having the majority of our major course offerings taught by T/TT faculty. Yet there are also significant, and growing, student success service obligations that reassign many faculty's time away from the classroom in favor of important advising or administrative responsibilities. As discussed in Section IV.A, a not-insignificant portion of the department's service obligations involve taking T/TT faculty away from teaching majors to serve in capacities that chiefly benefit nonmajors. The department would like to work collaboratively with the Provost and the Dean's office to grow our T/TT density.

The department has made an effort to schedule strategically and responsibly while prioritizing the protection of the 3/3 teaching load, as discussed below. We plan to maintain that 3/3 teaching load while being mindful of our ongoing assigned-time service obligations, all while working with administrators to grow our T/TT faculty ranks.

During the period of review, we have also expanded our outreach efforts, making changes we intend to continue in the future. Literature and Popular Culture (ENGL 200) and Introduction to Creative Writing (ENGL 105), both GE courses that do not count toward the degree, were reimagined as large, accessible courses that could serve as gateways to the major or a minor. In addition, multiple ENGL 101 sections have been targeted for a short presentation on the English major and career options, in a bid to encourage students to consider an English major. Given that these efforts are roughly coeval with the recent increase in majors, it seems they are having some positive effect.

Other outreach efforts during the period under review include: a faculty- and student-developed, community-oriented conference on writer Philip K. Dick's close relationship with CSUF, organized in concert with Pollak Library; a campus-wide limerick contest

held for National Day of Writing; the allocation of resources to create a student space for all English, Comparative Literature, and Linguistics students; a “One Book” series of events for Freshmen English majors to encourage peer-to-peer interaction and build a cohort long before degree coursework actually commences; and a “Pizza with Your Profs” event to aid retention and student-faculty interaction. The department has also produced other town-gown-style events, such as a collaborative series of events planned by faculty, students, and the library to celebrate the 200th anniversary of *Frankenstein*; collaborations between faculty and nonprofit organizations such as the 1888 Center in Orange; collaborations between faculty and community business partners, such as local publishers, or nonprofit organizations, such as The Links, a professional organization for women of color; and a grant-funded, multi-university and multi-disciplinary partnership to study climate education issues. We intend to emphasize similar outreach and retention efforts in the future.

II. Program Description and Analysis

II.A. Substantial Program Changes

B.A. in English

Our most significant curricular change to the B.A. in English is the planning and implementation of a Senior Seminar (ENGL 495T). This course, designed to be a High-Impact Practice that gives students a capstone experience of a small, intensive seminar, became a requirement with the Fall 2017 catalog year. Faculty offer innovative graduate-style seminars in their area of expertise and 1-2 different topics are offered each semester. Students are required to take 495T during one of their final two semesters. New topics are still being developed, but current topics include Witnessing the Invisible: Comparative Literature; Advanced Creative Writing, Poetry; Slumming and Literature; James Joyce, Virginia Woolf, and Illness; and Latino/a Science Fiction and Afrofuturism.

Also in the Fall 2017 catalog year, we added an entirely new course, Introduction to Rhetoric, Literacy, and Composition Studies (ENGL 304), to the “Language Courses” requirement of our B.A. in English curriculum (which previously housed only two courses), to better reflect the diversity of the overall discipline of English. We also discontinued the Comparative Studies overlay requirement, which was difficult for students to fulfill in a way that upheld the original intent of the requirement.

Naturally, we continued to develop and renew the overall diversity of our course offerings. During the period of review, we developed new courses in Caribbean Literature (ENGL 379), Scientific Writing (ENGL 363), The European Novel (CPLT 384), Writing for Social Action (ENGL 405), Literature in the Age of Film (CPLT 375), Queer Literature and Theory (ENGL 356), Rhetoric, Literacy, and Composition Studies (ENGL 304), Language and Power in African American Culture (ENGL 410), and Literature and the Environment (ENGL 350), all as part of our ongoing devotion to ensuring our

curriculum reflects not just disciplinary trends, but also the diversity of our students and our changing world.

M.A. in English

For the M.A. in English, we have made a number of structural changes mostly directed toward streamlining and improving parts of the program that already work well. We began combining students into a single section (rather than multiple sections) of our introductory class, Introduction to Graduate Studies in English (ENGL 500) to create a cohort and sense of community. We also began incorporating specific professionalization activities into that course. Because of the professionalization activities emphasized there and elsewhere in the program, including new mandatory writing workshops, we recently elected to discontinue our Portfolio requirement, as it had become redundant with other elements of the program. We also significantly changed our Project Proposal structure to more clearly emphasize student success and give students additional opportunities to produce high-quality work.

Students submit a Project Proposal during their penultimate semester, before writing their Project during their final semester. During prior periods of review, if students' Proposals were not accepted immediately, they could resubmit once, and if it was not accepted then, they could not submit again until the following semester, effectively delaying their degree completion by at least a semester if not more.

Since the last PPR, we overhauled that structure to now require students to attend a mandatory workshop on writing and revision two semesters before writing the actual Project, and one semester before their Proposal is due. We also changed our submission-and-revision structure for Proposals. Students are now given three chances to succeed, not two, and we have added ample additional support. If a student's proposal is not accepted initially, they are now required to submit a letter detailing their revisions with their resubmission; if it is not accepted after the first resubmission, the student is required to attend a collaborative meeting with their Project director and the Graduate Studies committee before their second revision. In the unlikely event that it is not accepted after a second revision, we have now reconfigured the Proposal timeline to allow students one final chance to submit a third time before the end of the semester. Though still new, these changes seem to work well, as students are given a much clearer sense of where the bar for success is placed, as well as more opportunities and support to get there.

Although not a degree program, we have seen declining interest in our Professional Certificate Program in Writing and Teaching, a certificate program available to our M.A. students. Because of that declining interest, as well as a difficulty in offering the full variety of courses necessary for students to complete the certificate in a timely manner with robust curricular options, we recently voted to discontinue the program.

English Education

In late 2019, the department came to an agreement with the College of Education about rebalancing our collaboration on the Secondary Teaching Credential in English. For a number of reasons, including the strain its administrative workload places on faculty

and our overall course offerings, at the beginning of the 2020-2021 academic year the department will transfer the administrative apparatus of the credential program—applicant selection, student teacher placement, supervision, and so on—to the College of Education. This will leave our department to focus purely on the academic instruction of future teachers by maintaining curricular authority over two courses at the academic core of the program, Methods of Teaching English in Secondary Schools (ENED 442) and Seminar in Secondary Teaching (ENED 449S).

In addition, our Single Subject Matter Preparation Program (SSMP) was recertified in 2014 to be in compliance with new Common Core requirements. Though no curricular changes were required, that recertification process included working closely with the California Commission on Teacher Credentialing to generate a lengthy rubric and report aligning our program with statewide requirements.

English Remediation and Academic Preparation in Written Communication

The curricular pathways to fulfill GE Area A.2, Written Communication, have changed dramatically during the period under review. Almost entirely as a result of two Chancellor's mandates, our basic writing program has changed significantly in the past seven years.

As directed by Executive Order (EO) 1048, the department established its Early Start English (ESE) program in 2012. That program required freshmen to begin or complete remediation in the Summer before their first Fall semester. Students were placed in particular remedial courses according to English Placement Test (EPT) scores. Students below a certain score were required to complete Early Start.

The core of the ESE remedial program was Developmental Writing (ESE/ENGL 99), a remedial English course which prepared students to begin college-level writing in the Fall, when they would take Beginning College Writing (ENGL 101), fulfilling GE Area A.2. For students whose personal circumstances hindered them from completing remediation in the Early Start summer program, we developed Strategies for Successful College Writing (ESE 80), a one-unit online-only course that fulfilled the Early Start requirement and prepared them to begin remediation with ENGL 99 in the Fall. In 2014, we added to the ESE program Analytic College Writing, along with a corequisite Workshop (ESE 100/100W), an existing four-unit course that was restricted to students at the upper range of those requiring remediation. ESE 100/W fulfills students' Early Start requirements and confers GE A.2 credit.

In 2017, EO 1110 revised our basic writing offerings again. EO 1110 prohibited remedial classes across the CSU system, barred the use of the EPT as a method of placing students, and centralized academic placement in the Chancellor's office. After EO 1110, students were placed into one of four categories by "multiple measures" developed by the Chancellor's office. EO 1110 also compelled the discontinuance of ESE 80 and ESE/ENGL 99 and, due to the new placement standards and changing guidelines for the Early Start program, dramatically shank enrollment in ESE. Students placed into Category IV are required to take a new course, Preparatory College Writing (ESE/ENGL 101P), during the Early Start session. Successful completion of that course acts as a

prerequisite, for these students, for ENGL 101. Students placed into Category III are recommended to take ESE 100/W during the Early Start session. If they choose not to, they are required to take ENGL 101P during the Fall semester followed by ENGL 101 in the Spring. All students, if they have not otherwise fulfilled the GE A.2 requirement, are required to attempt or make progress toward attempting ENGL 101 during their freshman year. International students whose TOEFL or IELTS Writing scores are below a particular cutoff have a separate writing pathway: they are required to enroll in Developmental ESL Writing (TESL 100), offered through the Department of Modern Languages and Literatures. Successful completion of that course will lead them into ENGL 101P, successful completion of which will, in turn, lead them into ENGL 101.

Although these most recent curricular changes are still new, evidence indicates that success rates for ENGL 101 were not negatively affected. In concert with other campus stakeholders, we will continue to monitor this and other Chancellor-driven changes to our basic writing program.

TA and ISA Programs

As discussed in Section I.B., in 2019 changes to the Unit 11 Collective Bargaining Agreement (CBA) governing the employment of Teaching Associates (TAs) and Instructional Student Assistants (ISAs) made two academic programs long associated with the successful cultivation of future postsecondary teachers of writing—the Writing Center and the TA Program—impossible to continue in their present state. To comply with that CBA, the courses that served to academically qualify students for employment in those programs were forced to change from a corequisite to a prerequisite model. Because the department did not want to prolong students' time-to-degree, this change had the unfortunate consequence of halving the total amount of teaching experience available to TAs. However, one potentially salutary effect of that same CBA will be a greater consistency across sections of ENGL 101 taught by TAs. In part because the CBA reclassified TAs as nonexempt employees, they will now use a faculty-developed syllabus, writing prompts, and assessment rubrics, a change which will not only standardize the quality of their instructional materials, but will also alleviate one of the many difficulties confronting new teachers.

New Minors

During the period of review, we overhauled our existing English minor and added two entirely new minors in Comparative Literature and Creative Writing, as discussed in Section II.B. Although the development and approval process took several years, those new minors finally launched in the Fall 2019 catalog year. We look forward to tracking student interest in those new programs.

II.B. Structure of the Degree Programs

B.A. in English

The basic contours of the Bachelor's degree in English have remained unchanged since the last PPR. It requires 42 units, and although the department does not require the courses to be taken in a particular order—given CSUF's historical mission as a public,

accessible institution, we have long maintained that requiring a particular curricular sequence would harm student success—we nonetheless encourage students to consult with an adviser to scaffold their classes appropriately.

The core of the major includes three foundational, required courses: an introductory course in Analysis of Literary Forms (ENGL 300); a discipline-specific writing course fulfilling the university's Upper Division Writing Requirement, which is recommended to be Advanced College Writing for English Studies (ENGL 307). (Students pursuing the SSMP are required to enroll in Advanced Composition and Rhetoric for English Teachers [ENGL 302] instead of ENGL 307. Both ENGL 302 and 307 fulfill this degree requirement for majors.) Students also complete a course in Shakespeare (ENGL 316).

To give students a foundation in the breadth of literary history, students are also required to complete two introductory Survey courses, chosen from six approved courses in British literature, American literature, and world literature (ENGL 211, 212, 221, 222, CPLT 324, 325). Students are advised to take these courses as early as possible.

Students are also required to complete one Critical Language Studies course, giving them either a technical background in the Structure of Modern English (ENGL 303), an Introduction to Rhetoric, Literacy, and Composition Studies (ENGL 304), or a sociolinguistic overview of The English Language in America (ENGL 305).

In addition to the aforementioned required course in Shakespeare, students also complete one Major Author course, an in-depth study of a single author's works that also serves as an important role in emphasizing the historical component of literary studies. Students choose between a course in Chaucer (ENGL 315) or Milton (ENGL 317).

Students may fulfill their three Elective courses with any English, Comparative Literature, or Linguistics course numbered 201 or above with the exception of ENGL 301, which is an upper-division writing course for nonmajors specifically. These Elective courses add depth to our curriculum. In addition to the new electives listed earlier in this report, popular electives include courses in Intermediate or Advanced Creative Writing (ENGL 306, 404T), Horror, Fantasy, or Crime Fiction (ENGL 370, 371, 372), Technical Writing (ENGL 360), African American Literature (ENGL 324), and many others.

Finally, students complete one required Senior Seminar (ENGL 495T), a capstone course taken during a student's final two semesters that focuses the skills and habits of mind that students have cultivated throughout the curriculum in a small, intensive, seminar experience. The course also includes an experiential learning component, a pedagogical choice that encourages students to connect their English degree to the wider world as they prepare to graduate.

Students pursuing the SSMP complete the regular 42 units of the English degree—that is, the SSMP is not a separate degree program nor a degree concentration in the technical sense—with a few important distinctions. First, students complete an additional 21 credit-bearing-yet-non-major units (that is, the units are required for the

SSMP and count toward their overall unit totals, but are not required for the B.A. in English) in Communication, Theater, and Secondary Education. Second, the SSMP assigns the degree's Elective courses in the following ways: in order to strengthen their knowledge of the breadth of literary history, students are required to take two additional Survey courses, for a total of four: three chosen from courses in British or American literature (ENGL 211, 212, 221, 222), and one chosen from courses in world literature (CPLT 324, 325). In addition, students are required to fulfill their upper-division writing requirement with Advanced Composition and Rhetoric for English Teachers (ENGL 302) and to complete two Language Studies courses, rather than one: the Structure of Modern English (ENGL 303) and The English Language in America (ENGL 305). Finally, in order to better align the curriculum with the needs of secondary teachers of English, an exception is issued for SSMP students to complete, in place of the Senior Seminar, Young Adult Literature (ENGL 434) as their capstone experience.

B.A. in Comparative Literature

Like the B.A. in English, the B.A. in Comparative Literature also requires 42 units. Because Comparative Literature has long prided itself on its interdisciplinary curriculum, it is especially important that students consult frequently with an adviser while progressing through the degree.

Three courses are required for all Comparative Literature majors, designed to give students foundational skills in the discipline of literary criticism as well as knowledge of the broad contours of world literature. The three required courses are Analysis of Literary Forms (ENGL 300), World Literature to 1650 (CPLT 324), and World Literature from 1650 (CPLT 325).

Students are also required to complete one of two courses that emphasize the historical grounding of modern Comparative Literature studies, either Medieval Literature (CPLT/ENGL 450) or Literature of the Renaissance (CPLT 451).

Following these foundational courses, students take an additional three CPLT courses of their choosing, fleshing out their disciplinary knowledge, as well as two upper-division ENGL courses in British and American literature. Because Comparative Literature is such an interdisciplinary field, the Elective requirements are divided between courses in literary study and courses in related disciplines that fulfill a Breadth Requirement. For literary studies Electives, students take three upper-division, adviser approved courses chosen between CPLT, literature courses in ENGL, or an adviser-approved course in a foreign language. Students are also required to complete 2 courses fulfilling the Breadth Requirement, chosen from adviser-approved courses in Art History, Anthropology, History, Music History, Philosophy, or a related field.

Finally, though they do not count toward the 42 degree units, students are required to complete their Upper Division Writing Requirement, Advanced College Writing for English Studies (ENGL 307) and, to demonstrate practical cross-language knowledge, to demonstrate reading competence in a foreign language by examination or by successfully completing an adviser-approved 400-level course offered by the Department of Modern Languages and Literatures.

M.A. in English

The Master's in English comprises 30 units. In addition to the unit requirements listed below, students must also satisfy a foreign language requirement in one of four ways, either prior to or after matriculation: 1) successfully complete two years of foreign language study at the university level; 2) successfully complete a 400-level course in a foreign language or in literature taught in a foreign language; 3) successfully complete Descriptive Linguistics (LING 406) or Sociolinguistics (LING 412); or 4) successfully complete another 400-level Linguistics course approved by the Graduate Adviser.

The Master's in English is bookended by two required courses: Introduction to Graduate Studies in English (ENGL 500), which is required to be taken during a students' first semester and serves as an introduction to graduate study in English, and Project Writing (ENGL 595), in which students write their culminating Projects. This course is required to be taken during students' final semester.

Students are also required to fulfill certain area requirements by taking a minimum of three courses in at least three of the following four categories: Language, Composition and Rhetoric; Creative Writing; Cultural Studies/Theory; and Literature. Finally, students are also required to complete at least five adviser-approved Elective classes.

As indicated in Section II.A, we have made several minor structural changes to the M.A. degree, all designed to facilitate student success. We recently elected to discontinue our Portfolio requirement, as it had become redundant with other elements of the program, and we changed the Project proposal structure to allow students more opportunities for revision as well as more opportunities for success.

Non-Degree Programs: Minors in Comparative Literature, Creative Writing, and English

All of our minors are designed to be flexible, to speak to individual students' academic interests and complement their degree programs as they see fit. All our minor programs make use of existing course offerings and all require a total of 21 units.

The minor in Comparative Literature includes three required courses: World Literature to 1650 (CPLT 324), World Literature from 1650 (CPLT 325)—both of which are GE courses that will serve as doorways to the minor as well as giving students a broad grounding in global literary study—and Analysis of Literary Forms (ENGL 300). Students also choose four additional courses from a list of approved CPLT electives (CPLT 312, 315, 375, 380, 381, 382T, 450, 451).

The minor in Creative Writing also includes three required courses: Introduction to Creative Writing (ENGL 105), which is a GE course serving as a doorway to the minor; Intermediate Creative Writing (ENGL 306); and Advanced Creative Writing (ENGL 404T). In addition, students also take one Analysis or Survey Course (ENGL 300, 211, 212, 221, 222, CPLT 324, 325) and one course in Modern or Contemporary Literature (ENGL 462, 463, 464, 465, 466, 467). Students also complete two Electives not used to

fulfill the above requirements, both of which must be courses in English or Comparative Literature numbered 300 or above.

When the minors in Comparative Literature and Creative Writing were planned, the minor in English was also redesigned to be a true minor, rather than a scaled-down version of the major: an educational experience which could be customized to a student's unique interests and easily positioned into any spaces left available by their major coursework and other commitments. To provide some grounding in the basics of the English major, it includes only two required courses, Analysis of Literary Forms (ENGL 300) and Shakespeare (ENGL 316), as well as one Survey course (ENGL 212, 212, 221, 222, CPLT 324, 325). The remaining four courses are Electives, three of which must be courses in English, Comparative Literature, or Linguistics numbered 300 or above, one of which may be numbered 200 or above.

II.C. Enrollment, Graduation Rates, and Student Demand

B.A. in English Enrollment

During the past five years, our overall enrollments for First-Time Freshmen (FTF) and Transfer students have held reasonably steady while exhibiting a slight growth on particular points of reference.

For FTF, the number of prospective English majors increased steadily from 2014-2017 (from 529 to 653), before falling slightly in 2018. The percentage of those applications who were admitted varied slightly from year to year, from a low of 45% (in 2015 and 2018) to a high of 53% (in 2014). Our "yield," the percentage of admitted English majors who actually enroll, varied within a similar range, from a low of 16% (in 2016) to a high of 23% (in 2014). Overall trends indicate a healthy stability coupled with a slight growth in recent years. In terms of headcount, we have seen an increase in enrolled FTF from 2015-2018. Similarly, we have seen an increase in yield percentage from 2016-2018, culminating with a 21% yield in 2018.

Much like our FTF, the number of prospective English major Transfers increased at a fairly steady rate from 2014-2018, from a low of 477 (in 2014) to a high of 522 (in 2018). The percentage admitted varied only slightly from year to year, from a low of 41% (in 2014 and 2016) to a high of 43% (in 2018). Much like for FTF, our Transfer yield varied from a low of 27% (in 2017) to a high of 36% (in 2016). The headcount held steady at 53 in 2014 and 2015, leapt to 73 in 2016, and then held steady once more at 65 in 2017 and 2018. (See Table 1-A and 1-B, Appendix A.)

Yet while our enrollment yields fluctuate slightly from year to year, it is worth underscoring that our overall headcount saw a fairly steady growth during the five-year data period, accompanied by a stable FTES-per-headcount: overall headcount rose by 11% over the last five years. (See Table 2-B, Appendix A.)

B.A. in English Graduation Rates

For FTF, our graduation rate has improved markedly during the period under review. At the beginning of the 5-year data period, for the 2011 cohort, our 4-, 5-, and 6-year

graduation rates for FTF were all lower than the overall rates for the College of H&SS. Since that cohort, though, our graduation rates have improved significantly. For the 2012 cohort, our 4-, 5-, and 6-year graduation rates for FTF were better than the college rates by 8.2, 4.6, and 5.2 percentage points, respectively. For the 2013 and 2014 cohorts, our 4-year graduation rates were 4.3 and 6.2 percentage points better, respectively, than the overall college rates. In comparison to the university as whole, the 4-year graduation rates for our Fall 2014 cohort were a full 9.4 percentage points better.

These most recent FTF graduation rates would seem to represent a significant improvement since the last PPR. According to the last PPR, “[n]early 56% of our first-time Freshmen English majors graduate in 6 years or less” (9). During this period of review, the 6-year graduation rates for the most recent cohort of FTF English majors were appreciably higher: 75.6%. (See Table 3-A, Appendix A, as well as FTF Cohort Graduation/Retention Rates Table on the AIE website.)

For Transfer students, our graduation rate has also improved, particularly our 2-year graduation rate. Those rates are comparable to, and several places exceed, the overall rate for the College of Humanities and Social Sciences. For the 2014 cohort, for instance, our 2-year transfer graduation rate was 5.7 percentage points lower than the college, but our 3- and 4-year rates were 2.9 and 5.2 percentage points better than the college, respectively. Here, too, our 2-year Transfer graduation rates are consistently better than the university as a whole: sometimes as little as 1.3 points better, as in the 2014 cohort, but sometimes as much as 22.6 points better, as in the 2016 cohort.

These Transfer graduation rates represent a significant improvement over our last PPR, when “an average of 77% of our upper division transfers into the English major graduate in 6 years or less” (9). In the 2014 cohort, 86.8% graduated in 4 years or fewer (9).

In other words, our current 4-year transfer graduation rate is better than the 6-year transfer graduation rate in the last PPR. Although surely a number of factors shaped the improvements in our Transfer and FTF graduation rates, it seems likely that our improvements in the areas of advising and curriculum, discussed in Section II.A and V.A, have contributed in a meaningful way to our increased student success. (See Table 3-B, Appendix A, as well as FTF Cohort Graduation/Retention Rates Table on the AIE website).

B.A. in Comparative Literature Enrollment and Graduation Rates

Comparative Literature has always been a small program devoted to educating students interested in foreign languages, global literatures, and the literary history of transnational cultural exchange. It uses no resources on its own: the program’s faculty are shared entirely with the programs in English, and all CPLT courses count toward the English degree in some way.

Because the number of enrolled students is so small, whether FTF or Transfer, it would be difficult to make any meaningful numerical conclusions about trends one way or

another. (Some years, even a single additional student would represent an enrollment growth of 100%.) It is perhaps worth noting, however, that the most recent CPLT major headcount, in 2018-2019, is the highest in the past five years. Due again to the small cohort sizes, graduation rates are perhaps disingenuously impressive: typically at 100% for both 4-year FTF and 2-year Transfer students. Yet seen another way, those rates are perhaps not entirely misleading. They represent the potential fruits of small cohorts of passionate, motivated students, and faculty devoted to their maturation into globally literate citizens.

M.A. in English Enrollment and Graduation Rates

The enrollments and graduation rates for our M.A. in English vary, although that variability is historically normal for the program. Between 2014 and 2016, the headcount of students admitted clustered around 30 per year, before dropping to 25 in 2017 and then shooting up to 37 in 2018. The yield varied from a low of 64% (in 2017) to a high of 79% (in 2015). The headcount of newly enrolled students increased slightly from 2014 to 2015, declined significantly from 2015 to 2017, and then increased significantly from 2017 to 2018. Overall headcount declined by nearly 32% between 2014 and 2018, but then rebounded by 18% in the most recent academic year. It is difficult, in other words, to discern durable enrollment trends during this period, although overall headcount is down over the five-year data period, and has declined since the last PPR. (See Appendix B.1, Tables 5 and 6.)

Our graduation rates for the M.A. in English, on the other hand, do seem to suggest a clear and consistent pattern of improvement. During the last PPR, our 4-year graduation rates for the M.A. ranged from a low of 40% to a high of 64.3%. For this period of review, our 4-year graduation rates range from a low of 78.6% to a high of 100%, exhibiting fairly steady year-to-year improvement. That is, the 3-year graduation rate for the 2013 cohort was the same as the 4-year graduation rate for previous year's cohort, a pattern that was repeated the following year as well. Especially when compared to the last PPR, the graduation rates of the Master's in English show significant improvement. (See Appendix B.1, Table 7-A.)

II.D. Enrollment Targets and Faculty Allocation

In Fall 2010, just prior to the last PPR, after several years of planning and with the support of the H&SS Dean's office, the Department reconfigured its teaching load, moving from a 4/4 course allocation to a 3/3 course allocation. This change gave faculty more time to devote to teaching, research, and service, it helped recruit and retain high-quality faculty, and it was, and remains, a tremendous boon to faculty morale. It was accomplished chiefly by altering the enrollment limits of a number of courses in our curriculum, such that any individual faculty member would still be teaching the same number of students as before—that is, our FTES target would remain the same—but doing so in three courses, rather than four.

Since the last PPR, we have continued to schedule strategically to meet enrollment targets while managing our per-faculty course allocation for T/TT faculty. In 2008, prior to the last PPR, the department was assigned a separate budget, SFR, and target

for its composition courses, which serve the broader campus community and are taught almost entirely by part-time faculty. (Currently, those courses include ENGL 101P, 101, 301, 360, and 363.) The budget, SFR, and target for the Composition wing of the department are wholly distinct from the Major wing of the department. (And those two, in turn, are distinct from the Linguistics wing of the department.) During the period of review, the department has continued to work collaboratively with the Dean's office to make sure we are continuing to offer a high-quality and accessible curriculum in the major, all while meeting our teaching commitments to the university at large and staying within budget.

At or about the start of the 2016-2017 academic year, the H&SS Dean's office rebalanced the FTES/SFR allocation across its programs. Since that time, the Major (including ENGL, CPLT, and ENED) has been generally allocated an FTES of 360, with an SFR of 20, against an FTEF of 18. The Composition wing of the department has generally been allocated an FTES of 584 with an SFR of 23.4, against an FTEF of 25. The department has mostly been successful in meeting these enrollment targets. In 2017-2018, for example, the Composition wing achieved 575.70 FTES, 96% of target, while the Major wing achieved 352.80 FTES, 98% of target. In 2018-2019, Composition achieved 550.9 FTES, 93.5% of target, while the Major achieved 361.7 FTES, 100.5% of target.

It is worth underscoring a point made in section II.C; namely, that the Comparative Literature program, which studies global literary interchange, has no faculty allocations or enrollment targets of its own. All Comparative Literature courses count in some way toward the English degree, and many of its degree requirements are offered by other academic units on campus, such as Anthropology or Modern Languages. The department views the CPLT degree as a small program, valuable on its own terms, that adds diversity and global knowledge to our overall academic offerings. Student enrollment is large enough to constitute an ongoing learning community, and indeed CPLT students are often some of the most passionate and engaged scholars in our department. Like our Comparative Literature program, our English Education and Master's program have no separate enrollment targets or faculty allocation; their FTES are folded into the student enrollment targets of our program as a whole.

II.E. Plans for Curricular Changes

We have made several significant curricular changes to our programs during the period of review, including launching several minors and adding a capstone experience to our B.A. in English. During the next three- and seven-year periods, we intend to continue to monitor the vibrancy of our curriculum, including those new minors, to make sure the curriculum is having its desired effects, whether in terms of enrollment benefits, assessment outcomes, or our subjective sense of students' experiences. Many of our smaller curriculum changes during the period under review emerged to solve specific problems, and could not have been foreseen at the time of the last PPR. Similarly, we expect that many curricular changes that will be made in the next period of review will emerge to solve problems that cannot fully be anticipated now.

Due in part to our smaller headcount of M.A. students, coupled with our clear successes in retention and graduation rates for those same students, we are also beginning a series of conversations examining our admittance, curriculum, and expectations for our graduate program. Although we are at the very beginning of these conversations, we expect they will result in curricular changes during the next period of review.

One significant change recently made is the decoupling of the administrative component of the English Credential program from the core academic coursework of that program. As alluded to in Section II.A., at the beginning of the 2020-2021 academic year we will transfer to the College of Education the administrative apparatus of the program, including application review, student teacher placement, student field supervision, and so on. This change will have the practical effect of moving the bulk of the English Credential program to the College of Education. English will forego supervisory and administrative responsibilities for the program and will instead focus entirely on the academic instruction of future teachers by maintaining curricular authority over the two English-specific courses in the program: Methods of Teaching English in Secondary Schools (ENED 442) and Seminar in Secondary Teaching (ENED 449S). This program change will not affect the SSMP. Although we pursued this chiefly for academic-jurisdictional and workload management reasons, it will also have the effect of freeing up significant resources for the degree programs.

III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

III.A. Program Assessment Plan

The assessment plan for the M.A. and B.A. programs has changed significantly since the last PPR. Although the department had Learning Goals and Outcomes for the B.A. in English prior to the last PPR, it now has Learning Outcomes for all its degree programs. It also has a full assessment plan and schedule—one now several years underway—for assessing those outcomes, as well as maps aligning our Learning Outcomes with our curriculum and with the University Learning Goals.

The department has allocated resources to fund a department Assessment Coordinator, who liaises between the College Assessment Coordinators and the Office of Assessment and Institutional Effectiveness. The department uses a model of direct assessment: individual students' work is evaluated according to a faculty-developed rubric designed to measure the Learning Outcome in question. To assess a particular Learning Outcome, the Assessment Coordinator coordinates data acquisition from appropriate classes. (For the assessment curriculum map connecting individual Learning Outcomes to particular parts of the curriculum, see Appendices A.4 and B.4.) Instructors from these classes select students at random from the roster. Written essays, exams, or the equivalent are then scored according to the rubric designed to assess the Learning Outcome in question. The Assessment Coordinator tabulates the results, quantifying the percentage at which students exhibit a Highly Developed, Developed, or

Undeveloped achievement of the outcome. The Assessment Coordinator then reports back to the department, which occasions a faculty-led conversation about student learning, the curriculum, and potential improvements to teaching and learning practices.

For all our degree programs, the department has set a goal of 80% of students achieving the Learning Outcome at the level of “Highly Developed” or “Developed.” It is consistently meeting or exceeding that benchmark. Currently, the department assesses one Learning Outcome in each program per year. Consequently, not all Learning Outcomes have been fully assessed yet, but we understand assessment as an iterative and open-ended process, and view our assessment plan as an ongoing activity designed to monitor and improve student learning. (For tables itemizing our assessment procedures and results in detail, see Appendices A.2, A.3, B.2, and B.3.)

III.B. Student Learning Outcomes and Assessment Results

III.B.1. Degree Program Assessment Practices

The Student Learning Outcomes for each degree program are outlined below. All are measured using direct assessment methods. Results-to-date of each Learning Outcome for the past five years, if available, follow each set of Learning Outcomes.

B.A. in English Learning Goals and Outcomes

- 1) *Read Critically*: Analyze and interpret texts from a variety of genres, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.
- 2) *Write Effectively*: Write clear, cogent, and rhetorically effective prose for a variety of purposes and audiences.
- 3) *Research*: Demonstrate the ability to locate relevant research materials, effectively integrate this information into one’s written work, and cite it appropriately.
- 4) *Knowledge of Literary Works and Traditions*: Demonstrate a familiarity with the major periods and genres of Anglophone literature, including works representing a diversity of perspectives and backgrounds.
- 5) *Structure of the English Language*: Demonstrate a working knowledge of the structure of the English language.

B.A. in English Summary of Recent Assessment Results

LO 4), *Knowledge of Literary Works and Traditions*, assessed 2017-2018: Percentage achieving “Highly Developed”: 70%; “Developed”: 25%; “Undeveloped”: 5% (n=10). Total assessed as “Developed” or higher: 95%.

LO 1), *Read Critically*, assessed 2016-2017: Percentage achieving “Highly Developed”: 58.3%; “Developed”: 41.7%; “Undeveloped”: 0% (n=20). Total assessed as “Developed” or higher: 100%.

LO 2), *Write Effectively*, assessed 2015-2016: Percentage achieving either “Highly Developed”: 42.2%; “Developed”: 51.9%; “Undeveloped”: 5.9% (n=45). Total assessed as “Developed” or higher: 94.1%.

LO 3), *Research*, assessed 2014-2015: Percentage achieving “Highly Developed”: 50.5%; “Developed”: 36.2%; “Undeveloped”: 13.3% (n=35). Total assessed as “Developed” or higher: 86.7%.

B.A. in Comparative Literature Learning Goals and Outcomes

- 1) *Read Critically*: Analyze and interpret texts from a variety of genres, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.
- 2) *Write Effectively*: Write clear, cogent, and rhetorically effective prose for a variety of purposes and audiences.
- 3) *Research*: Demonstrate the ability to locate relevant research materials, effectively integrate this information into one’s written work, and cite it appropriately.
- 4) *Knowledge of Two Literary Traditions*: Demonstrate a working knowledge of major writers, periods, and genres of at least two literary traditions (one tradition can be an Anglophone tradition), and be able to place important works and genres in their historical contexts.
- 5) *Ability to Compare Interlinguistic and Interdisciplinary Texts*: Demonstrate ability to analyze literary, cultural, historical, and linguistic relations between two linguistically distinct literary traditions (one tradition can be an Anglophone tradition), highlighting especially the diversity and interconnectedness of literary traditions, as well as the significance of translation, and also demonstrate ability to make an informed comparison of literature and another discipline or field (including but not limited to: visual arts, literary and cultural theory, philosophy, religion, anthropology, history, communications, etc.).
- 6) *Knowledge of Approaches to Comparative Literature*: Demonstrate a working knowledge of the various theories of comparative literature and the major works of literary theory that have informed comparative literature as a discipline.

B.A. in Comparative Literature Summary of Recent Assessment Results

LO 1), *Read Critically*, assessed 2016-2017: Percentage achieving “Highly Developed”: 58.3%; “Developed”: 41.7%; “Undeveloped”: 0% (n=20). Total assessed as “Developed” or higher: 100%.

LO 2), *Write Effectively*, assessed 2015-2016: Percentage achieving “Highly Developed”: 42.2%; “Developed”: 51.9%; “Undeveloped”: 5.9% (n=45). Total assessed as “Developed” or higher: 94.1%.

LO 3), *Research*, assessed 2014-2015: Percentage achieving “Highly Developed”: 50.5%; “Developed”: 36.2%; “Undeveloped”: 13.3% (n=35). Total assessed as “Developed” or higher: 86.7%.

M.A. in English Learning Goals and Outcomes

- 1) *Read Critically*: Demonstrate sophistication in analyzing and interpreting texts, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.
- 2) *Write Effectively*: Demonstrate a mastery of the techniques and conventions of scholarly, persuasive, and/or creative writing.
- 3) *Conduct High-Level Research*: Demonstrate the ability to find relevant research materials, evaluate scholarly arguments, and contribute to current scholarship.
- 4) *Acquire Advanced Knowledge Within the Discipline*: Demonstrate an appropriate level of expertise in literary studies, composition and rhetoric, or creative writing, including an in-depth understanding of major writers, movements, stylistic trends, forms, and concepts.
- 5) *Professionalization and Preparation for Further Study*: Demonstrate competence in professional skills and practices necessary to pursue careers in a variety of fields, including teaching, editing, publishing, and writing, and/or to pursue further graduate study.

M.A. in English Summary of Recent Assessment Results

LO 4), *Advanced Knowledge Within the Discipline*, assessed 2017-2018: Percentage achieving “Highly Developed”: 83.3%; “Developed”: 16.7%; “Undeveloped”: 0% (n=9). Total assessed as “Developed” or higher: 100%.

LO 1), *Read Critically*, assessed 2016-2017: Percentage achieving “Highly Developed”: 80%; “Developed”: 13.3%; “Undeveloped”: 6.7% (n=15). Total assessed as “Developed” or higher: 93.3%.

LO 2), *Write Effectively*, assessed 2015-2016: Percentage achieving “Highly Developed”: 46.7%; “Developed” 50.0%; “Undeveloped”: 3.3% (n=10). Total assessed as “Developed” or higher: 96.7%.

LO 3), *Conduct High-Level Research*, assessed 2014-2015: Percentage achieving “Highly Developed”: 83.3%; “Developed”: 16.7%; “Undeveloped”: 0% (n=20). Total assessed as “Developed” or higher: 100%.

III.B.2 Non-Degree Program Assessment Practices

In addition to the goals, outcomes, and assessment procedures developed for our degree programs, the department also teaches several multi-section classes taken by non-majors that fulfill either GE requirements (Beginning College Writing [ENGL 101]), the Upper Division Writing Requirement for various majors (Advanced College Writing [ENGL 301]), or a Writing Pathway requirement for students needing additional support in pre-GE writing (Preparatory College Writing [ENGL 101P]). Because the department is dedicated to providing high-quality learning experiences to all students, not just those seeking our particular degree programs, we have allocated resources for course coordinators for each of those courses, whose duties include, among other things, the development of course Learning Outcomes and student learning assessment. The Student Learning Outcomes for each of those classes are outlined below. For these non-degree program assessment practices, the faculty have set a goal of 75% of students achieving the Learning Outcome at the level of “Proficient” or higher. In the

instances in which that goal was unmet, discussions among ENGL 301 faculty incorporated strategies for future improvement. All Learning Outcomes are measured using direct assessment methods and involve closing-the-loop discussions that mirror the practices in the degree programs. Results-to-date of assessing each Learning Outcome follow each set of Learning Outcomes.

ENGL 101P Learning Goals and Outcomes

- 1) Identify, examine, and apply concepts of rhetorical situations (e.g., audience, purpose, genre, context) through analyzing and writing a variety of texts.
- 2) Apply critical thinking skills (e.g., analysis, evaluation, synthesis) to identify main ideas, summarize written works, and write organized and focused compositions.
- 3) Develop strategies for reading, drafting, collaborating, editing, proofreading, and revising.
- 4) Demonstrate basic college-level knowledge of focus, structure, theses, and gain control of grammar, word choice, tone, and format.

ENGL 101P Summary of Recent Assessment Results

LO 1), assessed 2018-2019: Percentage achieving at least “Proficient” in “Transitions [...]”: 76%; “Purpose [...]”: 84%; “Rhetorical [...]”: 80% (n=50). Average percentage assessed as “Proficient” or higher: 80%.

ENGL 101 Learning Goals and Outcomes

- 1) Understand and apply key rhetorical concepts to written assignments. These concepts include assessment of the writer’s role, purpose for writing, and consideration of audience and the context and culture, which helps shape writing assignments.
- 2) Use critical thinking skills to analyze, synthesize, and evaluate a culturally and socially diverse variety of texts to compose analytical writing with sound evidence.
- 3) Reflect and apply a set of distinguishable steps to a variety of skills including reading and writing, in particular: coming up with ideas, writing a first draft, researching, showing writing to others, revising writing, editing, and proofreading.
- 4) Conform to the genre conventions they are writing in (i.e., analysis, argument, informative, personal, research and reports, etc.), as well as understand how to cite sources in traditional documentation style and apply their own approach/voice within this wide range of genres or types of writing to express their idea.

ENGL 101 Summary of Recent Assessment Results

LO 1), assessed 2018-2019: Percentage Achieving at Least “Proficient” in “Writer’s Role”: 96%; “Purpose [...]”: 80%; “Audience [...]”: 92% (n=25). Average percentage assessed as “Proficient” or higher: 89%.

ENGL 301 Learning Goals and Outcomes

- 1) *Rhetorical Focus*: Write formally and informally, in-class and out of class, for a variety of audiences and purposes.
- 2) *Ethical Research*: Using the appropriate major's customary citation style, ethically cite and communicate information from a variety of discipline-appropriate sources.
- 3) *Persuasive Arguments*: Find, select, compare, evaluate, synthesize, and communicate carefully, objectively, and persuasively the relative merits of alternative or opposing arguments, assumptions, and cultural values. Integrate this evaluative work into one's own persuasive arguments.
- 4) *Organization and Focus*: Organize, focus, and communicate one's thoughts clearly and coherently to address a rhetorical situation.
- 5) *Academic Language and Design*: Recognize, evaluate, and employ the features and contexts of language and design that express and influence meaning and that demonstrate sensitivity to gender and cultural differences.
- 6) *Collaboration*: Improve one's own and others' writing skill through the assessment and critique of written works.

ENGL 301 Summary of Recent Assessment Results

LO 1), *Rhetorical Focus*, assessed 2018-2019: Percentage achieving at least "Proficient" in "Attention to Audience": 83%; "Achieving Purpose": 85%; "Rhetorical Flexibility": 78% (n=235). Average percentage assessed as "Proficient" or higher: 82%

LO 6), *Collaboration*, assessed 2017-2018: Percentage achieving at least "Proficient" in "Respond Thoughtfully [...]": 81%; "Effectively Critique [...]": 84% (n=200). Average percentage assessed as "Proficient" or higher: 83%

LO 3), *Persuasive Arguments*, assessed 2016-2017: Percentage achieving at least "Proficient" in "Research": 83%; "Synthesis": 77%; "Persuasion": 76% (n=164). Average percentage assessed as "Proficient" or higher: 79%.

LO 3) *Persuasive Arguments*, assessed 2015-2016: Percentage achieving at least "Proficient" in "Research": 78%; "Synthesis," 71%; "Persuasion": 68% (n=100). Average percentage assessed as "Proficient" or higher: 72%.

LO 2), *Ethical Research*, assessed 2014-2015: Percentage achieving at least "Proficient" in "Citation Mechanics": 71%; "Source Introductions": 75%; "Source Variety" 80% (n=75). Average percentage assessed as "Proficient" or higher: 75%.

III.C. Assessment Results and Continuous Improvement of Teaching and Learning Practices

The improvement of teaching and learning practices occurs in two main ways. First, our direct assessment practices encourage all faculty teaching courses mapped to a particular Learning Outcome to become stakeholders in the process early in the

semester. Faculty do not just assess student work in a vacuum, but instead actively realign their particular course evaluation methods with the program-level Learning Outcomes in real time, semester by semester. Following the annual completion and submission of the department's assessment report, the Assessment Coordinator makes a short presentation to the department, noting the trends or patterns discernible in the results of that year's assessment project. The Assessment Coordinator then leads a discussion about ways in which we could act on, or otherwise learn from, that year's assessment results in order to improve teaching, learning, or overall program effectiveness.

III.D. Other Quality Indicators Identified as Evidence of Success

The department monitors its graduation rates, particularly in comparison to the university as a whole, as one indicator of overall student success. We also monitor the membership and engagement with our various student clubs—the Creative Writing Club, the Acacia Graduate Club, the Science Fiction and Fantasy Club, the Sigma Tau Delta English Honor Society, the Creative Writing Club—as an indirect way of measuring student engagement with the extracurricular component of our programs. In addition, our annual well-attended Alumni Career Panel serves as a de facto indicator of a successful program, simply by virtue of having English alumni employed in interesting and remunerative careers who are happy to return to their alma mater. But more importantly, it also underscores to students perhaps our most heartfelt belief about their success both in the program and out of it: that we educate students so as to support their success in any of the the disparate paths that they choose.

III.E. Online Programs

The department only offers one course in a fully online format: Advanced College Writing (ENGL 301). Student learning is assessed in this course in the same way, and at the same time as, all other in-person sections of ENGL 301. (It also offers one other class in a hybrid in-person-and-online format, Legal Writing [ENGL 365]). The department has instituted a policy designed to evolve our online course offerings slowly and strategically, namely, that any new online course, or online version of an existing in-person course, will be subject to the strict scrutiny of the department as a whole, testing the proposal against the standard of whether or not it benefits, in some material way, our programs or enrollments overall, not merely the convenience of particular individuals or groups. For these reasons, we expect any future growth in online courses to be initiated and guided by particular program-level strategies.

IV. Faculty

IV.A. Changes in Full-Time Equivalent Faculty Allocation

FTEF, Actual and Allocated

Our current overall actual FTEF is 49.5, which represents a five-year low. That actual FTEF has fallen during each of the past five years, a sum decline of 17%. The number of

T/TT faculty in that figure has fallen as well, from a high of 29 to a low of 24 (See Appendix C.1, Table 9).

Those figures, from the Office of Assessment and Institutional Effectiveness, report FTEF as a simple quotient of FTES and SFR. Our FTEF allocation is different. Since the H&SS Dean's office rebalanced the FTES/FTEF/SFR allocation across its programs in 2016-2017, the major (including ENGL, CPLT, and ENED) has been consistently allocated an FTEF of 18. The composition wing of the department (made up of a large number of sections of non-major writing classes) has been allocated an FTEF of 25, for a combined FTEF allocation of 43.

That number represents a small decline from the last PPR. According to the Dean's Report from the previous PPR, our combined FTEF allocation during the last year of the previous period of review was 44 (9). The decline is perhaps more noticeable in the major, though, as it then had a FTEF allocation of 20, and now has an allocation of 18.

That said, our FTES target is lower now, too. Yet while we have generally been successful in meeting that target, the distinction between FTEF as an abstract representation of resource allocation, on the one hand, and actual T/TT faculty available to teach the full breadth and diversity of courses in the major, on the other, is worth keeping in mind. We have continued to schedule strategically, and have worked collaboratively with the Dean's office to schedule in a way that allows us to meet a realistic target while still allowing for a 3/3 course allocation. We appreciate the support of the Dean's office in helping us to do so. As we observed in Section II.D, we have generally met our FTES target.

Tenure Density, Teaching, and Reassigned Time

At the time of this writing, we have 20.5 full-time faculty in English: twelve Professors (one of whom is at half-time because of FERP, one of whom is an MPP with retreat rights), seven Associate Professors, one Assistant Professor, and one Full-Time Lecturer. Given the way our particular programs are funded—unlike virtually every other department on campus, English is given separate targets and faculty allocations for our non-major GE and service course offerings—it can be tricky to quantify T/TT density. If one considers only the FTEF allocation for the major, then we are quite dense indeed. The overwhelming majority of the major requirements remain taught by T/TT faculty.

But calculating T/TT density more holistically—in terms of actual students and actual faculty members across the department, not in terms of FTES and FTEF only in the major—yields a different result. In 2017-2018, for instance, only 36% of the total number of actual students taught by our department were taught by T/TT faculty. Only 28% of the total number of actual sections taught by our department were taught by T/TT faculty. And only 27% of the instructional faculty teaching in our department were T/TT faculty. Seen in this light, the university might reasonably conclude that more could be done to improve the department's overall T/TT density.

Related to this issue of overall T/TT density is the question of reassigned time for service activities. When T/TT faculty have their time reassigned in order to perform advising or administrative work, such work has the effect of thinning the T/TT ranks available for classroom instruction. We understand the significance of overall FTES, rather than individual classes, in meeting our obligations to the college and the university. But consider, just for a moment, the relationship between actual course offerings, reassigned time for service work, and T/TT density:

In any given academic year, the department's many advising and service obligations—its Upper- and Lower-Division Writing Coordinators, its Graduate Adviser, its Director of Undergraduate Studies, its Chair and Vice Chair, its Writing Center Director, and so on—represent a reassignment of roughly 13-15 classes, classes that are often not actually reassigned but rather untaught entirely.

These are all standing, recurring service positions that need to be, and historically have been, filled by T/TT faculty. The department appreciates having the resources to devote to these important student success and administrative duties. Without that reassigned time, that work would literally not get done. Yet while the reassigned time unquestionably serves students and is an indispensable part of maintaining workload equity, it also represents courses that frequently go untaught. It represents, in other words, a kind of ghost curriculum. These are often courses missing from our elective requirements, a part of our curriculum which frequently brings texture, diversity, and breadth to our major offerings. They are also courses missing from our graduate offerings, making it difficult for graduate students to experience the full curricular breadth promised by the degree program. Of course, such “missing” courses may, in principle, be taught by non-T/TT faculty. Yet because of our devotion to keeping T/TT faculty at the core of the major, more likely than not, they simply go untaught altogether.

To be clear, that assigned time is overwhelmingly devoted to student success activities: advising, coordination and assessment of multi-section courses, university services such as the Writing Center, and so on.

On top of all that, the English department has long been a wellspring for future academic administrators. (At one point during the period under review, two T/TT faculty had the entirety of their time assigned to administrative activities outside the department.) Currently, four faculty perform administrative work outside the department representing an additional 15 classes reassigned annually.

To put it bluntly, a not-inconsiderable portion of our assigned time involves taking T/TT faculty away from teaching in the major to work on activities that chiefly benefit nonmajors.

This service and administrative work has the unfortunate side effect of lowering the practical density of T/TT faculty in the classroom. Again, we understand the distinction between overall FTES and individual classes. The work represented by the reassigned time enumerated above are important, they benefit student success, and without that reassigned time, the duties would not get done at all. But they also collectively

represent as many as 28 classes in any given academic year that are either taught by part-timers or, frequently, simply not taught at all. They represent the sum teaching load of as many as four entire T/TT faculty members, simply going untaught.

In planning for the future, the university may reasonably conclude that future English faculty, much like past English faculty, are likely to serve in service and administrative capacities that make it impossible to teach full-time for their home department. In acknowledging this likelihood, the university may deem it prudent to fund not just an increased FTEF allocation generally, but an increase in T/TT faculty specifically, along with an SFR calculation that recognizes that a relatively stable percentage of those T/TT faculty will be assigned work that is not measurable in FTES.

New Hires and Retirements

During the period under review, we hired four new tenure-track faculty and one full-time lecturer, for a total of five new faculty. Two of those are specialists in Composition and Rhetoric, as is the full-time lecturer. These positions were needed to guide our department's many writing programs, which function as important services to the university as well as to future teachers of writing. Another new faculty member is a specialist in African American and African Diaspora literatures, filling an important gap created by a retired faculty member and contributing to the Comparative Literature program. And the fifth is a specialist in the environmental humanities as well as queer theory whose research operates at a vital interdisciplinary nexus.

Of those five new faculty, one, in Composition and Rhetoric, received a terminal year and parted with the university last year. Two others were tenured and promoted, leaving one still on the tenure track and the full-time lecturer.

During the period under review, seven T/TT faculty retired, began or completed a FERP, or are otherwise no longer with the university. Six of the seven are no longer with the department at all. One is in the middle of a FERP. These departures have left several curricular gaps. They represented a loss of expertise in Asian and Asian American literature, Composition and Rhetoric, Medieval literature, African and African American literature, Rhetoric and the English language, English literature and grammar, and Comparative Literature. Some of these gaps we have already filled. Others we have not.

These departures, more than one of which was unforeseen, have adversely affected our curricular offerings as well as our advising and service capacities. In terms of the career-stage distribution of the T/TT faculty—the mix between senior, associate, and junior faculty—the department would greatly benefit from an infusion of Assistant Professors. Currently, there are twelve Professors, seven Associate Professors, one Assistant Professor, and one Full-Time Lecturer. For an English department with over 500 majors, as well as curricular commitments that cross the university, resulting in an annual total of roughly 10,000 instructional seats, our current T/TT faculty ranks seem inadequate. We would appreciate the university's support not just in replenishing our T/TT ranks, but in growing them.

IV.B. Priorities for Additional Faculty Hires

As of this writing, the department has just completed two T/TT searches, both of which were successful and will begin work in the 2020-2021 academic year: a specialist in Medieval literature and a specialist in Asian American literature.

In subsequent years, we anticipate requesting two additional hires in Composition and Rhetoric or a related field, with a secondary expertise in the structure and history of the English language. We also anticipate requesting another hire in contemporary Anglophone literatures. Finally, given the interest in our new minor in Creative Writing, we predict the student demand for Creative Writing will only continue to grow. We anticipate requesting a hire with a specialty in Creative Writing, or specifying a different specialty with a secondary expertise in Creative Writing.

IV.C. Full-Time Faculty in the Degree Programs

Although Teaching Assistants (TAs) and Instructional Student Assistants (ISAs) are used in a limited capacity in Preparatory College Writing (ENGL 101P), Analytic College Writing (ESE 100/W), and Beginning College Writing (ENGL 101), they are not currently used elsewhere in the curriculum. No student assistants are currently used in an instructional or direct academic-support capacity in any of our degree programs. Part-time faculty do compose the bulk of our instructional faculty, but they are overwhelmingly employed in non-degree courses, chiefly in ENGL 101P, ENGL 101, and ENGL 301. In the English Secondary Teaching Credential Program, part-time faculty teach field supervision courses (ENED 449E, 449I) and occasionally the required Seminar in Secondary Teaching (ENED 449S).

We employ part-time faculty only on an as-needed basis in the undergraduate degree programs, and never in the graduate degree program. There is no curricular component of any of our degree programs which is the standing responsibility of part-time faculty. We are invested in the value and the meaning of T/TT faculty teaching the degree program, and use part-time faculty only on a supplementary basis.

V. Student Support and Advising

V.A. Advising Structures in the Department

As described in Section I.B, in response to increased college and university emphases on improving advising, we have improved our advising procedures markedly during the period under review. All advising is still done by T/TT faculty. Undergraduate advising for the degree programs and the minors is done by three faculty members as part of their department committee service. Students interested in pursuing the SSMP are advised by the department's English Education Coordinator. During the period of review, the department reconfigured its committee structure to better account for the increase in advising workload. We also created a new undergraduate advising position, a Director of Undergraduate Studies. This new position is tasked with new student

outreach, retention strategies, coordinating office hours and advising practices, conducting grad checks, handling any unusual or difficult advising tasks, and liaising with the Dean's office and other advisers on campus. The Director of Undergraduate Studies also advises students directly. These changes, made during the period under review, effectively increased the total number of hours devoted to advising by more than a third.

Graduate Students continue to be advised by the Graduate Adviser. As at the undergraduate level, advising at the graduate level is conducted in person. We have created several new opportunities for targeted advising during the period under review. As described in section II.A, students are now required to attend a workshop led by the Graduate Adviser during their penultimate semester, before writing their final projects. During the proposal process, if students' proposals are not accepted initially, students now attend a collaborative meeting, organized by the Graduate Adviser, in which the steps to success are clearly outlined. Although our previous advising procedures were successful, the changes we made during the period of review allowed us to be more equitable in recognizing the faculty workload involved, as well as more mindful of using advising to guide students toward their goals.

V.B. Department Honors, Research, and Special Projects

There are a number of opportunities for students to participate in special projects that are not affiliated with the required degree curriculum. Though such extracurricular opportunities are by definition dispersed from the required curriculum, all faculty members participated in at least one of the opportunities described below.

Out-of-classroom service learning opportunities are offered most regularly by our Secondary Teaching Credential Program in English, but also in our Technical Writing Class (ENGL 360), our course on Theories of Response to Written Communication (ENGL 402), Professional Editing and Journal Production (ENGL 515), and in Writing Theory and Practice for Teaching Associates (ENGL 590). Although not a formal department-centered honors program, one honors experience is offered through Sigma Tau Delta, the International English Honor Society, a society that sees significant student engagement and participation.

Our robust participation in the university's Study Abroad and Study Away sessions also frequently includes a strong service learning component. During the period of review, English faculty led Study Abroad or Study Away sessions in Ireland, Guatemala, the Appalachian Trail, Washington D.C., and Paris.

There are also a number of opportunities for students to participate in the research process, or to present their writing to a larger audience. Graduate students and motivated undergraduates frequently present their research at our annual graduate student-organized Acacia Conference, which includes faculty members serving as discussants or chairing panels of student-directed research. In addition, Professional Editing and Journal Production (ENGL 515) has long produced *Dash*, an annual literary journal with a national list of contributors.

Beyond that, graduate students are encouraged to present at scholarly conferences, and several have presented their research at conferences with faculty members. During the period of review, at least two groups of students presented their research at professional conferences alongside faculty members: several students traveled to present at a scholarly conference on composition and rhetoric, accompanied and encouraged by a junior faculty member; and a different group traveled to present their research on author James Joyce at a different scholarly conference, accompanied by a different faculty member.

Also during the period of review, at least three faculty members secured grants that involved students in their own research. One resulted in a published book of poetry; one resulted in work on a scholarly book yet in progress; the third resulted in a conference devoted to the study of author Phillip K. Dick. Perhaps most notably, a donor recently endowed a fund specifically to support faculty involving students in their research, allowing such opportunities to continue in perpetuity. Beyond that, many of our student clubs, including the Science Fiction and Fantasy Club and the Teaching Writing Club, have produced publications showcasing original student writing and research.

VI. Resources and Facilities

VI.A. State Supported and Non-State Resources

The information below, provided by the College of Humanities and Social Sciences, details the nonsalary state-support and non-state resources received by the department during the last five years. For fiscal years 2014-2015 through 2016-2017, self-support money was transferred as state support, so there was no distinction between the two sources. (See also Appendix E, Table 10.)

Fiscal Year	State Support	Self-Support	External Research Grants	Fundraising	Total
FY18-19	\$32,400	\$30,400	\$ -	\$24,395	\$87,195
FY17-18	\$40,162	\$24,038	\$ -	\$5,590	\$69,790
FY16-17	\$65,600	\$ -	\$ -	\$37,174	\$102,774
FY15-16	\$61,700	\$ -	\$ -	\$38,015	\$99,715
FY14-15	\$62,278	\$ -	\$ -	\$27,010	\$89,288

VI.B. Special Facilities and Equipment

The department runs the university Writing Center, an active and successful resource available to all students on campus. In 2018-2019, students from across the university sought out 8,715 tutoring sessions at the Writing Center, in addition to attending 18 regular workshops on specialized writing topics and a few custom workshops developed at the request of faculty and other administrative stakeholders on campus.

Maintaining the facilities and resources for the Writing Center will continue to be a priority in the future.

The department has one computer classroom designated for its writing classes, so that all students are able to write and research simultaneously during class time. In addition, we have purchased equipment for instructional equipment out of Miscellaneous Course Fees (MCF) funds, including microphones, cameras, and other recording equipment for various classes. We have also been able to remodel our conference room and main department office, ensuring our most-used facilities will be well-maintained for years to come. Maintaining these resources will continue to be important.

Classroom availability will also continue to be a priority. Because our programs depend on in-person instruction, our ability to meet our FTES target and maintain a 3/3 teaching allocation is chiefly predicated on the availability of large classrooms on campus. In the degree programs, faculty generally teach a class of 60 students, a class of 40 students, and then either a graduate class of 18 or a writing class of 27. We recognize that our need for large classrooms is hardly unique on campus. We note it here all the same, as the availability of classrooms is key to the ongoing success of our programs. In a similar spirit, we have observed during the period of review that seeming changes in the fire codes have required the removal of a few seats from a number of our classrooms. One or two seats missing from, say, a 25-seat classroom (the size needed for our ENGL 101 classes) may not seem like much. But over the period of review, and spread over a large number of classrooms, such changes have had the practical effect of making our instructional budget smaller: when classrooms shrink, we have to schedule more sections to get the same number of seats.

On a more positive note, during the period of review, the availability and functionality of campus smart classrooms—a priority and a concern during the last PPR—have become universal and of high quality. The standardization of classroom technologies during this period of review have helped equalize instructional spaces on this campus.

VI.C. Library Resources

During the period of review, the library had a number of difficulties which limited access to the stacks. Direct access to books was closed, for instance, for a lengthy period as a result of earthquake damage in 2014. The space of the library has also shifted from a model to which most English professors are disciplinarily oriented—one built around print technology broadly, particularly in the form of physical, accessible stacks and high-quality print-oriented database services—to one that emphasizes student study spaces, student resource centers, “maker spaces,” and other non-print services that are not generally useful to teaching and research in the humanities. For scholars in English, the library serves the same function as the laboratory does to a scientist. In this sense, the seeming shift in Pollak’s mission during the period of review, coupled with the diminishment of access to books during large sections of that period, is a loss. Nonetheless, the department maintains a good relationship with the library. Its Special Collections department provides valuable resources to a number of

our classes at the graduate and undergraduate levels. And its librarians regularly run excellent research instructional sessions for our writing classes. During the period of review, faculty members have partnered with faculty in the library to organize scholarly conferences, special exhibits, and an annual Poetry Day. In addition, the library continues to house the department-run Writing Center, providing a key partnership with the department and an important service to the entire campus. The library has always been polite when explaining why it cannot subscribe to a particular database, and its interlibrary loan service, crucial for conducting humanities research at this campus, remains efficient and helpful in locating the many books and articles not available on campus.

VII. Long-Term Plans

VII.A. Summary of Long-Term Plans

The department intends to maintain its present course. Our overall mission and goals did not change appreciably during the past seven years, nor do we expect them to change in the next seven. The department remains devoted to the study of writers and writing in a range of contexts and permutations. That said, the particulars of that orientation will undoubtedly change over time: we may, for instance, study different genres or modes of writing, we may study them from different subdisciplinary perspectives, or we may study new types of writers, perhaps within different historical, racial, or geographic contexts. It is for this reason that T/TT hiring is so important. We depend on new T/TT faculty to create the new methods, areas of study, and subdisciplinary perspectives that will propel the English and Comparative Literature programs into the future.

VII.B. Long-Term Plans and University Mission and Goals

All our programs are predicated on the principle of learning for its own sake, and the creation, acquisition, and transmission of knowledge will continue to be a foundational value of this department. The majority of the university's learning goals—intellectual literacy, critical thinking, clear communication, community perspective, and global community—are closely aligned with our own program goals. The goals expressed in its Strategic Plan, too, are furthered by our programs. Our present course has been well charted to implement the university's mission and goals. (For an alignment grid mapping how the Learning Outcomes of the department's various programs implement the university's larger mission and goals, see Appendices A.5 and B.5.)

VII.C. Evidence and Long-Term Goals

In the degree programs, we intend to continue our assessment plans, begun during this period of review, to ensure those programs remain of high quality. In the non-degree writing programs, we take pride in being good citizens of the college and the university and view those programs as a special responsibility. We intend to continue our assessment, course coordination, and training plans to ensure those programs remain

of high quality. In the degree programs, we will continue to monitor graduation rates as one metric of success, and are interested in monitoring the overall number of majors as a metric of the overall health of the program. For our newly created minors, we plan to monitor headcount in those programs as a leading indicator of student interest and engagement. This period also saw new forms of community outreach that we intend to continue. Finally, during the period of review, the department saw a flourishing of research productivity and is committed to finding ways to support and encourage faculty in their research and creative endeavors.

VII.D. Long-Term Budget Plan

Given that our number of majors is nearly at a five-year high while our number of T/TT faculty is at a five-year low, we are dedicated to growing our ranks of T/TT faculty. New faculty are the lifeblood of any department, and we are dedicated to working with the Provost and the H&SS Dean's office to grow and retain our high-quality and diverse faculty while maintaining a 3/3 teaching load.

With its teaching, research, and service commitments, the department is working at a high level. Faculty frequently feel overworked, and morale depends upon ongoing support for the 3/3 teaching load, curricular autonomy and the availability of courses in their specialty, continued access to travel funds, and additional T/TT faculty.

In many ways, funding for this department is stable and appropriate. Faculty can depend on a secure, if small, annual allocation of travel and professional development money from the H&SS Dean's office. Miscellaneous Course Fee allocations can fund most supplementary classroom instructional expenses, and many other one-time purchases can be made with our present budget allocation. Some of department's many student-centered service responsibilities are incentivized and compensated with reassigned time, and faculty are frequently sought out for other administrative responsibilities across campus, also incentivized and compensated with reassigned time.

But in other ways, particularly in overall T/TT density, the department is less well-funded. We understand that it is expensive to have T/TT faculty serving as teachers, scholars, advisers, course coordinators, and administrators. And it grows more expensive by the year. But the issue of T/TT density is a crucial one, both for student success as well as the health of the department. Increasing that T/TT density while maintaining a 3/3 teaching load, which is of paramount importance for recruitment, retention, workload equity, and overall morale, is a crucial priority. In sum, an important long-term budget objective will be working with the H&SS Dean's office to secure T/TT hires that are appropriate not just to FTES in the major, but to overall T/TT density for all our programs, coupled with an SFR that is appropriate for the significant, yet non-FTES-producing, student success and administrative assigned-time service obligations the department has historically performed.

Appendix A: Undergraduate Degree Programs

Appendix A.1.a: Applications, Admissions, and Graduation: ENGL B.A.

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2014	529	281	64
2015	550	249	43
2016	603	308	49
2017	653	321	52
2018	595	267	56

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2014	477	195	53
2015	497	192	53
2016	491	201	73
2017	513	198	65
2018	522	226	65

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES ¹	Upper-Division FTES ²	Total FTES
2014-2015	493.1	444.6	937.7
2015-2016	463.1	444.9	908.0
2016-2017	445.6	477.3	922.9
2017-2018	430.9	459.8	890.7
2018-2019	404.3	457.4	861.7

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ³	Headcount	FTES ⁴	Headcount	FTES ⁵	FTES per Headcount
2014-2015	132	115.7	328	269.0	460	384.8	0.84
2015-2016	125	109.8	326	268.5	451	378.2	0.84
2016-2017	114	100.2	376	308.9	490	409.1	0.84

2017-2018	111	100.6	403	343.4	514	444.0	0.86
2018-2019	123	109.8	389	320.5	512	430.3	0.84

³ FTES of the lower division students who are majoring in the program.

⁴ FTES of the upper division students who are majoring in the program.

⁵ FTES of all students who are majoring in the program.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2011	58	25.9	48.3	63.8	2.2	2.9
2012	45	37.8	66.7	75.6	30.0	12.3
2013	58	32.8	58.6	67.2	3.4	21.9
2014	63	34.9	60.3	N/A	N/A	N/A
2015	43	32.6	N/A	N/A	N/A	N/A

*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2011 non-UR six-year graduation rate – 2011 UR six-year graduation rate).

Please consider cohort sizes when interpreting the equity gap data.

Table 3-B. Transfer Student Graduation Rates

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2013	73	41.1	61.6	76.7
2014	53	37.7	75.5	86.8
2015	53	43.4	69.8	79.2
2016	73	58.9	87.7	N/A
2017	65	55.4	N/A	N/A

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2014-2015	153
2015-2016	116
2016-2017	112
2017-2018	178
2018-2019	158

Appendix A.1.b: Applications, Admissions, and Graduation: CPLT B.A.

Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2014	7	5	0
2015	7	4	2
2016	17	8	0
2017	9	3	1
2018	18	9	0

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2014	8	4	1
2015	9	4	1
2016	9	5	1
2017	6	1	0
2018	9	7	3

Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES ¹	Upper-Division FTES ²	Total FTES
2014-2015	0.0	0.0	0.0
2015-2016	0.0	0.4	0.4
2016-2017	0.0	11.7	11.7
2017-2018	0.0	16.3	16.3
2018-2019	0.0	24.5	24.5

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ³	Headcount	FTES ⁴	Headcount	FTES ⁵	FTES per Headcount
2014-2015	1	1.0	3	2.7	4	3.7	0.93
2015-2016	2	1.7	3	2.1	5	3.8	0.76
2016-2017	2	1.6	1	0.9	3	2.5	0.84
2017-2018	3	2.6	3	2.0	5	4.6	0.93
2018-2019	2	1.0	6	4.9	8	5.9	0.79

³ FTES of the lower division students who are majoring in the program.

⁴ FTES of the upper division students who are majoring in the program.

⁵ FTES of all students who are majoring in the program.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2011	1	100	100	100	- **	- **
2012	0	-	-	-	-	-
2013	0	-	-	-	-	-
2014	0	-	-	-	-	-
2015	2	0	N/A	N/A	N/A	N/A

*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2011 non-UR six-year graduation rate – 2011 UR six-year graduation rate).

Please consider cohort sizes when interpreting the equity gap data.

**Note: Equity gap cannot be calculated due to the cohort size.

Table 3-B. Transfer Student Graduation Rates

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2013	0	-	-	-
2014	1	100	100	100
2015	1	0	100	100
2016	1	100	100	100
2017	0	-	-	-

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2014-2015	1
2015-2016	1
2016-2017	0
2017-2018	1
2018-2019	0

Appendix A.2: Assessment Procedures for ENGL B.A. and CPLT B.A.

Assessment Procedure for Learning Goal 4): Knowledge of Literary Works and Traditions

ENGL BA, 2017-2018

Learning Outcome:

“Demonstrate a familiarity with the major periods and genres of Anglophone literature, including works representing a diversity of perspectives and backgrounds”

(Corresponds to ULG-01: Intellectual Literacy)

Curriculum Map/Assessment Schedule for Outcome #4: Select classes ENGL 423-467

Spring 2018 courses used for assessment: ENGL 456

Procedures:

- 1) In AYs in which SLO #4 will be assessed, select faculty members teaching in the relevant subdivision of the curriculum map will receive a copy of this rubric.
- 2) These “assessment faculty” (hereafter “AF”) will independently choose a course-embedded measure for assessment—a paper, exam or equivalent—that is scheduled in the final 6 weeks of the semester.
- 3) AF will randomly select 10 students in sequence from the course roster for program assessment. For those students, AF will note academic major and academic level (Sophomore/Junior/etc.).
- 4) AF will assess each student’s performance on the course-embedded assessment measure according to the rubric, marking the relevant assessment (“underdeveloped,” “developed,” “highly developed”) for each subcategory of the student learning outcome (“SLO”).
- 5) AF will report assessment data to the Assessment Coordinator for each of the five students. Example: Student 23 || Major: History || Level: Senior || 1: D[eveloped] || 2: H[ighly developed] || 3: H[ighly developed]
- 6) The Assessment Coordinator will tabulate the data for the SLO and enter it into Compliance Assist.
- 7) At a future meeting or retreat, the department will study and discuss the assessment results, using that discussion as a framework for future action.

Assessment Rubric for Knowledge of Literary Works and Traditions (SLO #4)

	Underdeveloped	Developed	Highly Developed
1) Demonstrate familiarity with a major period or periods of Anglophone literature	Fails to evidence familiarity with a major period or periods of Anglophone literature	Evidences familiarity with a major period or periods of Anglophone literature	Evidences detailed or extensive familiarity with a major period or periods of Anglophone literature
2) Demonstrate familiarity with a major genre or genres of Anglophone literature	Fails to evidence familiarity with a major genre or genres of Anglophone literature	Evidences familiarity with a major genre or genres of Anglophone literature	Evidences detailed or extensive familiarity with a major genre or genres of Anglophone literature

Assessment Procedures for Learning Goal 1): Read Critically

ENGL BA & CPLT BA, 2016-2017

Learning Outcome:

“Analyze and interpret texts from a variety of genres, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.”

(Corresponds to University SLO II)

Curriculum Map/Assessment Schedule for Outcome #1: Select classes ENGL 326-355T, 370-389
Spring 2017 courses used for assessment: ENGL 341-01, 341-02, 350, 371

Procedures:

- 1) In AYs in which SLO #1 will be assessed, select faculty members teaching in the relevant subdivision of the curriculum map will receive a copy of this rubric.
- 2) These “assessment faculty” (hereafter “AF”) will independently choose a course-embedded measure for assessment—a paper, exam or equivalent—that is scheduled in the final 6 weeks of the semester.
- 3) AF will randomly select 5 students in sequence from the course roster for program assessment. For those students, AF will note academic major and academic level (Sophomore/Junior/etc.).
- 4) AF will assess each student’s performance on the course-embedded assessment measure according to the rubric, marking the relevant assessment (“underdeveloped,” “developed,” “highly developed”) for each subcategory of the student learning outcome (“SLO”).
- 5) AF will report assessment data to the Assessment Coordinator for each of the five students. Example: Student 23 || Major: History || Level: Senior || 1: D[eveloped] || 2: H[ighly developed] || 3: H[ighly developed]
- 6) The Assessment Coordinator will tabulate the data for the SLO and enter it into Compliance Assist.
- 7) At a future meeting or retreat, the department will study and discuss the assessment results, using that discussion as a framework for future action.

Assessment Rubric for Read Critically (SLO #1)

	Underdeveloped	Developed	Highly Developed
1) Demonstrate skills of literal comprehension, which may include such elements as plot, conflict, character, theme or argument	Fails to evidence literal understanding of a given text or texts	Evidences literal understanding of a given text or texts	Evidences literal understanding of a given text or texts that is highly detailed and/or comprehensive
2) Demonstrate ability to analyze and/or interpret texts beyond surface-level meaning, which may include such elements as irony, symbol, metaphor, meter, diction, or rhetoric	Fails to evidence understanding of such literary or rhetorical elements of a given text or texts	Evidences adequate understanding of such literary or rhetorical elements of a given text or texts	Evidences sophisticated understanding of such literary or rhetorical elements of a given text or texts
3) Demonstrate awareness of interpretive or analytical moves for reading a text, as informed by such critical traditions as rhetorical, stylistic, or formal analysis, theory, or historicism	Fails to evidence such interpretive and/or analytical moves	Adequately evidences such interpretive and/or analytical moves	Makes sophisticated use of such interpretive and/or analytical moves

Assessment Procedure for Learning Goal 2): Write Effectively

ENGL BA & CPLT BA, 2015-2016

Learning Outcome:

“Write clear, cogent and rhetorically effective prose for a variety of purposes and audiences.”

(Corresponds to University SLO III)

Curriculum Map/Assessment Schedule for Outcome #2: ENGL 302, 307, 404T, 450-492
 Spring 2016 courses used for assessment: ENGL 302, 307-02, 307-03, 452, 456, 460, 462, 463, 492

Procedures:

- 1) In AYs in which SLO #2 will be assessed, select faculty members teaching in the relevant subdivision of the curriculum map will receive a copy of this rubric.
- 2) These “assessment faculty” (hereafter “AF”) will independently choose a course-embedded measure for assessment—a research paper or equivalent—that is scheduled in the final 6 weeks of the semester.
- 3) AF will randomly select 5 students in sequence from the course roster for program assessment. For those students, AF will note academic major, academic level (Sophomore/Junior/etc.), and gender.
- 4) AF will assess each student’s performance on the course-embedded assessment measure according to the rubric, marking the relevant assessment (“underdeveloped,” “developed,” “highly developed”) for each subcategory of the student learning outcome (“SLO”).
- 5) AF will report assessment data to the Assessment Coordinator for each of the five students. Example: Student 23 || Major: History || Level: Senior || Gender: M || 1: D[eveloped] || 2: H[ighly developed] || 3: H[ighly developed]
- 6) The Assessment Coordinator will tabulate the data for the SLO and enter it into Compliance Assist.
- 7) At a future meeting or retreat, the department will study and discuss the assessment results, using that discussion as a framework for future action.

Assessment Rubric for Writing (SLO #2)

	Underdeveloped	Developed	Highly Developed
1) Demonstrate control of standard written English conventions	Fails to use or navigate conventions of standard written English	Uses or navigates conventions of standard written English	Makes highly effective use of conventions of standard written English
2) Demonstrate ability to organize written work	Fails to adequately organize written work	Adequately organizes written work	Organizes written work in highly effective (i.e., logical or purposeful) fashion
3) Demonstrate ability to tailor writing to the demands of specific purposes or audiences	Fails to use rhetorical practices appropriate to the writing situation	Uses rhetorical practices appropriate to the writing situation	Uses rhetorical practices in a way that is not only appropriate but enhances the success of the work

Assessment Procedure for Learning Goal 3): Research

ENGL BA & CPLT BA, 2014-2015

Learning Outcome:

“Demonstrate the ability to locate relevant research materials, effectively integrate this information into one’s written work, and cite it appropriately.”

(Corresponds to University SLO I)

Curriculum Map/Assessment Schedule for Outcome #3: ENGL 450-492; CPLT 450-451

Spring 2015 courses used for assessment: ENGL 452, 456, 459, 462, 463, 465, 492; CPLT 451

Procedures:

- 1) In AYs in which SLO #3 will be assessed, select faculty members teaching in the relevant subdivision of the curriculum map will receive a copy of this rubric.
- 2) These “assessment faculty” (hereafter “AF”) will independently choose a course-embedded measure for assessment—a research paper or equivalent—that is scheduled in the final 6 weeks of the semester.
- 3) AF will randomly select 5 students in sequence from the course roster for program assessment. For those students, AF will note academic major, academic level (Sophomore/Junior/etc.), and gender.
- 4) AF will assess each student’s performance on the course-embedded assessment measure according to the rubric, marking the relevant assessment (“underdeveloped,” “developed,” “highly developed”) for each subcategory of the student learning outcome (“SLO”).
- 5) AF will report assessment data to the Assessment Coordinator for each of the five students. Example: Student 23 || Major: History || Level: Senior || Gender: M || 1: D[eveloped] || 2: H[ighly developed] || 3: H[ighly developed]
- 6) The Assessment Coordinator will tabulate the data for the SLO and enter it into Compliance Assist.
- 7) At a future meeting or retreat, the department will study and discuss the assessment results, using that discussion as a framework for future action.

Assessment Rubric for Research (SLO #3)

	Underdeveloped	Developed	Highly Developed
1) Demonstrate ability to locate relevant research materials	Fails to use appropriate number of relevant sources	Uses appropriate number of relevant sources	Uses appropriate (or greater) number of carefully chosen sources
2) Demonstrate ability to effectively integrate this information into one’s written work	Fails to adequately integrate sources into written work	Adequately integrates sources into written work	Thoughtfully and critically integrates sources into written work
3) Demonstrate ability to appropriately cite these sources	Fails to adequately cite sources	Adequately cites sources	Makes sophisticated use of citations, strengthening the work as a whole

Appendix A.3: Assessment Results for ENGL and CPLT B.A.

Assessment Results, ENGL B.A., 2017-2018

LO 4): Knowledge of Literary Works and Traditions

“Demonstrate a familiarity with the major periods and genres of Anglophone literature, including works representing a diversity of perspectives and backgrounds.”

	Highly Developed	Developed	Underdeveloped
Demonstrate familiarity with a major period or periods of Anglophone literature	8	2	0
Demonstrate familiarity with a major genre or genres of Anglophone literature	6	3	1
Totals	14	5	1
Percentages	70.0%	25.0%	5.0%
Total Percentage HD & D	95.0%		

Assessment Results, ENGL and CPLT B.A., 2016-2017

LO 1): Read Critically

“Analyze and interpret texts from a variety of genres, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.”

	Highly Developed	Developed	Underdeveloped
Demonstrate skills of literal comprehension, which may include elements such as plot, conflict, character, theme or argument	13	7	0
Demonstrate ability to analyze and/or interpret texts beyond surface-level meaning, which may include	11	9	0

such elements as irony, symbol, metaphor, meter, diction or rhetoric			
Demonstrate awareness of interpretive or analytical moves for reading a text, as informed by such critical traditions as rhetorical, stylistic, or formal analysis; theory; or historicism	11	9	0
Totals	35	25	0
Percentages	58.3%	41.7%	0.0%
Total Percentage HD & D	100.0%		

Assessment Results, ENGL and CPLT B.A., 2015-2016

LO 2): Write Effectively

“Write clear, cogent, and rhetorically effective prose for a variety of purposes and audiences.”

	Highly Developed	Developed	Underdeveloped
Demonstrate control of standard written English conventions	23	19	3
Demonstrate ability to organize written work	14	28	3
Demonstrate ability to tailor writing to the demands of specific purposes or audiences	20	23	2
Totals	57	70	8
Percentages	42.2%	51.9%	5.9%
Total Percentage HD & D	94.1%		

Assessment Results, ENGL and CPLT B.A., 2014-2015

LO 3): Research

“Demonstrate the ability to locate relevant research materials, effectively integrate this information into one’s written work, and cite it appropriately.”

	Highly Developed	Developed	Underdeveloped
Demonstrate ability to locate relevant research materials	17	13	5
Demonstrate ability to effectively integrate this information into one’s written work	19	12	4
Demonstrate ability to appropriately cite these sources	17	13	5
Totals	53	38	14
Percentages	50.5%	36.2%	13.3%
Total Percentage HD & D	86.7%		

Appendix A.4: Curriculum Maps for ENGL B.A. and CPLT B.A.

ENGL B.A. Curriculum Map

Course	L01: Read Critically	L02: Write Effectively	L03: Research	L04: Knowledge of Literary Works and Traditions	L05: Structure of the English Language
ENGL 211, 212, 221, 222	I	I		I	
ENGL 300	D	D			
ENGL 302, 307		D			I
ENGL 316	D	D	I	D	
ENGL 315, 317	D	D	I	D	
ENGL 303-305					D, M
Electives (ENGL 201-492)	D	D		D	
ENGL 423-492	D	D	D	D	
ENGL 495T	M	M	M	M	

I=Introduced; D=Developed; M=Mastered

CPLT B.A. Curriculum Map

Course	L01: Read Critically	L02:Write Effectively	L03: Research	L04: Knowledge of Two Literary Traditions	L05: Ability to Compare Interlinguistic/ Interdisciplinary Texts	L06: Knowledge of Approaches to Comp. Lit.
ENGL 300	D	D				
ENGL 307		D	I			
CPLT 324- 325	D	D	D	D	D	D
CPLT 450- 451	M	M	M	M	M	M
CPLT 312- 499	D	D	D	D	D	D
ENGL 423- 495	M	M	M			
Adviser- Approved Related Units	D	D	D			
Electives in Lit.	D	D	D			
Competence in Foreign Lang.		D				

I=Introduced; D=Developed; M=Mastered

Appendix A.5: Learning Outcome Alignment Maps for ENGL B.A. and CPLT B.A.

ENGL B.A. Learning Outcome Alignment Map

<u>ENGL B.A. Learning Outcomes</u>	LO 1) Read Critically	LO 2) Write Effectively	LO 3) Research	LO 4) Knowledge of Major Literary Works and Traditions	LO 5) Structure of the English Language
<u>University Strategic Plan Goals</u>	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment
<u>Undergrad. University Learning Goals</u>	ULG-02: Critical Thinking	ULG -03: Communication	ULG-01: Intellectual Literacy	ULG-01: Intellectual Literacy	ULG-01: Intellectual Literacy
<u>WSCUC Core Competencies</u>	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC Written Communication	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC Written Communication	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC Written Communication	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC Written Communication	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC Written Communication

CPLT B.A. Learning Outcome Alignment Map

<u>CPLT B.A. Learning Outcomes</u>	LO 1) Read Critically	LO 2) Write Effectively	LO 3) Research	LO 4) Knowledge of Two Literary Traditions	LO 5) Ability to Compare Interlinguistic and Interdisciplinary Texts	LO 6) Knowledge of Approaches to Comparative Literature
<u>University Strategic Plan Goals</u>	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Exp. and Environment
<u>University Undergrad. Learning Goals</u>	ULG-02: Critical Thinking	ULG -03: Communication	ULG-01: Intellectual Literacy	ULG-01: Intellectual Literacy	ULG-01: Intellectual Literacy	ULG-01: Intellectual Literacy
<u>WSCUC Core Competencies</u>	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC: Written Comm.	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC: Written Comm.	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC: Written Comm.	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC: Written Comm.	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC: Written Comm.	CC-CT: Critical Thinking; CC-IL: Information Literacy; CC-WC: Written Comm.

Appendix A.6: Learning Goals and Outcomes for ENGL B.A. and CPLT B.A.

ENGL B.A. Learning Goals and Associated Outcomes

- 1) Read Critically**
Analyze and interpret texts from a variety of genres, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.
 - 2) Write Effectively**
Write clear, cogent, and rhetorically effective prose for a variety of purposes and audiences.
 - 3) Research**
Demonstrate the ability to locate relevant research materials, effectively integrate this information into one's written work, and cite it appropriately.
 - 4) Knowledge of Literary Works and Traditions**
Demonstrate a familiarity with the major periods and genres of Anglophone literature, including works representing a diversity of perspectives and backgrounds.
 - 5) Structure of the English Language**
Demonstrate a working knowledge of the structure of the English language.
-

CPLT B.A. Learning Goals and Associated Outcomes

- 1) Read Critically**
Analyze and interpret texts from a variety of genres, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.
- 2) Write Effectively**
Write clear, cogent, and rhetorically effective prose for a variety of purposes and audiences.
- 3) Research**
Demonstrate the ability to locate relevant research materials, effectively integrate this information into one's written work, and cite it appropriately.
- 4) Knowledge of Two Literary Traditions**
Demonstrate a working knowledge of major writers, periods, and genres of at least two literary traditions (one tradition can be an Anglophone tradition), and be able to place important works and genres in their historical contexts.
- 5) Ability to Compare Interlinguistic and Interdisciplinary Texts**
Demonstrate ability to analyze literary, cultural, historical, and linguistic relations between two linguistically distinct literary traditions (one tradition can be an Anglophone tradition), highlighting especially the diversity and interconnectedness of literary traditions, as well as the significance of translation. In addition, demonstrate ability to make an informed comparison of literature and another discipline or field (including but not limited to: visual arts, literary and cultural theory, philosophy, religion, anthropology, history, communications, etc.).
- 6) Knowledge of Approaches to Comparative Literature**
Demonstrate a working knowledge of the various theories of comparative literature and the major works of literary theory that have informed comparative literature as a discipline.

Appendix B: Graduate Degree Programs

Appendix B.1: Applications, Admissions, and Graduation

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2014	48	30	22
2015	55	29	23
2016	46	31	20
2017	51	25	16
2018	57	37	28

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2014-2015	74	45.2	0.61
2015-2016	64	37.8	0.60
2016-2017	59	32.5	0.55
2017-2018	50	26.6	0.54
2018-2019	61	34.5	0.57

Table 7. Graduate Student Graduation Rates

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2012	28	32.1	71.4	78.6
2013	33	42.4	78.8	81.8
2014	22	36.4	81.8	100.0
2015	23	34.8	73.9	87.0
2016	20	20.0	55.0	N/A

Table 8. Master's Degrees Awarded

College Year	Degrees Awarded
2014-2015	32
2015-2016	22
2016-2017	24
2017-2018	18
2018-2019	15

Appendix B.2: Assessment Procedures for ENGL M.A.

Assessment Procedure for Learning Goal 4): Advanced Knowledge Within the Discipline

English MA, 2017- 2018

Learning Outcome:

“Demonstrate an appropriate level of expertise in literary studies, composition-rhetoric, or creative writing, including an in-depth understanding of major writers, movements, stylistic trends, forms, and concepts”

(Corresponds to ULG-01: Intellectual Literacy)

Curriculum Map/Assessment Schedule for Outcome #4: Select classes ENGL 525T-574T
Spring 2018 courses used for assessment: ENGL 525T-01

Procedures:

- 1) In AYs in which SLO #4 will be assessed, select faculty members teaching in the relevant subdivision of the curriculum map will receive a copy of this rubric.
- 2) These “assessment faculty” (hereafter “AF”) will independently choose a course-embedded measure for assessment—a paper, exam or equivalent—that is scheduled in the final 6 weeks of the semester.
- 3) AF will randomly select 10 students in sequence from the course roster for program assessment. For those students, AF will note graduate program (or major) and academic level (Grad, Senior, Junior, etc.).
- 4) AF will assess each student’s performance on the course-embedded assessment measure according to the rubric, marking the relevant assessment (“underdeveloped,” “developed,” “highly developed”) for each subcategory of the student learning outcome (“SLO”).
- 5) AF will report assessment data to the Assessment Coordinator for each of the five students. Example: Student 23 || Program: English || Level: Grad || 1: D[veloped] || 2: H[ighly developed] || 3: H[ighly developed]
- 6) The Assessment Coordinator will tabulate the data for the SLO and enter it into Compliance Assist.
- 7) At a future meeting or retreat, the department will study and discuss the assessment results, using that discussion as a framework for future action.

Assessment Rubric for Advanced Knowledge Within the Discipline (SLO #4)

	Underdeveloped	Developed	Highly Developed
1) Demonstrate significant knowledge of major writers, movements, stylistic trends and/or forms	Fails to evidence significant knowledge of major writers, movements, stylistic trends or forms	Evidences significant knowledge of major writers, movements, stylistic trends or forms	Evidences a highly detailed or comprehensive knowledge of major writers, movements, stylistics trends or forms
2) Demonstrate significant knowledge of key concepts within the discipline	Fails to evidence significant knowledge of key concepts within the discipline	Evidences significant knowledge of key concepts within the discipline	Evidences a highly detailed or comprehensive knowledge of key concepts within the discipline

Assessment Procedure for Learning Goal 1): Read Critically

English MA, 2016-2017

Learning Outcome:

“Demonstrate sophistication in analyzing and interpreting texts, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.”

(Corresponds to University SLO II)

Curriculum Map/Assessment Schedule for Outcome #1: Select classes ENGL 525T-574T

Spring 2017 courses used for assessment: ENGL 525T-01, 525T-02, 571T-02

Procedures:

- 1) In AYs in which SLO #1 will be assessed, select faculty members teaching in the relevant subdivision of the curriculum map will receive a copy of this rubric.
- 2) These “assessment faculty” (hereafter “AF”) will independently choose a course-embedded measure for assessment—a paper, exam or equivalent—that is scheduled in the final 6 weeks of the semester.
- 3) AF will randomly select 5 students in sequence from the course roster for program assessment. For those students, AF will note graduate program (or major) and academic level (Grad, Senior, Junior, etc.).
- 4) AF will assess each student’s performance on the course-embedded assessment measure according to the rubric, marking the relevant assessment (“underdeveloped,” “developed,” “highly developed”) for each subcategory of the student learning outcome (“SLO”).
- 5) AF will report assessment data to the Assessment Coordinator for each of the five students. Example: Student 23 || Program: English || Level: Grad || 1: D[developed] || 2: H[ighly developed] || 3: H[ighly developed]
- 6) The Assessment Coordinator will tabulate the data for the SLO and enter it into Compliance Assist.
- 7) At a future meeting or retreat, the department will study and discuss the assessment results, using that discussion as a framework for future action.

Assessment Rubric for Read Critically (SLO #1)

	Underdeveloped	Developed	Highly Developed
1) Demonstrate ability to analyze and/or interpret texts beyond surface-level meaning, which may include such elements as irony, symbol, metaphor, meter, diction, or rhetoric	Fails to evidence understanding of such literary or rhetorical elements of a given text or texts	Evidences adequate understanding of such literary or rhetorical elements of a given text or texts	Evidences sophisticated understanding of such literary or rhetorical elements of a given text or texts
2) Demonstrate awareness of interpretive or analytical moves for reading a text, as informed by such critical traditions as rhetorical, stylistic, or formal analysis, theory, or historicism	Fails to evidence such interpretive and/or analytical moves	Adequately evidences such interpretive and/or analytical moves	Makes sophisticated use of such interpretive and/or analytical moves

Assessment Procedure for Learning Goal 2): Writing

English MA, 2015- 2016

Learning Outcome:

“Demonstrate a mastery of the techniques and conventions of scholarly, persuasive, and/or creative writing.”

(Corresponds to University SLO III)

Curriculum Map/Assessment Schedule for Outcome #2: ENGL 595

Spring 2016 courses used for assessment: ENGL 595-01, 595-03

Procedures:

- 1) In AYs in which SLO #2 will be assessed, select faculty members teaching in the relevant subdivision of the curriculum map will receive a copy of this rubric.
- 2) These “assessment faculty” (hereafter “AF”) will independently choose a course-embedded measure for assessment—a research paper or equivalent—that is scheduled in the final 6 weeks of the semester.
- 3) AF will randomly select 5 students in sequence from the course roster for program assessment. For those students, AF will note major or graduate department, academic level (Sophomore/Junior/Grad/etc.), and gender.
- 4) AF will assess each student’s performance on the course-embedded assessment measure according to the rubric, marking the relevant assessment (“underdeveloped,” “developed,” “highly developed”) for each subcategory of the student learning outcome (“SLO”).
- 5) AF will report assessment data to the Assessment Coordinator for each of the five students. Example: Student 23 || Major: History || Level: Grad || Gender: M || 1: D[developed] || 2: H[ighly developed] || 3: H[ighly developed]
- 6) The Assessment Coordinator will tabulate the data for the SLO and enter it into Compliance Assist.
- 7) At a future meeting or retreat, the department will study and discuss the assessment results, using that discussion as a framework for future action.

Assessment Rubric for Writing (SLO #2)

	Underdeveloped	Developed	Highly Developed
1) Demonstrate control of standard written English conventions	Fails to use or navigate conventions of standard written English	Uses or navigates conventions of standard written English	Makes highly effective use of conventions of standard written English
2) Demonstrate ability to organize written work	Fails to adequately organize written work	Adequately organizes written work	Organizes written work in highly effective (i.e., logical or purposeful) fashion
3) Demonstrate command of the techniques and conventions of scholarly, persuasive and/or creative writing	Fails to demonstrate command of techniques or conventions appropriate to the writing situation.	Demonstrates command of the techniques or conventions appropriate to the writing situation.	Demonstrates a sophisticated level of expertise with the techniques or conventions appropriate to the writing situation

Assessment Procedure for Learning Goal 3): Research

English MA, 2014- 2015

Learning Outcome:

“Demonstrate the ability to find relevant research materials, evaluate scholarly arguments, and contribute to current scholarship.”

(Corresponds to University SLO I)

Curriculum Map/Assessment Schedule for Outcome #3: ENGL 525T-579T

Spring 2015 courses used for assessment: ENGL 525T, 525T, 571T, 579T

Procedures:

- 1) In AYs in which SLO #3 will be assessed, select faculty members teaching in the relevant subdivision of the curriculum map will receive a copy of this rubric.
- 2) These “assessment faculty” (hereafter “AF”) will independently choose a course-embedded measure for assessment—a research paper or equivalent—that is scheduled in the final 6 weeks of the semester.
- 3) AF will randomly select 5 students in sequence from the course roster for program assessment. For those students, AF will note program, degree (MA), and gender.
- 4) AF will assess each student’s performance on the course-embedded assessment measure according to the rubric, marking the relevant assessment (“underdeveloped,” “developed,” “highly developed”) for each subcategory of the student learning outcome (“SLO”).
- 5) AF will report assessment data to the Assessment Coordinator for each of the five students. Example: Student 11 || Program: English || Degree: MA || Gender: M || 1: D[eveloped] || 2: H[ighly developed] || 3: H[ighly developed]
- 6) The Assessment Coordinator will tabulate the data for the SLO and enter it into Compliance Assist.
- 7) At a future meeting or retreat, the department will study and discuss the assessment results, using that discussion as a framework for future action.

Assessment Rubric for Research (SLO #3)

	Underdeveloped	Developed	Highly Developed
1) Demonstrate ability to find relevant research materials	Fails to use appropriate number of relevant sources	Uses appropriate number of relevant sources	Uses appropriate (or greater) number of carefully chosen sources
2) Demonstrate the ability to evaluate scholarly arguments	Fails to engage relevant scholarly arguments	Adequately engages relevant scholarly arguments	Thoughtfully and critically engages relevant scholarly arguments
3) Demonstrate the ability to contribute to current scholarship	Fails to build on relevant scholarship	Adequately builds on relevant scholarship	Makes a significant contribution to relevant scholarship

Appendix B.3: Assessment Results for ENGL M.A.

Assessment Results, ENGL M.A., 2017-2018

LO 4): Advanced Knowledge Within the Discipline

“Demonstrate an appropriate level of expertise in literary studies, composition and rhetoric, or creative writing, including an in-depth understanding of major writers, movements, stylistic trends, forms, and concepts.”

	Highly Developed	Developed	Underdeveloped
Demonstrate significant knowledge of major writers, movements, stylistic trends and/or forms	7	2	0
Demonstrate significant knowledge of key concepts within the discipline	8	1	0
Totals	15	3	0
Percentages	83.3%	16.7%	0.0%
Total Percentage HD & D	100%		

Assessment Results, ENGL M.A., 2016-2017

LO 1): Read Critically

“Demonstrate sophistication in analyzing and interpreting texts, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.”

	Highly Developed	Developed	Underdeveloped
Demonstrate ability to analyze and/or interpret texts beyond surface-level meaning, which may include such elements as irony, symbol, metaphor, meter, diction, or rhetoric	13	1	1

Demonstrate awareness of interpretive or analytical moves for reading a text, as informed by such critical traditions as rhetorical, stylistic, or formal analysis; theory; or historicism	11	3	1
Totals	24	4	2
Percentages	80%	13.3%	6.7%
Total Percentage HD & D	93.3%		

Assessment Results, ENGL M.A., 2015-2016

LO 2): Write Effectively

“Demonstrate a mastery of the techniques and conventions of scholarly, persuasive, and/or creative writing.”

	Highly Developed	Developed	Underdeveloped
Demonstrate control of standard written English conventions	4	6	0
Demonstrate ability to organize written work	4	6	0
Demonstrate command of the techniques and conventions of scholarly, persuasive, and/or creative writing	6	3	1
Totals	14	15	1
Percentages	46.7%	50.0%	3.3%
Total Percentage HD & D	96.7%		

Assessment Results, ENGL M.A., 2014-2015

LO 3): Conduct High-Level Research

“Demonstrate the ability to find relevant research materials, evaluate scholarly arguments, and contribute to current scholarship.”

	Highly Developed	Developed	Underdeveloped
Demonstrate ability to find relevant research materials	18	2	0
Demonstrate ability to evaluate scholarly arguments	17	3	0
Demonstrate ability to contribute to current scholarship	15	5	0
Totals	50	10	0
Percentages	83.3%	16.7%	0.0%
Total Percentage HD & D	100%		

Appendix B.4: Curriculum Map for ENGL M.A.

ENGL M.A. Curriculum Map

Course	LO1: Read Critically	LO2: Write Effectively	LO3: Conduct High-Level Research	LO4: Advanced Knowledge Within the Discipline	LO4: Professionalization and Preparation for Future Study
ENGL 500	I	I	I	I	I
ENGL 509T		D			
ENGL 510	D	D		D	
ENGL 515					D
ENGL 525T	D	D	D	D	D
ENGL 571T-574T	D, M	D, M	D, M	D, M	D, M
ENGL 575T					M
ENGL 579T	D, M	D, M	D, M	D, M	D, M
ENGL 590					D, M
ENGL 591T	D, M	D, M	D, M	D, M	D, M
ENGL 595	M	M	M	M	M

I=Introduced; D=Developed; M=Mastered

Appendix B.5: Learning Outcome Alignment Maps for ENGL M.A.

ENGL M.A. Learning Outcome Alignment Map

<u>ENGL M.A. Learning Outcomes</u>	LO 1) Read Critically	LO 2) Write Effectively	LO 3) Conduct High-Level Research	LO 4) Advanced Knowledge Within the Discipline	LO 5) Professionalization and Preparation for Further Study
<u>University Strategic Plan Goals</u>	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment	SPG-01: Transformative Educational Experience and Environment
<u>University Graduate Learning Goals</u>	GLG-02: Critical Thinking	GLG -03: Communication	GLG-01: Intellectual Literacy	GLG-01: Intellectual Literacy	GLG-05: Community Perspective

Appendix B.6: Learning Goals and Outcomes for ENGL M.A.

ENGL M.A. Learning Goals and Associated Outcomes

- 1) Read Critically**
Demonstrate sophistication in analyzing and interpreting texts, as informed by such critical traditions as rhetorical, stylistic, and formal analysis; theory; and historicism.
- 2) Write Effectively**
Demonstrate a mastery of the techniques and conventions of scholarly, persuasive, and/or creative writing.
- 3) Conduct High-Level Research**
Demonstrate the ability to find relevant research materials, evaluate scholarly arguments, and contribute to current scholarship
- 4) Acquire Advanced Knowledge Within the Discipline**
Demonstrate an appropriate level of expertise in literary studies, composition and rhetoric, or creative writing, including an in-depth understanding of major writers, movements, stylistic trends, forms, and concepts.
- 5) Professionalization and Preparation for Further Study**
Demonstrate competence in professional skills and practices necessary to pursue careers in a variety of fields, including teaching, editing, publishing, and writing, and/or to pursue further graduate study.

Appendix C: Faculty

Appendix C.1: FTEF, FTES, and SFR

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

Table 9. Faculty Composition*

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	Actual FTEF
2014	21	5	1.0	1.0	5	30.5
2015	21	6	1.0	1.0	5	31.0
2016	21	5	0.5	1.0	3	28.5
2017	20	4	0.5	0.5	10	33.5
2018	19	4	0.5	0.5	8	31.0

*Includes Linguistics

Appendix D: Faculty Curriculum Vitae [Note]

Please see either a separate attachment or the full Appendix at the end of this self-study, following Appendix F.

Appendix E: Resources

Table 10. Program Resources

Fiscal Year	State Support	Self-Support*	External Research Grants	Fundraising	Total
FY18-19	\$32,400	\$30,400	\$ -	\$24,395	\$87,195
FY17-18	\$40,162	\$24,038	\$ -	\$5,590	\$69,790
FY16-17	\$65,600	\$ -	\$ -	\$37,174	\$102,774
FY15-16	\$61,700	\$ -	\$ -	\$38,015	\$99,715
FY14-15	\$62,278	\$ -	\$ -	\$27,010	\$89,288

* For fiscal years 2014-2015 through 2016-2017, self-support money was transferred as state support, so there was no distinction between the two sources.

Appendix F. Long-Term Planning

These tables synthesize degree program goals regarding student learning, scholarship, and service, and stipulate the criteria we either are using, or intend to use, to assess those goals.

Quality Outcome: High-Quality Student Engagement, Learning, and Academic Achievement

Goals	Assessment Tools/Means of Documentation
Successful attainment of Learning Outcomes	Annual assessment of SLOs for B.A. and M.A.
Student interest in B.A./M.A./Minors	Enrollment headcount in B.A./M.A./Minors
Participation in high-impact practices	Completion of ENGL 307, 495T, 595
Ongoing curriculum development	Curriculog, university catalog
Curriculum diversity	Number of courses offered, T/TT faculty numbers
Maintaining 3/3 teaching load while growing T/TT ranks	Course scheduling, T/TT numbers
Improvement in graduation rates	Graduation rates
Improvement of T/TT density across all programs, while maintaining service duties	T/TT numbers

Quality Outcome: High-Quality Research and Creative Activities

Goals	Assessment Tools/Means of Documentation
Research and creative activity conducive to tenure and promotion	RTP standards, faculty success in retention, tenure, and promotion
Research and creative activity conducive to national/international research profile	Faculty readings/conference presentations; Ongoing success in publishing high-quality, competitive, peer-reviewed publications
Student involvement in faculty research and creative activity	Award from Faculty-Student Research and Creative Activity Fund

Quality Outcome: High-Quality Service to the Discipline, the University, and the Community

Goals	Assessment Tools/Means of Documentation
Maintain Writing Center vibrancy	Number of tutoring sessions

Improvement of T/TT density across all programs, while maintaining service duties	T/TT faculty headcount, service assignments
Ongoing curriculum development	Curriculog, university catalog
Faculty participation in department, university, and community service activities	RTP/post-tenure review processes

Appendix D: Faculty Curriculum Vitae

MARLIN E. BLAINE

Professor

Department of English, Comparative Literature, and Linguistics
California State University, Fullerton

CONTACT INFORMATION

Department of English, Comparative Literature, and Linguistics
California State University, Fullerton
PO Box 6848
Fullerton, CA, 92834

Tel.: 657.278.2624
Fax: 657.278.5954
Email: mblaine@fullerton.edu

EDUCATION

PhD, English, University of California, Los Angeles, 1995
MA, English, University of California, Los Angeles, 1991
BA, English, Transylvania University, Lexington, KY, *summa cum laude*, 1987

DISSERTATION

“Warrior-Heroes and National Consciousness in Seventeenth-Century English Literature”
Advisor: Professor Jonathan F. S. Post
Second reader: Professor Debora K. Shuger

PEER-REVIEWED PUBLICATIONS

“‘Worke it into one relish, and savour’: Jonson’s *Discoveries*.” *Oxford Handbooks Online*. Jun 2019. <https://www.oxfordhandbooks.com>. Also forthcoming in hard copy in *The Oxford Handbook of Ben Jonson*. Ed. Eugene Giddens. (Oxford: Oxford University Press).

Jacopone da Todi, *Lauda 48 (O Signor, per cortesia)*, Translation and Commentary, *Delos: A Journal of Translation and World Literature*, 34.1 (2019) 28-38.

“Marvell’s ‘Horatian Ode’: Cromwell, the Sword, and the Body Politic.” *Clio: A Journal of Literature, History, and the Philosophy of History*, 41.1 (2012): 53-73.

“Srijut So-and-so’s *Arabian Nights*: Narrative and Psychological Rupture in Tagore’s ‘The Hungry Stones.’” *South Asian Review*, 32.2 (2011): 15-40.

“Envy, Eunoia, and Ethos in Jonson’s Poems on Shakespeare and Drayton.” *Studies*

in Philology, 106 (2009): 441-455.

"The Representative Body, the Severed Head, and the Rump: Figurations of the English State, 1640-1662." *1650-1850: Ideas, Aesthetics, and Inquiries into the Early Modern Era* 16 (2009): 151-167.

"The Poet's Monument: Assessing the National Literary Tradition from Elizabethan Times to the Restoration Era." *1650-1850: Ideas, Aesthetics, and Inquiries into the Early Modern Era* 10 (2004): 265-283.

"A Note on the Title of Herrick's *Rex Tragicus*," *English Language Notes* 38 (2000): 30-34.

"Milton and the Monument Topos: 'On Shakespeare,' *Ad Joannem Roüsium*, and *Poems* (1645)," *Journal of English and Germanic Philology* 99 (2000): 215-34.

"Gustavus Adolphus, 'True Englishmen,' and the Politics of Caroline Poetry," *Modern Language Quarterly* 59 (1998): 279-311.

"Epic, Romance, and History in Davenant's 'Madagascar.'" *Studies in Philology* 95 (1998): 293-319.

"Drayton's 'Ballad of Agincourt' in 1606: History, Genre and National Consciousness." *Renaissance Papers* 1996. 53-65.

"Carlyle's Cromwell and the Virtue of the Inarticulate." *Carlyle Annual* 13 (1992/93): 77-88.

OTHER PUBLICATIONS

Review of Blair Worden, *God's Instruments: Political Conduct in the England of Oliver Cromwell*. (Oxford: Oxford University Press, 2012). *Restoration: Studies in English Literary Culture, 1660-1700* 37 (2013): 85-86.

"Fix here ye overdated spheres." *The Milton Encyclopedia*, ed. Thomas N. Corns (New Haven, Yale University Press, 2012), 122.

Review of *Literary Circles and Cultural Communities in Renaissance England*, ed. Claude J. Summers and Ted-Larry Pebworth, *Seventeenth-Century News* 60 (2002): 65-69.

ARTICLES UNDER REVIEW OR IN PREPARATION

"The Living Bust in Seventeenth-Century Author Portraits." In preparation.

“Herrick, Milton, and Virgil.” In preparation.

“Cremation and the Author Cult in Richard Lovelace’s *Posthume Poems* and Robert Herrick’s *Hesperides*.” In preparation.

“Muslim-Hindu Heroines in Tagore’s *Durasa* (‘False Hope’) and *Musolmanir Golpo* (‘A Muslim Girl’s Story’).” In preparation.

CONFERENCE PRESENTATIONS

“Cremation and the Author Cult in Richard Lovelace’s *Posthume Poems* and Robert Herrick’s *Hesperides*.” *Afterlives: Reinvention, Reception, and Reproduction*. Sponsored CSU Long Beach Center for Medieval and Renaissance Studies. Forest Lawn Museum, Glendale, CA. 9 Nov, 2019.

“The Living Bust in Seventeenth-Century Author Portraits: Disability and Transcendence.” Sixteenth Century Society and Conference. St. Louis, MO. 17 Oct. 2019.

“Shakespeare’s Sonnet 129: Ironizing Pauline Ethics.” Renaissance Conference of Southern California. Huntington Library, San Marino, CA. 9 March 2019.

“Shakespeare in Jonson’s *Discoveries*: Jonsonian Imitation and the Construction of the Critical Self.” Twentieth Annual California State University Shakespeare Symposium. California State University, Fullerton. 16 Nov. 2012.

“Not a Commonplace Book: Ben Jonson’s *Discoveries* and the Miscellany Tradition.” Sixteenth Century Society and Conference. Fort Worth, TX. 28 Oct. 2011.

“Jonson’s *Discoveries* as Miscellany.” Renaissance Conference of Southern California. Huntington Library, San Marino, CA. 7 May 2011.

“‘What an Ass!’: Elizabethan Proverbs and the Translation of Nick Bottom in *A Midsummer Night’s Dream*.” Eighteenth Annual California State University Shakespeare Symposium. California State University, Fullerton. 8 May 2010.

“Praise, Blame, and Ethos in Spenser’s *Colin Clouts Come Home Againe*.” Renaissance Conference of Southern California. Huntington Library, San Marino, CA. 6 Feb. 2010.

“A Rhetorical Approach to the Countess Scenes in *Edward III*.” Seventeenth Annual California State University Shakespeare Symposium. California State University, Fullerton. 30 May 2009.

“A Shahrazad Manqué: Narrative Incompleteness and the Colonial Subject in Tagore’s

- "The Hungry Stones." North American Victorian Studies Association Annual Meeting. Yale University, New Haven, CT. 16 Nov. 2008.
- "Marvell's Horatian Ode and the Body Politic." Exploring the Renaissance: An International Conference. Sponsored by The South-Central Renaissance Conference, The Queen Elizabeth I Society, and The Andrew Marvell Society. New Orleans, LA. 8 Mar. 2003.
- "Polemic and Synecdoche in English Civil War Discourse." Sixteenth Century Society And Conference. San Antonio, TX. 24 Oct. 2002.
- "Envyng Shakespeare: Ben Jonson's Rhetorical Challenge." Eleventh Annual California State University Shakespeare Symposium. California State University, Fullerton. 30 Nov. 2001.
- "Shakespeare and a National Tradition in the First and Second Folios." Tenth Annual California State University Shakespeare Symposium. California State University, Bakersfield. 1 June 2001.
- "Gender and the Monumental Book in Cavendish's *Poems and Fancies*." MLA Convention. Washington, DC. 30 Dec. 2000.
- "The Polemical Public Sword': Approaching Marvell's Horatian Ode through Civil War Pamphlet Rhetoric." Federation of North Texas Area Universities Annual Conference. Denton, TX. 25 Feb. 2000.
- "The Monument Topos and the National Tradition in the English Renaissance." Sixteenth Century Society and Conference. St. Louis, MO. 28 Oct. 1999.
- "Christian Identity in Erasmus' *Querela pacis* and *De bello turcico*." Seventh Annual Medieval, Renaissance, and Baroque Studies Symposium: Identity. Miami, FL. 21 Feb. 1998.
- "Eroticism and Emulation in Davenant's 'Madagascar.'" Comparative Colonialisms: Preindustrial Colonial Interventions in Global Perspective. 31st Annual CEMERS Conference. SUNY, Binghamton. 1 Nov. 1997.
- "Erasmus's Semiotics of War and Peace and his Vision of European Culture." Sixteenth Century Society and Conference. Atlanta, GA. 23 Oct. 1997.
- "The Construction of the Monument in Milton's 'On Shakespeare.'" West Virginia Shakespeare and Renaissance Conference. Huntington, WV. 10 Apr. 1997.
- "Sacred or Profane Warrior?: The Debate on Gustavus Adolphus." MLA Convention. Washington, DC. 28 Dec. 1996.

"Drayton's 'Ballad of Agincourt' in 1606: History, Genre and National Consciousness." Southeastern Renaissance Conference. 53rd Annual Meeting, Duke University. 23 Mar. 1996.

INVITED TALKS

"What Does It Mean to Teach the Bible as Literature?" Chin Baptist Churches USA Ministers Retreat. Long Beach, CA. 20 Sept. 2018.

"Militarism and Antimilitarism in the Writings of Erasmus." A Journey through European Martial Cultures. Seminar sponsored by the European Studies Society. California State University, Fullerton. 12 Mar. 2014.

Keynote Address, Tenth Annual California State University Conference for Graduate Students in English. "Detecting Motives, Motifs, and Techniques in Literature." California State University, Fullerton. 23 Feb. 2002.

Guest Speaker, Sigma Tau Delta English Honorary Society. "Shakespeare's Word Games." California State University, Fullerton. 15 Mar. 2001.

Guest Speaker, As You Like Shakespeare Society. California State University Fullerton. Fullerton, CA. 11 Oct. 2000.

ACADEMIC HONORS

Outstanding Faculty Recognition Award, California State University, Fullerton, April 2005

James Phillips Memorial Dissertation Fellowship, 1993-94

Jacob Javits Fellowship, 1989-93

UCLA University Fellowship, 1988-89

PROFESSIONAL ACTIVITIES

Treasurer, Renaissance Conference of Southern California, 2019-present

US Student Fulbright National Screening Committee, 2015, 2016, 2017.

Panel Chair, "Concerning Hobbits, Monsters, and Queens." Acacia Conference, 2013. California State University, Fullerton. 1 March, 2013.

Panel Chair, "Religion and Culture." Sigma Tau Delta Western Regional Conference: Pop Culture and the Written Word. California State University, Fullerton. 1 Dec. 2012.

Panel Chair, "Much Madness is Divinest Ethics: Revealing the Ethics of the Renaissance and Beyond." Acacia Conference, 2012. California State University, Fullerton. 4 March 2012.

External Reader of an anthology proposal for Broadview Press, March 2011.

External Reader for *PMLA*, November 2010.

External Reader for *Mosaic: A Journal for the Interdisciplinary Study of Literature*, August 2010.

Panel Chair, "Medieval and Renaissance: Challenging Male Authority." Acacia Conference, 2008. California State University, Fullerton, 22 February, 2008

Panel Chair, "Visions of Perfection." Acacia Conference 2006: Politicizing Texts, California State University, Fullerton, 17 February, 2006.

Panel Chair, California State University Shakespeare Symposium. California State University, Dominguez Hills, 16 December 2002.

Panel Chair, "Virtue and Vice in Early Modern England." Sixteenth Century Society and Conference. San Antonio, TX, 24 October, 2002.

External Reader, *British Ideas and Issues, 1660-1820: A Series of Reprinted Books and Pamphlets*. Evaluated and critiqued editor's introductions and annotations.

Contributor, *Annual Bibliography of English Language and Literature (ABELL)*, vols. 70-71. Identified articles that fall within the scope of *ABELL*'s coverage and catalogued them under proper headings.

Panel Moderator, "Classical and Renaissance." *Languaging: The Ninth Annual Conference on Linguistics and Language*. University of North Texas, 8 Feb. 1997.

Leader, UCLA TA Training Workshops, 1992 and 1993

TEACHING EXPERIENCE

California State University, Fullerton
Professor, Fall 2012-present
Associate Professor
Fall 2004-Spring 2012
Assistant Professor
Fall 2000-Spring 2004

English 591T: The Rhetorical Tradition (graduate seminar)
English 573T, Anglo-Saxon Literature (graduate seminar)
English 572T, English Renaissance Drama (graduate seminar)
English 571T, Milton (graduate seminar)
English 571T, Donne (graduate seminar)
English 525T, Proseminar in Sixteenth and Seventeenth Century English

Literature (graduate)

English 525T, Proseminar in Comedy (graduate)
English 525T, Proseminar in Tragedy (graduate)
English 500: Introduction to Graduate Studies
English 453, Seventeenth-Century Literature
English 416, Studies in Shakespeare
English 317, Milton (undergraduate)
English 316, Shakespeare
English 212, British Literature Since 1760
English 211 (formerly 311), British Literature to 1760
Comparative Literature 451, Literature of the Renaissance
Comparative Literature 325, World Literature from 1650
Comparative Literature 324, World Literature to 1650
Comparative Literature 315, Classical Mythology in World Literature
Comparative Literature 312, The Bible as Literature
London Semester, Fall 2005

University of North Texas
Visiting Assistant Professor
Fall 1996-Spring 2000

Shakespeare
Bibliography and Research Methods (graduate)
Principles of Rhetoric: senior-level survey of rhetorical theory and practice
World Literature from Homer through the Renaissance
World Literature Since the Enlightenment
Composition (Honors)

University of Texas at Dallas
Lecturer
Summer 1997-Summer 1998

Shakespeare
English Renaissance Literature

UCLA
Lecturer
Fall 1995-Spring 1996

Seventeenth-Century Literature
Shakespeare's Later Plays
Milton
Senior Seminar: Desire and Violence in the Renaissance

Claremont McKenna College
Visiting Instructor

Fall 1995

Literary Analysis and Composition

UCLA

Teaching Fellow

Fall 1990-Spring 1993, Fall 1994-Spring 1995

English Literature to 1660

Shakespeare

Introduction to Literature

English Composition, Rhetoric and Language

ACADEMIC SERVICE

Search Committee (Chair), position in medieval literature, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton. Fall 2019-20.

Search Committee (member), position in Asian/Asian American Literature, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton. Fall 2019-20.

Executive Committee, Renaissance Conference of Southern California, Spring 2019-present

Panel Chair, "Performing Perspectives Across Genres." The Acacia Group Annual Graduate Conference. California State University, Fullerton. 22 March, 2019.

Organizing Committee Member and Reader for CSUF's participation in International *Iliad* Reading Day, 22 March, 2019.

Personnel Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2015-Spring 2019; Chair, Fall 2018-Spring 2019.

Search Committee (Chair), position in historical linguistics, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton. Fall 2017-18.

Library Adviser, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2014-present.

Curriculum Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2014-Spring 2015.

English Department Representative, Faculty Hearing Board, California State University, Fullerton, Fall 2012-Spring 2013.

Graduate Adviser, English MA Program, California State University, Fullerton, Fall 2008-Summer 2014.

Scholarships and Awards Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton Fall 2011-Spring 2012.

Personnel Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2009-Spring 2011. Committee Chair, Fall 2010-Spring 2011.

Curriculum Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2007-Spring 2009. Committee Chair, Fall 2008-Spring 2009.

English Department Elections Nominating Subcommittee, Spring 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016

Personnel Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2006-Spring 2007.

Selection Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2006-Spring 2007.

Name Reader, Commencement Exercises of the English Department, California State University, Fullerton. 27 May, 2006.

Faculty Adviser, Sigma Tau Delta English Honorary Society, California State University, Fullerton, Spring 2006-Summer 2008.

Name Reader, Commencement Exercises of Department of English, Comparative Literature, and Linguistics, California State University, Fullerton. 29 May, 2005.

Departmental Representative to North, Central, and Bay Regional Intersegmental Major Preparation Articulated Curriculum Meeting. Millbrae, CA. 29 Jan., 2005.

Departmental Representative to the CSU Lower Division Transfer Project (LDTP) Meeting. Millbrae, CA. 28 Jan., 2005.

Personnel Committee, Department of English, Comparative Literature, and

Linguistics, California State University, Fullerton, Fall 2004-Spring 2005.

Selection Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2004-Spring 2005.

Master's Examinations Grading Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2004-Spring 2005.

Name Reader, Commencement Exercises of the Department of English, Comparative Literature, and Linguistics, California State University, Fullerton. 30 May, 2004.

Ad Hoc Committee on Budgets and Enrollment, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Spring 2004-2006.

Chair, Composition Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2003-Spring 2004.

Assessment Committee, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton, Fall 2001-2004.

- Formulated expected learning outcomes for English majors
- Developed means of assessing the department's achievement of those outcomes

Faculty Marshal, Commencement Exercises of Afro-American Studies, Chicano Studies, Comparative Religion, English, Comparative Literature and Linguistics, Foreign Languages and Literatures, TESOL, Philosophy, and Women's Studies Departments. California State University, Fullerton. 26 May 2001.

Project QUE (Quality in Undergraduate Education) Participant, Fall 2000-Fall 2002.

- Formulated Expected Outcomes of Level 14 Students.
- Formulated Expected Outcomes of Level 16 Students
- Represented CSUF at QUE National Conferences:
 - 23-25 Mar. 2001
 - 8-10 Mar. 2002
 - 20-22 Sept. 2002
- Represented CSUF at local QUE Conference, 17 May 2002.

Reader, Examination in Writing Proficiency, California State University, Fullerton. Fall 2000, Spring 2001, Fall 2001, Spring 2002.

Reader, MA Examinations, Graduate Program in English, California State University, Fullerton. Fall 2000, Spring 2001, Fall 2001, Spring 2002, Fall 2002, Spring 2003, Fall 2003, Spring 2004.

TEACHING INTERESTS

Renaissance literature, English and European; Shakespeare; Milton; genre study, including comedy, tragedy, epic; medieval literature; history of rhetoric; rhetorical approaches to literature; bibliography and research methods; world literature; classical mythology; Bible as literature.

LANGUAGES

- Reading knowledge of Latin, French, Italian, Spanish, and Old English.
- Conversational knowledge of Italian.

REFERENCES

Available upon request.

Cornel Bonca

Professor of English
Department of English and Comparative Literature
California State University, Fullerton
Fullerton, CA., 92634
H: 714.458.5289
O: 657.278.2451
email: cbonca@fullerton.edu

Education:

1991: Ph.D. in English (Contemporary American Literature), University of California, Los Angeles
1989: M.A. in English, University of California, Los Angeles
1979: B.A. *cum laude* in Philosophy and Psychology, Claremont McKenna College, Claremont, CA.

Work Experience:

1. 1991-current: Professor of English, California State University, Fullerton.

Publications:

Books:

Paul Simon: An American Tune. Rowan & Littlefield, 2014.

Scholarly Literary Criticism

“How (and How Not) To Write About 9/11.” *Modern Language Studies* 41.1 (Summer 2011) 132-40.

“Searching for J.D. Salinger’s Holy Ground.” *Hibbleton Independent* 2 (Spring 2010) 21-24.

“Bookstore Love and Its Discontents.” *Modern Language Studies* 37:1 (Summer 2007) 1-11.

“Being, Time, and Death in DeLillo’s *The Body Artist*.” *Pacific Coast Philology* 37 (2002) 58-68.

“DeLillo’s *White Noise*: The Natural Language of the Species.” *College Literature* 23:2 (June 1996), 25-44. Reprinted in *White Noise: The Viking Critical Edition*, ed. Mark O’Steen. Viking/Penguin, 1999. 456-479.

“In The Big Muddy: Art and Politics in the Classroom.” *The Canon and The Classroom*, ed. John Alberti. Garland Publishing Co., 1994. 29-44.

“In Despair of the Old Adams: Angela Carter’s *The Infernal Desire Machines of Dr. Hoffman*.” *Review of Contemporary Fiction* 14:3 (Fall 1994), 56-62.

“‘Significant Space’ and the Postmodern in *Mr. Sammler’s Planet*.” *Saul Bellow Journal*, 10:2 (Winter 1992), 1-13.

Scholarly Book Reviews

Rev. of Paul Maltby's *The Visionary Moment: A Postmodern Critique*. *Modern Fiction Studies* 50:2 (Summer 2004) 490-492.

Rev. of Jeffrey Wallen's *Closed Encounters: Literary Politics and Public Cultures*. *College Literature* 28:1 (Winter 2001), 229-231.

"The Women Who Stayed Home From the Orgy." An essay-review of *Women of the Beats* and *A Different Drum*. *College Literature* 27.1 (Winter 2000), 257-262.

"Longing For Furor." A review of Don DeLillo's *Mao II*. *American Book Review* 13:4 (Oct-Nov 1991), 18. Reprinted in *Contemporary American Authors Series* (Gale Publishing), 1994.

Fiction

"Citygirl," (fiction), *Hibbleton Independent* 1 (Fall 2009), 16-39.

"Sunday Dinner," (fiction) *Golden Handcuffs* 1:9 (Winter-Spring 2007-8) 47-60.

Co-Editor. *Jacaranda 11*. Venice, CA.: 110 Press, 1996.

"Visitation," (fiction), *Jacaranda 10* (Summer 1994), 52-56.

"Encouraging Eli" (fiction) *Jacaranda Review* 3:1 (1988), 73-91.

"Vigilist in Dearborne" (fiction), *Jacaranda Review* 1:1 (1985) 43-50.

Literary Journalism: Essays, Features, Interviews

"Not In Kansas: On The National's I Am Easy to Find. *Los Angeles Review of Books*. 19 July 2019. <https://lareviewofbooks.org/article/not-in-kansas-on-the-nationals-i-am-easy-to-find/>

"Focusing on the Fundamentals." *Los Angeles Review of Books*. 12 March 2016. <https://lareviewofbooks.org/article/focusing-on-the-fundamentals/>

"Thirteen Ways of Looking At A Black Bird." *Los Angeles Review of Books*. 4 April 2015. <https://lareviewofbooks.org/essay/thirteen-ways-looking-black-bird>.

"The Sob in the Spine." *Los Angeles Review of Books*. 14 October 2014. <https://lareviewofbooks.org/essay/sob-spine>.

"Contact with the Real." A reconsideration of the novel *Cosmopolis*. *Los Angeles Review of Books*. 12 September 2012. <http://lareviewofbooks.org/essay/contact-with-the-real-on-cosmopolis>. Reprinted in *Salon* as "Rethinking 'Cosmopolis'" 14 September 2012, www.salon.com/2012/09/14/rethinking_cosmopolis/

"The Airborne Toxic Event Combine Intricate Indie Rock with A Symphony in an Unpretentious Way." *OC Weekly*. (22 August 2013), 130

"Screaming Our Secrets." A feature story on The Airborne Toxic Event. *Las Vegas Citylife* (June 6, 2011), 16-17.

“Hell No, The Sixties Won’t Go.” A feature story on author Mikal Gilmore. *LA Citybeat*. (February 24, 2009), 8-11.

“Seven False Starts About The Death of David Foster Wallace,” *The District Weekly* (November 19, 2008) 8-10. Reprinted in *LA Citybeat* (December 4 2008), 4-7.

“Life Is Acting.” A feature story/interview with actor Hamish Linklater and director Daniel Sullivan. *The District Weekly* (May 50, 2007). 18-22.

“Never Be Daunted.” A feature story on author Mark Axelrod. *OC Weekly* ((February 7, 2007), 16-21.

“We Forget.” A feature story on the 5-year anniversary of 9/11. *OC Weekly*. (September 16, 2006), 20-24.

“The Homecoming.” A feature story on Kenyan author Ngugi Wa Thiong’o. *OC Weekly*. (August 11, 2006), 20-24.

“Judas: So Hot Right Now.” A feature story on author Marvin Meyer. *OC Weekly*. (June 2, 2006), 18-20.

“He Learned It By Watching Pulp Fiction.” A feature story on playwright Noah Haidle. *OC Weekly*. (March 18, 2005), 19-21.

“Taxing Daze.” A personal essay. *OC Weekly* (March 10, 2006), 20.

“Strange, Terrible Sagas.” An essay occasioned by the deaths of Hunter S. Thompson and Arthur Miller. *OC Weekly* (February 25, 2005), 10.

“On A Clear Day.” A feature story and interview with playwright Christopher Shinn. *OC Weekly* (January 14, 2005), 32-33.

“Cleveland Rocked.” An essay on the Vote for Change Tour featuring Bruce Springsteen. *OC Weekly* (October 14, 2004). ocweekly.com.

“Joyful Noises.” An essay on REM, Pearl Jam and Bruce Springsteen. *OC Weekly* (December 5, 2003) 32.

“The Fire Inside.” An essay in *OC Weekly* (November 7, 2003) 10.

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“What Do Profs Want?: The Starving Student.” An essay in *OC Weekly* (Sept 20, 2002), 18. Reprinted in *OC Weekly* (Sept 3 2004), 16.

“Retrospective Fatigue: Is It Too Soon To Say Something Smart About 9/11?” An essay on the media and September 11. *OC Weekly* (September 6, 2002), 34.

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14-19.

“We’re All Derrideans Now.” An essay on Jacques Derrida. *OC Weekly* (April 13, 2001), 33.

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“Regard the End,” an essay in *OC Weekly*. (Jan 21 2000) 32.

“Forgetting Re-created Rainforests,” an essay in *OC Weekly* (Dec 31 1999), 18-9.

“Reordering Chaos,” an essay on Ernest Hemingway. *OC Weekly* (July 23 1999) 48-9.

“Wanted: Writers,” an essay on Orange County writers. *OC Weekly* (May 28 1999) 48-9.

“No Irony, Please—We’re Bruce Fans,” an essay on Bruce Springsteen. *OC Weekly* (Dec 4 1998) 14-15.

“Welcome to Cyber U,” a cover story on cybereducation in *OC Weekly* (Sept 4 1998), 14, 18-20. Reprinted in *San Luis Obispo New Times* (April 1999).

“Neighbors,” an essay in *OC Weekly*. (Nov 21 1997) 8.

“Living in America,” an interview with novelist Steve Erickson. *OC Weekly* (Oct 3 1997) 25.

“Nothing Better Than Fair,” an article in *OC Weekly* (July 25 1997) 10, 12.

“In Praise of Old Books,” a cover story in *OC Weekly* (Nov 15 1996) 12-14.

“Robert Schuller Superstar and His Feel-Good Church of the Nineties,” a cover story in *OC Weekly* (Sept 13 1996), 12-14, 16, 18.

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“Salinger Betrayed: On Shane Salerno’s *Salinger*.” *Los Angeles Review of Books* 15 September 2013. <http://lareviewofbooks.org/essay/salinger-betrayed-on-shane-salernos-salinger>. Reprinted in *Salon* 24 September 2013 http://www.salon.com/2013/09/24/salinger_would_have_hated_salinger_partner/.

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“Music Center Monopoly.” A review of Pacific Symphony’s performance of Beethoven’s Ninth Symphony June 7, 2006. *OC Weekly* (June 16, 2006), 32.

CD Review. Bruce Springsteen’s *Devils and Dust*. *OC Weekly* (January 21, 2005), 32.

“A Story as Old As Capitalism.” A review of a Rolling Stones concert. *OC Weekly* (November 11, 2005).

“Gratitude For Being.” A review of The Philharmonic Society of Orange County’s performance of The Bruch Violin Concerto October 21, 2005. *OC Weekly* (October 28, 2005), 28.

“Smart But Narrow-Minded.” A review of Joe Penhall’s play *Dumb Show*. *OC Weekly* (October 7, 2005), 44.

“Give ‘Em Enough Rope.” A review of Moises Kaufman’s play *The Laramie Project*. *OC Weekly* (August 19, 2005), 38.

“The Secret Lives of Couples.” A review of Donald Marguiles’s play *Dinner With Friends*. *OC Weekly* (August 12, 2005), 44.

“Smug in Hell.” A review of Amy Freed’s play *Safe in Hell*. *OC Weekly* (April 30, 2004), 35.

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CD Review. *The Very Best of Jackson Browne*. *OC Weekly*. (April 9, 2004), 34

“Shell Shocked.” A review of Terrence Malick’s film *The Thin Red Line*. *OC Weekly* (March 14, 2003) 25.

“An Almost Interesting Moment.” A review of Maripat Donovan’s *Late Night Catechism*. *OC Weekly* (January 31, 2003) 30.

“A Pin-Downable Derrida.” A review of Kirby Dick’s and Amy Ziering’s *Derrida*. *OC Weekly*. (Nov 8, 2002) 24.

“This is Nowhere.” A review of Sam Shepard’s *True West*. *OC Weekly* (Aug 23, 2002).

“Your Soul in a Thimble.” A review of Don DeLillo’s *Valpariaso*. *OC Weekly* (June 14, 2002), 27.

“Cheap Hollywood Sentimentality,” a film review of *Tribute*. *Orange County Register* (Dec 19 1980).

Approximately 30 film reviews and criticism, 1982-4, as regular film critic for *Easy Reader Magazine*.

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“Blast Away, Dave.” A review of David Mamet’s *The Secret Knowledge: On the Dismantling of American Culture.* *Las Vegas Citylife* (July 7, 2011) 16.

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“Love Machine.” A review of Nicole Krauss’s *The History of Love*. *OC Weekly* (March 3, 2006), 29.

“Get Sick, Get Well, Hang Around an Inkwell.” A review of Bob Dylan’s *Chronicles Volume 1*. *OC Weekly* (February 18, 2005), 33.

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“The Risk Taker.” A review of Aimee Bender’s *Willful Creatures*. *OC Weekly* (October 7, 2005), 42.

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“Art Speigelman Sees No Towers.” A review of Art Speigelman’s *In The Shadows of No Towers*. *OC Weekly* (September 24, 2004), 36-7.

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“Voltaire Surfed.” A review of Mark Axelrod’s *Borges’ Travel*, Hemingway’s *Garage*. *OC Weekly* (June 18, 2004), 44.

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“Prague Spring.” A review of Paul Leppin’s *Others’ Paradise*. *OC Weekly* (April 16, 2004), 39.

“All This Useless Beauty.” A review of Suzanne Greenberg’s *Speak-Walk and Other Stories*. *OC Weekly* (January 23, 2004), 34-5.

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“Mass Forgetting.” A review of Joan Didion’s *Where I Was From*. *OC Weekly* (October 31, 2003) 37.

“School of Rock.” A review of Nick Hornby’s *Songbook*. *OC Weekly* (October 3, 2003) 31. Reprinted in *Sacramento News and Review* (November 13, 2003).

“The Anti-Rebel.” A review of Maile Meloy’s *Liars and Saints*. *OC Weekly* (July 18, 2003), 46.

“Wood Vs. God.” A review of James Wood’s *The Book Against God*. *OC Weekly* (Jul 27, 2003), 32. Reprinted in *Sacramento News and Review*. (July 24, 2003).

“The New Death.” A review of Don DeLillo’s *Cosmopolis*. *OC Weekly*. (April 11, 2003) 30. Reprinted in *Sacramento News and Review* (May 8, 2003).

“Living With The Media.” A review of Todd Gitlin’s *Media Unlimited*. *OC Weekly* (March 7, 2003) 32. Reprinted in *Sacramento News and Review*. (April 3, 2003).

“Same as the Old Boss.” A review of Andrew Ross’s *No Collar: The Humane Workplace and Its Hidden Costs*. *OC Weekly* (January 31, 2003) 28.

“A Portrait of the Revolutionary as a Young Punk.” A review of Kurt Cobain’s *Journals*. *OC Weekly* (January 3, 2003) 30. Reprinted in *Sacramento News and Review* (February 20, 2003).

“The Monster’s Progress.” A review of Jonathan Franzen’s *How To Be Alone*. *OC Weekly* (December 6, 2002), 42-3. Reprinted in *Sacramento News and Review* (Jan 16, 2003) 41.

“Straight-Up Realism.” A review of Maile Meloy’s *Half in Love*. *OC Weekly* (August 23, 2002), 44.

“Vanilla Comfort Dreams.” A review of Alice Sebold’s *The Lovely Bones*. *OC Weekly* (August 2, 2002), 36.

“Last Night On Earth.” A review of Marshall Frady’s *Martin Luther King Jr.* *OC Weekly* (July 12, 2002), 31.

“The Painful Reminder: History As Reality Check,” a review of Eric Foner’s *Who Owns History? Rethinking the Past in a Changing World*. *New York Observer* (May 13, 2002), 24.

“Party Crasher.” A review of Ralph Nadar’s *Crashing The Party*. *OC Weekly* (Mar 29, 2002), 32. Reprinted in *Sacramento News and Review* (July 4, 2002), 28.

“Shut Up and Take It.” A review of Joan Didion’s *Political Fictions*. *OC Weekly* (Feb 15 2002), 35.

“Boyle’s Toil and Trouble,” a review of T. C. Boyle’s *After the Plague and Other Stories*. *OC Weekly* (Nov 30 2001), 35.

“Rape Him,” a review of *Heavier Than Heaven: A Biography of Kurt Cobain*. *OC Weekly* (Sept 28 2001), 36.

"We've Been Nuts For Decades," a review of Lisa McGirr's *Suburban Warriors*. *OC Weekly* (July 27 2001), 31.

"Her Slow Motion Awakening: Kept Woman Breaks Free At Last," a review of Cameron Dougan's *Because She Is Beautiful*. *New York Observer* (June 4, 2001), 20.

"The Unbearable Lightness of Seeking," a review of Allegra Goodman's *Paradise Park*. *Killing the Buddha* Online. Internet. <http://www.killingthebuddha.com>. April 30, 2001.

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"The Undercover Bible," a review of *The Pocket Canons*. *OC Weekly* (Dec 15 2000), 33.

"Very, Very Ridiculous," a review of Tom Wolfe's *Hooking Up*. *OC Weekly* (Dec 1 2000), 32.

"This is America," a review of George Saunders' *Pastoralia*. *OC Weekly* (Oct 6 2000), 32.

"Dead Man Talking," a review of Denis Johnson's *The Name of the World*. *OC Weekly* (Sept 1 2000), 33.

"Generation X's True Believer," a review of Dave Eggers' *A Heartbreaking Work of Staggering Genius*. *OC Weekly* (August 18 2000) 36.

"Kafka in a Bikini," a review of Aimee Bender's *An Invisible Sign of My Own*. *OC Weekly* (Aug 4, 2000), 36.

"Big Old Jews," an essay-review of three Jewish American novelists (Mailer, Bellow, Roth). *OC Weekly* (July 14 2000), 32-3. Reprinted in *NewPage Weblog*. Online. Internet. www.newpage.com/weblog. May 29, 2001.

"Sound, Waste, Fury," a review of Stephen Cooper's *Full of Life: A Biography of John Fante*. *OC Weekly* (June 30 2000), 34.

"The Truth About Beauty," a review of Elaine Scarry's *On Beauty and Being Just*. *OC Weekly* (Mar 24, 2000) 34.

"When He Was Just A Little Rolling Stone," a review of Barry Feinstein et al's *Early Dylan*. *OC Weekly* (Feb 4 2000) 30-31.

"Byrning Down The House of Cards," a review of David Byrne's *Your Action World*. *OC Weekly* (Dec 3 1999), 38-9.

"Punk Junkies," a review of Leslie Schwartz' *Jumping the Green*. *OC Weekly* (Nov 12 1999) 36.

"Just Crap," a review of Paul Alexander's *Salinger: A Biography*. *OC Weekly* (Aug 27 1999) 45. Reprinted in *Sacramento News and Review* (Nov 8 1999), 32.

"[Insert Superlative Here]," a review of David Foster Wallace's *Brief Interviews of Hideous Men*. *OC Weekly* (June 18 1999) 26-7.

"This Generation's Updike," a review of Michael Chabon's *Werewolves in Their Youth*. *OC Weekly* (June 4 1999) 30.

"A Postmodern Carnival Barker," a review of Don DeLillo's *Valparaiso*. *OC Weekly* (Mar 19 1999), 34.

“Don’t Believe the Hype,” a review of Chimo’s *Lila Says*. *OC Weekly* (Jan 8 1999) 27.

“Spinning the Spinner,” a review of Tom Lowe’s *Spin*. *OC Weekly* (Aug 14 1998), 45.

“Dream Unfulfilled,” a review of Charles Johnson’s *Dreamer*. *OC Weekly* (July 17 1998) 30.

“Kill Your TV,” a review of Pierre Bourdieu’s *On Television*. *OC Weekly* (July 10 1998) 29.

“Cheese Wisdom,” a review of Gerald Locklin’s “The First Time I Saw Paris” and Jo-Ann Mapson’s *Loving Chloe*. *OC Weekly* (Mar 6 1998) 28.

“More Joys Than Noise,” a review of Rick Moody and Darcey Steinke’s *Joyful Wisdom: The New Testament Revisited*. *OC Weekly* (Nov 28 1997) 34.

“Old School Memoirist,” a review of Robert Peters’ *Feather: A Child’s Death and Life*. *OC Weekly* (Nov 7 1997) 26.

“Mortal Thoughts,” a review of Don DeLillo’s *Underworld*. *OC Weekly* (Oct 24 1997) 30.

“Boo, Kowski,” a review of Neeli Cherkovski’s *Bukowski: A Life* and Gerald Locklin’s *A Sure Bet*. *OC Weekly* (Sept 12 1997). (Winner of OC Press Award 1997, Best Review, 2nd Prize.)

“Re-dreaming the American Dream,” a review of Thomas Pynchon’s *Mason & Dixon*. *OC Weekly* (Aug 29 1997), 23-4.

“Welcome to Suburbia,” a review of Rick Moody’s *Purple America*. *OC Weekly* (July 11 1997) 26.

“Adventures in Academia,” a review of John L’Heureux’s *The Handmaid of Desire*. *OC Weekly* (Jun 20 1997) 29.

“The Best Mind of Our Generation,” a review David Foster Wallace’s *A Supposedly Fun Thing I’ll Never Do Again*. *OC Weekly* (April 18 1997) 38, 41.

“Old Blue Lips,” a review of Michael Ventura’s *The Death of Frank Sinatra*. *OC Weekly* (Jan 3 1997) 26.

“No New Tale to Tell,” a review of Joan Didion’s *The Last Thing He Wanted*. *OC Weekly* (Oct 4 1996) 18.

“The Nihilism of the Working Class,” a review of Paul Beatty’s *The White Boy Shuffle*. *OC Weekly* (Aug 30 1996) 20.

“The New Traditionalist,” a review of Jay McInerney’s *The Last of the Savages*. *OC Weekly* (July 19 1996) 30.

“It’s No Joke,” a review of David Foster Wallace’s *Infinite Jest*. *OC Weekly* (May 31 1996) 18.

“The Rest of the World Can Go To Hell,” a review of Jo-Ann Mapson’s *Shadow Ranch*. *OC Weekly* (April 26 1996) 21.

“An Extraordinary Ordinary Day,” a review of Kate Phillips’ *White Rabbit*. *OC Weekly* (April 19 1996) 19.

“Embracing Pluribus, Ignoring Unum,” a review of Todd Gitlin’s *Twilight of Common Dreams*. *OC Weekly* (Mar 8 1996) 20.

“New Age Fits and Stars,” a review of C.P. Rosenthal’s *Elena of the Stars*. *OC Weekly* (Feb 2 1996) 18.

Rev. of Jeffrey DeShell's *Everything in Heaven is Fine*. *Jacaranda Review* 6:1 (1991) 171-3.

Rev. of Ian Hamilton's *In Search of J.D. Salinger*. *Jacaranda Review* 3:2 (1988) 180-2.

Rev. of Philip Roth's *The Counterlife*. *Jacaranda Review* 2:2 (1987) 43-4.

Omnibus Rev. of Steve Erickson's *Days Between Stations*, T. C. Boyle's *Budding Prospects*, and Bret Easton Ellis's *Less Than Zero*. *Jacaranda Review* 2:1 (1986) 91-5.

Dissertation:

"Strategies of Self in the Postmodern Era,"
Professor Stephen Yenser, Director

Lectures and Presentations

Reading from *American Saudade*, a novel. Creative Writing and Composition Conference. April 14, 2010. California State University, Fullerton. Fullerton, CA.

"The Perfect Storm: Book Reviewing in the Twenty-Teens." Northeast Modern Language Association Conference. April 8, 2010. Quebec, Canada.

Panel Member at Sigma Tau Delta's forum on English majors and the profession of journalism. April 8, 2004.

"Locating the Metaphysics of the Form: The Structure and Language of *Valparaiso*." American Literature Association Conference. Boston, MA: May 23, 2003.

Introduction to *The Thin Red Line*. Peace and War on Planet Earth Film Series. CSUF. March 16 2003.

"Don DeLillo and Martin Heidegger." Pacific Ancient and Modern Language Association. November 11, 2001. Santa Barbara, CA.

Reading of Short Story ("A Wretch Like Me"). Sigma Tau Delta meeting, CSUF, Nov 12, 2000.

Reading of Novel Excerpt. Beach Poets Series. Westminster, CA. April 29, 1999.

"Student Teacher Conflicts in Creative Writing Courses." Associated Writing Programs Conference, Portland, OR. Mar 26 1998.

"Balancing Critical and Creative Writing." Luncheon Address at CSUF Graduate Student Conference, Jan 11 1997.

"Philip Roth's Moral Postmodernism." Pacific Ancient and Modern Language Association. University of California, Santa Barbara. Nov 5 1995.

"What Should the Introductory Course in English Studies Teach Our Majors?" California State University English Council. San Diego, CA. Nov 2 1994.

"Days of Miracle and Wonder: Thoughts on the Canon Controversy." Luncheon Address at CSUF Graduate Student Conference. May 1 1993.

"Postmodernism with a Human Face." CSUF Humanities and Social Sciences Distinguished Lecture. April 14 1993.

Academic Honors

Acacia Faculty Champion Award, 2010.

Faculty Recognition: Scholarly and Creative Activity. CSUF, 2010.

OC Press Club Award, Best Magazine Story, 2000.

OC Press Club Award, Best Review, 2nd Place, 1997.

CSUF Teacher-Scholar, 1996.

Winner, Shirle Dorothy Robbins Award for Fiction, for "Encouraging Eli," 1988.

First Honorable Mention, Shirle Dorothy Robbins Award for Fiction, for "Vigilist in Dearborne," 1986.

Professional Service

Contributing Editor, *Los Angeles Review of Books*, 2014-present

Editor-in-Chief *Jacaranda* 1986-8, 1994-5.

Books Editor, *OC Weekly* 1996-2007

Theater Editor, *OC Weekly*, 2005-6.

Manuscripts Reader, *College Literature*, *Modern Fiction Studies*, *Cultural Critique*, *Modern Language Studies*

Teaching Experience

Modern Critical Theory (graduate and undergraduate)

Liberation and Its Discontents (grad seminar)

Postmodern Culture (grad seminar)

Fiction Writing (grad seminar)

American Literature 1865-present (grad proseminar)

Contemporary Novel in English (undergrad)

Modern British and American Novel (undergrad)

"Great Books" (undergrad seminar in Liberal Studies)

American Literature 1865-present (undergrad)

British Literature 1785-present (undergrad)

Creative Writing (undergrad introduction, intermediate, advanced)

Editing A Literary Journal (undergrad)

Analysis of Literary Forms

Introduction to Literature (Rock and Roll and Literature) (undergrad)

Advanced Composition for English Majors (undergrad)

Beginning and Advanced Composition (undergrad)

Teaching Interests

Creative Writing, 20th century American literature, postmodernism, modernism, modern critical theory, American literature, the 1960s, interdisciplinary cultural studies.

University Service

2016 Department Personnel Committee (Alternate)

2014-16 Department Graduate Committee
2012-13 Department Graduate Committee
2010-11 Department Graduate Committee.
2006-9 Department Selection Committee, Chair 2008-9
2003-5 Department Graduate Studies Committee
2001-3 Department Personnel Committee
1998-2000 Member, Ad Hoc Committee on Graduate Studies
1998-2000 Chair (1999-2000) and Member, Department Graduate Studies Committee
1995-7 Editor, *Jacaranda* (literary magazine)
1994-5 Member, Humanities and Social Sciences Research and Development Committee, CSUF
1993-5 Department Composition Committee
1991-3 Chair (1992-3) and Member, Department Graduate Committee.

Professional Memberships

Modern Language Association
Pacific Ancient and Modern Language Association
OC Press Club
National Book Critics Circle

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Education

Ph.D., English Education, Arizona State University, Tempe, Arizona, 2007
Dissertation: Experiential Learning and Reflective Writing
Committee Members: Lynn Nelson, Chair; Alleen Nilsen, Jim Blasingame, Eric Margolis

Master of Arts, Secondary Education, University of New Mexico Albuquerque, New Mexico, 2000

Bachelor of Arts with University Honors in English, University of New Mexico, Albuquerque, New Mexico, 1999, Magna Cum Laude
Honor's Thesis: Manifestations of Love: C.S. Lewis's *Four Loves* and New Mexico Non-Profit Organizations
Faculty Advisor: Edward DeSantis

New Mexico Teacher's Licensure, Language Arts, University of New Mexico, Albuquerque, NM 2000

Teaching History

Faculty-in-Residence, DC Scholars Program, Spring 2014, 2015
English 306: Creative Nonfiction (2 sections)
Political Science 496: The DC Experience (2 sections)

Professor of English and English Education Coordinator, 2007-present, California State University, Fullerton

English 301: Advanced Composition (14 sections of which 11 were online)
English 302: Rhetoric and Composition for Teachers (17 sections)
English 306: Creative Writing Special Topics/Creative Nonfiction (2 sections)
English 306: Creative Writing Special Topics/ Writing the Appalachian Trail (3 sections)
English 341: Children's Literature (2 sections)
English 434: Literature for Junior and Senior High (3 sections)
English 591: Topics in Rhetoric and Composition: Literacy Theory (2 sections)
English 595: MA Project Writing (3 sections)
English Ed 449E: Student Teacher Supervision of Externs (7 sections)
English Ed 449I: Student Teacher Supervision of Interns (5 sections)
English 449S: Seminar for Student Teachers (2 section)
English Ed 442: Methods of Teaching English (15 sections)

Teaching Associate, Arizona State University, Tempe, AZ, 2004-2007

- English 484/DCI 498: Service Learning with Literature Circles
(6 sections)
English 194: First-Year Composition with a focus on Sustainability and integrated
with a geography course (1 section)
English 101: First-Year Composition 1 (2 sections)
English 102: First-Year Composition 2 (2 sections)
- Elementary and Middle School Teacher, 2005-2007, Contemporary Chinese School
Writing Different Genres (three sections; Ages 8-16, 10-14,
8-10)
- University Supervisor of Student Teachers, English Education program, Arizona State
University, Tempe, AZ, 2005
- Middle and Upper Elementary School Teacher, Chandler Korean School, Chandler, AZ,
Summer 2006
Fifth and sixth grade: language arts
- Middle School Teacher, Phoenix Hebrew Academy, Phoenix, AZ 2003-2004
Sixth grade English, social studies, math, science, and reading
- Middle School Teacher, Amerischools Middle Academy, Tucson, AZ, 2002-2003
Sixth and seventh grade English, reading, and health
- High School Teacher, Bernalillo High School, Bernalillo, New Mexico,
Summers, 2000-2002; 2008
Ninth grade English and reading
- High School Teacher, Perris High School, Perris, CA, 2001
Ninth and eleventh grade English; ninth grade reading
- Student-Teacher, Department of English, Albuquerque High School,
Albuquerque, NM, 1999-2000

Publications

Book Chapters

"Make it Work: What we can Learn about Teaching Writing from Project Runway." Co-
authored with Ellen Yarborough. *Yin and Yang in the English Classroom:
Teaching with Popular Texts*. Ed. Sandra Eckard. New York: Roman and
Littlefield Publishers, 2014

"The Sonata-Allegro of a Writing Teacher." *Getting It In Writing*. Ed. Deborah
Stankevich, Charlotte, NC: Information Age Publishing, 2011

Articles and Interviews

Accepted articles pending publication

“Emphasizing the Sensuous: Writing for a Richer Life.” *English Journal*, January 2018
 “Wild Writing: Reading and Writing the Natural World.” *Journal of Literacy Innovation*,
 Fall, 2017

“Winning Poets: Reading and Writing Contemporary Poetry in the Classroom.” *Journal
 of Literacy Innovation*, Fall 2016

“Love That Poem.” *English Journal*, November 2013
*Honorable Mention for the Edwin M. Hopkins Award for Outstanding
 Article in English Journal*

“Interview with *New York Times* Best Selling author, Tracie Millan.” *Journal of
 Adolescent and Adult Literacy*, March 2013

“Translation, Not Adaptation: Reading Gareth Hinds’s *Graphic Odyssey*.” *Signal*.
 Spring/Summer, 2012

“Seeing *The Odyssey*: An Interview with Gareth Hinds.” *Signal*. Spring/Summer, 2012

“Locating Queer Community in Award-Winning LGBTQ-Themed Young Adult
 Literature (2005-2010).” Co-authored with Katie Mason and Elle Yarborough.
The Alan Review, Summer 2012
*Virginia Hamilton Essay Award Honor Citation for Outstanding
 Contribution to Multi-Cultural Literature, 2013*

“Interview With Lauren Myracle.” *Journal of Adolescent and Adult Literacy*.
 December/January, 2011

“The Intersection of Meaning: A Conversation with Emily Wing Smith”
 Novelist.” *The Alan Review*, Winter 2010

“*They Poured Fire on Us from the Sky*: An Opportunity for Educating about
 Displacement and Genocide.” *Alan Review*, Summer 2008

“Reading Nature as Text Through the Poetry of Mary Oliver.” *Arizona English
 Bulletin*, Winter 2006

Book Reviews

“The Strange Library.” *Journal of Adolescent and Adult Literacy*, July/August, 2015

“Poisoned Apples.” *Journal of Adolescent and Adult Literacy*, March, 2015

“If I Lie.” *Journal of Adolescent and Adult Literacy*, April, 2013

“The American Way of Eating.” *Journal of Adolescent and Adult Literacy*, March, 2013

“When Women Were Birds.” *Journal of Adolescent and Adult Literacy*, February, 2013

“Inside Out and Back Again.” *Journal of Adolescent and Adult Literacy*, November, 2012

“May B.” *Journal of Adolescent and Adult Literacy*, October 2012

“Shine.” *Journal of Adolescent and Adult Literacy*. December/January, 2011

- "Please Ignore Vera Dietz." *Journal of Adolescent and Adult Literacy*. September, 2011
- "My One Hundred Adventures." *Journal of Adolescent and Adult Literacy*. November, 2009
- "Who's Buried in the Garden?" *Journal of Adolescent and Adult Literacy*. October, 2009
- "Child of Dandelions." *Journal of Adolescent and Adult Literacy*. February, 2009
- "How They Met." *Journal of Adolescent and Adult Literacy*. November, 2008
- "Autobiography of my Dead Brother." *Journal of Adolescent and Adult Literacy*. May, 2007
- "The Book Thief." *Journal of Adolescent and Adult Literacy*. May, 2006
- "Shooting Stars Everywhere." *Journal of Adolescent and Adult Literacy*. May, 2006

Works In Progress

- "Using the Study of Language as an Opportunity for Personal Reflection: A Humanities and Context Based Approach to Teaching Mechanics and Usage."
- "The Poetry of the Real: Using Leslea Newman's *October Mourning* in the Classroom."

Grants

- Funding for English 306: Writing the Appalachian Trail, \$8,015, renewed three years, for a total of \$24,075 California State University, 2014-2016
- Funding for *Reading Institute for Academic Preparation*, \$21,250, renewed three years for a total of \$60,850. Co-Authored with Maria Grant, Science Education Chancellor's Office, California State University, 2008-2010

Conferences

- "Finding our Humanity Through the Land: Place Based Writing in the Classroom: Student Success in Writing Conference, Savannah, GA, April 7, 2017
- "Multimodal and Super Sensorial: Place-Based Writing for Millennials" National Council of Teachers of English Conference, Atlanta, GA, November 17-20, 2016
- "Romeo and Juliet: The Fan Fiction Assignment" National Council of Teachers of English Conference. Minneapolis, MN, November 19-21, 2015
- "Celebrating Great YAL for (Future) English Teachers: Top Recommendations for Inclusion in English Methods Courses." ALAN Conference. Boston, MA November 21-24, 2013
- "Devouring the Metaphor: The Poetry of Food." National Council of Teachers of English Conference. Las Vegas, NV, November 17, 2012
- "Learning and Teaching the Vignette to Encourage Reflective Practice in the Classroom, Conference for English Leadership. Las Vegas, November 18-20, 2012
- "Translation, Not Adaptation: *The Odyssey* Gone Graphic." National Council of Teachers of English. Chicago, IL, November 17-20, 2011
- "Beyond Sexual Orientation and Gender Identity: Forging Ahead in YAL and LGBTQ

- Content (2006-2011). National Council of Teachers of English Conference. Chicago, November 21-22, 2011
- “LGBTQ Young Adult Literature: Finding Ways to Include All Voices in the Classroom.” National Council of Teachers of English Conference. Orlando, FL, November 18-21, 2010
- “What New LGBT Young Adult Literature: 2005-2010.” Alan Conference. Orlando, FL, November 22-23, 2010
- “Poetry of Witness and Teaching about Genocide.” National Council of Teachers of English Conference. Philadelphia, PA, November 19-24, 2009
- “Moving Beyond the Illustrative into the Interpretive: Using Multi-literacies to Develop Reading Skills.” National Council of Teachers of English Conference. San Antonio, Texas, November 20-25, 2008
- “Inventing the Ninth Grade: Moving Beyond Remembered Schooling Experiences and into Informed Thinking.” National Council of Teachers of English Conference. New York City, New York, November 15-18, 2007
- “From the Ranch to the Rez, from the Barrio to the Bitterroots: Place and Person in Western Young Adult Literature.” Co-presenter with Jim Blasingame, Beverly Chin, Bryan Gillis, Kathy Deakin, Rebecca Sandhoff, Elle Wolterbeek. Alan Conference. New York City, New York, November 19, 2007
- “Landscapes and Literacies: A Transdisciplinary Approach to the Literacies of Sustainability in the Learning Community.” Co-presenter with Emily Cole, Ronald Dorn, Peter Goggin, Gabe Jenkins. Western States Rhetoric and Literacy Conference, Tempe, Arizona, October 25-27, 2007
- “What a Novel Idea: New Ideas for Telling Tales in Young Adult Literature.” Co-presenter with Jim Blasingame, Bryan Gillis, Marlinda Kaulaity, David Pegram, Elle Wolterbeek. ALAN workshop, Nashville, Tennessee, November 20, 2006
- “Moving Beyond the Illustrative and into the Interpretive: Visual Arts in the Language Arts Classroom.” Arizona English Teachers Association conference. Gilbert, Arizona, October 6, 2006
- “The figure a poem makes: Teaching poetry so as not to teach poetry.” Arizona State University Language and Literacy conference. Tempe, Arizona, February 4, 2006
- “Reading Nature in English Studies.” Arizona English Teachers Association conference. Tucson, Arizona, October 7, 2005
- “Starbucks Coffee? A Drink by any Other Name Would Taste as Sweet: A Semiotic Analysis.” Arizona State University 11th Annual Graduate Linguistics/TESL Symposium. Tempe, Arizona, April 8, 2005
- “Bringing Nature Writing into the High School Classroom.” Arizona State University Language and Literacy conference. Tempe, Arizona, February 9, 2005

Invited Lectures and Presentations

- “Writing the College Application Essay.” Composition Academic Leaders Program, Buena Park High School, Buena Park, California, September 5, 2015
- “Writing the College Application Essay.” Composition Academic Leaders Program,

Buena Park High School, Buena Park, California, August 30, 2014

"Academic Writing: College Expectations." Reading Institute for Academic Preparation. California State University, Fullerton, Fullerton, California, June 13, 2009

"Preparing High School Students for the University: Writing Strategies." Reading Institute for Academic Preparation. California State University, Fullerton, Fullerton, California, June 7, 2008

"Bringing the Past into the Present: Using the Anti-Slavery Literature in the Classroom" ENG 606, Advanced Studies in English Education, Co-presenter with Joe Lockard, Arizona State University, Tempe, Arizona, April 24, 2006

"Revealing Who You Are to the Selection Committee: A Writing Workshop for High School Refugee Students." Refugee Resettlement Volunteers, the Barrett Honors College and the ASU Office of University Initiatives. Arizona State University, Tempe, Arizona, February 4, 2006

"Writing Essays to Enter the University Discourse: A Workshop for High School Refugee Students." Refugee Resettlement Volunteers, the Barrett Honors College and the ASU Office of University Initiatives. Arizona State University, Tempe, Arizona, March 5, 2005

Service to the Department

English Education Coordinator, California State University, Fullerton, 2009-present

English Department Advising Committee, California State University, Fullerton, 2009-present

English Council, California State University, Fullerton, 2009-present

Master's Exam Committee, English Department, California State University, Fullerton, 2007-2008; 2009-present

Reader for English Writing Proficiency Exam. California State University, Fullerton, 4 sessions, 2007-2008

Service to the University

Instructionally Related Activities Task Force, California State University, Fullerton, Spring, 2015

Instructionally Related Activities Review Board, California State University, Fullerton, Spring 2016-present

Faculty/Graduate Student Mentoring Program Volunteer, California State University, Fullerton, September 2017-present

Donoghue Children's Literature Selection Committee, California State University,
Fullerton, 2009 to 2013; September 2017-present

Secondary Teacher Education Preparation Committee (SECTEP), English
Representative, California State University, Fullerton, 2007-present

Enhancing Postbaccalaureate Opportunities at CSUF for Hispanic Students (EPOCHS)
Mentoring Program Volunteer, California State University, Fullerton, December
2012-2013

Secondary Education Community Advisory Committee, English Representative,
California State University, Fullerton, 2008-2012

Elementary and Special Education Undergraduate Preparation Committee, English
Representative, California State University, Fullerton, 2009 to 2012

Service to the Community

Program Founder and Director, Composition Academic Leaders Program, Fullerton, CA,
2014-2016

Program Founder and Director, Young Poet Program, Fullerton CA, 2011-present

California Commission for Teacher Credentialing Special Advisor, University
Representative, 2014

Obama Campaign, Fullerton, CA, 2012

Reading Institute for Academic Preparation Leadership Team, California State
University, Fullerton, 2008, 2009, 2010

Student Mentor, El Dorado High School, Placentia, CA, Spring 2009

Volunteer Judge, Senior Projects, El Dorado High School, Placentia, CA, May 2008,
2012

Professional Service

Presentation Reviewer, NCTE Conference, 2015

Article Reviewer, *Voices From the Middle*, 2011-present

Article Reviewer, *The Alan Review*, 2012-present

Article Reviewer, *Signal*, 2012-present

Professional Development

Train the Trainer Co-Teaching Training. St.Cloud Co-Teacher Training. Santa Ana,
CA, November, 2015

Digital Storytelling Workshop. Center for Digital Storytelling, Denver, Summer 2014

Best Practices in Online Courses. Faculty Development Center, California State University, Fullerton, November, 2013

Facilitating Online Discussions. Faculty Development Center, California State University, Fullerton, October, 2013

Teaching Online: A First Look. Faculty Development Center, California State University, Fullerton, September 2013

Co-Teaching Training. California State University, Fullerton, January 2012

Expository Reading and Writing Course. California State University, Sacramento, Fall, 2008

Professional Development Workshop Series, Graduate Scholars of English, Arizona State University, Fall 2006

Facilitating Discussions Workshop, Center for Learning and Teaching Excellence, September 12, 2006

Teaching With Technology, English Department, Arizona State University, August 15, 2006

ENG 594: Seminar for new Teaching Associates, Arizona State University, Fall 2005

Six Trait Writing Workshop, Tucson, Arizona, January 2003

Conflict Mediation Training Program, University of New Mexico, 1999

Memberships

National Council for Teachers of English
Assembly on Literature for Adolescents
International Reading Association
California English Teachers Association
California State University English Council

Honors, Awards

Outstanding Faculty Award, California State University, Fullerton, 2014-2015
Outstanding Teaching Award, California State University, Fullerton, 2011
Roy C. Rice Scholarship, Arizona State University, 2005-2006
Ernestine T. Lund Scholarship, Arizona State University, 2005-2006
Graduate Tuition Fellowship, Arizona State University, 2005
Presidential Management Intern, U.S. Department of State, 2001-2002

Bank of America Athlete of the Year for Academic, Athletic, and Community
Involvement, 1998

Academic All-American: cross country, track, 1997, 1998

Track Scholarship, University of New Mexico 1995-2000

LESLIE J. BRUCE

Department of English, Comparative Literature, and Linguistics
 California State University, Fullerton
 University Hall 322
 Fullerton, California 92834
 lbruce@fullerton.edu

EDUCATION

- Dec. 2007 Ph.D. in English Literature, University of Southern California
 Dissertation: *Outlaw Mothers: Marital Conflict, Family Law, and Women's Novels in Victorian England*
 Committee: Joseph Boone, James Kincaid, Philippa Levine, Hilary Schor (Chair)
- May 1998 M.A. in English Literature, California State University, Long Beach
 Concentration: Twentieth-Century British and American Literature
- May 1992 B.S. in Zoology, Minor in Chemistry, California State University, Long Beach
- May 1992 California Single Subject Teaching Credential in Life Sciences, California State University, Long Beach

ACADEMIC APPOINTMENTS

- 2017-present *Faculty Fellow for Writing across the Curriculum*, Academic Programs, CSU, Fullerton
- 2012-present *Full-Time Lecturer*, Department of English, CSU, Fullerton
- 2007-2012 *Adjunct Lecturer*, Department of English, CSU, Fullerton
- 2008-2010 *Full-Time Lecturer*, Department of English, University of Southern California
- 2002-2003 *Instructor*, Thematic Option Honors Program, University of Southern California
- 2000-2002 *Instructor*, The Writing Program, University of Southern California
- 1998-1999 *Adjunct Instructor*, Departments of English, Rio Hondo Community College, Long Beach City College, and Glendale Community College
- 1992-1998 *Teacher*, Science Department, ABC Unified School District, Cerritos, California

GRANTS, HONORS, and FELLOWSHIPS

- 2017-18 Pollak Collections Grant, CSU Fullerton. In collaboration with Librarian Jie Tian, won a \$925 grant to purchase Writing across the Curriculum books for faculty, staff, and students.
- 2014-15 H & SS *Outstanding Full-Time Lecturer Award*, CSU Fullerton
- 2014-15 H & SS *Service Award*, CSU Fullerton

- 2012-2015 *NIH Grant: CSU, Fullerton MARC U*STAR Program.* My portion of this NIH grant for CSUF's Maximizing Access to Research Careers (MARC) Program (Dir. Amybeth Cohen, Biological Sciences) funded my development and teaching of my new course, "ENGL 363: Scientific Writing," through May, 2015.
- June 2015 & 2013 *iTRIP Grant. iFixit.com. iFixit.com* funded my travel expenses for the 2013 and 2015 iFixit Technical Writing Symposium, held in San Louis Obispo, CA. In 2013, the symposium taught me how to integrate iFixit's curriculum into my Technical Writing classes. In 2015, iFixit invited me to present "Funding Your iFixit Project with HIPs" to its new cohort of instructors.
- Spring 2014 *Faculty Enhancement and Instructional Development Grant.* CSU, Fullerton. Granted three units of assigned time plus funds to purchase classroom equipment for "Incorporating the iFixit Educational Program into English 360: Technical Writing."
- Spring 2014 *Nominated for H&SS Outstanding Temporary Faculty Award.* Nominated by Irena Praitis, Department of English, Comparative Literature, and Linguistics.
- 2005-2006 *English Department Fellow,* University of Southern California
- 2004-2005 *Marta Feuchtwanger Merit Fellow,* University of Southern California
- 2003-2005 *Graduate Student Fellow,* Center for Law, History and Culture at the University of Southern California
- 2002-2003 *Award for Excellence in Teaching,* USC's Center for Excellence in Teaching
- 1999-2004 *Graduate Merit Award Fellow,* USC College of Letters, Arts and Sciences

COURSES TAUGHT at CSU, Fullerton

- English 212: "Survey of British Literature since 1760"
- English 301: "Advanced College Writing" (online and face-to-face)
- English 307: "Advanced College Writing for English Studies"
- English 341: "Children's Literature"
- English 360: "Technical Writing"
- English 363: "Scientific Writing"
- English 434: "Young Adult Literature"
- English 457: "The Romantic Movement in English Literature"
- English 458: "Victorian Literature"
- English 459: "Development of the Nineteenth-Century Novel"
- English 498: "Teaching Writing with Media" Internship
- English 525T: "Proseminar in Victorian Literature"

CURRICULUM DEVELOPMENT & ASSESSMENT

- Fall 2017-
Present *Writing Across the Curriculum Program Assessment.* Assessing WAC Program outcomes for Academic Programs via Compliance Assist.
- Fall 2012-
Present *English 301 Assessment.* Coordinating, analyzing, and reporting on twice-yearly assessments of student achievement in English 301, a course with approximately eighty annual sections.
- Fall 2015 Online “English 301: Advanced College Writing.” Using evidence-based best practices, created a template for teaching online English 301. The template is shared on the English 301 Instructors page, which I curate.
- Spring 2015 “English 304: Introduction to Rhetoric, Literacy, and Composition Studies.” NCP submitted in Spring 2015 by the English Composition Committee that I chaired.
- Spring 2014 “English 360: Technical Writing.” With FEID funding, I redesigned this class, which is offered twice yearly to all majors, to include a ten-week iFixit unit. The iFixit unit allows students to work with the professionals at *iFixit.com* as they create online repair manuals for common electronic devices.
- Fall 2012 “English 363: Scientific Writing.” With NIH-funding, designed this new class offered twice yearly for all majors.
- Fall 2009 “ARLT 100: Autonomy and Authority in Children’s Literature.” USC’s College of Liberal Arts & Studies accepted my NCP for this literature-based, general-education composition and critical thinking course.

ADMINISTRATIVE, MENTORING, AND PROFESSIONAL EXPERIENCE

- Fall 2019- *Humanities Senator.* Academic Senate
- Fall 2018-
Present *Composition Committee* (Chair 2018-19 and Fall 2013-Spring 2015), CSU, Fullerton. As chair of this committee, I organized a group of faculty as it created a new undergraduate composition course and evaluated part-time faculty. Fall 2013-
Spr 2015 Currently, this group is planning National Writing Day activities for Fall 2019.
- Fall 2017-
Present &
Fall 2012-
Spr 2015 *University Committee for Writing Proficiency.* CSU, Fullerton. The UCWP, a standing committee of CSUF’s Academic Senate, directs policy regarding University writing requirements and approves new courses to fulfill CSUF’s upper-division writing requirement.
- Spr 2017-
present *Graduation Initiative 2025 HIPs Working Group.* CSU, Fullerton. Planning ways to expand the HIPs program while minimizing its costs.
- Spr 2017- *Writing Across the Curriculum Advisory Committee* (Chair). Convened a 13-

- present member, cross-disciplinary WAC Advisory Committee to advise me regarding the WAC Program's development. Some topics have included GI 2025, the WAC Faculty Certificate, and Thesis Retreats at Pollak Library.
- 2016-present *High-Impact Practices (HIPs) Coordinator*. Training and coordinating English 101 and 301 faculty participating in CSUF's HIPs Program. The courses' success led to HIPs "badging" for all sections.
- Fall 2012- Present *Upper-Division Writing Coordinator*, CSU, Fullerton. In this role, I led an English 301 Committee to write course outcomes, a common syllabus, and a list of preferred textbooks. I also assess English 301, maintain a Titanium Community for English 301 instructors, and orient new 301 instructors to the course's "writing in the disciplines" pedagogy.
- 2016-17 *Honors Program Faculty Mentor*, CSU, Fullerton. Oversaw one student's thesis-writing project on the politics of YA dystopian fiction for CSUF's Honors Program. This student's work was featured in an [OC Register article](#).
- Spr 2015- Winter 2017 *Donoghue Children's Library Committee*. Selecting new acquisitions for the Donoghue Children's Library, selecting guest speakers for spring events, and maintaining currency in the field of Children's Literature.
- Spr 2013 & Spr 2014 *Internship Director*, "Teaching Writing with Media" Internship, CSU, Fullerton. In 2011, I launched *CSUF YA Book Reviews* as a space for my Children's and Young-Adult Literature students to publish reviews, biographies, and teaching resources in a professional venue. With my mentorship, three student editors have received internship credit for coaching English 341 and 434 students writing for the blog, editing the students' texts, and leading thirty-minute writing workshops. The blog received over 10,000 visitors in 2013.
- Fall 2012- Fall 2013 *HSS Technical Advisory Committee*, California State University, Fullerton. Aiming to incorporate technology into the classroom and workplace, TAC provides a technology strategy for and guides technology initiatives across the College.
- 2009-2010 *Mentor*, Joint Educational Project (JEP), U of Southern CA. Advised students as they transformed my curriculum into enrichment materials for inner-city public school students.
- Spring 2005 *Graduate Admissions Committee*, U of Southern CA. Selected incoming graduate student class for 2005-06 academic year with the English Department's Graduate Committee.
- 2001-2002 *Course Coordinator*, The Writing Program, U of Southern CA. Developed composition curricula, led "norming" sessions using a holistic assessment rubric, and mentored writing instructors.
- 1992-1998 *WAC, Curriculum, and Textbook Committees*, Biology and Life Sciences, ABC Unified School District, Cerritos, CA.
- 1994-1996 *Department Chair*, Sciences, Carmenita Junior High School, Cerritos, CA.

PUBLICATIONS

Writing Across the Curriculum Webpage. Providing all content and occasional design for a CSUF WAC webpage that includes a “WAC e-Library,” a schedule of workshops and writing-related events, a tool for requesting departmental consultations, and campus and CSU writing policies and resources (webmaster is Christine Calderas, Academic Programs). Fall 2017-present.

Bruce, Leslie. “[Young Adult Series Can Be a Springboard for Serious Conversation](#).” *Orange County Register* 19 Nov. 2014: Cal State Fullerton Section 1.

Bruce, Leslie, ed. *CSUF YA Book Reviews*. Web. My students and I wrote reviews, biographies, and teaching resources for this blog, which I created at www.csufyabookreviews.com. The blog received over 10,000 visitors in 2013.

Bruce, Leslie. “Strange Connections: Sensation, Morality, and the Law in Margaret Oliphant’s *Salem Chapel*.” *Novel: A Forum on Fiction* 44.1 (April 2011).

SELECTED PRESENTATIONS, CONFERENCES, AND WORKSHOPS

WAC Workshops at the FDC (2017-present). Annually, leading 14-15 self-authored workshops at the Faculty Development Center to support faculty and staff efforts to teach with writing, to design new writing courses and assignments, and to improve their own writing. The inaugural WAC year workshops were attended by faculty and staff from 7 Colleges, 22 Departments, and the Provost’s Office/VPAA Operations.

Workshops:

- *Proposing or Refreshing Your Upper-Division Writing Course*
- *Experts’ Notebooks: Increasing Course Writing; Reducing Grading Time*
- *Designing Effective Writing Prompts for Any Class*
- *GE Writing Goals and Writing Pedagogy*
- *Reduce Grading Time with Rubrics*
- *Reduce Grading Time with Turn-It-In*
- *Reduce Grading Time with Formative Feedback Strategies*
- *Clear, Concise Sentences: Five Quick Strategies to Teach Students*
- *Using Writing to Learn in any Class*
- *Leading Effective Peer Reviews to Increase Feedback for Student Writers*
- *WAC Lunch and Learn*

2017-19 *CSU English Council Annual Meetings*. Collaborated with other CSU English faculty to review the impact of Chancellor’s Office Executive Orders and State legislation as well as to discuss new trends in the field.

2018 *Council of Writing Program Administrators’ Conference*. Researched best practices for WAC program development in Sacramento, CA (July 26-29, 2018).

“Supporting Collaboration in Interdisciplinary Composition Courses.” Paper presented as part of the panel, “Pedagogical Approaches for Enhancing Connections Between STEM Students, Industry, and Faculty,” at *Making Connections: 2018 International Writing Across the Curriculum Conference* in Auburn, AL (June 4-6, 2018).

2017 *Council of Writing Program Administrators’ Conference*. Researched best practices for WAC program development.

2016 *International Writing Across the Curriculum Conference: “Writing Across Difference.”* Studied collaboration and WAC/WID practices and theories. I applied this research to the creation of classroom activities with which to improve collaboration, which I shared with the department. June 23-25, 2016. U of Michigan, Ann Arbor.

“GE Writing Goals and Writing Pedagogy.” Presented pedagogical strategies at the Faculty Development Center Session: GE Pedagogy: The Writing Requirement. CSU, Fullerton, Spring 2016.

“Wands, Swords, and Arrows, Oh My!: YA Perspectives.” Panel Chair. *Perspectives from the Margins: Reexamining Movements, Figures, and Texts*. Sigma Tau Delta 2015 Far Western Regional Conference. CSU Fullerton, Fall 2015.

“Funding your iFixit Curriculum.” *iFixit Technical Writing Symposium*. iFixit, San Louis Obispo, May 2015. By invitation, I presented a talk about incorporating High-Impact Practices into grant proposals to fund iFixit-based classroom projects.

“Teaching Technical Writing in the United States Public University.” Invited Lecture for Scholars from China’s National University of Defense Technology Program. Fall 2014. Extended Education, CSU Fullerton.

2014 *International Writing Across the Curriculum Conference: “Shifting Currents/Making Waves.”* Studied ethical research, assessment, and WAC/WID practices and theories. I applied this research to the creation of four classroom exercises to improve ethical research, which I shared with the department. June 12-14, 2014. University of Minnesota.

iFixit Technical Writing Symposium. iFixit.com, San Louis Obispo, June 2013. This symposium trained me to bring the iFixit.edu curriculum to CSUF. This innovative curriculum guides students through the process of writing and illustrating online repair manuals for all kinds of electronic devices. iFixit publishes students’ instruction manuals on their open-access site, which aims to reduce e-waste globally and boasts forty million annual visitors.

Assessment Conference XVII: The Evolution of an Assessment Plan: Design. Implement. Evaluate. Advanced my experience with designing assessment plans that “close the loop.” March 22, 2013. CSUF, Mihaylo College.

2013 *CCCC Annual Convention: The Public Work of Composition*. Las Vegas, NV. March 13-16, 2013. Researched WAC/WID program and curriculum development, writing transfer, assessment, and teaching with media.

“Blogging in the English Classroom.” CSUF’s Teaching Writing Club; Invited Lecture. My presentation demonstrated techniques for using blogging software to enhance the

teaching of discourse community knowledge and collaboration skills in composition and literature classes (October 25th, 2012).

“Social Media and Student Writing: A Workshop with Andrea Lunsford.” Researched new digital media pedagogies for rhetoric and composition classes at this CSULB workshop on October 5th, 2012.

“Fan Favorites.” *Pop Culture and the Written Word*. Panel Moderator. Conference held by CSUF’s English Honor Society, Sigma Tau Delta. CSUF, Fall 2012.

2012 *International Writing Across the Curriculum Conference: The Future Is WAC*.

Researched assessment and WAC theories and practice at this conference held in Atlanta, GA, June 7th-9th, 2012.

Assessment Conference XVI: Enhancing Learning Through Formative Assessment. Researched assessment theories and practice at this conference held at CSU, Fullerton on April 27th, 2012.

“Storytelling, Genre, and Gender in Frances Hodgson Burnett’s *The Secret Garden*.” Paper presented at the 2010 Victorian Interdisciplinary Studies Western United States Conference in Honolulu, Hawaii (October 27-30, 2010).

“Custodial Fictions: Narratives of Maternal Distress in England’s Custody Debates and Caroline Norton’s Early Writing.” Paper presented at the 2008 Victorian Interdisciplinary Studies Western United States Conference in Seattle, Washington (October 2-4, 2008).

“‘Mysteries and Agonies’: Parallel Plots and Divergent Dissolutions in the 1857 Divorce Act and Margaret Oliphant’s *Salem Chapel*.” Paper presented at the 2005 Association for the Study of Law, Culture, and the Humanities Conference in Austin, Texas (February 11-12, 2005) and at the 2005 Dickens Universe Winter Conference for Graduate Students at UC Riverside (January, 2005).

“Whispered Truths: Silence, Violence, and Law in British Women's Nineteenth-Century Novels.” Paper presented at the 2004 Dickens Universe at UC Santa Cruz (July 31-August 8, 2004).

“‘Wholesome Truths’: Challenging Masculinity Norms and Family Law in Anne Brontë’s *The Tenant of Wildfell Hall*.” Paper presented at the 2003 Victorian Interdisciplinary Studies, Western United States Conference in Austin, Texas (October 9-11, 2003).

“The ‘Gipsy’ Woman Problem: Nineteenth-Century Constructions and Erasures of Roma Women.” Paper presented at the 2002 Victorian Interdisciplinary Studies, Western United States Conference in Boise, Idaho (October 9-12, 2002).

“Infanticide, Maternal Myths, and the Institution of Motherhood.” Paper presented at the 2001 UCLA “Thinking Gender” Graduate Student Conference (March 9, 2001).

COMMUNITY SERVICE

2017-19 *Parent Representative*, School Site Council, Rogers Middle School, Long Beach, CA

2011-17 *Literacy Volunteer*, Fremont Elementary School, Long Beach, CA

LANGUAGES

Reading knowledge of Spanish and French.

PROFESSIONAL MEMBERSHIPS

Association of Teachers of Technical Writing

Council of Writing Program Administrators

National Council of Teachers of English

REFERENCES

Lana Dalley, former Department Chair, Department of English, California State University, Fullerton; ldalley@fullerton.edu; (657) 278-3163; CSU, Fullerton, University Hall 322, Fullerton, CA 92834

Sheryl Fontaine, Dean of Humanities and Social Sciences; California State University, Fullerton; sfontaine@fullerton.edu; (657) 278-2651; Humanities 211D; CSU, Fullerton; Fullerton, CA 92834

Brittany McCrigler, Education Director, iFixit, San Luis Obispo, CA. Brittany@ifixit.com

Stephen Mexal, Department Chair, Department of English, California State University, Fullerton; smexal@fullerton.edu; (657) 278-3163; CSU, Fullerton, University Hall 322, Fullerton, CA 92834

Pamella Oliver, Interim Associate VP of Academic Programs, California State University, Fullerton; poliver@fullerton.edu; (657) 278-3602; CSU, Fullerton, McCarthy Hall 129.

Margaret Russett, Department Chair, Department of English, University of Southern California, russett@usc.edu; (213) 740-3749; Taper Hall 404, Trousdale Parkway, Los Angeles, CA 90089-0354

Hilary M. Schor, Professor of English and Law, USC; schor@usc.edu; (213) 740-8555; Department of English, University of Southern California, Taper Hall 404, Trousdale Parkway, Los Angeles, CA 90089-0354

Lana L. Dalley

Department of English, Comparative Literature, and Linguistics
California State University, Fullerton
P.O. Box 6848
Fullerton, CA 92834-6848
657.278.2452 (w)/206.388.8585 (c)

EDUCATION

- June 2005 Ph.D. in English Language and Literature, University of Washington
Dissertation: *Writing the Economic Woman: Gender, Political Economy, and 19th-Century Women's Literature* (director: Professor Kathleen Blake)
Exam Areas: Victorian Literature and Culture; British Literature 1776-1832; Women's and Gender Studies
- March 2001 M.A. in English Language and Literature, University of Washington
Master's Essay: "'How different men were to women': A Study of Language and Gender in Elizabeth Gaskell's *North and South*"
- May 1999 B.A. in English Literature, with honors, University of Evansville

ACADEMIC APPOINTMENTS

- Fall 2015-present *Professor*, English, California State University, Fullerton
- Aug 2012-Aug 2016 *Department Chair*, English, Comparative Literature, and Linguistics, California State University, Fullerton
- Fall 2012-Spring 2015 *Associate Professor*, English, California State University, Fullerton
- Spring 2011 *Faculty-in-Residence*, CSUF H&SS Study Abroad Program, London, U.K.
- Fall 2006-Spring 2012 *Assistant Professor*, English, California State University, Fullerton
- 2005-2006 *Acting Instructor* (full time, non-tenure track), English, University of Washington
- 2004-2005 *Research Fellow*, Pembroke College, University of Cambridge

TEACHING AND RESEARCH INTERESTS

Victorian Literature and Culture; Romantic Literature and Culture; History of the Novel/Print Culture; Literature and Economics; Gender Studies; Women's Writing; Jane Austen; Literature and Film; First Year to Advanced Writing

PUBLICATIONS

Edited Volumes and Issues

Economics in Nineteenth-Century Literature, a four-volume anthology of primary sources (under contract with Routledge Press).

Victorian Literature in the Age of #MeToo, co-edited with critical introduction, with Dr. Kellie Holzer (Virginia Wesleyan University), special issue of *Nineteenth Century Gender Studies* (forthcoming, Summer 2020)

Economic Women: Essays on Desire and Dispossession in Nineteenth-Century British Culture, co-edited, with critical introduction, with Dr. Jill Rappoport (University of Kentucky), Columbus: Ohio State University Press (2013; paperback, 2017).

Essays

“Political Economy.” *Palgrave Encyclopedia of Victorian Women Writers*. Lisa Scholl, editor. London: Palgrave Macmillan (forthcoming Fall 2019). Invited submission.

“Mediations on Value in *Mansfield Park*, or Jane Austen tries to balance the books.” *Women’s Writing*. (Fall 2018).

“Women’s Movements & The Mainstreaming of Political Economy.” *Routledge Companion to Literature and Economics* (Fall 2018). Invited submission.

“Political Economy and Literature.” *The Encyclopedia of Victorian Literature*. Dino Franco Felluga, Pamela K. Gilbert, and Linda K. Hughes, editors. London: Blackwell Publishers (August 2015). Invited submission.

“Fatal Postponements: Production and Consumption in George Gissing’s *The Odd Women*” *Victorians Institute Journal*. (Winter 2012)

“On Harriet Martineau’s *Illustrations of Political Economy* (1834)” *BRANCH: Britain, Representation, and Nineteenth-Century History*. Ed. Dino Franco Felluga. Extension of *Romanticism and Victorianism on the Net*. Web (Fall 2012).

“Domesticating political economy: language, gender, and economics in the *Illustrations of Political Economy*.” *Harriet Martineau: Authorship, Society, and Empire*, eds. Cora Kaplan and Ella Dzelzainis. Manchester: Manchester University Press, 2010: 103-117.

“The Economics of ‘a bit of victual,’ or Malthus and Mothers in *Adam Bede*.” *Victorian Literature and Culture* 36.2 (Fall 2008): 549-567.

“‘The least ‘Angelical’ poem in the language’: Political Economy, Gender, and the Heritage of *Aurora Leigh*.” *Victorian Poetry* 44 (Winter 2007): 525-542.

Reviews and Bibliographies

Review of Ayse Celikkol’s *Romances of Free Trade: British Literature, Laissez-Faire, and the Global Nineteenth Century* (Oxford University Press, 2011). *Victorian Review* 38.1 (Spring 2012).

Review of Krista Lysack’s *Come Buy, Come Buy: Shopping and the Culture of Consumption in Victorian Women’s Writing* (Ohio University Press, 2008). *Victorian Review* 35:2 (Autumn 2009).

Contributor, “RSVP Bibliography 2005-2007.” *Victorian Periodicals Review* 41:3 (Fall 2008): 183-224.

Contributor, “RSVP Bibliography 2003-2005.” *Victorian Periodicals Review* 39 (Fall 2006): 193-256.

“The Advantages of Anonymity” Review of *First Person Anonymous: Women Writers and the Victorian Print Media, 1830-70* by Alexis Easley. *Nineteenth-Century Gender Studies* 2.1 (Spring 2006).
<http://www.ncgsjournal.com/issue21.htm>

Works in Progress

Mater Economica: Economies of Mothering in Victorian Literature and Culture

PRESENTATIONS**Conference Presentations and Participation**

“Intersectionality and ‘White Feminism’ in the Victorian Literature classroom.” Victorian Interdisciplinary Studies Association of the Western United States, Seattle, WA, November 2019.

“‘A baby is not very much’: Maternal and Economic Futures in Olive Schreiner’s *Story of an African Farm* and *Undine*.” Victorian Interdisciplinary Studies Association of the Western United States, Palm Springs, CA, November 2018.

“Tangible Costs, Intangible Rewards: The Balance Sheet of Mothering in Olive Schreiner’s *The Story of an African Farm* and *Undine*.” North American Victorian Studies Association, St. Petersburg, FL, October 2018.

“Social Maternity and the Economic Imagination in Olive Schreiner’s *Woman and Labour*.” North American Victorian Studies Association, Arizona State University, November 2016.

“Teaching Transgressions Roundtable.” Victorian Interdisciplinary Studies Association of the Western United States, Austin, TX, October 2016.

“Mothering Abroad.” North American Victorian Studies Association, University of Hawaii, July 2015.

“‘Thick, Sour Pap, and Other Abominations’: Victorian mothers and infant feeding practices.” British Women Writers Conference, New York City, June 2015.

“Modern Mothering: the new mother in Olive Schreiner’s *Woman and Labour*.” Victorian Interdisciplinary Studies Association of the Western United States, Portland, OR, November 2013

Panel Moderator, “Speculation: Wills, Investments, and Money.” North American Victorian Studies Association Conference, Pasadena, October 2013.

“Victorian Attitudes about Mothers and Breastfeeding.” Faculty Food Studies Research Roundtable, California State University, Fullerton, April 2013.

“‘Mother’s Mercy’: Economic and Familial Networks in *Mary Barton*.” North American Victorian Studies Association Conference, University of Wisconsin at Madison, September 2012.

“Gifts and the Mediation of Value in *Mansfield Park*.” Pacific Ancient and Modern Language Association (PAMLA) Conference, Scripps College, November 2011.

“‘Thick, Sour Pap, and Other Abominations’: Late-Victorian Attitudes about Mothers and Milk.” Victorian Interdisciplinary Studies Association of the Western United States, University of Houston, October 2011.

“‘We are not new!’: Gender and the Historical Imagination in Olive Schreiner’s *Woman and Labour*.” North American Victorian Studies Association/British Association of Victorian Studies, Cambridge University, July 2009.

Panel Co-Chair and Moderator, “Women and Economics.” North American Victorian Studies Association, Yale University, November 2008.

“Diamonds and Economics in Olive Schreiner’s *The Story of an African Farm*.” Victorian Interdisciplinary Studies Association of the Western United States, University of Washington, October 2008.

“Economics and Addiction in the New Woman Novel.” Modernist Studies Association, University of Southern California, November 2007.

“Gender, Desire, and Consumption in George Gissing’s *The Odd Women*.” North American Victorian Studies Association, University of Victoria, October 2007.

“Women, Capital, and Classical Economics: Reading the Economic Past in George Gissing.” Victorian Interdisciplinary Studies Association of the Western United States, Pepperdine University, October 2006.

Panel Moderator, “The Reformation, Anti-Catholic Discourse, and Cromwell.” Victorian Interdisciplinary Studies Association of the Western United States, Pepperdine University, October 2006.

“Morality in the Marketplace: Uncovering *Homo Economicus* in *A Christmas Carol*.” North American Victorian Studies Association/North American Society for the Study of Romanticism, Purdue University, September 2006.

Panel Moderator, “George Eliot and Homo Economicus.” North American Victorian Studies Association/North American Society for the Study of Romanticism, Purdue University, September 2006.

“Women, Property, and Wages: *Aurora Leigh* and 19th-century Economic Thought.” Midwest Conference on British Studies, Notre Dame University, September 2005.

“Feminist Politics and the Radical Press: A Reading of Domesticity and Economics in the *Malthusian* (1879-1885).” Research Society for Victorian Periodicals, George Washington University, September 2005.

“Women, Political Economy, and the Popular Industrial Novel.” Literary Fads and Fashions International Conference, Nottingham University (U.K.), November 2004.

“Human Reproduction and Political Economy, or the Relationship between Malthus and Mothers.” Faith and Doubts Study Day, Birmingham University (U.K.), September 2004.

“Domesticating Political Economy: the Contributions of Harriet Martineau.” Writing Economies Conference, Queens College, University of London, September 2004.

“The Disabled Memsahib in Elizabeth Gaskell’s *Cranford*.” Victorian Interdisciplinary Studies Association of the Western United States, Boise State University, October 2002.

“Mother Worker! Labor and Maternity in Elizabeth Gaskell’s *Ruth*.” Graduate English Studies Conference, Texas Tech University, February 2002. Published in conference proceedings.

“Writing like a girl: A Study of Language and Gender in Elizabeth Gaskell’s *North and South*.” Group for Early Modern Cultural Studies Conference, Philadelphia, October 2001.

Presentation of *The Evansville Review*, Associated Writers Conference, Albany, April 1999.

Invited Lectures and Presentations

Keynote Speech, REACH Conference, Jennings County High School (Indiana), October 2019

Keynote Speech, Gamma Phi Beta Scholarship Dinner, California State University Fullerton, October 2019

“From Barton Park to Bollywood: The Afterlife of Jane Austen,” Acacia Conference, California State University, Fullerton, March 2009.

“Economics and the Imagination in *The Odd Woman*,” English Dept. Seminar Series, California State University, Fullerton, October 2008.

Keynote Speech, Acacia Graduation Reception, California State University, Fullerton, May 2007.

“Domesticity and Political Economy in Harriet Martineau and Elizabeth Gaskell,” English Faculty 19th-century Seminar, University of Cambridge, February 2005.

AWARDS

Outstanding Teaching, Humanities and Social Sciences, California State University, Fullerton, 2019

Atara Stein Faculty Service Award, California State University, Fullerton, 2019

Acacia Faculty Champion Award, Acacia Group, California State University, Fullerton, Spring 2014, Spring 2016, Spring 2017, Spring 2018

Outstanding Faculty Recognition: Service, California State University Fullerton, Spring 2012

Outstanding Untenured Faculty Member, Humanities and Social Sciences, California State University, Fullerton, 2010

Outstanding Faculty Recognition: Scholarly and Creative Activity, California State University, Fullerton, Spring 2010

Acacia Faculty Champion Award, Acacia Group, California State University, Fullerton, Spring 2009

Outstanding Faculty Recognition: Teacher-Scholar, California State University, Fullerton, Spring 2008

Distinguished Undergraduate Teaching Award, University of Washington, Spring 2006

Joan Webber Prize for Distinguished Teaching, University of Washington, honorable mention, Spring 2002

COURSES TAUGHT

California State University, Fullerton

English 595: Graduate Project Writing

English 579T: Feminist and Gender Theory

English 572T: Graduate Seminar on The New Woman Novel

English 571T: Jane Austen

English 525T: Graduate Proseminar on Victorian Literature

English 500: Introduction to Graduate Studies in English

English 498: English Internship

English 459: Development of the 19th-century British Novel

English 458: Victorian Literature

English 457: Literature of the Romantic Age

English 355T: Images of Women in Literature, Wollstonecraft to Woolf (London Semester)

English 354: Jane Austen on Film

Humanities 350: British Life and Culture (London Semester)
 English 331: Shakespeare on Film (London Semester)
 English 307: Advanced College Writing for English Majors
 English 301: Advanced College Writing (online)
 English 301: Advanced College Writing
 English 301: Advanced College Writing: Writing Paris (Paris Intersession)
 English 300: Analysis of Literary Forms
 English 212: British Literature from 1760-present
 English 200: Literature and Popular Culture: Feminist Literature
 English 101: Beginning College Writing

Independent Studies

“Jane Austen” (Graduate-level, Spring 2015)
 “George Eliot” (Graduate-level, Spring 2012)
 “Fashion in Victorian Literature” (Graduate-level, Fall 2011)
 “Shakespeare on Stage” (Spring 2011)
 “Approaches to Teaching Women in Literature” (Spring 2011)
 “Jane Austen,” (Spring 2007)
 “Religious Discourse and Debate in 19th-century British Literature” (Spring 2007)
 “Reading Clothing in 19th-century British Literature” (Spring 2007)
 “George Eliot and Charles Dickens” (Fall 2007)
 “The Fallen Woman in 19th-century British Lit.,” (Spring 2006)
 “Darwin, Evolution, and Victorian Literature” (Winter 2006)

THESIS COMMITTEES:

M.A. Theses

Director, Cassandra Kilzer, “‘Restoring [Her] Peace of Mind’: Emotions and Illness in Jane Austen’s *Mansfield Park*, *Emma*, and *Sense and Sensibility*” (Spring 2017)
Director, Sarah Keeley, “A Woman’s Quest: Rebellious and Transformative Travels in Charlotte Brontë’s *Jane Eyre* and Anne Brontë’s *The Tenant of Wildfell Hall*” (Spring 2017)
Director, Amanda Milligan, “The Elusive Female Detective” (Spring 2017)
Director, Nicole Montoy, “Daughters of Nature: An Ecofeminist Reading of Victorian Realism” (Spring 2016)
Director, Amber Tavasolian, “When We Colleagues Awaken: Classroom Colleagues Pedagogy as a Revision of Feminist Pedagogy” (Spring 2013)
Director, Laura Leeper, “The Truth Behind the Seams: Concealing Identity Through Clothing in Victorian Literature” (Spring 2013)
Director, Michelle Greer, “Feminism on Fire: Katniss Everdeen and the Gender Politics of *The Hunger Games*” (Spring 2013)
Director, Bethany Peery, “Fallen Mothers: Maternity and Martyrdom in the Mid-Victorian Social Problem Novel” (Spring 2012)
Director, Theresa Habbestad, “From Invisible Craftsman to Vocal Subordinate: The Portrayal of the Colonial Other in Four Victorian Texts” (Spring 2010)
Director, Chrisjana Holmes, “The ‘How To’ Guide for a Successful Marriage: Victorian Marriage and the Woman Question” (Spring 2010)
Director, Lindsay Horvath, “Mad Doctors, Hysterics, and Serial Killers: Connecting 19th-Century Literature to Medical Science” (Spring 2010)
Director, Audra Haselton “Redefining Victorian Gender: Masculinity in the Public and Private Spheres” (Spring 2009)
Director, Lauren Holley “The Many Renderings of the Fallen Woman in 19th-Century British Literature” (Spring 2009)

Director, Christina Ramirez “The Angel in the Public Eye: The New Woman in Fin-de Siècle Literature” (Spring 2009)

Undergraduate Honors Theses

Director, Elissa Saucedo, “*Our Mutual Friend*: Creating a Research Guide for CSUF Special Collections” (2018-2019)

Director, Emily Wagner, “The Victorian Fairy Tale: An Aesthetic Outcry Against the Condition of England” (2009-2010)

Second Reader, Farzad Mozafarzadeh, *Atheists in Hell* (2008-2009)

Director, Caroline Carpenter “Not Much Ado about Anything: An Examination of Student Engagement in English Literary Studies” (2007-2008)

RESEARCH GRANTS AND FELLOWSHIPS

CSUF, Gregory, Cheryl, and Katheryn Wirzbicki Endowmen for Student-Faculty Research and Creative Activity, Fall 2019

CSUF, Faculty Enhancement and Instructional Development Grant, Spring 2019

CSUF, Faculty Research Sabbatical, Spring 2014

Faculty Development Center, FEID Grant, Summer 2012

Humanities and Social Sciences Summer Research Grant, 2012 (declined)

Faculty Development Center, International Travel Grant, Spring 2011

Humanities and Social Sciences Summer Research Grant, 2010

Faculty Development Center, Untenured Faculty Development Grant, Spring 2009

Humanities and Social Sciences Summer Research Grant, 2008

President’s Office Faculty Research Grant, Winter 2007

Dean’s Office International Travel Grant, Fall 2007

University of Cambridge, Pembroke Fellowship for Research in the Arts and Humanities (\$20,000), 2004-2005

Graduate School Fund for Excellence and Innovation in Research, University of Washington, Spring 2002

STUDENT-FACULTY GRANTS

Sally-Casanova Pre-Doctoral Program, Faculty Mentor for Lauren Bailey, 2012-2013

PROFESSIONAL ACTIVITIES AND DEVELOPMENT

Conference Organizing Committee, Victorian Studies Association of the Western United States, Palm Springs, CA, November 2018

Article Referee, *Victorian Review*, Spring 2018

Article Referee, *Nineteenth-Century Contexts*, Fall 2017

Outside Reviewer, Program Performance Review, CSULB English Department, Fall 2017

Manuscript Referee, *University of Toronto Press*, Fall 2017

Article Referee, *PMLA*, Summer 2017

Manuscript Referee, *University of Hawaii Press*, Spring 2017

Article Referee, *Victorian Studies*, Spring 2016

Manuscript Referee, *Palgrave Macmillan*, Fall 2015

President, Victorian Studies Association of the Western United States, January 2015-January 2017

Manuscript Referee, *Ohio University Press*, Fall 2014

Conference Organizing Committee, Victorian Studies Association of the Western United States, Fullerton, CA, October 2014

Article Referee, *Genre: Forms of Discourse and Culture*, Summer 2014

Article Referee, *Nineteenth-Century Contexts*, Spring 2013

Article Referee, *Blackwell Encyclopedia of Victorian Literature*, December 2013
 Program Committee, North American Victorian Studies Association Conference, Pasadena, CA, 2013
 Vice-President, Victorian Studies Association of the Western United States, October 2013-December 2014
 ADE Summer Seminar South, University of North Carolina, Charlotte, June 2013
 ADE Workshop for New Chairs, University of North Carolina, Charlotte, June 2013
 Student Awards Judge, Jane Austen Society of North America (JASNA), Summer 2012, Summer 2011
 Secretary, Victorian Studies Association of the Western United States, 2011-2013
 Article Referee, *BRANCH*, September 2011
 Judge, William H. Scheuerle Graduate Student Paper Award, VISAWUS, Fall 2011 and Fall 2013
 Member, Board of Directors, Victorian Studies Association of the Western United States, 2009-present
 Manuscript Referee, *Palgrave Macmillan*, Fall 2009
 Article Referee, *Studies in the Novel*, Fall 2008
 Summer Training Institute, Faculty Development Center, California State University, Fullerton, May 2008
 Academic Advising Certificate in Excellence Conference, California State University, Fullerton, Spring 2008
 Dickens Universe Participant, UC Santa Cruz, Summer 2006

UNIVERSITY SERVICE

California State University, Fullerton

Frankenreads, Pollack Library, October 2018
 General Education Committee, CSUF, 2018-20
 Director of Writing Across the Curriculum Search Committee, CSUF, 2015-16
 Subcommittee on Students, Academic Master Plan, CSUF, 2015-16
 Outside reviewer, Program Performance Review, Department of American Studies, Spring 2015
 Associate Dean Search Committee, College of H&SS, Spring 2015
 Judge, Student Research Competition, February 2015, February 2016, February 2017
 Committee on Committees, College of H&SS, 2013-14
 Life and Teaching at CSUF Panel, New Faculty Orientation, August 2011, August 2013
 Academic Leadership Institute, June 2013
 Titan Parents Day, Faculty Presentation, May 2013
 Panelist, Kindergarten Readiness Parent Informational Session, CSUF Children's Center, Feb. 2013
 University Writing Board, 2012-present
 University Advancement Committee, 2011-2013
 Student Scholarship and Awards Committee, College of H&SS, 2012-2014
 Strategic Planning Committee, College of H&SS, 2012-2014
 Ad-hoc Committee on Study Abroad Programs, College of H&SS, 2010-2013
 Western Association of Schools and Colleges, Chair, Writing Task Force 2, 2010-2011
 Member, ASI Children's Center Advisory Committee, 2009-2010
 Organizer, Seth Grahame-Smith *Pride and Prejudice and Zombies* lecture and book signing, April 2009
 Faculty Development Center Board Member, 2009-2010
 American Studies Student Association Movie Night Presentation, *Milk*, March 2009
 Instructor, Faculty Development Center Teaching and Learning Academy:
 Designing and Assessing Student Writing Assignments, December 2008
 Academic Senate, At-large elected member, 2008-2010
 Western Association of Schools and Colleges, Writing Task Force 1, 2008-2009
 Safe Space Training, Multicultural Leadership Center, Spring 2008
 Honors Research Symposium, California State University, Fullerton, October 2007.

DEPARTMENT SERVICE***California State University, Fullerton***

Search Committee, 2019-2020
 Graduate Studies Committee, 2019-2021
 Department Nominating Committee, Spring 2018
 Personnel Committee, August 2017-present
 Organizer, Annual Alumni Career Panel, 2016, 2017, 2018
 Scholarships and Awards Committee, Chair, August 2016-May 2018
 Panel Moderator, Sigma Tau Delta Conference, November 2015
 Panel Moderator, Acacia Group Conference, March 2013
 Panel Moderator, Sigma Tau Delta Conference, November 2012
 Summer Academic Advisement, 2012
 Panel Moderator, Acacia Group Conference, March 2012
 Vice Chair, 2011-2012
 Website Coordinator, Summer 2011
 Graduate Studies Committee, 2011-2012
 Panel Moderator, Acacia Group Conference, February 2010
 Faculty Advisor, Sigma Tau Delta, 2008-2012
 Graduate Studies Committee, 2008-2010 (*Committee Chair 2009-2010*)
 Summer Academic Advisement, 2008
 Panel Moderator, Acacia Group Conference, February 2008
 Ad-hoc Committee to Review the Graduate Program, 2007-2008
 Master's Exam Assessment Committee, 2006-2008
 Composition Committee, 2006-2008
 Department Council, 2006-2009
 Faculty Marshall, English Department Graduation Ceremony, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2015, 2016, 2018

COMMUNITY SERVICE

Lecture on Charles Dickens, UCI OLLI program, Spring 2019
 National Charity League, May 2019-present
 Lecture on Charles Dickens, A Noise Within Theater, October 2017
 Volunteer, Occord Immigration Fair, February 2017
 "Austenology," Town & Gown Lecture, Fullerton Public Library, October 2016
 Panelist, Career Panel, Anaheim High School, April 2015
 Mentor, Writer's Guild, Fullerton School District, Fall 2013 - Spring 2014
 Acacia School Site Council (elected position), Acacia Elementary School, Fall 2012-Spring 2014
 Coastal Clean Up, Orange County Parks and Recreation, September 2012
 Coastal Clean Up, Orange County Parks and Recreation, September 2011
 "Literary London," Town & Gown Lecture, Fullerton Public Library, June 2011
 Member, The Acacia Foundation, Acacia Elementary School, Summer 2011-present
 Member, PTA, Acacia Elementary School, Fall 2009-present

Erin Hollis

Department of English, Comparative Literature, and Linguistics
California State University, Fullerton

ehollis@fullerton.edu

657-278-3641

ACADEMIC EXPERIENCE

Associate Professor, Department of English, Comparative Literature and Linguistics, California State University, Fullerton (Fall 2005-Present)

- Project Writing Course, Graduate: Spring 2007
- Virginia Woolf/Mina Loy Graduate Seminar, Fall 2009, Fall 2015
- Irish Literature, Graduate Proseminar: Spring 2008, Summer 2009, Spring 2017, Fall 2019
- Bibliography/Textual Criticism Graduate Seminar, Fall 2007
- James Joyce Graduate Seminar: Spring 2007, Spring 2011, Fall 2013, Fall 2016
- Twentieth Century British Literature, Graduate Proseminar: Spring 2006, Summer 2008, Spring 2015, Fall 2017
- Introduction to Graduate Studies in Literature: Fall 2006, Fall 2008, Fall 2011
- Modern British and American Drama: Fall 2006, Fall 2007
- Modern British and American Fiction: Spring 2006, Spring 2007, Spring 2008, Spring 2010, Summer 2010, Spring 2011, Spring 2012, Summer 2012, Spring 2013, Summer 2013, Spring 2014, Spring 2015, Spring 2016, Spring 2017, Spring 2018, Spring 2019
- Modern British and American Poetry: Fall 2007, Fall 2008, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2015, Fall 2016, Fall 2018, Fall 2019
- Contemporary Novel in English: Summer 2007, Spring 2008
- Analysis of Literary Forms: Fall 2005, Spring 2006
- American Literature Twain to Modern: Summer 2007, Summer 2008
- British Literature: 1760-Present: Fall 2005, Summer 2006, Fall 2006, Spring 2009, Summer 2010, Spring 2014, Spring 2016
- Advanced College Writing for English Majors: Fall 2008, Spring 2009, Fall 2009, Fall 2010, Fall 2016, Spring 2018
- Advanced College Writing: Fall 2005, Fall 2008, Summer 2009, Spring 2010, Summer 2011, Summer 2014, Summer 2015, Intersession 2016, Intersession 2017, Intersession 2018
- Harry Potter, Spring 2009, Spring 2010, Spring 2011, Spring 2012, Spring 2013, Spring 2014, Spring 2015, Spring 2016, Spring 2017, Spring 2018, Fall 2019
- Vampire Literature, Fall 2009
- The Graphic Novel, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2015, Fall 2016, Fall 2017, Fall 2018
- Writing Theory and Practice, Fall 2012
- Teaching Associate Supervision, Spring 2013
- Irish Life and Culture (Study Abroad Humanities Course) Summer 2012, Summer 2013, Summer 2016
- Representations of Women in Irish Literature (Study Abroad Course), Summer 2016, Summer 2017
- Designed and Led Study Abroad Program to Ireland: Summer 2012, Summer 2013, Summer 2016, Summer 2017
- James Joyce, Virginia Woolf, and Illness, Senior Seminar, Fall 2017

Courses Created:

- Bibliography/Textual Criticism, Graduate Seminar
- Virginia Woolf/Mina Loy, Graduate Seminar
- James Joyce, Graduate Seminar
- Irish Literature, Graduate Seminar
- Harry Potter, Undergraduate Course
- The Graphic Novel, Undergraduate Course
- Vampire Literature, Undergraduate Course
- Irish Life and Culture, Study Abroad Humanities Course
- Representations of Women in Irish Literature, Study Abroad Course
- James Joyce, Virginia Woolf, and Illness, Senior Seminar

Courses Currently in Development:

- The American Musical as Literature
- Podcasts: A hybrid course on podcasts as literature and the creation of podcasts.
- California Literature: A course that will include literary field trips around California

Graduate Project Director:

- Alexander Tolj, Completed Spring 2007
- Amy Dickinson, Completed Spring 2007
- Aaron Hurtado, Completed Spring 2008
- Roger Perez, Completed Spring 2008
- Jonathan Cornforth, Completed Spring 2008
- Rachel Murphree, Completed Spring 2008
- Aaron Schmidt, Completed Fall 2008
- Chandra Jenkins, Completed Spring 2008
- Sean Lewis, Completed Spring 2009
- Vernon Brock, Completed Spring 2009
- Marie Killen, Completed Spring 2009
- Amber Gillis, Completed Spring 2009
- Deirdre Wiley, Completed Spring 2009
- Scott Warfe, Completed Spring 2010
- Joshua Waggenhoffer, Completed Spring 2010
- Barbara Collins, Completed Spring 2010
- Michelle Buscher, Completed Spring 2010
- Tristen Auxier, Completed Fall 2010
- Monica Sabahi, Completed Spring 2011
- Rachel Trillo, Completed Spring 2011
- Lauren Bond, Completed Spring 2011
- Tara Leederman, Completed Spring 2012
- Kimberly Farley, Completed Spring 2013
- Lincoln McElwee, Completed Spring 2013
- Jennifer Marchisotto, Completed Spring 2013
- Anne Marie Walker, Completed Spring 2013
- Alexa Oliphant, Completed Fall 2013
- Allison McKnight, Completed Fall 2013
- Lindsay Kerstetter, Completed Fall 2013
- Heather Fitch, Completed Spring 2014
- Natalie Hewko, Completed Fall 2014

- Matthew Pilkington, Completed Spring 2015
- Nicky Rehnberg, Completed Spring 2015
- Kelsey Denham, Completed Fall 2015
- Julia Wasnok, Completed Spring 2016
- Frank Alanis, Spring 2017
- Jennifer McConkey, Spring 2017
- Andrea Briseno, Spring 2018
- Kevin Belcher, Spring 2019
- Amanda Davidson, Spring 2019

Honors Project Mentor:

- Therese Torres, Spring 2014

Independent Studies:

- Comics and Form, Nicole Vandever, Fall 2016
- Letters and Modernism, Jennifer McConkey, Spring 2016
- Comics and Modernism, Frank Alanis, Fall 2015
- Science, Music, and Literature, Julia Wasnok, Fall 2015
- Modernism and Philosophy, Trevor Allred, Spring 2015
- Harry Potter and Pedagogy, Nicky Rehnberg, Spring 2014
- Harry Potter and Fathers, Natalie Hewko, Spring 2014
- Proust, Matthew Pilkington, Spring 2014
- Trauma and Literature, T.J. Reynolds, Spring 2014
- Yeats, Eliot and Pound, Kelsey Denham, Spring 2013
- Stream of Consciousness, Matthew Pilkington and Steven Watts, Spring 2013
- Modern Poetry, Christina Harris, Fall 2012
- William Faulkner, Heather Kieper, Fall 2012
- Teaching James Joyce, Lindsay Kerstetter, Summer 2012
- James Joyce and Manuscripts, Jennifer Marchisotto, Summer 2012
- Joyce and Latin American Authors, Matthew Berger, Summer 2012
- Irish-American Authors, Nicky Rehnberg, Summer 2012
- *Ulysses*, Matthew Pilkington, Spring 2012
- Ezra Pound and W.H. Auden, Lincoln McElwee, Spring 2012
- James Joyce and Virginia Woolf, Jennifer Marchisotto, Fall 2011
- Modernism and Gender, Rachel Trillo, Fall 2010
- Short Stories and Creative Writing, Stacey Renberg, Spring 2010
- Modernist Poets, JD Isip, Spring 2010
- World War I Poets, Barbara Collins, Fall 2009
- Religion and Literature, Raul Alvarez, Spring 2008
- Manifestos, Robyn Morris, Spring 2008
- Autobiography and Memoir, Tim Gomez, Spring 2008
- Marginal Modernist Poets and Ezra Pound, Mike Harper, Spring 2008
- Postmodern Novel and Theory, Christina Harris, Fall 2007
- Modernism and Film, Ryan Welch, Fall 2007
- C.S. Lewis, Robert Castellanos, Spring 2007
- Celtic Mythology, Amber Stumpf, Spring 2007
- The Beats, Ryan Welch, Spring 2007
- Pedagogy and the Modern Novel, Aaron Schmidt, Spring 2007

- Irish Literature, Lindsey Ludvigsen, Fall 2006
- William Blake and the Other Arts, Aaron Schmidt, Fall 2006
- Contemporary Indian Novel, Kimberly Burrows, Fall 2006
- *Ulysses*, Kristen McClure, Spring 2006

Graduate Instructor, Department of English, Texas A&M University (Fall 1998-Spring 2005)

- Major Author: James Joyce, Summer 2004
- Introduction to Literature, Fall 2001, Spring 2002, Spring 2003, Spring 2004
- Technical Writing, Summer 1999, Fall 1999, Spring 2000, Fall 2002, Fall 2004, Spring 2005, Summer 2005
- Rhetoric and Composition, Spring 1999
- Engineering Coalition (special topics course), Fall 1998

EDUCATION

- Texas A&M University, Ph.D., 2005
Modernism, Critical Theory and Textual Criticism
- Texas A&M University, M.A., 1999
Modernism, Postmodernism and Textual Criticism
- Illinois State University, B.A., 1996
English and Philosophy

DISSERTATION

- “Textual Collisions: The Writing Process and Experimentation in Modernism”
- Dissertation Chair: Marian Eide
- My dissertation considers the compositional processes of James Joyce, Djuna Barnes, Mina Loy, and Ezra Pound and argues for the importance of collaboration to textual production at the beginning of the twentieth century. I draw on contemporary methods of textual criticism in which manuscript materials are reviewed primarily to uncover information about underlying tensions in a text or to mark the development of an idea through compositional states. This examination reveals how these four authors were subject to numerous outside influences, personal insecurities and preoccupations throughout the writing process, indicating their desires to both manipulate and participate in the modernist project of innovation and experimentation.

PEER-REVIEWED PUBLICATIONS

- “‘So, Joss, Why Do You Always Write These Strong Women Characters?’ Using Joss Whedon’s *Astonishing X-men* to Teach Feminism.” *Essays on Graphic Novels, Comics, and Education*. Jefferson: NC: McFarland, 2012.
- “Revisiting the Gothic: *Buffy the Vampire Slayer* and *Angel* as Contemporary Gothic.” *Critical Insights: Good and Evil*. Ipswich, MA: Ebsco/Salem, 2012.
- “‘Oh Great! Now I Have to Deal with Witches?!’: Exploring the ‘Archontic’ Fan Fiction of *True Blood*.” *True Blood: Investigating Vampires and Southern Gothic*. London: I.B. Tauris, 2012.
- “On Getting Lost in a Good Book: Bibliomania and the *Harry Potter* and *Twilight* Series” *Reconstruction* 11.3 (2011): web.
- “*Scott Pilgrim Vs. The World* as Postmodern Parody of Parody: Allusion, Exclusion, and Consumption in the Film Adaptation.” *OL3Media* 4.10 (2011): web.

- “Gorgonzola Sandwiches and Yellow Crayons: James Joyce, *Buffy the Vampire Slayer* and the Aesthetic of Minutiae.” *Slayage* 22 (2006): web.
- "Former US Army Sergeant Shares a Lewis Memory." *Sinclair Lewis Newsletter* 5.2 (1997): 7.
- "The Attempted Deconstruction and Unavoidable Reconstruction of Time in Thomas Pynchon's *Vineland*." *Polyglossia* 1 (1997): 53-64. Published in an undergraduate journal.

ESSAYS UNDERGOING SECOND ROUND PEER-REVIEW

- “Regarding Torture in ‘Hush.’” For inclusion in the book collection, *Blood, Body, and Soul: Health and Disability in Joss Whedon's TV Worlds*.

WORKS IN PROGRESS

- Book Project on Love, James Joyce and *The Harry Potter* Series. (expected completion date Fall 2018)
- Book Project on travelling to places by ferry called *Ferryland* (expected completion date Fall 2019)
- Podcast project on education in collaboration with various students

BOOK REVIEWS AND REVIEW ESSAYS

- Book review of *The Joyce Girl* in *James Joyce Quarterly*. Forthcoming (invited)
- Book review of *Joycean Legacies* in *James Joyce Quarterly*. Forthcoming (invited)
- Review Essay *Joyce's Love Stories* in *James Joyce Literary Supplement* 28.2 (2014) (invited)
- Review Essay of *The Ethics of Love* in *James Joyce Literary Supplement* 27.2 (2013) (invited)
- Book review of *Modernism and Magic: Experiments with Spiritualism, Theosophy, and the Occult* in *James Joyce Quarterly*. Forthcoming (invited)
- Book review of *Modernist Commitments; Ethics Politics, and Transnational Modernism* in *James Joyce Quarterly* 49.2 (2013): 390-2. (invited)
- Book review of *Suspended Animation: Children's Picture Books and the Fairy Tale of Modernity* in *The Journal of American History*. Forthcoming.
- Book review of *Imagining Justice: The Politics of Postcolonial Forgiveness and Reconciliation* in *SCMLA*, 27.3 (2010): 166-68.
- Book Review of *Modernism and the Marketplace* in *Journal of Consumer Culture* 10.1 (2010): 159-161.
- Review Essay of *Modernist Literature: Challenging Fictions* in *Journal of Modern Literature* 32.4 (2009): 144-49.
- Book review of *Relations: Ethics and the Modernist Subject* in *James Joyce's Ulysses, Virginia Woolf's The Waves, and Djuna Barnes's Nightwood* in *James Joyce Quarterly* 45.2 (2008): 375-76.

CONFERENCE PRESENTATIONS

- “The Faculty in Residence Program” NASPA. Honolulu. November 2017
- “Long Way Round is the Shortest Way Home.” North American James Joyce Conference. Toronto, Canada. June 2017
- “Teaching Modernism” Workshop at the Modernist Studies Association. Co-Leader with Marian Eide. Pasadena, California. November 2016
- “Boxing Corners 101: Self Defense with Stephen Dedalus.” International James Joyce Symposium. London, England. June 2016
- “Feather and Star: Stephen's Void and Bloom's Undecideable.” International James Joyce Symposium. Utrecht, Netherlands. June 2014

- “Buddha Bloom: Walking Bloom’s Path.” North American James Joyce Conference. Charleston, South Carolina. June 2013
- “‘Kissed, She Kissed Me’: Leopold Bloom as Willing Object of Love.” International James Joyce Symposium. Dublin, Ireland. June 2012
- “‘Just a Song at Twilight’”: Coming Home Through Music in *Ulysses* and *Once*.” American Conference on Irish Studies (ACIS). New Orleans, Louisiana. March 2013.
- “Greening the Quotidian: James Joyce and Mina Loy’s Shared ‘Pedestrian Ecology.’” North American James Joyce Conference, June 2011, Pasadena, California.
- “Earwitness to the Thunder,” or “What the Thunderwords Said”: Reading *Finnegans Wake* with Our Ears” North American James Joyce Conference, June 2009, Buffalo, New York. Co-presented with Sean Lewis.
- “‘It’s the Perfect Story, So They Say’: Heroes, Villians, Ethics and the Media in *Dr. Horrible’s Sing-Along Blog*” Southwest and Texas Popular Culture and American Culture Association, February 2009, Albuquerque, New Mexico
- “Gossiping Philosophers: Aristotle, Aquinas, and Stephen Dedalus in Conversation at the National Library of Ireland.” Invited Paper, Modern Language Association Conference, December 2007, Chicago, Illinois
- “Bloom and the Burton.” North American James Joyce Conference, June 2007, Austin, Texas; co-authored with Aaron Schmidt.
- Keynote Talk: “‘I May Be Love’s Bitch, But at Least I’m Man Enough to Admit It’: Spike’s Monstrous Humanity.” Acacia Conference, April 2007, Fullerton, California
- “It’s Not Easy Being Mean: Lorne’s Ethical Kindness.” Slayage Conference on the Whedonverses, May 2006, Barnesville, Georgia
- “I am Homesick After Mine Own Kind”: Translation, Displacement and the Search for Home in the Work of Ezra Pound.” South Central Modern Language Association Conference, October 2004, New Orleans, Louisiana
- “‘Juxtaposed Jottings’: Gossip and Intimacy in the Notes for *Ulysses* at the National Library of Ireland.” Bloomsday 100: International James Joyce Symposium, June 2004, Dublin, Ireland.
- “Silence Reconsidered: The Place of Women in Castiglione’s *The Book of the Courtier*.” Conference on College Composition and Communication, March 2002, Chicago, Illinois.
- “‘Portals of Discovery’: Joyce’s (Textual) Choices, or Cross-Texting ‘Circe’” Millennial Joyce: International James Joyce Symposium, June 1999, Charleston. South Carolina.
- “The Unseen Parody: What Tiresias Could Not See.” ICOLL, Texas A&M University, September 1998, College Station, Texas.
- “The Absence of a Sense of Place in *The Arabian Nights*.” Sigma Tau Delta Conference, Spring 1997, Savannah, Georgia.

WORKSHOPS

- Seminar on “Low Modernism.” Modernist Studies Association Conference, Seminar Leader: Robert Scholes, October-November 2002, Madison, Wisconsin
- “Book History at Texas A&M.” Workshop on the History of the Book. May 2002. Included hands-on experience with setting type and using a printing press. Received \$250 scholarship to pay for workshop expenses from Cushing Library.

AWARDS AND HONORS

- James Joyce Fellowship, Humanities Institute, University at Buffalo, 2010-2011, \$5000.
- Nominated for Outstanding Article written in *Whedon Studies* in 2007 for “Gorgonzola Sandwiches and Yellow Crayons: James Joyce, *Buffy the Vampire Slayer*, and the Aesthetics of Minutiae”

California State University, Fullerton

- College of Humanities and Social Sciences Outstanding Teaching Award, 2010
- FDC Teacher-Scholar Award, Spring 2008
- Atara Stein Service Award, Acacia Group, 2012-2013
- Mary Kay Crouch Mentorship Award, Acacia Group, 2011-2012
- Acacia Faculty Award, Acacia Group, 2007, 2008, 2009, 2010, 2011
- Faculty Champion Award, Acacia Group, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019
- Outstanding Educator of the Year, Associated Students Inc., 2005-2006

Texas A&M University

- Dissertation Research Award, English Department, 2004 (\$1500)
- Association of Former Students, Distinguished Graduate Student, Teaching Award, 2004 (\$500)
- M. Jimmie Killingsworth Teaching Award, Honorable Mention, 2004
- Staley Creswell Teaching Award, English Department, 2004 (\$300)
- Glasscock Center for Humanities Research Travel Grant, 2004 (\$500)
- Travel Grant from the Dean of Liberal Arts, 2004 (\$300)
- L.T. Jordan Institute for International Awareness Fellow, 2002-2003 (\$1500)
- Glasscock Center for Humanities Research Fellow, 2002-2003 (\$1000)
- Writing Programs Office Service Award, 2002, 2004
- Writing Programs Office Travel Award, 2002 (\$400)
- Sigma Tau Delta Scholarship, Illinois State University (\$150)

ARCHIVAL RESEARCH

- University at Buffalo, Poetry Collection. In the process of examining the manuscripts of James Joyce's *Finnegans Wake*.
- National Library of Ireland. Examined manuscripts of James Joyce's *Ulysses* and *Finnegans Wake*.
- Beinicke Library, Yale University. Examined manuscripts of Mina Loy and Ezra Pound.
- Harry Ransom Center, University of Texas at Austin. Examined manuscripts of James Joyce.

OTHER PROFESSIONAL EXPERIENCE

- Writing Programs Office Assistant to the Director: Summer 2003-Fall 2003
- Writing Center Assistant Director: Fall 2000-Spring 2001
- ENGL 301: Technical Writing: Distance Course, Grader, Fall 1997, Spring 1998, Summer 1998, Spring 1999
- Writing Center Consultant: Summer 1998, Fall 1998
- Assistant Conference Coordinator, Sinclair Lewis Conference, Summer 1997, Sauk Centre, Minnesota.

PROFESSIONAL SERVICE

- Book Proposal Reviewer for Routledge Press, Fall 2016-Present
- Referee/Reader for *James Joyce Quarterly*, Fall 2015-Present
- Referee/Reader for *College Literature*, Fall 2007-Present
- Referee/Reader for *LIT (Literature/Interpretation/Theory)*, Fall 2010-Present
- Chair of the Panel "Error and Failure" at the International James Joyce Symposium, June 2012, Dublin, Ireland
- Chair of the panel "*Ulysses*, Cities, and Urbanism" at the North American James Joyce Conference, June 2011, Pasadena, California

- External Reviewer for California Baptist University's M.A. and B.A. programs in English, Spring 2011.
- Chair of the panel "Data on the Joycean Word" at the North American James Joyce Conference, June 2009, Buffalo, New York.
- Chair of the panel "Histories" at the CSU Shakespeare Symposium, May 2009, Fullerton, California
- Co-Chair and Organizer of the panel "James Joyce, Empathy, and Suffering, at The North American James Joyce Conference, June 2007, Austin, Texas
- Organizer and Chair of the panel "Ezra Pound and the Politics of Influence" at The South Central Modern Language Association Conference, October 2004, New Orleans, Louisiana

SERVICE TO CALIFORNIA STATE UNIVERSITY, FULLERTON

- Humanities and Social Sciences Study Abroad Faculty Fellow, Spring 2018-Present
- English Department Director of Undergraduate Studies, Fall 2018-Present
- Search Committee for Chief of Police for CSUF, Fall 2017
- Assessment and Educational Effectiveness Committee, Fall 2016-Spring 2018
- Search Committee for Assistant Dean of Humanities and Social Sciences, Fall 2016
- Search Committee for Dean of Extended Education and International Programs and Global Engagement, Spring 2016
- Search Committee for Assistant Director of Residence Life, Spring 2016
- English Department Curriculum Committee Chair, Fall 2015-Present
- English Department Commencement Committee Chair, Spring 2016, Spring 2017, Spring 2018, Spring 2019
- English Department Linguistics Committee, Spring 2015
- Search Committee for Director of Housing and Residence Life, Spring 2014
- Faculty Mental Health Liaison, Fall 2012-Present
- Health Professions Committee, Fall 2011-Spring 2012
- Faculty in Residence, CSUF Residence Halls, Fall 2011-Spring 2018 (service commitment of an average of 12 hours/week)
- CSUF Safespace Ally, Spring 2009-Present
- English Department Ad Hoc Personnel Standard Revision Committee, Spring 2014
- English Department Ad Hoc Senior Seminar Committee, Fall 2013-Spring 2014
- English Department Personnel Committee, Fall 2012-Spring 2014 (Chair Fall 2013-Spring 2014)
- English Department Selection Committee, Fall 2009-Spring 2011
- English Department Scholarships and Awards Committee, Chair, Fall 2009-Spring 2016
- English Department Advising Committee Chair, Fall 2009-Spring 2014
- English Department Library Advisor, Fall 2008-Spring 2014
- College of Humanities and Social Sciences Faculty Awards Committee, Fall 2007-Spring 2009
- American Studies Student Association Film Night Presentation, October 25, 2007
- English Department Council, Fall 2005-Spring 2008
- Acacia (English Graduate Student Association) Faculty Advisor, Fall 2006-Spring 2011
- English Department Composition Committee Chair, Fall 2007-Spring 2009
- English Department Ad Hoc Committee to Review the M.A. Program, Fall 2007-Spring 2008
- English Department Graduate Studies Committee, Fall 2005-Spring 2007, Fall 2017-Present
- English Department Graduate Studies Committee Chair, Fall 2006-Spring 2007, Fall 2017-Present

COMMUNITY SERVICE

- Avon Walk to raise money for Breast Cancer research, Fall 2015

- Arthritis Walk, Spring 2015
- Food on Foot Volunteer, Summer 2011-Present
- Habitat for Humanity Orange County Volunteer, Summer 2011-Present
- CSUF Relay for Life, Spring 2009, Spring 2010
- CSUF Relay for Life, Survivor Committee Member, Spring 2009
- Campus Author Series, OLLI (Osher Lifetime Learning Institute) Presentation, July 1, 2009
- Mercy House Adopt a Family Christmas Program, December 2008

SERVICE TO TEXAS A&M UNIVERSITY

- Faculty Search Committee Graduate Student Representative, Fall 2004-Spring 2005
- Measurement and Research Services Grading Coordinator, Summer 2001-Spring 2004
- Measurement and Research Services Grader, Summer 2000-Summer 2004
- Writing Programs Office Handbook Committee, Chair, 2003-2004
- Writing Programs Office Bookfair Coordinator, 2004
- Carnegie Roundtable Presenter, Spring 2004
- English 203: Introduction to Literature, Workshop Organizer, Fall 2003
- English 104: Rhetoric and Composition, Workshop Organizer, Fall 2003
- English Graduate Student Association, President, Fall 1999-Spring 2000.

TEACHING AND RESEARCH INTERESTS

- British and American Modernism
- 20th Century Irish Literature
- James Joyce
- Textual Criticism and Bibliography
- Popular Culture and Television Studies
- Harry Potter
- Literary Theory
- Gender Studies

EDITORIAL EXPERIENCE

- *Seventeenth Century News*
Editorial Assistant, (Fall 1997-Spring 1998)
- *Dalkey Archive Press*
Editorial Assistant and Bookkeeper (January 1997-August 1997)
- *Review of Contemporary Fiction*
Editorial Assistant (January 1997-August 1997)
- *Polyglossia*
Created this journal for English Undergraduates at Illinois State University (Fall 1996-Spring 1997)

LANGUAGES

- French, reading knowledge
- Old English, reading knowledge

PROFESSIONAL MEMBERSHIPS

- MLA
- Modernist Studies Association
- International James Joyce Foundation

- South Central Modern Language Association

REFERENCES

- Marian Eide, English Department, Texas A&M University
- Robert Boenig, English Department, Texas A&M University
- Katherine Kelly, English Department, Texas A&M University
- Michael Groden, English Department, University of Western Ontario
- Joanna Gibson, English Department, Texas A&M University

SUSAN L. JACOBSEN

Education

Ph.D., The University of Iowa, Iowa City, Iowa
Dissertation: "A Dialogue of Commerce: Economics and
Literature in Eighteenth-Century Britain," 1990
Director: Robert E. Kelley
M.A., English, Syracuse University, Syracuse, New York
B.A., Buena Vista College, Storm Lake, Iowa

University Appointments

California State University, Fullerton

Associate Professor, 1996-present
Department of English, Comparative Literature & Linguistics

Director, University Honors Program, 2005-2015

FIR (Faculty-in- Residence), 2011-2014
Assistant Professor, 1990-1996
Department of English, Comparative Literature & Linguistics

Administrative Assignments

Chair, University Honors Board, 2005-2015
Graduate Advisor and Director of M. A. Programs
in English and Comparative Literature, 1996-2005
Chair, Selection/Hiring Committee, Department of English,
Comparative Literature & Linguistics, 2004-2005
President, Patrons of the Library, 1993-1997
Chair, Patrons of the Library Executive Board, 1993-1997
Chair, Undergraduate Curriculum Committee, 1993-1994
Department of English and Comparative Literature
Chair, Committee on Committees, 1993-1994
School of Humanities and Social Sciences
Secretary, Patrons of the Library, 1991-1993
Chair, Graduate Studies Committee, 1991-1992
Department of English and Comparative Literature

Professional Service

Founder and Member, Western Regional Honors Council Past
Presidents' Council, 2008-present
Host and Conference Organizer, 11th Annual CSU Honors Consortium
Conference, 2-3 May 2014
Host, CSU Honors Directors' Annual Meeting, 12-13 October 2012
Co-chair CSU Honors Consortium, 2013-present
Member, U. S. Fulbright-Hays UK Student Screening Committee,
2012-present
Udall Scholarship Representative, 2005-present
President, Western Regional Honors Council, 2007-2008
Campus Goldwater Scholarship Representative, 2005-2008
Vice President, Western Regional Honors Council, 2006-2007
Host and Conference Organizer, Western Regional Honors Council
Conference, 12-14 April 2007
CSU English Council, 1996-2006

Professional Activities

Consultant's Center, NCHC, Denver, 6-9 November 2015
WRHC Conference, Business Meeting, Denver, 12-13 April 2014
CSU Honors Consortium Conference, CSU San Bernardino, 2013
Keynote Speaker, Golden Key Induction Ceremony, 4 December 2011
Keynote Speaker, National Society of Collegiate Scholars Induction Ceremony, 7 October 2011
CSU Honors Consortium Conference, Cal Poly Pomona, 9 April 2011
WRHC Conference, Park City, Utah, 31 March-2 April 2011
WRHC Past Presidents' Council Meeting, NCHC, Kansas City 22 October 2010
WRHC Business Meeting, NCHC, Kansas City 22 October 2010
Workshop Leader, Effective Scholarly Reading & Researching, CSUF History Department Graduate Students, 29 October 2009
Chair, WRHC Business Meeting, April 2008, Western Regional Honors Council Conference, Flagstaff, AZ
Chair, WRHC Business Meeting, 3 November 2007, National Collegiate Honors Council Conference, Denver, CO
Chair, WRHC Business Meeting, 14 April 2007, Western Regional Honors Council conference, Anaheim, CA
Chair, WRHC Business Meeting, 18 November 2006, National Collegiate Honors Council Conference, 15-19 November 2006, Philadelphia, Pennsylvania
Host, CSU Honors Directors Consortium Annual Meeting, 7 October 2006
Host and Organizer, "The Urban Earth," featuring Dr. Lucy Jones, Scientist-in-Charge for the U. S. Geological Survey. 26 April 2006
Host and Organizer, "Dangerous Times/Dangerous Places," featuring Dr. Susan Cutter, Director of the Hazards Research Lab, The University of South Carolina. 22 March 2006
Host and Organizer, "What We Should All Know About Natural Disasters," featuring Dr. Dennis Mileti, member of the Department of Homeland Security's National Social Science Research Center on Terrorism and James Lee Witt, former FEMA director and CEO of James Lee Witt, Associates. 22 February 2006
Guest Speaker, Graduate Education, Buena Vista University Career Symposium, Storm Lake, Iowa, 8 October 2004
Guest Speaker, Junior Honors Colloquium CSUF, 8 April 2004
Reviewer for *Philological Quarterly* of "A Reader Writes: Negotiating *The Wealth of Nations* in an Eighteenth-Century Commonplace Book," November 2003
Guest Speaker, Junior Honors Colloquium, CSUF, 10 April 2003
Guest Speaker, Senior Honors Colloquium, CSUF, 24 October 2002
Guest Speaker, Graduate Education, Buena Vista University Career Symposium, Storm Lake, Iowa, 4 October 2002
Judge and Coordinator of Student Judges, PTA Reflections Essay Program, Brea Country Hills Elementary School, October, 2001.
Judge and Coordinator of Student Judges, PTA Reflections Essay Program, Brea Country Hills Elementary School, November, 2000.
Moderator, "The Frontier in American Culture." University Library Exhibit Discussion, 18 March 1997.
Keynote Speaker, Fifth Annual Graduate Student conference on Language, Literature, and Composition, 16 November 1996.

Panel Organizer and Session Chair, "Teaching the Long Poems of the Restoration and Eighteenth Century." The 27th Annual Meeting of the American Society for Eighteenth-Century Studies, 5-9 March 1996, Austin, Texas.

"The Gin Acts of 1742 and 1751." Fullerton Rotary Club, Fullerton, CA, 21 March 1995.

"Drunk for a Penny, Dead Drunk for a Tuppence, and Straw for Nothing; The Pernicious Influence of Mother Gin." CSUF Department of History, CLIO Club, 16 March 1995.

Reviewer for *PMLA* of "A Piece of Rope and a Stash of Ink: Capital and Narrative Yield in Robinson Crusoe." October 1994.

Member, Organizational Committee for the Founding of the Aphra Behn Society, 9 October 1994.

Session Chair, "Readers and Critics." Aphra Behn at the Huntington Conference. San Marino, CA, 9 October 1994.

Co-presenter, "Collaborative Learning in the University Classroom." The Institute for the Advancement of Teaching and Learning, CSUF, 19 January 1994.

"Eighteenth-Century Women Poets—A Fresh Perspective on Social and Political Issues of the Time." Presented to CSUF's Continued Learning Experience (CLE) Poetry Group. 14 October 1992.

Session Chair, "The Metaphors and Myths of Incest." Reclaiming a Lost Tradition: A Conference on Eighteenth and Nineteenth-Century British Women Writers. The University of Oregon, 31 May 1992.

Member, Planning Committee for the 1993 "Reclaiming a Lost Tradition" Conference. The University of Oregon, 30-31 May 1992.

Session Chair, CSUF Shakespeare Symposium, 7 December 1991.

Moderator, "Representing Culture: Text, Society, and Discourse" Conference. The University of Iowa, 12-14 October 1989.

University Service

Program Performance Reviewer, Department of Human Communications Studies, Fall 2015

Advisor, Tennis Club, 2013-present

Health Professions Advisory Committee, 2011-2015

Pre-Health Professions Committee, 2011-2015

Liaison to Residence Halls Themed Floor (Honors, Business Honors, President's Scholars), 2011-2015

Member, President's Scholars Screening Committee, 2011-2015

Academic Advisors Professional Development Committee, 2011-2015

Member, College of Business and Economics Honors Council, 2008-2015

President's Scholars Advisory Committee, 2005-2015

Advisor, HSAC, Honors Student Advisory Council, 2005-2015

Master of Ceremonies, University Honors Convocation, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015

Member, Search Committee, Associate Director Housing Dining & Conference Services, 2013

Campus Fulbright Committee, 2013-present

Moot Court Judge, 2012-2013

Study Abroad Ad Hoc Committee, 2011-2012

Member, WASC Student Engagement and Success Task Force SE-6 on Academic Advisement, 2010- 2011
Advisor, University Honors Academic Programming Committee, 2009-2015
Advisor & Founder, HAT, Honors Advisory Team, 2009-present
Member, International Education Committee, 2008-2009
Organizer, Office of the Vice President for Academic Affairs Lecture Series, "Natural Disasters and Disaster Preparedness: Voices of Experience," 2005-2006 Guest Speakers included: Mr. James Lee Witt, Dr. Dennis Mileti, Dr. Lucy Jones, Dr. Susan Cutter
University Graduate Education Committee, 2003-2005
Patrons of the Library Board of Governors, 1990-1997
Library Dedication Planning Committee, 1996-1997
"The Frontiers in American Culture" Library Exhibit Committee, 1996-1997
Coordinating Council of Support Groups, 1994-1997
Patrons of the Library Nominating Committee, 1992-1997
Patrons of the Library Finance Committee, 1991-1997
Patrons of the Library Membership Committee, 1991-1997
Patrons of the Library Executive Board, 1991-1997
Patrons of the Library Book Selection Committee, 1990-1997
General Education Honors Board, 1993-1996
Presenter, Library Dedication Ceremony, 21 October 1996
Mentor Program, 1993-1994
School of Humanities and Social Sciences Committee on Committees, 1992-1994
Participant, CSUF Library Groundbreaking Ceremony, 4 February 1994

Department of English, Comparative Literature & Linguistics Service

Grading Committee
Curriculum Committee
M.A. Grading Committee
Academic Advisement Committee, 2015-2017
Chair, Advisory Committee, 2008-2009
Personnel Committee, 2004-2006
Department Council, 2000-2006; 1993-1996
Chair, Graduate Studies Committee, 1995-2006
Graduate Studies Committee, 1995-2006; 1990-1992
Selection/Hiring Committee, 2000-2002; 2003-2005
Department Composition Committee, 2002
Graduate Studies Ad Hoc Committee to Review and Redesign the M. A. Program in English, 1998-2001
Workshop Leader, "Vitas and Resumes," Shakespeare Society, 23 October 1998
Guest Speaker, Sigma Tau, English Honor Society, 24 May 1996
Undergraduate Curriculum Committee, 1993-1995
Faculty Co-Advisor and Introductory Speaker, Fourth annual CSUF Graduate Student Conference, 8 April 1995
Guest Speaker, "Meet Your Professors," ACACIA Graduate Student Group, 7 October 1994
Faculty Co-chair, Third Annual Graduate Student Conference on Language, Literature and Rhetoric, 11-12 May 1994
Guest Speaker, "Faculty Research Night," ACACIA, 1 September 1993

Faculty Co-chair, Second Graduate Student Conference on Literature,
Rhetoric and Linguistics, 1 May 1993
Guest Speaker, "Presenting Papers at Professional Conferences,"
ACACIA, 4 December 1992
Workshop Leader, "Thinking of Graduate School in English or
Comparative Literature?" 11 May 1992
Program Committee, 1992 CSUF Graduate Student Conference
Program Committee, 1991 CSUF Graduate Student Conference
Faculty Search Committee, The University of Iowa, 1987
Workshop Leader, "Teaching Narrative Literature," The University of
Iowa, September 1987

Papers Presented

"Faculty in Residence: Reports from the Frontier," with Dr. Paul Strom
(University of Colorado, Boulder) WRHC, Denver, 13 April 2014
"Running an Honors Program at a Large University on a Shoestring
Budget" NCHC, Kansas City, 22 October 2010
"Academic Affairs and Student Affairs: A True Collaboration in
Honors," National Collegiate Honors Council Conference,
Denver, 2 November 2007
"Developing in Honors: Building Communities in Honors," National
Collegiate Honors Council Conference, Denver, 1 November
2007
"Women and Marriage in Eighteenth-Century Britain," University of
Wisconsin, Superior, 15 February 2002
"Teaching the Long Poems of the Restoration and Eighteenth
Century." The 27th Annual Meeting of the American Society for
Eighteenth-Century Studies, 5-9 March 1996, Austin, Texas.
"Reading the Economic: The Pernicious Influence of Mother Gin."
Midwest American Society for Eighteenth-Century Studies,
Minneapolis, 5-7 October 1995.
"Incontestably the Sunshine of Life' or Shadows of Obscurity:
Digressions and the Eighteenth-Century Novel." The South
Central Society for Eighteenth-Century Studies, Salt Lake City, 2-
4 March 1995.
"What the D. Q. are We Up to?" Disruption in the Classroom
Conference, Northridge, CA, 12 November 1994.
"Taming the 'Cowran, Tim'rous Beasties' of Early Modern Literature
in Today's Classroom." Group for Early Modern Cultural
Studies, The University of Oklahoma, 8-10 October 1993.
"Eighteenth-Century Women Poets: A Sex No Longer Willing to Roll
Over and Play Dead." Reclaiming a Lost Tradition: A
Conference on Eighteenth and Nineteenth-Century Women
Writers, The University of Oregon, 30-31 May 1992.
"A Dialogue of Commerce: Defoe's Roxana as Mistress and
Entrepreneur." South Central Eighteenth-Century Society,
Albuquerque, 1-3 March 1990.

Publications

"'The tinsel of the times': Smollett's Argument Against Conspicuous
Consumption in *Humphry Clinker*." *Eighteenth-Century Fiction*
9 (October 1996), 71-88.
"A Dialogue of Commerce: Defoe's Roxana as Mistress and
Entrepreneur." In *Compendious Conversations: The Method of
Dialogue in the Early Enlightenment*, edited by Kevin L. Cope,
218-33. Munich: Lang, 1992.

Research Interests

Honors Education
Mehetabel Wright
Golf
Alexander Pope
The Gin Acts of the Early Eighteenth Century
Eighteenth-Century Economics
Daniel Defoe's Non-Fiction

**Teaching Experience
CSUF**

Undergraduate:

Children's Literature
Senior Honors Colloquium (400A and 400B)
Junior Honors Colloquium (300A and 300B)
Eighteenth-Century Poetry and Prose
Advanced English Studies
The Origins of the English Novel
Restoration & Eighteenth-Century Drama
World Literature, Renaissance through the Nineteenth Century
(Regular and Honors Sections)
Children's Literature
Images of Women in Literature
British Literature to 1760
American Literature to 1865
Introduction to Literature
Analysis of Literary Forms
Advanced College Writing
Beginning College Writing
Independent Studies:
Literature and Culture of the Eighteenth Century, The
Eighteenth-Century Novel, Eighteenth-Century Fiction by
Women, D. H. Lawrence, Law and Literature, Edith Wharton,
Marge Piercy, Jane Austen; Graphic Novels

Graduate:

Introduction to Graduate Studies
The Age of Pope
Jonathan Swift
Classical and Eighteenth-Century Satire
The Comic Novel
The Age of Johnson
Restoration Drama
Approaches to Teaching Literature
Independent Studies:
Pedagogical Strategies for Teaching the Women Writers of the
Eighteenth Century
Libraries in 18th-Century Literature
Restoration and Eighteenth-Century Literature and Culture,
The Eighteenth-Century Novel, Restoration and Eighteenth-
Century Drama, Eighteenth-Century Fiction by Women,
Twentieth-Century American Novel, Twentieth-Century
American Poetry and Prose, Edith Wharton; The American
Novel; Nineteenth and Twentieth-Century American
Literature; Twentieth-Century British Fiction; Modern and
Postmodern Modes of Narration in the Fiction of British
Women Writers; Nineteenth-Century American Fiction;

Twentieth-Century American Fiction; Widows and
Widowhood in 18th-Century Literature

M.A. Project Committees (Department of English, Comparative
Literature and Linguistics):

The Role of the Library in Eighteenth-Century Literature
Widows and Widowhood in Jane Austen
Female Characters as Social Critics in Mark Twain's Fiction
Women, Voyeurism, Imagination, and Persona in Jonathan Swift's
Scatological Poetry
Hellenic Re-discovering: H. D.'s Revision of the Mythic Female
in "Eurydice," "Leda," and "Helen"
"Wishbone Ballyhoo" (Fiction)
"The Poetry of H. D."
"Motherhood in Medieval Literature"
"Charlotte Bronte's *Jane Eyre* and *Shirley*"
"Joseph Addison's Exploration of Language"
"Justified Betrayal: *The Legend of Good Women's* Defense of
Criseyde"
"In Defense of Chaucer's Criseyde"
"The Nature of War: Literary Ecology and the First World War"
"A Languedoc Day's Journey in to Night: Modernism's Staging of
the Text"
"Mighty Morphing Subjectivities: When Chaos Theory and
Feminist Criticism Collide"
"A Land I Will Show You" (Historical Fiction)
"The Tall Stack" (Fiction)
"L. A. Construct" (Fiction)
"Drachenstel" (Fiction)
"Seven Stories Above L. A." (Fiction)

University Honors Projects

Linzy's Light: Short Stories About Extra Special Magical Times
Becoming: Learning to Write for Yourself

M. A. Thesis Committee (Department of History):

Entering the Belly of the Whale: The Mythopoetic Discourse of
Boat-Burning in Ancient, Medieval and Modern World History

The University of Iowa

Undergraduate:

Gothic and Horror Fiction
American Lives (Regular and Honors Sections)
The Interpretation of Literature
Narrative Literature
Comic and Tragic Literature
The Personal Voice

Syracuse University

Undergraduate:

Freshman Composition
Introduction to Fiction
Introduction to Poetry
Technical Writing
Mark Twain

Grants

ASI, Associated Students IRA Grants to assist with the binding of
Senior Honors Projects, 2006-2015
University Planning Initiative Grant for Honors Program Recruitment,
Academic Affairs Initiative Grant, 2006 (new computers/printers for
student use in the Honors & Scholars Center)
“To Hatch a New Saturnian Age of Lead’: Commerce in the Age of
Pope.” Affirmative Action Development Grant, 1994-1995.

David Kelman

California State University, Fullerton
Department of English, Comparative Literature, Linguistics
P.O. Box 6848, Fullerton, CA 92834-6848
657-278-3315
dkelman@fullerton.edu

Academic Employment

Fall 2014 – present	Associate Professor, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton
Fall 2008 – Spring 2014	Assistant Professor, Department of English, Comparative Literature, and Linguistics, California State University, Fullerton
Fall 2007 – Spring 2008	Visiting Assistant Professor, Department of Spanish and Portuguese, Indiana University-Bloomington

Education

Ph.D. Comparative Literature, Emory University	2007
M.A. Spanish, Middlebury College	2004
M.A. Comparative Literature, University of Georgia	2000
B.A. Political Science, Emory University	1995

Areas of Specialization

Twentieth-century Latin American literature	Political theory
Twentieth-century American literature	Trauma theory and testimony
Twentieth-century Spanish literature	Theories of Walter Benjamin
Literary theory	Theory & history of Comparative Literature

Peer-Reviewed Publications

Books

Counterfeit Politics: Secret Plots and Conspiracy Narratives in the Americas. Bucknell Series in Latin American Literature and Theory. Lewisburg, PA: Bucknell University Press, 2012.

Edited Volumes

Benjamin in Latin America, co-edited with Carl Good. Special Issue of *Discourse: Journal for Theoretical Studies in Media and Culture* 32.1 (Winter 2010).

Journal Articles

“The Discovery of Comparison: Transformations of Fortune-Telling from Philip K. Dick to Ricardo Piglia.” *Angelaki* 24.5 (October 2019): 73-87.

“Comparative Literature in the Age of the Great Telematic Network.” Special issue on “Literature: Secret: World.” *CR: The New Centennial Review* 14.3 (Winter 2014): 111-138.

“To the Side of the Day: Comparison without Comparison in Pynchon (and...)” Special issue on “Blindness.” *Mosaic: A Journal for the Interdisciplinary Study of Literature* 46.3 (September 2013): 125-139.

“Introduction: Walter Benjamin in Latin America.” *Discourse: Journal for Theoretical Studies in Media and Culture* 32.1 (Winter 2010): 3-15.

“The Form of the Conspiracy: Ricardo Piglia’s Reading of Thomas Pynchon’s *The Crying of Lot 49*.” *Pynchon Notes* 56-57 (Spring-Fall 2009): 57-73.

“The Afterlife of Storytelling: Julio Cortázar’s Reading of Walter Benjamin and Edgar Allan Poe.” *Comparative Literature* 60.3 (Summer 2008): 244-260.

“The Theme of the Traitor: Disinheritance in Ricardo Piglia’s *Artificial Respiration*.” *CR: The New Centennial Review* 7.3 (Winter 2007): 239-262. Special issue “Singularities of Latin American Philosophy.”

“La pereza como resistencia en ‘Vuelva usted mañana’ de Larra.” *El Cid* (2003).

“Diversiloquium, or Vico’s Concept of Allegory in the *New Science*.” *New Vico Studies* 20 (2002): 1-12.

Articles in Collections

“Spectral Comparisons: Cortázar and Derrida.” *The Marrano Specter: Derrida and Hispanism*. Ed. Erin Graff-Zivin. New York, NY: Fordham University Press, 2018.

“The Inactuality of Aura: Figural Relations in Walter Benjamin’s ‘On Some Motifs in Baudelaire.’” *Actualities of Aura: Twelve Studies of Walter Benjamin*. Eds. Dag Petersson and Erik Steinskog. Svanesund, Sweden: NSU Press, 2005.

Book Reviews

Thinking Allegory Otherwise, ed. Brenda Machosky (Stanford: Stanford University Press, 2010). *Comparative Literature Studies* 49.3 (2012).

Interviews

“Irresistible Dictations: A Conversation with Eduardo Cadava.” By David Kelman and Ben Miller. *Reading On* 1.1 (2006).

Lectures and Conferences

Invited Lectures

“Trauma and Comparison, or the Age of the World Relay.” Listening to Trauma: A Conference in Celebration of the 20th Anniversary of Cathy Caruth’s *Unclaimed Experience*. Cornell University. 27-29 April 2017.

“Stupid Decisions: *Rayuela* between Latinamericanism and Comparatism.” Latin America in Theory / Theory in Latin America: Aesthetics, Ethics, Politics.” University of Southern California. 11-12 Nov. 2016.

“Definitive Redress (Poe, Loughner, Bouazizi).” Keynote speaker for the Acacia conference on “Retaliation.” California State University, Fullerton. 28 Jan. 2011.

“Reading for the Complot: Ricardo Piglia’s Theory of Storytelling.” The Cambridge Hispanic Research

Seminar, organized by the Department of Spanish and Portuguese. University of Cambridge. Cambridge, UK. 24 Nov. 2010.

“Laying out a Conspiracy: The Discovery of Politics in Borges.” Interdisciplinary Seminar Series. California State University, Fullerton. 21 Nov. 2008.

“The Triumph of Our Secrets: Political Traps in *Me llamo Rigoberta Menchú*.” Brown Bag Series in Literature and Culture. Department of Spanish and Portuguese. Indiana University, Bloomington. 11 Oct. 2007.

Invited Roundtables

ADPCL (Association of Departments and Programs of Comparative Literature) Panel Session on Academic Careers: “Congratulations on Your First Job! Now What? Survival (and Mentoring) Tips for a Successful Academic Career.” American Comparative Literature Association (ACLA). UCLA. 29 Mar – 1 Apr. 2018.

“World Literature and the Paradoxes of Global Studies.” ADPCL roundtable: “How Difficult (or Easy) is it to be Global – and Comparative?” Sponsored by the Association of Departments and Programs of Comparative Literature (ADPCL). Modern Language Association (MLA). Philadelphia, PA. 5-8 Jan. 2017.

Selected Conferences (last ten years)

“The Subterranean Babel, or the Crypt of Politics in Piglia’s *El camino de Ida*.” Panel: Babelic Narrations. American Comparative Literature Association (ACLA). Georgetown University. 7-10 Mar. 2019.

“Reading for the Dangerous Passage.” Panel: Dangerous Passages (Benjamin 1940/2018). ACLA. UCLA. 29 Mar. – 1 Apr. 2018.

“The Dream of Comparative Literature in a Time of Deportability.” The 2016-17 College of Humanities and Social Sciences Lecture Series. California State University, Fullerton. 14 March, 2017.

“Cryptic Comparisons, or the Absent K: Fortune-telling Books in Philip K. Dick and Ricardo Piglia.” Conference: “Philip K. Dick: Here and Now.” California State University, Fullerton. 29-30 Apr. 2016.

“The Permanent Parabasis of the World: Unframed Comparison in Cortázar’s ‘Blow-up’.” Panel: Globalization, Trauma, Comparative Literature. ACLA. Harvard University. 17-20 Mar. 2016.

“Comparative Literature in the Age of Trauma.” Society for Comparative Literature and the Arts (SCLA). New Orleans. 15-17 Oct. 2015.

“Beyond the Breach: The Sovereignty of (maybe) Comp Lit.” Panel: Terrorism, Tragedy, Trauma.” ACLA. University of Washington. 26-29 Mar. 2015.

“‘Diaspora’: Spivak’s *Death of a Discipline*.” Panel: “Last Words in Theory.” Modern Language Association (MLA). Vancouver. 8–11 Jan. 2015.

“On Some Specters in Hispanic Studies (Cortázar and Derrida).” Panel: “The Marrano Spirit: Derrida and Hispanism.” ACLA. New York University. 20-23 Mar. 2014.

“Comparative Literature in the Age of the Regional University.” ACL(x): E(x)amine. Penn State University. 27-28 Sept. 2013.

- “Comparative Literature in the Age of Trauma Theory (Ondaatje and Danticat on the Telephone).” XXth Congress of the International Comparative Literature Association (ICLA). Paris, France. 18-24 July, 2013.
- “The Corpse and the Puppet: Sovereignty in the Age of Unburied Gestures (Rodríguez Juliá’s *El entierro de Cortijo*).” Latin American Studies Association (LASA). Panel: “Aesthetics, Ideology, and Interruption.” Washington, D.C. 29 May – 1 June, 2013.
- “Texting the Limits: Comparative Literature in the Age of the Great Telematic Network.” Panel: “Telematics and World Literature.” ACLA. The University of Toronto, Toronto, Canada. 5-7 April, 2013.
- “Politics as Translation: Following Benjamin in Martínez’s *Santa Evita*.” Conference title: *Critical Speculations: Future Worlds, Perilous Histories, and Walter Benjamin Unbound*. University at Albany, SUNY. 28–29 Sept., 2012.
- “The Breach of the Day: Catastrophic Avisuality in Pynchon and Derrida.” Panel: “Secret Catastrophes.” ACLA. Brown University, Providence, RI. 30 Mar. – 1 Apr. 2012.
- “Prosopagnosia, or the Blankness of the ‘Badass’.” Panel: “Prosopopoeia, Petrification, and the Political.” ACLA. Vancouver, Canada. 31 Mar. - 3 Apr. 2011.
- “Avoiding Evita: The Funereal Logic of Eva Perón’s Corpse.” Panel: “Politics and the Corpse.” ACLA. New Orleans. 1-4 Apr. 2010.
- “The Political Corpus: The Passion of Manuel Azaña.” Panel: “Lives in Politics” (Division on Autobiography, Biography, and Life Writing). MLA. Philadelphia. 27-30 Dec. 2009.
- “The Ruins of Politics: ‘Conspiracy Theory’ in Pynchon’s *Gravity’s Rainbow*.” Panel: Ruins: Politics, History, and the Literary. ACLA. Harvard University. 26-29 Mar. 2009.
- “Conjectures: Reading the Political Event in Borges and Laclau.” Literary Criticism Discussion Circle. South Atlantic Modern Language Association (SAMLMA). Louisville, KY. 7-9 Nov. 2008.

Teaching Preparation

SPAN 620, “Seminar on Pedagogy,” graduate seminar in the Spanish and Portuguese Department, on the theories of foreign language teaching and on the practice of teaching Spanish language and culture. Emory University, Fall 2004.

Teaching Assistant Training and Teaching Opportunities (TATTO). Emory University, August 2001.

CPLT 753, “Pedagogical Theories for Teaching Literature,” graduate seminar in the Comparative Literature Department. Emory University, Spring 2001.

Teaching Experience

California State University, Fullerton

- ENGL 300: Analysis of Literary Forms
- ENGL 307: Advanced College Writing for English Majors
- CPLT 324: World Literature to 1650
- CPLT 325: World Literature from 1650
- CPLT 355: Images of Women in Literature
- ENGL 372: Detective Fiction (later called “Crime Fiction”)
- ENGL 373: Science Fiction
- CPLT 375: Literature in the Age of Film

CPLT 383: Literature of the Americas
CPLT 384: European Novel
ENGL 463: Contemporary Novel in English
ENGL 492: Modern Critical Theory
ENGL 495: Senior Seminar (Topic: Witnessing the Invisible)
HONR 497: Honors Project Advising (undergraduate)
ENGL 499: Independent Study: The Short Story (undergraduate)
ENGL 499: Independent Study: Latin America and Translation (undergraduate)
ENGL 499: McNair Scholar Advising (multiple semesters: undergraduate)
ENGL 525T: American Literature since 1865 (graduate seminar)
ENGL 525T: The American Novel (graduate seminar)
ENGL/CPLT 525T: Comparative American Literatures (graduate seminar)
ENGL/CPLT 572T: Contemporary Latin American Novel (graduate seminar)
ENGL/CPLT 574: Approaches to World Literature (graduate seminar)
ENGL/CPLT 579T: Modern Critical Theory (graduate seminar)
ENGL/CPLT 579T: Postcolonial Theory (graduate seminar)
ENGL 599: Independent Study: Trauma Theory (graduate)
ENGL 599: Independent Study: Disability Studies (graduate)
ENGL 599: Independent Study: Semiotics and Poetics (graduate)

Indiana University-Bloomington

HISP-S310: Spanish Grammar and Composition (taught in Spanish)
HISP-S312: Introduction to Expository Writing in Spanish (taught in Spanish)
HISP-S331: The Hispanic World I (taught in Spanish)

Emory University

CPLT 110: Literature and the Biographical
CPLT 110: Picturing Words, Reading Images
CPLT 201: Ends and Beginnings: Reading Medieval and Ancient Texts
CPLT 202: Haunted Communities (survey of world literature from 1650 to present)
CPLT 302: Literary Theory (Teaching Assistant for Dr. Elissa Marder, Spring 2002)
CPLT 333: Conspiracy Theory: Fiction and Politics in the 20th Century
SPAN 101: Beginning Spanish (Taught in Spanish)
SPAN 300: Reading in Spanish: Texts and Contexts (Taught in Spanish)
SPAN 301: Early Spanish and Spanish-American Culture (Taught in Spanish)
SPAN 311: History and Theory of Hispanic Narrative (Taught in Spanish)

University of Georgia

CMLT 2212: World Literature II

Service

University Service – California State University, Fullerton

- University Children's Center Committee, 2014-2019
- Senate Forum Editorial Board, 2010-16
- Ad Hoc Committee on the Anthropology Division (Spring 2014)
- Faculty Hearing Panel, Representative (2012-2013)
- Organized visit and lecture by Cathy Caruth (Cornell University), April 5, 2012
- University Curriculum Committee, Spring 2011
- Member of the Academic Senate, 2009-2011

Department Service – California State University, Fullerton

Leadership Positions

- Vice Chair, Department of English, Comparative Literature, and Linguistics (2016-2018)

Department Committees

- Selection Committee (2019)
- Graduate Studies Committee (2018-2020)
- Department Personnel Committee (2016-2018)
- Advising Committee (2015-2016)
- Chair, Graduate Studies Committee (Fall 2015)
- Graduate Studies Committee (Fall 2015)
- Ad Hoc Committee on Senior Seminars (2014-2015)
- Ad Hoc Committee on Revision of RTP Standards (Spring 2014-Fall 2014)
- Selection Committee (2013-2015)
- Student Research Committee (2013-2014)
- Ad-hoc Committee on Comparative Literature (2011-2015)
- Chair, Graduate Studies Committee (2012-2013)
- Graduate Studies Committee (2011-2013)
- Member of Department Council (2008-2011)
- Member of M.A. Exam Grading Committee (2008-2010)
- Chair, M.A. Exam Grading Committee (2009)
- Member of Curriculum Committee (2009-2011)

Service to Academic Clubs

- Faculty Adviser: Sigma Tau Delta (English Honors Society) (2012-2019)
- Moderator of 2018 Acacia Conference, “Affect and Contamination in *Gravity’s Rainbow*”
- Moderator of 2015 Sigma Tau Delta conference
- Moderator of 2014 Acacia Conference
- Moderator of 2012 Acacia Conference, “An Ethical (Re)Orientation”
- Moderator of 2010 Acacia Conference, “Religion and Politics in Latin American Literature.”
- Reception speaker at the Acacia Graduation Ceremony (May 2010)

Curriculum Development

- ENGL/CPLT 574: Approaches to World Literature (approved)
- ENGL/CPLT 383: Literature of the Americas (approved)
- ENGL/CPLT 525T (graduate course): Comparative American Literatures (approved)
- CPLT 384: The European Novel (approved)
- CPLT/ENGL 375: Literature in the Age of Film (approved)

Director of M.A. Projects

- Alexandra Roman (2019): “Disease as Narrative: Reading the Zika Outbreak in the United States”
- Giulia-Christina Philipp (2019): “Bukowski’s Invisible Hollywood”
- Annette Morrison (2018): “The Ghost and the Android: Feminine Representations in Liminal Spaces”
- Adrian Agacer (2018): “Neutral Murmurs of The Cockroach: Towards a Posthuman Aesthetico-Ethics in Clarice Lispector’s *The Passion According to G.H.*”
- Josiah Jure (2017): “Historical Materialism in Benjamin and Pynchon”
- Trevor Allred (2017): “Journeys into Ideology: Semiological Essays for the Everyday”

- Eliza Ebro (2017): “Even If She’s Just Laughing in the Dark: A Postcolonial and Existential Examination of Amaranta Ursula in *One Hundred Years of Solitude*”
- Alyssa Perez (2017): “The Rhetoric of Donald Trump.”
- Jaime Govier (2016): “*This Is How We Apocalypse: Reading the Post-Apocalyptic Mother in Margaret Atwood’s MaddAddam Trilogy*”
- Emerson Baik (2016): “Taming the Aboriginal Animal: A Post-Colonial Reading of Sir Arthur Conan Doyle’s *The Sign of Four*”
- Steven Watts (2015): “A Historiography of Chaos: Narrative Agency in *The Brief Wondrous Life of Oscar Wao*”
- Gloria Mora (2015): “Visibly Hidden: Trauma in *Like Water for Chocolate* and *The House of the Spirits*”
- Daniel Turrubiarres (2015): “Dolls, Doctors, and Prostitutes: The Female Narrative in Elena Poniatowska’s *Lilus Kikus and Other Stories* and Rosario Ferré’s *The Youngest Doll*”
- Jason Kordich (2013): “Men in Small Rooms: A Genealogical Exploration of the Motif of Confined Spaces in the Work of Melville, Kafka, and DeLillo.”
- Matthew Berger (2013): “Translating Modernism.”
- Judith Levy (2013): “Inherited Tongues: Fatherhood and Linguistic Oppression in Postcolonial Literature.”
- Matthew Pelle (2013): “Coming of Age in the End of the World: Posthumanity and the Zombie Apocalypse.”
- Christine Nguyen (2012): “Usurpation from the Inside Out: The Construction of Africa in Joseph Conrad’s *Heart of Darkness*.”
- Mircea Bumbesti (2012): “The Trial(s) of Colonialism: Passing (on) Judgment in Joseph Conrad’s *Heart of Darkness*”
- Stephanie Elizondo (2011): “Representing the Unimaginable: A Study of Gabriel Garcia Marquez’s *Noticia de un Secuestro* as a Nonfiction Novel.”
- Christen McGaughey (2011): “Mourning an Illusion: Nostalgia in the Post-Colonial Narrative”
- Kristine Nikkhoo (2010): “Plight of the Living Dead: The Meaning of Maternal Absence in Freud and Faulkner”
- Sariah Esparza (2010): “The Critical Reception of Sor Juana Inés de la Cruz in Contemporary North American Fiction and Scholarship”
- Vanessa Ferreira (2010): “Reconsidering History: Exploring Narrative Techniques in William Faulkner and Gabriel García Márquez”
- Tricia Voznick (2010): “The Imperial Fairy Tale: Kipling’s *Kim* and Paredes’ *George Washington Gomez* as Didactic Discourses”
- Stephanie Keeton (2010): “Unveiling Historical Spaces: Traumatic Events in Don DeLillo, Toni Morrison, Samuel Beckett and Ricardo Piglia”
- Rachel Kimaara (2009): “Representations of Colonial Domination in Ngugi wa Thiong’o’s *Weep Not, Child*”

Director of Independent Studies

- Jessica Flores (undergraduate): “Latin American Literature and Translation” (Spring 2017)
- Trevor Allred (graduate): “Semiotics and Poetics” (Fall 2016)
- Cassie Gustafson and Marissa Hernandez (graduate): “Trauma, Testimony, and Witnessing” (Fall 2014)
- Amanda Fisk (graduate): “Disability Studies” (Spring 2014)
- Jennifer Marchisotto and Matthew Berger (graduate): “Trauma Theory” (Spring 2012)
- Matthew Berger (undergraduate): “The Short Story” (Fall 2010)

Director of Honors Projects

- Sarrah Twineham (2018): “Collusion of the Clitoris: Domesticity or Sexual Deviancy in Philip K. Dick’s *Do Androids Dream of Electric Sheep?*”

Director of McNair Scholar Projects

- Jessica Lombardo (2019-2020): “Living at the Margins of Narco Culture”

Professional Service

Reader

- Panelist (evaluator) of applications for the NEH Summer Stipends program (2017)
- Reviewed article for *Journal of Latin American Cultural Studies* (2016)
- Reviewed article and its revision for *Philosophy & Rhetoric* (2016)
- Reviewed book manuscript and its revision for Palgrave (2016)
- Reviewed article for the journal *Philosophy & Rhetoric* (2014)
- Reviewed article for the journal *Bulletin of Hispanic Studies* (2013)
- Reviewed book manuscript for Indiana University Press (2012).
- Reviewed article for the journal *Comparative Literature* (2009).

Organizer of Professional Conferences (last ten years)

- Co-organized (with Jennifer Ballengee) the panel “Dangerous Passages (Benjamin 1940/2018)” (ACLA 2018).
- Co-organized (with Jennifer Ballengee) the panel “Globalization, Trauma, Comparative Literature.” (ACLA 2016).
- Co-organized (with Jennifer Ballengee) the panel “Terrorism, Tragedy, Trauma.” (ACLA 2015).
- Co-organized (with Jennifer Ballengee) the panel “Telematics and World Literature” (ACLA 2013).
- Co-organized (with Jennifer Ballengee) the panel “Secret Catastrophes” (ACLA 2012).
- Co-organized (with Jennifer Ballengee) the panel “Prosopopoeia, Petrification, and the Political” (ACLA 2011).
- Co-organized (with Jennifer Ballengee) the panel “Politics and the Corpse” (ACLA 2010).
- Co-organized (with Jennifer Ballengee) “Ruins: Politics, History, and the Literary” (ACLA 2009).
- Co-organized (with Joshua Gold) the panel “Reading Laclau: Theory and the Political” (MLA 2008), which investigated the relevance of Laclau’s works for literary studies.

Community Service

Girl Scout volunteer (2015-2019)

Arthritis Foundation Fundraiser (2013-2019)

Lecture at UC-Irvine Osher Lifelong Learning Institute on “JFK’s Enigmatic Assassination”
(Dec. 3, 2018)

Faculty advisor for the ASI Children’s Center Parents and Pals Club (2013-2015)

Lecture at Osher Lifelong Learning Institute on “The Kennedy Assassination in Literature and Film”
(Aug. 5, 2014)

Volunteer Work at the ASI Children’s Center (2011-2015)

California Coastal Cleanup Day (2012)

English Department Alumni Events (2012-2013)

Awards and Fellowships (last ten years)

2017	H&SS Dean's Research Award for Associate Professors
2016	"Faculty Champion Award" (for excellent teaching, leadership, and inspiration to graduate students, given by graduate student group Acacia)
2015	H&SS Summer 2015 Research and Writing Stipend
2015	Sabbatical Leave Award (Spring)
2014	Acacia Faculty Award (for serving as an exceptional mentor to students)
2013	H&SS Outstanding Untenured Faculty Member
2013	"Faculty Champion Award" (for excellent teaching, leadership, and inspiration to graduate students, given by graduate student group Acacia)
2013	Junior Intramural Research Award (1 course release during Spring semester)
2012	"Mentor" award (given by graduate student group Acacia)
2012	Milton A. Gordon Fund for Scholarly & Creative Activities (1 course release during Spring semester)
2011	"Faculty Champion Award" (for excellent teaching, leadership, and inspiration to graduate students, given by graduate student group Acacia)
2010	"Faculty Champion Award" (for excellent teaching, leadership, and inspiration to graduate students, given by graduate student group Acacia)
2009	"Atara Stein Faculty Service Award" (given by Acacia for exceptional service and time commitment to graduate students)
2009	"Faculty Champion Award" (for excellent teaching, leadership, and inspiration to graduate students, given by Acacia)
2008-2009	Newly-Hired Probationary Faculty Stipend (Intersession)
2008	New Faculty Summer Stipend

Languages

Native speaker of English

Near-native fluency in Spanish

Reading proficiency in French and German

Professional Organizations

Modern Language Association

American Comparative Literature Association

Stephen J. Mexal

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Employment

2015-Present	Professor of English, California State University, Fullerton
2012-2015	Associate Professor of English, California State University, Fullerton
2007-2012	Assistant Professor of English, California State University, Fullerton
2002-2007	Graduate Instructor in English, University of Colorado, Boulder

Education

2007	Ph.D. in English, University of Colorado, Boulder
2001	M.A. in English, University of Colorado, Boulder
1999	B.A. in English Literature, University of New Mexico <i>Magna Cum Laude</i>

Research and Teaching Interests

Nineteenth- and twentieth-century American culture; political theory and the history of liberalism; ecocriticism and theories of wilderness; the American west; literary professionalism and the business of universities; popular culture.

Publications

Books:

Reading for Liberalism: The Overland Monthly and the Writing of the Modern American West. Lincoln: University of Nebraska Press, 2013.

*Reviewed in *Western American Literature*, *Journal of Arizona History*, *Boom: A Journal of California*, *Choice Reviews Online*, *American Literary History Online*, *Pacific Historical Review*, *Journal of American Studies*, *American Periodicals*, *Nontopians*, *Studies in American Naturalism*, *Western Historical Quarterly*, *Papers of the Bibliographical Society of Canada*

Peer-Reviewed Articles and Book Chapters:

“Darwin’s Anachronisms: Liberalism and Conservative Temporality in *The Son of the Wolf*.” *The Oxford Handbook of Jack London*. Ed. Jay Williams. New York: Oxford University Press, 2017. 259-276.

“‘My dear Judge’: Owen Wister’s *Virginian*, Oliver Wendell Holmes Jr., and Natural Law Conservatism.” *Western American Literature* 51.3 (Fall 2016): 279-311.

“Closing Deals with Hamlet’s Help: Assessing the Instrumental Value of an English Degree.” Coauthored with Sheryl I. Fontaine. *College English* 76.4 (March 2014): 357-378.

“The Roots of ‘Wilding’: Black Literary Naturalism, the Language of Wilderness, and Hip Hop in the Central Park Jogger Rape.” *African American Review* 46.1 (Spring 2013) [pub. 2014]: 101-115.

“Toward a Transnational Liberalism of the Left: Positive Liberties and the West in Carlos Bulosan’s ‘America.’” *Regionalists on the Left: Radical Voices from the American West*. Ed. Michael Steiner. Norman: University Press of Oklahoma, 2013. 303-326.

“The Starbucks Myth: Measuring the Work of the English Major.” Coauthored with Sheryl I. Fontaine. *ADE Bulletin* 152 (2012): 36-46.

“Recovering a Lost Voice of the American West: Liberalism and Historical Narrative in the Short Fiction of Noah Brooks.” *ESQ* 58.4 (2012): 566-600.

“The Fiction of History: *The Da Vinci Code* and the Virtual Public Sphere.” *Must Read: Rediscovering American Bestsellers from Charlotte Temple to The Da Vinci Code*. Eds. Sarah Churchwell and Thomas Ruys Smith. London: Continuum, 2012. 341-358.

*Republication of “Realism, Narrative History, and the Production of the Bestseller.”

“Realism, Narrative History, and the Production of the Bestseller: *The Da Vinci Code* and the Virtual Public Sphere.” *The Journal of Popular Culture* 44.5 (2011): 1085-1101.

*Winner of the 2012 Russel B. Nye Award for Outstanding Article Published in *The Journal of Popular Culture*.

“Two Ways to Yuma: Locke, Liberalism and Western Masculinity in *3:10 to Yuma*.” *The Philosophy of the Western*. Eds. Jennifer L. McMahon and B. Steve Csaki. Lexington: University Press of Kentucky, 2010. 69-87.

“The Logic of Liberalism: Lorenzo de Zavala’s Transcultural Politics,” *MELUS* 32.2 (Summer 2007): 79-106.

“Material Knowledge: Democracy and the Digital Archive,” *English Language Notes* 45.1 (Spring/Summer 2007): 123-135.

“SpectacularSpectacular!: *Underworld* and the Production of Terror,” *Studies in the Novel* 36.3 (Fall 2004): 318-335.

“Consuming Cities: Hip-Hop’s Urban Wilderness and the Cult of Masculinity.” *Eco-Man: New Perspectives on Masculinity and Nature*. Ed. Mark Allister. Charlottesville: University of Virginia Press, 2004. 235-247.

Editorially Reviewed Articles:

“Mark Twain’s Quest to Bring Affordable Watches to the Masses.” *Smithsonian*. 6 August 2019. <<https://www.smithsonianmag.com/history/mark-twains-quest-bring-affordable-watches-masses-180972813/>>.

“The Humanities Misconception.” *The Orange County Register*. 25 September 2013 (Web publication 13 Sept 2013). CSF 2.

“Don’t Be Afraid of Going to Graduate School in the Humanities.” *Pacific Standard*. 13 June 2013. <<http://www.psmag.com/education/why-you-should-go-to-graduate-school-in-the-humanities-59821/>>.

“Why the Right Hates English.” *Inside Higher Ed*. 18 May 2012.
 <<http://www.insidehighered.com/views/2012/05/18/essay-why-conservatives-hate-english-courses>>.

“The Quality of Quantity in Academic Research.” *The Chronicle of Higher Education*. 22 May 2011.
 <<http://chronicle.com/article/The-Quality-of-Quantity-in/127572/>>.

“The Unintended Value of the Humanities.” *The Chronicle of Higher Education*. 23 May 2010.
 <<http://chronicle.com/article/The-Unintended-Value-of-the/65619/>>.

Reviews:

Transcontinental Reflections on the American West: Words, Images, Sounds Beyond Borders, by Ángel Chaparro Sainz and Amaia Ibarra Bigalondo, eds. (London: PortalEditions, 2015), *Western American Literature* 52.2 (Summer 2017): 226-227.

Owen Wister and the West, by Gary Scharnhorst (Norman: University of Oklahoma Press, 2015), *American Literary History Online Review Series IV*. 27 October 2015.
 <http://oxfordjournals.org/our_journals/alhist/stephen%20mexal%20online%20review%20iv.pdf>

American Naturalism and the Jews: Garland, Norris, Dreiser, Wharton, and Cather, by Donald Pizer (Urbana: University of Illinois Press, 2008), *Journal of American Ethnic History* 29.4 (2010): 131-133.

Short Articles/Blog Posts/Etc.:

“Success Doesn’t Exist.” *Medium*. 2 February 2015.
 <<https://medium.com/@StephenJMexal/success-doesnt-exist-735ad23cd97e>>

“In Defense of Research.” *Brainstorm. The Chronicle of Higher Education*. 31 May 2011.
 <<http://chronicle.com/blogs/brainstorm/in-defense-of-research/35867>>. (Invited blog post.)

Conference Presentations and Public Lectures

“The Old Iron Days: Conservative Temporality and the Western Imagination in the Writing of Theodore Roosevelt and His Circle.” Western Literature Association Annual Conference, St. Louis, Missouri, October 2018.

“A Future That’s Just Like the Past: Theodore Roosevelt’s Conservative Temporality and the Imagination of Environmentalism.” Western Literature Association Annual Conference, Big Sky, Montana, September 2016.

“The *Overland Monthly* and the Imagination of Nineteenth-Century Western Liberalism.” Invited lecture. Shaping San Francisco. San Francisco, California, November 11, 2015.

“Imagining a New Old West: Owen Wister, Frederick Jackson Turner, and the Conservative Imagination.” Western Literature Association Annual Conference, Reno, Nevada, October 2015.

“The Problem with Liberalism: Gender, Freedom, and Contingency in the Life and Poetry of Ina Coolbrith.” Western Literature Association Annual Conference, Victoria, British Columbia, November 2014.

“Mark Twain.” in “Icons of America in Music, Literature, and Art.” Invited lecture. University of California, Irvine Osher Lifelong Learning Institute. Irvine, California, October 9 and 10, 2014.

“Writing Freedom: *The Overland Monthly* and the Imagination of Nineteenth-Century Western Liberalism.” Western Literature Association Annual Conference, Berkeley, California, October 2013.

“Rediscovering a Lost Voice of the *Overland* Group: The Short Fiction of Noah Brooks.” Western Literature Association Annual Conference, Missoula, Montana, October 2011.

“The Humanities and Social Utility: Or, Whaddya Mean, ‘Intended Outcomes?’” Keynote Address. Acacia Conference, Fullerton, California, February 2010.

“Bret Harte’s Touristic West: Travel Narratives and the Language of Wilderness in the Western Literary Sphere.” Western Literature Association Annual Conference, Boulder, Colorado, October 2008.

“Performing Wilderness: Rap, ‘Wilding,’ and the Central Park Jogger.” Annual Meeting of the Southwest/Texas Popular Culture and American Culture Association, Albuquerque, New Mexico, February 2008.

“Our Friends and Neighbors: Lorenzo de Zavala’s *Viage a los Estados–Unidos* and the Borders of Mexican Liberalism.” Rocky Mountain American Studies Association annual convention, Albuquerque, New Mexico, March 2006.

“The Trouble with Tourism: Lorenzo de Zavala’s Transcultural Politics.” Rocky Mountain Modern Language Association annual convention, Boulder, Colorado, September 2004.

“The Contagion of Fear: Hip-Hop’s Ghetto Imaginary and the Roots of ‘Wilding.’” The Association for the Study of Literature and the Environment Biannual Conference, Boston, Massachusetts, June 2003.

“Straight Outta Compton: Hip-Hop and the Trope of the Urban Wilderness.” The Association for the Study of Literature and the Environment Biannual Conference, Flagstaff, Arizona, June 2001.

Teaching Experience

Courses Taught:

California State University, Fullerton
 595 Project Writing
 573T Realism and Naturalism in the American Novel
 525T American Literature Since 1865
 462 The Modern British and American Novel

460 Nineteenth-Century American Literature
 326 The American Frontier in Literature
 301 Advanced College Writing
 300 Analysis of Literary Forms
 222 American Literature from Twain to the Moderns
 221 American Literature to Whitman
 101 Beginning College Writing

University of Colorado, Boulder

3060 Modern and Contemporary Literature: The American Wild
 3060 Modern and Contemporary Literature: The Culture of Fear
 3060 Modern and Contemporary Literature: Canon Fodder
 3000 Shakespeare for Non-Majors: Writing Shakespeare/Rewriting Shakespeare
 1800 American Ethnic Literatures
 1600 Masterpieces of American Literature: The Realist and Naturalist Novel
 1150 First-Year Writing and Rhetoric: Critical Thinking, Public Writing
 1001 Freshman Writing Seminar: Worlds Elsewhere

Master's Projects Directed:

Melissa Diaz, "Mark Twain's 'The Private History of a Campaign that Failed' and *A Connecticut Yankee in King Arthur's Court*: The Connectivity of Satire, Biography, and Liminality," Spring 2018

Pamela Simon, "Place, Displacement, and Asian-American Activism in Karen Yamashita's *Tropic of Orange* and *I Hotel*," Spring 2015

Katie Sentz, "Mr. and Mrs. Lonelyhearts: Narrative Communities, Gender, and the Culture of Self-Improvement in Nathanael West's *Miss Lonelyhearts* and Beatrice Fairfax's 'Advice to the Lovelorn,'" Spring 2010

Master's Theses Committees:

Donald Thomas Hickey, "The Existentialism of Ambrose Bierce: A Study of Memory in Postbellum Literature," Spring 2013 (History student; outside reader)

Honors Theses Directed:

Maryellen S. Diotte, "Anthologizing the Canon: The Birth of Early American Literature Anthologies, 1826-1919," Spring 2013

Independent Studies Directed:

Shannon Takeuchi, "Tracing the Past: History and Foucault in *Absalom, Absalom!*" (undergraduate) Fall 2008

Fellowships, Grants, Awards, and Honors

College of Humanities and Social Sciences Dean's Faculty Scholarly Achievement Award, CSUF, 2017

College of Humanities and Social Sciences Summer Research Stipend, CSUF, Summer 2016

Faculty Recognition of Extraordinary and Sustained Service Award, CSUF, 2015

Russel B. Nye Award for Outstanding Article Published in *The Journal of Popular Culture*, 2012

College of Humanities and Social Sciences Summer Research Stipend, CSUF, Summer 2011

Faculty Champion Award, Acacia Group, CSUF, 2010

Faculty Champion Award for Outstanding Teaching, Acacia Group, CSUF, 2009

College of Humanities and Social Sciences Summer Research Stipend, CSUF, Summer 2009

State Special Fund Intramural Grant, CSUF, Summer 2008

Junior Faculty Research Stipend, CSUF, Summer 2007

Emerson Humanities Fellowship, College of Arts and Sciences, University of Colorado, Boulder, 2006-2007

Service

Departmental Service:

Department Chair, 2016-

Personnel Committee, 2015-2016

Selection Committee, 2014-2016

Acting Department Chair, 2014

Department Vice Chair, 2012-2013, 2014-2016

Composition Committee Chair, 2011-2012

Ad Hoc Writer-in-Residence Selection Committee, 2012

Ad Hoc Assessment Committee, 2012-2015

Curriculum Committee Chair, 2008-2012

Curriculum Committee, 2007-2012

Ad Hoc Administrative Assistant Selection Committee, 2011

Faculty Reader, English Department Graduation Ceremony, 2011

Department Council, 2008-2011

Advising Committee, 2009-2010

Ad Hoc MA Exam Grading Committee, 2009-2010

Keynote Speaker, Acacia Conference, February 2010

Invited Speaker, Sigma Tau Delta, October 2008

Keynote Speaker, Acacia and Sigma Tau Delta Graduation Reception, May 2008

Faculty Marshal, English Department Graduation Ceremony, 2008, 2010, 2012

Invited Speaker, Acacia Group, September 2007

College Service

Personnel Committee (Alternate), Department of African American Studies, 2014-2015

Ad Hoc Dean's Fellow Review Committee, 2014

H&SS Assessment Liaison, 2014-2015

D.C. Scholars Advisory Board, 2011-2012

Ad Hoc Advisory Committee on H&SS Minor/Capstone, 2011

H&SS Assessment Committee, 2012-2013

University Service:

Academic Preparation Working Group for Graduation Initiative 2025, 2017-2018
Health and Human Development Dean Search Committee, 2014-2016
Advancement Committee, 2014-2015
Deputy Provost Search Committee, 2014
Outstanding Scholarly and Creative Arts Outstanding Student Award Review Committee, 2014
Ad Hoc General Education Assessment Committee, 2011
Faculty Hearing Panel, 2007-2011

Community Service:

Orange County Laureate Judge, 2018-2019, 1888 Center, Orange, CA
UCR Grad Slam Judge, 2014, University of California, Riverside, Riverside, CA

Professional Service:

Book Proposal Referee, University of Nebraska Press, Spring 2019
Article Referee, *Western American Literature*, Spring 2018
Manuscript Referee, Bedford/St. Martins, Spring 2012

Brian Michael Norton

Professor

Dept. of English, Comparative Literature, and Linguistics
California State University, Fullerton
800 N. State College Blvd.
Fullerton, CA 92831
657-278-3460
bnorton@fullerton.edu

EDUCATION

New York University

Ph.D. in Comparative Literature, September 2006

Dissertation: "The Art of Life: Ethics, Happiness and the Philosophical Novel in Eighteenth-Century Britain and France" (Awarded Distinction)

The New School/Graduate Faculty

M.A. in Liberal Studies, May 1998

Masters Thesis: "The Economy of Responsibility: Rethinking the Use of Freud for Ethical Theory"

New School For Social Research/Eugene Lang College

B.A. in Writing, Literature and the Arts, May 1995

EMPLOYMENT

Professor, Department of English, Comparative Literature, and Linguistics,
California State University, Fullerton, 2018-present

Associate Professor, Department of English, Comparative Literature, and Linguistics,
California State University, Fullerton, 2014-2018

Assistant Professor, Department of English, Comparative Literature, and Linguistics,
California State University, Fullerton, 2011-2014

Full-Time Lecturer, Department of English, Comparative Literature, and Linguistics,
California State University, Fullerton, 2006-2011

Adjunct Lecturer, Department of English, Union College, Winter 2006

Instructor, Department of Comparative Literature, New York University, Spring 2001

Preceptor, Morse Academic Program, New York University, 2000-2004

FELLOWSHIPS AND AWARDS

Humanities and Social Sciences Summer Stipend, CSUF, 2017
Humanities and Social Sciences Summer Stipend, CSUF, 2016
Junior/Senior Faculty Intramural Research Award, CSUF, 2014-2015
Acacia Faculty Champion Award, CSUF, 2014-2015
FDC International Travel Grant, CSUF, 2012-2013
Recognition for Outstanding Faculty Scholarly and Creative Activity, CSUF, 2012-2013
Junior/Senior Faculty Intramural Research Award, CSUF, 2012-2013
Acacia Faculty Champion Award, CSUF, 2012-2013
Acacia Faculty Champion Award, CSUF, 2011-2012
Milton A. Gordon Research Grant for Scholarly and Creative Activities, CSUF, 2011-2012
Acacia Faculty Champion Award, CSUF, 2009-2010
Dean's Dissertation Fellowship, NYU, 2004-2005
Edna Steeves Award for Best Graduate Student Paper,
Northeast American Society for Eighteenth Century Studies, 2003
Penfield Fellowship, NYU, 2003-2004
Henry Mitchell MacCracken Fellowship, NYU, 1998-2002
Graduate Faculty Scholarship, New School for Social Research, 1997-1998

PUBLICATIONS

Books

Fiction and the Philosophy of Happiness: Ethical Inquiries in the Age of Enlightenment (Bucknell University Press, 2012; paperback 2014)

Articles, Book Chapters, Review Essays

Happiness," *Oxford Handbook of Samuel Johnson*, edited by Jack Lynch (forthcoming)

"*The Spectator*, Aesthetic Experience and the Modern Idea of Happiness," *English Literature* 2, 1 (Summer 2015): 87-104.

"*The Spectator* and Everyday Aesthetics," *Lumen* 34 (2015): 123-136.

"Laurence Sterne and the Aesthetics of Everyday Life," in *Sterne, Tristram, Yorick: Tercentenary Essays on Laurence Sterne*, ed. Peter de Voogd, Judith Hawley, and Melvyn New (Newark, DE: University of Delaware Press, 2015), 219-37.

"Ancient Ethics and Modern Happiness: A Study of Three Treatises in Enlightenment Britain," *Eighteenth-Century Life* 38, 2 (Spring 2014): 47-74.

"Sterne Studies at the Tercentenary," *Eighteenth-Century Life*, 38, 1 (Winter 2014): 128-133.

"*Emma Courtney*, Feminist Ethics, and the Problem of Autonomy," *The Eighteenth Century: Theory and Interpretation* 54, 3 (Fall 2013): 297-315.

“After the *Summum Bonum*: Novels, Treatises and the Enquiry after Happiness,” in *Theory and Practice in the Eighteenth Century: Writing Between Philosophy and Literature*, ed. Christina Lupton and Alexander Dick (London: Pickering & Chatto, 2008), 211-224.

“The Moral in Phutatorius’s Breeches: *Tristram Shandy* and the Limits of Stoic Ethics,” *Eighteenth-Century Fiction* 18, 4 (Summer 2006): 405-423.
(This article was cited in the *Routledge Annotated Bibliography of English Studies* “guide to the most significant material published in the field of literary studies each year”)

Reviews

Review of Jacob Sider Jost, *Prose Immortality, 1711-1819* (Charlottesville: University of Virginia Press, 2015). *Eighteenth-Century Life* 40, 3 (Fall 2016).

Review of James Chandler, *An Archaeology of Sympathy: The Sentimental Mode in Literature and Cinema* (Chicago: Chicago UP, 2013). *Eighteenth-Century Life* 40, 2 (Spring 2016).

Review of Clement Hawes, “Jonathan Swift and the Philosopher’s Stone,” in *The First Wit of the Age: Essays on Swift and his Contemporaries in Honour of Hermann J. Real*, ed. Kirsten Juhas, Patrick Müller, and Mascha Hansen (Frankfurt: Lang, 2013). *The Scriblerian* (forthcoming).

Review of Ann Cline Kelly: “Biting the Hand that Feeds Them: The Abuse of Humankind in Houyhnhnmland and other Animal Republics,” in *The First Wit of the Age: Essays on Swift and his Contemporaries in Honour of Hermann J. Real*, ed. Kirsten Juhas, Patrick Müller, and Mascha Hansen (Frankfurt: Lang, 2013). *The Scriblerian* (forthcoming).

Review of Vivasvan Soni, *Mourning Happiness: Narrative and the Politics of Modernity* (Ithaca: Cornell UP, 2010). *Eighteenth-Century Studies* 47, 3 (Spring 2014).

Review of Roger D. Lund, *Ridicule, Religion and the Politics of Wit in Augustan England* (Farnham, UK: Ashgate Press, 2012). *The Scriblerian* 47, 2; 48, 1 (Spring and Autumn 2015).

Review of Karen Swallow Prior, “Embawdiment: *Tristram Shandy* and the Paradox of the Incarnation,” *Shandean* 22 (2011). *The Scriblerian* (forthcoming).

Review of Geoff Newton, “Divine and Human Love: Letters between John Norris and Mary Astell, Laurence Sterne and Eliza Draper,” in *Theology and Literature in the Age of Johnson: Resisting Secularism*, ed. Melvyn New and Gerard Reedy (Newark: University Of Delaward Press, 2012). *The Scriblerian* 47, 1 (2014).

Review of Ryan J. Stark, “*Tristram Shandy* and the Devil,” in *Theology and Literature in the Age of Johnson: Resisting Secularism*, ed. Melvyn New and Gerard Reedy (Newark: University Of Delaward Press, 2012). *The Scriblerian* 47, 1 (2014).

Review of Donald R. Wehrs, “The Centrality of Sterne in the Culture of Modernity, or Melvyn New and the Rewriting of the West,” in *Swiftly Sterneward: Essays on Laurence Sterne*

and His Times in Honor of Melvyn New, ed. W.B. Gerard, E. Derek Taylor and Robert G. Walker (Newark, Del.: University of Delaware Press, 2011). *The Scriblerian* 45, 2 (Spring 2013).

Review of Carol Stewart, *The Eighteenth-Century Novel and the Secularization of Ethics* (London: Ashgate Press, 2010). *The Scriblerian* 45, 2 (Spring 2013).

Review of Mary Helen McMurrin, *The Spread of Novels: Translation and Prose Fiction in the Eighteenth Century* (Princeton: Princeton University Press, 2009). *1650-1850: Ideas, Aesthetics, and Inquiries in the Early Modern Era* 18 (2011).

Review of *Shandean*, 19 (2008). *The Scriblerian* XLVIII (Spring 2011).

Review of Robert J. Frail, *A Singular Duality: Literary Relations between France and England in the Eighteenth Century* (New York: AMS Press, 2007). *1650-1850: Ideas, Aesthetics, and Inquiries in the Early Modern Era* 17 (2010).

Other Publications

Critical summary of *The Child of Nature, Improved by Chance. A Philosophical Novel* (1774), by Mr. Helvetius [pseud.], *The Cambridge Guide to the Eighteenth-Century Novel, 1660-1820*, edited by April London (forthcoming).

Critical summary of *Sketches from Nature; Taken and Coloured, In a Journey to Margate* (1779), by George Keate, *The Cambridge Guide to the Eighteenth-Century Novel, 1660-1820*, edited by April London (forthcoming).

Critical summary of *The Interesting Story of Edwin and Julia; Being a Rational and Philosophical Enquiry into The Nature of Things*, by anon., *The Cambridge Guide to the Eighteenth-Century Novel, 1660-1820*, edited by April London (forthcoming).

CONFERENCE PAPERS AND PRESENTATIONS

“Reading Ethics”

Panel moderator at the Acacia Graduate Student Conference; March 2019

“Aesthetic Attunement in Eighteenth-Century Britain”

Presented at the annual meeting of the Western Society for Eighteenth-Century Studies; February 2019

“Infectious Aesthetics: Desire and Substance in the Margins”

Panel moderator at the Acacia Graduate Student Conference; March 2018

“Aesthetics, Science and the Theater of the World”

Presented at the annual meeting of the Western Society for Eighteenth-Century Studies; February 2017

“World Gazing in Aesthetics and Natural Philosophy”

Presented at the annual meeting of the Western Society for Eighteenth-Century Studies; February 2016

*“Disenchantment or Defamiliarization?: Physico-Theology and Early Enlightenment Aesthetics”
Presented at the annual meeting of the American Society for Eighteenth-Century Studies; March 2015*

*“Aesthetic Experience”
Panel Organizer at the annual meeting of the American Society for Eighteenth-Century Studies;
March 2014*

*“Dropping the Plot: Characterization and Description in Nature and Places”
Panel moderator at the Acacia Graduate Student Conference; March 2014*

*“Queerly Theoretical”
Panel moderator at the Sigma Tau Delta Far Western Regional Conference; November 2013*

*“Aesthetics, Mediation and Everyday Life”
Presented at “Enlightenment Constellations,” the annual meeting of the Canadian Society for
Eighteenth-Century Studies; October 2013*

*“Enlightenment Spaces”
Panel moderator at “Enlightenment Constellations,” the annual meeting of the Canadian Society
for Eighteenth-Century Studies; October 2013*

*“Laurence Sterne and the Aesthetics of Everyday Life”
Presented at the Laurence Sterne Tercentenary Conference; July 2013*

*“The Aesthetics of Everyday Life”
Panel Organizer at the annual meeting of the American Society for Eighteenth-Century Studies;
April 2013*

*“In More Than One Direction: Music and Pop Culture”
Panel Moderator at the Acacia Graduate Student Conference; March 2013
“Revisiting the Case for Virtue: Ethics, Subjectivism and the Formal Requirements of
Happiness”
Presented at the annual meeting of the British Society for Eighteenth-Century Studies; January
2012*

*“Disputing Hobby-Horses: Subjectivism and the Good Life in the Eighteenth Century”
Presented at the annual meeting of the Northeast American Society for Eighteenth-Century
Studies; November 2004*

*“Plotting Happiness: Theory and Practice of the Good Life in Johnson’s *Rasselas* and Prévost’s
Cleveland”
Presented at the American Society for Eighteenth-Century Studies Annual Meeting; March 2004*

“Everyday Ethics II”

Panel Moderator at the annual meeting of the American Society for Eighteenth-Century Studies; March 2004

*“The Moral in Phutatorius’s Breeches: *Tristram Shandy* and the Limits of Stoic Ethics”
Presented at the annual meeting of the Northeast American Society for Eighteenth-Century Studies; November 2003
(Winner of the Edna Steeves Award for best graduate student paper)*

*“George Sand’s *Indiana* and the High Stakes of Genre”
Presented at Translation: Themes and Variations: New York University Department of Comparative Literature Annual Conference; April 1999*

INVITED TALKS

*“Literature and the Aesthetics of Everyday Life”
Presented at the Patrons of the Library Lecture Series, Pollack Library, CSUF; March 2014*

*“The Origins of the Novel and the Aesthetics of Everyday Life”
Presented at the Best of Eclectics Series, Osher Lifelong Learning Institute, CSUF; August 2013*

*“Fiction and the Philosophy of Happiness”
Delivered to the CSUF English Alumni Association; May 2013*

*“Describing the Ordinary: Ethics and Particularity in Enlightenment Britain”
Keynote address delivered at CSUF’s Annual Acacia Conference; March 2012*

COURSES TAUGHT

California State University, Fullerton, 2006-present

“Advanced College Writing for English Studies” (ENGL 307)
“The Age of Johnson: Mind/Body/World” (ENGL 525)
“Introduction to Graduate Studies in Literature” (ENGL 500)
“The Age of Johnson: Literature and Everyday Life” (ENGL 525T)
“The Essay: Literary Nonfiction in Theory and Practice” (ENGL 525T)
“Project Writing” (ENGL 595)
“The Age of Johnson: Literature of the Enlightenment” (ENGL 525T)
“The Age of Johnson: Life Writing in the Eighteenth Century” (ENGL 525T)
“Development of the English Novel Through Austen” (ENGL 456)
“Restoration and Eighteenth-Century Literature” (ENGL 455)
“British Literature to 1760” (ENGL 211)
“British Literature from 1760” (ENGL 212)
“Analysis of Literary Forms” (ENGL 300)
“Introduction to Literature” (ENGL 200)
“Advanced College Writing” (ENGL 301)
“Introduction to College Writing” (ENGL 101)

Union College, winter 2006
“Major British Authors III”

“First Year Preceptorial: Truth and Self-Fashioning”

New York University, 2000-2004

“Topics in 18th-Century Literature: Virtue, Happiness and the Novel”

Preceptor: “Conversations of the West: Antiquity and Modernity” (Prof. Joan Connelly)

Preceptor: “Conversations of the West: Antiquity and the Renaissance” (Prof. Daniel Javitch)

Preceptor: “Conversations of the West: Antiquity and the 19th Century” (Prof. Michael Peachin)

Teaching Assistant: “Comedy” (Prof. Timothy Reiss)

PROFESSIONAL AND UNIVERSITY SERVICE

University and Departmental Service

Student Advising Committee, English Department, 2017-present

Assessment Coordinator, English Department, 2014-present

Chair, Curriculum Committee, English Department, 2017-2018

Search Committee for AVP of Research and Sponsored Projects, CSUF, fall 2016

Curriculum Committee, English Department, 2015-2016

Graduate Studies Committee, English Department, 2014-2016

Campus Facilities and Beautification Committee, CSUF, 2013-2015

Research and Grants Committee, College of H&SS, 2012-2016

Acting Vice Chair, English Department, spring 2014

Chair, Graduate Studies Committee, English Department, 2013-2015

Scholarship and Awards Committee, English Department, 2012-2015

Faculty Mentor for Internship in Alumni Relations, English Department, 2013

Student Research ad hoc Committee, English Department, 2012-2013

Graduate Studies Committee, English Department, 2012-2013

Comparative Literature ad hoc Committee, English Department, 2011-2014

Curriculum Committee, English Department, 2011-2012

Professional Service

Book Review Editor, *The Shandean*, Spring 2015-present

Manuscript Reviewer: *History of European Ideas, Eighteenth-Century Fiction, Journal of Early Modern Studies, Eighteenth-Century Life*

Judge for Jane Austen Society of North America (JASNA) Student Essay Contest, 2012-2014

Affiliations

Modern Language Association

American Society for Eighteenth-Century Studies

Western Society for Eighteenth-Century Studies

EDWARD R. PIÑUELAS

Curriculum Vitae

Department of English, Comparative Literature, and Linguistics • California State University, Fullerton
Gordon Hall 428 • (657) 278-4342 • epinuelas@fullerton.edu

CURRENT POSITION

Assistant Professor of English and Comparative Literature, California State University, Fullerton, 2015-

EDUCATION

Ph.D. in Comparative Literature with an Emphasis in Critical Theory, University of California, Irvine, 2013

Dissertation Title: “The Sound that Broke the Back of Words: Voice, Aurality, and (Dis)Embodied Subjectivity in Neo-Slave Literature of the Black Atlantic”

Dissertation Advisor: Adriana Johnson

M.A. in Comparative Literature, University of California, Irvine, 2008

B.A. in Comparative Literature, University of California, Los Angeles, 2003

WORK IN PROGRESS

Sonic Blackness: Music, Noise, and Voice in Black Atlantic Literature. Book manuscript in progress.

PUBLICATIONS

“(Dis)Figuring the Plantation: Discourses of Slave Space in Lars von Trier’s *Manderlay*.” *Celluloid Chains: Slavery in the Americas Through Film*. Edited by Kristen Block and Rudyard Alcocer. (Forthcoming from The University of Tennessee Press).

“Transnationalism in Postcolonial and Subaltern Studies.” *Oxford Bibliographies in Literary and Critical Theory*. <http://www.oxfordbibliographies.com/view/document/obo-9780190221911/obo-9780190221911-0047.xml> (2016).

“Sounding the Masses: Sonic Collectivity and the Politics of Noise in Earl Lovelace’s *Salt*.” *African and Black Diaspora: An International Journal*. 9.1 (2016): 70-81.

“Vernacular Geographies: Space, Power and Slave Territoriality in the Favelas of Paulo Lins.” *English Language Notes* 52.1 (2014): 155-164.

“Cyber-Heterotopia: Figurations of Space and Subjectivity in the Virtual Domain.” *Watermark*, Vol. 2, 2008.

SUBMITTED FOR REVIEW

“*Não Identificado*: Racial Ambiguity and the Sonic Blackness of Gal Costa.” Submitted for review at *Callaloo: A Journal of African Diaspora Arts and Letters*.

PRESENTATIONS

“*Não Identificado*: Racial Ambiguity and Psychedelic Vocality in the Music of Gal Costa.” Northeast Modern Language Association’s Annual Convention, Baltimore, MD (April, 2017).

"Putting the Favela on the Map: Race and Space in Brazilian Teledrama *City of Men*." Humanities and Social Sciences Lecture Series, California State University, Fullerton (February 2017).

"Unmapping Slavery: Lars von Trier's Ethical Geography in *Manderlay*." The Association for the Study of African American Life and History Annual Meeting and Conference. Richmond, VA (October 2016).

"Otherwise Than Meaning: Sonic Subjectivity and Postcolonial Relationality in Earl Lovelace's *The Dragon Can't Dance*." The Modern Language Association Annual Convention, Vancouver, BC (January, 2015).

"Vernacular Geographies: Space, Power and Slave Territoriality in the Favelas of Paulo Lins." The Brazilian Studies Association's International Congress, King's College, London, UK (August, 2014).

"(Dis)Figuring the Plantation: Discourses of Slave Space in Lars von Trier's *Manderlay*." Northeast Modern Language Association's Annual Convention, Harrisburg, PA (April, 2014).

"If Not in the Word, in the Sound": Song and the Non-inscribable Slave Voice." The American Comparative Literature Association's Annual Meeting, New York University (March, 2014).

"Plantation, Prison, Camp, Community: Real and Imagined Slave Spatialities of the Black Atlantic." Remapping the Black Atlantic: Diaspora (Re)Writings of Race and Space Conference, DePaul University (April, 2013).

"The Sound that Broke the Back of Words": Voice, Aurality, and (Dis)Embodied Subjectivity in Neo-Slave Narratives of the Black Atlantic." Humanities Research Colloquium, University of California, Irvine (May, 2013).

"Space, Power and Threshold Subjectivity in Israel/Palestine." Impasse Conference, the Department of Comparative Literature, University of California, Irvine (April, 2012).

GRANTS AND AWARDS

Thompson Writing Program Postdoctoral Fellowship, Duke University, 2013-2015
 The University of California President's Dissertation Year Fellowship, 2012-2013
 The Howard Babb Memorial Fellowship, UC Irvine, 2012
 Department of Comparative Literature Research Grant, UC Irvine, 2008-2011
 Outstanding Teaching Award in Comparative Literature, UC Irvine, 2007-2008
 University of California Regents' Fellowship, 2006-2007

RESEARCH AND TEACHING INTERESTS

Twentieth-Century Literature of the Black Atlantic
 North American Slave Narratives and Contemporary Slave Fiction
 Postcolonial Afro-Caribbean Literature
 Afro-Brazilian Literature and Performance
 Comparative Slavery Studies
 Critical Race Studies
 Postcolonial Theory

TEACHING EXPERIENCE**California State University, Fullerton***Instructor of Record*

English 221: American Literature to Whitman (2 semesters, 2018-present)

A literature survey course covering work from major authors from the nation's inception to roughly the mid 1860s.

English 222: American Literature from Twain to the Moderns (4 semesters, 2016-present)

A literature survey course covering work from major authors from the 1860s to the World War II.

English 300: Analysis of Literary Forms, (2 semesters, 2015-2017)

An upper-division undergraduate course that introduces English majors to major motifs and analytical methods of three major literary genres: prose fiction, poetry, and drama.

English 301: Advanced College Writing (5 semesters, 2015-present)

An upper-division writing class for non-English majors. Students taught in the tradition of rhetorical analysis and are introduced to various stylistic and argumentative approaches to academic writing.

English 307: Advanced Writing in English Studies (5 semesters, 2016-present)

An upper-division writing class for English majors. Introduces English majors to the main conventions and methodologies for writing within the discipline.

English/African American Studies 324: Introduction to Afro-American Literature (5 semesters, 2015-present)

An upper-division course covering the major authors and movements within African American literature. Texts covered include slave narratives, poetry, prose, and drama from a variety of eras.

English/Comparative Literature 379: Caribbean Literature(1 semester, 2018)

An upper-division course covering work from the Caribbean, as well as from the Caribbean Diaspora. A comparative course that includes works in multiple languages and from multiple nations. Self-designed.

English/Comparative Literature/African American Studies 381: African Literature (1 semester, 2019)

An upper-division course introducing students to major authors and movements from within the African continent. Focus is on texts since the postcolonial period (1950-present).

English 525T: African Diasporic Literature(1 semester, 2020)

A graduate-level course that merges literary analysis, literary history, and critical theory to explore work from throughout the African Diaspora.

English 579T: Postcolonial Theory (2 semesters, 2016-2018)

A graduate-level course that introduces students to the major authors and movements of Postcolonial Theory.

Duke University

Instructor, “Navigating the Middle Passage: The Transatlantic Slave Trade in Contemporary Writing” (2 semesters, 2014-2015)

A writing-intensive undergraduate seminar that explores the fundamental problems and inquiries that both drive and plague contemporary historians, novelists, and ethnographers whose work engages with the transatlantic slave trade.

Instructor, “Performing Humanity: The Rhetoric of Slave Narratives” (2 semesters, 2013-2014)

A writing-intensive undergraduate seminar on the rhetorical conventions of the North American slave narrative genre, the historical and cultural contexts that surrounded that genre, and the ways the genre has been re-cast in contemporary literature and film.

University of California, Irvine

Teaching Associate, “The Human and its Others: Humanities Core Course” (3 quarters, 2011-2012)

A year-long multidiscipline humanities course, led by professors of philosophy, literature, art history, and classics, that introduced students to the central inquiries and methods of research in the humanities. As teaching associate, I lead weekly discussion sections for the course, and advised students through writing assignments.

Teaching Associate, “The Politics of Humor: Writer’s Workshop” (1 summer session, 2012)

A five-week writing-intensive course for incoming freshmen from underserved communities and backgrounds. As primary instructor, I designed the course’s theme and schedule, advised on all assignments, and taught all classes.

Teaching Associate, “Argument and Research” (5 quarters, 2008-2011)

A lower-division writing course that introduces students from a variety of disciplines to the essential methods of research and advanced academic writing. As primary instructor, I taught courses on the themes “The Botany of Desire,” “Beyond the War on Terror,” and “The American Dream and the Public Schools.”

Teaching Associate, “Critical Reading and Rhetoric” (7 quarters, 2007-2011)

A lower-division writing course that introduces students to the fundamental elements of rhetoric and academic writing. As primary instructor, I developed quarter-long, theme-based courses that incorporated a variety of media and genres, and taught courses on the themes “Heroes and Superheroes,” “Horror,” and “The Politics of Humor.”

Teaching Associate, “Introduction to Writing and Rhetoric” (2 quarters, 2009-2010)

A first-year writing course for students in need of intensive writing skills instruction. As primary instructor, I taught courses on the themes “Frankenstein” and “The Seven Samurai.”

ACADEMIC SERVICE

California State University, Fullerton

Undergraduate Mentor, The Mellon Mays Undergraduate Fellowship, 2018-present

Committee Member, Department of English, Comparative Literature, and Linguistics Advising Committee, 2019-present

Committee Member, Department of English, Comparative Literature, and Linguistics Grading Committee, 2019-present

Chair, Department of English, Comparative Literature, and Linguistics Graduate Studies Committee,

2018-2019

Committee Member, Department of English, Comparative Literature, and Linguistics Graduate Studies Committee, 2018-2019

Committee Member, The Mellon Mays Undergraduate Fellowship Selection Committee, 2017-2018

Member and Editor, *The Academic Senate Forum*, 2016-2017

Committee Member, Department of English, Comparative Literature, and Linguistics Curriculum Committee, 2015-2017

Duke University

Assistant Director, Thompson Writing Program's Writing Studio, 2014-2015

Manage the studio's Undergraduate Writing Partners program, which includes undergraduate peer tutors for both upper-division and lower-division students.

Faculty Mentor, Kenan Institute for Ethics' Summer Fellows Program, 2014

Mentored an undergraduate in a summer research project on the politics of representation among women in rural Birmingham, Alabama, and Cape Town, South Africa.

Committee Member, Thompson Writing Program's Curriculum Committee, 2013-2014

Provided feedback to fellow Writing 101 instructors on their course titles and descriptions for forthcoming semesters.

Committee Member, Thompson Writing Program's Assessment Committee, 2013-2014

Participated in a survey project aimed at evaluating Writing 101 students' development with regard to locating, evaluating, and incorporating primary and secondary sources in their writing.

University of California, Irvine

Graduate Teaching Mentor, Composition Program, 2008-2010

Mentored first-year graduate instructors on writing pedagogy and course management. Held workshops on writing instruction.

University of California, Los Angeles

Peer Tutor, Academic Advancement Program, 2001-2003

Tutored both individual and group sessions, of students from communities that are underrepresented in the academy, in Comparative Literature, English Composition, and English Literature.

Mentor, Early Academic Outreach Program, 2001-2002

Mentored high school students in two residential summer outreach writing programs designed for students from underserved communities, and assisted them with their college applications.

Student-Teacher, Career Based Outreach Program, 2000-2003

Planned and led weekly classroom sessions for high school students from underserved backgrounds regarding college preparatory curriculum, and helped construct a yearly curriculum for the program, which served over twenty low-performing high schools in Los Angeles County.

PROFESSIONAL MEMBERSHIPS

American Comparative Literature Association

Association for the Study of African American Life and History
Brazilian Studies Association
Modern Language Association
Northeast Modern Language Association

LANGUAGES

Spanish
Portuguese (reading)

REFERENCES

Adriana Johnson (Dissertation Advisor), Associate Professor of Comparative Literature
University of California, Irvine
(949) 824-6406, adrianaj@uci.edu

Rachel O'Toole, Associate Professor of History
University of California, Irvine
(949) 824-6318, rotoole@uci.edu

Márcia Rego, Assistant Professor of the Practice and Director of Faculty Development &
Assessment for the Thompson Writing Program
Duke University
(919) 660-7062, marcia.rego@duke.edu

Denise Comer, Assistant Professor of the Practice in Writing Studies and Director, First-Year
Writing
Duke University
(919) 660-4357, comerd@duke.edu

Lynda Greene Haas, Associate Director of Composition
University of California, Irvine
(949) 824-4518, lhaas@uci.edu

Irena Aldona Praitis

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California State University, Fullerton
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Fullerton, CA 92834-6848
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657-278-2453
hssfacsfullerton.edu/english/ipraitis/

EDUCATION

Master of Fine Arts. Creative Writing, Poetry. May, 2001.
Arizona State University. Tempe, AZ
Thesis: *From the Finish*. Director: Alberto Ríos.

Ph.D. English. May, 1999.
Arizona State University. Tempe, AZ
Dissertation: *Shaping Forms*, an examination of postmodern implications in the formal poetics of
Emily Dickinson, Elizabeth Bishop, and Sylvia Plath. Director: Susan McCabe.

Master of Arts. English Literature. September, 1992.
Washington University. St. Louis, MO

Bachelor of Arts. English Literature. May, 1989, cum laude.
Carleton College. Northfield, MN

FACULTY POSITION

PROFESSOR

California State University, Fullerton. Fall 2008-present.

ASSOCIATE PROFESSOR

California State University, Fullerton. Fall 2005-Fall 2008.

ASSISTANT PROFESSOR

California State University, Fullerton. Fall 2001-Fall 2005.

TEACHING

California State University, Fullerton, Fall 2001-Present.

Courses Taught

Asterisked courses are new courses I developed.

Graduate

CPLT 599 Independent Study 1 section
 ENGL 599 Independent Study 10 sections
 ENGL 579 Postcolonial Theory 1 section
 ENGL 572 Modernist Poets in America 2 sections
 ENGL 571* Emily Dickinson 1 section
 ENGL 571* Whitman's Vision 1 section
 ENGL 525* 19th and 20th Century U.S. Poetry 3 sections
 ENGL 525* Poetic Form and Theory 1 section
 ENGL 515 Professional Editing and Journal Production 2 sections
 ENGL 509 Creative Writing Workshop Nonfiction 1 section
 ENGL 509 Creative Writing Workshop Poetry 6 sections

Undergraduate

ENGL 499 Independent Study 8 sections
 POSC 497 DC Internship Course 1 section
 ENGL 467 Contemporary Poetry 11 sections
 ENGL 466 Modern Poetry 7 sections
 ENGL 463 Contemporary Novel 3 sections
 ENGL 462 Modern Novel 1 section
 ENGL 404 Advanced Creative Writing: Poetry 9 sections
 ENGL 355 Images of Women Fiction to Film 3 sections
 ENGL 341 Children's Literature 2 sections
 ENGL 328 Literature of the American Indian 2 sections
 ENGL 306/204 Intermediate Creative Writing 6 sections
 ENGL 300 Analysis of Literary Forms 2 sections
 ENGL 222/322 American Literature 1865-present 2 sections
 ENGL 200 Introduction to Literature: Literature of War 1 section
 ENGL 105 Introduction to Creative Writing 5 sections

Thesis and Project Committees

California State University, Fullerton.

Joshua Newman (Creative) MA Expected Spring 2020, Chair.
 Joseph Rogers (Creative) MA Expected Spring 2020, Chair.
 Kelsey Bowen (Creative) MA Expected Spring 2019, Chair.
 Daniel Oakes (Creative) MA Expected Spring 2019, Co-Chair.
 Joy Taylor (Creative) MA Expected Spring 2019, Chair.
 Ernesto Almazan (Creative) Honors Thesis Expected Spring 2019, Chair.
 Sam Ortiz (Creative) MA Fall 2018, Chair.
 Dianna Blake (Creative) MA Spring 2018, Chair.
 Amelia Diaz (Creative) MA Spring 2018, Chair.

Hector Infante (Creative) MA Spring 2018, Chair.
Camille Johnson (Creative) MA Spring 2018, Chair.
Karina Martinez (Creative) MA Spring 2018, Chair.
Cecilia Ornelas (Creative) MA Spring 2017, Chair.
Emily Robles (Creative) MA Spring 2017, Chair.
Stephanie Tkach (Creative) MA Spring 2017, Chair.
Anna Dickau (Creative) MA Spring 2016, Chair.
Cassandra Gustafson (Creative) MA Spring 2016, Chair.
Forrest Montgomery (Creative) MA Spring 2016, Chair.
Sarah Dizon (Creative) MA Fall 2015, Chair.
Kathleen Dubell (Creative) MA Spring 2015, Chair.
Caitlin Feener (Creative) MA Spring 2015, Chair.
Cindy Keil (Creative) MA Spring 2015, Chair.
Eileen Mooney (Critical), MA Spring 2014, Chair.
Charmaine Vannimwegen, (Creative), MA Spring 2014, Chair
Brianna Whitehall, (Creative), MA Spring 2014, Chair
Nicole Curtis (Creative), MA Spring 2013. Chair
Kendra Dixon, (Critical), MA Spring 2013. Chair.
Christopher Hamilton (Creative), MA Spring 2013. Chair.
Nadia Kijanka (Creative), MA Spring 2013. Chair.
Emily Wagner (Creative), MA Spring 2013. Chair.
David Clark (Creative), MA Spring 2012. Chair.
Dayana Vasquez (Creative), MA Spring 2012. Chair.
Julie Ludolph, BA Liberal Studies Senior Project, Spring 2012. Chair.
Rachel Young (Pedagogical), MA Spring 2012. Chair.
Blythe Hill (Creative), MA Fall 2011. Chair.
Enrique Avalos (Creative), MA Spring 2011. Chair.
Casey Cervinski (Creative), MA Spring 2011. Chair.
Jamie Dingman (Creative), MA Spring 2011. Chair.
Sandy Palas (Creative), MA Spring 2011. Chair.
JD Isip (Pedagogical), MA Fall 2010. Chair.
Erika Anthony (Creative), MA Spring 2010. Chair.
Allison Takeda (Creative), MA Spring 2010. Chair.
Susan Asch (Creative), MA Fall 2009. Chair.
Mary Duffield (Critical), MA Spring 2009. Chair.
Shannon Sanchez (Critical), MA Spring 2009. Chair.
Jennifer Givhan (Creative), MA Fall 2008. Chair.
Howard Gordon (Critical), MA Fall 2008. Chair.
Jennifer Jackway (Critical), MA Fall 2008. Chair.
Carmellia Munguia (Creative), MA Fall 2008. Chair.
Brent Vogelmann (Creative), MA Spring 2008. Chair.
Laurie Wielenga (Creative), MA Spring 2008. Chair.
Timothy Wildermuth (Creative), MA Spring 2008. Chair.
David Plouffe, Art History MA Thesis, Spring 2008. Second Reader.
Christopher Andrews (Creative), MA Spring 2007. Chair.
Eva Hedger (Critical), MA Spring 2007. Chair.

Corrine Jackson (Creative), MA Spring 2008. Chair.
 Leslie Lim. (Creative), MA Spring 2007. Chair.
 Brittany Roberts, Honors Thesis (Creative), BA Spring 2007, Chair.
 Edward Yoo. (Creative), MA Spring 2007. Chair.
 Deborah Carol. (Critical), MA Fall 2006. Chair.
 Herschel Greenberg. (Creative), MA Spring, 2006. Chair.
 William Brody Hoffman (Critical), MA Spring, 2006. Chair.
 Heather Davis, MA Project (Critical), MA Fall, 2005. Chair.
 Brandi Saenz, MA Project (Creative), MA Fall, 2006. Chair.
 Dayana Vazquez, Honors Thesis (Creative), BA Spring, 2005, Chair.
 Crystal Colwell, MA Project (Critical), MA Fall, 2004, Chair.
 Chimene Mata, MA Project (Critical), MA Fall, 2004, Chair.
 Clarissa Soto, MA Project (Creative), MA Fall, 2004, Chair.
 Poolak Arshadi, MA Project (Critical), MA Summer, 2004, Chair.
 Julia Rich, Honors Thesis, (Creative), BA Spring, 2004, Chair.
 Erick Wong, MA Project (Creative), MA Spring, 2004, Second Reader.
 Jae Shin, MA Project (Creative), MA Fall, 2003, Chair.
 Lisa Delao, MA Project (Critical), MA Spring, 2003, Chair.
 Jorai Hunter, MA Project (Creative) MA Spring 2002, Third Reader.

Mentoring

CSUF Faculty/Graduate Student Mentor Program, 2016-2018.

Faculty Supervisor

ENGL 303 Instructional Student Assistants, Spring 2014.

Faculty Advisor

Image and Identity Project. Spring, 2006.
 Image and Identity Project. Fall-Spring, 2003-2004.

OTHER TEACHING EXPERIENCE

Fulbright Visiting Scholar, Vilnius Pedagogical University, Vilnius Lithuania, Spring 2005

A Sea of Voices: Contemporary U.S. Literature
 Ruin and Emergence: Modern U.S. Poetry
 19th Century Poetry Pioneers: Whitman and Dickinson

Faculty Associate

Arizona State University West. Spring 2001.
 ENG 494 Introduction to Creative Writing II (1 section).
 AMS 394 Writing Poetry. 1 Credit Course (1 section).

Teaching Associate

Arizona State University. Spring 2001.
ENG 210 Introduction to Writing Poetry (1 section).

Faculty Associate

Arizona State University West. Fall 2000.
ENG 394 Introduction to Creative Writing (1 Section).

Teaching Associate

Arizona State University. Fall 2000.
ENG 105 Honors Composition, Computer Mediated (1 Section).

Visiting Assistant Professor

Northern Arizona University Statewide Programs. Spring 2000.
ENG 525 World Authors: Magical Realism (2 sections).

Visiting Assistant Professor.

Northern Arizona University. Flagstaff, AZ. Summer, 1999.
ENG 441: Senior Seminar: Environment and Self in Contemporary American Literature.

Teaching Associate.

Arizona State University. 1994-1999.
ENG 394: Working in Words: Images of Labor in American Literature.
ENG 241: American Literature Survey I (1 section).
ENG 217: Personal and Exploratory Writing (1 section).
ENG 342: American Literature Survey II (3 sections).
ENG 221: British Literature Survey I (2 sections).
ENG 222: British Literature Survey II (2 sections).
ENG 101: First Year Composition (2 sections).
ENG 102: First Year Composition (2 sections).

Lecturer.

Washington University. Spring, 1993.
ENG 100: English Composition (2 sections).

Teaching Assistant.

Washington University. Fall, 1992.
ENG 100: English Composition (1 section)

SCHOLARLY AND CREATIVE ACTIVITY**BOOK PUBLICATIONS**

7. *Rods and Koans*. Santa Fe, NM: Red Mountain Press, 2018.
6. *The Last Stone in the Circle*. Santa Fe, NM: Red Mountain Press, 2016.

5. *Straws and Shadows*. Irvine, CA: Moon Tide Press, 2012.
4. *Still Life: Translations*. Poetry by Sonata Paliulytė. My translations with co-translator Kerry Shawn Keys. Dunbar, East Lothian, Scotland: Calder Wood Press, 2011.
3. *One Woman's Life*. Clarksville, TN: Diversion Press, 2010.
2. *Branches*. Indian Trail, SC: D-N Publishing. 2007.
1. *Touch*. Georgetown, KY: Finishing Line Press, 2004.

AWARDS AND SPECIAL RECOGNITION

2018 Faculty Recognition: Scholarly and Creative Activity. California State University, Fullerton.

The Last Stone in the Circle. Red Mountain Press Poetry Prize Award Winner. 2015.

The Last Stone in the Circle. Finalist. Press 53 Award for Poetry. 2015.

The Last Stone in the Circle. Finalist. Backwaters Press Prize. 2015.

The Last Stone in the Circle. Finalist. Press 53 Award for Poetry. 2014.

2014 Distinguished Faculty Member, College of Humanities and Social Sciences. California State University, Fullerton.

Featured poet for five Sundays in March, Women's History month, Women's Voices for Change Website. <http://womensvoicesforchange.org/march-poetry-sundays-the-history-of-two-women.htm> date accessed: March 4, 2014.

"Salt Lies Sprinkled," featured from the *Rattle* archives February 23, 2014. <http://www.rattle.com/poetry/2014/02/salt-lies-sprinkled-by-irena-praitis/> date accessed: March 4, 2014.

"Chicken Stew," from *Bloodroot Literary Magazine*. Vol. 5, 2012. p. 44-46, nominated by the editors for the Pushcart Prize.

"I had a Family," "Darkness," Poet of the Month, July: Moon Tide Press. <http://www.moontidepress.com/category/poet-of-the-month/> date accessed: July 5, 2012.

"About Time," from *Illuminations: An International Magazine of Contemporary Writing*. No. 27, Summer 2011. p. 27-28, nominated by the editors for the Pushcart Prize.

One Woman's Life. Semifinalist. Tupelo Press Dorset Prize 2008-2009.

Venus Transit. Finalist. Redgreene Press Poetry Chapbook Competition, 2005.

The Verderer. Finalist. Swan Scythe Poetry Chapbook Competition, 2003.

POETRY PUBLICATIONS

78. "Ants in the Pantry," *Steam Ticket*, Vol. 22, Spring, 2019. P. 34.

77. "Biopoiesis," *Verse Daily*, October 28, 2018.
<http://www.versedaily.org/2018/biopoiesis.shtml>

76. "Too Fast for the Truth," *Kestrel*, Issue 38, 2018. P. 9.

75. "Alzheimer's Disciples," *SLAB*, Issue 12, 2017. P. 226-228.

74. "War on Poverty," *Tinderbox Poetry Journal*. Fall, 2016.
<http://www.tinderboxpoetry.com/war-on-poverty>

73. "1949 Armistice Agreements," *Clockhouse*. Vol. 4. 2016. P. 174.

70. 71. 72. "Cap," "Sere," "Vision," *Two Hawks Quarterly*. May 31, 2016.
<http://twohawksquarterly.com/category/current-issue/>

69. "Koan #17," *Flash, Flash, Click*. May 3, 2016. <http://www.flashflashclick.com/>

68. "Bread," *Nothing to Declare: A Guide to the Flash Sequence*. Buffalo, NY: White Pine Press, 2016. P. 217-221.

67. "Lyrics," *Southwest Review*. Vol. 99, No. 4, 2014. P. 537.

65. 66. "Thin Skinned," "The Low Sky," *Saranac Review*. Vol. 10. 2014. P. 201-202.

64. "The Sand Cave," *Slipstream*, No. 34, 2014. p. 27.

62. 63. "Body Box Detail," "Walked On," *Common Ground Review*. Vol. 16, no. 1. Spring/Summer 2014. p. 61-62.

61. "Jack Fell Down," *Raintown Review*. Vol. 12, issue 1. Spring 2014. p. 74-78.

58. 59. 60. "Animals," "Columbarium," "Death," *Hawai'i Pacific Review*. Date accessed: April 7, 2014.

<http://hawaiiipacificreview.org/2014/04/07/animals/#more-587>

<http://hawaiiipacificreview.org/2014/04/07/columbarium/#more-590>

<http://hawaiiipacificreview.org/2014/04/07/death/#more-594>

57. "Stripped," *American Athenaeum*. Autumn/Winter, 2013. p. 33.
55. 56. "The Soap Dish," "Remote Control," *Santanero*, Issue no. 4, Fall 2012. p. 22.
52. 53. 54. "She Gave No Name," "The Apple Tree," "The Tailor," *The Mayo Review*, Spring 2012. P. 24-27.
50. 51. "Chicken Stew," "Fear," *Bloodroot Literary Magazine*. Vol. 5, 2012. p. 44-46.
49. "Threads," *People Poetry: Diversion Press Poetry Anthology*. Clarksville, TN: Diversion Press, 2011. p. 50.
45. 46. 47. 48. "The Sea," "The Spinning Wheel," "Baking Bread," and "Tales to Tell," *Azuria*. No. 1, 2011. p. 36-39.
44. "Blood Sausages," *Rockhurst Review: A Fine Arts Journal*. No. 24. Spring 2011. p. 65-66.
- "Cairns," *The World of the American West*. Gordon M. Bakken, Editor. New York: Routledge. 2011. p. xvii.
42. 43. "Running," "Reunion," *Cider Press Review*, Vol. 11. 2010. p. 92-94.
41. "Butchering a Pig," *Earth's Daughters*, No. 76, 2009. p. 71.
36. 37. 38. 39. 40. "School," "Strawberries on a String," "My Trickery," "The Walk," "Darkness," *Denver Quarterly*. Vol. 44, No. 1, 2009. P. 68-72.
35. "Smoke Detector," *Poppyseed Kolaché*. No. 1, Summer 2008. p. 30.
34. "Cutting Board," *The Cherry Blossom Review*. No. 3, Summer 2008. p. 19. Appearing concurrently online at <http://www.geocities.com/thecherryblossomreview/summer20083.html>.
33. "Candle," *Amoskeag: The Journal of Southern New Hampshire University*. Vol. 25, No. 1, Spring 2008. p. 66.
31. 32. "Foundation," "The Linoleum," *The Superstition Review* (online). Vol. 1, No. 1, April 28, 2008. <http://www.asu.edu/superstitionreview/v1n1/poetry/irenapraitis.html>
30. "Starved Thin," *SLAB: Sound and Literary Art Book*. Issue 2, 2007. p. 172.
- "This Winter Sun," selected for subsequent publication on the *Mary Anka Press* website as a representative poem for *Angel Face* Issue No. 3. May 2007. <http://www.maryanka.com/id32.htm>.

27. 28. 29. "Hunger," "Salt Lies Sprinkled," "A Study in Gray." *Snap Poetry Journal* (online). April 2007. http://www.snappoetry.com/?page_id=7.
26. "This Winter Sun," *Angel Face*. No 3, Summer, 2007. p. 33.
25. "Chaff," *Manzanita*. Vol. 5, 2006. p. 123.
24. "Up to My Ankle in Water," *Blueline*. Vol. XXVII, 2006. p. 16.
23. "This, My Marriage," *Wordwrights Magazine*. No. 30, April 2006. p. 27.
22. "Venus Transit," *The Mochila Review*. Vol. 7, 2005. p. 98.
21. "The Window to the East," *California Quarterly*. Vol. 31, No. 1, 2005. p. 44.
20. "Gray Lines of Juniper," *Asphodel*. No. 3, Fall 2004. p. 61.
18. 19. "Diamond Quilt," and "Block Quilt," *Fourth International Anthology on Paradoxism*. Ed. Florentin Smarandache. Ramnicu-Valcea, Editura Almarom, 2004. p. 265-66.
17. "Anthems," *Red, White, & Blues: Poetic Vistas on the Promise of America*. Ed. Virgil Suárez and Ryan G. Van Cleave. Iowa City, IA: U of Iowa P, 2004. p. 153.
16. "Eagle Falls," *Slant*. No. 18, Summer, 2004. p. 74-75.
15. "Gogol Destroys the Second Part of *Dead Souls*." *Stray Dog*. No. 4, Summer 2004. p. 5.
- "Burning," *Senate Forum*. Volume XIX, No. 4, Spring 2004. p. 16.
14. "After Fire," *The Iconoclast*. No. 82, 2004. p. 19.
13. "No Spring Is Ever the Same," *Mid-America Poetry Review*. Winter 2003-2004. p. 180.
11. 12. "Wearing the Groove Deeper," and "Thirst," *Full Circle Journal*, Vol. 7, No. 1 . October 15, 2003. http://fullcirclejrn.com/7_Irena_Praitis.html?1065756621450.
10. "My Fall," *Pegasus*, Vol. 18, No. 1, Spring, 2003, p. 14.
9. "Fall's Touch," *Curbside Review*, Vol. 3, Issue 10, October, 2002, p. 1.
8. "Salt Lies Sprinkled," *Rattle*, Vol. 8, No.1, Summer, 2002, p. 75.
7. "Antistrophe," *Parnassus Literary Journal*, Vol. 26, No. 2, Summer 2002. p. 63.
6. "The Opening," *Connecticut River Review*, Vol. 22, No. 1, Winter 2002, p. 38-39.

5. "Long Division," *Poetry Motel Wallpaper Broadside Series*. 2000. Print run: 200.
4. "Solo Violin," *Parnassus Literary Journal*, Vol. 24, No. 2. Summer 2000. p. 13.
3. "Their Blues," *Cotyledon*, 17. August, 2000. p. 2.
1. 2. "Memory," and "Shape Questions," *Pleiades Magazine*, Vol. 14, No.1, 2000. p. 28.

POETRY TRANSLATIONS

45. 46. "Laikraštiniš/Newspaper," Paryčiais/Early Morning," *Carolina Quarterly*, forthcoming, Spring 2019.
44. "Narkomanas/Addict," *Natural Bridge*, Fall, 2018, p. 92-93.
41. 42. 43. "Šastingis/Stagnation," "Nuskausminimas/Analgesic," "Tikėjimas/Faith." *Mantis: A Journal of Poetry, Criticism, and Translation*, No. 15, 2017. p. 130-135.
36. 37. 38. 39. 40. "Diena Apsnuūdo/Langorous Day," "Vejuota/Windy," "Kai panirau/When the sun sank," "Tapsmas/Becoming," "Raktininkas/Keymaker," *International Poetry Review*, forthcoming.
31. 32. 33. 34. 35. "Unfastening," "Worry's Anatomy," "After Milosz," "Autumn Morning," "You," in *Contemporary Lithuanian Poetry A Baltic Anthology: Book Two*. Ed. Inara Cedrins. New Orleans, LA: U of New Orleans P, 2013. p. 101-104, 107-108, 111.
28. 29. 30. "Apie Laika/About Time," "Vėjo virpesy esi /The Winds' Shudders," "Atsisveikinimas /Parting." *Illuminations: An International Magazine of Contemporary Writing*. No. 27, Summer 2011. p. 27-28.
26. 27. "Izoliacija/Isolation," "Rudens Rytas/Autumn Morning," *The Dirty Goat*, #23. 2010. p. 118-121.
25. "Tylejimas/Silence," poem in Lithuanian by Sonata Paliulytė with my translation into English. *Rhino*. 2009. p. 80.
19. 20. 21. 22. 23. 24. "Hunger/Alkis," "Leaving/Atplyšimas," "The Window to the East/Langas į Rytus," "Salt Lies Sprinkled/Pabirus Druska," "Touch/Prisilietimas," "Venus Transit/Veneros Slinktis." My poems translated into Lithuanian by Sonata Paliulytė, in *Poetinis Druskininkų, Ruduo 2008/Druskininkai Poetic Fall 2008*, Vilnius, Lithuania: Spausdino UAB, 2008. p. 162-171.
16. 17. 18. "Kai Viską Užmirši/When You Forget Everything," "Maldą į Tamsą/ Prayer to Darkness," and "Pasaulis—Mažyn ir Mažyn/ The World—Fades and Fades," poems by Stasė Lygutaitė Bucevičienė with my translations into English. *Absinthe: New European Writing*. Vol. 9. 2008, p. 124-125.

15. "Sena Dainelė/Old Song," poem by Sonata Paliulytė with my translation into English. *Silk Road*. Vol. 2, No. 1, 2007, p. 21.
14. "Dar Lauki/Still Waiting," poem by Vytautas Skripka with my translation into English. *Basalt*. Vol. 2, No. 1, 2007. p. 23.
13. "Po Milošo/After (Anno) Milosz," poem in Lithuanian by Sonata Paliulytė with my translation into English. *Poetinis Druskininkų, Ruduo 2006/Druskininkai Poetic, Fall 2006*. Vilnius, Lithuania: Vaga Press. 2006. p. 282-285.
10. 11. 12. "Infekcija/Infection," "Jūs/You," "Jis/She," poems in Lithuanian by Sonata Paliulytė with my translations into English. *Buckle &*. Fall/Winter, 2006, No. 17. p. 52-53.
8. 9. "Nutrūko/Rupture," "Savitvarda/Self-Control," poems in Lithuanian by Sonata Paliulytė with my translations into English. *International Poetry Review*. Vol. 31, No. 2, Fall 2005. p. 34-37.
6. 7. "Nesilaiko/Unfastening," "Po Milošo/After Milosz," poems in Lithuanian by Sonata Paliulytė with my translations into English. *Visions International*. No. 73, 2005. p. 3-4.
1. 2. 3. 4. 5. "Touch/Prisilietimas," "Darker than Night Trees/Tamsiesnes nei Nakties Medžiai," "After Fire/Po Gaisro," "The Hollow that I Am/Ertmė Kuri Esi Aš," "No Spring is Ever the Same/Nė Vienas Pavasaris Nėra Toks Pat." My poems translated into Lithuanian. Translator, Zigmantas Ardickas. *Literatūra ir Menas*. 2005/07/01. Appearing concurrently online at:
http://www.culture.lt/lmenas/?leid_id=3055&kas=straipsnis&st_id=7090.

SCHOLARLY PUBLICATIONS

9. "The Eye of the Beholder: Voyeurism and Surveillance in Williams's Speaker/Reader Matrix," *Williams Carlos Williams Review* 34:1, 2017, p. 49-63.
8. "Of a Piece: Pedagogical Bricolage in the Creative Writing Classroom." Presented in *Critical Thinking about Creative Writing* a compilation collection of *New Writing* essays. Ed. Graeme Harper. May 26, 2016. <http://explore.tandfonline.com/page/ah/critical-thinking-creative-writing>
7. "The Semiotics of Subversion: Plath's 'Daddy' and the Dynamics of Form." In *Multiformalisms*. Ed. Annie Finch and Susan Schultz. Cincinnati, OH: Textos Books, 2008. p. 461-484.
6. "Teaching Differences: Presenting U.S. Literature in Vilnius, Lithuania." *Journal of American Studies of Turkey*. No. 24. Fall 2006. p. 93-105.

5. "Gathering the Grain: Translating Lithuanian Poetry into English." *Interculturality and Translation International Review/Interculturalidad and Traducción Revista Internacional*. Vol. II. 2006. p. 127-148.
4. "Of a Piece: Pedagogical Bricolage in the Creative Writing Classroom." *New Writing*. Vol. III. No. 1. 2006. p. 4-11.
3. "Our (M)others, Ourselves." In *Women's Culture in a New Era: A Feminist Revolution?* Ed. Gayle Kimball. Lanham, MD: The Scarecrow Press, 2005. p. 147-161.
2. "'He gathered to himself through the years / Something of everything he knew': Metaphor, Composites, and Multiplicity in the Poetry of Alberto Ríos." *Cultura, Lenguaje, y Representación*. Vol. 1. May 2004. p. 81-88.
1. "Rules of the Heart: The Rationality of Disconnection. An Interview with Alberto Ríos." In *Voces de América*. Ed. Laura Alonso Gallo. Cádiz, Spain: Editorial Aduana Vieja, 2004. p. 477-98.

GRANTS

External Grants

Books from Lithuania, 2006. Translation Grant.

Fulbright U.S. Scholar Program, Spring Semester, 2005. American Studies Europe/Lithuania Grant.

Internal Grants

California State University, Fullerton, IRA Grant ENGL 404, Spring 2019.

California State University, Fullerton, IRA Grant ENGL 515, Spring 2019.

California State University, Fullerton, Office of Research and Sponsored Projects. Senior Intramural Research Grant, 2018/2019.

California State University, Fullerton, IRA Grant, ENGL 404, Spring 2018.

California State University, Fullerton, IRA Grant, ENGL 515, Spring 2018.

California State University, Fullerton, 2025 Graduation Initiative Innovation Grant, Fall, 2017.

California State University, Fullerton, HSS Summer Research Grant. Summer, 2017.

California State University, Fullerton, Faculty Development Center FEID Grant, Faculty Development Center, Spring 2017.

California State University, Fullerton, IRA Grant, ENGL 404. Spring 2017.

California State University, Fullerton, Office of Research and Special Projects. Senior Intramural Research Grant, 2016/2017.

California State University, Fullerton, Instructionally Related Activities (IRA) Contingency Grant, ENGL 404. Spring 2016.

California State University, Fullerton, Faculty Development Center International Travel Grant. Spring 2014.

California State University, Fullerton, Office of Grants and Contracts, Research mini-grant. Spring 2012. \$5000.

California State University, Fullerton, Faculty Development Center Track Grant: Interdisciplinary Collaboration, Spring, 2010.

California State University, Fullerton, Faculty Development Center Faculty Enhancement and Instructional Development (FEID) Grant. Fall, 2009.

California State University, Fullerton, Faculty Development Center International Travel Grant, Fall, 2008.

REVIEWS AND AUTHOR INTERVIEWS

“Talking Poetry with Irena Praitis,” *OC Register*. Interviewed by Danielle Bauter. October 23, 2018. <https://www.ocregister.com/2018/10/22/talking-poetry-with-irene-praitis/?fbclid=IwAR0EjH7bHdoTEI6F3mt-KXL7p6gUNhhpTc2nJ3NcGH9ydJmD3aMfBO4VukM>

Foreword Reviews, Clarion Review, *Rods and Koans*, reviewed by Letitia Montgomery-Rodgers. October 23, 2018. <https://www.forewordreviews.com/reviews/rods-and-koans/> Date Accessed: October 23, 2018.

1888.Center Podcast Interview for *Last Stone in the Circle*. July 12, 2018. <http://1888.center/219-irena-praitis/> Date accessed: July 21, 2018.

One Woman’s Life referenced by Antanas Sileika in “Long Ago and Far Away: Big Stories from Small Countries, Baltic Stories in a Global Context.” January 15, 2014. <http://www.eurozine.com/articles/2014-01-15-sileika-en.html>. Date accessed: January 17, 2014.

Straws and Shadows reviewed. *Orange Coast Magazine*. September 2012. p. 32.

Interview with me regarding my writing life by Jennifer Givhan. Date accessed: September 17, 2012. <http://jennifergivhan.com/mother-writers-conversations-with-successful-contemporary-women-writers-who-are-also-moms/irena-praitis/>

Straws and Shadows listed as a “Selected New Arrival” on *Poetry Daily’s* Website, www.poems.com, date accessed: July 5, 2012.

Still Life reviewed by Eleanor Livingstone, *Peony Moon*. March 5, 2012. Date Accessed January 28, 2013. <http://peonymoon.wordpress.com/tag/still-life-irena-praitis/>

Still Life listed as a “Selected New Arrival” on *Poetry Daily’s* website at: <http://poems.com/news.php#recent>, date accessed: September 12, 2011.

“Anūkė įkvėpė močiutės gyvenimas.” Interview with me regarding *One Woman’s Life* by Ramunė Lapas in *Draugas* (a Lithuanian-American newspaper). June 30th, 2011. Vol. CII, No. 85. p. 12-13.

Review of *One Woman’s Life* by Birutė Prišmantienė in *Draugas* (a Lithuanian-American newspaper). June 4th, 2011. Vol. CII, No. 74. p. 5.

Interview with me regarding *One Woman’s Life* in a Lithuanian daily newspaper *Lietuvos Žinios*, May 30, 2011. The interview appeared online and in print. http://www.lzinios.lt/lt/2011-05-30/kultura_ir_menas/paskutini_zodi_taria_meile.html

Interview with me regarding *One Woman’s Life*. <http://diversionpress.blogspot.com/2011/05/diversion-press-welcomes-irena-praitis.html>.

Story on *One Woman’s Life*. Mimi Ko Cruz. <http://calstate.fullerton.edu/spotlight/2011sp/Irena-Praitis.asp>.

Review of *One Woman’s Life*. Jayne Fordham. Australian Bookshelf. <http://australianbookshelf.wordpress.com/2011/05/02/book-review-one-womans-life>.

Review of *One Woman’s Life*. Bibliophagista Simone. <http://bibliophagista.blogspot.com/2011/04/review-one-womans-life-by-irena-praitis.html>.

Interview with me regarding *One Woman’s Life*. Bibliophagista Simone. <http://bibliophagista.blogspot.com/2011/04/questions-with-irena-praitis-author-of.html>.

Review of *Touch*. Bonca, Cornel. “Dangerous Passions.” *OC Weekly*. Vol. 9, No. 42, June 25-July 1, 2004. p. 32.

BELLE LETTRES

Forward to *Emily Dickinson Pusiaudienio Krantai/eilėraščių rinktinė/ The Banks of Noon/selected poems*. Vilnius, Lithuania: Lietuvos Rašytojų Sąjungos Leidykla. 2009. P. 6-10.

Alberto Ríos. Encyclopedia Entry. *Hispanic American Literature. Encyclopedia of American Ethnic Literature*. New York: Facts on File. 2008.

Helena María Viramontes. Encyclopedia Entry. *Hispanic American Literature. Encyclopedia of American Ethnic Literature*. New York: Facts on File. 2008.

The Smallest Muscle in the Human Body. Encyclopedia Entry. *Hispanic American Literature. Encyclopedia of American Ethnic Literature*. New York: Facts on File. 2008.

Whispering to Fool the Wind. Encyclopedia Entry. *Hispanic American Literature. Encyclopedia of American Ethnic Literature*. New York: Facts on File. 2008.

“Gathering the Grain: Translating Lithuanian Poetry into English.” Invited published conference proceedings. *Kalba ir Kontekstai/Language in Different Contexts*. Vilnius, Lithuania: Leidykla, 2006.

“What Words Can Guide Us?”: The Prose Poems of Morton Marcus.” Review of *Moments Without Names*. *Cold Mountain Review*. Vol. 32, No. 2, Spring, 2004. p. 51-53.

“Tracing Borders: The Poetry of Alberto Ríos.” Review of *The Smallest Muscle in the Human Body*. *Cold Mountain Review*. Vol. 31, No. 1, Fall, 2002. p. 43-44.

Review of Claudia Mauro’s *Reading the River*. *Book/Mark Small Press Quarterly Review*. Spring, 2001. p. 4.

Review of Sue Owen’s *My Doomsday Sampler*. *Book/Mark Small Press Quarterly Review*. Fall, 2000. p. 8-9.

Review of Ginger Andrews’s *An Honest Answer*. *Book/Mark Small Press Quarterly Review*, Spring/Summer, 2000. p. 9-10.

CONFERENCES

“Bread,” The Flash Sequence: A Reading and Discussion, Associated Writing Programs Conference, Los Angeles, CA, April, 2016.

AAC&U 2015 Institute on High-Impact Practices and Student Success. University of Wisconsin Madison. Madison, WI, June, 2015.

Academic Conversation about Advanced Placement (AP): A foundation for Student Success.

- College Board Western Regional Meeting. Newport Beach, CA, February, 2015.
- WASC Retreat on Core Competencies: Quantitative Reasoning and Assessment within Majors: Pomona, CA, October 2-3, 2014.
- “The Last Stone in the Circle,” Poetry presentation. Great Writing Conference. London, England, June 2014.
- “Blending Realities with Poetry,” Druskininkai Poetic Fall discussion session: “Poetry: Strolls in the Orbis Tertius or Steps Towards Reality?” Druskininkai, Lithuanian, October, 2008.
- “The Eye of the Beholder: Voyeurism and Surveillance in Williams’s Speaker/Reader Matrix.” International Conference of the William Carlos Williams Society: “Dividing and Waning”: Openness and Incompleteness in the Poetic Life of William Carlos Williams, Johann Wolfgang Goethe Universität. Frankfurt, Germany. June, 2007.
- “From *Branches*, and *Touch*,” A poetry reading. Women and Creativity Conference. Marquette University. Milwaukee, WI. March, 2007.
- “Sorting Through Your Character’s Attic: Details, Character Creation, and Community. Pedagogy Papers Forum. Associated Writing Programs Annual Conference. Austin, TX. March, 2006.
- “The Importance of the Arts in Cross Cultural Understanding.” Keynote Address. LANAS (Lithuanian Association for North American Studies) North American Studies: Trends and Patterns. Šiauliai University. April, 2005.
- “Gathering the Grain: Translating Lithuanian Poetry into English.” LANAS (Lithuanian Association for North American Studies) North American Studies: Trends and Patterns. Šiauliai University. April, 2005.
- “Weaving a Symbolic Web.” Pedagogy Papers Forum. Associated Writing Programs Annual Conference. Chicago. March, 2004.
- “Children of Fire.” A poetry reading. The Twentieth Century Literature Conference. University of Louisville. February, 2004.
- “How free it is, you have no idea how free—‘: Plath’s Explorations of Synecdoche.” Sylvia Plath 70th Year Symposium. University of Indiana. November, 2002.
- “Lighting Fire with Fire: Using Poetry to Teach Poetry.” Craft, Critique, and Culture Conference, University of Iowa. April, 2002.
- “The Mask of Metaphor: Borderline Bodies in the Poetry of Alberto Ríos.” Conference on Mexican Literature, Art, and Criticism. University of California, Irvine. April 2001.

“Faculty Service and Professional Roles.” Preparing Future Faculty Summer Conference, Colorado College, July, 1996.

“‘So daddy, I’m finally through’: Plath’s ‘Daddy’ and the Semiotics of Subversion.” Exploring Form and Narrative, West Chester University. June, 1996.

POETRY READINGS

Poetry Reading: *Rods and Koans*. October 23, 2018.
Book Launch, Solo Reader. 1888.Center, Orange, California.

Poetry Reading: *The Last Stone in the Circle*. June 26, 2016.
Book Launch, Solo Reader. Teatro Paraguas, Santa Fe, New Mexico.

Poetry Reading: *The Last Stone in the Circle*. June 25, 2016.
Featured Reader. SOMOS Book Store, Taos, New Mexico.

Poetry Reading: Spoken Word Club of Laguna Woods. June 25, 2013.
Featured Reader. Laguna Woods Community Center, Laguna Woods, California.

Poetry Reading: *Mayo Review* Launch. April 5th, 2013.
Key Note Reader. Texas A&M University at Commerce. Commerce, Texas.

Poetry Reading. Freedom to Read/Banned Books Week. October 4th, 2012.
Featured Reader. Pollak Library, California State University, Fullerton. Fullerton, California.

Poetry Reading. *Straws and Shadows*. September 10th, 2012.
Featured Reader. Humanities and Social Sciences Student Access Center, California State University Fullerton. Fullerton, California.

Poetry Reading. *Straws and Shadows*. August 31st, 2012.
Featured Reader. Tebot Bach Reading Series. Golden West College, Huntington Beach, California.

Poetry Reading. *Straws and Shadows*. August 11th, 2012.
Featured Reader. PoetryPalooza, Claremont, California.

Poetry Reading. *Straws and Shadows*. August 1st, 2012.
Featured Reader. Ugly Mug Café Poetry Reading Series, Orange, California.

Poetry Reading. *Straws and Shadows*. July 28th, 2012.
Featured Reader. BookWorm Bookstore, Omaha, Nebraska.

Poetry Reading. *Straws and Shadows*. July 23rd, 2012.
Featured Reader. Crescent Moon Café, Lincoln, Nebraska.

Poetry Reading. *Straws and Shadows*. Book Launch. July 5, 2012.
Muckenthaler Center, Fullerton, California.

Poetry Reading. Celebrate National Poetry Month. April 28th, 2010.
Featured Reader. California State University, Fullerton.

Poetry Reading. Creative Writing and Composition Conference. April 14th, 2010.
Featured Reader. California State University, Fullerton.

Druskininkai Poetry Festival. October 3-5, 2008.
Featured Reader. Druskininkai, Lithuania.

Poetry, Peace, and the World. April 25, 2007
Featured Reader. Pollak Library, California State University, Fullerton.

Manzanita Literary Fest at Ironstone Vineyards. September 16, 2006.
Poetry reading. *Manzanita*, Vol. 5. Launch and celebration. Murphys California.

Acacia Conference Poetry Reading. February 18, 2006.
Featured Faculty Reader, Graduate Student Conference, California State University, Fullerton.

Pages from American Poetry. April 8, 2005.
Lithuanian English Teachers Association, Department of English Philology, Vilnius Pedagogical
University. Lithuania.

Panevėžio Literatūrinė Žiema. (Panevežys Winter Literature Festival). February 18, 2005.
Vilniaus Rašytojais (Vilnius Writer's Union Delegation). Lithuania.

Featured Reader. May 26, 2004.
The Ugly Mug Caffé Poetry Reading Series.

CSUF Pollak Library Poetry Reading. April 26, 2004.
Poetry Reading. California State University, Fullerton. In celebration of National Poetry Month
and Asian Pacific American Heritage Month.

Poetry as Memory. March 20, 2002.
Poetry Reading. California State University New Faculty Research Series.

Sounding: A Night of Poetry with Dr. Irena Praitis. November 12, 2001.
Poetry Reading at California State University, Fullerton. Sponsored by The Acacia Group.

A Curve Begins. March 29, 2000.
MFA Reading Series, Arizona State University.

SERVICE

Professional Service

Fulbright Scholar Review Board, Creative Writing, Fall 2018.

Jury Member, Plaza Literary Prize, 1888 Center, Santa Ana, CA, Spring 2018.

Judge, Red Mountain Press Poetry Prize, 2017. Red Mountain Press, Santa Fe NM, Fall, 2017.

Editorial Board, *Kalba ir Kontekstai/Language in Different Contexts*, Lietuvos Edukologijos Universitetas, Vilnius, Lithuania. September 2016-present.

Advisory Board, Make It New. San Diego, CA. April 2015-present.

Panel Chair. Great Writing Conference. London, England June, 2014.

Manuscript Reviewer. Donald Hall Poetry Prize. Association of Writers and Writing Programs, George Mason University, Fairfax, VA. Spring, 2010.

Writing Workshop offered to the Palm Springs Writers' Guild. Palm Springs, California. January 16, 2010.

Writing Workshops offered to the Alaska Writers Guild. Anchorage and Wasilla, Alaska. July 26th, August 2nd, August 9th, 2008.

Conference Organizing Panel, Community Colleges and CSUF Connections, Conference in English Studies. Titan Student Union, February 9th, 2007.

Reader and Consulting Editor. *The Five Visits of Archbishop Calderón*, a collection of short stories by Alberto Ríos. April-June, 2006.

Fulbright Teacher Exchange Interviewer/Peer Reviewer. December, 2005.

Fulbright Orientation, Returning Grantee Speaker. July, 2005.

Appointment to board of Reviewers. *Cold Mountain Review*. 2002-Present.

Consulting Editor. *The Kitchen Table Conversation Book* by Alberto Ríos. The book is forthcoming from Prentice-Hall Press.

Reviewer. Poetry Anthology Volume 1, Medieval through 18th Century. Longman Publishing. January, 2004.

University Service

University Curriculum Committee, August 2019-present.

Children's Center Advisory Committee, August 2018-present.

I Can See It Now: Goal Setting and Student Success, GI 2025 Grant Presentation, Assessment Forum, California State University, Fullerton, May 2, 2019.

Faculty Development Center, Storytelling as a Teaching Technique, with Mark Ramont, February 26, 2019.

Fullerton Faculty Leadership Development Program, Spring 2018.

Faculty Award for Exceptional Service to Students, California State University, Fullerton, Academic Senate, 2017.

FDC FEID Grant Review Committee, Spring 2017.

WSCUC Self-Study and Institutional Report Steering Committee. Spring 2017-present.

Planning, Resource, and Budget Committee. Fall 2015-Spring 2018.

Teaching presentations to Guangxi visiting scholars group: 19th and 20th Century US Poetry, Contemporary Poetry, and Creative Writing. Fall 2015.

Interim Director, Freshman Programs. Spring 2015-Summer 2015.

Business Communications Program Performance Review Internal Reviewer, February 23, 2015.

WASC Interim Report reader/editor. Fall 2014-Spring 2015.

General Education Coordinator. Fall 2014.

Humanities and Social Sciences Dean's Search Committee, Spring 2014.

Faculty Development Center, Faculty Coordinator for Excellence and Innovation in Teaching, Fall 2013.

Professional Leaves Committee. California State University, Fullerton. 2013-spring 2015.

University Advancement Committee. Secretary. California State University, Fullerton, 2013-2014.

Faculty Personnel Committee. Chair. California State University, Fullerton. 2010-2013.

Faculty Personnel Committee. California State University, Fullerton. 2009-2010.

Chair, Ad Hoc Senate Committee, Program Discontinuance Department of Modern Languages and Literatures, Spring 2010.

PPI Appeals Committee. California State University, Fullerton. Fall 2009.

University Curriculum Committee. California State University, Fullerton. 2005-2007.

Frostiana,” Reader and Introducer of Frost’s Poetry, May 21, 2006.

Women’s Choir and Men’s Chorus Spring Concert, Director, Robert Istad.

University Curriculum Committee representative to the Ad Hoc Committee for Study Abroad. California State University, Fullerton. Spring, 2006.

College Service

Jr/Sr Grant Review Committee, Spring 2017.

Humanities and Social Sciences Dean’s Fellow. August 2015-May 2016.

Staying the Course Series: How to Use the Faculty. Panel Presenter. College of Humanities and Social Sciences. March 11, 2014.

Professional in-Service Day for Lecturers. Breakout Session Leader: Strategies for Student Persistence. January 17, 2014.

Strategic Planning Committee, Chair, College of Humanities and Social Sciences. California State University, Fullerton, 2013-2014.

Humanities and Social Sciences Faculty Awards Committee. California State University, Fullerton. 2007-2008.

Departmental Service

Department Vice Chair, Fall 2018-present.

Department Student Success Coordinator, Spring 2018.

Department Personnel Committee, Fall 2017-Spring 2018.

Departmental Adviser, Fall 2017-present.

Creative Writing Club, Faculty Adviser, Fall 2016- present.

Ad Hoc English Department Personnel Standards Revision Committee. California State University, Fullerton. Spring 2014.

Ad Hoc Committee, Senior Seminar. California State University, Fullerton, Fall 2012-Spring 2014.

Department Adviser, English. California State University, Fullerton, Fall 2013-Fall 2014.

Graduate Grading Committee, Chair. California State University, Fullerton. Fall 2011-Spring 2014.

Department Adviser, English. California State University, Fullerton. Fall 2011-2012.

Department Council. California State University, Fullerton. 2010-2012.

Graduate Studies Committee. California State University, Fullerton. 2009-2011.

Department Council. California State University, Fullerton. 2007-2010.

Graduate Advisor, English Department. California State University, Fullerton. Spring 2006-2008.

Curriculum Committee. California State University, Fullerton. Spring 2005-2007.

Sigma Tau Delta Faculty Advisor. Fall, 2005.

Opportunities in Creative Writing. March 28, 2004
Publishing and editing presentation to Sigma Tau Delta English Honor Society.

M.F.A. and PhD Programs: Charting a Course Through Academia. October 16, 2003.
Graduate school and professional advice presentation to The Acacia Group.

“To You, Scholars of Human Complexity.” May 30, 2003.
Keynote Speaker, Sigma Tau Delta Graduation Reception.

Graduate Studies Committee. California State University, Fullerton. 2002-2004.

Department Council. California State University, Fullerton. 2002-2004.

Composition Committee. California State University, Fullerton. 2001-2002.

Community Service

Carleton College Externship Program, Host, December 2017.

Carleton College Externship Program, Host. December, 2016.

Local Authors Day. Fullerton Public Library. November 7th, 2015.

Poetry, Memory, History. Fullerton Public Library Town and Gown Presentation. April 13th, 2010.

Patron of the Libraries Lecture Series: The Poetry of Joan Greenwood. November 15, 2009. Pollak Library, California State University, Fullerton.

Yorba Linda Public Library Monthly Book Discussion Group, Discussion Leader. Fall 2009-Summer 2010.

Love and Forgiveness, Book Club Series. A discussion of *The Selected Works of Rumi*. Yorba Linda Public Library, May 27, 2009.

Love and Forgiveness, Book Club Series. A discussion of *The History of Love*. Yorba Linda Public Library. March 30, 2009.

Town and Gown Presentation at the Fullerton Public Library. Celebrate National Poetry Month. April 8, 2008.

OLLI Campus Authors. A Presentation on Poetry. Ruby Gerontology Center. September 28th 2007.

Poetry, Peace, and the World. A day of poetry readings at the Pollak Library. Main organizer. April 25, 2007.

Writer and Editor. READ/OC promotional brochure. February-April, 2007.

Celebrating Diversity and the Creative Spirit. Two days of poetry readings at the Pollak Library. Main organizer. April 24, and April 26, 2006.

Poetry Across Cultures. Community group that meets once a month to read, translate, and share poetry. Spring 2006-present.

Grant Committee Member. Cesar Chavez Heroes Project Service Learning Grant. Cesar Chavez Day of Service and Learning. Governor's Office on Service and Volunteerism. Spring, 2002 and Fall 2003.

Summer Youth Writing Camp Coordinator. California State University, Fullerton, Summer 2002. Developed multiple age creative writing curriculums. Mentored teachers and teaching aides.

Previous Service Experience

Arizona Artist Roster. Arizona Commission on the Arts. Phoenix, AZ. 2000-2002.
Writers in the Schools, Creative Writing.

Assistant Managing Editor. *Hayden's Ferry Review*. Arizona State University. Tempe, AZ.
2000-2001.

Associate Editor, Copy Editor. *Hayden's Ferry Review*. Arizona State University. Tempe, AZ.
Spring 2000.

Preparing Future Faculty (PFF). Arizona State University. 1999-2000.
Cluster Coordinator, developing and organizing PFF seminars, facilitating partnerships between
Arizona State and the cluster campuses including the Maricopa Community Colleges,
Grand Canyon University, and Arizona State University West and East campuses, and
establishing mentoring relationships between doctoral students at Arizona State and
faculty at the partner institutions.

University Commencement Task Force. Arizona State University. July-September, 1999.
Reconfiguring University-wide commencement to reconfirm importance of communal and
ceremonial components and to enhance student participation.

Teaching Assistant Orientation. Arizona State University, Graduate College. August, 1997.
Planning and presentation of university-wide diversity workshop for new teaching assistants.

Preparing Future Faculty Fellow. Arizona State University. August, 1995-April 1997.
Program funded by the Pew Charitable Trusts which exposes graduate students to various
academic environments and prepares them for the challenges of a career in academia.

Preparing Future Faculty Steering Committee. Arizona State University. 1996.
Participate in the planning, implementation and future expansion of the Preparing Future Faculty
program.

University for the Next Century. Arizona State University. October, 1995.
Member of the Student Constituencies sub-committee of the University for the Next Century
Task Force which developed a proposal to prepare Arizona State University for the 21st
Century and beyond.

ARTIST RESIDENCIES

The Sights and Sounds of Poetry. January-February, 2001.
An artist's residency with third graders at Desert Willow Elementary, Cave Creek, AZ.

KidsCreate: A Journey from A-Z. September-October, 2000.
A poetry, book arts, and computer literacy program for 10-14 year old children sponsored by the
Maricopa County Public Libraries and the Arizona Museum for Youth.

Demystifying the Poem. August 16, 2000.

A hands-on workshop to introduce poetry-teaching practices to elementary and middle-school teachers in the Phoenix Washington School District.

Finding the Voice Within. April 12, 2000.

A poetry writing workshop for Senior Citizens at the Paiute Community Center in Scottsdale, AZ.

GRADUATE RESEARCH POSITIONS

Research Assistant. Arizona State University. Spring, 2001.

Research for Regents' Professor Alberto Ríos.

Graduate Assistant. Arizona State University. 1999-2000.

Preparing Future Faculty Cluster Coordinator, Graduate College.

Research Assistant. Arizona State University. 1997-1999.

Research for Regents' Professor Alberto Ríos.

Research Assistant. Arizona State University. 1995-96.

Research for Dr. Mark Lussier.

Research Assistant. Arizona State University. May 1996-August 1996.

ITER Renaissance Bibliography Project.

Research Assistant. Arizona State University. August 1993-August 1994. June-August 1995.

Arizona Center for Medieval and Renaissance Studies.

UNDERGRADUATE AND GRADUATE HONORS AND AWARDS

Regents Academic Scholarship. Arizona State University. 1999-01.

Graduate Assistant Tuition Scholarship. Arizona State University. 1999-01.

Graduate Non-resident Scholarship. Arizona State University. 1993-99.

Dean's Scholarship. Washington University. 1991-92.

William Carleton Scholar. Carleton College. 1985.

Arthur Erickson Scholarship. Carleton College. 1985-1989.

McDonald Scholarship. Carleton College. 1985-1989.

PROFESSIONAL MEMBERSHIPS

Associated Writing Programs

Academy of American Poets

Chris Ruiz-Velasco

Associate Professor of English and Comparative Literature
 California State University
 Fullerton, CA 92634
 Office: (657) 278-3446
 Department: (714) 278-3163

EDUCATION: 2001 Ph. D. English University of California, Riverside
 1996 MA University of California, Riverside
 1994 BA California State University, Fullerton

**RESEARCH AND
 TEACHING**

INTERESTS: American Literature: 20th Century
 American Literature to 1900
 Critical Whiteness Studies
 Masculinity
 Detective fiction
 African American Literature
 British and American Modernism
 Postmodernism
 20th-21st Century Critical Theories

TEACHING

EXPERIENCE: 2007-Present Associate Professor, California State University,
 Fullerton
 2001-2007 Assistant Professor, California State University,
 Fullerton
 1998-2001 Lecturer, California State University,
 Fullerton
 1996-98 Adjunct Instructor, Cypress Community College,
 Cypress California
 1995-97 Teaching Assistant, University of California,
 Riverside

COURSES

TAUGHT: California State University, Fullerton
 English 99: Developmental Writing
 English 101: Beginning College Writing
 English/CpLit 111: Literature of the Western World
 Renaissance-19th Century
 English 200: Introduction to Literature
 English 212: British Literature from 1760
 English 221: American Literature to Whitman
 English 222: American Literature from Twain to the Present
 English 300: Analysis of Literary Forms

English 301: Advanced College Writing
 English 303: The Structure of Modern English
 English 306: Creative Nonfiction
 English 307: Advanced College Writing
 English 321: California Fiction
 English 423: Early American Literature
 English 462: Modern British and American Novels
 English 463: Contemporary Novels
 English 492: Modern Critical Theory
 English 525: The Postwar Novel in English
 English 525: The American Novel
 English 525: American Literature to 1865
 English/CpLit 525: The Novel Since 1950
 English 571T: William Faulkner
 English 571T: Hemingway and Fitzgerald
 Humanities 350T: Guatemalan Life and Culture

TEACHING AWARDS:

Champion Award, Outstanding Teaching and Service, Acacia Group, CSUF, 2005.
 Champion Award, Outstanding Teaching and Service, Acacia Group, CSUF, 2006.
 Champion Award, Outstanding Teaching and Service, Acacia Group, CSUF, 2011.
 Champion Award, Outstanding Teaching and Service, Acacia Group, CSUF, 2012.

ASI Outstanding Educator of the Year, College of Humanities and Social Sciences 2007
 2008.

PUBLICATIONS: “Space, Conflict and Memory in *Shaft: A Complicated Man*.”
Performativity, Social Construction and the Graphic Narrative, Ed. by Leigh Anne Howard and Susanna Hoeness
 Krupsaw. Routledge, 2019.

“‘Lost in these Damn White Halls’: Power and Masculinity in
 Walter Mosley’s Fiction.” *Midwest Quarterly*. Fall 2010.

“Order Out of Chaos: Whiteness, White Supremacy, and Thomas
 Dixon Jr. Ed. Kostas Myrsiades. *College Literature*. Fall
 2007.

“‘The *Burra* in Ana Castillo’s ‘Burra, Me,’ ‘La Burra Mistakes
 Friendship with a Lashing,’ and ‘The Friend Comes Back to
 Teach the Burra.’” Ed. Paul Haynos. *The Explicator*.
 Winter 2007.

“Ana Castillo.” *Contemporary American Women Poets*. Ed.
 Catherine Cucinella. West Port, Conn: Greenwood Press,
 2002.

“Gloria Naylor.” *Contemporary American Women Fiction Writers*.
 Ed. Laurie Champion and Rhonda Austin. West Port, Conn:
 Greenwood Press, 2002.

“Sutton Griggs.” *American National Biography*. Ed. Meg

Dietrich. Cary: Oxford UP, 1998.

“Michael Herr.” *Oxford Guide to Twentieth Century Literature in English*. Ed. Jenny Stringer. Oxford: Oxford UP, 1996.

“John Guare.” *Oxford Guide to Twentieth Century Literature in English*. Ed. Jenny Stringer. Oxford: Oxford UP, 1996.

- PRESENTATIONS:** “Walter Mosley’s Other Detective in an Other Place.” Pacific Ancient and Modern Language Association. San Diego, California, October 2013.
- “Body on the Extreme.” Pacific Ancient and Modern Language Association. San Diego, California, October 2013. Panel Organizer.
- “Walter Mosley and Chester Himes: Space and Race.” Pacific Ancient and Modern Language Association. Seattle, Washington, October 2012.
- “Space and Race.” Pacific Ancient and Modern Language Association. Seattle, Washington, October 2012. Panel Organizer.
- “‘Down in the White World with No Place to Go’: Whiteness and Place in the Novels of Chester Himes and Walter Mosley.” American Literature Association Conference. San Francisco, California. May 2012.
- “Placed and Raced in America: Place, Race, and Gender Identity from Three Centuries of American Literature.” American Literature Association Conference. San Francisco, California. May 2012. Panel Organizer.
- “Narrative, Tragic Comedy, and Identity in Faulkner.” California American Studies Association. Claremont, California. April 2012. Panel Moderator.
- “Space and Race in Walter Mosley’s Fiction.” Pacific Ancient and Modern Literature Association. Claremont, California, November 2011.
- “Poetry and Poetics: The Here, the Feminine, and the Sublime.” Pacific Ancient and Modern Language Association. Claremont California, November 2011. Session Chair.
- “Whiteness and Masculinity in the Novels of Chester Himes.” American Literature Association Conference. Boston, Massachusetts. May 2011.
- “Secrecy and Identity in Paul Auster’s *The Book of Illusions*.” Twentieth Century Literature Conference. Louisville Kentucky, February 2005.
- “T’se de Trick: Race and Paranoia in American Fiction” South Atlantic Modern Language Association. Roanoke, Virginia. November 2004.
- “Power and Masculinity in Walter Mosley’s Fiction.” Twentieth Century Literature Conference. Louisville Kentucky,

- February 2004.
- “Trujillo’s Gaze: Power and Masculinity in Mario Vargas Llosa’s *The Feast of the Goat*.” Vernacular: The International Colloquium for Vernacular, Hispanic, Historical, American, and Folklore Studies. Puebla Mexico, October 2003.
- “The Book of Thoth: Paranoia, History, and Narrative in *Mumbo Jumbo*.” Twentieth Century Literature Conference. Louisville Kentucky, February 2003.
- “Violence and Masculinity in *The Wild Bunch*.” The American West(s) in Film, Television, and History. Kansas City, Kansas, 2002.
- “Stopping the World: Narrative Nationalism, and Paranoia in Don DeLillo’s *Libra*.” Twentieth Century Literature Conference. Louisville Kentucky, February 2001.

FELLOWSHIPS:	1999-2000	University of California, Riverside Department of English Dissertation Fellowship
	1998-1999	University of California Dissertation Year Fellowship Award
	1994-1998	EOPS Fellowship

ACADEMIC SERVICE:

2018-Present	Department Grading Committee
2016-Present	Chicano and Chicana Studies Personnel Committee
2016-Present	Department Graduate Studies Committee
2015-2017	International Education Committee
2015-2017	Department Scholarships and Awards Committee
2014-2014	Ad Hoc Committee for the School of Music
2013-2015	Chair, Department Curriculum Committee
2013-2015	Department Curriculum Committee
2012-2013	Chair, Department Personnel Committee
2010-2012	Representative, Academic Senate
2011-2012	Search Committee-Chicana and Chicano Studies Department
2011-2013	Department Personnel Committee
2010-2013	Internship & Service Learning Committee
2010-2011	Chair, Master’s Exam Grading Committee
2010-2011	Department of English Curriculum Committee
2007-2009	Department Personnel Committee
2005-2006	Chair, Library Committee
2004-2005	Library Committee
2005-2006	Chair, Master’s Exam Grading Committee
2004-2005	Master’s Exam Grading Committee
2003-2005	Department of English Curriculum Committee

2002-2003 Search Committee-Chicana and Chicano Studies
Department
2002-2003 Chair, Department of English Graduate Studies
Committee
2001-2002 Department of English Graduate Studies
Committee

**PROFESSIONAL
ORGANIZATIONS:**

Modern Language Association
Pacific Ancient and Modern Language Association

Dr. David Sandner
1530 Ponderosa Ave. • Fullerton, CA • 92835
(714) 883-2932 • dsandner@fullerton.edu

Curriculum Vitae

Education

Ph.D., University of Oregon, English (Romanticism, Popular Literature), 2000
Dissertation: The Fairy Way of Writing: Fantastic Literature from the Romance Revival to Romanticism

M.A., San Francisco State University, English (Romanticism, Children's Literature), 1995
Thesis: The Fantastic Sublime: Romanticism and Transcendence in Nineteenth-century Children's Fantasy Literature

Teaching Credential, California Secondary Education, English, SF State, 1993
B.A., University of California at Santa Cruz, English and Creative Writing, 1988

Teaching Experience

Full Professor, CSUF, Fullerton, CA (2011-present); Associate Professor, (2006-2011); Assistant Professor (2003-2006)

Visiting Assistant Professor, Texas Christian University, Fort Worth, TX (2002-2003); Shippensburg University, PA (2000-2001); Grinnell College, IA (2001-2002)

Graduate Teaching Fellow, University of Oregon, Eugene, OR (1996-2000)

Publications—Book-length scholarly work

Philip K. Dick, Here and Now—forthcoming from McFarland, 2019
Collection drawn from 2016 PKD Conference and CFP. Includes keynotes by Ursula Heise and Jonathan Lethem, and papers from leading PKD scholars.

Ed., Revised Edition, *The Treasury of the Fantastic: Romanticism to the Early Twentieth Century* (Berkeley: North Atlantic, 2001. Rptd in San Francisco: Tachyon, 2013.)
Collection of classic fantastic works, both genre and mainstream, fiction and poetry, literature for children and for adults, from the nineteenth and early twentieth centuries.

Critical Discourses of the Fantastic, 1712-1831 (Farnham: Ashgate, 2011)
Engages early critical definitions and defenses to assert the importance of fantastic literature to the development of the 18th- and early 19th-century discourse of the sublime. Finalist for the 2014 and 2013 Mythopoeic Award for Fantasy Scholarship.

Ed., *Fantastic Literature: A Critical Reader* (Westport, CT: Praeger, 2004).
Comprehensive survey and assessment of criticism on the fantastic from Joseph Addison and Ann Radcliffe in the 18th century to modern critics Mikhail Bakhtin and Fredric Jameson.

The Fantastic Sublime: Romanticism and Transcendence in Nineteenth-century Children's Fantasy Literature (Westport, CT: Greenwood, 1996).
Theorizes the influence of the Romantic sublime on the development and popularity of nineteenth-century children's fantasy.

Digital Humanities Websites/Related Events:

Head Designer, *The Frankenstein Meme* website, Presently active at www.frankensteinmeme.com

Searchable database archiving works influenced by Mary Shelley's *Frankenstein* over 200 years—including timelines, maps, and discussions of key developments. Set up engaged students from my classes Spring 2017 to Fall 2018.

Curator, *The Frankenstein Meme Art Show and Special Collections Display*, Atrium Gallery, Pollak Library, CSUF, October-December, 2018.

Curated with engagement from my Fall, 2018 students. Collaboration between English Department, Art Department, and Special Collections in the Pollak Library

Chair, *Philip K. Dick Conference*, April 29-30, 2016, Titan Student Union, CSUF

International conference for faculty, graduate students and independent scholars on Philip K. Dick, who donated his papers to Pollak Library's Special Collections. Organized writing workshops, the academic conference, an undergraduate symposium, panels and keynotes.

Curator, *Philip K. Dick, Here and Now*, Atrium Gallery, Pollak Library, CSUF, April 2016

Art Show and Special Collections Display, a collaboration between the English Department, the Art Department, and Special Collections, including engagement by students, curating our library's sf holdings on PKD, pulp magazines, and other key manuscripts and items.

Earlier archived websites: Head Designer, *SF at CSUF* (Science Fiction at California State University, Fullerton) Fall, 2015 and *Philip K. Dick in Orange County* (Spring, 2014)

<https://sfatcsuf.wordpress.com/> and

<https://sites.google.com/a/fullerton.edu/philip-k-dick-in-the-oc/home>

Website created with students. Central information hub for the 2016 Philip K. Dick Conference. Hosted conference blog, but much more on sf community at CSUF, including a zine, Startling Steampunk Stories, and links to the sf community in the OC. Included expanded information from our original site studying Philip K. Dick's special relationship with CSUF in the last ten years of his life. Includes digital maps of his works, such as *A Scanner Darkly*, biographical information, and scholarly work on the papers he left in Special Collections.

Publications—Selected Essays

“Frankenstein By The Numbers.” In progress.

“Fantasy in the Age of Gaslighting: Ursula Le Guin and Percy Shelley on Politics and the Imagination.” In progress.

“Fantasy.” *The Cambridge History of Children's Literature in English, Volume One, Origins to 1830*. Eds. Eugene Giddens, Zoe Jaques, and Louise Joy. (Cambridge, UK: Cambridge University Press, forthcoming 2022)

Entries “Anon., *The Cottagers of the Lakes* (1816)” and “Emily Clark, *Tales at the Fire Side* (1817)” *The Cambridge Guide to the English Novel, 1660-1820*, Ed. April London. (Cambridge, UK: Cambridge University Press, forthcoming.)

“Rambles in the Fantastic: Digital Mapping Mary Shelley's *Frankenstein* and *The Last Man*” Accepted in *Spaces of the Fantastic*, Edited by David Punter (University of Bristol) and C. Bruna Mancini (Università della Calabria), (Routledge, forthcoming.)

“Introduction: On Your Last Chance to Be Human...On It Being Already Too Late....” [The Aramchek Dispatch: Philip K. Dick Edition](#). Eds. Christine Granillo, Emily Robles, and

Nicole Vandever. (Fullerton, CA: SFFLC and the CWC, 2016.)

- “Introducing the Ghost of the Simulacrum of the Presence of the Memory of the Writer Who Lived with Us Here in this Place: On Philip K. Dick in Orange County.” Philip K. Dick in Orange County. Eds Christine Granillo and Jesse LaTour. (Fullerton, CA: Hibbleton, 2015).
- “‘Put a Glide in your Stride and a Dip in your Hip and Step on to the Mothership’: P.Funk’s ‘Mothership Connection (Starchild)’ and the Tropes of Science Fiction.” Popular Culture Review 25.2 (Summer 2014).
- “Critical and Historical Contexts: The Emergence and Evolution of the Fantastic.” Critical Insights: The Fantastic. Ed. Claire Whitehead. (Pasadena, CA: Salem Press, 2012)
- “Meat Shots, Gorelets, Severed Hands and the Uncanny in Your Inbox: Michael Arnzen’s New Directions in Horror.” Dissections: The Journal of Contemporary Horror. Spring 2007. www.simegen.com/writers/dissections/dissections_contents_page.html. Rptd. in The Gorelets Omnibus. Michael A. Arnzen. (Bowie, MD: Raw Dog Screaming Press, 2012). Also rptd. in The Best of Dissections: The Journal of Contemporary Horror (Bristol: Dissections, 2012.)
- “Joseph Addison: The First Critic of the Fantastic.” Journal of the Fantastic in the Arts 11.1 (Fall 2000), 52-61. Rpt. in Literature Criticism from 1400-1800. Ed. Tom Schoenberg. Vol. 146 (Detroit: Gale, 2008).
- “Supernatural Modernity in Walter Scott’s Redgauntlet and James Hogg’s Private Memoirs and Confessions of a Justified Sinner.” Extrapolation. 48.1 (Spring, 2007), 73-83.
- “Between Eucatastrophe and Grace: J.R.R. Tolkien and Flannery O’Connor.” Soundings: An Interdisciplinary Journal. 89.1-2 (Spring/Summer 2006), 171-98.
- “Theorizing the Fantastic: On Editing Fantastic Literature: A Critical Reader and the Six Stages of Fantasy Criticism.” Journal of The Fantastic in the Arts 16.4. (Winter 2006), 277-301.
- “‘Joy Beyond the Walls of the World’: Entering the Secondary Realms of J.R.R. Tolkien’s The Hobbit and C.S. Lewis’s Narnia Chronicles.” J.R.R. Tolkien and his Literary Resonances. (Westport, CT: Greenwood Press, 2000). 133-46.
- “Habituated to the Vast: Ecocriticism, The Sense of Wonder and the Wilderness of Stars.” Extrapolation 41.3 (Fall 2000), 283-97.
- “The Little Puzzle: The Two Shipwrecks in Charlotte Brontë’s Villette.” English Language Notes 36.3 (March 1999), 67-75.
- “Tracking Grendel: The Uncanny in Beowulf.” Extrapolation 40.2 (Summer, 1999), 162-76.
- “Shooting for the Moon: Méliès, Verne, Wells and the Imperial Satire.” Extrapolation 39.1 (Spring 1998), 5-25.
- “‘Up-to-date with a Vengeance’: Modern Monsters in Bram Stoker’s Dracula and Margaret Oliphant’s ‘The Secret Chamber.’” The Journal of the Fantastic in the Arts 8.3 (Summer 1998), 294-309.

“From the Romantic to the Fantastic Sublime,” *Mythlore* 22.1 (Autumn, 1997), 4-7.

“Mr. Bliss and Mr. Toad: Hazardous Driving in J.R.R. Tolkien’s *Mr. Bliss* and Kenneth Grahame’s *The Wind in the Willows*.” *Mythlore* 21.4 (Winter, 1997), 36-8.

Professional Writing Affiliations:

Active Member, SFWA (The Science Fiction and Fantasy Writers of America)

Active Member, HWA (Horror Writers of America)

Both require three professionally-published stories for Active membership.

Publications—Selected Professionally-published Fiction:

Mingus Fingers, Fairwood Press, 2019. Forthcoming novelette-length book.

“A Killer Doesn’t Kill Because He Has a Knife” (poem). Forthcoming in *HWA Poetry Showcase*, Vol. VI, 2019

“What You Need To Know About Monsters” and “The Frankenstein Limericks” (poems). *Dissections* (March, 2019)

“Stinky, Stinky, Little Pig.” *Space and Time* magazine. December, 2018.

“Crack.” *Dissections* (March, 2018)

“Bury Them Deeper.” *D.O.A. III* Anthology (Blood Bound Books, April, 2017).

“Sunrise with Sea Monsters.” *Mythic Delirium* 4.1, July-September 2017.

“Old Foss is the Name of His Cat.” *Clockwork Phoenix* (Los Angeles, CA: Norilana, 2008); Rptd. in *Tails of Wonder and Imagination* (San Francisco, CA: NightShade, 2010). Audio presentation at pod-casting site, *PodCastle 389* (November, 2015).

“Ode to Aliens Eating My Brain (poem).” *Philip K. Dick in Orange County* (Hibbleton, 2015).

“Lost October.” Co-written with Jacob Weisman. *Pulp Eternity* (September, 1998), 34-8. Rpt. in *Baseball Fantastic* (Quarry, 2000), 87-99. Rpts. in *Field of Fantasies: Baseball Stories of the Strange and Supernatural* (Night Shade, 2015).

“Counterclockwise Sideways Down (4am in Wonderland)” and “Goblin Moon” (poems). *Dissections* (March, 2015) <http://www.simegen.com/writers/dissections/>

“The Wizard of Ashes and Rain.” *Weird Tales* 58.1 (325) (Fall 2001), 36-47. Rpt. in *The Mammoth Book of Sorcerers’ Tales* (New York: Carrol & Graf, 2005), 384-407.

“Enchanted Ground.” *Realms of Fantasy* (June 2000), 46-9.

“The Cry of Those Waiting Under the Bridge” (poem). *Weird Tales* 56.2 (Winter 99/00), 61.

“The Possibility of Love on Mars” (poem). *Asimov’s SF* 23.6 (June, 1999), 6.

“I Met a Traveler from an Antique Land.” *Realms of Fantasy* (October, 1998), 40-4; 78.

“Egyptian Motherlode.” Co-written with Jacob Weisman. *Realms of Fantasy* (April, 1998), 46-53; 84

“Of Roses and Dragons.” *Dragons: An Anthology*. (Sovereign Seal Books, 1995), 34-41.

“Country Mouse, City Mouse.” *Pulphouse 19* (July, 1995), 42-3.

Splatter Us, Clatter Us (poem), *Asimov’s SF 14.3* (March, 1990), 121. (Rep. in Brazilian Edition.)

Awards, Teaching and Scholarship

- 2019 Humanities and Social Sciences Award for Outstanding Teaching, H&SS, CSUF
- 2018 Legacy Award for Excellence in Scholarly and Creative Activity and Innovations in Pedagogy, presented by the College of Humanities and Social Sciences, CSUF
- 2018 IMPACT Certificate, awarded to faculty who complete at least four courses offered through the Faculty Development Center that promote high impact practices in teaching
- 2017 Faculty Recognition: Teaching Excellence, presented by the Faculty Development Center, CSUF
- 2017 Open Education Resources Certificate, Faculty Support Services and Online Education and Training, CSUF
- 2016 Atara Stein Award for Service, presented by Acacia Group
- 2016 Faculty Award, exceptional mentoring, SFFLC
- 2016 Faculty Champion Award, Acacia Group, CSUF
- 2014 and 2013 Finalist, Mythopoeic Scholarship Award for Myth and Fantasy Studies, presented by the Mythopoeic Society, for *Critical Discourses of the Fantastic, 1712-1831* (Ashgate, 2011)
- 2014 Faculty Award, for being an Exceptional Mentor, presented by Acacia (English Graduate Students Association), CSUF
- 2014 Annual Author Award, presented by the Provost and Vice President for Academic Affairs, CSUF, for *The Treasury of the Fantastic* (Tachyon, 2013)
- 2012 Annual Author Award, presented by the Office of the President, Vice President for Academic Affairs, and the Faculty Development Center, CSUF, for *Critical Discourses of the Fantastic, 1712-1831* (Ashgate, 2011)
- 2010 Outstanding Scholarship and Creative Activity, presented by the Office of the President, Vice President for Academic Affairs, and the Faculty Development Center, CSUF
- 2008 Outstanding Faculty Recognition for Teacher Scholars: Exceptional Teaching Effectiveness, from the Office of the President, Vice President for Academic Affairs, and the Faculty Development Center, CSU, Fullerton
- 2007 Outstanding Scholarship and Creative Activity, presented by the Office of the President, Vice President for Academic Affairs, and the Faculty Development Center, CSUF
- 2007 Champion Award, Distinguished Teaching and Service, presented by Acacia (English Graduate Students Association), CSUF
- 2006 Champion Award, Distinguished Teaching and Service, presented by Acacia Group, CSUF
- 2000 Everett D. Monte Graduate Fellowship, University of Oregon
- 2000 Graduate Student Essay Award, International Conference of the Fantastic in the Arts
- 1998 Oral Qualifying Exam, with Distinction, University of Oregon
- 1995 Honorable Mention, Distinguished Graduate Student Award, San Francisco State University

Competitive Grants Earned

- 2018 Pollak Library Collection Grant for \$2300
- 2018 **SFWA Grant** to support the Villa Diodati Creative Writing Workshop as part of the

- Frankenstein Meme project, given by the Science Fiction and Fantasy Writers of America.
- 2017 **Senior Faculty Research Grant: The Frankenstein Meme**, The Office of research and Sponsored projects, CSUF, release time to begin project
- 2016 **Instructionally Related Activity Grant: Art Exhibit: Philip K. Dick—Here and Now**, Associated Students, Inc., \$5000, Spring. This grant will pay for the designers, promotion, signage and other related costs of the art show.
- 2016 **Faculty Mentorship of Undergraduate Research and Creative Activities Grant**, Office of Research, Creative Activities and Technology Transfer, \$1250, Spring. Paid for students to run a creative writing workshop and a panel at the PKD Conference with writers Tim Powers and James Blaylock
- 2016 **Miscellaneous Course Fees**, Dean’s Office, Humanities, \$4000. This grant helped fund the PKD Conference, including keynote speakers, and all other related costs.
- 2014 **Faculty Enhancement and Instructional Development Grant**, “Digital Literary Studies: Bridging the Research Gap,” 3 wtus, Fall, 2014.
- 2013 **Semester Abroad Program in London**: Selected to teach in CSUF’s Semester Abroad program based in London, England, by the College of Humanities and Social Sciences
- 2012 **Summer Research Grant**, Digital Literary Studies, Dean’s office, College of Humanities and Social Sciences, College Research and Grants Committee, Summer/12
- 2010 **Summer Abroad Program in Italy**: Selected to teach in CSUF’s Summer Abroad program based in Florence, Italy, by the College of Humanities and Social Sciences
- 2010 **Junior Faculty Research Grant**, “Mary Shelley, Journal of Sorrow,” granted by the Office of the President, Auxiliary Services, and the University Research Committee, S/2010
- 2009 **Sabbatical Leave**, “The Triumph of Death,” CSUF, granted by the Office of the President, Vice President of Academic Affairs, and the Professional Leaves Committee, F/09
- 2009 **Summer Research Grant**, research for “The Triumph of Death,” Dean’s office, College of Humanities and Social Sciences, College Research and Grants Committee, Summer/09
- 2008 **The Faculty Development Center’s Summer Training Institute**, “Enriching Your Classes with Meaningful Online Communication: Designing, Facilitating, and Assessing ^[1]_[SEP] Synchronous and Asynchronous Online Discussion,” funded by a University Mission & Goals grant, CSUF
- 2006 **Untenured Faculty Development Grant**: “New Directions in Popular Literature: Emergent Media and Horror Fiction,” FDC, CSUF, release time (one course), SP/06, to manage and chair a paper session at the International Conference of the Fantastic in the Arts
- 2004 **Untenured Faculty Development Grant**: “Fantastic Literature: A Critical Reader,” Faculty Development Center, CSUF, release time (one course), SP/04, to complete book manuscript

Courses Taught—

19th-century British Literature courses

Romanticism (undergraduate and graduate versions)

Victorian Novel

Gothic Novel

Major British Writers: Romance

Byronic Hero (graduate course)

Digital Humanities

Digital Literary Studies (undergraduate course)

Creative Writing/Composition

Beginning Creative Writing

Intermediate Creative Writing

Advanced Creative Writing
Composition, Advanced College Writing, Writing for English Majors
Advanced College Writing (online)
Project Writing for Graduate Students (MA Project writing class)

Popular Literature/YA/Children's Literature

Critical Approaches to Popular Literature (graduate theory course)
Latino/a SF and Afrofuturism (proposed for 2019)
Science Fiction
Fantasy Literature
Horror Literature
Children's Literature
Young Adult Literature
Literature for Jr. and Sr. High School (English Secondary Education teacher-training course)

Surveys and Introductions to Literature

British Literature from 1760 (also taught as Traditions of English Literature II)
Introduction to the English Major (comprehensive survey, Beowulf to contemporary literature)
Introduction to Graduate Studies
Fundamentals of Literary Analysis
Narrative
Introductions to Literature, Poetry, Fiction, and Drama
Shakespeare on Film

Selected Conferences and Presentations

Chair, "Inventing Dracula" panel, Acacia Conference, CSUF, Fullerton, CA, March, 2019.

"Frankenstein By the Numbers," *International Conference of the Fantastic in the Arts*, Orlando, FL, March, 2019.

"On the Frankenstein Meme," Keynote, *Acacia Conference*, CSUF, March, 2018.

Moderator, "The Frankenstein Meme," panel discussion with writers Theodora Goss, John Kessel, Kathleen Ann Goonan, and Eileen Gunn, *International Conference of the Fantastic in the Arts*, Orlando, FL, March, 2018.

"Designing the Frankenstein Meme," *Science Fiction Research Association Conference*, Riverside, CA, May, 2017.

"Introduction to *Frankenstein* play," talk, HSS/COTA Collaboration event before campus production of *Frankenstein*, CSUF, October, 2017

Author's Reading, StokerCon, April, 2017

"Kij Johnson's 'The Dream-Quest of Velitt Boe and the Politics of the Fantastic,'" *International Conference of the Fantastic in the Arts*, March, 2017.

Author's Reading, *International Conference of the Fantastic in the Arts*, March, 2017.

“Introduction to Blade Runner,” *Acacia Film Screening*, H&SS Week, CSUF, Fullerton, CA, April, 2016.

“Philip K. Dick in the OC,” *Orange County Science Fiction Association*, Orange, CA, April, 2016.

“Archiving the Future: Dr. Willis McNelly and the Science Fiction Collection in CSUF’s Special Collections.” *Frank Herbert’s Dune: A 50th Anniversary Celebration*. Pollak Library, October 2015

Through a Weird Sublime Darkly: Ursula Le Guin, Ethical Politics, and Fantasy Literature, *International Conference of the Fantastic in the Arts*, Orlando, FL, March, 2015 and *Acacia Conference Keynote Address*, Fullerton, CA, April, 2015.

Darkly Scanning *A Scanner Darkly*: “Philip K. Dick in the OC” and Teaching Digital Literary Studies, *PAMLA*, Riverside, CA, October, 2014

Panelist, “Rereading the Canon,” The International Conference of the Fantastic in the Arts, Orlando, FL, March, 2012

Moderator, “Re-reading Children’s Literature,” Acacia Conference, Fullerton, CA, 2012

“Mary Shelley Reading,” Fullerton Library Town and Gown reading series, Fullerton Public Library, Fullerton, CA, 2010.

Reading, “His Unburned Heart,” 31st International Conference of the Fantastic in the Arts, Orlando, FL, March, 2010.

“Mary Shelley: The Triumph of Death,” Department Symposium Series, moderator, Chris Westgate, English Dept., CSUF, Fullerton, CA, March, 2009;

Panelist, “Slipstream: A Symposium,” moderator, Claire Phillips, Skylight Books, Los Angeles, CA, sponsored by UC Irvine and Cal Arts, Feb, 2009.

“The Slipstream Sublime: Between ‘Sense of Wonder’ and ‘Feeling Very Strange.’” 29th International Conference of the Fantastic in the Arts, Orlando, FL, March 2008

“‘Put a Glide in your Stride and a Dip in your Hip and Step on to the Mothership’: P.Funk’s ‘Mothership Connection (Starchild)’ and the Tropes of Science Fiction.” 28th International Conference of the Fantastic in the Arts, Ft. Lauderdale, FL, March, 2007.

Chair, Panel: “The Work of James Tiptree Jr.” 28th International Conference of the Fantastic in the Arts, Ft. Lauderdale, FL, March, 2007.

“What We Talk About When We Talk About Fantasy Literature: A History of Critical Movements.” 64th World Science Fiction Convention, Anaheim, CA, Aug. 23-27, 2006

“A Fatal Plunge into the Fantastic: Sublime Transformations Beyond the Limits of the Imagination in Carroll’s Snark and Gray’s Bard.” 33rd Children’s Literature Association Conference, Manhattan Beach, California, June 8-10, 2006.

“Meat Shots, Gorelets, Severed Hands and the Uncanny in Your Inbox: Michael Arzen’s New

Directions in Horror.” 27th International Conference of the Fantastic in the Arts, Ft. Lauderdale, FL, March, 2005.

Keynote Lecture, “Theorizing the Fantastic: On Editing Fantastic Literature: A Critical Reader and the Six Stages of Fantasy Criticism.” Thirteenth Annual Acacia Group Conference for Literary Studies, Fullerton, CA, Spring, 2005.

Chair, Fantasy Theory Roundtable, 26th International Conference of the Fantastic in the Arts, Ft. Lauderdale, FL, March, 2004

“Between Dystastrophe and Grace: J.R.R. Tolkien and Flannery O’Connor.” 26th International Conference of the Fantastic in the Arts, Ft. Lauderdale, FL, March, 2004.

“Studying Narrative through the Protocols of Popular Genres: An Opening Exercise in Critical Reading.” The English Association of the Pennsylvania State University 2001 Conference. Kutztown, PA, Oct 18-19, 2001.

“On ‘Two Faults’ in ‘a Work of Such Pure Imagination’: Anna Laetitia Barbauld and Samuel Taylor Coleridge on The Rime of the Ancient Mariner.” 23rd International Conference of the Fantastic in the Arts, Ft. Lauderdale, FL, March 21-25, 2001.

“Joseph Addison: First Critic of the Fantastic.” 22nd International Conference of the Fantastic in the Arts, Fort Lauderdale, FL, March 23rd-26th, 2000.

“Supernatural Modernity in James Hogg’s The Private Memoirs and Confessions of a Justified Sinner.” International Scott Conference: Scott, Scotland and Romanticism, Eugene, OR, July 21st-25th, 1999

Respondent, Keynote Lecture, “Ethics and Argumentation” by Jim Crosswhite, Oregon Fall Composition Conference, University of Oregon, Fall, 1999.

“Habituated to the Vast: Ecocriticism, The Sense of Wonder and The Wilderness of Stars.” Spring 1998 Mesa Verde Colloquium, Eugene, OR, June 2, 1998.

“Fairy in Ann Radcliffe’s The Mysteries of Udolpho.” Global Baroque, 1997 Meeting of the Northwest Society for Eighteenth-century Studies, Eugene, OR, 24-26 October 1997

Chair, “Nineteenth-century Fantasy,” 19th International Conference of the Fantastic in the Arts, Fort Lauderdale, FL, March, 1997

Peer Review Work

2012, 2009, 2008, 2005, Journal of the Fantastic in the Arts, for Editors Brian Attebery and, earlier, Bill Senior

2006 Victorian Review, for Submissions Editor Mary Elizabeth

2006 Routledge Reference of the Taylor and Francis Publishing Group, for Senior Editor Marie-Claire Antoine

University Service

Patrons of the Library (Fall, 2017-present), currently Vice President
Donoghue Center for Children's Literature Committee, CSUF (Spring 2004-present)
Selection Committee (Fall, 2010-Spring, 2012; Fall 2013-ongoing)
Personnel Committee, CSUF (Fall, 2007-Spring, 2009; Fall 2013-ongoing)
Faculty Hearing Panel (Fall, 2012-Spring, 2013)
Curriculum Committee (Fall, 2012-Spring, 2013)
Awards Committee, CSUF (Fall, 2009-Spring, 2011)
Advisory Board, Writing for Children program, Extended Education, CSUF (2004-2010)
Department Council, English Department, CSUF (Fall, 2003-2010)
Chair, Evaluation Committee, English Dept., CSUF (Fall, 2007-Spring 2008)
Evaluation Committee, English Dept., CSUF (Fall, 2006-Spring, 2008)
Chair, Graduate Committee, English Department, CSUF (Fall 2005-Summer 2006)
Graduate Committee, English Department, CSUF (Fall 2004-Summer 2006)
Linguistics Committee, English Department, CSUF (Fall 2003-Spring 2004)
Composition Committee, English Department, Shippensburg University (2001-2)
Graduate Committee, English Department, University of Oregon (1998-9)
Mentor for apprentice teacher, University of Oregon Composition program (Spring 2000)

REFERENCES

Dr. Ian Duncan, Professor of English
University of California, Berkeley
(510) 642-3877
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Dr. Joanne Gass, Professor of English
California State University, Fullerton
(657) 278-2713
jgass@fullerton.edu

Dr. Forest Pyle, Professor of English
University of Oregon
(541) 346-3928
trespyle@uoregon.edu

Dr. Michael Cavanagh, Professor of English
Grinnell College, Iowa
(641) 269-3110
cavanagh@grinnell.edu

Drs. Duncan and Pyle co-chaired my dissertation at the University of Oregon, and I had numerous graduate courses with them. Dr. Gass was Vice-chair and my mentor during the tenure process at CSU, Fullerton. Dr. Cavanagh was chair during my year teaching at Grinnell College, a liberal arts institution.

NICOLE SEYMOUR, PH.D. CURRICULUM VITAE

California State University, Fullerton // Department of English, Comparative Literature, and Linguistics
Office: Gordon Hall 440 // Email: nseymour@fullerton.edu // Phone: 310.293.6729

EDUCATION

2008 Ph.D. in English Literature, Vanderbilt University
2004 M.A. in English Literature, Vanderbilt University
2001 B.A. *summa cum laude* in American Literature and Culture, UCLA

PROFESSIONAL EMPLOYMENT

2018- Associate Professor of English, California State University, Fullerton
2014-2018 Assistant Professor of English, California State University, Fullerton
2013-2014 Fellow, Rachel Carson Center for Environment and Society
2012-2014 Assistant Professor of English, University of Arkansas at Little Rock
2009-2012 Visiting Assistant Professor of English, University of Louisville
2008-2009 Lecturer in English, Vanderbilt University

PUBLICATIONS

Books

2018 *Bad Environmentalism: Irony and Irreverence in the Ecological Age*. University of Minnesota Press. (Finalist, 2019 Book Award for Ecocriticism from the Association for the Study of Literature and Environment [ASLE].)

2017 *Kelly Reichardt: Emergency and the Everyday*. Co-authored with Katherine Fusco. University of Illinois Press. Contemporary Film Directors series.

2013 *Strange Natures: Futurity, Empathy, and the Queer Ecological Imagination*. University of Illinois Press. (Winner, 2015 Book Award for Ecocriticism from the Association for the Study of Literature and Environment [ASLE].)

Edited Journal Issues

2017 "Men and Nature: Hegemonic Masculinities and Environmental Change." *RCC Perspectives: Transformations in Environment and Society*, no. 4. Issue co-edited with Sherilyn MacGregor.
<http://www.environmentandsociety.org/perspectives/2017/4/men-and-nature-hegemonicmasculinities-and-environmental-change>

Peer-Reviewed Journal Articles and Book Chapters

2019- "Queer Ecologies and Queer Environmentalisms." *Cambridge Companion to Queer Studies*. Edited by Siobhan Somerville. Cambridge University Press. Forthcoming.

NICOLE SEYMOUR – CURRICULUM VITAE

- 2018 “Middlesex and the Biopolitics of Modernist Architecture.” *The Goose: A Journal of Arts, Environment, and Culture in Canada*. Special cluster on Jeffrey Eugenides’ *Middlesex*, edited by Kaitlin Blanchard and Catriona Sandilands. <https://scholars.wlu.ca/cgi/viewcontent.cgi?article=1529&context=thegoose>
- 2018 “The Queerness of Environmental Affect.” *Affective Ecocriticism*. Edited by Jennifer K. Ladino and Kyle Bladow. University of Nebraska Press.
- 2018 “Queer Ecology.” *Routledge Companion to Environmental Studies*. Edited by Noel Castree, Mike Hulme, and James Proctor. Routledge.
- 2017 “Transgender Environments.” *Routledge International Handbook of Gender and Environment*. Edited by Sherilyn MacGregor. Routledge.
- 2016 “Trans Ecology and the Transgender Road Narrative.” *Oxford Handbook of Ecocriticism*. Edited by Greg Garrard. Oxford University Press. E-book edition.
- 2015 “Alligator Earrings and the Fish Hook in the Face: Tragicomedy, Transcorporeality, and Animal Drag.” *TSQ: Transgender Studies Quarterly*, vol. 2, no. 2, pp. 261-79. Special issue on “Tranimalities,” edited by Eva Hayward and Jami Weinstein.
- 2014 “Irony and Contemporary Ecocinema: Theorizing a New Affective Paradigm.” *Moving Environments: Affect, Emotion, Ecology, and Film*. Edited by Alexa Weik von Mossner. Wilfrid Laurier University Press.
- 2013 “Down with People: Queer Tendencies and Troubling Racial Politics in Antinatalist Discourse.” *International Perspectives in Feminist Ecocriticism*. Edited by Simon Estok, Greta Gaard, and Serpil Oppermann. Routledge.
- 2012 “Toward an Irreverent Ecocriticism.” *Journal of Ecocriticism*, vol. 4, no. 2, pp. 56-71. Special issue on “The Function of Ecocriticism at the Present Time,” edited by Andrew McMurry and William Major.
- 2011 “‘It’s Just Not Turning Up’: Cinematic Vision and Environmental Justice in Todd Haynes’ *Safe*.” *Cinema Journal*, vol. 50, no. 4, pp. 26-47.
- 2009 “Somatic Syntax: Replotting the Developmental Narrative in Carson McCullers’s *The Member of the Wedding*.” *Studies in the Novel*, vol. 41, no. 3, pp. 293-313.
- 2009 “‘Show Yourself and Say What You Want’: Mocking the Objective Claim in *Caché*.” Coauthored with Jeff Menne. *Post Script: Essays in Film and the Humanities*, vol. 28, no. 3, pp. 93-107.

Reviews and Reference Publications

- 2018 Review of Alexa Weik von Mossner’s *Affective Ecologies: Empathy, Emotion, and Environmental Narrative*. *Amerikastudien/American Studies*, vol. 63, no. 3, p. 423.
- 2016 Review of John Parham’s *Green Media and Popular Culture*. *Green Letters: Studies in*

NICOLE SEYMOUR – CURRICULUM VITAE

Ecocriticism, vol. 20, no. 3, pp. 344-346.

- 2015 “We Have Never Been Postwar: Limning the Long Half-Life of the Military-Industrial/Environmental Complex.” Review essay on Jacob Hamblin’s *Arming Mother Nature: The Birth of Catastrophic Environmentalism* and Shiloh Krupar’s *Hot Spotter’s Report: Military Fables of Toxic Waste*. *Ecozon@: European Journal of Literature, Culture, and Environment*, vol. 6, no. 1, pp. 188-194. <http://www.ecozona.eu/index.php/journal/article/view/587/1088>
- 2014 Review of The Civilians’ *The Great Immensity. Resilience: A Journal of the Environmental Humanities*, vol. 2, no. 1.
- 2014 Review of Sarah Jaquette Ray’s *The Ecological Other: Environmental Exclusion in American Culture*. *Ecozon@: European Journal of Literature, Culture, and Environment*, vol. 5, no. 2, pp. 187-190. <http://www.ecozona.eu/index.php/journal/article/view/544/981>
- 2013 Review of *Ecocinema Theory and Practice*, edited by Stephen Rust, Salma Monani, and Sean Cubitt. *ISLE: Interdisciplinary Studies in Literature and Environment*, vol. 20, no. 2, pp. 447-448.
- 2012 Review of *Framing the World: Explorations in Film and Ecocriticism*, edited by Paula Willoquet-Maricondi. *ISLE: Interdisciplinary Studies in Literature and Environment*, vol. 19, no. 1, pp. 221-222.
- 2011-2012 Encyclopedia entries for Carson McCullers’s *The Heart is a Lonely Hunter*, *The Member of the Wedding*, and *The Ballad of the Sad Café*. *The Literary Encyclopedia*.
- 2005 “The Revolution Will Be Harmonized: Dee Mosbacher’s *Radical Harmonies*.” (Review.) *Journal of Popular Music Studies*, vol. 17, no. 1, pp. 88-91.

Public and Professional Publications

- 2019- “Fashioning Sustainability.” Catalogue essay for *Reclaimed Landscapes: The Art of Jarod Charzewski* (art exhibit). Begovich Gallery. Fullerton, CA. Forthcoming.
- 2018 “‘Wendy and Lucy’ @10.” Co-authored with Katherine Fusco. *Public Books*, 14 Dec. 2018. <https://www.publicbooks.org/wendy-and-lucy-10/>
- 2018 “Quitting the Environmental Shame Game.” University of Minnesota Press blog. <http://www.umnpressblog.com/2018/10/quitting-environmental-shame-game.html>
- 2018 “Citation in the #metoo Era.” *Edge Effects* digital magazine, 11 Sept. 2018. Center for Culture, History, and Environment. University of Wisconsin-Madison. <http://edgeeffects.net/metoo-era-citation/>
- 2018 Contribution to “Faculty Favorites: Books to Add to Your Shelf This Spring.” *Edge Effects* digital magazine, 25 Jan. 2018. Center for Culture, History, and Environment. University of Wisconsin-Madison. <http://edgeeffects.net/faculty-favorites-spring-2018/>

NICOLE SEYMOUR – CURRICULUM VITAE

- 2015 “Conference Report: ‘Media Waste and Space Junk: SCMS 2015.’” *Ecomedia Studies* blog, 15 Apr. 2015. <http://www.ecomediastudies.org/2015/04/25/conferencereport-media-waste-and-space-junk-scms-2015/>
- 2014 “‘Dear Little Rock’: The Ironic Plot in Civil Rights and Environmental Historiography.” *RCC Perspectives*, no. 6, pp. 39-41. Issue title: “Beyond Gloom and Doom: An Exploration through Letters,” edited by Elin Kelsey. http://www.environmentandsociety.org/sites/default/files/2014_i6_web.pdf
- 2013 “Silent Green? Notes from the 32nd Pordenone Silent Film Festival.” *Ecomedia Studies* blog, 30 Oct. 2013. <http://www.ecomediastudies.org/2013/10/30/silent-green-notes-from-the-32nd-pordenone-silent-film-festival/>
- 2013 “Material Matters: A Report on the 8th Biennial ASLE-UKI Conference.” Rachel Carson Center’s *Seeing the Woods* blog, 2 Oct. 2013. <http://seeingthewoods.org/2013/10/02/material-matters-a-report-on-the-8th-biennial-asleuki-conference/>
- 2009 “Already Doing Queer Studies, Still.” *GLQ*, vol. 15, no. 4, pp. 620-621. Solicited contribution to the Moving Image Review forum, edited by Alexandra Juhasz.
- 2008 “Free to Be ‘They’ and ‘We’?” Vanderbilt Women’s & Gender Studies Newsletter, Spring 2008.
- 2007 “The Interests of Full Disclosure: Agenda-Setting and the Practical Initiation of the Feminist Classroom.” *Feminist Teacher*, vol. 17, no. 3, pp. 187-203.
- 2003 “Hirsute Case” (on Michel Gondry’s *Human Nature*). *Bitch: Feminist Response to Pop Culture*, Summer issue.
- 2002 “White Out: Hollywood’s Tired Old Race Games.” *Bitch: Feminist Response to Pop Culture*, Summer issue.

Current Projects

- 2019- “Plastic Ambivalence.” Essay in progress for edited collection.
- 2019- “My Defunct Sexuality: Louisa May Alcott, Boston Marriages, and That Time When People Were Sexually Attracted to Marble Statues.” Essay in progress for public venue.
- 2019- “How Can Conferences Be More Inclusive of Non-Tenure-Track Faculty?” Blog post in progress for Conference Inference.
- 2019- Short book project on the cultural history of glitter. Proposal submitted to Bloomsbury’s Object Lessons series.
- 2019- “Junk Food for Thought: Decolonizing Diets in Tommy Pico’s Poetry.” Essay in progress for the *Cambridge Companion to American Literature and the Environment*. Edited by Sarah Ensor and Scotti Parrish.

REVIEWS AND COVERAGE OF RESEARCH

NICOLE SEYMOUR – CURRICULUM VITAE

- 2019 Vardon, Susan Gill. "In 'Bad Environmentalism,' CSUF Professor Advises Humor Over Shame Game." *Orange County Register*, 12 Jun. 2019.
<https://www.ocregister.com/2019/06/12/in-bad-environmentalism-csuf-professor-adviseshumor-over-shame-game/>
- 2019 Grewal, Nadhia. Review of *Bad Environmentalism*. *ISLE: Interdisciplinary Studies in Literature and Environment*, vol. 26, no. 2, pp. 502-504.
- 2019 Byrnes, Delia. "Dissident Affects in Strange Times." Review of *Bad Environmentalism*. *The Goose: A Journal of Arts, Environment, and Culture in Canada*, vol. 17, no. 2.
<https://scholars.wlu.ca/cgi/viewcontent.cgi?article=1565&context=thegoose>
- 2019 Jandl, Nathan. "Should Environmentalists Learn to Take a Joke?" Review of *Bad Environmentalism*. *Public Books*, 25 Mar. 2019.
<https://www.publicbooks.org/shouldenvironmentalists-learn-to-take-a-joke/>
- 2018 *Rising Up with Sonali* appearance, discussing *Bad Environmentalism*. November 2018. Pacifica Radio and Free Speech TV.
<https://www.risingupwithsonali.com/badenvironmentalism-irony-and-irreverence-in-the-ecological-age/>
- 2018 Groshek, Amy. "Feeling Kinky about Environmentalism: A Conversation with Nicole Seymour." *Edge Effects* digital magazine, 13 November 2018. Center for Culture, History, and Environment. University of Wisconsin-Madison.
<http://edgeeffects.net/nicoleseymour-bad-environmentalism/>
- 2018 Skylight Books Author Reading Series. 4 November 2018. Skylight Books, Los Angeles.
<https://player.fm/series/skylight-books-author-reading-series-2361656/nicole-seymourbad-environmentalism>
- 2018 Hines, Frankie. Review of *Bad Environmentalism*. *LSE Review of Books*, 19 October 2018. <http://blogs.lse.ac.uk/lsereviewofbooks/2018/10/19/book-review-badenvironmentalism-irony-and-irreverence-in-the-ecological-age-by-nicole-seymour/>
- 2018 Silverstein, Barry. Review of *Bad Environmentalism*. *Foreword Reviews*, September/October 2018. <https://www.forewordreviews.com/reviews/bad-environmentalism/>
- 2018 *Cinematary* podcast appearance, discussing *Kelly Reichardt: Emergency and the Everyday*. 8 September 2018. <https://www.cinematary.com/show-episodes/2018/9/7/episode-211-wendy-and-lucy-with-guest-nicole-seymour-directed-bykelly-reichardt>
- 2018 McKim, Kristi. Review of *Kelly Reichardt: Emergency and the Everyday*. *Cineaste*, Summer 2018.
- 2016 Siu, Emily. Review of *Strange Natures*. *Interdisciplinary Literary Studies*, vol. 18, no. 4, pp. 565-568.
- 2016 Dionne, T. Jake. Review of *Strange Natures*. *Environmental Communication*, vol. 10, no. 6, pp. 821-822.

NICOLE SEYMOUR – CURRICULUM VITAE

- 2015 Geier, Ted. Review of *Moving Environments. The Goose: A Journal of Arts, Environment, and Culture in Canada*, vol. 14, no. 1.
<http://scholars.wlu.ca/cgi/viewcontent.cgi?article=1112&context=thegoose>
- 2015 Butler, Cameron. Review of *Strange Natures. Undercurrents: Journal of Critical Environmental Studies*, vol. 19, pp. 70-71.
<http://currents.journals.yorku.ca/index.php/currents/article/view/40267/36065>
- 2015 Anderson, Jill E. "The Ecology of Power: Queerness and Food Studies." Review essay on *Strange Natures* and Allison Carruth's *Global Appetites: American Power and the Literature of Food. Modern Fiction Studies*, vol. 61, no. 1, pp. 168-176.
- 2014 Ensor, Sarah. Review of *Strange Natures. American Studies*, vol. 53, no. 4, pp. 139-141.
- 2014 Bladow, Kyle. Review of *Strange Natures. ISLE: Interdisciplinary Studies in Literature and Environment*, vol. 21, no. 1, pp. 216-217.
- 2013 Kinsman, R.P. Review of *Strange Natures*. (Categorized as "Highly Recommended.") *Choice*, vol. 51, no. 4.
- 2013 Dillard, Clayton. "Queer Rurality: Nicole Seymour's 'Strange Natures.'" Review. *Last(ing) Impressions* film blog, 17 July 2013.
<http://claytondillard.blogspot.de/2013/07/queerrurality-nicole-seymours-strange.html>
- 2013 "Q&A with *Strange Natures* author Nicole Seymour." Interview. University of Illinois Press Web site, 26 June 2013. <http://www.press.uillinois.edu/wordpress/?p=12155>

AWARDS AND HONORS

Grants and Fellowships

- 2019 Miscellaneous Course Fees (MCF) grant to host environmental performance artist Sarah Kanouse. Humanities and Social Sciences. California State University, Fullerton.
- 2019 International Travel Grant. Humanities and Social Sciences. California State University, Fullerton.
- 2017 Miscellaneous Course Fees (MCF) grant to stage campus event in conjunction with Climate Change Theatre Action. Humanities and Social Sciences. California State University, Fullerton.
- 2016-2017 Water Resources and Policy Initiatives Incentive Award. California State University System. Shared with Darin DeWitt of California State University, Long Beach (Political Science).
- 2016 FEID (Faculty Enhancement and Instructional Development) Award. Faculty Development Center. California State University, Fullerton.
- 2016 Summer Research and Writing Stipend. Humanities and Social Sciences. California State University, Fullerton.

NICOLE SEYMOUR – CURRICULUM VITAE

- 2015-2016 RSCA (Research, Scholarship, and Creative Activities) Incentive Award. California State University, Fullerton.
- 2013-2014 Carson Fellowship. Rachel Carson Center for Environment and Society. Ludwig-Maximilians-Universität. Munich, Germany.
- 2012 Summer Research Grant. College of Arts, Humanities, and Social Sciences. University of Arkansas at Little Rock.
- 2012 Integrated Departmental Technology Funding Grant. Dean's Office, College of Arts, Humanities, and Social Sciences. University of Arkansas at Little Rock. Co-authored with Jeremy Ecke and Kris McAbee for the Department of English.
- 2012 Teaching Grant (used to fund students' environmental justice tour of Louisville). Dean's Office, College of Arts & Sciences. University of Louisville.
- 2011 Faculty Research Grant. Anne Braden Institute for Social Justice Research. University of Louisville.
- 2011 Newberry Library Research Grant. Department of English. University of Louisville.
- 2007-2008 Graduate Fellowship. Robert Penn Warren Center for the Humanities. Vanderbilt University.
- 2005-2006 Graduate Fellowship. Center for the Americas. Vanderbilt University.
- 2003-2007 Arts & Science Select Scholar Fellowship. Vanderbilt University.

Awards and Recognition

- 2018 "The Best Nature Writing of 2018." Recognition for *Bad Environmentalism*. Amy Brady, *Chicago Review of Books*. <https://chireviewofbooks.com/2018/12/21/the-best-naturewriting-of-2018-part-2/>
- 2018 Outstanding Untenured Faculty Member Award. Humanities and Social Sciences. California State University, Fullerton.
- 2016 & 2017 Nominee, Outstanding Untenured Faculty Member Award. Humanities and Social Sciences. California State University, Fullerton.
- 2016 Nominee, National Endowment for the Humanities (NEH) Summer Stipends Research Program. (1 of 2 faculty nominated from California State University, Fullerton.)
- 2015, '16 & '19 Faculty Champion Award. Acacia Group (English majors' organization). California State University, Fullerton.
- 2016 & 2018 Faculty Recognition for Scholarship and Creative Activity. Faculty Development Center and Academic Affairs. California State University, Fullerton.
- 2015 Ecocriticism Book Award for *Strange Natures*. Association for the Study of Literature and Environment.

NICOLE SEYMOUR – CURRICULUM VITAE

- 2011 President's Exemplary Multicultural Teaching Award. University of Louisville.
- 2011 "Faculty Favorite" Award. Delphi Center for Teaching and Learning. University of Louisville.
- 2008 Duncan Award for Overall Achievement in the Graduate Career. Department of English. Vanderbilt University.
- 2005 Aden Award for Excellence in Graduate Student Writing. Department of English. Vanderbilt University.
- 2005 Wiltshire Award for Best Graduate Essay on Women's Studies/Gender. Women's & Gender Studies Program. Vanderbilt University.

TALKS AND CONFERENCE ACTIVITY

Invited Talks

- 2019 "Laughter, Grief, and Everything in Between: Mobilizing Climate Change Emotions." Invited teleconference talk for CLEAN (Climate Literacy and Energy Awareness Network). September 4. <https://cleanet.org/details/files/308218.html>
- 2019 "Our Glittering Futures: On Queer and Trans Ecologies." Invited talk at UC Riverside's Gender and Sexuality Studies Department. Riverside, CA. May 30.
- 2019 "Eco(a)sexuality?" Invited paper for the "Unthinking Sex, Imagining Asexuality" conference. Simon Fraser University. Vancouver, Canada. April 27.
- 2019 "Environmental Excess: Affect and Aesthetics under Corruption." Invited paper for the Center for American Literary Studies (CALs) Spring Symposium. Topic: "Corruption." Pennsylvania State University. State College, PA. March 25.
- 2019 "Bad Environmentalism." Invited talk at California State University, Long Beach. Commentary by Tess Shewry (UCSB). Long Beach, CA. February 7.
- 2018 "Glitter is Forever? The Queer Futures of the Plastisphere." Invited paper for the "Ecologies of Gender: Contemporary Nature Relations and the Nonhuman Turn" conference. Frei Universität. Berlin, Germany. November 2.
- 2018 "Queer Ecologies, Queer Architectonics." Invited talk for the "Constructing Architectural Ecologies" symposium. California College of the Arts. San Francisco, CA. September 14.
- 2018 "A Queer Ecology of Glitter." Keynote lecture at the Acacia Conference. California State University, Fullerton. Fullerton, CA. March 24.
- 2018 Post-screening commentary on Kelly Reichardt's *Wendy and Lucy*, with Katherine Fusco. The Art Theater. Champaign, IL. January 23.
- 2017 "Gas-Guzzling, Beer-Chugging, Hypocritical Treehuggers: 'White Trash' and Low-Class Environmentalisms." Invited talk at the University of Manchester's Sustainable Consumption Institute. Manchester, UK. November 22.

NICOLE SEYMOUR – CURRICULUM VITAE

- 2017 “Awkwardness, Ambivalence, Glee: A Catalog of Bad Environmental Affects.” Invited talk at UCSB’s English Department. Santa Barbara, CA. October 20.
- 2016 “‘Base Camp’: Irony, Gaiety, and Queer Environmental Performance.” Invited talk for the National Endowment for the Arts series on “Queer Country.” San Diego State University. San Diego, CA. October 20.
- 2016 “Out in Ecology: A New Identity.” Panel with visual artist Kim Anno. Out for Sustainability’s Fab Planet Summit. San Francisco, CA. June 4.
- 2015 “Marginal Ecologies and Contemporary Literature.” Keynote lecture at the Sigma Tau Delta Far Western Regional Conference. California State University, Fullerton. Fullerton, CA. November 13.
- 2015 “Queering Climate Change Discourse.” Thinking Queer Series. LGBTQ History Month. California State University, Fullerton. Fullerton, CA. October 14.
- 2015 “*Sturm und Drag*: Theatrical Visions of Global Environmental Crisis.” Presentation for “The Nation in the Age of Environmental Crisis” workshop. German Research Foundation Network on “Environmental Crisis and the Transnational Imagination.” Universität Augsburg. Augsburg, Germany. July 18.
- 2015 “Climate Change is a Drag and Camping Can Be Campy: Queer Environmental Performance and New Ecological Identities.” Invited presentation at the Environments & Societies Colloquium. UC Davis Humanities Institute. Davis, CA. February 4.
- 2014 “Documentary Film and the Ironies of Climate Change.” Invited talk at the University of Nevada. Reno, NV. November 15.
- 2014 “Documentary Film and the Ironies of Climate Change.” Guest talk at the “Meteorologies of Modernity: Climate Change and Weather in the Contexts of Postcolonialism and Globalization” conference. Ludwig-Maximilians-Universität. Munich, Germany. June 26.
- 2014 Invited commentator for “The Greening of Everyday Life” workshop; “Concepts and Movements Part I” panel. Convened by John Meyer and Jens Kersten. Rachel Carson Center for Environment and Society. Munich, Germany. June 19.
- 2014 “Bodies of Water: Transgenderism, Transatlanticism, and Blue Cultural Studies.” Keynote lecture at the International Women’s Studies Conference (“Gender Studies: Transatlantic Visions”). Universidad Complutense. Madrid, Spain. April 10.
- 2011 “Moving Pictures about Standing Still: Irony, Immobility, and Place-Based Cinema.” Invited presentation for the “Moving Environments: Affect, Emotion, and Ecocinema” workshop. Convened by Alexa Weik von Mossner. Rachel Carson Center for Environment and Society. Munich, Germany. July 23.

Workshops and Conference Panels Organized

- 2019 “Performing Ecological Attachments: A Participatory Roundtable and Collaborative Manifesto/ation.” Association for the Study of the Arts of the Present (ASAP). College Park, MD. October 11.

NICOLE SEYMOUR – CURRICULUM VITAE

- 2017 “Environmental Humor in Theory and Practice.” (Co-organized with Seth Peabody.) Panel for the Association for the Study of Literature and Environment (ASLE) Biennial Conference. Wayne State University. Detroit, MI. June 22.
- 2016 “That’s Not Funny! A Humor & Environment Variety Show.” (Co-organized with Barry Muchnick, Jenny Price, and Aaron Sachs.) Panel for the American Society for Environmental History. Seattle, WA. March 31.
- 2016 “Men and Nature: Gender, Power, and Environmental Change.” (Co-organized with Sherilyn MacGregor.) Workshop at the Rachel Carson Center for Environment and Society. Munich, Germany. February 26-28. (Managed budget of \$15,000 from the Carson Center, plus \$5,000 RSCA grant from California State University, Fullerton.)
- 2016 “Transgender Studies, Ecology, and the Environmental Humanities.” (Co-organized with Clare Echterling.) Panel for the Modern Language Association Convention. Austin, TX. January 9.
- 2015 “Engaging Ecocinema: The Affects and Effects of Environmental Documentaries.” (Co-organized with Salma Monani and Alexa Weik von Mossner.) Panel for the Society for Cinema and Media Studies Conference. Montreal, Canada. March 26.
- 2014 “Ecocinema Panel I: Perspectives on Film.” (Co-organized with Alexa Weik von Mossner.) Panel for the European Association for the Study of Literature, Culture, and Environment. University of Tartu. Tartu, Estonia. April 29.
- 2014 “Ecocinema Panel II: New Media/New Approaches.” (Co-organized with Alexa Weik von Mossner.) Panel for the European Association for the Study of Literature, Culture, and Environment. University of Tartu. Tartu, Estonia. April 30.
- 2012 “Perspectives on Kelly Reichardt.” (Co-organized with Katherine Fusco.) Panel for the Society for Cinema and Media Studies Conference. Boston, MA. March 24.
- 2011 “Queering the Human/Non-Human Relationship.” Panel for the Association for the Study of Literature and Environment (ASLE) Biennial Conference. Indiana University. Bloomington, IN. June 22.

Conference and Colloquia Presentations (Selected)

- 2019 “Tommy Pico’s *Junk* Food for Thought: On Decolonizing Archives and Diets.” Association for the Study of Literature and Environment (ASLE) Biennial Conference. Davis, CA. June 27.
- 2019 “Plastic Ambivalence.” Art in the Anthropocene Conference. Trinity College. Dublin, Ireland. June 6.
- 2019 “Decolonizing Museum Practice through Humor: The Art of Wendy Red Star.” Co-authored with Salma Monani. American Society for Environmental History (ASEH) Annual Conference. Columbus, OH. April 11.
- 2018 “A Queer Ecology of Glitter.” International Conference on the Environmental Humanities. University of Alcalá. Alcalá de Henares, Spain. July 3.

NICOLE SEYMOUR – CURRICULUM VITAE

- 2018 “#apsáalookefeminist: Wendy Red Star’s Crow Humor and Ecosensibilities.” Co-presented with Salma Monani. Native American and Indigenous Studies Association Annual Meeting. Los Angeles, CA. May 19.
- 2018 “Lesbian Rangers, Ecosexuals, and a Brief Contemporary History of Queer Outdoor Sex.” American Society for Environmental History (ASEH) Annual Conference. Riverside, CA. March 15.
- 2018 “Lesbian Rangers, Ecosexuals, and a Brief Contemporary History of Queer Outdoor Sex.” “#ASEH2018Tweets”: Pre-ASEH Twitter Conference. March 8.
- 2017 “National Critiques of Environmentalism in Contemporary TV Comedy.” National Cultures of Television Comedy Symposium. Notre Dame London Global Gateway. London, UK. 17 November.
- 2017 “Kelly Reichardt: Emergency and the Everyday.” Seminar presentation at ASAP 9 (Association for the Study of the Arts of the Present) Annual Meeting. Oakland, CA. October 28.
- 2017 “*Middlesex* and the Biopolitics of Modernist Architecture.” Association for the Study of Literature and Environment (ASLE) Biennial Conference. Wayne State University. Detroit, MI. June 22.
- 2017 “Feeling Funny about Environmental Crisis: How and Why to Teach Beyond Gloom and Doom.” “Building a UC/CSU Climate Knowledge Action Network: A ‘Nearly Carbon Neutral’ Conference.” June 12-July 3.
- 2017 “Riding out the Wilderness: Contemporary Black Satire and Environmental Affect.” California American Studies Association Meeting. California State University, Long Beach. Long Beach, CA. April 29.
- 2017 “Drag Performance as Ecotopian Tool.” Ecotopian Toolkit for the Anthropocene. Penn Program in Environmental Humanities. University of Pennsylvania. Philadelphia, PA. April 13.
- 2017 “Ecoterrorism and Antisocial Affect.” Modern Language Association Convention. Philadelphia, PA. January 6.
- 2016 “Trans-ing the Environmental Humanities.” Modern Language Association Convention. Austin, TX. January 9.
- 2015 “Eco/Trans: Phobia and Philia.” Association for the Study of Literature and Environment Biennial (ASLE) Conference. University of Idaho. Moscow, ID. June 24.
- 2015 “High Peaks, Flat Affect: Ironizing Climate Change Documentary.” Society for Cinema and Media Studies Conference. Montreal, Canada. March 26.
- 2015 “‘Like a True Nature’s Child’: Landscape and Environment in the Transgender Road Trip Novel.” Louisville Conference on Literature and Culture since 1900. University of Louisville. Louisville, KY. February 26.

NICOLE SEYMOUR – CURRICULUM VITAE

- 2014 “Ecocide on Celluloid: *Silent Running* as Vietnam War Cinema.” European Association for the Study of Literature, Culture, and Environment. University of Tartu. Tartu, Estonia. April 30.
- 2013 “Boys Gone Wild: Documenting Bad Natures.” Lunchtime Colloquium. Rachel Carson Center for Environment and Society. Munich, Germany. October 24.
- 2013 “‘Slow Violence,’ Slow Cinema.” Association for the Study of Literature and Environment (ASLE) Biennial Conference. University of Kansas. Lawrence, KS. May 31.
- 2013 “Horseplay: Acting Out in *Wildboyz*.” Society for Cinema and Media Studies Conference. Chicago, IL. March 7.
- 2013 “‘A Funny Way of Being Serious’: Contemporary Writers of Color and the Comedy of Environmentalism.” Louisville Conference on Literature and Culture since 1900. Louisville, KY. February 21.
- 2012 “Zombies after AIDS.” Professors vs. Zombies Academic Symposium. University of Louisville. Louisville, KY. April 13.
- 2011 “‘Save a Logger, Save the Owls, Kill a Logging Exec’: Class Consciousness in Environmentalist Cinema.” Society for Cinema and Media Studies Conference. New Orleans, LA. March 12.
- 2011 “Down with People: Antinatalism as Queer Environmentalism?” Association for the Study of Literature and Environment (ASLE) Biennial Conference. Indiana University. Bloomington, IN. June 22.
- 2010 “Sex on the Beach – and the Mountain: *Brokeback Mountain*, *Surf Party*, and the Shrinking Public Sphere.” Faculty Research Forum. University of Louisville. Louisville, KY. September 24.
- 2010 “‘Not One to Manacle Nature’: Ecocritical Notes on Post-Transsexual Literature.” Northeastern Modern Language Association Convention. Montreal, Canada. April 7.
- 2009 “Disability, ‘Self’-Determination, and the Queer Politics of Shelley Jackson’s *Half Life*.” Modern Language Association Convention. Philadelphia, PA. December 29.
- 2008 “‘In Case of a Health Disaster’: Reframing Futurity and Creativity in *Silverlake Life*.” Society for Cinema and Media Studies Conference. Philadelphia, PA. March 8.
- 2007 “‘More Poison in Thy Nature’: Ecocriticism, Abolitionism, and the Revenge of ‘The Natural’ in ‘Rappaccini’s Daughter.’” Modern Language Association Convention. Chicago, IL. December 27.

TEACHING

Courses Taught at California State University, Fullerton

- 2014-2017 Advanced College Writing (topic: food)
Analysis of Literary Forms (topic: human/nonhuman relations; taught as a High Impact Practices pilot course in Fall 2016)

NICOLE SEYMOUR – CURRICULUM VITAE

Independent Study (topic: climate-change fiction and the Anthropocene)
Landscape in American Literature
Literature and the Environment
M.A. Project Writing
Problems in Criticism (grad course; topic: ecocriticism and moralism)
Problems in Criticism (grad course; topic: queer theory) Queer
Literature and Theory

Courses Taught at University of Arkansas at Little Rock

2012-2013 Approaches to Literature (topic: ethnic/racial passing and the “American Dream”)
Contemporary Literature (topic: postwar Anglophone literature and music)
Film as Literature (topic: ecocinema)
Independent Study (topic: gender theory)
World Literature (topic: coming of age amid Western influence)

Courses Taught at University of Louisville

2009-2012 Advanced Studies in English (grad course cross-listed with Women’s & Gender Studies;
topic: queer ecologies)
American Literature to 1900
American Literature since 1865
American Literature 1960-Present
Composition (topic: work)
Contemporary British and Post-Colonial Literature (topic: postmodern Caribbean women
writers)
Interpretive Theories – New Criticism to the Present
Introduction to English Studies (topic: Langston Hughes, Carson McCullers, and
Tennessee Williams)
Minority Traditions in American Literature (topic: environmental justice)
Women in Literature (cross-listed with Women’s & Gender Studies; topic: women and
anti-domestic space)
Writing about Literature (topic: Langston Hughes and Carson McCullers)

Courses Taught at Vanderbilt University

2004-2009 Composition (topic: narratives of social experimentation)
Composition (topic: Nashville)
Composition (topic: authorship)
Drama (topic: self-making)
Introduction to Literary and Cultural Analysis (topic: friendship)
Introduction to Literary Criticism (topic: ecocriticism and queer theory)
Prose Fiction: Forms and Techniques (topic: unreliable narration)
Sex and Gender in Everyday Life (Women’s & Gender Studies course)

Guest Lectures and Team Teaching

2018 Guest lecture on Isabella Rossellini’s *Green Porno* for Abe Weil’s Queer Studies course.
California State University University, Long Beach. November 26.

2018 Guest lecture on Carson McCullers’ *Member of the Wedding* for Daniel Spoth’s American
Literature course. Eckerd College. St. Petersburg, FL. October 10.

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- 2018 Guest lecture on “bad environmentalisms” for Michael P. Branch’s course on “Humor, American Literature, and the Environment.” University of Nevada. Reno, NV. March 13.
- 2017 Guest lecture on “bad environmentalisms” for Sarah Jaquette Ray’s course on “Power, Privilege, and the Environment.” Humboldt State University. Arcata, CA. April 18.
- 2016 Co-taught class on climate change theatre with Andrew Chappell of the Department of Theatre and Dance. California State University, Fullerton. Fall 2016.
- 2015 Guest lecture on queer ecology for Josh Epstein’s seminar “The Art of Losing: Cultural and Literary Theories of Failure.” Portland State University. Portland, OR. January 12.
- 2014 Guest lecture on queer ecology for Ella von der Haide’s course on “Non-Hegemonic Open-Space Planning.” Architecture, Urban Planning, and Landscape Planning Department. Universität Kassel. Kassel, Germany. June 3.
- 2013 “The Child, the Environment, and Sentimental Futurism.” Guest lecture for Angela Hunter’s Liberal Studies Colloquium. University of Arkansas at Little Rock. Little Rock, AR. February 28.
- 2011 “Homophobia and the Critical Response to Vladimir Nabokov’s *Pale Fire*.” Guest lecture for Katherine Fusco’s “Literature and Intellectual History” course. Department of English. Vanderbilt University. Nashville, TN. October 12.

SERVICE

Departmental Service

- 2019- Chair of the Department Personnel Committee. Department of English. California State University, Fullerton.
- 2019 Mentor for M.A. student Kimberly Olivar, applicant for the California Pre-Doctoral Program. Focus on disability studies.
- 2019 M.A. Project Second Reader for Nicole Vandever. Department of English. California State University, Fullerton.
- 2019 Roundtable participant and panel chair for the Acacia Conference. Department of English. California State University, Fullerton. March 13.
- 2018- Personnel Committee. Department of English. California State University, Fullerton.
- 2018 M.A. Project Second Reader for Becky Kromm. Department of English. California State University, Fullerton.
- 2017-2018 Curriculum Committee. Department of English. California State University, Fullerton.
- 2017 M.A. Project Second Reader for Josiah Jure. Department of English. California State University, Fullerton.

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- 2017 M.A. Project Co-Director for Stephanie Camacho-Van Dyke. Department of English. California State University, Fullerton.
- 2017 New course proposal for Literature and the Environment (undergraduate course). Department of English. California State University, Fullerton.
- 2016 & 2017 Faculty Marshal. English Department Commencement. California State University, Fullerton.
- 2015-2017 Graduate Studies Committee. Department of English. California State University, Fullerton. (Chair: Spring 2016-Spring 2017.)
- 2015 Special course proposal for Literature and the Environment (undergraduate course). Department of English. California State University, Fullerton.
- 2015 Organizer, campus talk by Alexa Weik von Mossner: "American Environments at the Movies: Embodiment, Perception, and Emotion." Department of English. California State University, Fullerton.
- 2015 Panelist, interview workshop. Teaching Writing Club. Department of English. California State University, Fullerton.
- 2015 Special course proposal for Queer Theory (special topics graduate course). Department of English. California State University, Fullerton.
- 2014-2015 Grading Committee. Department of English. California State University, Fullerton.
- 2013 Assessment Committee. Department of English. University of Arkansas at Little Rock.
- 2013 Francis Scholarship Committee. Department of English. University of Arkansas at Little Rock.
- 2012-2013 Student advising. Department of English. University of Arkansas at Little Rock.
- 2012-2013 Library liaison. Department of English. University of Arkansas at Little Rock.
- 2012 Undergraduate honors thesis committee. Candidate: Baylee Pulliam. Department of English. University of Louisville.
- 2010 Evaluation of graduate student proposals for culminating projects. Department of English. University of Louisville.
- 2011 Plattus Committee on Graduate Teaching. Department of English. University of Louisville.
- 2004-2007 English Graduate Student Association Executive Committee (President, 2006-07). Vanderbilt University.
- 2005-2006 Steering Committee. Women's & Gender Studies Program. Vanderbilt University.

University Service

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- 2019 Brown bag talk on “ecosexuality.” Pride Alliance Faculty & Staff Association. California State University, Fullerton. March 5.
- 2019- Graduate Advisor. Environmental Studies Program. California State University, Fullerton.
- 2019 Personnel Committee. Environmental Studies Program. California State University, Fullerton.
- 2018 Selection Committee. Outstanding Student Scholarly and Creative Activities Award (SCAR). California State University, Fullerton. Spring 2018 and Fall 2018.
- 2018 “Ecosexuals Unite! Environmental Activism in LGBTQ+ Communities.” H&SS Lecture Series. College of Humanities and Social Sciences. California State University, Fullerton.
- 2017 Selection Committee. FEID (Faculty Enhancement and Instructional Development) Awards. Faculty Development Center. California State University, Fullerton.
- 2016- Curriculum Committee. Environmental Studies Program. California State University, Fullerton.
- 2015 & 2016 Panel Chair, Sigma Tau Delta Conference. California State University, Fullerton.
- 2012-2013 Committee on Recruitment and Retention. College of Arts, Humanities, and Social Sciences. University of Arkansas at Little Rock.
- 2012 Committee, President’s Exemplary Multicultural Teaching Award. University of Louisville.
- 2009-2012 Committee, Louisville Conference on Literature and Culture since 1900. University of Louisville.
- 2010-2011 Participant, Inclusive Teaching Circles. (Focus: socioeconomic class.) Delphi Center for Teaching and Learning. University of Louisville.
- 2009 Faculty discussant, Human Rights Campaign forum. Office of LGBTQI Life. Vanderbilt University.
- 2008 Panelist, “Conversation on Feminist Pedagogy.” Center for Teaching. Vanderbilt University.
- 2007-2008 Co-facilitator, Queer Theory Reading Group. Robert Penn Warren Center for the Humanities. Vanderbilt University.

Service to the Profession

- 2019- Co-curator, NXTerra. Digital platform for climate educators developed by faculty across the University of California and California State University systems.
<http://ejcj.orfaleacenter.ucsb.edu/nxtterra-project-page/>
- 2019 Outside reviewer for Oberlin College’s Research Status (sabbatical program) application.
- 2019- Immediate Past Vice President, Association for the Study of Literature and Environment.

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- 2019 Outside reviewer, Ph.D. dissertation. Candidate: Simon Troon. Film and Television Studies. Monash University. Melbourne, Australia.
- 2018 Manuscript reviewer, *English Language Notes*.
- 2018 Manuscript reviewer, *ISLE: Interdisciplinary Studies in Literature and Environment*.
- 2018 Manuscript reviewer, *Literary Geographies*.
- 2018 Manuscript reviewer, *Environmental History*.
- 2017 Manuscript reviewer, *Imaginations: Journal of Cross-Cultural Image Studies*.
- 2017-2019 Vice President, Association for the Study of Literature and Environment.
- 2017-2019 Team Area Coordinator, UC-CSU Knowledge Action Network for Transformative Climate and Sustainability Education and Action. (Partnership between the University of California and California State University systems.)
- 2017 Ecocriticism Book Award judge, Association for the Study of Literature and Environment.
- 2016 Manuscript reviewer, *metaphora*.
- 2016 Manuscript reviewer, *Resilience: A Journal of the Environmental Humanities*.
- 2016 Manuscript reviewer, *Environmental Humanities*.
- 2016 Manuscript reviewer, *ISLE: Interdisciplinary Studies in Literature and Environment*.
- 2016 Manuscript reviewer, *Journal of Science Communication*.
- 2015- Executive Committee, Society of Fellows. Rachel Carson Center.
- 2015 Guest lecturer and tour guide, Study of the U.S. Institute (SUSI) on Contemporary American Literature. U.S. Department of State. Downtown L.A.
- 2015 Manuscript reviewer, *Journal for the Study of Religion, Nature, and Culture*.
- 2015 Panelist, roundtable on the academic job market. English Department Graduate Program. Vanderbilt University.
- 2015 Manuscript reviewer, *PhiloSOPHIA: A Journal of Continental Feminism*.
- 2014-2017 Access Initiatives Working Group. Diversity Caucus, Association for the Study of Literature and Environment.
- 2014 Manuscript reviewer, *Journal of Ecocriticism*.
- 2013-2016 Social media coordinator, EcoMedia interest group.
<https://www.facebook.com/groups/ecomediagroup/>
- 2013-2016 Executive Committee, Media and the Environment Scholarly Interest Group. Society for Cinema and Media Studies.

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http://www.cmstudies.org/?page=groups_environment&hhSearchTerms=%22environment%22

- 2011 Manuscript reviewer, *Mosaic: A Journal for the Interdisciplinary Study of Literature*.
- 2010 Manuscript reviewer, *College English*.
- 2009 Manuscript reviewer, *International Journal of Feminist Approaches to Bioethics*.

Service to the Community

- 2019 Global Climate Strike. Helped organize a group of CSUF students and faculty to attend a local strike event. Orange, CA.
- 2018 Faculty Voter Registration Drive. Volunteer. Cal State Fullerton. Fullerton, CA.
- 2018 Second Chances Florida. Textbanking volunteer for Amendment 4 campaign (voter enfranchisement).
- 2018 Modern Architecture Tour, benefitting the Cal State Long Beach University Art Museum. Docent. Long Beach, CA.
- 2017 “Get off the Naughty List” Scavenger Hunt and Beach Clean Up. Volunteer. Algalita Marine Research Foundation. Long Beach, CA.
- 2017 Panelist, post-performance discussion of David Finnigan’s “Kill Climate Deniers.” Garage Theatre. Long Beach, CA.
- 2017 “Trans Poetry and Creative Writing.” Workshop leader. LGBT Center OC and the Cal State Fullerton Writing Center. Santa Ana, CA.
- 2016 SURJ (Showing up for Racial Justice). Phonebanking volunteer for fundraising campaign benefitting Mijente, grassroots social justice organization.
- 2015-2017 Qfilms Festival. Volunteer. The LGBTQ Center. Long Beach, CA.
- 2014-2015 Colorado Lagoon Restoration. Volunteer. Long Beach, CA.
- 2014 Los Cerritos Wetlands Restoration. Volunteer. Long Beach/Seal Beach, CA.
- 2013 Better Community Development. Community garden volunteer. Little Rock, AR.
- 2013 Planned Parenthood of the Heartland. Volunteer. Little Rock, AR.
- 2010-2012 The Fairness Campaign (LGBTQ equality). Volunteer. Louisville, KY.
- 2011 The Olmsted Parks Foundation. Volunteer. Louisville, KY.
- 2009-2011 FLiCX Program (“Faculty-Lead Cinematic eXplorations”). Faculty discussant. Belcourt Theater. Nashville, TN.
- 2007 Nashville Adult Literacy Council. Literacy Tutor. Nashville, TN.

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WORKSHOPS, INSTITUTES, AND PROFESSIONAL TRAINING

- 2019 Mellon Institute on the Environmental Humanities. Colby College. Waterville, Maine.
- 2018 Quality Matters. “Applying the QM Rubric.” 15-hour course on online course design. California State University, Fullerton. October-November 2018.
- 2018 “Botánica Plástica/Plastic Botany.” Plastic art workshop with Ruth Peché. International Conference on the Environmental Humanities. University of Alcalá. Alcalá de Henares, Spain. July 3.
- 2014 “Beyond Gloom and Doom” workshop. Convened by Elin Kelsey. Rachel Carson Center for Environment and Society. Munich, Germany. March 21.
- 2014 “Literature and/as Cultural Ecology.” Webinar with Hubert Zapf (Universität Augsburg, Germany). European Association for the Study of Literature, Culture, and Environment. February 27.
- 2011 “Ecological Media & Ecocriticism” pre-conference seminar. Paper presented: “Searching for Alternative Affective Modes in Ecomedia.” Association for the Study of Literature and Environment. Indiana University. Bloomington, IN. June 21-26.
- 2008 “Teaching Texts: The Hard Stuff of Reading.” Center for Ethics workshop. Vanderbilt University. Nashville, TN. May 19-23.
- 2007 Film Pedagogy Seminar Series. Department of English and Film Studies Program. Vanderbilt University. Nashville, TN. March-April.
- 2006 The 30th School of Criticism and Theory. Cornell University. Ithaca, NY. June 18-July 26.
- 2005 The 4th Annual Summer Institute on Sexuality, Society, and Health. National Sexuality Resource Center. San Francisco State University. San Francisco, CA. June 27-July 22.

OTHER ACADEMIC EMPLOYMENT

- 2007 Technical Writing Aide to international students. Department of Engineering. Vanderbilt University.
- 2006-2007 Practice Teaching Facilitator. Center for Teaching. Vanderbilt University.
- 2006-2007 Research Assistant for Teresa Goddu. American Studies Program. Vanderbilt University.
- 2005-2007 Program Assistant and newsletter designer and co-editor. Women’s & Gender Studies Program. Vanderbilt University.
- 2005-2006 Teaching Affiliate. Center for Teaching. Vanderbilt University.

FOREIGN LANGUAGES

- German (limited working proficiency)
Spanish (limited working proficiency)

REFERENCES

Teresa Goddu
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Vanderbilt University
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Salma Monani
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Gettysburg College
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Catriona Sandilands
Professor and Canada Research Chair in Sustainability and Culture
Environmental Studies York
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Sarah Wald
Associate Professor of English and Environmental Studies
Diversity Officer, Association for the Study of Literature and Environment
University of Oregon sdwald@uoregon.edu

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Education:

Ph. D., English Literature, emphasis Shakespeare and English Renaissance, Purdue University, 1982.
Dissertation: "The Artistic Integrity of Shakespeare's *As You Like It*."
M. A., English and American Literature, Purdue University, 1974.
B. A., English Education, Purdue University, 1971.

Books:

Big Bang Bard: Shakespeare and Quantum Physics. In progress: to be published by Palgrave-Macmillan.
Shakespeare's 'Whores': Erotics, Politics, and Poetics. Basingstoke, UK: Palgrave-Macmillan, 2014.
Paperback edition 2018. Reviewed in *Renaissance Quarterly*, *Shakespeare Jahrbuch*, *Shakespeare Newsletter*, *Shakespeare Survey*, *Studies in English Literature, 1500-1900*, *Theatre Journal*, and *The Year's Work in English Studies*.

Publications:

- "'For me, I am the mistress of my fate': *Lucrece*, Rape Culture and Feminist Political Activism." *Shakespeare / Sex: Contemporary Readings in Gender and Sexuality*. Ed. Jennifer Drouin. London: Arden (forthcoming in 2020).
- "Shakespeare, Still Our Contemporary: *Troilus and Cressida* in the Age of Trump." *Multicultural Shakespeare* 17 (forthcoming in 2020).
- "The 'cunning whore[s] of Venice': Myth and the Realities of Prostitution in *Othello* and *The Merchant of Venice*." *Bazmavep Academic Journal* (forthcoming in 2019).
- "Fooling with Tragic Memory in *Hamlet* and *King Lear*." *The Routledge Handbook of Shakespeare and Memory*. Ed. Andrew Hiscock and Lina Perkins Wilder. London: Routledge, 2018. 135-48. Reviewed in *Modern Language Review*.
- "The future in the instant': Time for Quantum Shakespeare." *Agasia* 1.1 (Spring 2016): 12-24.
- "Intersections of Politics, Culture, Class, and Gender in Shakespeare's *Titus Andronicus*, *The Taming of the Shrew*, and *The Merchant of Venice*." *Multicultural Shakespeare* 12 (2015): 39-52.
- "Shakespeare's Sister: An Interview with Kay Stanton." *The Anecdote* 5.1 (2015): 11-12.
- "Shakespeare's Quantum Physics: *Merry Wives* as a Feminist 'Parallel Universe' of *Henry IV, Part 2*." *The Merry Wives of Windsor: New Critical Essays*. Ed. Evelyn Gajowski and Phyllis Rackin. London: Routledge, 2015. 84-95.
- "A Presentist Analysis of Joan, la Pucelle: 'What's past and what's to come she can descry.'" *Presentism, Gender, and Sexuality in Shakespeare*. Ed. Evelyn Gajowski. New York: Palgrave-Macmillan, 2009. 103-21.
- "'Passion lends them power': The Sonnet Form and the Dramatized Poetic Erotics of *Romeo and Juliet*." *As We Like It: The Journal of the As You Like Shakespeare Society* 7 (2008): 74-88.
- "The History of the California State University Shakespeare Symposium." Program article for the *California State University Shakespeare Symposium*. Long Beach, CA, 2006.
- "'A jest's prosperity': Shakespeare's Jesters, the Fool Tradition, and Stand-up Comedy." *Proceedings of the Hawaii International Conference on Arts and Humanities* 4 (2006): 176-96.
- "'This honest mirth becomes their labor': The Fool Tradition, Shakespeare's Jesters, and Stand-up Comedy." *As We Like It: The Journal of the As You Like Shakespeare Society* 5 (2003): 12-24.
- "The Heroic Tragedy of Cleopatra, the 'Prostitute Queen.'" *The Female Tragic Hero in English Renaissance Drama*. Ed. Naomi Conn Liebler. New York: Palgrave-Macmillan, 2002. 93-118. Reviewed in *Shakespeare Quarterly*, *National Women's Studies Association Journal*, *Medieval and Renaissance Drama in England*, and *Theatre Journal*.
- "'In the habit of a light wench': Sexualized Female Dress in Shakespeare." *As We Like It: The Journal of the As You Like Shakespeare Society* 4 (2001): 86-94.

Publications (Continued):

- “Prostitution.” *The Oxford Companion to Shakespeare*. Ed. Michael Dobson and Stanley Wells. Oxford, UK: Oxford University Press, 2001. 359. Paperback edition 2009. Second edition 2011. Online edition 2011. Reviewed in *Shakespeare Quarterly*, *Times Literary Supplement*, *Studies in English Literature 1500-1900*, and *Reference Reviews*.
- “*Kiss Me, Kate!* For I’ve Brushed Up My Shakespeare: Shakespearean Seduction According to Cole Porter.” *As We Like It: The Journal of the As You Like Shakespeare Society* 3 (2000): 1-12.
- “Made to write “whore” upon?: Male and Female Use of the Word ‘Whore’ in Shakespeare’s Canon.” *The Feminist Companion to Shakespeare*. Ed. Dymna Callaghan. Oxford, UK: Blackwell, 2000. 80-102. Paperback edition 2001. Reviewed in *Shakespeare Quarterly* and *Reference Reviews*. Reprinted in second edition 2016: 98-120.
- “‘Good traders in the flesh’: *Troilus and Cressida*, the Clinton-Lewinsky Scandal, and the Whoredom of the Time.” *As We Like It: The Journal of the As You Like Shakespeare Society* 2 (1999): 3-16.
- “If Music Be the Food of Love, Play Shakespeare.” Concert review. *Shakespeare Newsletter* 49 (1999): 79-80.
- “*All’s Well at the Decameron’s Well*: Representation and Misrepresentation, in Social Sickness and Sexual Health.” *Shakespeare Yearbook 10: Shakespeare and Italy*. Ed. Holger Klein and Michele Marrapodi. Lewiston, NY: Edwin Mellen Press, 1999. 225-52.
- “Loving Shakespeare.” Poem. *As We Like It: The Journal of the As You Like Shakespeare Society* 1 (1998): 2.
- “The History of the *California State University Graduate Student Conference*.” *Proceedings of the CSUF Graduate Student Conference in English*. Fullerton: CSU Fullerton, 1997. ii-iii.
- “Shakespeare and Music.” Program article for *The Baroque Music Festival*. Sherman Gardens, Corona del Mar, June 11, 1997. 14-15.
- “Paying Tribute: Shakespeare’s *Cymbeline*, the ‘Woman’s Part,’ and Italy.” *Il Mondo Italiano del Teatro Inglese del Rinascimento [The Italian World of English Renaissance Drama: Cultural Exchange and Intertextuality]*. Ed. Michele Marrapodi. Palermo, Italy: S. F. Flaccovio, 1995. 65-79. Reviewed in *Shakespeare Survey*.
- “Parody, Prostitution, and the Subversive Challenges of Shakespeare’s Second Tetralogy.” *Proceedings of the California State University Shakespeare Symposium*. Ed. Sheree Meyer. Sacramento: CSU Sacramento, 1995. 17-29.
- “*Measure for Measure*: Men’s Heads for Maidenheads.” *Proceedings of the California State University Shakespeare Symposium*. Ed. Clare-Marie Wall. Fresno: CSU Fresno, 1994. 57-71.
- “*Hamlet’s Whores*.” *New Essays on Hamlet*. Ed. Mark Thornton Burnett and John Manning. New York: AMS Press, 1994. 167-88. Excerpt reprinted in *Hamlet: Bloom’s Notes*. Ed. Harold Bloom. Broomall, PA: Chelsea House, 1996. 212-13. Reprinted on numerous *Hamlet* study guide websites.
- “Nell Quickly, Doll Tearsheet, and the Sexual Politics of the *Henriad’s* Subplot.” *Proceedings of the California State University Shakespeare Symposium*. Ed. Edward L. Rocklin and Joseph H. Stodder. Pomona: CS Polytechnic U, Pomona, 1993. 51-67.
- “*Sex As You Like It*.” *Proceedings of the California State University Shakespeare Symposium*. Ed. Arthur Axelrad, Wilhelmina Hotchkiss, Eileen Klink, and Elizabeth Young. Long Beach: CSU Long Beach, 1992. 135-54.
- “*All’s Well in Love and War*.” *Ideological Approaches to Shakespeare: The Practice of Theory*. Ed. Robert P. Merrix and Nicholas Ranson. Lewiston, NY: Edwin Mellen Press, 1992. 155-63.
- “*The Prince, Not The Princess*: Machiavelli and the Problem of Female Sovereignty in *Henry V*.” *Proceedings of the California State University Shakespeare Symposium*. Ed. Kay Stanton. Fullerton: CSU Fullerton, 1991. 81-105.
- “Women and the American Dream of *Death of a Salesman*.” *Feminist Rereadings of Modern American Drama*. Ed. June Schulueter. Madison, NJ: Fairleigh Dickinson University Press, 1989. 67-102. Reviewed in *Choice*, *Comparative Drama*, *Modern Drama*, *Modern Language Review*, and *South Central Review*. Reprinted in *Major Literary Characters: Willy Loman*. Ed. Harold Bloom. New York: Chelsea House, 1991. 129-56; *Readings on Death of a Salesman*. Ed. Thomas Siebold. San Diego: Greenhaven Press, 1998; and *Arthur Miller: Longman Study Edition*. Ed. Taisha Abraham. New Delhi: Pearson Longman, 2008. 156-200. Long excerpt reprinted in *Discovering Literature: Fiction, Poetry, and Drama*. Ed. Hans P. Guth and Gabriele L. Rico. Englewood Cliffs: Prentice Hall, 1993. 1218-20. Reprinted or excerpted on numerous *Death of a Salesman* study guide websites.
- “Remembering Patriarchy in *As You Like It*.” *Shakespeare: Text, Subtext, and Context*. Ed. Ronald Dotterer. Cranbury, NJ: Associated University Presses, 1989. 139-49.

Publications (Continued):

- “Shakespeare’s Use of Marlowe in *As You Like It*.” “*A Poet and a Filthy Play-maker*”: *New Essays on Christopher Marlowe*. Ed. Kenneth Friedenreich, Roma Gill, and Constance Kuriyama. New York: AMS Press, 1988. 23-35. Reviewed in *Choice*, *Studies in English Literature, 1500-1900*, and *Modern Language Review*.
- “To Shakespeare.” Poem. *Shakespeare Newsletter* 37.2 (1987): 38.
- “The Disguises of Shakespeare’s *As You Like It*.” *Iowa State University Journal of Research* 59 (1985): 295-305. Abstract published in *Shakespeare Newsletter* 37.2 (1987): 28.
- “A Review of Robert Giroux’s *The Book Known as Q: A Consideration of Shakespeare’s Sonnets*.” *Marlowe Society Book Reviews* 3 (1984): 7-8.
- “From ‘Jove’ to ‘Task-master’: The Transformation from Pagan to Christian Deity in Milton’s Sonnets 1- 7.” *Hartford Studies in Literature* 15-16 (1983-84): 67-79. Reviewed in *Seventeenth Century News* and *The Year’s Work in English Studies*.

Professional Conference Papers:

- “Shakespeare, Still Our Contemporary: *Troilus and Cressida* in the Age of Trump.” *International Association of University Professors of English Conference*. Poznan, Poland. July 22-28, 2019.
- “The ‘cunning whore[s] of Venice’: Myth and the Realities of Prostitution in *Othello* and *The Merchant of Venice*.” *Armenian Shakespeare Conference*. Venice, Italy. July 14-15, 2019.
- “‘Propertied / As all the tunèd spheres’: Shakespeare, the Music of the Spheres, and String Theory.” *European Shakespeare Research Association Conference*. Rome, Italy. July 9-12, 2019.
- “Meditating / On that celestial harmony’: Shakespeare, the Music of the Spheres, and String Theory.” *Shakespeare Association of America Convention*. Washington, D. C. April 17-20, 2019.
- “In Troy There Lies the Myth: *Lucrece*, *Hamlet*, *Troilus*, Allegory and Archetype.” Toronto, Canada. March 17-19, 2019.
- “Shakespeare’s *Troilus and Cressida* and the Vulgarity of American Society in the Age of Trump.” *International Shakespeare Conference*. Stratford-upon-Avon, England. July 22-27, 2018.
- “‘Mine eye hath played the painter: The Sonnets’ Persona as the ‘Mystical’ Quantum Physics Observer.” *British Shakespeare Association Conference*. Belfast, Northern Ireland. June 14-17, 2018.
- “The Evolution through Myths of the ‘fame’ of ‘Lucrece the chaste.’” *Shakespeare Association of America Convention*. Los Angeles, California. March 28-31, 2018.
- “Big Bang Bard: Shakespeare and the Creation of the Universe.” *Shakespeare Association of America Convention*. Atlanta, Georgia. April 5-8, 2017.
- “Shakespeare’s *Sonnets*’ Persona and the Quantum Physics Observer Function.” *California State University Shakespeare Symposium*. Fullerton, California. February 24-25, 2017.
- “Mysticism, Shakespeare’s *Sonnets*, and Quantum Physics.” *World Shakespeare Congress*. Stratford-upon-Avon and London, England. July 31-August 6, 2016.
- “Dreaming Consciousness: The ‘Emperor Dream’ in *Romeo and Juliet* and *Antony and Cleopatra*.” *Shakespeare Association of America Convention*. New Orleans, Louisiana. March 23-26, 2016.
- “The future in the instant: Time for Quantum Shakespeare.” *California State University Shakespeare Symposium*. CSU Stanislaus. April 30-May 1, 2015.
- “*A Midsummer Night’s Dream* and a Quantum Physics ‘Event Horizon.’” *Shakespeare Association of America Convention*. Vancouver, Canada. April 1-4, 2015.
- “Big Bang Shakespeare.” *International Shakespeare Conference*. Stratford-upon-Avon, England. August 3-8, 2014.
- “Shakespeare, Einstein, and Hawking: The Relativity of Time.” *Shakespeare Association of America Convention*. St. Louis, Missouri. April 10-12, 2014.
- “‘What have we to do with Diana?’: The Triumph of the Goddess in *Pericles*.” *California State University Shakespeare Symposium*. CSU Long Beach. March 1, 2014.
- “Mythic Historiography and *Pericles*.” *European Shakespeare Research Association Conference*. Montpellier, France. June 26-30, 2013.
- “Quantum Physics, *Merry Wives*, and *Henry IV, Part 2*.” *Shakespeare Association of America Convention*. Toronto, Canada. March 28-30, 2013.
- “Shakespeare’s Quantum Physics: *Merry Wives* as a Feminist ‘Parallel Universe’ of *Henry IV, Part 2*.” *California State University Shakespeare Symposium*. CSU Fullerton. November 16-17, 2012.

Professional Conference Papers (Continued):

- “Why, what effects of passion shows she?': Female Erotic Passion in Shakespeare.” *International Shakespeare Conference*. Stratford-upon-Avon, England. August 5-10, 2012.
- “The Revengers' Comedy: *Merry Wives* as a Feminist 'Parallel Universe' of the *Henriad*.” *Shakespeare Association of America Convention*. Boston, Massachusetts. April 5-7, 2012.
- “For Me, I Am the Mistress of My Fate': Chaste Lucrece and the Birth of Political Activism.” *World Shakespeare Congress*. Prague, Czech Republic. July 17-22, 2011.
- “On Love's Light Cinematic Wings: Film Treatments of *Romeo and Juliet*, I. v.” *California State University Shakespeare Symposium*. CSU Stanislaus. May 5-6, 2011.
- “May my pure mind with the foul act dispense': The Chastity of Lucrece.” *Shakespeare Association of America Convention*. Bellevue, Washington. April 7-9, 2011.
- “Beyond Historicism to Ancient Female Deity: A Presentist Analysis of Shakespeare's Venus.” *International Shakespeare Conference*. Stratford-upon-Avon, England. August 8-13, 2010.
- “A Dream to Build a Kiss on: The Emperor Dream in *Romeo and Juliet* and *Antony and Cleopatra*.” *California State University Shakespeare Symposium*. CSU Fullerton. May 7-8, 2010.
- “Venus, Mother of All Whores.” *Shakespeare Association of America Convention*. Chicago, Illinois. April 1-3, 2010.
- “Seeing with 'daughter-beamed eyes' in *Love's Labor's Lost*.” *California State University Shakespeare Symposium*. CSU Fullerton. May 29-30, 2009.
- “Shakespeare's Ocular Envisioning in *Love's Labor's Lost*.” *Shakespeare Association of America Convention*. Washington, D.C. April 9-11, 2009.
- “By heaven, the wonder in a mortal eye!': Eye Images in *Love's Labor's Lost*.” *International Shakespeare Conference*. Stratford-upon-Avon, England. August 4-8, 2008.
- “Passion lends them power': The Sonnet Form and the Dramatized Poetic Erotics of *Romeo and Juliet*.” *California State University Shakespeare Symposium*. Sonoma State University. April 26, 2008.
- “Enough to make a whore forswear her trade': Shakespeare's Treatment of the 'Women's Work' of Prostitution.” *Shakespeare Association of America Convention*. Dallas, Texas. March 13-15, 2008.
- “France, triumph in thy glorious prophetess': Shakespeare and the Challenges of Joan, la Pucelle.” *Shakespeare, the French, and France Conference*. Paris, France. June 14-15, 2007.
- “Wonder Woman: The Supernatural Powers of Joan, La Pucelle.” *Shakespeare Association of America Convention*. San Diego, California. April 5-7, 2007.
- “Find him by starlight': The Shakespearean As[s]cension of F. Murray Abraham.” *International Shakespeare Conference*. Stratford-upon-Avon, England. August 6-11, 2006.
- “A Presentist Analysis of Shakespeare's Joan of Arc.” *World Shakespeare Conference*. Brisbane, Australia. July 16-21, 2006.
- “France, triumph in thy glorious prophetess': Shakespeare and the Challenges of Joan, la Pucelle.” *Shakespeare Association of America Convention*. Philadelphia, Pennsylvania. April 13-15, 2006.
- “A jest's prosperity': Shakespeare's Jesters, the Fool Tradition, and Stand-up Comedy.” *Hawaii International Conference on Arts and Humanities*. Honolulu, Hawaii. January 11-14, 2006.
- “What's past and what's to come she can decry': The 'Presents'/Presence of Joan, la Pucelle.” *Shakespeare Association of America Convention*. Bermuda. March 17-19, 2005.
- “Politics and the Spirit of *The Tempest*: Ariel, the Other 'Other'.” *California State University Shakespeare Symposium*. CSU Long Beach. November 19-20, 2004.
- “Do you not know I am a woman?': The Femaleness of *As You Like It*'s Rosalind.” *International Shakespeare Conference*. Stratford-upon-Avon, England. July 25-30, 2004.
- “Dream a Little Dream of Shakespeare: Dreams in *Romeo and Juliet* and *Antony and Cleopatra*.” *Shakespeare Association of America Annual Convention*. New Orleans, Louisiana. April 8-11, 2004.
- “Reproducing Shakespeare's Reproducing Prometheus: The Erotic Fire.” *California State University Shakespeare Symposium*. CSU Long Beach. November 14-15, 2003.
- “The Sonnets of *Romeo and Juliet*.” *Shakespeare Association of America Convention*. Victoria, Canada. April 10-12, 2003.
- “This honest mirth becomes their labor': The Fool Tradition and Shakespeare's Jesters.” *California State University Shakespeare Symposium*. CSU Dominguez Hills. November 15-16, 2002.
- “A Jest's Prosperity': The Fool Tradition, Humor Theory, and Shakespeare's Word-players.” *International Shakespeare Conference*. Stratford-upon-Avon, England. August 18-23, 2002.
- “Sense and Sensuality: Promethean Erotic Sensation in Shakespeare.” *Shakespeare Association of America Convention*. Minneapolis, Minnesota. March 21-23, 2002.

Professional Conference Papers (Continued):

- “Shakespeare’s Erotic Goddesses.” *California State University Shakespeare Symposium*. CSU Fullerton. November 30-December 1, 2001.
- “Shakespearean Woman: ‘A dish for the gods, if the devil dress her not.’” *Pacific Ancient and Modern Language Convention*. Santa Clara, California. November 9-11, 2001.
- “Pornographic Shakespeare.” *California State University Shakespeare Symposium*. CSU Bakersfield. June 1-2, 2001.
- “‘This holy fire of love’: Baptism into Sacred Heterosexual Erotics in *Romeo and Juliet*, *Shakespeare’s Sonnets*, and *A Lover’s Complaint*.” *World Shakespeare Congress*. Valencia, Spain. April 18-23, 2001.
- “Stripping Shakespeare’s ‘Whores’ to Venus *Porne-graphic* and Beyond.” *Shakespeare Association of America Convention*. Miami, Florida. April 12-14, 2001.
- “Cleopatra: Erotic Goddess.” *Pacific Ancient and Modern Language Association Convention*. Los Angeles, California. November 10-12, 2000.
- “Gender, Sex, and Queenship in *Antony and Cleopatra*.” *International Shakespeare Conference*. Stratford-upon-Avon, England. July 30-August 4, 2000.
- “Feminism, Sex, and Shakespeare: The Case of *Venus and Adonis*.” *Shakespeare’s Narrative Poems Conference*. London, England. July 27-29, 2000.
- “The Heroic Tragedy of Cleopatra.” *Shakespeare Association of America Convention*. Montréal, Canada. April 6-8, 2000.
- “Shakespearean in Love.” *California State University Shakespeare Symposium*. CS Polytechnic University, Pomona. November 19-20, 1999.
- “‘Good traders in the flesh’: *Troilus and Cressida* and the Whoredom of the Time.” *Shakespeare Association of America Convention*. San Francisco, California. April 1-3, 1999.
- “Reclaiming a Philosophy of Female Heterosexual Erotics Through Shakespeare’s *Venus and Adonis*.” *CSU Fullerton Philosophy Symposium*. Fullerton, California. March 18-19, 1999.
- “Juliet and Her Romeos.” *California State University Shakespeare Symposium*. CSU San Bernardino. February 12-13, 1999.
- “Dressed Like a Nun--A Nun of Venus!: Marlowe’s *Hero and Leander* and the Attire of Sex.” *Pacific Ancient and Modern Language Association Convention*. Claremont, California. November 6-8, 1998.
- “Shakespeare, Sex, and Feminism: Reclaiming Female Heterosexual Erotics through *Venus and Adonis*.” *International Shakespeare Conference*. Stratford-upon-Avon, England. August 23-28, 1998.
- “Hero, Venus, and the Costume of Sexuality.” *International Marlowe Conference*. Cambridge, England. June 29-July 3, 1998.
- “Cleopatra, The Prostitute Queen.” *Shakespeare Association of America Convention*. Cleveland, Ohio. March 19-21, 1998.
- “Shakespearean Seduction According to Cole Porter: *Kiss Me, Kate!*” *California State University Shakespeare Symposium*. CSU Dominguez Hills. November 21-22, 1997.
- “Dressed for Sex: Eroticized Female Clothing in Shakespeare.” *Pacific Ancient and Modern Language Association Convention*. San Jose, California. November 7-9, 1997.
- “*Kiss Me, Kate!* For I’ve Brushed Up My Shakespeare.” *Scæna: Shakespeare and His Contemporaries in Performance*. Cambridge, England. August 13-15, 1997.
- “‘In the habit of a light wench’: Sexualized Female Dress in Shakespeare.” *Shakespeare Association of America Convention*. Washington, D. C. March 27-29, 1997.
- “Shakespeare’s Pleasure-seeking Females.” *California State University Shakespeare Symposium*. CSU Los Angeles. November 22-23, 1996.
- “‘Made to write “whore” upon?’: Male and Female Use of the Word ‘Whore’ in Shakespeare.” *International Shakespeare Conference*. Stratford-upon-Avon, England. August 18-23, 1996.
- “Prince Galeotto: The *Decameron* as Pander to Female Readers.” *International Medieval Congress*. Leeds, England. July 8-11, 1996.
- “Prostituting Shakespeare.” *World Shakespeare Congress*. Los Angeles, California. April 7-14, 1996.
- “Parody, Prostitution, and the Subversive Challenges of Shakespeare’s Second Tetralogy.” *California State University Shakespeare Symposium*. CSU Sacramento. November 10-11, 1995.
- “Literature and the Art of Stand-up Comedy: Bill Maher’s *True Story*.” *Pacific Ancient and Modern Language Association Convention*. Santa Barbara, California. November 3-5, 1995.
- “Male Potency and Female Death in ‘On the Death of a Fair Infant.’” *International Milton Symposium*. Bangor, Wales. July 9-14, 1995.

Professional Conference Papers (Continued):

- “Paying Tribute: Shakespeare’s *Cymbeline*, the ‘Woman’s Part,’ and Italy.” *Conference on The Italian World of English Renaissance Drama: Cultural Exchange and Intertextuality*. Palermo, Italy. June 8-10, 1995.
- “Gender and Geography in Shakespeare’s *Cymbeline*.” *Renaissance Conference of Southern California’s Southwest Regional Conference*. San Marino, California. May 12-13, 1995.
- “*The Comedy of Errors*, *Othello*, and the Shakespearean Chain of Whoredom.” *Shakespeare Association of America Convention*. Chicago, Illinois. March 23-25, 1995.
- “The *Decameron* as Pander to Female Readers.” *Modern Language Association of America Convention*. San Diego, California. December 27-30, 1994.
- “*Measure for Measure*: Men’s Heads for Maidenheads.” *California State University Shakespeare Symposium*. CSU Fresno. December 2-3, 1994.
- “Shakespeare’s Uninhibited Women of *Venus and Adonis*, *All’s Well*, *Othello*, and *As You Like It*.” *International Shakespeare Conference*. Stratford-upon-Avon, England. August 21-26, 1994.
- “Prince Galeotto: Boccaccio’s *Decameron*.” *Renaissance Conference of Southern California’s Southwest Regional Conference*. San Marino, California. May 13-14, 1994.
- “Shakespeare’s ‘Whores’ and the Political Dynamics of Sex As They’d Like It.” *Shakespeare Association of America Convention*. Albuquerque, New Mexico. April 14-16, 1994.
- “Nell Quickly, Doll Tearsheet, and the Sexual Politics of the Henriad’s Subplot.” *California State University Shakespeare Symposium*. CS Polytechnic U Pomona. November 19-20, 1993.
- “*Hamlet*’s Whores.” *Philological Association of the Pacific Coast Convention*. Seattle, Washington. November 5-7, 1993.
- “No King of England If Not Through Queen from France: Isabella of Marlowe’s *Edward II* and Shakespeare’s *Henry V*.” *International Marlowe Conference*. Cambridge, England. June 28-July 2, 1993.
- “Women and Sexual Societal Healing in Boccaccio’s *Decameron* and Shakespeare’s *All’s Well* and *Cymbeline*.” *Shakespeare Association of America Convention*. Atlanta, Georgia. April 1-3, 1993.
- “How came that “widow” in?: Marlowe’s *Dido*, *Queen of Carthage* and Shakespeare’s ‘Widow Dido.’” *Modern Language Association of America Convention*. New York, New York. December 27-30, 1992.
- “*Sex As You Like It*.” *California State University Shakespeare Symposium*. CSU Long Beach. November 21, 1992.
- “Plucking Gloves and Unhorsing Challengers in Shakespeare’s Second Tetralogy.” *Philological Association of the Pacific Coast Convention*. San Diego, California. November 13-15, 1992.
- “Reversal of Sex Roles and the Comic Tragedy of Shakespeare’s *Venus and Adonis*.” *Rocky Mountain Modern Language Association Convention*. Ogden, Utah. October 15-17, 1992.
- “Machiavellian ‘Masculinity’ and Subversion by the Fortune of ‘Femininity’ in *Henry V*.” *Shakespeare Association of America Convention*. Kansas City, Missouri. April 16-18, 1992.
- “Subversion and the Whores of History: The Challenges of Shakespeare’s Second Tetralogy.” *West Virginia Shakespeare and Renaissance Association Conference*. Institute, West Virginia. April 10-11, 1992.
- “Male Sexual Control of the Feminine in Milton’s ‘On the Death of a Fair Infant Dying of a Cough.’” *Modern Language Association of America Convention*. San Francisco, California. December 27-30, 1991.
- “In Sickness and in Health: Women and Comic Society in Boccaccio and Shakespeare.” *Modern Language Association of America Convention*. San Francisco, California. December 27-30, 1991.
- “*The Prince*, Not *The Princess*: Machiavelli and the Problem of Female Sovereignty in Shakespeare’s *Henry V*.” *California State University Shakespeare Symposium*. CSU Fullerton. December 6-7, 1991.
- “Stichomythic Genres and Gender Roles in Shakespeare’s Second Tetralogy.” *World Shakespeare Congress*. Tokyo, Japan. August 11-17, 1991.
- “Gender and Power in Milton’s ‘On the Death of a Fair Infant Dying of a Cough.’” *Renaissance Conference of Southern California’s Southwest Regional Conference*. San Marino, California. May 3-4, 1991.
- “Sex Role and Androgyny: Choosing *As You Like It*.” *Renaissance Conference of Southern California’s Southwest Regional Conference*. San Marino, California. May 11-12, 1990.
- “The Female and the Forms of Shakespeare’s Second Tetralogy.” *Shakespeare Association of America Convention*. Philadelphia, Pennsylvania. April 12-14, 1990.
- “*All’s Well* in Love and War.” *Philological Association of the Pacific Coast Convention*. Claremont, California. November 10-12, 1989.
- “Razing Women from the American Dream of *Death of a Salesman*.” *Rocky Mountain Modern Language Association Convention*. Las Vegas, Nevada. October 19-21, 1989.

Professional Conference Papers (Continued):

- "As You Like It: Rosalind as Androgen." *Shakespeare Association of America Convention*. Austin, Texas. April 13-15, 1989.
- "Gender and the Problems of *Venus and Adonis*." *Renaissance Conference of Southern California's Southwest Regional Conference*. San Marino, California. April 7-8, 1989.
- "Swords, Crowns, and the Femininity of Cities in *Tamburlaine I and II*." *Modern Language Association Convention*. New Orleans, Louisiana. December 27-30, 1988.
- "*Tamburlaine the Great, Part I: The Tragedy of Zenocrate*." *International Marlowe Conference*. Oxford, England. August 15-19, 1988.
- "From Italian Lady to English Saint: The Women of Milton's Sonnets." *International Milton Symposium*. Vallombrosa and Florence, Italy. June 12-18, 1988. Abstract published in *Milton Quarterly*.
- "The Reversal of the Double Standard in *Measure for Measure: Men's Heads for Maidenheads*." *Shakespeare Association of America Convention*. Boston, Massachusetts. March 31-April 2, 1988. Abstract published in *Shakespeare Newsletter*.
- "The Two 'Set Pieces' of *As You Like It*: Duke Senior's Forest Speech and Jaques' Speech on the Seven Ages of Man." *Renaissance Conference of Southern California's Southwest Regional Conference*. San Marino, California. May 1-2, 1987.
- "Male Gender-crossing in *Othello*." *Shakespeare Association of America Convention*. Seattle, Washington. April 9-11, 1987.
- "Remembering Patriarchy in *As You Like It*." *World Shakespeare Congress*. West Berlin, Germany. April 1-6, 1986.
- "Sex and Sex Role in *Venus and Adonis*." *Shakespeare Association of America Convention*. Montréal, Canada. March 27-29, 1986.
- "The Disguises of Shakespeare's *As You Like It*." *Iowa State Shakespeare Symposium: Shakespeare and His Contemporaries*. Ames, Iowa. April 12-14, 1984.
- "Iago: The Whore of Venice." *Ohio Shakespeare Conference: Shakespeare and Gender*. Cincinnati, Ohio. March 1-3, 1984.
- "From 'Jove' to 'Task-master': The Transformation from Pagan to Christian Deity in Milton's First Seven Sonnets." *Modern Language Association of America Convention*. New York, New York. December 27-30, 1983.
- "Milton's First Two English Sonnets." *International Milton Symposium*. Cambridge, England. August 8-12, 1983.
- "Master, Mistress, Slave: Servitude in *Wuthering Heights*." *Brontë Conference: The Development and Achievement of Emily Brontë as Novelist and Poet*. Leeds, England. August 1-6, 1983.
- "Shakespeare's Use of Marlowe in *As You Like It*." *International Marlowe Conference*. Sheffield, England. July 11-15, 1983.
- "The Reformation of Christianity in *As You Like It*." *Iowa State University Shakespeare Symposium: Shakespeare and His Contemporaries*. Ames, Iowa. April 14-16, 1983.
- "Relationship and Correspondence in the Portraits of the Pilgrims in the Prologue to the *Canterbury Tales*." *Rocky Mountain Medieval and Renaissance Association Convention*. Provo, Utah. April 8-9, 1983.
- "Mrs. Ramsay and Lily Briscoe: The Relationship Between Woman as Wife-Mother and Woman as Artist in *To the Lighthouse*." *Virginia Woolf and the Life of a Woman: A Conference for Common Readers and Scholars*. St. Paul, Minnesota. October 22-23, 1982.
- "The Relationship Between Biblical and Pagan Elements in Shakespeare's *As You Like It*." *Conference on Christianity and Literature: Christianity and Pagan Culture*. Holland, Michigan. April 22-23, 1982.
- "From 'The Constant Service of the Antique World' to 'Woman of the World': Common People of the Court and Country in *As You Like It*." *Iowa State University Shakespeare Symposium: Shakespeare and His Contemporaries*. Ames, Iowa. April 2-3, 1982.

Keynote Speeches and Invited Guest Lectures:

- "Women in Shakespeare's Plays." Osher Lifelong Learning Institute. CSU Fullerton. September 11, 2018. Invited Lecture.
- "Shakespeare's Women." Pollak Library. CSU Fullerton. May 6, 2017. Invited Lecture.
- "*The Merchant of Venice*: Fighting Prejudice with Perspective Tricks." *Long Beach Shakespeare Company*. Long Beach, California. April 17, 2016. Invited Lecture.

Keynote Speeches and Invited Guest Lectures (Continued):

- “Intersections of Politics, Culture, Class, and Gender in *Titus Andronicus*, *The Taming of the Shrew*, and *The Merchant of Venice*.” *CSUF Acacia Graduate Student Conference in English*. CSU Fullerton. March 13-14, 2015. Keynote Speech.
- “The Issues of *Shakespeare’s ‘Whores’: Erotics, Politics, and Poetics*.” *The Shakespeare Guild’s Speaking of Shakespeare Lecture Series*. The National Arts Club, New York, New York. November 24, 2014. Invited Lecture.
- “Perspective Tricks and Social Concerns in *Titus Andronicus*, *The Taming of the Shrew*, and *The Merchant of Venice*.” *Conference on Diversity and Homogeneity: Politics of Nation, Class, and Gender in Drama, Theatre, Film and Media*. Lodz, Poland. October 25-27, 2013. Keynote Speech.
- “Occupy Literature.” *Department of English, Comparative Literature, and Linguistics Annual Awards Ceremony and Reception*. CSU Fullerton. May 18, 2012. Invited Lecture.
- “Poets, Poetic Justice, and Why We’re English Majors.” *CSUF Acacia Graduate Student Conference in English*. CSU Fullerton. January 28, 2011. Keynote Speech.
- “On Love’s Light Cinematic Wings: Film Versions of Romeo and Juliet’s First Encounter.” *As You Like Shakespeare Society*. CSU Fullerton. March 3, 1999. Invited Lecture.
- “Contemporary Criticism and the Teaching of Drama.” *Advanced Developmental Education Summer Seminar*. June 13, 1997. Huntington Beach, California. Invited Lecture.
- “Razing Women from the American Dream of *Death of a Salesman*.” *CSUF Acacia Graduate Student Conference in English*. CSU Fullerton. April 8, 1995. Keynote Speech.
- “The History of the *California State University Graduate Student Conference in English*” and “Subversion and the Whores of History: The Challenges of Shakespeare’s Second Tetralogy.” *CSUF Acacia Graduate Student Conference in English*. CSU Fullerton. April 30, 1994. Keynote Speech.
- “Gender Issues in *Love’s Labor’s Lost*, *The Taming of the Shrew*, and *Othello*.” *Colorado Shakespeare Festival*. Boulder, Colorado, August 4, 1989. Invited Lecture.
- “Women and the American Dream of *Death of a Salesman*.” *CSUF H&SS Lunch ’N Lecture Series*. November 2, 1988. Invited Lecture.

Additional Professional Conference Participation:

Conference Creation, Co-ordination, and Organization:

- Creator of the *California State University Shakespeare Symposium*. CSU Fullerton, 1991
- Co-ordinator 1991, 2001, 2009, 2010, 2012, 2017
- Editor of the *Proceedings of the California State University Shakespeare Symposium*, 1991.
- Creator of the *CSUF Acacia Graduate Student Conference in English*. CSU Fullerton, 1991
- Editor of the *Proceedings of the California State University Graduate Student Conference in English*, 1992
- Co-ordinator 1991, 1992
- Conference Advisor and Program Committee Member, 1994-2002.
- Presiding Officer for 1997 and Secretary for 1996 of the “Literature and the Other Arts” Session of the *Pacific Ancient and Modern Language Association Convention*.
- Presiding Officer for 1994 and Secretary for 1993 of the “Shakespeare and Related Topics” Session of the *Philological Association of the Pacific Coast Convention*.
- Organizer of the “Social History and Literary Texts” Session for the *Renaissance Conference of Southern California’s Southwest Regional Conference*. San Marino, California. May 13-14, 1994.
- Member of the Local Arrangements Committee for the *Shakespeare Association of America Convention*. Los Angeles, California. March 28-31, 2018.
- Member of the Local Arrangements Committee for the *World Shakespeare Congress*. Los Angeles, California. April 7-14, 1996.
- Co-organizer and co-leader of the Seminar “Feminist Readings of the Cross-dressed Female.” *Shakespeare Association of America Convention*. Vancouver, Canada, 1991.
- Panel Presentations:
- Microteaching Demonstrator and Facilitator for the *CSUF Microteaching Workshop*. April 12, 2002.
- Panelist on “Carnegie CASTL Report” and Microteaching Demonstrator and Facilitator in “Carnegie Continued—Exploring the Microteaching Concept Further.” *Symposium on Improving Teaching and Learning in the Academy: Student Evaluations and Teaching Concerns*. CSU Fullerton, February 26, 2001.

Additional Professional Conference Participation (Continued):

Panel Presentations (Continued):

Panelist on and Microteaching Demonstrator in "Microteaching as a Model for Promoting and Peer-evaluating Teaching Effectiveness." *American Association for Higher Education National Conference on Higher Education*. Washington, D.C. March 24-27, 2001.

Panelist on "How Does Critical Theory Inform Our Teaching of the Renaissance?" *Renaissance Conference of Southern California's Teaching the Renaissance Symposium*. CS Polytechnic U Pomona. February 3, 1996.

Panelist on "The Future of Medieval and Renaissance Studies" for the *CSU Fresno English Graduate Student Association Conference on Medieval/Renaissance Studies*. CSU Fresno. May 6, 1995.

Sessions Chaired:

"Re-evaluating Jan Kott and his Contemporary Legacies." *International Association of Professors of English Conference*. Poznan, Poland. July 22-26, 2019.

"Shakespeare and Italy / Shakespeare and the Venetian Myth." *Armenian Shakespeare Conference*. Venice, Italy. July 14-15, 2019. Also Session Organizer.

"Gender Constructs, Past and Present." *CSUF Acacia Graduate Student Conference in English*. CSU Fullerton. March 22-23, 2019.

"Shakespeare and Sexuality." *British Shakespeare Conference*. Belfast, Northern Ireland. June 14-17, 2018.

"Machiavellian Power: Identity and Honor's Great Contaminator in Shakespeare." *CSUF Acacia Graduate Student Conference in English*. CSU Fullerton. March 23-24, 2018.

"Women and Their 'Place': The Feminist Lens and Its Derivations." *Sigma Tau Delta Far Western Regional Conference*. CSU Fullerton. November 4-5, 2016.

"What a Girl Wants: Acceptance, Agency, and Audacity." *Sigma Tau Delta Far Western Regional Conference*. CSU Fullerton. November 13-14, 2015.

"Interpreting Comedy." *California State University Shakespeare Symposium*. CSU Long Beach. March 1, 2014.

"Transcending Constructions of Identity." *CSUF Acacia Graduate Student Conference in English*. CSU Fullerton. March 1-2, 2013.

"Women in Shakespeare." *California State University Shakespeare Symposium*. CSU Long Beach. November 4, 2006.

"Milton." *International Literature and History Conference*. Reading, England. July 16-19, 1995.

"Representing Women." *Renaissance Conference of Southern California's Southwest Regional Conference*. San Marino, California. May 9-11, 1996.

"Woman Writers and the Female Subject." *Renaissance Conference of Southern California's Southwest Regional Conference*. San Marino, California. May 12-13, 1995.

Professional Service:

Author, at the request of well-known actor Michael York, of paragraph-long review blurb for the book jacket of *A Shakespearean Actor Prepares*. By Adrian Brine and Michael York. Lyme, NH: Smith and Krase, 2000.

Reviewer for Literary Journals:

As We Like It: Journal of the As You Like Shakespeare Society, 1998-2008; Creator, 1998

PMLA, 1994

CLIO: A Journal of Literature, History, and the Philosophy of History, 1991

SAIL: Studies in American Indian Literatures, 1991

The Iowa State Journal of Research, 1989.

Adapter and arranger of Shakespeare's *Twelfth Night* as lyrics for Robert Linn's original musical composition

"*Cantata Jovialis: In Praise of Love and Music*" for the *Baroque Music Festival*, Sherman Gardens, Corona del Mar, June 11, 1997.

Judge:

Cal State Poly Pomona Invitational High School John A. Lesser Shakespeare Interpretation Competition, 1996-present

Write Like Shakespeare Sonnet Writing Contest for Brea Borders Bookstore, 1996-99

Best Feminist Essay Award for the *Rocky Mountain Modern Language Association*, 1995-98.

Member of the Committee to Nominate Officers for the *Shakespeare Association of America*, 1992.

CSUF Academic Service:

Member of Department Composition Committee, 2018-19
 Member of Department Personnel Committee, 1993-95, 2004-06, 2008-12, 2013-15; 2016-18; alternate 2002-04, 2007-08; Chair 2011-12.
 Member of Department Selection Committee, 1991-92; 2012-13, 2015-16
 Member of Department Grading Committee, 2010-12
 Member of Department Graduate Studies Committee, 1989-91, 2006-08; Chair 1990-91
 Member of Department Undergraduate Curriculum Committee, 1987-89, 1996-98, 2002-03; Chair 1988-89, 1996-98
 Member of Department M.A. Examination Committee, 2004-06
 Member of Department Ad Hoc Committee on Reassessment of the Graduate Program in English, 1998-2000.
 Faculty Advisor and Sponsor of the *CSU Fullerton As You Like Shakespeare Society*, 1996-present.

Teaching Experience:

California State University, Fullerton: Associate Professor, 1987-93; tenured 1991; Full Professor, 1993-present
 English 101: Beginning College Writing
 English 300: Analysis of Literary Forms
 English 301: Advanced College Writing
 English 311: British Literature to 1760
 English 316: Shakespeare
 English 317: Milton
 English 416: Studies in Shakespeare
 English 451: Elizabethan and Jacobean Drama
 English 452: Elizabethan Poetry and Prose
 English 459: The Development of the Nineteenth-century English Novel
 English 499: Independent Study: Advanced Analysis of Shakespeare
 English 499: Independent Study: Shakespeare and Significant Sources
 English 500: Graduate Seminar: Introduction to Graduate Studies in English
 English 525: Proseminar in Sixteenth- and Seventeenth-Century English Literature
 English 525: Proseminar in The Sonnet
 English 571: Graduate Seminar: Shakespeare's Comedies and Romances
 English 571: Graduate Seminar: Shakespeare's Tragedies and Histories
 English 572: Graduate Seminar: English Renaissance Drama
 English 595: M.A. Project Writing
 English 599: Graduate Independent Study: Gender and Power in English Renaissance Literature
 English 599: Graduate Independent Study: Advanced Research in Shakespeare
 English 599: Graduate Independent Study: Ancient Myth and Early Modern Drama
 English 599: Graduate Independent Study: Trauma Theory and Shakespeare
 M. A. Project Director for Erin Murphy, Amanda Uvalle, Staci Harris, Christina Grunkemeyer, Lola Jelic, Atessa Banda, Sara Kelly, Randy Bravo, Ali Jwad, Danelle Huggett, Scott Price, Kevin Hoang, Rebekah Kromm, Kalei Bobbermin, Maxine Colter, Christina Koliias, and Elizabeth Garbett.
 M. A. Project Reader for Nicole Buzzard, Brandon Floerke, and Debra Danielson.
 Victor Valley College, 1985-87: Assistant Professor
 Composition; Composition and Literature; World Literature I; English Literature I; Basic Writing.
 California State University, San Bernardino, 1984-85: Visiting Assistant Professor
 World Literature I; Analysis of Poetry; Analysis of Drama; Studies in Major Literary Figures: Marlowe and Jonson; English Literature of the Renaissance; Shakespeare II: Tragedies and Romances; Advanced Expository Writing.
 Humboldt State University, 1983-84: Visiting Assistant Professor
 First Year Reading and Composition; Introduction to Literature; Survey of Seventeenth- and Eighteenth-century English Literature; Advanced Expository Writing; Literary Study and Writing; Shakespeare I; Shakespeare II; Graduate Seminar in Shakespeare's Comedies.
 Iowa State University, 1982-83: Visiting Assistant Professor
 First and Second Semester Freshman Composition; Writing of Professional Papers and Reports.
 Purdue University, 1973-82: Graduate Teaching Assistant, 1973-80; Graduate Instructor, 1980-82
 Freshman Composition 1 and 2; Composition for Non-native Speakers of English; Advanced Freshman Composition; Developmental Reading; Vocabulary Building; Technical Writing; Business Writing.

Awards and Honors:

CSUF: Awarded Certificate Recognizing Outstanding Teaching, 2019
 CSUF: Appointed Teacher/Scholar in Residence for the School of Humanities and Social Sciences, 1999-2001
 CSUF: Awarded Certificate Recognizing Outstanding Faculty Scholarship/Creative Activities, 1998, 2000, 2002
 CSUF: Awarded Certificate Recognizing Outstanding Faculty Service to Students, 2000, 2002, 2003, 2004, 2006
 CSUF: Awarded Dean of Students Office "Building the Bridge" Certificate of Recognition, 2000
 CSUF: Nominated for Outstanding Advisor Award for Service to the *As You Like Shakespeare Society*, 1999
 CSUF Dean's Faculty Scholars: Awarded 3 units Spring released time for book manuscript work, 1998, 1999
 Rocky Mountain Modern Language Association: Awarded Best Feminist Essay Prize, 1989.

Grants (Intramural):

H&SS International Travel Awards: 2010, 2011, 2012, 2013, 2014, 2015, 2016
 General Faculty Research Grant, 2002:
 Awarded \$2000 for 2003 summer work on book manuscript
 General Faculty Research Grant, 1999:
 Awarded \$2000 for 2000 summer work on book manuscript
 Senior Faculty Research Grant, 1998:
 Awarded \$3500 for 1999 summer work on book manuscript
 California State University Summer Stipend for Research, Scholarship, and Creative Activity, 1996:
 Awarded a month's salary for 1997 summer work on book manuscript
 Senior Faculty Research Grant, 1995:
 Awarded \$3500 for 1996 summer research at libraries in England
 Senior Faculty Research Grant, 1994:
 Awarded \$3500 for 1995 summer research at Villa I Tatti (The Harvard University Center for Italian Renaissance Studies), Florence, Italy
 California State University Summer Stipend for Research, Scholarship, and Creative Activity, 1993:
 Awarded a month's salary for 1994 summer research at the British Institute, Florence, Italy
 General Faculty Research Grant, 1991:
 Awarded \$2000 for 1992 summer research at Villa I Tatti, Florence, Italy
 Junior Faculty Research Grant, 1990:
 Awarded \$3500 for 1991 summer research at The British Institute, Florence, Italy
 Affirmative Action Faculty Development Grant, 1990:
 Awarded three units of released time for work on research project
 Faculty Research Travel Grant, 1989:
 Awarded \$250 toward trip to Villa I Tatti
 California State University Summer Stipend for Research, Scholarship, and Creative Activity, 1989:
 Awarded a month's salary for 1990 summer research at Villa I Tatti, Florence, Italy
 Affirmative Action Faculty Development Grant, 1989:
 Awarded three units of released time for research project
 General Faculty Research Grant, 1988:
 Awarded \$1000 toward trip to England for presentation of paper at *International Marlowe Conference*
 Faculty Research Travel Grant, 1987:
 Awarded \$800 toward 1988 trip to Italy for presentation of paper at *International Milton Symposium*.

Professional Organization Membership:

British Shakespeare Association
 European Shakespeare Research Association
 International Association of Professors of English
 International Shakespeare Association
 Mensa
 Modern Language Association of America
 Renaissance Society of America
 Shakespeare Association of America
 Shakespeare Guild.

Languages:

Italian, French, and German.

Steve Westbrook

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EDUCATION

Ph.D., English.
University at Albany, State University of New York (UA). December, 2003.
Area of emphasis: writing pedagogy.

B.A., Literature.
Bennington College. June, 1995.

DISSERTATION

“Composition-Rhetoric, Creative Writing, and Institutional Reform: Toward A New Subject”
Committee: Stephen North (Chair), Ronald Bosco, Donald Byrd, Bret Benjamin
**Distinguished Doctoral Dissertation Award, College of Arts and Sciences, UA, 2003-2004*

TEACHING EXPERIENCE

Assistant/Associate Professor, California State University, Fullerton (CSUF). August 2005-present

Courses taught

Eng 100: Analytical College Writing
Eng 101: Beginning College Writing
Eng 105: Introduction to Creative Writing
Eng 200: Introduction to Literature: Visual Rhetoric
Eng 301: Advanced College Writing (WAC/WID)
Eng 307: Advanced College Writing for English Majors
Eng 341: Children's Literature
Eng 402: Theories of Response in Composition
Eng 402S: Writing Center Tutor Supervision
Eng 404T: Advanced Creative Writing (Poetry)
Eng 499: Independent Study
Eng 500: Introduction to Graduate Studies in English
Eng 509T: Creative Writing Workshop (Poetry)
Eng 515: Professional Editing and Journal Production
Eng 525: Proseminar in Composition & Language
Eng 575T: Topics in Teaching: Teaching in English Studies
Eng 579T: Problems in Criticism: Cultural and Media Studies
Eng 597: M.A. Project Writing
Eng 599: Independent Study

Curriculum Developed

(Courses)

Eng 307: Advanced College Writing for English Majors
Eng 515: Professional Editing & Journal Production
Eng 525T: Proseminar in Composition and Language: Trajectories of Critical Pedagogy
Eng 579T: Problems in Criticism: Cultural and Media Studies

(Programs)

Professional Certificate Program in Writing & Teaching (12 units)

Assistant Professor, University of La Verne (ULV). 2003-2005

Courses taught

Eng 110: College Writing A

Eng 111: College Writing B

Eng 301: Introduction to Creative Writing

Eng 304: Advanced Creative Writing: Narrative Prose

Eng 313: Advanced Creative Writing: Multimedia Poetics

Hon 340: Interdisciplinary Honors Seminar: The Language of Art (team-taught)

Curriculum developed

Eng 109: Introduction to College Writing

Eng 302: Advanced Creative Writing: Diverse Discourses

Eng 303: Advanced Creative Writing: Poetry

Eng 304: Advanced Creative Writing: Narrative Prose

Eng 306: Creative Writing: History, Theory, and Practice

Eng 307: Special Topics in Creative Writing

Eng 313: Advanced Creative Writing: Multimedia Poetics

Hon 340: The Language of Art

Instructor, University at Albany (UA) 1998-2003

Courses taught:

Eng 102Z: Introduction to Creative Writing

Eng 105Z: Introduction to Writing in English Studies

Eng 124E: Reading Poetry

Eng 223L: The Short Story

Curriculum developed:

Eng 105Z: Introduction to Writing in English Studies

PEER-REVIEWED PUBLICATIONS

Books

Westbrook, Steve and James Ryan. *Beyond Craft: An Anti-Handbook for Creative Writers*.
Bloomsbury Academic, forthcoming August 2020.

Westbrook, Steve. *Vox Americana: Poems*. Orange Monkey, 2015.

Westbrook, Steve, ed. *Composition and Copyright: Perspectives on Teaching, Text-Making, and Fair Use*, State U of New York P, 2009.

Book Chapters

Westbrook, Steve and James Ryan. "Permissions and Precedents: A Cautionary Tale from the Culture of Art Publishing." *Cultures of Copyright*, edited by Danielle Nicole DeVoss and Martine Courant Rife, Peter Lang, 2015, pp. 91-107.

Westbrook, Steve. "What We Talk About When We Talk About Fair Use: Conversations on Writing Pedagogy, New Media, and Copyright Law" *Copy(write): Intellectual Property in the Writing Classroom*, edited by Martine Courant Rife, Danielle Nicole DeVoss, and Shaun Slattery, Parlor Press, 2011, pp.159-178.

Westbrook, Steve. "A Refrain of Costly Fires: Visual Rhetoric, Writing Pedagogy, and Copyright Law." *Composition and Copyright*, edited by Steve Westbrook, State U of New York P, 2009, pp. 93-113.

---. "Introduction." *Composition and Copyright*, pp.1-8.

Journal Issues

Rife, Martine Courant, Steve Westbrook, Danielle Nicole DeVoss, and John Logie, eds. *Copyright, Culture, Creativity, and the Commons*, special issue of *Computers and Composition*, vol. 27, no. 3, 2010.

Journal Articles

Rife, Martine Courant, Steve Westbrook, Danielle Nicole DeVoss, and John Logie. "Introduction." *Copyright, Culture, Creativity, and the Commons*, special issue of *Computers and Composition*, vol. 27, no. 3, 2010, pp. 161-166.

Westbrook, Steve. "Visual Rhetoric in a Culture of Fear: Impediments to Multimedia Composition." *College English* vol. 68, 2006, pp. 457-480. Reprinted in Mackey, Margaret, ed. *Media Literacies: Major Themes in Education*, Routledge, 2007.

---. "Just Do It™: Creative Writing Exercises and the Ideology of American Handbooks." *New Writing: The International Journal for the Practice and Theory of Creative Writing*, vol. 1, 2004, pp. 141-149.

---. "'Plerk,' 'Plabor,' and a Conventional Caper: Redefining the Work and Play of Poetry Within the Discipline of English." *Language and Learning Across the Disciplines*, vol. 6, no. 2, 2003, pp. 141-153

Poems

Westbrook, Steve. "Ode to Pontius." *Great American Literary Magazine*, vol. 1, 2014.

---. "Outside Los Alamos." *Great American Literary Magazine*, vol. 1, 2014.

---. "Cut Through Aluminum and Into Oedipus's Eyes." *PANK*, vol. 10, 2014, pp. 33.

---. "Advice from a Middle Aged Man to his Teenage Self." *SLAB Literary Journal*, vol. 8, 2013, pp. 131-132.

---. "Advice from a Teenage Boy to his Middle Aged Self." *SLAB Literary Journal*, vol. 8, 2013, pp. 133-134.

---. "Men Who Don't Believe Much in Language Find it Difficult to Express Their Belief." *The Los Angeles Review*, vol. 8, 2010, pp. 25.

---. "The Space Between Fingers." *The Los Angeles Review*, vol. 8, 2010, pp. 23-24.

---. "Guide to Old Oraibi." *Clementine*, vol. 4, 2010.

---. "Cumberland Gap." *RATTLE*, vol. 33, 2010, pp. 89-90.

---. "Binger, OK." *Hibbleton Independent*, vol. 1, no.1, 2009, pp. 23.

---. "Lost Dutchman, AZ." *Hibbleton Independent*, vol. 1, no.1, 2009, pp. 24.

---. "Endings." *Lexicon Polaroid*, vol. 1, no.1, 2009, pp. 17.

---. "When Humpty Dumpty Falls and the Suburban Kids Cry 'Poor Groundcover, Poor Lawn.'" *Prism Review*, vol. 2, no.1, 2004, pp. 94.

---. "Spasmodic Ornament." *Voice in Action Broadside Series*, vol. 1, no. 1, 2004.

---. "Amber." *Good Foot*, vol. 3, 2002, pp. 57-58.

---. "The Story of My Heart on Display at the Macy's Parade." *Good Foot*, vol. 3, 2002, pp. 59-61.

---. "Cloud, X-Ray." *Literal Latte*, vol. 7, no. 3, 2001, pp. 7.

---. "Positively Negative." *Literal Latte*, vol. 7, no. 3, 2001, pp. 8.

---. "No Insect." *Literal Latte*, vol. 6, no. 1, 2000, pp. 8.

SELECTED CONFERENCE PRESENTATIONS

- Westbrook, Steve. "On Behalf of Others: Allies in the Creative Writing Classroom." Association of Writers and Writing Programs (AWP), March 2019, Portland, OR. Conference Presentation.
- . "A Dialogue with the Editors of Bloomsbury's New Book Series in Creative Writing." AWP, March 2019, Portland, OR. Conference Presentation.
- . "Risky Writing: Linking Technological Experimentation and Social Action in U.S. Creative Writing Classrooms." Conference on College Composition and Communication (CCCC), March 2015, Tampa, FL. Conference Presentation.
- . "The CSU Early Start Mandate: Remediation or Class Discrimination?" CCCC, March 2013, Las Vegas, NV. Conference Presentation.
- . "Mediating 'Student' Identity: Authority and Assessment in the New Creative Writing Classroom." CSUF Acacia Conference: Mediated Selves, March 2013, Fullerton, CA. Keynote Address.
- . "Only Half as Crazy as We Seem: Exploring Unconventional Strategies for Indy Lit Startups." AWP, February 2013, Boston, MA. Conference Presentation.
- . "iPoetry: Teaching Hybrid Poetics in the Creative Writing Workshop." AWP, February 2012. Chicago, IL. Conference Presentation.
- . "Peanuts on the Breath, Footprints in the Text: Fair Use as the Elephant in the Classroom." CCCC, March 2010, Louisville, KY. Conference Presentation.
- . "Intellectual Property, Plagiarism, and Pedagogy: Teaching Rules/Teaching Concepts." CCCC, April 2008. New Orleans, LA. Conference Presentation.
- . "The Narrative Within the Narrative: Confessions of a Writing Center Administrator." Northern California Writing Centers Association (NCWCA), March 2008, Santa Rosa, CA. Conference Presentation.
- . "Innovators or Outlaws: Constructions of Student Identity in New Media Handbooks." CCCC, March 2007, New York, NY. Conference Presentation.
- . "Restricted Radicals and Isolated Subjects: Examining the Ideological Apparatuses of AWP and CCCC." CCCC, March 2006, Chicago, IL. Conference Presentation.
- . "Actions and Effects of New Interventionist Satire: A Case Study of the Yes Men." Conference on Politics and Aesthetics. Aristotle University & University of Veliko Turnovo, June 2005, Thessaloniki, Greece. Conference Presentation.
- . "Assumptions of the 'Ordinary' and the 'Other': Creative Writing and Multimedia Guerrilla Art." AWP, March 2005, Vancouver, BC. Conference Presentation.

- . "Binding The Visual: Image, Text, and Issues of Permissibility." CCCC, March 2005, San Francisco, CA. Conference Presentation.
- . "Exorcising the Spirit of Formalism: Creative Writing Handbooks and Radical Reform." Great Writing Conference, July 2004, Portsmouth, England. Conference Presentation.
- . "Poetic Persuasion: Teaching Poetry as Cultural Argument." CCCC, March 2004, San Antonio, TX. Conference Presentation.
- . "Classifying Creative Writing in the Composition Course: Working, Leisure, or Somewhere in the Middle?" CCCC, March 2003, New York, NY. Conference Presentation.
- . "Resistance Through Re-assemblage: Johanna Drucker's 'Poelitics'." Northeastern Modern Language Association, April 2002, Toronto, Canada. Conference Presentation.
- . "(Con)Fusion, Vandalism, and Din, or 'Welcome to the Discipline of English Studies'." Central New York Conference on Language and Literature, October 2001, Cortland, NY. Conference Presentation.
- . "Whose Voice Do I Hear? The Persona Poem as a Strategy for Critical Reading and Revision." CCCC, March 2001, Denver, CO. Conference Presentation.
- . "Writing (Self) into Form: Case Study of a Professional Poet." CCCC, April 2000, Minneapolis, MN. Conference Presentation.

ACADEMIC SERVICE:

Member, English Department Curriculum Committee, 2018-present.

With colleagues, review curriculum and new course proposals; make recommendations for change.

Chair/Member, Ad Hoc Grading Committee, CSUF, 2016-present.

Chair (2018-2019) of three-person committee responsible for assessing MA portfolios and providing feedback to students.

Section Editor, *Journal of Creative Writing Studies*, RIT, 2015-present.

Coordinate peer-review for submissions to "Social Action" section; make recommendations for publication; edit manuscripts.

Co-editor, *Lenses on Composition Studies* (Book Series), Parlor Press, 2009-2017.

Selected, reviewed, and edited manuscripts for publication. Current titles:
 McKinney, Jackie Grutsch. *Strategies for Writing Center Research*. 2016.
 Stenberg, Shari. *Composition Studies Through a Feminist Lens*. 2013.
 Donnelly, Michael, et al. *Critical Conversations about Plagiarism*. 2012.
 Byard, Vicki. *Bibliographic Research in Composition Studies*. 2009.

Chair/Member, English Department Selection Committee, CSUF, 2007-2012, 2016-2017

Chair (2010-2012) of four-person team responsible for reviewing applications, interviewing candidates, and making recommendations for faculty hire.

Member, University Board on Writing Proficiency, CSUF, 2014-2016

With colleagues, certified courses submitted by departments to meet upper-division baccalaureate writing requirement; reviewed challenges and exemptions.

Assessment Coordinator, Pathways Pilot Program, CSUF, 2014-2016

Coordinated assessment of themed general education pilot program; collected and analyzed writing samples from appointed sections of Eng 101; collaborated with Office of Assessment & Educational Effectiveness.

Co-organizer, Composition for Academic Leaders Program, CSUF, 2014-2016

With team, coordinated program in which Buena Park High School students visited CSUF's Writing Center to interact with community of college writers, tutors, and instructors.

Faculty Advisor, Creative Writing Club, CSUF, 2007-2016

Assisted student officers in facilitating workshops, organizing fundraisers, developing annual colloquium, managing budget, and promoting club activities.

Faculty Advisor, *DASH Literary Journal*, CSUF, 2007-2016

Supervised team of students that produces *DASH*; advised on journal content; managed databases, email, and website; organized printing; secured and managed funding; served as liaison to community and campus organizations (ASI, ISA, ICC).

Chair/Member, Composition Committee, CSUF, 2005-2016

Chair (2006-2007) of five-person team that oversaw and developed composition curriculum, organized instructor collaboration, and facilitated pedagogy roundtables.

Writing Programs Coordinator, CSUF, 2013-2015

Staffed and scheduled all G.E. composition courses (approximately 150-175 per semester): Eng 80, 99, 100, 101, 301. Organized classroom observations and evaluations of composition faculty; collected, compiled, and evaluated data to assess efficacy of composition courses.

Faculty Advisor, Professional Certificate Program in Writing and Teaching, CSUF, 2008-2015

Developed and oversaw twelve-unit program; advised students on course selection; organized professional development seminars; booked visiting speakers; coordinated with Office of Admissions & Records for transcript notification.

Featured Speaker, Academic Senate Retreat, CSUF, 2014.

Facilitated discussion of potential changes to composition program in accordance with university's strategic plan.

Chair/Member, Western Association of Schools and Colleges (WASC) Writing Taskforce 1, CSUF, 2008-2013

Chair (2009-2010) of campus-wide committee that reported to WASC liaison on assignment and assessment of writing throughout CSUF's curriculum: surveyed departments; collected and analyzed data; identified on-campus writing resources; developed university writing rubric.

Writing Center Coordinator, CSUF, 2007-2013

Selected and supervised team of thirty tutors: interviewed, hired, and trained staff; collaborated with developmental writing instructors; promoted activities and outreach; managed budget; coordinated cross-curricular activities; compiled annual report.

Member, ILC Design, Implementation & Management Committee, CSUF, 2007-2013

Assisted library faculty in developing and coordinating campus-wide services available through Information Learning Commons, including Writing Center, Learning Center, Titan Card, Information Technology.

Member, Pollak Library Tenants' Association, CSUF 2007-2013

Participated in community of organizations housed in Pollak Library and assisted with management of information.

Manuscript Reviewer, Southern Illinois University Press, 2008-2011

Reviewed book manuscripts on composition-rhetoric and intellectual property law.

Developmental Writing Coordinator, CSUF, 2008

Oversaw developmental writing program: conducted meetings with instructors; created archive of pedagogical resources; clarified assessment procedures; fielded student and faculty queries; coordinated portfolio review for all sections of Eng 99.

Member, Humanities & Social Sciences Research/Grants Committee, CSUF, 2007-2008

Read, reviewed, and ranked grant proposals submitted by faculty; made recommendations for funding to dean's office.

Workshop Facilitator, Faculty Development Center, CSUF, 2006-2009

Offered annual professional development workshop for CSUF faculty entitled "Writing Assignments: From Design to Assessment."

External Reviewer, Faculty Senate Grant Program, University of West Virginia, 2007.

Reviewed faculty grant proposals on composition-rhetoric and intellectual property law.

Chair/Member, Writing Tutorial & Learning Center Satellite Services (Subcommittee of the Information & Learning Commons Committee), CSUF, 2006-2007

Acting chair (2006-2007) of team responsible for developing tutoring services in Pollak Library's Information & Learning Commons: assessed needs; articulated goals; acquired space and equipment; encouraged collaboration between Writing Center and library personnel.

Chair/Member, M.A. Exam Assessment Committee, CSUF, 2005-2007

Chair (2006-2007) of four-person team that grades qualifying examinations for M.A. candidates in English.

Member, Honors Committee, ULV, 2004-2005

Oversaw Honors Program: surveyed students' interests; approved new courses; secured grants; recruited students and faculty.

Member, Writing Program Committee, ULV, 2003-2005

Offered support for adjunct writing faculty; facilitated discussions on pedagogy, including assessment, course development, construction of syllabi, classroom practice.

Member, Excellence in Writing Committee, ULV, 2003-2005

With interdisciplinary collective, promoted, discussed, and evaluated writing across the curriculum (WAC).

Member, Committee for Women, Gender, and Sexuality Studies, ULV, 2003-2005

Developed curriculum for new major and minor; organized presentations, surveyed students and faculty.

Member, Search Committee, Department of Modern Languages, ULV, 2003-2004

Reviewed applicants' materials; conducted interviews; made recommendations for hire.

Research Assistant, National Center for English Learning and Achievement, UA, 2002-2003

Assessed relationship between dialogic classroom interaction and students' academic performance in national study: observed and videotaped classes; recorded, coded, and analyzed data using specialized software (CLASS Program).

Member, English 105Z Curriculum Development Committee, UA, 2001-2003

Developed required writing-intensive course aimed to introduce freshman and sophomore English majors to discourses of English studies.

Member, Colloquium Committee, UA, 2001-2002.

Developed, organized, and hosted UA's interdisciplinary graduate student conference, "Conflict and (Ir)Resolution: Negotiating Disciplinary Spaces": conceived of theme; wrote call for papers; evaluated proposals; arranged panels and program.

Teaching Associate, Center for Excellence in Teaching and Learning, UA, 2001.

Redesigned university-wide Graduate Teaching Assistant Orientation Program; led workshops on intellectual frameworks for discussing graduate students' roles and responsibilities as developing teachers.

Member, Graduate Student Organization, UA, 1998-2003.

Editorial Assistant, *Thirteenth Moon: A Feminist Literary Journal*, UA, 1999-2002

Reviewed submissions; kept databases; prepared journal for publication.

Tutor, Writing Center, UA, 1998-1999.

Conducted intensive one-on-one tutorials with undergraduate and graduate students from across the disciplines.

Coordinator, *Jawbone* Reading Series, UA, 1998-1999.

Served as liaison between English department and local venues to organize community readings.

Reader, English Department, Cuesta College, 1996-1998

Evaluated students' essays and exams in consultation with instructors.

Editorial Assistant, *Silo Magazine*, Bennington College, 1994-95.

Solicited and selected poetry, fiction, and artwork for publication.

Tutor, Tutorial Center, Cuesta College, 1992-1993.

Conducted intensive one-on-one writing tutorials with students.

GRANTS, HONORS, AND AWARDS

Creative Writing Club Faculty Award, CSUF, 2016, 2014, 2012, 2010

Acacia Faculty Champion Award, CSUF, 2016, 2010

Writing-Center Self-Assessment Grant, Office of Research Development, CSUF, 2014

Writer in Residence, Monstsalvat Artists' Colony, Melbourne, Australia, 2013

Atara Stein Faculty Service Award, CSUF, 2012, 2010
Certificate of Appreciation, WASC Educational Effectiveness Review, 2012
College of Humanities and Social Sciences Award for Outstanding Service and Contributions to Student Success, CSUF, 2011
Outstanding Faculty Recognition: Scholarly & Creative Activity, CSUF, 2010
Exemplary Service in WASC Reaccreditation, CSUF, 2009
Outstanding Faculty Recognition: Service to the University, CSUF, 2009, 2008
Summer Research Stipend Recipient, CSUF, 2008
Faculty Enhancement & Instructional Development (FEID) Grant Recipient, CSUF, 2008, 2007
CSU Special Fund for Research, Scholarship & Creative Activity Grant Recipient, CSUF, 2008, 2007
English Department Faculty Service Award, CSUF, 2008
Certificate of Appreciation for Advising and Commitment to Student Clubs, CSUF, 2008
Writer in Residence, Julia & David White Artists' Colony, Costa Rica, 2008, 2007
Acacia Group Champion Award for Outstanding Service and Consideration, CSUF, 2007, 2006
Distinguished Doctoral Dissertation Award, UA, 2003-2004.
Pushcart Prize Nominee (for poetry), 2002.
First Place, *Literal Latte* National Poetry Contest, 2001.
Honorable Mention, *Literal Latte* National Poetry Contest, 1999.
Bennington Scholar, Bennington College, 1993-1995.
Visiting Fellow, Indira Gandhi National Center for the Arts, New Delhi, India, 1994.

PROFESSIONAL ASSOCIATIONS

Association of Writers and Writing Programs (AWP)
Conference on College Composition & Communication (CCCC)
Intellectual Property Caucus of CCCC (IP-CCCC)
Modern Language Association (MLA)
National Council of Teachers of English (NCTE)

REFERENCES:

April Brannon, Professor of English & English Education Coordinator, CSUF
Phone: (657) 278-5251
Email: abrannon@fullerton.edu
Address: Department of English, Comparative Literature, and Linguistics / California State University, Fullerton / 800 N. State College Blvd. / Fullerton, CA 92831

Stephen Mexal, Professor of English & Department Chairperson, CSUF
Phone: (657) 278-3163
Email: smexal@fullerton.edu
Address: Department of English, Comparative Literature, and Linguistics / California State University, Fullerton / 800 N. State College Blvd. / Fullerton, CA 92831

Sheryl Fontaine, Dean of Humanities & Social Sciences, CSUF
Phone: (657) 278-2651
Email: sfontaine@fullerton.edu
Address: Dean's Office, College of Humanities & Social Sciences / California State University, Fullerton / 800 N. State College Blvd. / Fullerton, CA 92831

Stephen North, Distinguished Teaching Professor Emeritus, University at Albany
Phone: (518) 728-7918
Email: sn282@albany.edu or northsteve52@gmail.com
Address: Department of English / University at Albany, SUNY / 1400 Washington Ave / Albany,

NY 12222

Danielle Nicole DeVoss, Distinguished Professor of Professional Writing, Michigan State University
Phone: (517) 432-2581
Email: devossda@msu.edu
Address: Writing, Rhetoric, and American Cultures / College of Arts and Letters / Michigan State University / 434 Farm Lane #235 / East Lansing, MI 48824

James Ryan, Founding Editor, Journal of Creative Writing Studies, University of Wisconsin-Madison
Phone: (562) 665-3289
Email: jwryan2@wisc.edu
Address: English Department / University of Wisconsin-Madison / 600 N. Park St. / Madison, WI 53706

J. Chris Westgate

English, Comparative Literature, & Linguistics
California State University, Fullerton
Fullerton, CA 92834-6868
jcwestgate@fullerton.edu

EMPLOYMENT:

2017-- Professor, CSU Fullerton, English & Comparative Literature
2012-2017 Associate Professor, CSU Fullerton, English & Comparative Literature
2007-2012 Assistant Professor, CSU Fullerton, English & Comparative Literature
2006-2007 Adjunct Faculty, Skagit Valley College (San Juan Center), English
2004-2005 Lecturer, University of California, Davis, Comparative Literature
2002-2005 Associate Instructor, University of California, Davis, English
2000-2002 Teaching Associate, University of California, Davis, English
2000-2005 Adjunct Faculty, Sacramento City College, English
1998-1999 Teaching Associate, CSU Sacramento, English

EDUCATION:

2005 Ph.D. English, University of California, Davis. Dissertation: "Staging the Metropolis: Theater, Politics, and the American City."
2000 M.A. English, California State University, Sacramento.
1998 B.A. *summa cum laude*: English, California State University, Sacramento.

PUBLICATIONS:

Books & Books Edited:

Staging the Slums, Slumming the Stage: Class, Poverty, Ethnicity, and Sexuality in American Theatre, 1890-1916. Palgrave Macmillan, 2014.

Urban Drama: The Metropolis in Contemporary North American Plays. Palgrave Macmillan, 2011.

Books Edited:

Co-Editor, with Dr. Max Shulman. *Performing the Progressive Era: Immigration, Urban Life, and Nationalism on Stage*. University of Iowa Press, 2019.

Editor, *Brecht, Broadway, and United States Theater*. Cambridge Scholars Publishing, 2007.

Chapters in Books:

"Rethinking O'Neill's Beginnings: Slumming, Sociology, and Sensationalism in *The Web*." *Eugene O'Neill's One-Act Plays: New Critical Perspectives*. Ed. Michael Y. Bennett and Benjamin Carson. Palgrave Macmillan, 2012. 35-50.

"Between Want and Wealth: The Failure of Upward Mobility in José Rivera's Early Plays." *"To Have or Have Not": Essays on Commerce and Capital in Modern Theatre*. Ed. James Fisher, McFarland & Co., 2011. 257-278.

"Evicted In—and From—Toronto: Walker's *Beautiful City* at Factory Theatre." *Theatre and Performance in Toronto*. Ed. Laura Levin. Playwrights Canada P, 2011. 136-155.

Articles in Peer-Reviewed Journals:

"'In Ireland He's Considered an Irish-American Playwright': Eugene O'Neill, *A Touch of the Poet*, and the Irish Play." *Eugene O'Neill Review* 39.1 (2018): 95-113.

"'I'll Show You the Bowery from Chatham Square to the Cooper Institute': The Entertainment and Ethics of Slumming in the Theatre." *Theatre Survey* 56.2 (2015): 195-212.

"O'Neill's 'Damned Unconventional' Play from the Prohibition Years: '*Anna Christie*.'" *Eugene O'Neill Review* 33.1 (2012): 56-70.

"A Voice Evolving Through Time: An Interview with José Rivera." *Contemporary Theatre Review* 20.1 (2010): 86-99.

"Poverty, Philanthropy, and Polemics: Edward Sheldon's *Salvation Nell* and Theater History." *The Journal of American Drama and Theater* 21.3 (2009): 25-47.

"David Hare's *Stuff Happens* in Seattle: Taking a Sober Account." *New Theatre Quarterly* 25.4 (2009): 402-418.

"Evicted In – and From – Toronto: Walker's *Beautiful City* at Factory Theatre." *Comparative Drama* 43.2 (2009): 221-245.

"Tragic Inheritance & Tragic Expression in *Long Day's Journey into Night*." *Eugene O'Neill Review* 30 (2008): 21-36.

"Toward a Rhetoric of Sociospatial Theater: José Rivera's *Marisol*." *Theatre Journal* 59.1 (2007): 21-37.

"Frustrated & Frustrating Lives: Women in O'Neill's *A Touch of the Poet*." *American Drama* 16.1 (2007): 1-18.

"Intiman's *Richard III*: Brecht, Shakespeare, & a Parable for Our Time." *Communications from the International Brecht Society* 35 (2006): 112-118.

"Staging the 'Poor Wicked Lot': O'Neill's Rebuttal to Fallen Woman Plays." *Eugene O'Neill Review* 28 (2006): 62-79.

"Negotiating the American West in Sam Shepard's Family Plays." *Modern Drama: World Drama from 1850 to the Present* 48.4 (2005): 726-743.

"'This Electrifying Moment': An Interview with Anna Deavere Smith." *Writing on the Edge: On Writing and Teaching Writing* 15.1 (2004): 101-110.

"Asking 'Queer Questions,' Revealing Ugly Truths: Subversive Eccentricity in *The Crucible*." *The Journal of American Drama and Theater* 15.1 (2003): 44-53.

"Stumbling Amid the Ruins: Yank's Absurd Inheritance in *The Hairy Ape*." *Eugene O'Neill Review* 25.1-2 (2001): 5-11.

"The Futility of 'Words, words': Beckett's Subversion of Language in *Waiting for Godot*." *Calaveras Station* 1.3 (2000): 116-123.

"Thomas Kinsella: A Bibliography." *Bulletin of Bibliography* 56.3 (1999): 117-125.

Performance & Book Reviews:

Plowed Under: Food Policy Protests and Performance in New Deal America, by Ann Folino White. *Journal of American History* 102.3 (2015): 917-918.

O'Neill's Ghosts, by Jovanka Bach. Odyssey Theatre, Los Angeles. *Eugene O'Neill Review* 36.1 (2015): 100-103.

Long Day's Journey Into Night, by Eugene O'Neill. Maverick Theater Company, Fullerton. *Eugene O'Neill Review* 35.2 (2014): 278-280.

Words, Space, and the Audience: The Theatrical Tension Between Empiricism and Rationalism, by Michael Y. Bennett. *Journal of Philosophy: A Cross-Disciplinary Inquiry* 8.19 (2013): 57-58.

Women Writers of the Provincetown Players: A Collection of Short Works, Ed. by Judith E. Barlow. *New England Theatre Journal* 21.1 (2010): 174-176.

Boleros for the Disenchanted, by José Rivera. American Conservatory Theater, San Francisco. *Theatre Journal* 62.2 (2010): 285-288.

Dead Man's Cell Phone, by Sarah Ruhl. South Coast Repertory Theater, Costa Mesa. *Theatre Journal* 61.3 (2009): 481-483.

Disfiguring Sam Shepard, by Johann Callens. *Modern Drama: World Drama from 1850 to the Present* 52.1 (2009): 126-128.

How Plays Work: Reading and Performance, by Martin Meisel. *New England Theatre Journal* 19.2 (2008): 96-98.

Heartbreak House, by George Bernard Shaw. Intiman Theatre, Seattle. *Theatre Journal* 59.1 (2007): 110-112.

Eugene O'Neill's Last Plays: Separating Art from Autobiography, by Doris Alexander. *Theatre Journal* 58.3 (2006): 532-533.

A Moon for the Misbegotten, by Eugene O'Neill. American Conservatory Theatre, San Francisco. *Eugene O'Neill Review* 28 (2006): 192-194.

Richard III, by William Shakespeare. Intiman Theatre, Seattle. *Shakespeare Bulletin: A Journal of Performance Criticism and Scholarship* 24.4 (2006): 102-106.

Staging the War: American Drama and World War II, by Albert Wertheim. *New England Theatre Journal* 16 (2005): 141-143.

American Buffalo, by David Mamet. American Conservatory Theatre, San Francisco. *The David Mamet Review* 11 (2004): 4-5.

David Mamet: A Research and Production Sourcebook, by Janice and David Sauer. *The David Mamet Review* 11 (2004): 9.

A Doll House, by Henrik Ibsen. American Conservatory Theater, San Francisco. *Theatre Journal* 56.3 (2004): 500-502.

Staging a Cultural Paradigm: The Political and the Personal in American Drama, Ed. Barbara Ozieblo & Miriam Lopez-Rodriguez. *Theatre Journal* 56.1 (2004): 147-148.

Waiting for Godot, by Samuel Beckett. American Conservatory Theater, San Francisco. *Theatre Journal* 56.2 (2004): 301-302.

CONFERENCE PRESENTATIONS:

“‘Represented In His True Character’: Samuel D. Johnson’s *The Fireman* and the Rehabilitation of the Volunteer Fireman.” Comparative Drama Conference, Rollins College, FL. 2018.

“O’Neill’s & Byrne’s Transatlantic Exchange: Determining the Irishness in *A Touch of the Poet*.” The 10th International Conference on Eugene O’Neill, Galway, Ireland, 2017.

“‘Wasn’t America Crowded Enough Wid Out You Forringers?’: Immigration, Assimilation, and Social Mobility in *From Broadway to the Bowery*.” Comparative Drama Conference, Stevenson University, MD. 2016.

“‘Dissolution by Stages – and then – the Worst’: The Specter of Syphilis in *The Dawn of a Tomorrow*.” Comparative Drama Conference, Stevenson University, MD. 2015.

“‘He Won’t Do’: Working Class Contestation of Broadway’s Fascination with the Slums in Progressive-Era New York City.” Mid-America Theatre Conference, Kansas City, MO, 2015.

“‘Nobody Owns Me, See?’: Ghostly Echoes from *New York By Gaslight* in *Anna Christie*.” The 9th International Conference on Eugene O’Neill, Connecticut College, CT, 2014.

“‘Beguiled Into Witnessing Them’: Chuck Connors, Broadway Theatre, and Bowery Spectacle.” Comparative Drama Conference, Stevenson University, MD. 2014.

“‘Their Deeds Smell to Heaven’: *The Writing on the Wall*, the Trinity Church Tenement Scandal, & The Ethics of Theatrical Representation.” Comparative Drama Conference, Stevenson University, MD. 2013.

“‘In Full Blast’: The Bowery Play on Broadway Stages.” Comparative Drama Conference, Stevenson University, MD. 2012.

“‘Why d’yuh hate me so?’: Between Sensationalism and Sociology in O’Neill’s *The Web*.” “O’Neill in Bohemia,” The 8th International Conference on Eugene O’Neill, New York, 2011.

“‘Little Drunk, Not Much. Yust Feel Good’”: The Saloon in O’Neill’s “*Anna Christie*.” Comparative Drama Conference, Loyola Marymount, CA. 2011.

“Beyond Upward Mobility: Redefining Poverty in José Rivera’s *Each Day Dies with Sleep*.” Comparative Drama Conference, Loyola Marymount, CA. 2010.

“Staging the Slums, Slumming the Stage.” Keynote Address. Acacia Conference, California State University, Fullerton, 2010.

“Slums & Slumming in Sheldon’s *Salvation Nell*.” Comparative Drama Conference, Loyola Marymount, CA. 2009.

“New Urbanism and National Identity in George F. Walker’s *Beautiful City*.” Comparative Drama Conference, Loyola Marymount, CA 2008.

“O’Neill’s Struggle Against & Search For Authority in *Long Day’s Journey into Night*.” Modern Language Association, Philadelphia, PA, 2006.

“‘Only as Simulacrum’: Landmarks & Location in Greenberg’s *Three Days of Rain*.” Midwest Modern Language Association, Chicago, IL, 2006.

“‘Inquire the Jew’s House Out’: The Ghetto in *The Merchant of Venice*.” Island Stage Left’s *The Merchant of Venice* Lecture Series, Friday Harbor, WA, 2006.

“August Strindberg, Eugene O’Neill, & Modern American Theater.” UC Davis Presents: *Miss Julie*, Wyatt Pavilion Theater, 2005.

“O’Neill’s Existential Questioning . . . at Yank’s Expense?: Cathartic Authorship in *The Hairy Ape*.” The Sixteenth Annual ATHE Conference, San Diego. 2002.

“Enacting Julius Caesar: The Intersection of Performance & Politics in *Hamlet*.” The Midwest Conference on Film, Language, & Literature, Northern Illinois Univ. 2002.

“Playing the Fool: Rereading the Politics of Shakespeare’s Polonius.” Northern California Renaissance Conference, Mills College. 2002.

“The Semiotics of Salem: Witches, the ‘Old Boy,’ & Giles Corey in *The Crucible*.” The First West Coast Arthur Miller Conference, San Joaquin Delta College, 2002.

“To Be or To Belong: Confronting Alienation & Disillusionment through Revolt in O’Neill’s *The Hairy Ape*.” The Seventh Annual GES Conference, Texas Tech. 2002.

"Judging Lodovico's Judges in John Webster's *The White Devil*." Northern California Renaissance Conference, UC Davis. 2001.

"'This Gentle Penance': Reevaluating Renaissance Equity in Webster's *The White Devil*." Northern California Renaissance Conference, CSU Chico. 2000.

PROFESSIONAL ACTIVITIES:

- 2018 Chair, "Deaf Theater." Comparative Drama Conference, Rollins College, FL.
- 2018 Chair, "Women, Family, and Madness in Tennessee Williams." Comparative Drama Conference, Rollins College, FL.
- 2016 Chair, "Representations of Eugene O'Neill: Fiction, Autobiography, and Adaptation." Comparative Drama Conference, Stevenson University, MD.
- 2016 Chair, "French Theatre." Comparative Drama Conference, Stevenson University, MD.
- 2016 Chair, "Black Theatre History." Comparative Drama Conference, Stevenson University, MD.
- 2016-2017 President, The Eugene O'Neill Society
- 2016 Peer Reviewer for the *Journal of American History*
- 2015 Chair, "A Different Story Altogether: Lohead, Wertebaker, Whitty, and LaChiusa Rewrite Ibsen, Euripides, and *Oklahoma!*" Comparative Drama Conference, Stevenson University, MD.
- 2015 Co-Chair, "Visions of Tragedy in American Theater." Comparative Drama Conference, Stevenson University, MD.
- 2015 Session Organizer and Chair, "O'Neill and Ecocriticism." Comparative Drama Conference, Stevenson University, MD.
- 2015 Chair, "Fin de Siecle Stages: Oscar Wilde, Alfred Jarry, and The Cancan." Comparative Drama Conference, Stevenson University, MD.
- 2014-2018 Book Review Editor, *Eugene O'Neill Review*
- 2014 Peer Reviewer for *Modern Drama: World Drama from 1850 to the Present*
- 2014 Executive Conference Committee, The 9th International Conference on Eugene O'Neill, Connecticut College, CT.
- 2014 Chair, "Culture, Race, and Controversy." The 9th International Conference on Eugene O'Neill, Connecticut College, CT.
- 2014 Chair, "Immigration and Identity on the 20th-Century American Stage." Comparative Drama Conference, Stevenson University, MD.
- 2014 Chair, "Contemporary American Theatre: From Broadway to the Bar." Comparative Drama Conference, Stevenson University, MD.
- 2014 Chair, "Entertaining Ideology in Contemporary Performance." Comparative Drama Conference, Stevenson University, MD.
- 2014-2015 Vice President, The Eugene O'Neill Society
- 2013 Peer Reviewer for *Studies in American Naturalism*
- 2013 Session Organizer and Chair, "O'Neill and Irishness." Comparative Drama Conference, Stevenson University, MD.
- 2013 Chair, "Original Characters: The Origins of the Anti-Hero, Can-do Hero, and Comic Dope Fiend." Comparative Drama Conference, Stevenson Univ., MD.

- 2012 Session Organizer and Chair, "O'Neill and Post-Colonialism." Modern Language Association Conference, Boston, MA.
- 2012 Peer Reviewer for *Papers in Language and Literature*
- 2012 Session Organizer and Chair, "Reconsiderations of Beckett and Brecht." Comparative Drama Conference, Stevenson University, MD.
- 2011-2014 Member-at-Large, Phi Kappa Phi Honor Society, CSU Fullerton
- 2011-2014 Performance Review Editor, *Eugene O'Neill Review*
- 2011 Session Organizer and Chair, "Conflicted and Conflicting Sexualities." Comparative Drama Conference, Loyola Marymount, CA.
- 2011 Session Organizer and Chair, "Production, Performance, and Polemicism." Comparative Drama Conference, Loyola Marymount, CA.
- 2010 Session Organizer and Chair, "Philosophy & Mythology in Contemporary Drama." Comparative Drama Conference, Loyola Marymount, CA.
- 2009 Session Organizer and Chair, "Beckett's Explorations: History, Genre, & Intertextuality." Comparative Drama Conference, Loyola Marymount, CA.
- 2008 Chair, "Issues of Biography." O'Neill's Global Legacy: The Seventh International Conference on Eugene O'Neill. San Ramon, CA.
- 2007 Peer Reviewer for *Journal of Social and Cultural Geography*
- 2005 Session Organizer and Chair, "Brecht, Broadway, & American Theater: A New Century of Political Theater." PAMLA, Pepperdine, CA.
- 2003 Session Organizer and Chair, "Staging the American Family, (Re)Conceptualizing the American Dream." PAMLA, Claremont, CA.
- 2003 Session Organizer and Chair, "Women in David Mamet's Plays and Films: Negotiating an Unforgiving Land." ALA, Cambridge, MA.
- 2002 Chair, "Arthur Miller's Ethical Engagement: A Humanist's Response." American Literature Association, Long Beach.

COURSES TAUGHT

- English 200: Introduction to Literature: Literature and Science
- English 222: American Literature: From Twain to the Moderns
- English 300: Analysis of Literary Forms
- English 301: Advanced College Writing
- English 307: Advanced Writing in English Studies
- English 356: Queer Literature and Theory
- English 429: American Landscape in Literature
- English 454: Restoration and 18th Century Drama
- English 464: Modern British and American Drama
- English 465: Contemporary Drama in English
- English 495: Senior Seminar
- English 498: English Internship
- English 500: Introduction to Graduate Studies in English
- English 525: Modern Drama
- English 571T: Beckett and Pinter
- English 574T: Theatre of Controversy
- English 595: Project Writing
- Comparative Literature 570: Beckett and Brecht
- Honors 302T: Theatre and Issues of American Society

PEDAGOGICAL CONTRIBUTIONS:

- 2015 Developed New Graduate Seminar: English 574T: "Slumming and Literature," CSU Fullerton Department of English & Comparative Literature (In Committee)
- 2012 Developed New Undergraduate General Education Course: English 356, "Queer Literature and Theory," CSU Fullerton Department of English & Comparative Literature
- 2011 Developed New Graduate Seminar: Comparative Literature 570, "Beckett & Brecht," CSU Fullerton Department of English & Comparative Literature
- 2011 Developed New Undergraduate Course: English 200, "Literature and Science," CSU Fullerton Department of English & Comparative Literature
- 2009 Developed New Graduate Seminar: English 574T, "Theatre of Controversy," CSU Fullerton Department of English & Comparative Literature
- 2008 Co-Developed Interdisciplinary Seminar Series, CSU Fullerton English & Comp Lit.
- 2005 Review of *Mirror Images: Reading and Writing in an Argumentative Context*, by Anne Marie Machin and Russ Ward for Wadsworth Publishing.
- 2004 Workshop: Lecturing Effectively, Teaching Resource Center, UC Davis.
- 2004 Workshop: Sparking Class Discussion, Department of English, UC Davis.
- 2004 Spring Workshop Series, Teaching Resources Center, UC Davis.
- 2003 Workshop: Sequencing Assignments, Department of English, UC Davis.
- 2003 Micro-Teaching: Teaching with Models, Department of English, UC Davis.
- 2003-2004 Mid-Quarter Interviews, Teaching Resources Center, UC Davis.
- 2003 Teaching Associate Orientation, Teaching Resources Center, UC Davis.
- 2003 Review of *Responding to Literature: Stories, Poems, and Plays*, by Judith A. Stanford for Department of English, UC Davis.
- 2002 Workshop: Using Models in English 1, Department of English, UC Davis.
- 2002 Review of *Writing and Reading Across the Curriculum*, by Behrens and Rosen for Department of English, UC Davis.
- 2001 Designed Model English 1 Syllabus, Department of English, UC Davis.

ACADEMIC SERVICE:

- 2017 – Department Personnel Committee, English & Comparative Literature
- 2017-2018 Chair, Department Personnel Committee, English & Comparative Literature
- 2014-- Graduate Adviser, CSU Fullerton, English & Comparative Literature
- 2014--2015 Department Personnel Committee, English & Comparative Literature
- 2014 Ad-Hoc Committee: Senior Seminar, English & Comparative Literature
- 2014 Ad-Hoc Committee: RTP (Revised Personnel Standards for Department)
- 2013-2014 Assessment and Educational Effectiveness Committee, CSU Fullerton
- 2012- Faculty Hearing Panel, Faculty Affairs and Records, CSU Fullerton
- 2012-2014 Queer Studies Faculty Advisory Panel, CSU Fullerton
- 2012-2013 Academic Senate, College of Humanities, CSU Fullerton
- 2012- Affiliated Faculty, Queer Studies Minor, CSU Fullerton
- 2012-2013 Chair, Portfolio Review Committee, English & Comp. Literature, CSU Fullerton
- 2011-2018 Faculty Advisor for Acacia, English & Comparative Literature, CSU Fullerton
- 2011-2012 Department Council, English & Comparative Literature, CSU Fullerton
- 2010-2012 Faculty Awards Committee, HSS, CSU Fullerton
- 2010-2012 Advising Committee, English & Comparative Lit, CSU Fullerton
- 2010-2011 Study Abroad Advisory Panel, HSS, CSU Fullerton

- 2010-2011 Co-Advisor of Acacia, English & Comparative Literature, CSU Fullerton
 2010-2011 Chair, Graduate Studies Committee, English & Comparative Lit, CSU Fullerton
 2009-2010 Graduate Studies Committee, English & Comparative Lit, CSU Fullerton
 2008-2009 Scholarships & Awards Committee, English & Comparative Lit, CSU Fullerton
 2008-2009 Student Scholarship & Awards Committee, HSS, CSU Fullerton
 2008-2009 Curriculum Committee, English & Comparative Lit., CSU Fullerton
 2008-2009 Chair, M.A. Exam Committee, English & Comparative Lit., CSU Fullerton
 2007-2008 M.A. Exam Committee, English & Comparative Lit., CSU Fullerton.
 2003-2004 Honors & Awards Committee, Department of English, UC Davis.
 2004 Speaker, Career Pathways Symposium, Internship & Career Center, UC Davis.
 2004 Mentor in Teaching Partners Program, Teaching Resources Center, UC Davis.
 2003-2004 TA Consultant, Teaching Resources Center, UC Davis.
 2003 TA Consultant, Department of English, UC Davis.
 2002-2005 Reader, English Composition Exam, Department of English, UC Davis.
 2001-2002 EGSA Representative. Department of English, UC Davis.
 2000-2005 Reader, Subject A Exam. Department of English, UC Davis.
 1998-2000 Reader, Writing Proficiency Exam. CSU Sacramento.
 1998-2000 Section Editor, *Calaveras Station*. CSU Sacramento.

AWARDS, GRANTS, & DISTINCTIONS:

- 2016 Senior Faculty Research Award, CSU Special Fund for Research, Scholarship, & Creative Activity, CSU Fullerton (\$5,000).
 2012 Junior Faculty Research Award, CSU Special Fund for Research, Scholarship, & Creative Activity, CSU Fullerton (\$5,000 and 3 WTUs).
 2012 Milton A. Gordon Fund for Scholarly & Creative Activities, CSU Fullerton (4WTUs)
 2011 Atara Stein Faculty Service Award, English, Comp. Lit, & Linguistics, CSU Fullerton
 2011 Summer Research and Writing Stipend, HSS, CSU Fullerton (\$5,000).
 2011 Junior Faculty Research Award, CSU Special Fund for Research, Scholarship, & Creative Activity, CSU Fullerton (\$5,000).
 2010 Faculty Recognition: Scholarly and Creative Activity, HSS, CSU Fullerton
 2010 State Mini-Grant, CSU Special Fund for Research, Scholarship, & Creative Activity, CSU Fullerton (\$5,000).
 2009 Junior Faculty Research Award, CSU Special Fund for Research, Scholarship, & Creative Activity, CSU Fullerton (\$5,000).
 2005 Dissertation Quarter Fellowship, Department of English, UC Davis.
 2003-2004 Outstanding Graduate Teaching Award, UC, Davis.
 2003-2004 TA Consultant Fellowship, Teaching Resources Center, UC Davis.
 2003 Miller Travel Grant, Department of English, UC Davis.
 2003 GSA Travel Award, Graduate Student Association, UC Davis.
 2000 Phi Kappa Phi Honor Society.
 1999 1st Prize Dominic J. Bazzanella Literary Award, CSU Sacramento.
 1998 1st Prize Dominic J. Bazzanella Literary Award, CSU Sacramento.
 1997 1st Prize Dominic J. Bazzanella Literary Award, CSU Sacramento.
 1997 Sigma Tau Delta Honor Society.
 1996 2nd Prize Dominic J. Bazzanella Literary Award, CSU Sacramento.

MEMBERSHIPS:

Mid-America Theatre Society
Association for Theatre in Higher Education
American Theatre and Drama Society
The Eugene O'Neill Society
Pacific Ancient & Modern Language Association

BONNIE J. WILLIAMS – FARRIER

June 7, 2019

California State University Fullerton
Dept. English, Comparative Literature, and Linguistics
Email: bonniewilliams@fullerton.edu
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800 N. State College Blvd.
University Hall 322
Office: University Hall 401
Fullerton, California 92834

EDUCATION

Ph.D. Writing and Rhetoric, Michigan State University, May 2013

Program: Rhetoric & Writing

Areas of Concentration: Critical Studies in Literacy and Pedagogy (CSLP), African American Language & Literacy, Black Feminist Theory, African American Rhetoric, Community Literacies, Qualitative Methods in Educational Research

DISSERTATION: “Powerful Words: Teaching African American Verbal Tradition as a Rhetorical Writing Skill”

Dissertation Committee: Professor Denise Troutman (Director), Nancy DeJoy, Dean Rehberger, Dorinda Carter (Teacher Education), Elizabeth Heilman (Teacher Education)

M.A. African & African American Studies, The Ohio State University, June 2008

Master’s Thesis: “**Building a Nation: Black Language vs. Dialect**”

Areas of Concentration: African American Language, African American History and Literacy Studies, African American Literature

B.A. Journalism, University of Wisconsin-Madison, May 2006

Minor: African American Studies

Areas of Concentration: Broadcast Journalism, African American Women’s Literature

SCHOLARLY and CREATIVE ACTIVITIES

PUBLICATIONS

Co-authored Books Published

Collin, C., DeJoy, N., Williams, Lessner, S., & Williams, B. (Eds.). (2010) *Reading and Writing Literacies*, Pearson-Longman.

Co-authored Book Chapters Published

Jackson, A., & Williams, B. (2010) "Talkin' 'Bout A Revolution:" A Conversation With Dr. Geneva Smitherman on Language, Power, and Social Change. In Parks, S., & Kirklighter, C. (Eds.) *Listening to Our Elders: Working and Writing for Change* (pp. 87-121). Philadelphia, PA and Logan, UT: New City Community Press and Utah State University Press.

Peer-Reviewed Articles

Williams-Farrier, B. & Gibbs, T. (2017) "#SIPPINGTEA: Two Black Female Literacy Scholars Sharing Counterstories to Redefine Our Roles in the Academy" *Journal of Literacy Research* (Ed.) Misty Sailors.

Williams-Farrier, B. (2017) "Talkin' Bout Good & Bad" Pedagogies: Code-Switching vs. Comparative Rhetorical Approaches" *College Composition and Communication* (Ed.) Jonathan Alexander, 69.2, pp. 230-259.

Williams, B. (2016) "Signifying, Narrativizing, and Repetition: Radical Approaches to Theorizing African American Language." *Meridians*. (Ed.) Karsonya Whitehead, 15.1, pp. 218-242.

Williams, B. (2013) "Students' 'Write' to Their Own Language: Teaching the African American Verbal Tradition as a Rhetorically Effective Writing Skill" *Equity & Excellence in Education* (Eds.) K.C. Turner & D. Ives, 46.3, pp. 411-429.

Refereed Papers Accepted at National & International Conferences

- "Access and Justice for Linguistically Marginalized Communities of Color: Moving beyond the Rhetoric of Cultivating Capacity and Creating Change" Conference on College Composition and Communication (Portland, OR 2017)
- "Cultivating Capacity and Creating Change for Students' Right to Their Own Language" Conference on College Composition and Communication (Portland, OR 2017)
- "The Risks and Rewards of Linguistically Standing Your Ground: Understanding, Rethinking, and Advocating Linguistic Diversity in the Classroom and Beyond" Conference on College Composition and Communication (Tampa, FL 2015).
- "Dialogic Constructions of African American Language, Standardized English, and Language Ideologies in English Language Arts Classrooms" Literacy Research Association (Marco Island, FL 2014)
- "Translingualism in Theory and Practice: Successes and Challenges." Conference on College Composition and Communication (Indianapolis, IN 2014).
- "Who Left the Gate Open?: African American Rhetorical Tradition as an Effective Gateway for Written and Oral Communication." Conference College Composition and Communication (St. Louis 2012)
- "Reframing African American Verbal Tradition as a Rhetorical Benefit For All

- Academic Writers.” Rhetoric Society of America (Philadelphia 2012)
- “We are More than They Make of Us: Discursive Constructions of Gender, Race, and Identity” International Gender and Language Association Conference (Sao Leopoldo, Brazil 2012)
 - “Four Colored Girls: African American Women, Intergenerational Social Justice Pedagogy, and Literacy Activism and Research.” National Council of Teachers of English. (Chicago 2011)
 - “Ready or Not, Here I Come”: Black Female Composing Voices and Identities for the Classroom and Beyond. Conference College Composition and Communication (Atlanta 2011)
 - “We specialize in the wholly impossible”: The Quest for Dignity and Respect for Black Speech Practices. New Ways of Analyzing Variation Conference 39 (San Antonio 2010)
 - “We specialize in the wholly impossible”: The Quest for Dignity and Respect for Black Speech Practices. The Sixth International Gender and Language Association Conference. (Tokyo, Japan 2010)
 - “Even the Caged Bird Sings: An Examination of Voice, Silence and Black Female Students.” Conference College Composition and Communication (Louisville 2010)
 - “Unfinished Business: The Ebonics Debate Revisited.” Expanding Literacy Studies Conference (Columbus 2009)
 - “Fake It Till You Make It: A Theoretical Hip Hop Concept in the Classroom.” Conference College Composition and Communication (San Francisco 2009)
 - “The Misinterpretation of Black English.” National Council of Black Studies Conference (Atlanta 2008)
 - “The Implications of AAVE Pedagogical Teaching Practices.” National Council of Black Studies Conference (San Diego 2007)

Invited Lectures and Presentations

Old Dominion University

Keynote speaker for the department’s 40th annual spring conference of writing instruction (May 31, 2019)

Michigan State University

Featured speaker for School of Education, Teaching and Learning Graduate Course (2018)

Moreno Valley College

Featured speaker for their professional development series with English educators from middle schools, high schools, and colleges (2018)

University of Colorado, Colorado Springs

Featured speaker for Writing Program Faculty Workshop Series (2017)

California Lutheran University

"Teaching the African American Verbal Tradition as a Rhetorically Effective Writing Skill" (2016)

American Association of University Women (AAUW) Southern California Luncheon – San Diego, CA La Mesa El Cajon Branch (2016)

American Association of University Women (AAUW) presentation for Victor Valley, CA Branch (2016)

CSUF Osher Lifelong Learning Institute (OLLI)

Lecture: "Teaching African American Verbal Tradition in the Composition Classroom" (2016)

California State University, Fullerton

"What to expect in a college English course" CSUF Composition for Academic Leaders Program (CALP) (2015)

California State University, Fullerton

Town hall Moderator (2015)

Howard University

"Strategies for Helping Students Develop Conceptual Skills and Rhetorical Competence" Department of English Writing Faculty Retreat (Fall 2013)

Marquette University

"Students' 'Write' to Their Own Language: Teaching the African American Verbal Tradition as a Rhetorically Effective Writing Skill." English Department Course "Processes of Writing," for new tutors in the Ott Memorial Writing Center (2012)

University of Wisconsin-Madison

"Reflecting While Moving Forward and the Importance of Community Building" Keynote Speaker, PEOPLE program college scholarship banquet (2012)

Florida State University

"Composition and Difference: Pedagogical Strategies that Writing Teachers can use in Honoring the Philosophical Spirit of the Students' Right to Their Own Language (SRTOL) Policy," Theories of Composition Graduate Course (2012)

University of Massachusetts Amherst

"Cross Cultural Composition: Can African American Verbal Tradition Enhance Academic Writing?" Summer Dialect Research Program (2011)

Michigan State University

“Multilingual Writing in the Composition Classroom” TA and Fixed Term Faculty Workshop (2010-2011)

Professional Experience

- California State University, Fullerton. Assistant Professor. English, Comparative Literature, and Linguistics Department. (2013 to present)
- Marquette University. Writing Specialist: Academic Support Center, (summer 2011 and Fall 2012 to present)
- Michigan State University. TA and Fixed Term Faculty Workshop and Training Facilitator (2010-2011)
- Michigan State University. Research Assistant to the First Year Writing Director, Writing Program Administration (2010-2011)
- The Ohio State University. African American and African Studies Community Extension Center, Program Coordinator & Summer Residential Program Coordinator (2008)
- University of Wisconsin-Madison. UW-Madison Writing Center, Writing Fellow (2003-2006)

Grants, Honors and Awards

- American Association of University Women (AAUW) 2015-2016 American Fellowship – Postdoctoral Research Leave Fellowship (2015-2016)
- Literacy Research Association (LRA) **STAR** Fellowship (**S**cholars of color **T**ransitioning into **A**cademic **R**esearch institutions) Mentoring Program (2015-2016)
- California State University: Acacia Faculty Award – award for exceptional teaching and mentoring (2014)
- National Science Foundation USA-based Scholar International Travel Bursaries Grant Recipient for International Gender and Language Association (IGALA) conference (2010 and 2012)
- Michigan State University. Alliance for Graduate Education and the Professoriate (AGEP) Scholar Award (2011)
- Michigan State University. Rhetoric & Writing Conference Travel Grant (2008 to 2011)
- Michigan State University. Graduate Research Enhancement Award (2011)
- Michigan State University. Dr. Martin Luther King Jr. Endowed Scholarship (2011)
- Michigan State University. University Enrichment Fellowship Recipient (2008-2013)
- University of Wisconsin-Madison. PEOPLE program; full tuition scholarship award (2002-2006)
- University of Wisconsin-Madison. Academic Advancement Program (AAP); Academic Excellence Award (2004-2006)

TEACHING

Courses Taught

California State University, Fullerton

ESE 100 Analytical College Writing
ENGL 101 Beginning College Writing
ENGL 301 Advanced College Writing (Intersession)
ENGL 301 Advanced College Writing (Spring Semester)
ENGL 305 English Language in America
ENGL 307 Advanced College Writing English Studies
ENGL 402 Response Theories in Composition & Tutor Supervision
ENGL 591T Topics in Rhetoric & Composition (Literacy Studies)
ENGL 595 Project Writing

Master's Projects Directed

Robert Brown (Spring 2019)

Olivia Nguyen (Spring 2019)

Kim George, "Curbing Anxiety in the Basic Writing Classroom: A Lesson on Linguistic Diversity," Spring 2014

Derrick Drury, "Principles and Practicality: The Gulf Between Theory and Practice as it Relates to the Incorporation of Global Rhetorics in the Composition Classroom," Spring 2014

Eric Rodriguez, "*Entiendes?: Utilizing Inclusion Strategies in College Composition Classrooms,*" Spring 2015

SERVICE

Departmental Service

Secretary for Faculty Meetings
English 101 Coordinator
Professional Certificate Program in Writing and Teaching Coordinator
Composition Committee
Master's Exam Reading Committee (2014)
Scholarship and Awards Committee (Chair) 2018-2019

College Service

Hip Hop Symposium Committee (2015)
Liberal Studies Department Consultant (2018)
HSS Lecture Series Featured Speaker (2019)
English 101 High Impact Practices Coordinator (2015-16)

University Service

CSUF Board of Governors – Faculty Representative (2016 to present)
Writing Across the Curriculum Advisory Committee
University Council of Writing Proficiency
CSUF Outstanding Student Scholarly and Creative Activities Award Review
Committee (2015)
Humanities representative on the Assessment and Educational Effectiveness
committee of the Senate

Service to Professional Associations

Black Caucus Membership Committee (CCCC)
Representative for Language Policy Committee (CCCC)

Membership in Professional Organizations

Literacy Research Association (LRA)
National Council of the Teachers of English (NCTE)
Modern Language Association (MLA)
Conference on College Composition and Communication (CCCC)
Language Policy Committee (LPC)
International Gender and Language Association (IGALA)
NCTE/CCCC Black Caucus

Service to Community Organizations

Delta Sigma Theta Sorority, Inc. Orange County Alumnae Chapter 1st Vice President
(2015-16)
Orange County (CA) Chapter of the Links, Hospitality Committee Chair
Helps Ministry - Nursery Volunteer at Crenshaw Christian Center (2018)
AIDS Services Volunteer, Irvine, CA (2013-2014)